

# Key Stage 1 Long Term Overview Cycle B (in-depth version)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school assembly themes/focus	<p>School Values</p> <p>British Values</p> <p>9 Protected characteristics</p> <p>No outsiders</p> <p>Celebration assemblies</p> <p>Author and Musician of the month</p>					
Holidays Celebrations Wow moments	<p>National Poetry Day</p> <p>Diwali</p> <p>Class assembly</p> <p>Mansfield Town football</p> <p>Yr 2 swimming</p> <p>Life education bus</p> <p>Harvest Festival – Church donations to the food bank</p>	<p>Guy Fawkes Bonfire night</p> <p>Children in need</p> <p>Black History month</p> <p>Remembrance Day</p> <p>Christmas experience at church</p> <p>Christmas</p> <p>Jumper day</p> <p>Hanukkah</p> <p>Anti-bullying week</p> <p>No-pens day</p> <p>Nativity</p> <p>Class assembly</p> <p>Yr 2 swimming</p> <p>Mansfield Town football</p> <p>Life Education Bus</p>	<p>Chinese New Year</p> <p>Children's Mental Health Week</p> <p>Online Safety Day</p> <p>Class assembly</p> <p>Yr 2 swimming</p> <p>International women's day</p> <p>Women's History month</p> <p>International day of women and girls in science</p> <p>Autism awareness</p>	<p>Easter experience church</p> <p>Easter bonnet parade</p> <p>World Book Day – author or illustrator visiting</p> <p>Eid Al-Fitr</p> <p>Fairtrade fortnight</p> <p>Mothers day</p> <p>Yr 2 swimming</p> <p>Class assembly</p> <p>World Wildlife day</p> <p>Comic relief</p> <p>Diversity Day</p>	<p>Village get-together</p> <p>Fathers day</p> <p>Yr 2 swimming</p> <p>Mansfield Town football</p> <p>World refugee day</p>	<p>Sports day</p> <p>Family picnic</p> <p>Diversity week</p> <p>Leavers assembly</p> <p>Mansfield Town football</p> <p>Yr 2 swimming</p> <p>Bike ability</p> <p>World refugee day</p> <p>Carer week</p> <p>Learning disability week</p>
<b>Learning Journey Themes/Drivers</b>						
Foundation stage Themes	People who help us		Traditional Tales and the British Isles (link to Isla of Coll and Calverton)		Space and explorers (Link to explorers KS1) Space and explorers	
Key stage 1	History: The Victorian Era Materials		Geography: Would you rather live in England or India	Science: Animals and their habitats	History: Great Explorers – Christopher Columbus and Preet Chandi	Science: Living things and their habitats/Plants
Hook/visitor/Trip	Partake Theatre Company: Great Fire of London re-enactment		Bus ride around Calverton – The local area		Visit to the zoo/wildlife park Time-travelling at The Minster	

English Year 1 Quality texts and focus	<b>The Queen's knickers</b> (fiction) Descriptive writing Character description <b>Oliver</b> Character description of Oliver Creating a poster (missing poster for Oliver) <b>Queen Victoria's Bathing Machine</b> Design own invention for Queen Victoria's privacy for changing Explanation writing on how your own invention of the bathing machine works	<b>The Train Man</b> (non-fiction) Descriptive writing Non-chronological report writing <b>Lost in the toy museum</b> Narrative writing <b>The Jolly Christmas Postman</b> Letter writing (to Santa) <b>The Christmas Pine</b> Descriptive writing Narrative writing	<b>The Three Little Javelina's</b> (fiction) Setting description Alternative ending to the story <b>Little Red</b> Setting description Retell <b>Inside the Villains</b> Instruction writing Character description  own 'inside the wolf' book –	<b>India Incredible India</b> (fiction/non-fiction) Narrative Non-chronological report <b>The Tiger Child</b> (traditional folktale) Setting description Writing to inform <b>Chapatti Moon</b> Instructions Retell	<b>Lots The Diversity of Life on Earth</b> (non-fiction) Setting description Non-chronological report <b>Somebody swallowed Stanley</b> Alternative retell <b>The Big Book of Blue</b> (non-fiction) Role play Recount of underwater exploration Writing to inform – fact file (turtles)	<b>Dear Greenpeace</b> (fiction) Character description Letter writing <b>Florette</b> Recount Instructional writing <b>It started with a Bee</b> Creating own poems – kenning Poems – similes
English Year 2 Quality texts and focus	<b>The Queens Knickers</b> A diary account -first person Newspaper report <b>Oliver</b> Writing instructions how to make Gruel Letter writing (to Nancy from Oliver) <b>The Queen's bathing machine</b> Narrative – writing from the Queen's point Description -cross-curricular link to Science, to the materials used to make the machine.	<b>George Stephenson The Train Man</b> (Non-fiction) Instructional writing Non-chronological report <b>Lost in the toy museum</b> Narrative writing <b>The Jolly Christmas Postman</b> Letter writing for a purpose (to Santa) <b>The Christmas Pine Poetry</b> Descriptive writing	<b>The Three Little Javelina's</b> Making comparisons between characters Narrative – own version of an alternative traditional tale <b>Little Red</b> Character description Retell my own version of an alternative tale <b>Inside the Villains</b> Use commas in a list (creating a fact card about the wolf) Writing for a purpose (creating own 'inside the wolf' book –)	<b>India Incredible India</b> (non-fiction/fiction) Descriptive writing Writing for a purpose (researching and creating a non-fiction book all about India's wildlife. <b>The Tiger Child</b> (traditional folktale) Writing a persuasive letter Writing an alternative version to a familiar story <b>Chapatti Moon</b> Writing a narrative – focus on verbs and adverbs An alternative version of a familiar story – planning, drafting, writing and editing)	<b>Lots the diversity of life on Earth</b> (non-fiction) Making comparisons: Compare pictures and record Writing to inform - Create a newsletter <b>Somebody swallowed Stanley</b> Descriptive writing Alternative ending to a familiar story <b>The Big Book of Blue</b> (non-fiction) Facts about animals To write for a purpose to inform – create own book detailing facts about the sea creatures in each zone of the ocean	<b>Dear Greenpeace</b> Description writing Writing for a purpose – information leaflet <b>The Flower</b> Narrative Predict the end of the story <b>It started with a Bee</b> Create poems Writing to inform – fact file about bee
Maths Year 1	<b>Whiterose:</b> Place value (within 10)	<b>Whiterose:</b>	<b>Whiterose:</b> Place value (within 20)	<b>Whiterose:</b> Place value (within 50)	<b>Whiterose:</b> Multiplication and division	<b>Whiterose:</b> Place value (within 100)

		Addition and subtraction (within 10), shape	Addition and subtraction (within 20)	Length and height Mass and volume	Fractions Position and direction	Money Time
<b>Maths Year 2</b>	<b>Whiterose:</b> Place value	<b>Whiterose:</b> Addition and subtraction Shape	Whiterose: Money Multiplication and division	Whiterose: Length and height Mass, capacity and temperature	Whiterose: Fractions Time	Whiterose: Statistics Position and direction
<b>Science Year 1</b>	<b>Materials and seasonal changes:</b> I wonder how the landscape and weather changes across the four seasons? I wonder what a material is? I wonder if different objects are made from the same material? How can I describe an object? I wonder if card is suitable for making Queen Victoria's Bathing Machine? I wonder which material would be best for making Queen Victoria's Bathing Machine?	<b>Materials and seasonal changes:</b> I wonder what seasonal changes take place in Autumn? I wonder how animals adapt to their changing habitats in Autumn? I wonder which material would make the most suitable goggles for Santa? I wonder if all trees lose their leaves?	<b>Animals, including humans</b> I wonder - what is a human? I wonder if all humans are the same? I wonder if humans change? I wonder if our faces are special? Do our senses work together? I wonder which senses we are using?	<b>Animals, including humans:</b> I wonder what a pet needs to be happy and healthy? I wonder what a mammal is? I wonder what a reptile is? I wonder what an amphibian is? I wonder what types of food animals eat? I wonder what we know about the season of Spring?  <b>Sir David Attenborough and his impact on conservation</b>	<b>Plants:</b> I wonder what a plant is? I wonder if we can grow some plants? I wonder if I know the different between plants and not plants? I wonder if all leaves are the same? I wonder if all flowers are the same?	<b>Plants:</b> I wonder if any flowering plants are growing at school? I wonder what plants we can eat? I wonder how plants change? I wonder how the trees have changed across the seasons? I wonder how the weather has changed throughout the year? I wonder what changes have occurred to our plants?
<b>Science Year 2</b>	<b>Materials</b> Can we identify the object, the material it is made from the properties of the material? Can we identify what material is most suitable for different items? Can we identify properties of materials and name objects made from the materials? Can we identify the materials used to make toys in the present day?	<b>Materials</b> I wonder if the shape of solid objects can be changed? I wonder which material is stretchiest? I wonder what happens when we cool some materials? I wonder what happens when we heat a material? I wonder what happens when we mix some materials?	<b>Animals, including humans</b> I wonder what a human needs to survive I wonder what makes something a living organism? I wonder why we need to eat and drink? I wonder which foods our body needs? I wonder why we need to be active? How clean are your hands?	<b>Animals, including humans</b> I wonder if all baby animals are a miniature version/look like their parents? I wonder what animals need to survive? I wonder what all mammals need to survive? I wonder what a bird needs to survive? I wonder what a fish needs to survive? What do amphibians need to survive?	<b>Living things and their habitats</b> I wonder if it is living? I wonder if it is alive? I wonder what a habitat is? I wonder why different animals live in different habitats. I wonder why different plants live in different habitats? I wonder what lives in a micro-habitat? I wonder if all animals eat the same food?	<b>Plants</b> I wonder how important plants and animals are to each other in a habitat? Where does a plant come from? I wonder what a plant needs to grow and keep it healthy? I wonder if a seed needs soil to be able to germinate? Hydroponics I wonder if all plants grow from seeds?

	<p>Can we identify the materials used to make toys in the Victorian times?</p> <p>Can we identify the materials used to make Victorian toys compared to the present-day toys?</p> <p>Can we describe the materials used in our bathing machine designs?</p>	<p>I wonder how our salt dough has changed?</p>			<p>Chris Packham/Greta Thunberg and their impact on conservation</p>	
<p>History Years 1 &amp; 2</p> <p>End of Key Stage Expectations</p>	<p><b>Would you like to be a child in the Victorian era?</b></p> <p><b>Who is Queen Elizabeth II?</b></p> <p><b>Who is Queen Victoria?</b></p> <p>What was homelife like for most Victorian children?</p> <p>What was it like to be a working Victorian child?</p> <p>What was it like to be a Victorian school child?</p> <p>Victorian toys</p> <p>What was home life like for most people who lived in the Victorian era?</p> <p>How did Isambard Kingdom Brunel become famous?</p> <p>How did George Stevenson become famous?</p> <p>What is a Victorian Bathing machine?</p>				<p><b>Explorers: Christopher Columbus and Preet Chandi</b></p> <p>Why do you think people remember Christopher Columbus?</p> <p>How did Columbus become famous?</p> <p>Why did Columbus risk his life to explore somewhere no-one alive had ever seen?</p> <p>What was life like on board during such a long journey?</p> <p>Did everyone think that Columbus was a hero?</p> <p>How and why should we remember Columbus?</p> <p>Who is Preet Chandi?</p> <p>How is she similar/different to Christopher Columbus?</p> <p>Which explorer is the better role model and why?</p>	
<p>Geography Years 1 &amp; 2</p> <p>End of Key Stage Expectations</p>		<p><b>I wonder what it's like to live in India?</b></p> <p>What are the earths 7 continents?</p> <p>What oceans does our world have?</p> <p>Where in the world is India?</p> <p>Calverton is a village in England, I wonder what a village in India would be like?</p> <p>What is the weather like in India? Is this the same or different to England?</p> <p>Comparing our village (Calverton) to a village in India (Chembakolli)</p> <p>What type of place is Chembakolli? Where is it?</p> <p>What is my home like?</p> <p>What are Adivasi homes in Chembakolli like?</p> <p>What is it like to go to school in Gudalur?</p> <p>What toys do Adivasi children use?</p> <p>What games do Adivasi children play?</p>			<p><b>Map skills</b></p> <p><b>Yr 1:</b></p> <p>I can use simple field work to study Manor Park and Calverton.</p> <p>I wonder what I can discover about my school and grounds?</p> <p>I can make a simple journey map/model.</p> <p>I know that I can get information from a map.</p> <p>I can create a simple map.</p> <p>I can add labels and emoticons to a map of a familiar place.</p> <p><b>Yr 2:</b></p> <p>I can use maps, globes and atlases to gain information.</p> <p>I can use maps to recognise geographical features in the local area and beyond.</p>	

			What is the capital city of India like? I wonder what it's like in New Delhi?		I know what some symbols on an Ordnance Survey map mean. I know how to use and construct symbols and a key I know how to use directional language- North, South, East, West I know how to use a compass
Art Years 1 & 2 End of Key Stage Expectations	<b>William Morris (printing)</b> <b>History Link</b> What is printmaking? What are the four ways we can make a print? Who is William Morris? What did William Morris design and make? How did William Morris make his prints? What are the key features in his work? How can I design a successful Styrofoam print? How can I incorporate Morris design features into my work? How can I make a relief print successfully? How can I reflect on the artwork I have made? Yr 1: Printing Styrofoam single design Yr 2: Printing Styrofoam a repeated pattern		<b>Indian Textiles: (Geography Link)</b> What are textiles? What are some different textile techniques and patterns from around the world? How are textiles different across the world? How can we compare tartan and Khadi textiles? What is tie-dye? (yr 2) How can I make tie-dye fabric? How can I design a weaving? (yr 1) How can I take inspiration from what I have learnt about textiles around the world for my design? How can I reflect on the artwork I have made?		<b>Sculpture, Kaori Kurihara (Science link)</b> What is sculpture? Who is Kaori Kurihara? What kind of work does she make? How does Kaori make her work? What inspires her? How can I make a design using the inspiration? How can I use a digital camera and tools to edit my photos for my design? How can I use my design to make my sculpture? How can I use the skills I have learnt to make my sculpture? How can I mix colours accurately? How can I paint my sculpture as in my design? How can I reflect on the artwork I have made?
DT Year 1 & 2		<b>Structures: Are you the next Isambard Kingdom Brunel? (History Link)</b> To know and understand what a freestanding structure is. To know and understand how to create a		<b>Mechanisms: vehicles – design and make a tuk-tuk</b> To discuss a variety of vehicles and their uses. To identify specific features of vehicles. To know what a tuk-tuk is.	<b>Textiles – design and make a pouch for Preet Chandi to take on her next expedition.</b> To explore different pouches. To discuss a variety of pouches and their uses.

		<p>freestanding stable structure.</p> <p>To join a cylinder to a base.</p> <p>To know and understand what a frame structure is.</p> <p>To know that a triangle is a strong and stable shape.</p> <p>To join components to make a frame structure.</p> <p>To make a strong and stable bridge</p> <p>To design a bridge using what I already know about freestanding structures.</p> <p>To make my bridge using my design.</p>		<p>To identify the design features of a tuk-tuk.</p> <p>Investigate wheels, axles, and chassis.</p> <p>To learn different joining methods.</p> <p>To follow a design to make a tuk-tuk</p> <p>To be able to evaluate a finished product.</p> <p>Differentiation for year groups through complexity of chassis.</p>		<p>To identify specific features of pouches.</p> <p>To know what a pouch is.</p> <p>To identify the design features of a pouch.</p> <p>To use a template.</p> <p>To practice cutting skills</p> <p>To design a pouch following the design criteria.</p> <p>To make a pouch following a design</p> <p>To be able to evaluate a finished product.</p> <p>Differentiation:</p> <p>Yr 1 join using glue, etc.</p> <p>Yr 2 learn sewing techniques to join.</p>
Computing in Year 1	Purple Mash Online Safety and Exploring Purple Mash Safe Logins	Purple Mash Grouping and Sorting	Purple Mash Pictograms	Purple Mash Lego Builders Maze Explorers	Purple Mash Animated Storybooks	Purple Mash Technology outside school Spreadsheets
Computing in Year 2	Purple Mash Creating pictures Online safety	Purple Mash Coding Online Safety	Purple Mash Spreadsheets Online Safety	Purple Mash Questioning Online safety	Purple Mash Effective searching Being safe in the digital world.	Purple Mash Online safety Music through ICT
Music Year 1	<p><b>How Can We Make Friends When We Sing Together?</b></p> <p>Find The Beat</p> <p>1-2-3-4-5</p> <p>Head, Shoulders, Knees And Toes</p> <p>Shapes</p> <p>We Talk To Animals</p> <p>We Are Together</p>	<p><b>How Does Music Tell Us Stories About The Past?</b></p> <p>Twinkle, Twinkle, Little Star</p> <p>In The Orchestra</p> <p>Daisy Bell (Bicycle Built For Two)</p> <p>Dancing Dinosaurs</p> <p>Rock-a-bye Baby</p> <p>I'm A Little Teapot</p> <p>Sleigh ride</p>	<p><b>How Does Music Make The World A Better Place?</b></p> <p>If You're Happy And You Know It</p> <p>Sing Me A Song</p> <p>Sparkle</p> <p>Rhythm In The Way We Walk</p> <p>Big Bear Funk</p> <p>Baby Elephant</p>	<p><b>How Does Music Help Us To Understand Our Neighbours?</b></p> <p>Days Of The Week</p> <p>Name Song</p> <p>Cuckoo</p> <p>Upside Down</p> <p>Hush Little Baby</p> <p>Who Took The Cookie?</p> <p>The Planets, Op. 32 - I. Mars, The Bringer Of War</p>	<p><b>What Songs Can We Sing To Help Us Through The Day?</b></p> <p>Getting Dressed</p> <p>Dress Up</p> <p>Brush Our Teeth</p> <p>Get Ready</p> <p>Up And Down</p> <p>Star Light, Star Bright</p> <p>Sonata In C Major Hob. XVI:150</p> <p>- 3rd Movement</p>	<p><b>How Does Music Teach Us About Looking After Our Planet?</b></p> <p>The Bear Went Over The Mountain</p> <p>In The Sea</p> <p>Alice The Camel</p> <p>Ten Green Bottles</p> <p>Zootime</p> <p>She'll Be Coming 'Round The Mountain</p> <p>The Pink Panther Theme</p>

			Cinderella, Op.87: 37 - Waltz-Coda			
Music Year 2	<b>How Does Music Help Us To Make Friends?</b> Music Is In My Soul Boléro Hey Friends! Eye Of The Tiger Hello!	<b>How Does Music Teach Us About The Past?</b> Sparkle In The Sun For The Beauty Of The Earth Listen Fascinating Rhythm The Orchestra Song	<b>How Does Music Make The World A Better Place?</b> Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around The World	<b>How Does Music Teach Us About Our Neighbourhood?</b> Helping Each Other Piano Trio In A Minor Op. 150 I. Allegro The Music Man Swing Time: The Way You Look Tonight Let's Sing Together	<b>How Does Music Make Us Happy?</b> I Wanna Play In A Band Flying Theme From E.T. The Extra-Terrestrial Music Is All Around Moon River Saying Sorry	<b>How Does Music Teach Us About Looking After Our Planet?</b> The Sunshine Song No More Dinosaur Four White Horses Que Llueva, Que Llueva Down By The Bay
RE Year 1	<b>Belonging: How do we care for others?</b> How does it feel to be cared for and care for others? What can stories/songs/films tell us about caring? Who is a neighbour to me? How can we show kindness and generosity to others? What is Harvest Festival and why do Christians celebrate it? Thinking about the Weekend in the family: What can we learn from Jewish People?	<b>Celebrations and festivals:</b> What is Diwali? What celebrations do we celebrate and how? What is Judaism? What is the Jewish festival of Hanukkah? The Christmas Story	<b>Stories of Jesus</b> Importance of Trust The Worried Sparrow The parable of the lost sheep Chinese New Year The parable of the Prodigal Son My favourite parable	<b>Stories of Jesus and Special times</b> Jesus' disciples Jesus rides into Jerusalem Holi Ramadan Easter Story	<b>Places of worship</b> What makes a place special? What is worship? What places of worship are in the community/local area?	<b>The Christian Religion</b> What special ceremonies happen within a church? What are the different roles within the Christian Church? What have we learned about the Christian church? What happens in another place of worship? (Synagogue)
RE Year 2	<b>Belonging</b> Who do we belong to? Who do we belong to in the wider community? Create our own Salvador Crosses and recognise symbols of Christianity What is a Baptism? What does it mean to be baptised? What is Harvest? What does this look like in the Christian faith?	<b>Celebrations:</b> How and why do we celebrate? What is Hinduism? What is Diwali and why is it celebrated? What religious festivals do we and other people celebrate? Christmas	<b>Jewish Stories</b> I can talk about Jewish beliefs about God. I can explain the Jewish beliefs about the beginning of the world. I can reflect on the beauty in the world. I can explain why Abraham is an important figure in Jewish religion.	<b>Special times and stories</b> I can recall the parable of Jesus feeds the 5000. I can recall the story of Jesus heals the lepers and know the message from the story. I can recall the story of Holi can say why colour is important during Holi. I know what the religious festival of Ramadan is and explain how it is celebrated.	<b>What makes a good leader?</b> To identify the qualities of leadership. Who was Moses? To explain who Moses was. What sort of leader was Moses? o retell the story of Moses and the burning bush. What sort of leader was Moses?	<b>Leaders and modern-day leaders</b> What sort of leader was Moses? To explain the qualities Moses had as a leader. Why did people follow Jesus? To understand the term 'who you would follow without question' What made Jesus a great leader?



	Exploring Baptism within the Christian faith – sequencing the bible story What are the Golden Rules?		I can explain why and when Jewish people celebrate Shabbat	I can identify the main events at Easter – Palm Sunday, cross and Jesus' resurrection I can describe ways in which Jews remember the Passover story	To explain the qualities Moses had to be a leader. Why did people follow Jesus? To understand the term 'who you would follow without question.' What made Jesus a great leader? To explain why Jesus is a great leader	To explain why. What Christian values do modern leaders show? What Christian values do modern leaders show? <b>Marcus Rashford</b> <b>GretaThunberg</b>
PE Year 1 Complete PE	Gymnastics – Wide, Narrow, Curled Playground games	Dance Games	Body parts -Gymnastics Hands 1 - Ball Skills	Ball skills – Hands 2 Rackets, bats and balls	Jumping Dodging	Jumping Growing (dance)
PE Year 2 Complete PE	Gymnastics – linking movements Swimming	Dance Swimming	Gymnastics Ball Skills Swimming	Ball skills – Rackets, bats and balls Swimming	Dodging Jumping	Mansfield Town Football Teamwork
PSHE Year 1 SCARF	<b>Me and my friends</b> Why we have classroom rules. How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	<b>Valuing differences</b> Same or different? Unkind, tease or bully Harold's school rules. It's not fair! Who are our special people? Our special people balloons.	<b>Keeping safe</b> Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	<b>Rights and respect</b> Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	<b>Being my best</b> I can eat a rainbow Eat well Brush and wash up Catch it, bin it, kill it – germs! Inside my wonderful body	<b>Growing and Changing</b> Healthy me Then and now Taking care of a baby Who can help? Surprises and secrets Keeping things private
PSHE Year 2 SCARF	<b>Me and my relationships</b> Our ideal classroom How are you feeling today? Let's all be happy Being a good friend Types of bullying Don't do that! Bullying or teasing	<b>Valuing differences</b> What makes us who we are My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	<b>Keeping safe</b> Harold's picnic Keeping safe: How safe would you feel? Keeping safe: What should Harold say? Keeping safe: I don't like that Keeping safe: Fun or not? Keeping safe: Should I tell?	<b>Rights and respect</b> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment?	<b>Being my best</b> You can do it! My day How to keep clean and healthy Healthy lifestyles Hygiene Science Dental hygiene/teeth & oral health What does my body do? Body parts Basic First Aid	<b>Growing and changing</b> A helping hand: Sam moves away: Haven't you grown! My body, your body! Respecting privacy: Some secrets should never be kept.



Highlighted in yellow to show links to the following 9 protected characteristics and British Values		
Age	Religion	Gender
Who I choose to love	Race	Families
Having a baby	Being Myself	Disability
Rule of law	Democracy	Individual Liberty
Mutual respect	Tolerance of those with different faiths	