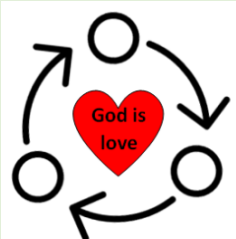



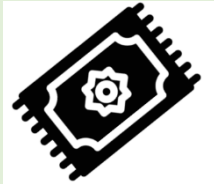





**Holmesdale Infant School**  
**Yearly Knowledge and Skills Progression**  
**Subject: RE**  
**Year group: 2**

**We have identified 5 BIG IDEAS that run through our RE curriculum. These are evident threads that run through the year groups**  
**Beliefs, Diversity, Context, Ethics/Philosophy.**  
 These are highlighted throughout the maps.

<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<p style="text-align: center;"><b>What is God like for Christians?</b></p>  <p>It is the intention of this unit to explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep. During this unit, pupils should consider how friends and followers of God (the Israelites, disciples, and modern-day Christians)</p>	<p style="text-align: center;"><b>Why is giving important for Christians?</b></p>  <p>It is the intention of this unit to explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world – focusing on a key text for Christians in John 3:16. It also explores how the Christian community – the Church – aspires to give</p>	<p style="text-align: center;"><b>What is important for Muslim families?</b></p>  <p>It is the intention of this unit to explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives.</p>	<p style="text-align: center;"><b>Why do Christians call Jesus 'Saviour'?</b></p>  <p>It is the intention of this unit to explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for most Christians today. The</p>	<p style="text-align: center;"><b>Who is Allah and how do Muslims worship him?</b></p>  <p>It is the intention of this unit to help children to begin to understand that Muslims believe in one God, who they call Allah, and that Allah's 99 beautiful names express who Allah is for Muslims. Through their learning, children will begin to understand how worship of Allah (ibadah) is central to how Muslim families live</p>	<p style="text-align: center;"><b>Is Prayer important to everyone?</b></p>  <p>It is the intention of this unit to build on prior learning through exploring and comparing how different religious communities pray, and to consider why other people choose not to pray. You might also find it useful to use this unit to help pupils understand prayer in the context of your school</p>

<p>speaking about God. The concept of God's love and 'parent-like' attitude is essential in this unit. It includes a specific focus on the parable of the Lost Sheep, its relation to the account of the Israelites in the desert, and the modern-day experiences and feelings of 21st Century Christians.</p>	<p>in many different ways, as God gave, and should include a visit to your local church to look for clues. This unit should ideally be taught in the second half of the Autumn term, as it culminates in considering why Christians give at Christmas.</p>		<p>concept of salvation is essential learning in this unit and includes a specific focus on the story of Zacchaeus' meeting with Jesus and the Easter narrative, building an Easter garden using the important symbols of Jesus' death and resurrection.</p>	<p>their lives and that a mosque is an important place for Muslims when they want to pray together</p>	<p>collective worship / assembly. It's really important to explore this question sensitively, as there will be children in your class who come from many different home backgrounds. This unit should present either option as perfectly acceptable, and acknowledge that your school context provides the perfect opportunity to consider how you might help any child or adult feel more included in collective worship / assembly because of the understanding they have gained in this unit.</p>
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**Autumn 1**

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that people use pictures and words to convey meaning</li> <li>• To know that there are many different images of God contained in the Bible</li> <li>• To know these words and images help us answer the question 'what is God like?'</li> <li>• To know Christian beliefs about God are connected with these words and images</li> <li>• To know most Christians believe God loves them and all people</li> <li>• To know how to listen to others and express their thoughts and ideas about what God might be like</li> </ul>	<p><b>Skills:</b></p> <p><b>Reflection</b> e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask</p> <p><b>Empathy</b> e.g. considering the thoughts feelings &amp; experiences of others in the way that they talk, expressing &amp; identifying feelings in different ways and appreciating that others may view the world / feel differently</p> <p><b>Synthesis</b> e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs</p> <p><b>Evaluating</b> e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others</p> <p><b>Application</b> e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment</p>
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<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Creator – someone who makes something; Christians believe God created everything</li> <li>• Adjective – a word used to describe what something or someone is like e.g. kind, powerful, loving, caring, etc</li> <li>• Shepherd – someone who looks after sheep</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• I wonder what you think an ‘expert’ and ‘guide’ is?</li> <li>• What do some Christians say about God?</li> <li>• I wonder why God might be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd?</li> <li>• What do some Christians say God is like for them? How do they know this? Do they all say the same?</li> <li>• What is God like for Christians?</li> <li>• I wonder what you think God is like?</li> </ul>
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<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• To be able to suggest meaning for some Biblical images of God</li> <li>• To be able to describe how these images connect to Christians’ beliefs about God</li> <li>• To be able to talk about some Christian beliefs about what God is like</li> <li>• To be able to explain how Christians are shown in the Bible that God loves them</li> <li>• To be able to consider what difference it might make to Christians to have God as their shepherd</li> <li>• To be able to articulate their own beliefs / ideas about God</li> </ul>	
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**Autumn 2**

<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that giving is important within all communities as a way of helping others and building relationships</li> <li>• To know that most Christians believe that God’s nature is to give and that he gave Jesus as a gift to the world</li> <li>• To know that worship is a way of giving to God</li> <li>• that this giving takes many different forms, including prayer &amp; volunteering</li> <li>• To know that when most Christians give, they are showing that they are a part of God’s Kingdom</li> <li>• To know that the Church is both a building and the community that meet there</li> <li>• To know that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him</li> </ul>	<p><b>Skills:</b></p> <p><b>Reflection</b> e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask</p> <p><b>Empathy</b> e.g. considering the thoughts feelings &amp; experiences of others in the way that they talk, expressing &amp; identifying feelings in different ways and appreciating that others may view the world / feel differently</p> <p><b>Synthesis</b> e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone’s beliefs and their actions, or images and what they show about people’s beliefs</p> <p><b>Evaluating</b> e.g. through discussion, meanings of parables/stories or which elements might be ‘more important’ than others</p> <p><b>Application</b> e.g. with the teacher’s help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment</p>
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<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• worship – the act of giving to God in prayer, money, time, acts of service etc.</li> <li>• place of worship – a building where people go to worship God. Christians go to a church</li> <li>• ‘church’ – the building where Christians go to worship God</li> <li>• ‘Church’ – the worldwide Christian community</li> <li>• service – a time of worship, a bit like an assembly; for Christians, often on a Sunday</li> <li>• service – something that is done to help another person</li> <li>• Bible – the holy book for Christians, containing stories about Jesus, God the Creator, and God’s relationship with people</li> <li>• Greatest Commandment – Jesus told his followers that they should ‘Love God’ and ‘Love Others’</li> <li>• Sermon – a special talk (a bit like a lesson), usually about some verses from the Bible</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What? When? Why? How? How can we ‘give’ to others this week?</li> <li>• Why do some Christians give?</li> <li>• How do Christians [the Church] ‘give’ to God in worship? How does giving make a difference in your local [church] community?</li> <li>• What was given at the very first Christmas? Why do Christians give, especially at Christmas?</li> <li>• What could we give this Christmas?</li> </ul>
<p><b>Expected Outcomes</b></p> <ul style="list-style-type: none"> <li>• To be able to explain why giving to others is important</li> <li>• To be able to suggest different ways by which different people might give</li> <li>• To be able to find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship)</li> <li>• To be able to suggest how Christians might be giving to / worshipping God by doing these things</li> <li>• To be able to retell the story of how the wise men gave, making simple connections with the symbolism of the gifts &amp; things Christians believe about Jesus</li> <li>• To be able to express their ideas about giving in simple ways, drawing from their learning</li> </ul>	
<p><b>How can we enrich this at Holmesdale?</b>  Christmas nativity  Sparkfish journey</p>	

## Spring 1

### Knowledge

- To know that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'
- To know Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah
- To know that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him
- To know the Qur'an is the special /sacred book for Muslims, and is written in Arabic
- To know Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel

### Skills:

**Reflection** e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask

**Empathy** e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently

**Investigation** e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe

**Synthesis** e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs

**Interpretation** e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people

**Evaluating** e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others

**Application** e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment

**Expression** e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing being able to explain to others their thinking behind this expressive work

### Vocabulary

- Allah – the Muslim name for God
- Islam – the religion of Muslims
- Muslims – followers of the religion of Islam, lit. 'submitter to God'
- 'salaam' – an Arabic word, meaning 'peace'
- Prophet – a messenger from God
- Muhammad (PBUH)– the Final Prophet of Islam
- PBUH – 'peace be upon him', words spoken by Muslims as a mark of respect after a Prophet's name • Qur'an – lit 'recitation'; the Holy Book of Islam: words of Allah revealed to Muhammad and written down
- Arabic – the language that the Qur'an is written in & spoken in many Muslim countries

### Key Questions

- What is a family and what could they enjoy doing together? How do we show what's important to us?
- What do many Muslim families do and why?
- Who do Muslims believe Muhammad (PBUH) is?
- Why do Muslim families want to follow the example of Muhammad?
- How can we tell if something is important for a Muslim family?
- What is important for many Muslim families?

- Jibreel – the Arabic name for Angel Gabriel, who gave the words of Allah to Prophet Muhammad (PBUH)
- Respect – to treat something or someone as if it is special or important
- Submission – to give way to, or bow down to [in this case, to Allah]
- Zakah/Zakat – one of the Five Pillars (duties) of Islam, ‘charity’, or giving to others

### Expected outcomes

- To be able to talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Qur’an
- To be able to use the vocabulary prophet, messenger, Qur’an, respect, Arabic, salaam (peace) etc.
- To be able to know how the Qur’an should be treated and why
- To be able to retell a story from Muhammad’s life and understand why it is important for many Muslims
- To be able to talk about how holding these beliefs are shown in family and/or community life
- To be able to recognise that not all families will do this in the same way
- To be able to talk about what’s important to them and their family
- To be able to reflect on how they, and Muslims, show respect, or what’s important to them, in the way that they behave

## Spring 2

### Knowledge:

- To know that Christians often call Jesus ‘Saviour’
- that the Bible contains stories about people Jesus met and ‘rescued/saved’
- To know that these people were often the poor, the sick and the friendless
- To know that ‘salvation’ is an important idea for most Christians
- To know that the elements in an Easter garden are symbols of Jesus’ death and resurrection

To know that most Christians believe that:

- people’s lives were changed by meeting Jesus, including Zacchaeus
- Jesus ‘saves’ them too
- Jesus’ offer of forgiveness is a part of the rescue at the heart of Easter

### Skills:

**Reflection** e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask

**Empathy** e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently

**Investigation** e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as ‘evidence’ of the things that people believe

**Synthesis** e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone’s beliefs and their actions, or images and what they show about people’s beliefs

**Interpretation** e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people

	<p><b>Evaluating</b> e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others</p> <p><b>Application</b> e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment</p> <p><b>Expression</b> e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing being able to explain to others their thinking behind this expressive work</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rescue – the act of being saved from something that might cause harm.</li> <li>• Forgiveness – the decision to no longer feel angry at someone who has hurt you.</li> <li>• Disciple – one of the 12 special friends of Jesus, who followed Jesus, listened to his teachings and tried to be like him</li> <li>• Saviour – one of the names that Christians have for Jesus (Jesus in Hebrew is 'Yeshua', lit. 'he saves')</li> <li>• Crucifixion – the death of Jesus on a cross</li> <li>• Resurrection – God bringing Jesus back from death to life.</li> <li>• Salvation – the Christian belief that Jesus' death and Community resurrection have rescued Christians (from the effects of sin)</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What do we mean by the word 'rescue'?</li> <li>• How did Jesus save people? I wonder if these stories might make a difference in the way Christians treat other people / live as part of a community?</li> <li>• How did Jesus rescue Zacchaeus? I wonder if meeting Jesus changed Zacchaeus' community? How might they have shown this?</li> <li>• Is there a rescue at Easter? Who did Jesus forgive? I wonder if the Easter story might help Christians to be more forgiving?</li> <li>• What do we need in our Easter Garden as symbols of 'Salvation'?</li> </ul>
<p><b>Expected outcomes</b></p> <ul style="list-style-type: none"> <li>• To be able to talk about their own experiences of being rescued / 'saved' or forgiven</li> <li>• To be able to respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions</li> <li>• To be able to talk about how people who met Jesus might have felt (e.g. before, during and after meeting him)</li> <li>• To be able to talk about how other people in Zacchaeus' community might have reacted to what happened</li> <li>• To be able to talk about the impact of forgiveness on the Christian community</li> <li>• To be able to retell stories about how people were changed ('saved') by meeting Jesus</li> <li>• To be able to suggest why Christians call Jesus 'Saviour'</li> <li>• To be able to use the elements of an Easter Garden to retell the story</li> <li>• To be able to suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art</li> </ul>	

**How can we enrich this at Holmesdale?**

**Easter hunt**

**Resources – Qur'an**

**Summer 1**

**Knowledge:**

- To know some of the 99 names and how these link to what Muslims believe about Allah
- To know that Muslims think it is better to represent Allah in words rather than pictures
- To know that Muslims worship Allah through prayer
- To know that Muslims believe it is important to be ritually clean before they pray
- To know that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah

**Skills:**

- Reflection** e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask
- Empathy** e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently
- Investigation** e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as 'evidence' of the things that people believe
- Synthesis** e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone's beliefs and their actions, or images and what they show about people's beliefs
- Interpretation** e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people
- Evaluating** e.g. through discussion, meanings of parables/stories or which elements might be 'more important' than others
- Application** e.g. with the teacher's help, making associations between a faith or belief and the actions of an individual or a local faith / belief community, such as in the way they treat the environment
- Expression** e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing being able to explain to others their thinking behind this expressive work

**Vocabulary**

- Allah – the Muslim name for God, in Arabic
- Islam – the religion of Muslims, which focuses on the worship of Allah and the teachings of the Prophet Muhammad (pbuh)
- Muslim – a follower of the religion of Islam, lit. 'submitter to God' • prayer – connecting with God, often using words

**Key Questions**

- Which words would you use to describe an important person for you? How do your actions show that someone or something is important to you?
- I wonder what Muslims say Allah is like?
- How do some Muslims get ready to talk to Allah? Why?
- How do Muslims talk to Allah? Do you think it might feel lonely praying on your

- Arabic – the language that is spoken in many Muslim countries, which is used in Muslim worship
- salah – the Muslim word for prayer
- worship – giving your time and attention to something, which for Muslims, often means praying to Allah
- wudu – the special way that Muslims wash before prayers
- Makkah – the Holy City of Islam
- Mosque / ‘masjid’ – the place of worship for Muslims (lit. ‘house of prostration’]

- own?
- Why it might be important for some Muslims to meet at the mosque to pray together on a Friday?
- Who is Allah, and why do Muslims worship Him? Let’s show what we’ve learned!

**Expected Outcomes**

- To be able to talk respectfully about core beliefs about Allah
- To be able to use the following vocabulary- Allah, beautiful names, pray, prayer, mosque
- To be able to give examples of how Allah is worshipped by Muslims
- To be able to talk about why some Muslims might pray together
- To be able to talk about how different positions in prayer might help Muslims to focus on Allah
- To be able to observe simple similarities and differences in Muslim worship
- To be able to respond sensitively to questions about who or what’s important to them, showing respect for the views of others
- To be able to give simple reasons for the views they have

**Summer 2**

**Knowledge:**

- To know that giving and receiving are shared human values that help build strong communities
- To know that there are links between what people believe and what they do to help others
- To know many religious and non-religious people give to their community (e.g. money, service and time)
- To know that how and what people give shows what’s important to them that giving your time and effort can be more costly than giving lots of money

- Reflection** e.g. responding to stories, places or people in ways that demonstrate a developing understanding of the world of religion and belief and the big questions that people ask
- Empathy** e.g. considering the thoughts feelings & experiences of others in the way that they talk, expressing & identifying feelings in different ways and appreciating that others may view the world / feel differently
- Investigation** e.g. asking questions / enquiring together using subject specific vocabulary; exploring artefacts / stories / art as ‘evidence’ of the things that people believe
- Synthesis** e.g. through teacher modelling, appreciating that there are links between different parts of their learning such as between someone’s beliefs and their actions, or images and what they show about people’s beliefs
- Interpretation** e.g. suggesting meanings of stories / artefacts / symbols, appreciating that these meanings might be different for different people
- Evaluating** e.g. through discussion, meanings of parables/stories or which elements might be ‘more important’ than others
- Application** e.g. with the teacher’s help, making associations between a faith or belief and

	<p>the actions of an individual or a local faith / belief community, such as in the way they treat the environment</p> <p><b>Expression</b> e.g. demonstrating their knowledge and understanding of faith and belief in a variety of ways such as through, talk, drama, creative artwork or writing being able to explain to others their thinking behind this expressive work</p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Prayer – the act of connecting with God, often using words</li> <li>• Reflection – a time of quiet thinking</li> <li>• Meditate – to engage in focused thinking</li> <li>• Religious people – people who believe in God or gods</li> <li>• Non-religious people – people who don't believe that there is a god, or that they should follow a religion</li> <li>• Humanist – a non-religious person who believes that human happiness and well-being are the most important things in life</li> <li>• Buddhist – a person who is a follower of the Buddha, a wise teacher who was born in Nepal</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is 'prayer'? Does everyone do it? Why not? What do we do in our school community that helps us to pray, be still or reflect?</li> <li>• What do we know about prayer from our learning? What's the same for different people? What's different? Do you think it matters that people pray differently?</li> <li>• What sorts of words do people say? How might special words help people to pray?</li> <li>• Can special objects or going to special places help people to pray? What's the same? What's different? Are there special times when different communities might want to be together to pray? How do they do this? [link back to prior learning]</li> <li>• Do people who don't believe in God pray? What do they do instead? What happens in our [school] community to help include everyone?</li> <li>• Is prayer important to everyone? How does prayer / reflection make a difference to people (me)? How might we show what we understand about prayer? What new ideas might we use to help our school community to think, reflect or pray?</li> </ul>
<p><b>Expected Outcomes</b></p> <ul style="list-style-type: none"> <li>• To be able to suggest why some people might pray and other people might not and recognise that this has something to do with their beliefs</li> <li>• To be able to begin to show awareness of similarities and differences in the way people pray, such as through using objects or being in special places, or using special words</li> <li>• To be able to suggest meanings for religious language and expression</li> <li>• To be able to talk about prayer / reflection as part of life in your school and how it shows what's important to your community</li> <li>• To be able to talk about how prayer might help different people to join together as part of their community</li> <li>• To be able to respond sensitively to the views of others</li> <li>• To be able to give reasons why prayer might be important to someone and not to others</li> <li>• To be able to recognise that some questions about prayer are puzzling</li> </ul>	

### **How can we enrich this at Holmesdale?**

Resources – Qur'an, prayer mat

End points – by the end of year 2 (GDBE):

- I can explore how most Christians see and experience God as a guide and guardian, much like a shepherd is to sheep
- I can explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world
- I can explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for most Christians today
- I can explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives
- I can begin to understand that Muslims believe in one God, who they call Allah, and that Allah's 99 beautiful names express who Allah is for Muslims.
- I know the importance of both giving and receiving are within different communities, and that this shared act builds strong communities