



## **Overton St Helen's CE Primary School**

Surrounded by God, we inspire hearts and minds through learning, faith and love.

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'*  
(Matthew 5: 16)

### **RELIGIOUS EDUCATION POLICY**

#### **School Vision**

We encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christians Values that inspire positive trusting relationships between school, families and the wider world. We aim high, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow them to excel, through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

#### **INTENT**

#### **Rationale**

At Overton St Helen's Religious Education has the potential to have the most powerful and lasting effect on the child's heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. Religious Education provides opportunities for spiritual development and personal reflection. It develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Religious Education prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Quality Religious Education breaks down barriers and builds communities, preparing pupils to live well together in a diverse society with equity and justice. At its best Religious Education offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices.

## **Aims and Objectives**

At Overton St Helen's the Religious Education curriculum follows the Blackburn Diocesan Syllabus and Understanding Christianity Publication, allowing children to explore their spiritual development within a Christian context, whilst developing an awareness that they belong to a multi-faith and multi-cultural society.

The aims of Religious Education **at Overton St Helen's** are:

- We enable pupils to know about, understand and give a thoughtful account of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- We enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- We contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- We demonstrate to our pupils that a Christian perspective is valuable and positive as a way to live our lives.

## **Religious Literacy**

In our Church school, pupils are expected to develop significant religious literacy. By the end of their education at Overton St. Helen's, pupils should be able to:

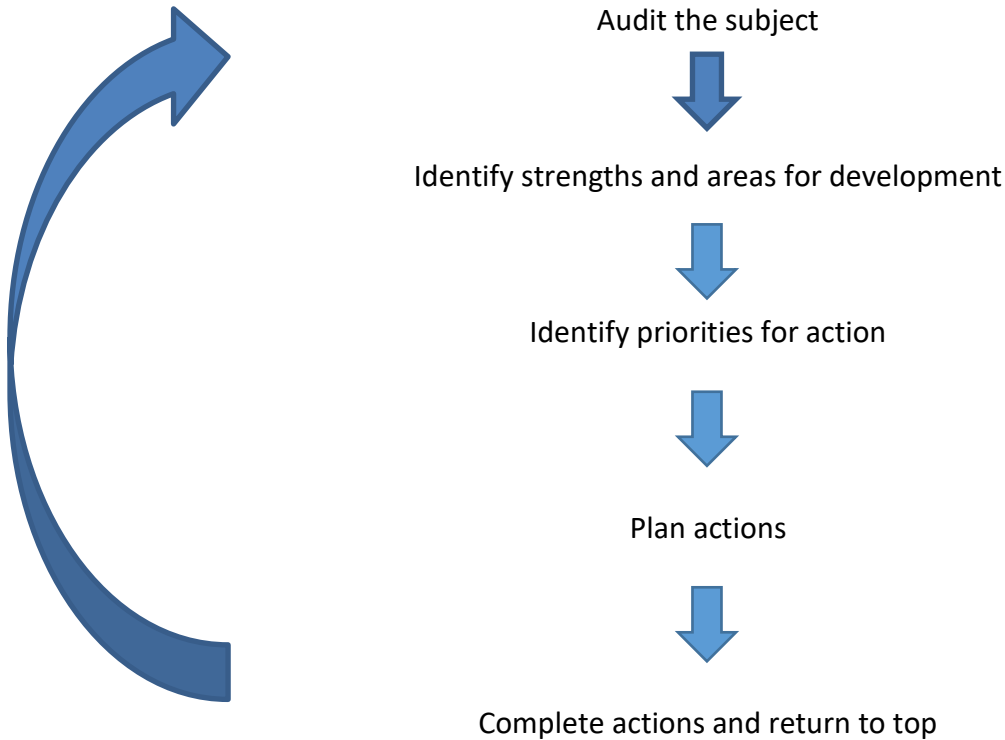
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

(This is expressed in more detail in Appendix One)

## **Role of Subject Leader**

The Religious Education Subject Leader is responsible for:

- Ensuring progression and continuity through and across the Key Stages.
- Motivating and supporting colleagues in the implementation of their planning and providing guidance on where to find suitable resources for each unit of work
- Monitoring progress and standards within Religious Education, identifying strengths, weaknesses and priorities for development.
- Keeping up to date with the developments in Religious Education and cascading this information to colleagues
- Liaising with the delegated governor and reporting to the Curriculum Lead and Head teacher, through audits, action planning, subject discussions and staff meetings.



### **IMPLEMENTATION**

At Overton St. Helen's, Religious Education and Collective Worship complement and enrich one another naturally. However, they are managed separately. In our Voluntary Aided school, the management of Religious Education is a specific responsibility of the governors and the headteacher. Religious Education is provided in line with the school's Trust Deed and follows the rites, practices, and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided at the school.

#### **Approaches to learning**

A variety of approaches are used in the teaching of Religious Education. Much of the work will be explicitly Religious Education based but areas such as pupils' values and attitudes will be implicit in other areas of the curriculum and in the day-to-day life of the school. Teachers aim to make their Religious Education teaching as dynamic and imaginative as possible.

Some of the following will be evident in the teaching and learning:

- drama, hot-seating, discussions and role play
- different types of writing – myths, legends, poetry, stories and parables
- questioning skills, 'stilling' and reflection
- the creative arts such as poetry, drawing, painting and music
- visits and visitors
- religious art and music
- artefacts
- ICT, video
- PSHE and Circle Time

There will also be opportunities to visit St Helen's Church, Overton for the enrichment of the Religious Education curriculum

Each class will have a permanent Religious Education display highlighting the current unit. On this display it will have the Understanding Christianity 'Frieze'. This will be referred to at the beginning and during each unit.

## **Planning**

At Overton St Helen's the total amount of time given to Religious Education is at least 5% of the total curriculum time. There will be occasions when Religious Education takes a larger slice of the curriculum, reflecting our Church School's greater commitment to the subject. Out of the curriculum time for Religious Education, Christianity occupies a minimum of 70% of the time, up to a maximum of 80%. Therefore, 20% to 30% of Religious Education curriculum time is devoted to other world faiths.

When studying other world faiths, pupils will study aspects, practices and beliefs of Hinduism, Islam and Judaism more in-depth, while building smaller understanding about Sikhism and Buddhism. We aim to provide each child with opportunities to learn about and experience these world faiths. This includes meeting people of various religions and, where possible, visiting places of worship to deepen their understanding and appreciation of diverse beliefs and practices.

Our syllabus contains a clear Christian emphasis. Many of the learning objectives have been written from the point of view that "we believe", because this is a Church school syllabus- However, it is recognised that teachers and pupils have their own views and beliefs and the curriculum is sensitive to the faith backgrounds of the whole school community.

At Overton St Helen's teachers use a combination of The Blackburn Diocese Questful RE Syllabus to plan lessons. A single year matrix for Key Stage One and a two-year curriculum matrix for Key Stage Two, provides a long term planning structure (See Appendix Two). The Blackburn Diocese Questful RE syllabus and the Understanding Christianity publication, provide medium term planning which teachers can annotate to form individual lesson plans.

A key feature of The Blackburn Syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

### **Our Early Years RE Chatterbox Units are stand-alone units for the Early Years Phase:**

Our EYFS Religious Education Chatterbox units gently introduce the children to the 'big ideas' of Christianity (the concepts) and begin to highlight where the stories they explore fit into God's big story. This also prepares the children for the Religious Education they will encounter in Key Stages 1 and 2.

The Chatterbox objects have been carefully chosen to create discussion and questions that lead to activities covering the content of the unit, however, the children may lead teachers in a different direction. This is exactly how it should be with the children's interest driving the topic but, in order to ensure that the children are experiencing some Religious Education, there will possibly be the need for a few teacher-initiated activities.

## **Contribution to Christian and British Values**

Religious Education at Overton St. Helen's makes a significant contribution to promoting Christian and British Values. It fosters respect, tolerance, and understanding among pupils of different faiths and none, and supports pupils' spiritual, moral, social, and cultural development.

## **Resources**

The resources in school are kept in classroom or stored centrally. Resources are audited to ensure they meet the requirement of the syllabus. Any other resources are ordered when the need requires and budget allows. New resources are shared with staff when necessary.

## **Equal Opportunities**

The staff and governors of this school accept as a principle that every pupil, regardless of sex, race, religion and educational need, should be valued equally and should have access to relevant educational opportunities and a broad and balanced curriculum. They acknowledge that for all pupils, the purpose of education is the same, the goals are the same, but the help which individual children need in progressing towards those goals will be different. They therefore demonstrate a commitment to meeting the special educational needs of the whole school population by providing staff, resources and in-service training as appropriate, by responding to the wishes of parents and eliciting the views of the children themselves

## **IMPACT**

### **Success Criteria**

- Our Pupils know about, understand and give a thoughtful account of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Our Pupils know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Our pupils have developed their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Our pupils understand that a Christian perspective is valuable and positive as a way to live our lives.

### **Attitudes in Religious Education**

It is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- self-awareness.
- respect for all.
- open-mindedness.
- appreciation and wonder.

It is also vital that Religious Education encourages pupils to develop specific skills in their time at Overton St Helen's. The following eight skills are essential for good learning in Religious Education and should be developed at each stage or phase of religious education:

Skills used in RE

- Investigate
- Express
- Interpret
- Reflect
- Empathise
- Apply
- Discern
- Analyse
- Synthesise
- Evaluate

### **Assessment**

EYFS – Assessment will take place in line with the Development Matters Document. For links between Religious Education and Development Matters please see Appendix Three

Key Stage One and Two use a 'Ladder of Expectation and Achievement'. The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ✦ level (rung 4 of the ladder).

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement.

### **Record Keeping**

Children use the child-friendly outcome grids to help keep a track of their own learning. From Year 2 onwards, they will self-assess their own learning journey.

Religious Education assessments will also be recorded on the Lancashire Tracker as Religious Education is a core subject in our school. The tracker will only be used to assess, 'Below On track', 'On Track' and 'Above On Track,' achievement.

### **Recording**

In EYFS children's ideas, comments, questions, work, pictures, writing, photos are all to be recorded in one book (Scrap Book). Everyone contributes either directly onto the pages of the large book or by sticking paper, objects, photos or post-it into the book. This book is the record of the Religious Education that has taken place and will form the basis of our assessment.

All children from Year 1 onwards each will have their own Religious Education folder or book and each class will have a class Religious Education 'Evidence Scrap Book'. The two books work together to provide the evidence that can be assessed and monitored.

The 'Evidence Scrap Book' will contain evidence such as pupils' discussions, questions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

Primarily, the purpose of the Evidence Scrap Book is to record the children's reflections and learning journey. In addition, it can also be used to monitor coverage, standards and achievements and to ensure that all children are experiencing creative and challenging Religious Education. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the Evidence Scrap Book is a celebration of success and the distinctive quality of Religious Education in our Church school.

### **Reporting to Parents**

Parents will receive a written report about their children progress and achievement in RE in their annual report in the summer term.

### **Parental Rights of Withdrawal from R.E. and COLLECTIVE WORSHIP**

As a Christian school within the Anglican faith, R.E. and Collective Worship are very important aspects of our curriculum. Overton St. Helen's has a daily Act of Worship either as a whole school or in Key Stage groups. Visiting clergy lead some worship, and the children visit St. Helen's Church regularly throughout the year.

Parents have the right to withdraw their children from denominational R.E. and daily acts of worship. However, the Governors hope that in choosing a Church of England School, parents are thereby committing themselves to their child's participation in the religious life of the school and the R.E. which is taught as a subject in its own right.

**Subject Coordinator :** Mr Daniel Wood

**Date of policy:** October 2024

**Next review date:** September 2026

## Appendix One –Religious Literacy

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Below is a list that expands on the bullet points in the main policy.

- 1) Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

Pupils learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus His Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through the bible, tradition and reason.

Pupils learn to:

- Develop the skills to handle and engage with the Bible.
- Experience the breadth and variety of the Christian community

- 2) Show an informed and respectful attitude to religions and worldviews in their search for God and meaning

Pupils learn to:

- Reflect about God and explore the ultimate questions and challenges of life in today's society.
- Understand the challenge faced by people of faith in today's modern society
- Reflect critically on the claims of all religious belief, with a more in-depth focus on Hinduism and Judaism in Key Stage 1, and Hinduism, Judaism and Islam in Key Stage 2.

- 3) Engage in meaningful and informed dialogue with those of all faiths and none.

Pupils learn to:

- Engage in thoughtful dialogue with other faiths and traditions

- 4) Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Pupils learn about:

- Understand how religious faith can sustain people in difficult circumstances and the face of opposition.
- Become active citizens, serving their neighbour

Religious Education in our Church School enables our pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule. It allows pupils from all religious backgrounds to talk openly about their beliefs and values in lessons and to grow in their faith. It also enables pupils from no religious background to be given an insight into what it means to be a person of faith. Finally, it gives



pupils of all backgrounds, a safe place to explore the ultimate questions and challenges of life in today's society.

## Appendix Two – Long Term Planning

Overton St. Helen's Church of England Primary School

Long Term Religious Education Plan

### EYFS

80% of this time should be focused of Christianity and 20% on the teaching about world faiths.

The black type is the Unit Title and Christianity question.

The mustard type is the World Faith question.

The red type indicates which world faiths could be studied.

Class	Autumn	Spring	Summer
Maple (EYFS) Total hours: 40 Christianity = 33 (82.5%) World Religions = 7 (17.5%)	EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time? (4 hours)	EYFS 5 Stories Jesus heard: What stories did Jesus hear when he was a child? (4 hours)	EYFS 9 Special Places: What makes a place holy? <b>Hinduism Islam</b> (6 hours)
	EYFS 1 I am Special: Why are we all different and Special? <b>Islam</b> (5 hours)	EYFS 6 Stories Jesus told: Why did Jesus tell stories? (4 hours)	EYFS 11 Special Times: How do you celebrate special times? <b>Hinduism Islam</b>
	EYFS 4 Christmas: How do Christians celebrate Jesus birthday? Why do Hindus light candles at Diwali? <b>Hinduism</b> (6 hours)	EYFS 7 Easter: Why do Christians believe Easter is all about love? (5 hours)	<b>Judaism</b> <b>Sikhism</b> (6 hours)

### Key Stage 1

Ideally pupils in Key Stage 1 should have RE for at least 36 hours per year which is 5% of allocated curriculum time.

80% of this time should be focused of Christianity and 20% on the teaching about world faiths. This roughly equates to 29 hours Christianity and 7 hours world faiths.

Therefore, pupils should have experienced at least 14 hours of teaching and learning time focussed on world faiths by the time they leave Key Stage 1.

The suggested number of hours in the Curriculum Contents list is a minimum requirement.

The black type is the Unit Title and Christianity question.

The mustard type is the World Faith question.

The red type indicates which world faiths could be studied.

Class	Autumn	Spring	Summer
<p>Holly (Year 1)</p> <p>Total hours: 39 hours Christianity = 30 (77%) World Religions = 9 (23%)</p>	<p>1.1 Harvest: How can we help those who do not have a good harvest? How do people of Jewish faith celebrate the harvest? Judaism (5 hours)</p> <p>1.9 My world Jesus world: How is the place where Jesus lived different from how we live now? Judaism (5 hours)</p> <p>1.3 Christmas: Why do we give and receive gifts? Hinduism Islam (5 hours)</p>	<p>1.4 Jesus: What made Jesus special? (6 hours)</p> <p>1.5 Easter: What do you think is the most important part of the Easter story? (5 hours)</p>	<p>1.7 Baptism: Why is baptism special? How do people of world faiths welcome new babies? Hinduism Islam Sikhism (7 hours)</p> <p>1.2 Creation: What are your favourite things that God created? What do people of Muslim and Hindu faith believe about how God made the world? Hinduism Islam (6 hours)</p>
<p>Elm (Year 2)</p> <p>Total hours: 40 hours Christianity = 30 (75%) World Religions = 10 (25%)</p>	<p>2.1 The Bible: Why is the Bible such a special book? Do people of all world faiths have holy books? Islam Judaism Sikhism (10 hours)</p> <p>2.2 Christmas: Why was the birth of Jesus such good news? (5 hours)</p>	<p>2.3 Jesus: Why did Jesus welcome everyone? (6 hours)</p> <p>2.4 Easter: How do Symbols help us understand the Easter story? (5 hours)</p>	<p>2.5 The Church: Why is the church a special place for Christians? Why are holy buildings important to people of faith? Hinduism Islam Judaism (10 hours)</p> <p>2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost? (4 hours)</p>

Ideally pupils in Key Stage 2 should have RE for at least 45 hours per year which is 5% of allocated curriculum time.

80% of this time should focus on Christianity and 20% on the teaching about world faiths. This roughly equates to 36 hours Christianity and 9 hours world faiths.

Therefore, pupil should have experienced at least 18 hours of teaching and learning time focussed on world faiths by the time they move on to Key Stage 3.

The suggested number of hours on the Curriculum contents list is a minimum requirement.

The black type is the Unit Title and Christianity question.

The mustard type is the World Faith question.

The red type indicates which world faiths could be studied.

Class	Autumn	Spring	Summer
<p>Willow (Year 3/4) Rolling Programme A</p> <p>Total hours: 43 Christianity: 33 (77%) World Religions: 10 (23%)</p>	<p>3.6 Harvest: How do people of faith say thank you to God for the Harvest? How do people of faith say thank you to God for the Harvest? Judaism Hinduism (5 hours)</p> <p>S3 Old Testament: What does this story teach us about God? What do you think is the most important part of this story? Hinduism Islam Judaism Sikhism (6 hours)</p> <p>3.2 Christmas: How does the presence of Jesus impact on people's lives? (5 hours)</p>	<p>3.3 Jesus: How did/does Jesus change lives? (6 hours)</p> <p>3.4 Easter: is the cross a symbol of sadness or joy? (5 hours)</p>	<p>3.5 Rules for living: Which rules should we follow? Does everyone follow the same rules? Why? Why not? Buddhism Islam Sikhism Humanism (12 hours)</p> <p>S2 The Lord's Prayer: What do the words of the Lord's Prayer really mean? (4 hours)</p>
<p>Willow (Year 3/4) Rolling Programme B</p> <p>Year 2 units are highlighted and so Year 3 outcomes have to be considered when teaching this unit.</p>	<p>3.1 Called by God: What does it mean to be called by God? Local faith leaders: Who are they and what do they do? Hinduism Islam Judaism Sikhism (8 hours)</p> <p>2.7 Christmas: Why do people travel to Bethlehem (5 hours)</p>	<p>4.6 Prayer: What is prayer? How do people of the world faiths pray? Buddhism Hinduism Islam. Judaism (6 hours)</p> <p>S1 Holy Week: What happened during Holy Week? (4 hours)</p>	<p>S9 New Testament: Which part of the story do you like best? What do you think is the most important part of this story? Hinduism Islam Sikhism (8 hours)</p> <p>S4 Christian Worship: Why do Christians sing in worship? (4 hours)</p>

<p>Beech (Year 4/5) Rolling Programme A</p> <p>Total hours: 43 Christianity: 32 (74%) World Religions: 11 (26%)</p>	<p>4.3 Jesus: Why do Christians believe Jesus is the Son of God? Why do Jewish people believe that the Sabbath/Shabbat is so important? Judaism (9 hours)</p> <p>4.2 Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in world faiths? Judaism (6 hours)</p>	<p>4.1 David and the Psalms: What values do you consider to be important? (6 hours)</p> <p>4.4 Easter: A story of betrayal or trust? What do world faiths say about forgiveness? Hinduism Islam Judaism Sikhism (6 hours)</p>	<p>4.5 The Church: Are all churches the same: Are all places of worship the same? Do people worship God in the same way? Hinduism Islam Judaism Sikhism (12 hours)</p> <p>S10 Proverbs: Is the book of Proverbs still relevant today? (4 hours)</p> <p>Sdf</p>
<p>Beech (Year 4/5) Rolling Programme B</p> <p>Total hours: 40 Christianity: 30 (75%) World Religions: 10 (25%)</p>	<p>5.1 The Bible: how and why do Christians read the Bible? Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism (12 hours)</p> <p>5.2 Christmas: how do our celebrations reflect the true meaning of Christmas? (5 hours)</p>	<p>5.3 Jesus: Why do Christians believe Jesus was a great teacher? (5 hours)</p> <p>5.4 Easter: Why do Christians that Easter is a celebration of Victory? (5 hours)</p>	<p>5.5 Old Testament Women: Did she make the right choice? Did she make the right choice? Judaism (7 hours)</p> <p>5.6 Loss, Death and Christian hope: Is death an ending or a beginning? How do people of World Faiths mark the end of life? Buddhism Hinduism Islam Humanism (6 hours)</p>
<p>Oak (Year 5/6) Rolling Programme A</p> <p>Total hours: 40 hours Christianity = 30 (75%) World Religions = 10 (25%)</p> <p>The minimum entitlement is 45 hours so this gives you scope to expand on units.</p>	<p>6.1 Life as a journey: Is every persons journey the same? Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism (10 hours)</p> <p>6.2 Advent: How do Christian's prepare for Christmas? (5 hours)</p>	<p>6.4 Jesus: Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Jesus Hinduism Islam Judaism Sikhism (5 hours)</p> <p>6.3a Exodus: Why is the Exodus such a significant event in Jewish history? Judaism (6 hours)</p>	<p>6.5 Ascension and Pentecost: What is the importance of Ascension and Pentecost to Christians? (4 hours)</p> <p>6.6 God: What is the nature and character of God? Have you discovered any beliefs about God</p>

		6.3 The Eucharist: Why do Christians celebrate the Eucharist? (3 hours)	in common different faiths? <b>Hinduism Islam</b> (8 hours)
Oak (Year 5/6) Rolling Programme B  Total hours: 40 hours Christianity = 32 (80%) <b>World Religions = 8 (20%)</b>	5.8 Daniel: Daniel, did he make the right choice? <b>Judaism</b> (6 hours)  S5 Christian Art: How do Christians express their faith through art? How do people of faith express their faith through art? <b>Hinduism Islam</b> <b>Judaism</b> (6 hours)  5.7 Christmas: How is Christmas celebrated around the world? (5 hours)	6.7 People of Faith: How does having faith affect people's lives? How does having faith affect people's lives? <b>Buddhism Hinduism Islam</b> (7 hours)  S6: How do Christians around the world celebrate Easter? (5 hours)	5.9 St Paul: How did the news of Jesus resurrection spread around the world? (6 hours)  S12 Peace: What is peace? What is peace? <b>Buddhism Hinduism Islam Judaism Sikhism</b> (5 hours)

### Appendix Three - Links between Religious Education and EYFS

Reception Class	Can music-make with a growing number of different instruments and can sing favourite songs in their entirety. Start to understand that songs can be sung as part of religious festivals. Begin to sequence moves and move rhythmically.	Can retell/ role play and talk about a range of high-quality key texts including stories that reflect a range of cultures, religions and worldviews Begin to think about where and how their lives are similar and different to those they encounter.	Respond in a variety imaginative and expressive ways to what they see, hear, smell, touch and taste; Make representations of self, others, events and places with increasing detail. Take part in enjoyable, creative learning experiences related to religion and worldviews.	Expresses views about how to look after our planet and local environment. Contributes to school led projects in the local area/ school grounds. Children are helped to understand that everyone is equally valued and treated fairly.	Use photographs to observe home lives of families from at least two different contexts, noticing some things that are the same and some that are different. Begin to develop awareness and respect for the different worldviews and traditions in wider society.	Collaboration with peers on shared projects in addition to individual creations. Join in with cooperative games and talk about the value of working together.
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