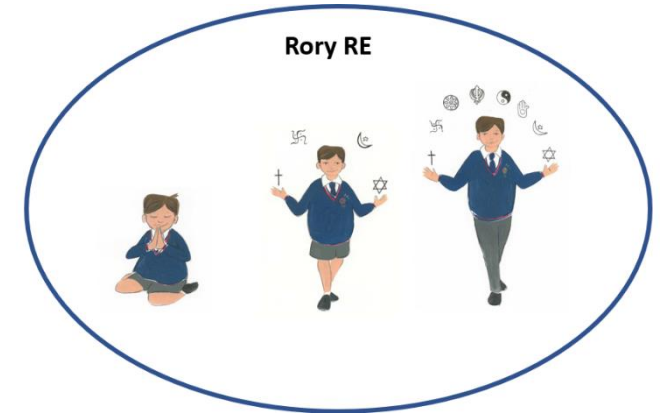




# Religious Education

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### **Intent: This is what we want for our children.**

At Barley Fields, we understand that local and global communities continue to change and become more diverse. We believe that promoting an understanding of worldviews is essential to allow our children to flourish as individuals and to help them navigate their way through a society of differing beliefs and values. We value the religious background of all members of our school community and we encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

As a Rights Respecting School, we aim to provide children with a range of real-life experiences to reflect on who they are as a person, what they believe and the choices they have the right to make. Our RE curriculum is underpinned by the three pillars of intent and we recognise that RE is essential for the development of personal skills in our children, strengthening their growth mindset and for supporting the ethos of the school. With depth of understanding at the heart of our RE curriculum, we hope to nurture a developing tolerance and respect in children in order for them to learn about and from our diverse school family. It is our intention that the children will be provided with mirrors and windows – opportunities to learn about their own spirituality but also to understand that of those around them. We believe that by instilling a profound feeling of pride in their beliefs and opinions and a secure knowledge of other faiths, the children will have a strong sense of community as well as a love for the subject itself.

Through the study of RE, we encourage our children to be curious and ask questions about different cultures and the world. We hope to develop critical thinkers and give children the chance to be theologians, philosophers, sociologists and historians as they are challenged by traditions and beliefs from a range of religious and non-religious viewpoints. It is just as important that our teachers are supported to develop a passion for the subject and we want them to feel empowered to lead discussions and debates with enthusiasm.

We are committed to offering our children an RE curriculum that gives everyone the chance to shine!

#### **Implementation: This is what it will look like in the classroom.**

Our approach to teaching RE starts in the Early Years where children are encouraged to find similarities and differences between themselves and others, share stories from a different religions and cultures and take part in theme days linked to religious festivals. This prepares the children for the learning they will access in KS1 and KS2 which will gradually build understanding and explore common themes and ideas in increasing depth. Our children follow a carefully structured spiral curriculum for RE. As children

progress, they will know more, do more and remember more. This is to say that they will develop their substantive and personal knowledge alongside developing the disciplinary knowledge they will need to be successful in school and in later life.

Our content is supported by advice, requirements and guidelines presented in the Agreed Stockton-On-Tees Religious Education syllabus and in order to reflect our school context and community, we supplement this with bespoke teaching units. Our curriculum is broad and balanced, exposing children to a range of religious and non-religious ideas, beliefs and practices. Over time, children develop a deepening knowledge and understanding of the following world views:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism
- Non-religious views

These world views are explored through the following strands of learning:

- Belonging
- Festivals
- Sacred texts
- Beliefs and practices
- Places of Worship
- Founders and Leaders

Well-structured enquiry and investigation is at the heart of every strand of learning in RE. Children have opportunities to explore concepts in a variety of ways including:

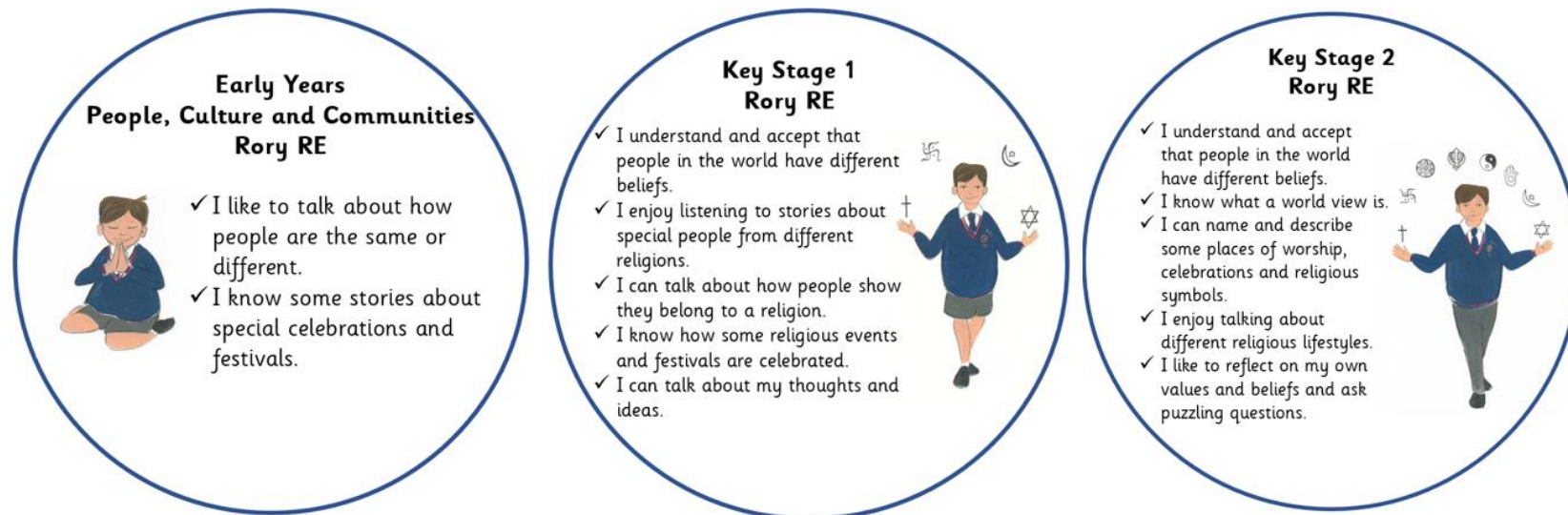
- comparing religions and world views through discussion
- debating and communicating religious beliefs, world views and philosophical ideas as well as exploring and asking ultimate questions posed by these
- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection

- using IT to further explore religion and belief globally

RE is taught weekly to ensure children have opportunities for regular study and have time to embed and enhance their learning. Detailed schemes of learning support teaching, ensure continuity and carefully plan for progression and depth. We employ appropriate pedagogy for effective quality first teaching, including the use of high-quality resources and artefacts. Within the classroom, teachers and pupils work to develop their understanding about religious and non-religious traditions, as well as the reflections that they themselves bring to the table. In consultation with staff we have structured our RE lessons in a particular way. During many RE lessons you will see key components such as retrieval, discussion, activity and reflection. We encourage children to be the experts and regularly involve children from a range of religions in the teaching of a lesson.

We are proud to offer a curriculum informed by the latest research and which undergoes regular reviews and updates to ensure its relevance and effectiveness.

Our bespoke curriculum characters are designed to represent the RE curriculum end points in each key stage. These are written in a child-friendly way and are shared regularly with the children to identify and reflect on the key skills, attitudes and knowledge expected in RE.



**Impact: This is what it will mean for our children**

The impact of our RE curriculum is that children will have a depth of understanding about a range of world views as well as an enthusiasm to know more as they venture into the wider world. They will have a better understanding of themselves, their beliefs and values, allowing them to accept that of others and create a community of inclusion and tolerance. Children will have found their voice and be able to speak up about issues close to their hearts, making a positive impact in their local and global communities.

Our RE curriculum and our teaching and learning pedagogy leads to children who:

- Have a robust understanding of a select range of world views;
- Understand symbolism within world views;
- Discuss and debate life's big questions using knowledge of the world views they have studied;
- Use their substantive knowledge about beliefs, practices and rituals to compare and contrast between world views;
- Reflect on their own opinions and be enlightened to viewpoints they may not have considered before.






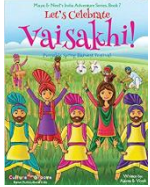



We continually observe and formatively assess children's learning against end points using SONAR and use this information to plan the next steps in children's learning. Our assessment allows us to challenge children, deepen their knowledge further, and consolidate their skills. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.


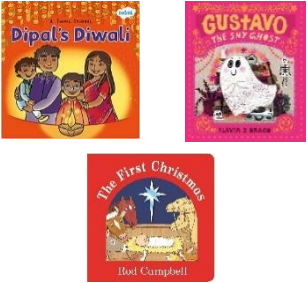




In addition, we measure the impact of our curriculum through the following methods:

- A celebration of learning which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- Internal monitoring strategies by SLT and the RE Team







We are proud that, due to the RE curriculum we offer, all children who leave Barley Fields do so with open minds; they have a genuine curiosity to understand the world around them and are equipped to find out more about others' views and beliefs. Barley Fields is only the start of their journey!

School Overview of RE Coverage







Early Years - Nursery					
Autumn		Spring		Summer	
<p>Getting to know you Settling in to Nursery</p> <p>Use All About Me document as a way of gathering evidence about different cultures – plan opportunities to celebrate different backgrounds.</p>	<p><b>Let's Celebrate!</b></p> <p>What is Diwali?</p>  <p>What is Christmas?</p> 	<p><b>Let's Celebrate!</b></p> <p>Pancake Day Shrove Tuesday</p>  <p>Chinese/Lunar New Year</p> 	<p><b>Let's Celebrate!</b></p> <p>Easter</p>  <p>Vaissakhi</p>  <p>Mother's Day</p> 	<p><b>Let's Celebrate!</b></p> <p>Father's Day</p> 	<p><b>All around the World!</b></p> <p>Celebrating Me!</p> 

Early Years - Reception					
Autumn		Spring		Summer	
<p><b>Who Are We?</b></p> 	<p><b>Let's Celebrate</b></p> <p>Why do we celebrate Christmas?</p> 	<p><b>Let's Celebrate – What is Shrove Tuesday?</b></p> 	<p><b>Why do we celebrate Easter?</b></p> 	<p><b>Personal celebrations and festivals</b></p> 	<p><b>All Around the World – Celebrating Differences</b></p> 

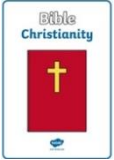





**Year 1**






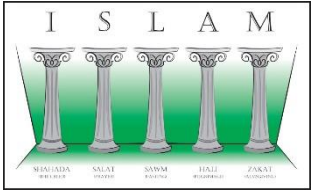
Autumn		Spring		Summer	
<p><b>Belonging</b></p>  <p>How is someone welcomed to Christianity?</p>	<p><b>Festivals/Beliefs &amp; Practices</b></p>  <p>Why do Christians give gifts at Christmas?</p>	<p><b>Belonging</b></p>  <p>What does it mean to belong? Sikhism</p>	<p><b>Festivals/Beliefs &amp; Practices</b></p>  <p>What are the key events associated with the Easter story?</p>	<p><b>Belonging</b></p> <p>What does it mean to belong? Islam</p> 	<p><b>Founders and Leaders</b></p>  <p>Who is Mohammed and why is he important?</p>
<ol style="list-style-type: none"> <li>1. What does belonging mean?</li> <li>2. Who are Christians?</li> <li>3. What is a baptism?</li> <li>4. Is it only babies who get baptised?</li> <li>5. What happened when Jesus got baptised?</li> <li>6. Why is baptism important to Christians?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do we give gifts?</li> <li>2. What happened when Jesus was born?</li> <li>3. What gift would a Christian give to baby Jesus?</li> <li>4. What is a gift you could give that you can't see?</li> <li>5. Why do Christians believe that Jesus is God's gift to the world?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do you remember about belonging to Christianity?</li> <li>2. How do Sikhs welcome a baby?</li> <li>3. What are the 5Ks?</li> <li>4. What is kara prashad and why is it important?</li> <li>5. How do Sikhs show that they belong?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens in spring?</li> <li>2. What is the Easter story?</li> <li>3. Why do we have eggs at Easter?</li> <li>4. What happened on Palm Sunday?</li> <li>5. What do Christians remember at Easter?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do people show they belong?</li> <li>2. How do people show they belong to Islam?</li> <li>3. What is a Mosque?</li> <li>4. How do Muslims welcome a baby?</li> <li>5. What do we know about belonging to Islam?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a leader?</li> <li>2. Who was Muhammed?</li> <li>3. If an angel sent a message to earth today, what would it say?</li> <li>4. What stories of Muhammed do Muslims tell?</li> <li>5. Why is Muhammed special to Muslims?</li> </ol>






**Year 2**

Autumn		Spring		Summer	
<p><b>Sacred Texts</b></p> <p>What is the Qur'an and why is it important?</p> 	<p><b>Festivals/Beliefs and Practices</b></p> <p>How and why do Christians celebrate Christmas?</p> 	<p><b>Sacred Texts</b></p> <p>What is the Torah and why is it important?</p> 	<p><b>Festivals/Beliefs and Practices</b></p>  <p>What is the Last Supper and why is it important?</p>	<p><b>Founders and Leaders</b></p> <p>What did Jesus leave behind?</p> 	<p><b>Founders and Leaders</b></p> <p>Who is Guru Nanak and why is he important?</p> 
<ol style="list-style-type: none"> <li>1. What is the Qur'an?</li> <li>2. How do Muslims look after the Qur'an?</li> <li>3. What is in the Qur'an?</li> <li>4. How was the Qur'an written?</li> </ol>	<ol style="list-style-type: none"> <li>1. What and how do we celebrate?</li> <li>2. What do we know about the Christmas story?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does sacred mean?</li> <li>2. What is the Torah?</li> <li>3. What language is the Torah written in?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happened at Easter?</li> <li>2. What was Jesus like?</li> <li>3. What is the last Supper?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who was Jesus?</li> <li>2. What is a parable?</li> <li>3. What did Jesus teach people?</li> <li>4. What was the Sermon on the Mount?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who are our special people?</li> <li>2. Who was Guru Nanak?</li> <li>3. Why is Guru Nanak important to Sikhs?</li> </ol>

5. Why is the Qur'an important to Muslims?	3. How do Christians celebrate Christmas? 4. How do Christians around the world celebrate Christmas? 5. How and why do Christians celebrate Christmas?	4. What is inside the Torah? 5. Who was Moses and why is he special? 6. What is the Torah and why is it special?	4. How do Christians remember Jesus? 5. What is the Last Supper and why is it important?	5. Who were the disciples? 6. Why is Jesus important to Christians?	4. How do Sikhs celebrate Guru Nanak's birthday? 5. What did Guru Nanak teach Sikhs? 6. Why is Guru Nanak important to Sikhs?
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Year 3					
Autumn		Spring		Summer	
<b>Sacred Texts:</b> What is the Bible and why is it important? 	<b>Festivals/Beliefs and Practices</b> What are the symbols associated with Christmas? 	<b>Places of Worship:</b>  What is a church and why is it important? Visit to a church	<b>Festivals/Beliefs and Practices:</b> How is Easter celebrated in Church? 	<b>Festivals/Beliefs and Practices:</b> What do Jewish people believe? 	<b>Festivals/Beliefs and Practices</b> What is EID and why is it important? 
<ol style="list-style-type: none"> <li>1. What is the Bible and why is it important to Christians?</li> <li>2. How did the Bible travel to the UK?</li> <li>3. What is Lindisfarne Monastery and what happened there?</li> <li>4. How difficult was it to copy the Gospel by hand?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do I already know about the story of Christmas?</li> <li>2. What are the differences between a sign and a symbol?</li> <li>3. What are some of the Christian symbols of Christmas?</li> <li>4. Why is light an important part of Christmas?</li> <li>5. What is a Christingle Service?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the external features of a church?</li> <li>2. What are the Internal Features of a Church?</li> <li>3. A trip to the local Church</li> <li>4. Can we create a tour guide for our local Church</li> </ol>	<ol style="list-style-type: none"> <li>1. Who believes in Christianity?</li> <li>2. What is a church?</li> <li>3. What is the purpose of a church?</li> <li>4. Who visits a church?</li> <li>5. What is Easter?</li> <li>6. What happened to Jesus at Easter?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are Shabbat symbols and what do they mean?</li> <li>2. How do Jews keep a kosher home?</li> <li>3. What is the Shema and the Mezuzah and why are they important to Jews?</li> <li>4. What are the features of a synagogue?</li> <li>5. What are the ten commandments and how are they important to Jews?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who is Muhammed and why is he important to Islam?</li> <li>2. What is Ramadan and what is it like for Muslims?</li> <li>3. What is Eid and how is it celebrated?</li> <li>4. How are religious festivals similar and different?</li> </ol>

Year 4					
Autumn		Spring		Summer	
<b>Festivals/Beliefs and Practices</b>  <p>What is Diwali and why is it important?</p>	<b>Festivals/Beliefs and Practices</b>  <p>What is the <i>Big Story</i> of Christmas?</p>	<b>Places of Worship</b>  <p>What is a Mosque and why is it important?</p>	<b>Festivals/ Beliefs &amp; Practices</b>  <p>What actually happened at Easter?</p>	<b>Beliefs and Practices</b>  <p>What do Buddhists believe?</p>	<b>Beliefs and Practices</b>  <p>What is life like for Muslims in Britain and around the world?</p>
<ol style="list-style-type: none"> <li>Who is Rama and Sita?</li> <li>How is Diwali celebrated around the world?</li> <li>Why is light important in the festival of Diwali?</li> <li>What are the Five-Day Celebrations of Diwali?</li> <li>What is a Rangoli Pattern and why is it important?</li> </ol>	<ol style="list-style-type: none"> <li>What do I know about the Christmas Story?</li> <li>What was Mary and Joseph's journey to Bethlehem like?</li> <li>What journey did the Three Wise Men take?</li> </ol>	<ol style="list-style-type: none"> <li>What are the external features of a mosque?</li> <li>What are the Internal Features of a Mosque?</li> <li>A trip to the local Mosque</li> <li>A tour guide of our local Mosque</li> </ol>	<ol style="list-style-type: none"> <li>What happened on Palm Sunday?</li> <li>What happened at the Last Supper?</li> <li>What happened after Jesus was arrested?</li> <li>What happened during the resurrection and why is this important?</li> <li>Can I sequence and explain the significance of the events in the Easter Story?</li> </ol>	<ol style="list-style-type: none"> <li>Who is Siddharth Gautama and why is he significant to the Buddhism?</li> <li>What is Vesak day and how is it celebrated?</li> <li>What are the core beliefs and teachings of Buddhism?</li> <li>What is the eightfold path and the four noble truths?</li> </ol>	<ol style="list-style-type: none"> <li>What are the five pillars of Islam and why are they important?</li> <li>What is Shahadah (belief) and Salah?</li> <li>What is Zakat (charity) and Swam?</li> <li>What is Hajj (pilgrimage)?</li> <li>What do I understand about each of the Pillars?</li> </ol>

Year 5					
Autumn		Spring		Summer	
<b>Places of Worship:</b> What is the Gurdwara and why is it important? 	<b>Festivals/Beliefs and Practices:</b> Is Christmas Too Commercial? 	<b>Beliefs and Practices:</b> What are religious rules for? 	<b>Festivals/Beliefs and Practices</b> Who was responsible for Jesus' Death? 	<b>Belonging:</b> Does everyone have a faith? What is Humanism? 	<b>Beliefs and Practices:</b> What is a puzzling question? 
<ol style="list-style-type: none"> <li>What are the features of the 6 major religions?</li> <li>What places of worship are in our local area?</li> </ol>	<ol style="list-style-type: none"> <li>What is Christmas?</li> <li>What does Christmas mean to different people?</li> </ol>	<ol style="list-style-type: none"> <li>What are rules and why are they important?</li> <li>Where do Christians get their rules from?</li> </ol>	<ol style="list-style-type: none"> <li>What is meant by betrayal and loyalty?</li> </ol>	<ol style="list-style-type: none"> <li>Does everyone have Faith?</li> <li>What is a humanist?</li> </ol>	<ol style="list-style-type: none"> <li>What is a puzzling question?</li> <li>What is a puzzling question?</li> </ol>



<ol style="list-style-type: none"> <li>3. What are the features of a Gurdwara?</li> <li>4. School Visit to Local Gurdwara</li> <li>5. What is the Guru Granth Sahib?</li> <li>6. What journeys do Sikhs take as part of their faith?</li> </ol>	<ol style="list-style-type: none"> <li>3. How do Christians help others at Christmas?</li> <li>4. What do we mean by the commercial part of Christmas?</li> <li>5. Compare and contrast the commercial and moral features of Christmas?</li> </ol>	<ol style="list-style-type: none"> <li>3. What rules does the Jewish community follow?</li> <li>4. What rules do Muslims follow with their diet?</li> <li>5. Why do Muslims fast?</li> <li>6. What is temptation?</li> </ol>	<ol style="list-style-type: none"> <li>2. Who supported and who betrayed Jesus in the Easter story?</li> <li>3. Who was Mary Magdalene?</li> <li>4. Who was Judas Iscariot?</li> <li>5. Who was responsible for Jesus' death?</li> <li>6. Why is Jesus' death important to Christians?</li> </ol>	<ol style="list-style-type: none"> <li>3. What do Humanists believe?</li> <li>4. How do Humanists find happiness and meaning?</li> <li>5. How do Humanists celebrate?</li> <li>6. What is a moral dilemma?</li> </ol>	<ol style="list-style-type: none"> <li>3. How can we answer puzzling questions?</li> <li>4. What do I think about puzzling questions?</li> <li>5. What is a Religion?</li> </ol>
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Year 6					
Autumn		Spring		Summer	
<p><b>Beliefs and Practices</b> What are Rites of Passage?</p> 	<p><b>Festivals, Beliefs and Practices</b> What Do Gospel Stories tell Us About The Birth of Jesus?</p> 	<p><b>Beliefs and Practices</b> What Is The Bible's Big Story?</p> 	<p><b>Festivals, Beliefs and Practices</b> How Far Can The Death Of Jesus Be Seen As A Victory?</p> 	<p><b>Thematic Study</b> Freedom and Justice- Which Is the most Important?</p> 	<p><b>Expressions of Faith through Art</b> How Do People Express Religion and Spirituality Through the Arts?</p> 
<ol style="list-style-type: none"> <li>1. What is a Rite of Passage?</li> <li>2. What rites of Passage welcome a new baby?</li> <li>3. What rites of passage welcome children into adulthood?</li> <li>4. How is the rite of passage known as marriage celebrated in different religions?</li> <li>5. What are the final rites of passage in people's lives?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens in the Christmas Story?</li> <li>2. Do accounts of the nativity vary in the Gospels?</li> <li>3. What were the differences in accounts of the nativity in the Bible?</li> <li>4. What does Art linked to the Gospel accounts tell us about the Nativity?</li> <li>5. How can modern Art tell us about the Nativity?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the big story of the Bible?</li> <li>2. What is the Judeo-Christian story of Creation?</li> <li>3. What is sin?</li> <li>4. What does the story of Moses and the Passover represent?</li> <li>5. Why did Christians believe that Jesus was the Messiah?</li> <li>6. What do Christians believe the Kingdom of God is like?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is meant by Victory?</li> <li>2. How is Jesus' death seen by Christians as a victory?</li> <li>3. How can Christian beliefs be seen in Easter hymn lyrics?</li> <li>4. What is meant by redemption?</li> <li>5. What are the connections between Easter and Christmas beliefs?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Freedom?</li> <li>2. Is life fair?</li> <li>3. What is Justice?</li> <li>4. How do our human rights link to Freedom and Justice?</li> <li>5. Can individuals make a difference – what does it mean to protest?</li> <li>6. Is Freedom or Justice more important?</li> </ol>	<ol style="list-style-type: none"> <li>1. What makes Art religious?</li> <li>2. What meaning can be taken from Christian religious art?</li> <li>3. What meaning can be taken from Islamic religious art?</li> <li>4. How do Buddhists and Hindus express their religion through art?</li> <li>5. How can I express my faith/worldview through art?</li> </ol>

## The RE Curriculum

### Early Years Foundation Stage

Children are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

**Learning about religion and belief** - children should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

**Learning from religion and belief** - children should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

### Key Stage One

During this key stage, children are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

**Learning about religion and belief** - children should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

**Learning from religion and belief** - children should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong

- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

### **Key Stage Two**

During this key stage, children are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Children in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

**Learning about religion and belief** - children should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

**Learning from religion and belief** - children should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives