

Unit Overview: How can religion affect our lives?

Approximate duration: 8 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What influences our lives?</p> <p>What can a census tell us?</p> <p>What is religion and how is religion visible in Redbridge?</p> <p>How can religion affect people?</p>	<p>Identity, diversity and belonging</p> <ol style="list-style-type: none"> Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. <p>Practices and ways of life</p> <ol style="list-style-type: none"> Exploring the impact of religions and beliefs on how people live their lives. Understanding that religious practices are diverse, change over time and are influenced by cultures. 	<p>identify and explain how different communities and groups in Redbridge live their lives according to their religious beliefs and ideas (Level 5)</p> <p>identify how groups are similar and different (level 5)</p> <p>PLT -Independent enquirers</p> <p>by reference to the lifestyles of people in Redbridge, consider the challenges of belonging to a religious or secular group (Level 6)</p> <p>PLT - Team workers</p>	<p>Explore through use of a 'Simpsons' clip or poster who and what influences people using one of the characters from the show</p> <p>Analyse the 2001 Redbridge Census, GB and the whole world data using pie charts</p> <p>Compare the religious representations in the class to those of the whole school/ country/ world</p> <p>Identify through role play effective interview techniques</p> <p>Identify evidence of religion in Redbridge through a walking tour. Record students' observations of how religion is expressed in daily life, through observation of a local street or shopping area.</p> <p>Identify, through an interview, how religion affects the life of an individual</p>	<p>Simpsons clip or poster</p> <p>World and local Census data (found in full SOW)</p> <p>Tour or photo tour of Redbridge</p> <p>6th formers/ staff/ guests to interview about their faith</p>

Assessment: Essay: 'How can religion affect peoples' lives in Redbridge?'

Strand B of Redbridge levels of attainment – What do people do and how they live their lives

Redbridge Levels of Attainment

Level 3	I can describe some of the things that different religious people in Redbridge do, and why they do them.
Level 4	I can use the right religious words to describe what people in different religious groups in Redbridge do and how religion affects their lives.
Level 5	I can explain and compare how religion can affect the lives of individuals and communities in Redbridge. I can describe why people belong to religious and secular groups in Redbridge.
Level 6	I can identify and explain how different communities and groups in Redbridge live their lives according to their religious beliefs and ideas.
Level 7	I can show how what people do and how they live their lives in Redbridge is affected by tradition, custom and culture, bringing in materials from my own research into various sources of information

Introductory Unit: How can religion affect our lives?

Approximate duration: 6-7 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>Which groups and communities are represented in our class?</p>	<p>Practices and ways of life</p> <p>a. Exploring the impact of religions and beliefs on how people live their lives.</p> <p>b. Understanding that religious practices are diverse, change over time and are influenced by cultures.</p>	<p>Strand B – What people do and how they live their lives (Practices and ways of life)</p> <p>Use the right religious words to describe what people do in different religious groups and how they live their lives (level 4)</p> <p>Explain how similarities and differences within and between groups can make a difference to the lives of individuals and communities (level 5)</p> <p>Interpret people’s different ways of life by referring to underlying key beliefs and ideas (level 6)</p> <p>Identify key experiences during their primary school</p> <p>Interview another person carefully & with interest</p> <p>PLT - Team workers</p>	<p>Identify within the class a range of possible groupings and communities to which the students belong. e.g. different primary schools; blue eyes/brown eyes; male and female; hair colour; brothers and sisters; football teams they support; members of local places of worship; guides, scouts, JLGB and cadets (AT1 & 2)</p> <p>How do you show you belong in these different groups? – eg clothes, actions, special places and badges (AT1 & 2)</p> <p>What are the beliefs and values of these groups? – Is there a special greeting, motto or pledge? (AT 1 & 2)</p>	<p>Appendix 1 – How to conduct and interview: support sheet</p>

Introductory Unit: How can religion affect our lives?

Approximate duration: 6-7 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What influences our lives?</p>	<p>Values and commitments</p> <p>a. Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Practices and ways of life</p> <p>a. Exploring the impact of religions and beliefs on how people live their lives.</p> <p>b. Understanding that religious practices are diverse, change over time and are influenced by cultures.</p>	<p>Strand F – Making sense of values and commitments (Values and commitments)</p> <p>Understand that influences on people's lives affect the decisions they make, have consequences and indicate people's values, beliefs and commitments (Level 4)</p> <p>Identify the values and commitments that are important to me and others giving reasons for their importance (Level 5)</p> <p>Consider the extent to which people's responses to their worldview have been shaped/ affected by others' values, beliefs and commitments (Level 6)</p> <p>Identify a range of factors which shape how people live their lives</p> <p>Understand a <i>mind-map</i> as a way of presenting information & ideas</p> <p>Interpret a <i>mind-map</i>, explaining the information and concepts contained within it</p> <p>PLT -Independent enquirers</p>	<ul style="list-style-type: none"> • What affects the way people live their lives? Students explore this through discussion. As a class, discuss the influences of, for example, family, friends, desires, television, ambition, advertising, religion, genes, personal choices and experiences, good and bad. (AT2) • Record influences on mind-maps, using words &/or pictures. See example of mind-map in appendix 2 • Compare <i>mind-maps</i>, what can we learn about others from this? (AT2) • Explore the extent to which religion has or has not featured in the mind-maps. Consider whether this is surprising. (AT2) • Explore through using a clip of the 'Simpsons', the influences on one or more of the characters (AT1) • Relate the example from the clip of the 'Simpsons' to religion and its influences on peoples lives (AT1) 	<p>Simpson's clip or poster</p> <p>Appendix 2 – mind-map</p>

Introductory Unit: How can religion affect our lives?

Approximate duration: 6-7 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What is religion?</p> <p>Is religion visible?</p> <p>How does religion affect some people's lives, particularly communities living in Redbridge?</p>	<p>Practices and ways of life</p> <p>a. Exploring the impact of religions and beliefs on how people live their lives.</p> <p>b. Understanding that religious practices are diverse, change over time and are influenced by cultures</p> <p>Values and commitments</p> <p>a. Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Identity, diversity and belonging</p> <p>a. Understanding how individuals develop a sense of identity and belonging through faith or belief.</p> <p>b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.</p>	<p>Understand that religion is a complex concept</p> <p>Identify a range of evidence that religion affects the life of individuals and groups</p> <p>Understand the relationship between religion & culture</p> <p>Survey task: Strand D – Making sense of who we are (Identity, diversity and belonging)</p> <p>Identify a range of views about religion and how it affects people's lives (level 4)</p> <p>Describe and explain some commitments and challenges for people belonging to a religious or secular group (level 5)</p> <p>Use reasoning and explicit examples from the students' own and others' experiences to express insights about the meaning and purpose of belonging to a religion (level 6)</p> <p>PLT - Team workers</p>	<ul style="list-style-type: none"> • What does the word 'religion' mean to you (eg specific religious traditions, key people/roles, beliefs, sacred books). Students brainstorm in pairs/ threes. • Discuss the brainstorms and collate the data. Are there influences which have not be identified? • Examine case studies, or through interviews, consider people/ communities who have been affected by their/others religion • Identify how religion affects peoples lives in both an inner and an outer way • Survey the views of others: What does 'religion' mean? How has religion shaped people's lives? Why is religion more important in some people's lives than in others? (see Appendix 4) 	<p>6th form or faith visitors to visit the classroom for interviews</p> <p>Appendix 3 – How religion might affect/shape someone's life</p> <p>Appendix 4 – homework survey sheet</p>

Introductory Unit: How can religion affect our lives?

Approximate duration: 6-7 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What can a census tell us?</p> <p>How can religion affect people?</p> <p>NB This activity will probably take several sessions so that students can research, assimilate & complete the follow-up task</p>	<p>Practices and ways of life</p> <p>a. Exploring the impact of religions and beliefs on how people live their lives.</p> <p>b. Understanding that religious practices are diverse, change over time and are influenced by cultures</p> <p>Values and commitments</p> <p>a. Understanding how moral values and a sense of obligation can come from beliefs and experience.</p> <p>b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Identity, diversity and belonging</p> <p>a. Understanding how individuals develop a sense of identity and belonging through faith or belief.</p> <p>b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.</p>	<p>Identify explicit & implicit evidence for religion in the community</p> <p>Evaluate the 2001 census figures relating to declared religious adherence</p> <p>How can religion affect people?: Strand D – Making sense of who we are (Identity, diversity and belonging)</p> <p>Identify a range of views about religion and how it affects people's lives (level 4)</p> <p>Describe and explain the commitments and challenges for people belonging to a religious or secular group (level 5)</p> <p>Use reasoning and examples to express insights about the meaning and purpose of belonging to a religion (level 6)</p> <p>PLT -Independent enquirers</p> <p>PLT Creative thinkers</p>	<ul style="list-style-type: none"> • Discuss/evaluate results of homework survey as a class • Explain what is meant by Redbridge as a multi-cultural and multi-faith town. Examine & analyse statistical information about the declared religious composition of Redbridge from the 2001 census (see Appendix 5 (ii) & <i>Redbridge</i> in glossary). Complete the task in appendix 6 • List the evidence in the community of religion affecting people's lives. This could be supported by a learning walk near the school or by looking at photographs taken in Redbridge (see RE website) • Interview members of the local community to explore how religion affects their life • Students to continue to research information for the next lesson. 	<p>Appendix 5 I, ii& iii have statistical information about Redbridge, Britain and the world on census details concerning religion</p> <p>Appendix 6 – task sheet from information on appendix 5</p>

Introductory Unit: How can religion affect our lives?

Approximate duration: 6-7 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What have we learnt from this unit?</p> <p>(Self-assessment)</p>	<p>Practices and ways of life</p> <p>a. Exploring the impact of religions and beliefs on how people live their lives.</p> <p>b. Understanding that religious practices are diverse, change over time and are influenced by cultures</p> <p>Identity, diversity and belonging</p> <p>a. Understanding how individuals develop a sense of identity and belonging through faith or belief.</p> <p>b. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs</p>	<p>Reflect on what they have learnt</p> <p>Identify targets for improvement</p> <p>How does religion affect people’s lives in Redbridge? Strand B - What do people do and how they live their lives</p> <p>Level 3 I can describe some of the things that different religious people in Redbridge do, and why they do them.</p> <p>Level 4 I can use the right religious words to describe what people in different religious groups in Redbridge do and how religion affects their lives.</p> <p>Level 5 I can explain and compare how religion can affect the lives of individuals and communities in Redbridge. I can describe why people belong to religious and secular groups in Redbridge.</p> <p>Level 6 I can identify and explain how different communities and groups in Redbridge live their lives according to their religious beliefs and ideas.</p> <p>Level 7 I can show how what people do and how they live their lives in Redbridge is affected by tradition, custom and culture, bringing in materials from my own research into various sources of information</p> <p>PLT Reflective learners</p> <p>PLT Self-mangers</p> <p>PLT Effective participants</p>	<ul style="list-style-type: none"> Students, in pairs or small groups, answer the following question by reference to statistical data, interviews, personal statements: How does religion affect people’s lives in Redbridge? The results of this project should be presented to the class. 	<p>‘I can’ level sheet ready for student use on the next page</p>

Year 7

Assessment: How does religion affect people's lives in Redbridge?

Strand B of Redbridge levels of attainment – What do people do and how they live their lives

Redbridge Levels of attainment

Level 3	I can describe some of the things that different religious people in Redbridge do, and why they do them.
Level 4	I can use the right religious words to describe what people in different religious groups in Redbridge do and how religion affects their lives.
Level 5	I can explain and compare how religion can affect the lives of individuals and communities in Redbridge. I can describe why people belong to religious and secular groups in Redbridge.
Level 6	I can identify and explain how different communities and groups in Redbridge live their lives according to their religious beliefs and ideas.
Level 7	I can show how what people do and how they live their lives is affected by tradition, custom and culture, using various sources of information in my own research.

A glossary of religious, cultural, educational and other terms used in this planning grid













Culture	Like <i>religion</i> (see below), various definitions of culture have been given. In general terms it refers to the <i>everyday way of life or style of living</i> ('how we do things') of a particular community or society. The people might not be aware of their culture because for them it is 'how life is lived'. It is important to draw a distinction between <i>religion</i> and <i>culture</i> because religion will be <i>expressed through</i> a variety of cultural traditions eg Easter is the key Christian festival, but not all cultures give chocolate Easter eggs; Muslims from a Pakistani background might wear clothing associated with Pakistan, but this does not mean that all Muslims do so. In many religious traditions there is an ongoing debate about how important cultural traditions are.
Mezuzah	Pronounced <i>m-zoozah</i> . A Hebrew word literally meaning 'doorpost'. In Hebrew, the plural is <i>mezuzot</i> . The small scroll in a case placed on the right doorpost of all doors in the Jewish home, apart from bathroom and toilet. The handwritten scroll contains part of the <i>Shema</i> prayer. Redbridge has traditionally had a large Jewish population and <i>mezuzot</i> can easily be spotted outside homes. <i>Mezuzot</i> are also used on doorposts in the three Redbridge Jewish schools; King Solomon High School, Ilford Jewish Primary School & Clore Tikva Primary School.
Mindmap	A diagrammatic presentation - using words, pictures or a combination of both - to show the connectedness between ideas, and facts . Mindmaps are economical and effective ways of presenting information, both for the teacher & the student. They are often recommended for revision purposes. Mindmaps are a key constituent of 'accelerated learning' techniques & have been developed in the works of Tony Buzan. See The MindMap Book (BBC 2000, ISBN0-563-53732-9) & website, http://www.mind-map.com/ See Appendix 2 for an example of the mindmap style of presenting information & ideas
Redbridge	An outer London Borough to the north-east of the city. According to the 2001 census: <ul style="list-style-type: none"> the population is 238,635; 50,742 of the population were born outside the European Community; the figures for religious allegiance are: Christian (121,067); Buddhist (1,052); Hindu (18,661); Jewish (14,796); Muslim (28,487); Sikh (13,022); Other (1038); no religion (22,952); religion not stated (17,560). For further statistical information based on the 2001 census, see http://www.statistics.gov.uk/census2001/profiles/00bc.asp
Religion	The definition of religion is contested & many suggestions have been offered. It is important to remember that the idea that there are a series of 'world religions' that can be distinguished easily from each other is a fairly modern, Western idea. Indeed, in many traditions there is no word for 'religion' as such. Muslims, for example, refer to the Muslim <i>din</i> (pronounced deen) or 'way of life'. Hindus might refer, not to their 'religion', but rather to their <i>dharma</i> which roughly means 'the right way of going about things'. Given this, teachers are advised to: <ul style="list-style-type: none"> not present 'religions' as if they are watertight systems with neat boundaries; use the term 'religious tradition' rather than 'religion' wherever possible (as does the agreed syllabus); and speak in such a way that it takes account of variety within religious traditions eg it is usually better to use a phrase like 'Most Christians' rather than 'Christians', 'Most Hindus' rather than 'Hindus', and so on. For a detailed analysis of the development of the word 'religion', see Robert Jackson's <i>Religious Education: An Interpretative Approach</i> (Hodder & Stoughton 1997, ISBN 0-340-68870-X), chapter 3.
Shape	In this unit, the word shape is being used instead of a concept like 'influence'. The image, of course, is that human beings are not 'pre-made' but are influenced by many things – including their own choices (freewill). In order to explain the concept of <i>shape or shaping</i> , a teacher might want to use a piece of malleable material (eg clay, playdough)

A glossary of religious, cultural, educational and other terms used in this planning grid

Topee	A small cap, sometimes made of white lace-like material, which is worn by Muslim men in some parts of the world. It might be worn all of the time, or only when the person is engaged in devotional activity such as praying or reading the <i>Qur'an</i> .
Turban	The turban, with which many Sikh men cover their hair (gathered into a topknot on top of the head) is itself one of the Five Ks but is very much part of Sikh identity. The right to wear the turban (colloquially called a <i>pag</i> – a shortened form of <i>pagri</i> – in Panjabi) has often been fiercely fought for by Sikhs. There is no religious significance in the colour of the turban though some Sikh groups do wear particular colours or tie the turban in a distinctive manner. However, just because a turban is being worn does not necessarily indicate that a person is Sikh, amrit-dhari (baptised/initiated) or otherwise. See <i>Sikh Appearance & Identity</i> briefing paper produced by Redbridge SACRE
Values	'Values' can be defined as those essential principles or standards that are 'valued' eg a key educational value is the importance of learning, a key family value might be loyalty to family members, a key Sikh value is <i>sewa</i> (pronounced say-va) which means serving others. (eg by serving them food in the gurdwara), a key Jewish & Christian value is loving both God & fellow human beings, a 'universal' value might be telling the truth. As such, values are: <ul style="list-style-type: none"> • goals to which people strive; • constraints on people's actions; • ideals which make demands on people; and • linked to reputation and public image. <p>See 'Statement of values by the National Forum for Values in Education & the Community' published as part of the revised National Curriculum (<i>The National Curriculum: Handbook for Secondary Teachers in England</i>, http://www.nc.uk.net/values.htm)</p>

Appendix 1: Six suggested interview questions

Some Do's and Don'ts of interviewing

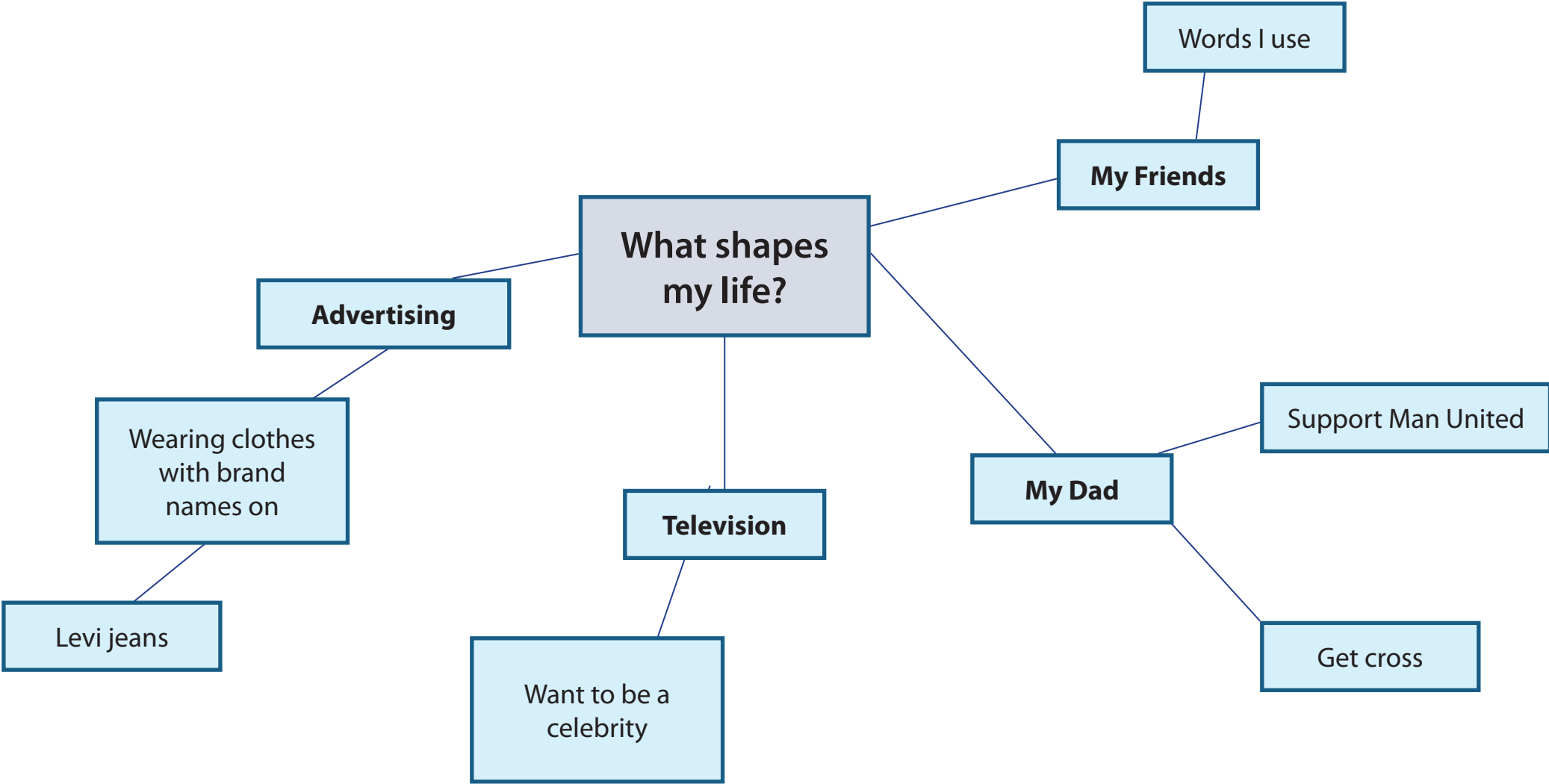
 Do sit facing the person	 Don't fidget
 Do make eye contact when you ask a question	 Don't look at what other people are doing in your classroom
 Do speak clearly	 Don't speak too fast
 Do listen to what answers the person gives, before you try to write anything	 Don't try to write everything that they say – just a few words\As a summary
 Do give time for people to think and respond to your question	 Don't rush people, or look impatient
 Do affirm their answers	 Don't make sarcastic responses to any of their answers

Take a few moments to think about how you would answer these six questions before you start interviewing someone else

Six questions

1. What primary school did you go to?
2. What did you enjoy most about your time at the school?
3. What was the most special thing that happened to you at primary school? Why was it special?
4. Which adult at primary school would you most like to thank? Why?
5. What is one thing that you learnt at primary school that you will remember all your life? Why will you remember it?
6. How did your time at primary school shape the kind of person that you are? (eg how you think about yourself; how you think about other people; what you think about the future; what you think about learning and education)

Appendix 2: Example of the 'mindmap' style of presenting information & ideas



Appendix 3: How religion might shape people's lives

In each instance below, give at least one example & then decide whether your example is better described as 'inner' or 'outer'

How it shapes a person's life	At least one example (words &/or picture)	Is this 'inner' or 'outer' (or both)?
What people wear		
Where people go		
What people eat		
What words people use		
What people think		
How people spend their money		
How people spend their time		
What people do		
(Your own example)		

Appendix 4: Homework survey sheet

Question	Person 1	Person 2	Person 3
	Name:	Name:	Name:
What do you think the word 'religion' means?			
Could you give me an example of how religion affects people's lives?			
Why do you think that religion is more important to some people than others?			

Appendix 5: The different religious groups in Redbridge (according to the 2001 census)

In the 2001 census residents in Redbridge were asked to state what religion they followed. The responses are given below. Create a pie-chart (using excel if you have access to it) to display this information, and then identify five things that this tells you about religion in Redbridge

Overall population of Redbridge

238,635

When asked to give the religion they followed, Redbridge residents gave the following responses:

Buddhist

1,052

Christian

121,067

Hindu

18,661

Jewish

14,796

Muslim

28,487

Other

1,038

Sikh

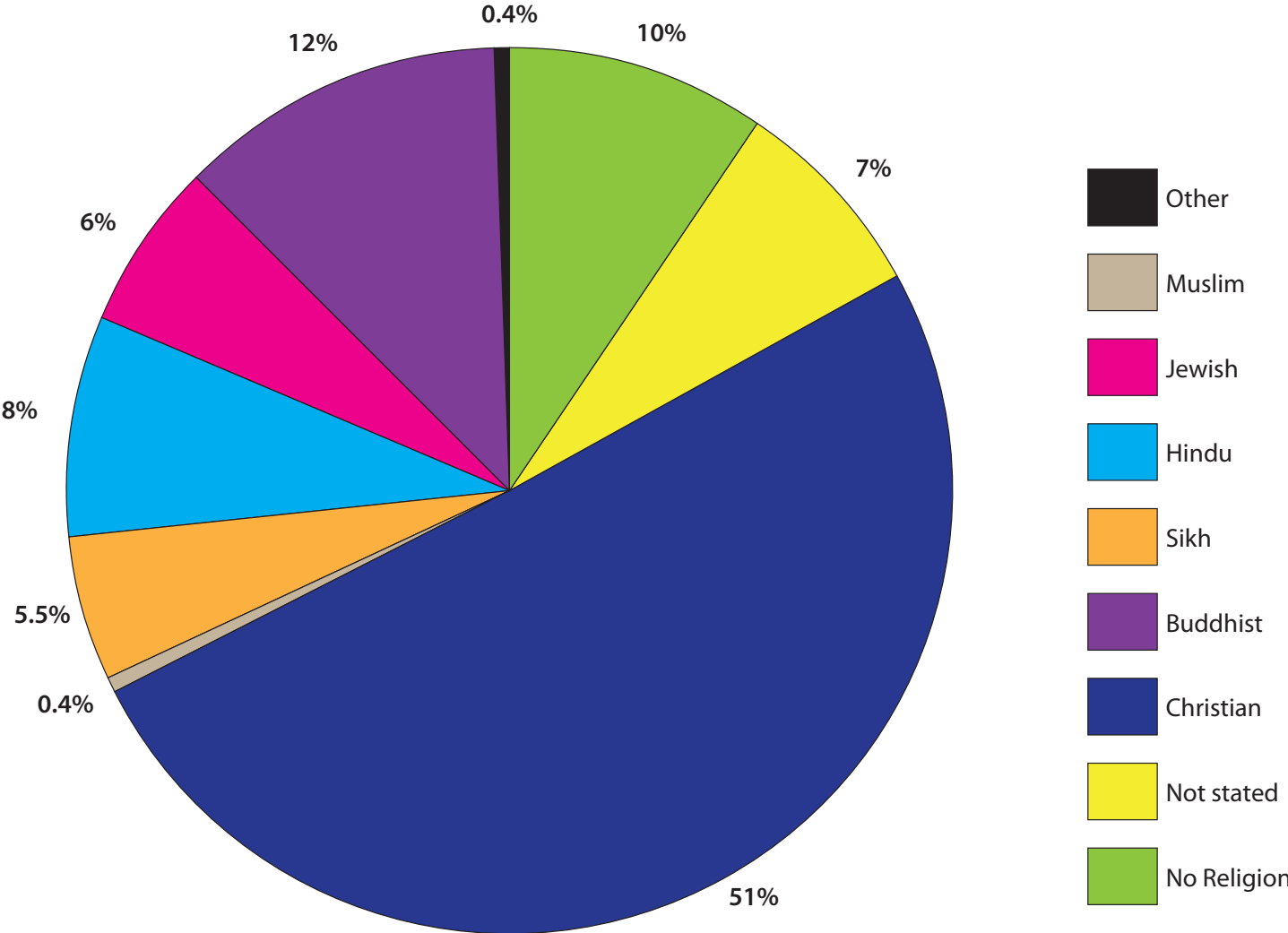
13,022

No religion

22,952

17,560 people did not answer the question on the census form

Appendix 5 (i): Pie chart showing the different religious groups in Redbridge (according to the 2001 census)



Appendix 5 (ii): The different religious groups in Great Britain (according to the 2001 census)

Religious Populations

Population of Great Britain: by religion, April 2001

	Total Population		Non Christian religious population
	(Numbers)	(Percentages)	(Percentages)
Christian	41,014,811	71.8	
Muslim	1,588,890	2.8	51.9
Hindu	558,342	1.0	18.3
Sikh	336,179	0.6	11.0
Jewish	267,373	0.5	8.7
BUDDHIST	149,157	0.3	4.9
Any other religion	159,167	0.3	5.2
All non-Christian religious population	3,059,108	5.4	100.0
No religion	8,596,488	15.1	
Religion not stated	4,433,520	7.8	
All population	57,103,927	100.0	

Christianity is the main religion in Great Britain. There were 41 million Christians in 2001, making up almost three quarters of the population (72 per cent). This group included the Church of England, Church of Scotland, Church in Wales, Catholic, Protestant and all other Christian denominations.

People with no religion formed the second largest group, comprising 15 per cent of the population.

About one in 20 (5 per cent) of the population belonged to a non-Christian religious denomination.

Muslims were the largest religious group after Christians. There were 1.6 million Muslims living in Britain in 2001. This group comprised 3 per cent of the total population and over half (52 per cent) of the non-Christian religious population.

Hindus were the second largest non-Christian religious group. There were over half a million Hindus (558,000), comprising 1 per cent of the total population and 18 per cent of the non-Christian religious population.

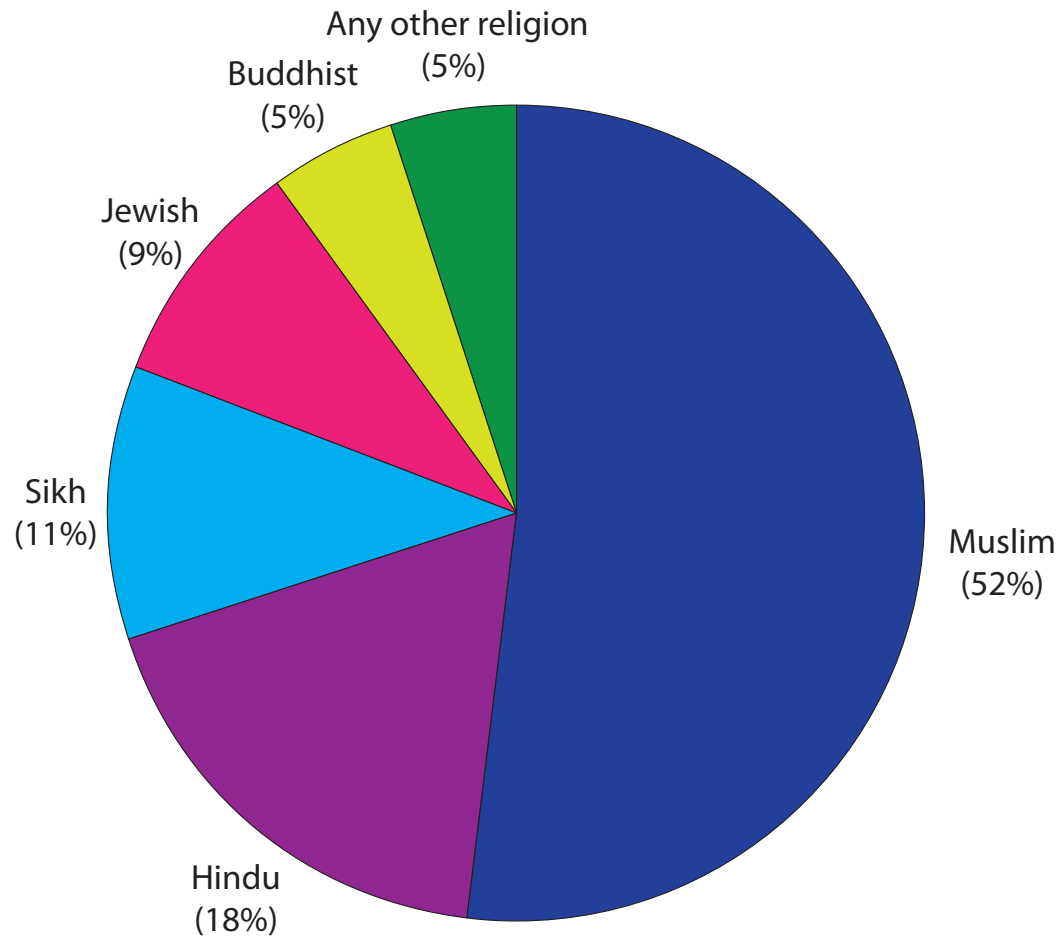
There were just over a third of a million Sikhs (336,000), making up 0.6 per cent of the total population and 11 per cent of the non-Christian religious population.

There were just over a quarter of a million Jewish people (267,000), constituting 0.5 per cent of the total population and 9 per cent of the non-Christian religious group.

Buddhists numbered 149,000 people in 2001, comprising 0.3 per cent of the population of Great Britain.

The religion question was the only voluntary question in the 2001 Census and 8 per cent of people chose not to state their religion.

Appendix 5 (iii): Pie chart showing the division of the 15% non Christians



The distribution of non-Christian religions, April 2001, GB

Other religions in England and Wales

Rather than select one of the specified religions offered on the 2001 Census form, many people chose to write in their own religion. Some of these religions were reassigned to one of the main religions offered, predominantly within the Christian group.

In England and Wales, 151,000 people belonged to religious groups which did not fall into any of the main religions. The largest of these were Spiritualists (32,000) and Pagans (31,000), followed by Jain (15,000), Wicca (7,000), Rastafarian (5,000), Bahà'î (5,000) and Zoroastrian (4,000).

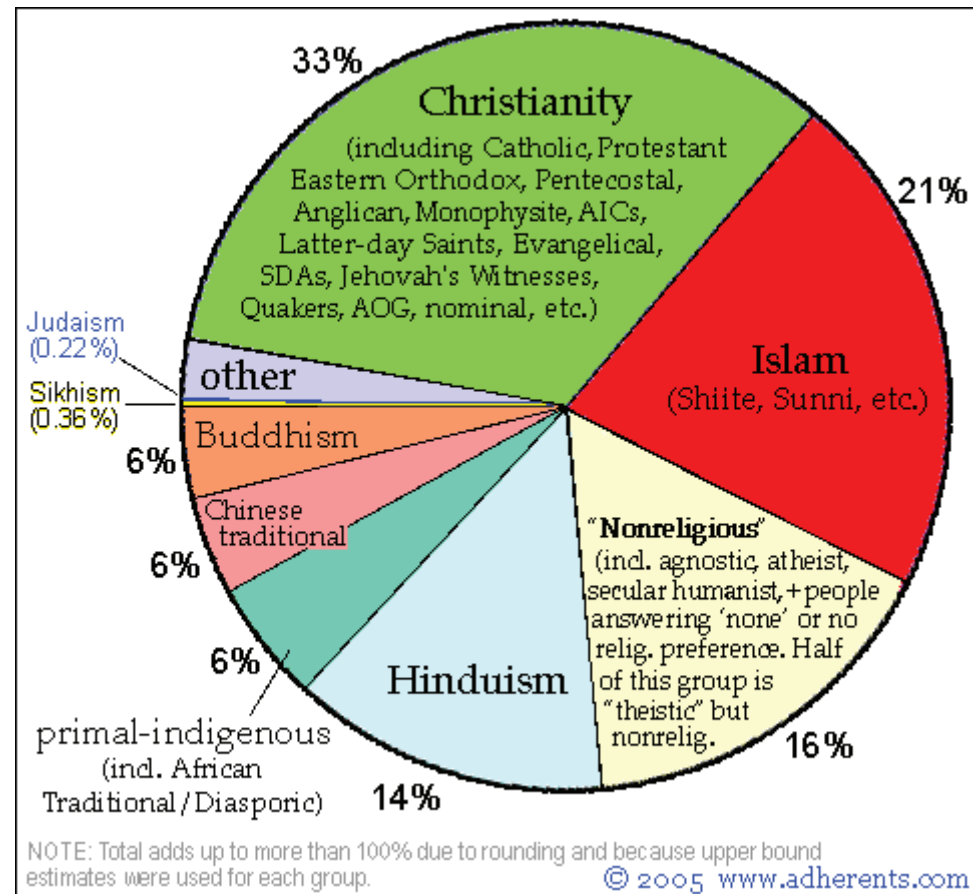
Appendix 5 (iv): Different religious groups in the world

Major Religions of the World

Ranked by Number of Adherents

(Sizes shown are approximate estimates, and are here mainly for the purpose of ordering the groups, not providing a definitive number. This list is sociological/statistical in perspective.)

1. **Christianity:** 2.1 billion
2. **Islam:** 1.5 billion
3. **Secular/Nonreligious/Agnostic/Atheist:** 1.1 billion
4. **Hinduism:** 900 million
5. **Chinese traditional religion:** 394 million
6. **Buddhism:** 376 million
7. **primal-indigenous:** 300 million
8. **African Traditional & Diasporic:** 100 million
9. **Sikhism:** 23 million
10. **Juche:** 19 million
11. **Spiritism:** 15 million
12. **Judaism:** 14 million
13. **Baha'i:** 7 million
14. **Jainism:** 4.2 million
15. **Shinto:** 4 million
16. **Cao Dai:** 4 million
17. **Zoroastrianism:** 2.6 million
18. **Tenrikyo:** 2 million
19. **Neo-Paganism:** 1 million
20. **Unitarian-Universalism:** 800 thousand
21. **Rastafarianism:** 600 thousand
22. **Scientology:** 500 thousand



Appendix 6 (ii): How has religion affect the lives of some people in Redbridge?

Redbridge is... (write about the location of Redbridge and the size of its population)

People in Redbridge follow many different religions, for example... (write about the different religions and the numbers of people who follow them)

There are obvious signs of religion in Redbridge, for example ... (write about the buildings, street names, people's clothing)

If you look more closely, you will see less obvious examples of religion, for example... (write about badges on cars, jewellery that people wear, pictures on shop fronts and inside shops, designs in house windows and other examples)

If you look more closely, you will see examples of how religion affects people's behaviour, for example... (write about how people behave, how they spend their money and time)

Living in a place like Redbridge, with people from different religious and cultural backgrounds, is... (write about your own feelings and experiences of living in a multi-faith, multi-religious community like Redbridge)