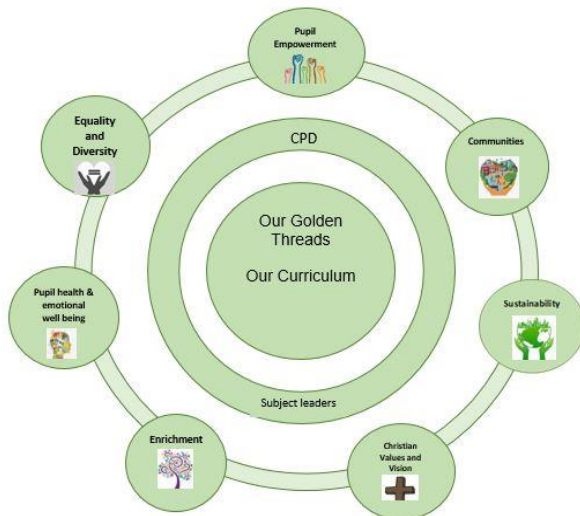


Kenn C of E Primary

Curriculum Design for Religious Education



Religious Education INTENT

At Kenn C of E, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. This encompasses a 'World View' approach. Our Religious Education curriculum is enhanced further with either trips to places of worship in our local area or visiting speakers coming into school.

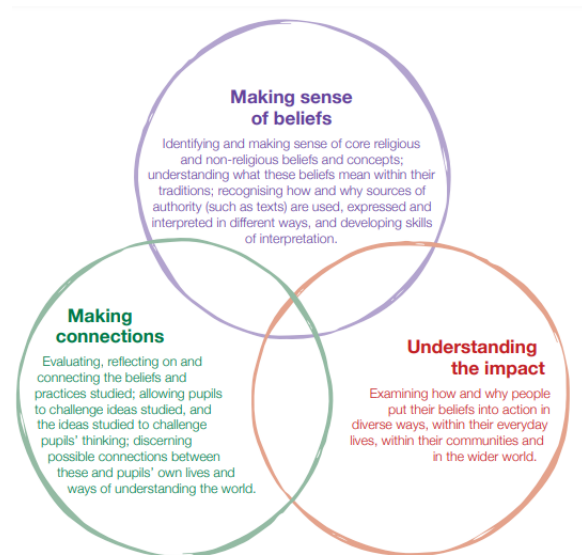
We use the Devon & Torbay Agreed Religious Education syllabus. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living and the Understanding Christianity materials (see principal aim below) as the basis for our curriculum. We aim to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils from 4-14 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy

Religious Education IMPLEMENTATION

Teachers plan their RE lessons on Christianity, Judaism, Islam and Hinduism for progression and depth using the Devon Agreed Syllabus and the Understanding Christianity materials (Kenn C of E Primary, as a church school, needs to ensure that 50% of the RE teaching is based on Christianity). As part of this annual planning process, teachers need to plan the following: * Ensure that each pupil draws a concept map at the start of each half termly topic to write what they already know prior to teaching. At the end of the half term, the pupils reflect on their learning journey by adding to the concept map * Children are taught RE through storytelling; art; drama; handling artefacts; looking at key religious documents; and discussion. * Kenn C of E Primary, as a church school, should have 60 minutes of curriculum time per week. * Provide challenging questions for pupils to apply their learning in a philosophical/open manner. * Plan trips and visiting experts who will enhance the learning experience. Ensure a weekly, church led assembly takes place for the whole school. * Specific key vocabulary and its meaning. * Key stage two, pupils are expected to complete a 'long write' about an area of the RE curriculum that interests them, which will include research, planning, drafting, editing and a final write up process. * Once a year, each class will be set a six week Quest homework project to give the pupils an opportunity to celebrate their own independent learning by presenting their Quest to the class.

Religious Education IMPACT

Impact of teaching and learning will be determined through subject monitoring, SLT reviews and pupil conferencing. We will know if we have planned carefully for progress and achievement if children have met their subject specific 'end points' and age-specific national expectations for pupils as documented in Target Tracker. Beyond the assessment of subject knowledge, we also measure the impact of RE in terms of the spiritual and moral opinions and dispositions of the children and other stakeholders. This is ascertained with pupil conferencing through our school council and values group, pupil questionnaires, our school Ethos group and parent forum meetings.



Our Christian Vision and Values

Our Christian Vision is 'Sowing Kindness, Courage and Faith so all can Flourish'. Our intent is for this vision to be embedded throughout the school, and evident in the conduct and opinions of our school community. RE plays an important role in this aspect, with the teachings of all of the different religions used to consolidate the importance of kindness, courage and faith. These three values are used as a lens in which to view all religions and learn from important religious figures' World Views.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

RE ignites a passion for learning in children as the barriers that come with learning a core subject are often removed: children are empowered to present their learning in more creative ways. Children are encouraged to be independent in their learning and to have a drive to do well. Adaptations are not made to the curriculum subjects but are made to the ways in which teachers deliver content and provide scaffolding for individuals through planned use of IT and other resources. Trips, visits, and visitors in this subject are included throughout the year, giving our disadvantaged children the opportunity to develop their cultural capital, apply their knowledge and understanding, and broaden their vocabulary.

End Points Determined by the Devon Agreed Syllabus

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

Knowledge, Skills and Understanding breakdown for Religious Education

Foundation Stage

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2017 EYFS Profile, RE can provide many opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

The ideas below are drawn from both the Early Years Outcomes and the Early Learning Goals.

Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, social and emotional development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.

- They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Knowledge, Skills and Understanding breakdown for Religious Education

Specific Vocabulary in Red

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 FS	Being Special: where do we belong? VOCAB-Christian, Special, God, Family, Muslim, Hindu, Baptism, Belonging, Love.	Why is Christmas special for Christians? VOCAB-Christian, Christmas, Bible, Jesus, Crib, Nativity, Mary, Joseph, Baby Jesus, Donkey, Angels, Three Wise Men/Kings, Star, Stable, Bethlehem, Family, Friends, Sharing.	Why is the word 'God' so important to Christians? VOCAB-Christian, Creator of the Universe, Creation, Life, Bible, Praise, Thank.	Why is Easter so special to Christians? VOCAB-Christian, Bible, Easter, Lent, Pancake Day, Jesus, God, Cross, salvation, Palm Leaves, Eggs.	What places are special and why? VOCAB-Church, Special, Holy, Muslim, Mosque (washing area, prayer hall, prayer mats, minarets), Font, Cross, Candle, Bible	What places are special and why? VOCAB-Church, Special, Holy, Muslim, Mosque (washing area, prayer hall, prayer mats, minarets), Font, Cross, Candle, Bible
What times/stories are special and why? VOCAB-Stories, Faith, Tradition, Bible, Holy Book, Share, God, Special, Old Testament, Christian, Jewish, Muslim, Hindu, Jesus, Prophet Muhammad, Important						
Unit 2 Year 1 & 2	Who is Muslim and how do they live? (Part 1) What does a Muslim believe? Who can be a Muslim? What are the words of the Shahadah and why are they special? Who was the Prophet Muhammad? What is Ramadan? VOCAB-Muslim, Belief, Prophet, Muhammad, Holy, Worship, Messenger, Allah, God, Tawhid, Ibadah, Worship, Iman, Eid, The Five Pillars Of Islam, Wudu,	Why does Christmas matter to Christians? What is a Christian? Who was Jesus? What is The Christmas story? Why does Christmas matter to Christians? Christingles. VOCAB- Christian, Bible, Christmas, Christingle, Advent, Jesus, Joseph, Mary, Nativity, Crib, Bethlehem, Angel, Magi/Three Wise Men/Kings, Stable, Shepherds, Star, Animals, Manger, Gold Frankincense, Myrrh, Worship, Praise, Incarnation, Gospels.	Who is Muslim and how do they live? (Part 2) The 5 pillars of Islam Wudu and prayer Eid VOCAB- Muslim, Belief, Iman, Prophet, Muhammad, Holy, Worship, Messenger, Allah, God, Tawhid, Ibadah, Worship, Iman, Shahadah, Respect, Prayer, Tawhid, Eid, The Five Pillars Of Islam, Wudu, Prayer, Akhirah.	Why does Easter matter to Christians? What happened on Palm Sunday and what does it teach us about how people felt towards Jesus? What happened at the Last Supper and what does it teach us about Jesus? Why was Jesus put on the cross on Good Friday? What happened on Easter Sunday? Why are eggs a symbol of Easter? How are Spring and Easter linked? VOCAB-Christian, Bible, Easter, Easter Sunday, Church, Holy Week, Lent, Pancake Day, Jesus, God, Cross, Died, Jerusalem, Hosanna, Salvation, Last Supper, Good Friday, Buried, Tomb, Forgiveness, Sin,	What is the 'good news' Christians believe Jesus brings? Why did Jesus have disciples? Is Jesus everyone's friend? Is God forgiving? What stops us from finding peace? How can God help us find peace? What is the good news that Jesus brings? VOCAB-Christian, Gospel, Bible, New Testament, Teachings, Beliefs, Peace, Sorry, Forgiveness, God, Jesus, Disciples, Friendship.	What makes some places sacred to believers? (C,M) Investigate mosques and churches. Look at religious art. Trip to the church. Look at pilgrimage. VOCAB- Sacred, Holy, Worship, Christian, Jewish, Community, Hanukah, Artefacts, Church (Altar, cross, crucifix, candles, font, lectern, symbol of light). Plus, specific features of the different denominations as appropriate: vestments and colours, icons, stations of the cross,

	Shahadah, Respect, Prayer, Akhirah.			Heaven, Palm Leaves, Eggs, New Life, Hot Cross Buns.		baptismal pool, pulpit Synagogue: Ark, Ner Tamid, Torah Scroll, Tzitzit(tassels), Tefillin, Tallit (prayer shawl), Kippah (skull cap), Hanukkah, Bimah. Mosque/Masjid:Wudu, Calligraphy, Prayer Mat, prayer beads, Minbar, Mihrab, Muezzin.
Unit 3 Year 3 & 4	What is it like for someone to follow God? VOCAB- God, Christian, Jewdaism, Bible, Old Testament, New Testament, Books, Chapters, Verses, Prayer, Belief, Commandments, Covenant, Promises, Rules, Obey, Follow, Wisdom, Trust, Guide, Salvation, Heaven, Kingdom of God.	What do Hindus believe God is like? VOCAB-Hindu, Hinduism, Gods, Aum, Dharma, Brahman, Atman, Pancha Ganapati, deity, Svetaketu, Brahma-Creator, Vishnu- Preserver, and Shiva- Destroyer (the Tri-Murti), Saraswati, Lakshmi and Parvati.	What kind of world did Jesus want? VOCAB-Christian, Bible, Jesus, Gospel, Teacher, Teachings, Disciples, Message, Followers, Worship, Love.	What does it mean to be Hindu in Britain today? VOCAB-Hindu, Hindi, Dharma, Faith, Diwali, Faith, Diya, Diva lamp, Diya, gifts, Lakshmi, Food, Festival, Festival of Lights, Lights, Fireworks, Rama and Sita, Mehndi, Rangolis, Holi, Rangoli Pattern, India, Parade, Bindi.	For Christians, what is the impact of Pentecost? VOCAB- Pentecost (Kingdom of God), Christian, Holy Spirit, Jesus, Death, Resurrection, Bible, The Trinity.	How and why do people try mark the significant events of life? VOCAB- Jewish, Bar/Bat Mitzvah, Christian, Baptism, Marriage, Rituals, Hindu Sacred Thread Ceremony, journey, Commitment, Promise, Milestone, sacred, Belonging.
Unit 4 Year 5 & 6	What does it mean if Christians believe God is holy and loving? VOCAB- Christians, God, Holy, Divine, Loving, Bible, Worship.	Why do Christians believe Jesus was the Messiah? VOCAB- Christians, Jesus, Messiah, Incarnation, Gospels, Saviour, God, The Trinity,	Why is the Torah so important to Jewish people? VOCAB- Torah, Jewish, Judaism, Synagogue, Laws, Worship, Belief, Mezuzah, Bimah.	Christians and how to live: what would Jesus do? VOCAB- Christians, Jesus, Gospels, Teachings, Bible, New Testament, Commandments, Sermon, Miracles, Prayer.	Why do some people believe in God and some do not? (C, NR) VOCAB- Reincarnation, Christian, Non-religious, Humanists, Creation and science, Agnostic, Atheist.	What matters most to Humanists, Christians? (C, NR) VOCAB- Christian, Humanists, Genesis, Fairness, Freedom, Followers, Values.

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Who do Christians say made the world? Harvest VOCAB- God, Thanks, Festival, Celebrate, Share, Life, Bible, Praise.	Who is Jewish and how do they live? (Part 1) VOCAB- Jewish, God, Torah, The Chosen People, Mezuzah, Shabbat, Chanukah, Candlesticks, Challah Bread, Challah Board, Challah Cover, Wine goblet (other Kosher food), Star Of David, Prayer Books, Chanukiah, Kippah, Celebrate.	What do Christians believe God is like? VOCAB- God, Almighty, Bible, Forgiving Father, Forgiveness, Believe, Worship, Parable, Loving, Care, Prayer.	Who is Jewish and how do they live? (Part 2) VOCAB- Jewish, Mezuzah, Shabbat, Bible, Chanukah, Candlesticks, Challah Bread, Challah Board, Challah Cover, Wine goblet (other Kosher food), Star Of David, Prayer Books, Chanukiah, Kippah, Celebrate.	What does it mean to belong to a faith community? (C, J, M and NR) VOCAB- Ceremony, Christian: Baptismal candles, Christening clothes, Crosses as badges or necklaces, Fish/ichthus badges, wedding. Judaism: Mezuzah, Menorah, a Kiddush Cup, challah Bread, a Kippah, symbols of belonging, Brit Bat or Zevud Habat, Ketubah. Islam: Aqiqah Non-religious. Community.	How should we care for the world and for others, and why does it matter? (C, J, NR) VOCAB-Christian, Jewish, Judaism, Non-religious, God, Tzedakah, Friendship, Genesis, Creation, Bible, 'The Golden Rule', Charity.
Unit 3 Year 3 & 4	What do Christians learn from the creation story? VOCAB- Christian, Bible, God, Creation, Creator, Genesis, Beginning, 'The Fall', Sin, Forgiveness,	What is the Trinity and why is it important to Christians? VOCAB-Incarnation, God, Gospel, Trinity (God the Father, God the Son, The Holy Spirit), Creator, Saviour, Water, Symbol, Baptism.	How do festivals and worship show what matters to Muslims? VOCAB-Muslim, Allah, God, Islam, Qu'ran, prayer, Fasting, Ramadan, Festival, Ibadah, Worship, Five Pillars of Islam, Celebrate, Eid -Ul- Fitr, Subhah Beads, Mosque/ Masjid.	Why do Christians call the day Jesus died 'Good Friday'? VOCAB- Christian, Jesus, 'Good Friday', Died, Easter Sunday, Heaven, Salvation, Holy Week, Easter, Save, Sin,	How do festivals and family life show what matters to Jewish people? VOCAB-Jewish, Torah, Exodus, The Chosen People, Rosh Hashanah, Yom Kippur, Pesach, Passover, Commandments, Day of Atonement, Deliverance, Salvation, Prayers, Talmud, The Siddur, Baruch Atah Adonai.	How and why do people try to make the world a better place? (C, M, NR) VOCAB- Earth, Planet, Jesus, Sacrifice, Muslim, Environment, Globe, Holy Spirit, Humanist, Commandments (Exodus 20:1-21, Deuteronomy 5:1-22), The Two Commandments of Jesus (Mark12:28-34), and 'The Golden Rule' (Mathew 7:12).

Unit 4 Year 5 & 6	Creation and science: conflicting or complementary? VOCAB-Creation, Bible, Christians, Genesis, God the Creator, Science, Evolution, Cosmology, Conflicting, Complementary.	Why do Hindus want to be good? VOCAB-Brahman, Hinduism, Atman, Dharma, Gandhi, Karma, Samsara, Moksha, Reincarnation	What do Christians believe Jesus did to 'save' people? VOCAB- Christian, Bible, New Testament, Jesus, Salvation, Incarnation, Sacrifice, Holy Communion, Symbolism, Bread, Wine, Holy Week, Easter, Last Supper, Death, Resurrection,	For Christians, what kind of king is Jesus? VOCAB- Christians, Jesus, Kingdom of God, Bible, Heaven, Parables.	What does it mean to be a Muslim in Britain today? VOCAB-Prophet, Muslim, Messenger, Iman, Tawhid, Muhammad, Five Pillars, Ummah, Akhlaq Ibadah, Ibrahim/Abraham, Musa/Moses, Isa/Jesus.	How does faith help people when life gets hard? (C, M, J, H, NR) VOCAB-Christian, Jewish/Judaism, Muslim/Islam, Hindu, Humanist, Salvation, Resurrection, Moksha, Karma, Brahman, Jesus, Heaven, Liturgies, Wisdom.
----------------------	--	--	--	--	--	---

Teaching and learning approach	End KS1 Pupils can...	End of lower KS2 Pupils can...	End of upper KS2 Pupils can...
<p>Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>give clear, simple accounts of what stories and other texts mean to believers</p>	<p>identify and describe the core beliefs and concepts studied</p> <p>make clear links between texts/sources of authority and the core concepts studied</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>
<p>Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>give examples of ways in which believers put their beliefs into practice</p>	<p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>describe how people show their beliefs in how they worship and in the way they live</p> <p>identify some differences in how people put their beliefs into practice</p>	<p>make clear connections between what people believe and how they live, individually and in communities</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>

<p>Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p>give a good reason for the views they have and the connections they make</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p>
		<p>give good reasons for the views they have and the connections they make</p>	<p>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>