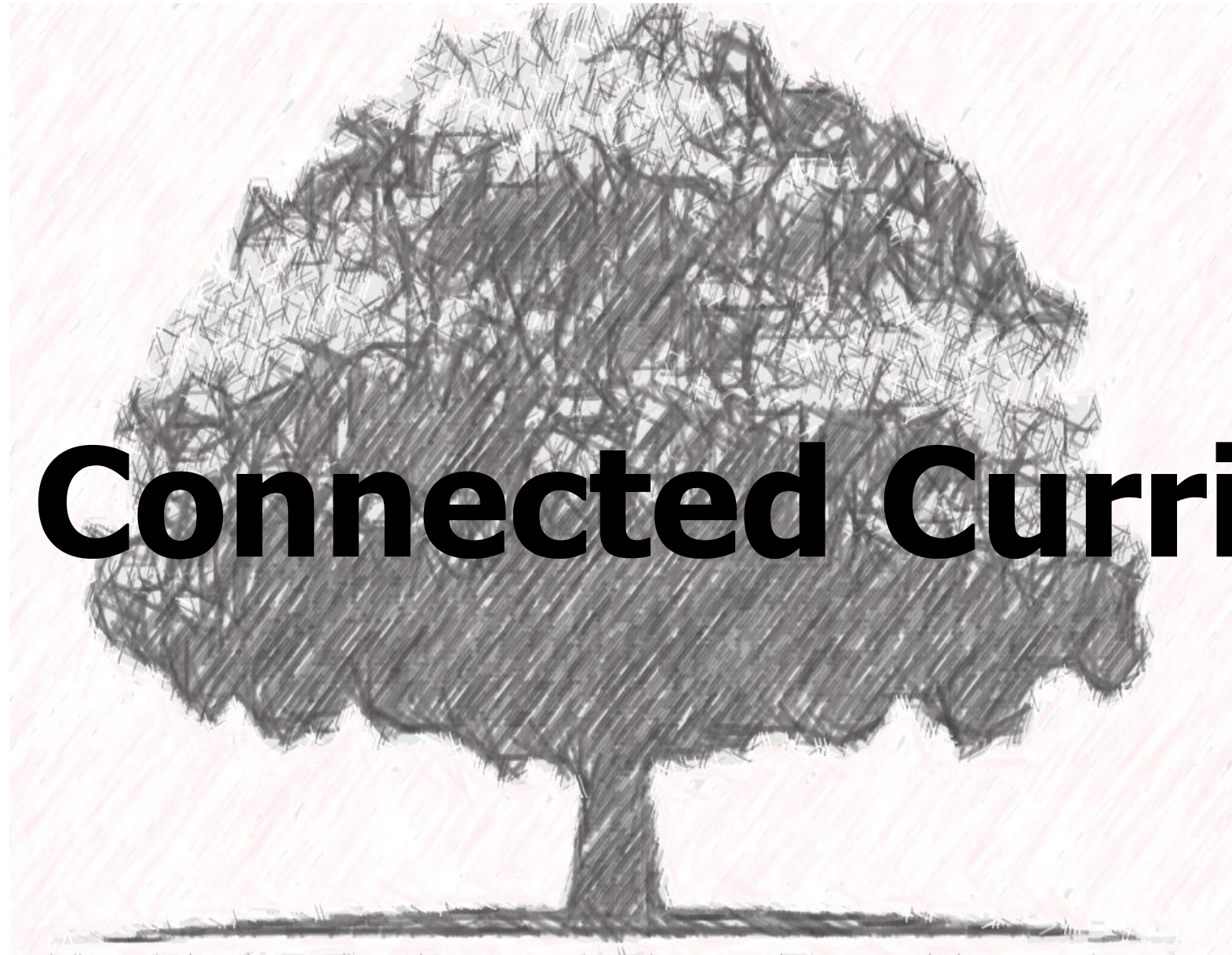


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

RE Overview



Cheshire Academies Trust
Inspiring hearts and minds



RE Curriculum at Kelsall Primary

Intent

At Kelsall School we aim to ensure children learn about a diverse range of religions that are practiced in the UK and across the world because we believe that if our children understand one another's differences, similarities and views, then the world will become a better place. Our intention is that the children are: respectful of the beliefs of others; know that religion can shape people's lives, culture and identity; know some of the key features about Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism; know some of the key stories and teachings of the religions studied; and know some of the similarities and differences between different religions

Implementation

We follow the Agreed Syllabus for Cheshire West and Chester which is linked closely to the national curriculum to ensure a breadth of religions, knowledge and skills are taught. The curriculum is taught weekly or in blocks by class teachers. However, each year we aim to hold an 'interfaith' event which may include learning from representatives of different faiths e.g. members of the Harmony Interfaith Forum. We also visit our local churches (with whom we have close links) and during a child's primary years, we aim that they will visit two other places of worship.

The curriculum is broken into different religions with each year group teaching Christianity. Even though each year group learns about Christianity it is taught through the skills and as well as the knowledge are different and are posed with a different 'big question' each time. Throughout the year groups different religions are taught and revisited. The religions are Judaism, Islam, Hinduism and Sikhism. Each year also teaches a free choice unit which can be outside the 5 main religions and can be based in more of a spiritual and non-religious practice like humanism.

During collective worship and in class, we link global dates and religious festivals into the daily teaching and life in school. We have a weekly British Values or No Outsiders assembly where different topics are taught and shared with the school.

Impact

From their RE sessions and collective worship, children should be able to discuss, recall knowledge and understand religion in society. They will develop skills so that they can retell religious stories, recognise symbols, share opinions, understand different practices and ways of life and achieve a positive understanding of diversity. Ultimately, we hope and expect that our children are respectful and tolerant of difference, have a sense of belonging and community, are able to respectfully discuss opinions and have the skills to recognise and challenge prejudice.



Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds on prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.

'With reference to **Embedding Inclusive Practice**', NASEN



By the time they leave, pupils will:

- Know that the UK has a rich heritage of culture and diversity
- Be respectful of the religious beliefs of others
- Know that religion can shape peoples' lives, culture and identity
- Know and understand key features about: Christianity, Hinduism, Islam, Sikhism, Judaism and Humanism
- Know some of the key stories and teachings of the religions studied
- Know some of the similarities and differences between different religions

EYFS Links















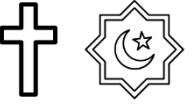



Understanding the World

- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries

People Culture and Communities ELG

- Know some similarities and differences between religious & cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories and non-fiction texts

Kelsall Primary & Nursery School Curriculum– RE Endpoints

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
<p>Children know what it means to belong, to a school and community and also to a faith group. They can recognise a sign for Christian belonging and talk about what happens in a Baptism.</p> <p>Children can explain why Christmas is celebrated by Christians, explaining the relevance of the gifts from the Shepherds and the Magi and recognise good news for Christians.</p>	<p>Children can explain what many Jews believe about God and some rules they follow in life. They explain parts of stories from the Torah and what these teach.</p> <p>Children can discuss artefacts Jews use in life and for celebrations. They can talk about how Jews may mark Shabbat and explain other Jewish festivals such as Purim and Hanukkah.</p>	<p>Children can retell the Ramayana in their own language and describe different characteristics of Hindu Gods and Goddesses. They can explain that Hindus believe one God is represented through different forms and explain Diwali.</p>	<p>Children can describe what happens at the Seder Meal and understand how the Torah Scrolls are located in a Synagogue. They can describe how Jews worship at home and in Synagogues for different events and festivals.</p> <p>Children can retell the Christmas story and understand what this means to Christians. They can talk about the term incarnation and how this concept can be seen within Christianity.</p>	<p>Children can describe the main beliefs and worship of Muslims and how these are demonstrated through the Five Pillars of Islam. Children can draw parallels of their own life from these.</p> <p>Children can describe what Muslims do during Ramadan and what Halal food is. They comment on the importance of family in Islam and how identify and belonging fits into this.</p>	<p>Children can describe and discuss their local church and its community and artefacts. They can discuss the use of music in Christian worship and explain how this helps Christians explain and action their faith.</p> <p>Children can describe the benefits of belonging to a community and how they themselves are part of one. They explain what worship is and what this means to different people such as a Christian and a humanist.</p>
					
<p>To retell the Biblical narration of the Creation and understand the idea of God. They notice beauty in everyday environment as well as favourite places and can explain what they consider to be beautiful.</p> <p>Children are confident explaining what is means to show respect and can give examples using different cultures and worldviews. They start to understand how they can show empathy and can explain what respect means.</p>	<p>Children can explain the Bible is a special book for Christians and that it is made up of lots of parts. They give examples of lessons it can give for lift and retell simple Bible stories.</p> <p>Children can discuss who they think Jesus is and how he is special for Christians. They describe how people followed him called disciples and can give examples of miracles Jesus performed.</p>	<p>Children can articulate how the Bible is made up of many parts and testaments, and why it is so important to Christians. They can give examples of Bible stories and demonstrate how to find them in the Bible.</p> <p>Children use Biblical references to support discussions about Jesus and how people viewed him. They can talk about art and symbolism associated with Jesus.</p>	<p>Children can describe what a parable is and give an example of one Jesus told. They can describe the meanings behind parables and how Christians use these to make good choices in life.</p> <p>Children can order and retell the Easter story, linking symbols and describing their own thoughts and feelings. They can discuss why Jesus was put n the cross and articulate the meaning of suffering and sacrifice.</p>	<p>Children can articulate that Sikhs believe in one God and consider all people equal. They understand all people equal. They understand Sikhs respect Gurus and live according to their teachings. They can explain what happens in Gurdwara, what the Guru Granth Sahib is and what the 5Ks are</p> <p>Children can talk about key Christian events such as Christmas and Easter, describing what the trinity is. They can articulate forgiveness and explain how this is important to Christians, along with the importance of the cross.</p>	<p>Children can describe a Gurdwara is a Sikh place of worship and talk about what happens there. They can explain how Sikhs share food at the Langar and the importance of this, drawing parallels on other world religions and their own experiences.</p> <p>Children can discuss individual identify and characteristics and talk about what the golden rule means to them. They can describe how the UK is religiously diverse and how this started, talking about where these religions began whilst discuss discrimination and stereotypes</p>
					
<p>Children can explain Muslim's beliefs about Allah and talk about the Night of Power and Muhammad.</p> <p>To know the Qur'an is the sacred text for Muslims and talk about how they use special words at the birth of a baby. Know for a Muslim, there is one God called Allah and Muhammad was his messenger</p>	<p>Children accurately retell a parable which Jesus told and discuss why these parables are important to Christians and their beliefs.</p>	<p>Children can explain who they think God is and whether they believe or not whilst respecting other views. They can also explain a view which is not their own and relate it to the story of Abraham.</p> <p>Children can articulate that Muhammad was a prophet and that Muslims believe in other messengers called angels. They describe the importance of the Qu'an for Muslims and describe how they worship in a Mosque.</p>	<p>Children can articulate how Hindus recognise one of the deity and recall names of Gods and Goddesses Hindus worship. They can explain the concept of create, preserve and destroy and talk about Hindu worship at home and in the Mandir for festivals such as Holi.</p>	<p>Children use specific words to describe how people show their faith in different ways. They can draw links between teachers from different views and ask questions to further their understanding.</p> <p>Children can articulate what humanism is and how it differs to the main world religions. They can draw parallels between humanist and religious teaches and make their own comments on both giving reasons.</p>	<p>Children can identify and discuss the similarities and differences between churches in their local area and compare these with others around the world. They can describe key Christian beliefs .</p> <p>Children can retell parables and give the meanings and lessons contained within them. Children articulate Christians believe in an afterlife and give examples of how people can believe in heaven and what this may be like.</p>

	Year 1 Christianity Islam Free choice	Year 2 Judaism Christianity Free choice	Year 3 Hinduism Christianity Islam Free Choice	Year 4 Judaism Christianity Hinduism Free Choice	Year 5 Islam Sikhism Christianity Free Choice	Year 6 Christianity Sikhism Free Choice - Diversity
Autumn 1 Endpoints	Children know what it means to belong, to a school and community and also to a faith group. They can recognise a sign for Christian belonging and talk about what happens in a Baptism.	Children can explain what many Jews believe about God and some rules they follow in life. They explain parts of stories from the Torah and what these teach.	Children can retell the Ramayana in their own language and describe different characteristics of Hindu Gods and Goddesses. They can explain that Hindus believe one God is represented through different forms and explain Diwali.	Children can describe what happens at the Seder Meal and understand how the Torah Scrolls are located in a Synagogue. They can describe how Jews worship at home and in Synagogues for different events and festivals.	Children can describe the main beliefs and worship of Muslims and how these are demonstrated through the Five Pillars of Islam. Children can draw parallels of their own life from these.	Children can describe and discuss their local church and its community and artefacts. They can discuss the use of music in Christian worship and explain how this helps Christians explain and action their faith.
Autumn 2 Substantive Knowledge/Skills	<p>Christianity: What does it mean to belong?</p> <ul style="list-style-type: none"> • Talk about a practice from a religion. • Talk about own experiences and can link these to the communities to which I belong. • Ask questions about me, and who I am, showing awe and wonder. 	<p>Judaism: What do Jews believe about God?</p> <ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories. • Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities • Find out about questions of right and wrong and begin to express my own ideas and opinions. 	<p>Hinduism : How do Hindus view God and how is Diwali celebrated?</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. • Give thoughtful responses using different forms of expression. • Consider an aspect of a religion and show differences and similarities to other religions or worldviews 	<p>Judaism: How do Jews demonstrate their faith through their communities?</p> <ul style="list-style-type: none"> • Explore belief in action and make connections with my own life and communities. • Give thoughtful responses using different forms of expression. • Discuss why worshippers choose to attend a particular place of worship and what it means to belong. 	<p>Islam: Why are the Five Pillars important to Muslims?</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews • Discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response 	<p>Christianity: What can we learn from Christian religious buildings and music?</p> <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews we have studied. • Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Discuss own and other's spiritual experiences and find connections between communities. • Discuss issues about community cohesion and demonstrate understanding of different views

<p style="text-align: center;">Autumn 2 Endpoints</p>	<p>Children can explain why Christmas is celebrated by Christians, explaining the relevance of the gifts from the Shepherds and the Magi and recognise good news or Christians.</p>	<p>Children can discuss artefacts Jews use in life and for celebrations. They can talk about how Jews may mark Shabbat and explain other Jewish festivals such as Purim and Hanukkah.</p>	<p>Free Choice</p> <ul style="list-style-type: none"> Lotus Temple in Delhi. Christmas symbolism. 	<p>Children can retell the Christmas story and understand what this means to Christians. They can talk about the term incarnation and how this concept can be seen within Christianity.</p>	<p>Children can describe what Muslims do during Ramadan and what Halal food is. They comment on the importance of family in Islam and how identify and belonging fits into this.</p>	<p>Children can describe the benefits of belonging to a community and how they themselves are part of one. They explain what worship is and what this means to different people such as a Christian and a humanist.</p>
<p style="text-align: center;">Autumn 2 Substantive knowledge/Skills</p>	<p>Christianity: Why is Christmas celebrated by Christians?</p> <ul style="list-style-type: none"> Talk about a practice from a religion. Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Talk about own experiences and can link these to the communities to which I belong. 	<p>Judaism: How do Jews show faith through practices and celebrations?</p> <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why. Identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. 		<p>Christianity: Why do Christians think about Incarnation at Christmas?</p> <ul style="list-style-type: none"> Describe religions and world views, connecting ideas and prior learning. Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. 	<p>Islam: How is the Muslim faith expressed through family life?</p> <ul style="list-style-type: none"> Discuss own and other's spiritual experiences and find connections between communities. Understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect. 	<p>Christianity: What are some of the differences within Christianity locally and globally?</p> <ul style="list-style-type: none"> Explain how history and culture can influence an individual and how some question these influences. Discuss issues about community cohesion and demonstrate understanding of different views. Develop insight and start to analyse the impact of diversity within a community.
<p style="text-align: center;">Spring 1 Endpoints</p>	<p>To retell the Biblical narration of the Creation and understand the idea of God. They notice beauty in everyday environment as well as favourite places and can explain what they consider to be beautiful.</p>	<p>Children can explain the Bible is a special book for Christians and that it is made up of lots of parts. They give examples of lessons it can give for lift and retell simple Bible stories.</p>	<p>Children can articulate how the Bible is made up of many parts and testaments, and why it is so important to Christians. They can give examples of Bible stories and demonstrate how to find them in the Bible.</p>	<p>Children can describe what a parable is and give an example of one Jesus told. They can describe the meanings behind parables and how Christians use these to make good choices in life.</p>	<p>Children can articulate that Sikhs believe in one God and consider all people equal. They understand Sikhs respect Gurus and live according to their teachings. They can explain what happens in Gurdwara, what the Guru Granth Sahib is and what the 5Ks are</p>	<p>Children can describe a Gurdwara is a Sikh place of worship and talk about what happens there. They can explain how Sikhs share food at the Langar and the importance of this, drawing parallels on other world religions and their own experiences.</p>

<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Substantive knowledge/Skills</p>	<p>Christianity: What do we think about how the world was made and how should we look after it?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Start to share my opinions and say what is important to myself and to others. Ask questions about me, and who I am, showing awe and wonder. Ask puzzling questions about Creation and God. 	<p>Christianity: Why is the Bible a special book for Christians?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words. Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response. 	<p>Christianity: How do Christians use the Bible to help them with their lives?</p> <ul style="list-style-type: none"> Make connections between different stories / sayings and what they teach followers of different religions / worldviews. Explore belief in action and make connections with my own life and communities. Understand the commitment and dedication needed for different faith followers. Reflect on own values and explore the values of believers 	<p>Christianity: How did Jesus teach about God and values through parables?</p> <ul style="list-style-type: none"> Describe and understand links between stories and other aspects of the communities investigated. Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities. 	<p>Sikhism: Why is community and equality important to Sikhs?</p> <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning Explain the religions and worldviews which I encounter clearly, reasonably and coherently. Explore and make personal informed responses to ultimate questions. Discuss issues about community cohesion and demonstrate understanding of different views. 	<p>Sikhism: How do Sikhs worship?</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews we have studied. Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life. Discuss my own and other's spiritual experiences and find connections between communities.
<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Endpoints</p>	<p>Children are confident explaining what is means to show respect and can give examples using different cultures and worldviews. They start to understand how they can show empathy and can explain what respect means.</p>	<p>Children can discuss who they think Jesus is and how he is special for Christians. They describe how people followed him called disciples and can give examples of miracles Jesus performed.</p>	<p>Children use Biblical references to support discussions about Jesus and how people viewed him. They can talk about art and symbolism associated with Jesus.</p>	<p>Children can order and retell the Easter story, linking symbols and describing their own thoughts and feelings. They can discuss why Jesus was put n the cross and articulate the meaning of suffering and sacrifice.</p>	<p>Children can talk about key Christian events such as Christmas and Easter, describing what the trinity is. They can articulate forgiveness and explain how this is important to Christians, along with the importance of the cross.</p>	<p>Children can identify and discuss the similarities and differences between churches in their local area and compare these with others around the world. They can describe key Christian beliefs and how these can be slightly differ</p>

<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Substantive knowledge/Skills</p>	<p>Free Choice: What is respect? Linking RE to No Outsiders</p>	<p>Christianity: Who was Jesus and why is he important to Christians today?</p> <ul style="list-style-type: none"> Start to share opinions and say what is important to myself and to others. Say ideas which are important to me and can say what I think to be right and wrong. 	<p>Christianity</p> <ul style="list-style-type: none"> Express what I think about Jesus and how is he portrayed in art from around the world Explore belief in action and make connections with my own life and communities. Find out about questions of right and wrong and begin to express my own ideas and opinions. Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. 	<p>Christianity: How can I understand different Easter concepts?</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and worldviews we have studied. Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Discuss why worshippers choose to attend a particular place of worship and what it means to belong. 	<p>Christianity: Which concepts do we find hard to understand in Christianity?</p> <ul style="list-style-type: none"> Explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. Observe and consider different dimensions of religion, to explore and show understanding of similarities and differences between different religions and worldviews Explore moral and ethical questions using examples. 	<p>How and why do Christians worship? What are the benefits for believers?</p> <ul style="list-style-type: none"> Discuss own and other's spiritual experiences and find connections between communities. Discuss the nature of religion and compare the main disciplines which we have studied. Discuss issues about community cohesion and demonstrate understanding of different views.
<p style="text-align: center;">Summer 1 Endpoints</p>	<p>Children can explain Muslim's beliefs about Allah and talk about the Night of Power and Muhammad.</p>	<p>Children accurately retell a parable which Jesus told and discuss why these parables are important to Christians and their beliefs</p>	<p>Children can explain who they think God is and whether they believe or not whilst respecting other views. They can also explain a view which is not their own and relate it to the story of Abraham.</p>		<p>Children use specific words to describe how people show their faith in different ways. They can draw links between teachers from different views and ask questions to further their understanding of this; learning about key people</p>	<p>Children can retell parables told by Jesus and give the meanings and lessons contained within them. Children articulate Christians believe in an afterlife and give examples of how people can believe in heaven and what this may be like</p>
<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Substantive knowledge/Skills</p>	<p>Islam: How and why are Allah and Muhammad important to Muslims?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Recognise some religious symbols and words Ask questions about me, and who I am, showing awe and wonder. Ask puzzling questions about Creation and God. 	<p>Christianity: Why did Jesus teach people through stories?</p> <ul style="list-style-type: none"> Retell a religious story using prompts and know that it is from a sacred text and is special to some people. Work together with others even if we have differences. 	<p>Christianity</p> <ul style="list-style-type: none"> What is my point of view about God and why do people have faith? Describe religions and world views, connecting ideas and prior learning. Understand the commitment and dedication needed for different faith followers. Reflect on my own values and explore what I can learn from the values of believers. 	<p>Free Choice: What is Humanism?</p>	<p>Free Choice : How do Christians show their beliefs in action?</p>	<p>Christianity: What is the Kingdom of God and what do Christians believe about the afterlife?</p> <ul style="list-style-type: none"> Discuss my own and other's spiritual experiences and find connections between communities. Explore and make personal informed responses to ultimate questions. Explain the religions and worldviews which I encounter clearly, reasonably and

						coherently
Summer 2 Endpoints	To know the Qur'an is the sacred text for Muslims and talk about how they use special words at the birth of a baby. Know for a Muslim, there is one God called Allah and Muhammad was his messenger	Free Choice: Life Stages. Link RE to No Outsiders.	Children can articulate that Muhammad was a prophet and that Muslims believe in other messengers called angels. They describe the importance of the Qu'an for Muslims and describe how they worship in a Mosque. Children can discuss who Baha'u'llah was and understand why he was important. They can talk about unity and what this means to them and others.	Children can articulate how Hindus recognise one of the deity and recall names of Gods and Goddesses Hindus worship. They can explain the concept of create, preserve and destroy and talk about Hindu worship at home and in the Mandir for festivals such as Holi.	Children can articulate what humanism is and how it differs to the main world religions. They can draw parallels between humanist and religious teaches and make their own comments on both giving reasons.	Children can discuss individual identify and characteristics and talk about what the golden rule means to them. They can describe how the UK is religiously diverse and how this started, talking about where these religions began whilst discuss discrimination and stereotypes.
Summer 2 Substantive knowledge/Skills	Islam: How do Muslims express new beginnings? <ul style="list-style-type: none"> • Talk about a practice from a religion • Ask; who', 'what' and 'when' questions when exploring a religion • Show respect and empathy 		Islam: How do Muslims worship? <ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. • Discuss why worshippers choose to attend a particular place of worship and what it means to belong. • Make connections between different stories / sayings and what they teach followers of different religions / worldviews 	Hinduism: How do Hindus worship? <ul style="list-style-type: none"> • Describe and make connections between different features of the religions and worldviews we have studied. • Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning. • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect. 	Free Choice: What is humanism?	Christianity: What are some of the differences within Christianity locally and globally? <ul style="list-style-type: none"> • Explain how history and culture can influence an individual and how some question these influences. • Discuss issues about community cohesion and demonstrate understanding of different views. • Develop insight and start to analyse the impact of diversity within a community.