

R.E. Long Term Progression Plan

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

<p>Reflection</p> <ul style="list-style-type: none"> • Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices 	<p>Empathy</p> <ul style="list-style-type: none"> • Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow • Seeing the world through the eyes of others, and seeing issues from their point of view 	<p>Investigation</p> <ul style="list-style-type: none"> • Asking relevant questions • Knowing how to gather information from a variety of sources • Knowing what may constitute evidence for justifying beliefs in religion 	<p>Interpretation</p> <ul style="list-style-type: none"> • Drawing meaning from artefacts, works of art, music, poetry and symbolism • Interpreting religious language • Suggesting meanings of religious texts 	<p>Evaluation</p> <ul style="list-style-type: none"> • Debating issues of religious significance with reference to evidence and argument
<p>Analysis</p> <ul style="list-style-type: none"> • Distinguishing between opinion and fact • Distinguishing between the features of different religions 	<p>Synthesis</p> <ul style="list-style-type: none"> • Linking significant features of religion together in a coherent pattern • Connecting different aspects of life into a meaningful whole 		<p>Application</p> <ul style="list-style-type: none"> • Making the association between religion and individual, community, national and international life 	<p>Expression</p> <ul style="list-style-type: none"> • Explaining concepts, rituals and practices • Expressing religious views, and responding to religious questions through a variety of media

	<i>Skills for Expressing and Communicating ideas related to religions and world views</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none"> • <i>Notice and find out about religions and world views</i> • <i>Showing sensitivity and respect to others who might be different</i> 	<p>Magical Me Talk about their own lives and their families. Notice differences and ask questions. Learn what is special and unique about them. Refer to</p>	<p>Special People Explore who are the special people in their lives and what makes them special. Find out about some people who are special to religions and how they help</p>	<p>Special Times Share special times that they share with their families. Discuss and ask each other questions. Discover similarities and differences. Discover what</p>	<p>Special Objects Share special objects that are important to them and their families. Discuss and ask each other questions. Discover similarities and differences. Discover some objects that are special to</p>	<p>Special Books Explore the Bible and talk about what makes it special for Christian people. Discuss the special books in their lives and how they handle them with care and respect. Explore what respect means when we use objects.</p>	<p>Special Places Share places that are special to them and their families. Discuss and ask each other questions. Discover similarities and differences. Discover what happens at a church. Visit a church</p>

	<ul style="list-style-type: none"> • <i>Noticing differences</i> • <i>Asking questions about religious stories</i> 	<p>the British Value of mutual respect and tolerance.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • that families are not all the same and can be different in many ways • we are all unique 	<p>others e.g. a vicar, a rabbi etc.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • who are the special people in their lives • that some religions are led by special people <p>Christmas Talk about past events from their own experiences such as celebrations and special family times. Discover similarities and differences. Share, discuss and ask questions about religious stories (The Nativity/ Diwali) in small groups. Talk about some ways that people celebrate festivals, begin to know some ways that celebrations are similar</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • some special celebrations, that happen in their own lives 	<p>happens at Chinese New Year and Holi.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • what happens at Chinese new year • why some people celebrate the new year • what happens at Holi and why people celebrate at this time • some differences between 2 festivals 	<p>different religions. Model handling them with respect and care. Refer to the British Value of mutual respect and tolerance.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • that everyone has objects that are special to themselves and their families • that special objects can make us think or feel different emotions • that religions have special objects or artefacts which we must handle with respect and care. <p>Easter Discover what activities and events happen at Easter. Discuss that Christian people celebrate this festival.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • some activities and events that happen at Easter • that Christians celebrate Easter 	<p>Encourage them to ask questions and reflect on their own feelings and experiences</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • that the bible is a special book • the main events from a bible story e.g. Noah's Ark • that a religious artefact or book must be handled with care • why a book might be special to someone 	<p>and discover different parts of a church.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • that everyone has places that are special to themselves and their families • that special places can make us think or feel different emotions (e.g. calm, peaceful, happy) • that our special places can be different • that a Church is a Christian building where people go to pray
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			<p>and the children in their class.</p> <ul style="list-style-type: none"> • some events from the nativity story 				
EYFS Key Vocabulary		<p>special same different unique family</p>	<p>vocab relating to religious leaders e.g. vicar</p> <p>Christmas Christian nativity</p>	<p>Chinese New Year Holi celebrate same different</p>	<p>object artefact respect careful</p> <p>Easter Christian celebrate</p>	<p>Christian bible respect vocab relating to bible stories chosen e.g. Noah's ark (ark, animal names, pair)</p>	<p>special place believe church pray vocab relating to feeling words e.g. peaceful, calm</p>

Year 1	<i>Skills for Expressing and Communicating ideas related to religions and world views</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Decide what they can be personally thankful for Talk about what is important to me and other people Talk about what we can learn from religious stories for themselves Ask respectful questions relating to RE Compare own views to those of other people 	<p>How is Diwali Celebrated? Listen to the story of Rama and Sita. Learn what the story means to Hindu people. What could the story tell us about Hindu values? e.g. bravery, loyalty, sacrifice, working together, goodness, love and friendship Do you share these values? Learn what special activities happen during the festival and Diwali. Explore the themes of good and evil – what other stories do we know? Pupils will know:</p>	<p>Why is Christmas Important to Christians? Retell a simple version of the story of Jesus’ birth Give examples of ways in which Christians celebrate Christmas Decide what they personally have to be thankful/grateful for and how they thank other people Pupils will know:</p> <ul style="list-style-type: none"> the main events of the Nativity story why Christians give gifts at Christmas ways in which we can show we are grateful to others 	<p>Who is Jesus? Discover who Jesus is and how we can find out about him from the bible. Explore different parables and discuss what these can tell us about Jesus and why he is special to Christians. Pupils will know:</p> <ul style="list-style-type: none"> that the bible is a special Christian book what a parable is what a miracle is why Christians believe Jesus was a special person that in the bible there are stories which tell us about Jesus’ life 	<p>Why do Christians celebrate Easter? Tell stories from the Christian Holy week and Easter Learn how Christians show their beliefs about Jesus’ death and resurrection at Easter time Talk about how the Easter story can make us feel: sadness, hope, explore their ideas. Pupils will know:</p> <ul style="list-style-type: none"> the main events of the Palm Sunday the main events of Easter Sunday that the Easter story makes Christians feel different emotions such as sadness and hope some ways in which Christians celebrate Easter 	<p>Who Created the World? Creation Stories Retell the creation story from the Christian Bible Say what the story tells Christians about God Ask and answer questions about our amazing world Compare another creation story from another religion. What does that story mean to the people who follow that religion e.g. Hinduism. Refer to the British Value of mutual respect and tolerance. Pupils will know:</p> <ul style="list-style-type: none"> Christians believe that God created the world in 7 stages, including one day of rest 	<p>Special Books Look at what is contained within a bible. How is a bible used by Christians at home and in a church? How is it treated respectfully? Compare this to special books from other religions (Torah, Qu’ran) how are they treated with respect? What does respect mean and what special items do you own which you would want other people to treat respectfully. Refer to the British Value of mutual respect and tolerance. Pupils will know:</p> <ul style="list-style-type: none"> that a bible is a special Christian book it contains many parts including stories, prayers, letters and songs

		<ul style="list-style-type: none"> the main parts of the story of Rama and Sita what the story tells us about Hindu values we all have values we believe are important Hindus celebrate Diwali in different ways e.g. by lighting lamps, giving gifts, spring-cleaning etc. 		<ul style="list-style-type: none"> some events from parables they have read from the Bible 		<ul style="list-style-type: none"> that humans should care for the world because it is precious that different people believe in different stories about how the world was created that I can express my own ideas about what I believe and it can be different to someone else that one of our British values is mutual respect and tolerance 	<ul style="list-style-type: none"> the bible includes rules that Christians try to follow how a bible is used, what it means to Christians and how it is cared for respectfully the name of a book from another religion (encourage the children to refer to their own family religion or traditions) and how it is treated respectfully
Year 1 Key Vocabulary		bravery loyalty good evil celebrate wealth Lakshmi Diwali	nativity Christian thankful grateful Nativity related vocab e.g. stable, crib etc.	Jesus parable story meaning miracle	resurrection Christian Easter vocab relating to feelings e.g. hope, sadness	creation stages unique precious belief/believe	Christian bible prayer commandment respect Torah Qur'an

Year 2	<i>Skills for Expressing and Communicating ideas related to religions and world views</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> Ask some questions about believing in God and offer some ideas or responses of their own Ask and answer questions arising from stories across more than one faith Talk about issues of good, bad, right and wrong arising from stories and what it might mean to them Compare their own views with other people's 	<p>Why do Christians celebrate Harvest? Learn what Christians might do to celebrate harvest. Explore why nature and caring for the world is important to Christians. Discuss why Christians collect and then distribute food at harvest time. Share their own ideas about nature and caring for the environment.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> Some ways in which Christian families celebrate at harvest time. 	<p>What is Hannukah? Learn about the Jewish festival of Light: Hannukah. What is a miracle? Can you retell the story? Can you explain the meaning of fairness, right and wrong? How is Hannukah similar and different to Christmas?</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> Hanukah is the Jewish festival of light It is celebrated in November or December The festival celebrates the victory of Judah Maccabee and his followers A lamp burned for 8 days which was seen as a miracle some ways, in which Jewish people celebrate this festival e.g. playing the dreidel 	<p>Christian Values and Worship What are our British values? (see twinkl KS1 British Values – a simple version as a display/cards to show) What values do Christians hold? Explore stories which can tell us this e.g. The Good Samaritan, The Lost Sheep Find out how a person special to the Christian faith, shows these values.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> our British Values some values that Christians hold and how these are related of our British values 	<p>Islam What is Eid-al-Fitr? Might be a useful introduction resource. These values can be compared to our British Values and explore how they are related. Learn what happens during Ramadan and how Muslims break their fast at Eid-al-Fitr. Explore how it might feel to fast and the meaning of doing this for Muslims. Find out what special events happen and how Muslims celebrate. Compare this to other festivals they know already. Refer to the British Value of mutual respect and tolerance.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> What happens during Ramadan what is might feel like to fast and why Muslims do this what special activities happen at Eid-al-Fitr some ways in which Eid-al-Fitr is similar to 	<p>Special Buildings What is a church? Learn about how the church is a special place where Christians worship. Learn about Christian symbols and artefacts.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> the names of Christian artefacts and symbols and their meaning to Christians the main parts of a Christian church and be able to talk about some activities that take place 	<p>Special Buildings What is a mosque? Learn about how a mosque is a special place where Muslims worship. Learn about objects, which are there. Know how Muslims show respect inside a mosque. When is it important for us to show respect? How do we do that? Refer to the British Value of mutual respect and tolerance.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> that worshiping helps Muslims to feel part of a family the main parts of a mosque and symbols or objects found there some activities that take place in a mosque some ways that Muslims show

	<ul style="list-style-type: none"> • <i>Be respectful when asking questions about other people's beliefs</i> 	<ul style="list-style-type: none"> • why Christian families celebrate at harvest time. <p>What is Sukkot? Learn what Jewish people might do to celebrate Sukkot. Ask questions in a respectful way about this celebration. Pupils will know:</p> <ul style="list-style-type: none"> • That sukkot is a Jewish festival • some ways in which Jewish people celebrate e.g. building a sukkah • some reasons why Jewish people celebrate sukkot • That the Four Kinds are made and used 	<p>game, exchanging gifts, eating special food.</p> <ul style="list-style-type: none"> • Christmas and Hanukah are similar and different and to be able give examples <p>What is Advent? Learn how and why Christians celebrate advent. Explore what events they look forward to and how they might count down the days. Learn what the advent candles represent.</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • why and when Christians celebrate advent • why Christians light candles and what each candle represents • that everyone can count down to special events in different ways 	<ul style="list-style-type: none"> • facts about the life of a person special to Christians and how they show Christian values (e.g. Mother Teresa, St Francis of Assisi) 	<p>other religious celebrations</p> <p>Which Christian values are thought about at Easter time? Recap the main events of the Easter story. Explore the themes within the story of forgiveness, salvation, sadness and hope. How does the Easter story make you feel? Pupils will know:</p> <ul style="list-style-type: none"> • how the Easter story reminds Christians of the values of forgiveness and salvation. • the meaning of forgiveness and how they can show this value in their daily lives. • the meaning of hope and what they are hopeful for in their own lives 		<p>respect before worshipping</p> <p>Ext. What is a synagogue like?</p>
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		<p>when they pray</p> <ul style="list-style-type: none"> Some elements which are similar and different in the way Jewish and Christian families celebrate harvest 							
Year 2 Key Vocabulary		<p>harvest nature Christian church celebration charity</p> <p>Jewish Sukkot sukkah Four Kinds Egypt</p>	<p>dreidel Hanukkah kosher candle Shamash</p>	<p>advent candle peace joy love hope wreath crown Christingle</p>	<p>British values democracy respect liberty law rules faith beliefs belong</p>	<p>Ramadan - fast Qur'an Eid Al-Fitr</p>	<p>Easter resurrection forgiveness salvation hope sadness</p>	<p>church – the Christian place of worship value British values saint artefact symbol</p>	<p>mosque worship respectful Qur'an dome mirab minbar minaret wudu prayer mat</p>

Assessment in R.E.

Assessment in the EYFS

ELG Links with R.E.

Personal, Social and Emotional Development

Making Relationships

Early Learning Goal

Pupils play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other pupils.

Suggested links to Religious Education

- Pupils can share their experiences and knowledge of their own families' beliefs and values to build connections and discover similarities and differences.
- Pupils show sensitivity and respect to others.
- Pupils share, discuss and ask questions about religious stories in small groups.

Self-confidence and self-awareness

Early Learning Goal

Pupils are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Suggested links to Religious Education

- Once learning about a festival or celebration, pupils can discuss their likes and dislikes or which parts they can relate to.
- Pupils can handle and discuss religious artefacts with care and can discuss why they might be special to people.

Managing feelings and behaviour

Early Learning Goal

Pupils talk about how they and others show feelings, talk about their own and others' behaviour, its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, understand, and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Suggested links to Religious Education

- Using stories, pupils generate an understanding of right and wrong and how people make these choices.
- Pupils begin to unpick the meaning of religious stories.

Communication and Language

Listening and attention

Early Learning Goal

Pupils listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Suggested links to Religious Education

- Pupils can listen to different religious and cultural stories and recall key events.
- Pupils can listen to stories and ask appropriate questions.

Understanding

Early Learning Goal

Pupils follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Suggested links to Religious Education

- Pupils can ask how and why questions to gain a deeper understanding by using religious artefacts, pictures, and books.

Speaking

Early Learning Goal

Pupils express themselves effectively, showing awareness of listeners' needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Suggested links to Religious Education

- Pupils can share their ideas about their views and beliefs with each other.
- Pupils can explain their understanding of stories, beliefs, and views.
- Pupils can talk about past events from their own experiences such as celebrations and special family times.
- Pupils can recognise and use religious vocabulary.

Literacy

Reading

Early Learning Goal

Pupils read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Suggested links to Religious Education

- Pupils can retell significant religious and cultural stories through role play and storytelling.
- Pupils can read simple sentences from simplified religious and cultural story books.

Writing

Early Learning Goal

Pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Suggested links to Religious Education

- Pupils can write cards to give and receive as part of religious and cultural celebrations.
- Pupils can write lists for parties and celebrations.
- Pupils can write short sentences to describe a special time.

Mathematics

Numbers

Early Learning Goal

Pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving, and sharing.

Suggested links to Religious Education

- Pupils can count down to events and celebrations.
- Pupils can solve mathematical problems set within the context of religious stories.

Shape, space, and measure

Early Learning Goal

Pupils use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create, and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Suggested links to Religious Education

- Pupils can create decorations using repeating patterns and shapes.
- Pupils can talk about different times of the year when celebrations take place.
- Pupils can talk about different times in the day that may be significant to a particular festival or celebration.

Physical Development

Moving and handling

Early Learning Goal

Pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Suggested links to Religious Education

- Pupils can participate in dances and expressive movement used to celebrate festivals from different cultures and religions.

Health and self-care

Early Learning Goal

Pupils know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Suggested links to Religious Education

- Pupils can discuss the different foods used for celebrations and festivals.
- Pupils can put on and take off dressing up clothes that reflect different cultures and religions.

Expressive Arts and Design

Exploring and using media and materials

Early Learning Goal

Pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use, and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.

Suggested links to Religious Education

- Pupils can explore dance and movement from other cultures and how movement is used as part of a celebration or festival.
- Pupils explore and create music from different celebrations and festivals.
- Pupils can recreate places of worship using a variety of modelling materials.

Being imaginative

Early Learning Goal

Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Suggested links to Religious Education

- Pupils recreate religious and cultural stories and rituals through role play.

Understanding the World

People and communities

Early Learning Goal

Pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, and traditions.

Suggested links to Religious Education

- Pupils can discuss special times they have celebrated with their families and friends.
- Pupils can identify the beliefs they have and discover the elements that makes them similar and different to others.
- Pupils can identify some traditions within their community.

The world

Early Learning Goal

Pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals, plants and explain why some things occur, and talk about changes.

Suggested links to Religious Education

- Pupils can identify places that are special in their local area and know why they are special for some people, e.g. places of worship.
- When discussing different cultures and religions, pupils can identify similarities and differences in relation to places.

Technology

Early Learning Goal

Pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Suggested links to Religious Education

- Pupils can access age appropriate resources to gather information about different religions and cultures.

Assessment in R.E. in KS1

At the beginning of each lesson: Teachers will use a short review section of their lesson to recap and assess previously taught knowledge and vocabulary.

Towards the end of each unit: Teachers will plan an open ended task which allows the children to share their knowledge of the unit of work and their use and understanding of the key vocabulary. Teachers will use this assessment task to plan their next lesson or unit of work, taking into account any misconceptions or knowledge which needs to be developed further.

At the end of KS1 pupils will be able to:

KS1 Aim A: Knowledge and Understanding		
A1 Describe and explain beliefs, and practices, recognising the diversity which exists within and between communities	A2 Identify, discuss and respond to sources of wisdom found in religion and worldviews	A3 Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning
At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied. Find out about the meaning behind these. 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories. Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Recognise different symbols and actions and key practices associated with religious communities. Identify and make connections between religious communities.
KS1 Aim B: Application and Understanding		
B1 Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions	B2 Draw conclusions about what enables different communities to live together respectfully for the well-being of all	B3 Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives
At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth. Express their own ideas and opinions about these questions. Respond using words, music, art or poetry. 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Find out about examples of co-operation between people who are different. Respond to this with their own ideas. 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Find out about questions of right and wrong. Express their own ideas and opinions in response to this enquiry.
KS1 Aim C: Analysis and Evaluation		
C1 Justify their ideas about how beliefs and practices and forms of expression influence individuals and communities	C2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	C3 Appreciate and appraise varied dimensions of religion linking these to British values
At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why. Give reasons to support judgements about what difference belonging to a community makes. 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Reflect upon their own personal values of identity and belonging to draw a meaning from these. 	At the end of KS1, pupils will be able to: <ul style="list-style-type: none"> Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue.