



## Religion and worldviews Knowledge and Skills Progression



### Key Learning at Scargill Primary School – Agreed Syllabis Aims(Essential) & Key Learning (Guidance)

| ELG/Agreed Syllabus | Reception  | Key Stage 1   | Key Stage 2   |
|---------------------|--|---|---|
|                     | <p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>ELG: Creating with Materials</p> <p>Children at the expected level of development will: - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>ELG: Comprehension</p> <p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Speaking</p> <p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>Christians and Muslims &amp; Jewish people as well as non-religious worldviews.</p> <p>Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Christians, Muslims, Hindus and Jewish people as well as non-religious worldviews.</p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> |



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|  | Reception   | Year 1   | Year 2  | Year 3  | Year 4 | Year 5 | Year 6 |
|--|---|--|---|---|--------|--------|--------|
| Key Learning at Scargill School  | Talk about some religious stories   | Give an account of what happens at a traditional Christian infant baptism  | Describe some examples of what Hindus do to show their faith, and make  | Make connections between the key functions of the mosque and the beliefs of   |        |        |        |
|  | Recognise some religious words, e.g. about God  | /dedication and suggest what the actions and symbols mean.   | connections with some Hindu beliefs and teachings about aims and duties in life.  | Muslims.  |        |        |        |
|  | Identify some of their own feelings in the stories they hear  | Identify two ways people show they belong to each other when they get married .  | Describe some of the ways in which Christians Hindus and/or Muslims describe God.   | Outline clearly a Christian understanding of what God is like, using examples and evidence.                             |        |        |        |
|  | Identify a sacred text e.g. Bible, Qur'an   | Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.  | Describe the practice of prayer in the religions studied.   | Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.      |        |        |        |
|  | Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do                                   | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.  | Describe some ways in which Hindus express their faith through puja, aarti and bhajans.   | Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.           |        |        |        |
|  | Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.                                       | Talk about how the mezuzah in the home reminds Jewish people about God.  | Make connections between what people believe about prayer and what they do when they pray.  | Make connections between how believers feel about places of worship in different traditions.                            |        |        |        |
|  | Talk about people who are special to them   | Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. | Identify part of a 'Gospel', which tells the story of the life and teaching of Jesus.   | Identify some different types of biblical texts, using technical terms accurately.                                      |        |        |        |
|  | Say what makes their family and friends special to them   | Identify what a parable is.  | Make simple links between Bible texts and the concept of 'Gospel' (good news).  | Show how Christians put their beliefs into practice in worship.   |        |        |        |
|  | Identify some of the qualities of a good friend   | Retell the story of creation from Genesis 1:1–2.3 simply   | Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.  | Outline the importance of Creation on the timeline of the 'big story' of the Bible.                                     |        |        |        |
|  | Reflect on the question 'Am I a good friend?'   | Recognise that 'Creation' is the beginning of the 'big story' of the Bible.  | Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.   | Identify what type of text some Christians say Genesis 1 is, and its purpose.   |        |        |        |
|  | Recall and talk about stories of Jesus as a friend to others.   | Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.   | Make connections between stories, symbols and beliefs with what happens in at least two festivals.  | Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.           |        |        |        |
|  | Recall stories about special people in other religions and talk about what we can learn from them.  | Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.   | Identify similarities and differences in the way festivals are celebrated within and between religions.   | Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.                  |        |        |        |
|  | Talk about somewhere that is special to themselves, saying why  | Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.  | Suggest why some people see life as a journey and identify some of the key milestones on this journey.  | Show how Christians put their beliefs into practice.  |        |        |        |
|  | Be aware that some religious people have places which have special meaning for them   | Re-tell a story about the life of the Prophet Muhammad.  | Make connections between stories of temptation and why people can find it difficult to be good.   | Outline Christian, Hindu and/or nonreligious beliefs about life after death.  |        |        |        |
|  | Talk about the things that are special and valued in a place of worship   | Recognise some objects used by Muslims and suggest why they are important.   | Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.  | Describe and make connections between examples of religious creativity (buildings and art).                             |        |        |        |
|  | Identify some significant features of sacred places   | Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.   | Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.  | Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.          |        |        |        |
|  | Recognise a place of worship  | Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.   | Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.  | Explain the place of Incarnation and Messiah within the 'big story' of the Bible.                                       |        |        |        |
|  | Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.                                   | Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.   | Make connections between some of Jesus' teachings and the way Christians live today.  | Identify Gospel and prophecy texts, using technical terms.  |        |        |        |
|  | Give examples of special occasions and suggest features of a good celebration   | Re-tell Bible stories and stories from another faith about caring for others and the world.  | Describe what Grace and Ahimsa mean to religious people.  | Explain connections between biblical texts, Incarnation and Messiah, using theological terms.                           |        |        |        |
|  | Recall simple stories connected with Christmas/ Easter and a festival from another faith  | Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.   | Explain how different people feel about climate change and their ideas about how this links to God.   | Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas |        |        |        |
| Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. | Recognise that stories of Jesus' life come from the Gospels   | Give examples of what people do because of this.   | Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.  |   |        |        |        |
| Re-tell religious stories making connections with personal experiences   | Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. | Identify how and say why it makes a difference in people's lives to believe in God.  | Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.   |   |        |        |        |
| Share and record occasions when things have happened in their lives that made them feel special                          | Ask good questions during a school visit about what happens in a church, synagogue or mosque.   | Suggest why having a faith or belief in something can be hard.   | Explain connections between biblical texts and the concept of the Kingdom of God.   |   |        |        |        |
| Recall simply what happens at a traditional Christian infant baptism and dedication                                      | Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.      | Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.   | Make connections between beliefs, teachings and sources of wisdom in religions.   |   |        |        |        |
| Recall simply what happens when a baby is welcomed into a religion other than Christianity.                              | Give a clear and simple account of what a story means to Christians.  | Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.  | Outline Jesus' teaching on how his followers should live.   |   |        |        |        |
| Give examples of special occasions and suggest features of a good celebration  | Give at least two examples of a way in which Christians show their belief in God as loving and forgiving;                                 | Describe ways in which prayer can comfort and challenge believers.   | Make connections between beliefs and behaviour in different religions.  |   |        |        |        |
| Recall simple stories connected with Christmas/ Easter and a festival from another faith                                 | Give an example of how Christians put their beliefs into practice in worship.   | Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.   | Express thoughtful ideas about the impact of believing or not believing in God on someone's life.   |   |        |        |        |
| Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. | Say what the story tells Christians about God, Creation and the world.  | Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.  | Describe and reflect on the significance of the Holy Qur'an to Muslims.   |   |        |        |        |
|  | Give at least one example of what Christians do to say thank you to God for the Creation.   | Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.   | Select and describe the most important functions of a place of worship for the community.   |   |        |        |        |
|  | Recognise that Jesus gives instructions about how to behave.  | Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.  | Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.  |   |        |        |        |
|  | Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.        | Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.   | Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.  |   |        |        |        |
|  | Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.                                      | Give examples of what the texts studied mean to some Christians.   | Explain connections between biblical texts and Christian ideas of God, using theological terms.   |   |        |        |        |
|  | Identify ways that some people make a response to God by caring for others and the world.   | Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.  | Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.   |   |        |        |        |
|  | Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.           | Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.   | Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. |   |        |        |        |
|  | Recognise that sacred texts contain stories which are special to many people and should be treated with respect.                          | Make clear links between the story of Noah and the idea of covenant.   | Make clear connections between Genesis 1 and Christian belief about God as Creator.   |   |        |        |        |
|  | Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.                  | Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.   | Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.  |   |        |        |        |
|  | Decide what they personally have to be thankful for at Christmas time.  | Make links between the story of Noah and how we live in school and the wider world.  | Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.                   |   |        |        |        |



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| <p>Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity. .</p> <p>Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Additional opportunity if you have children from religions other than Christianity in your setting Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> | <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</p> <p>Respond to examples of co-operation between different people.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p> <p>Explain what different people do to show they care for the planet and make simple links to their beliefs.</p> | <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p>Respond sensitively to examples of religious practice with ideas of their own.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.</p> | <p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Apply ideas about values and from scriptures to the title question.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Explore how people's beliefs might influence their reaction to climate change and reflect on their own thoughts and actions.</p> |
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