



RE CURRICULUM AT SUCKLEY SCHOOL

Intent	Implementation	Impact
At Suckley School, we want our children to know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. It is our intent that Religious Education promotes an enquiry-based approach through the implementation of the Worcestershire Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the early learning goals within the Foundation Stage. In many cases objectives are covered	Through the use of high-quality teaching, experiences and enrichment opportunities that include and are not limited to: handling artefacts, exploring sacred texts, using imaginative play or drama to express feelings and ideas creatively; responding to images, games, stories, art, music and dance; meeting visitors from local religious communities; making visits to religious places of worship where possible, and where not, making use of videos and the internet; taking part in whole school events- (multi-faith days, Harvest Festival, school performances); participating in moments of quiet reflection; using ICT to further explore religion and belief globally; comparing religions and worldviews through discussion; debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these we will deliver a broad and balanced RE curriculum that builds on previous learning and provides both support and challenge for learners. It ensures a progression of skills and covers all 6	We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress through the school. By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets and learning themes embedded with the Worcestershire Agreed Syllabus. Unit summative assessments are used to determine the children's understanding and inform teacher's planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutinies and lesson observations. The impact of our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.



more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills and knowledge that they have acquire	of the major religions- Christianity, Buddhism, Judaism, Hinduism, Islam and Sikhism. Children's work and pictures of their work will be recorded in books for reference and assessment. The subject leader will conduct regular book looks to ensure that RE is being taught effectively. We want to ensure that the development of pupils' spiritual, moral, social and cultural development is embedded in our whole school curriculum and that opportunities for enhancing learning by using RE are always taken. Teachers create a positive attitude to learning within their classrooms and reinforce an expectation that all children can achieve high standards in RE	
Suckley values: Independence, respect, honesty, kindness, determination and perseverance • Opportunities for children to work independently • Showing respect of other children's ideas by listening respectfully to others when working in a collaborative group. • Determination to succeed when solving problems that require different approaches. • Perseverance despite an ambitious curriculum that is challenging for all pupils.	Cultural capital: • With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, cities, theatres, outdoor activity centres and community projects in and around our local area and beyond. They are also given regular opportunities to participate in school and local competitions to encourage more positive attitudes towards activities. When beginning their primary school journey in EYFS, many children arrive with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives, whatever the starting point. This includes the relevant vocabulary needed throughout their education and the opportunity to link RE to real-world issues.	



