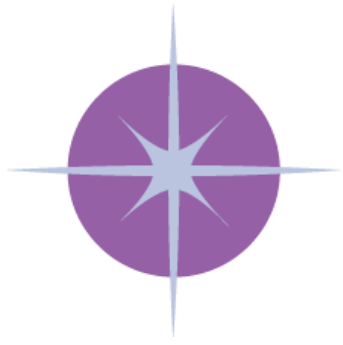




BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Bath and Wells Multi Academy Trust

Religious Education Policy

Approved by:	Bath & Wells Multi Academy Trust Board	Date:	Nov 24
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1. Trust Vision Statement.

Our Vision

As a Diocesan Multi Academy Trust we are striving to ensure our children flourish, being the best version of themselves to live **“Life in all its fullness: John 10:10”** We want to provide every child with an outstanding education of the mind, body and spirit through: a creative, innovative, engaging curriculum underpinned by the Christian values of kindness, respect, forgiveness, perseverance and love; an education with the highest aspirations and expectations of academic success.

Our Vision is...

‘An excellent education for every child enhanced by a distinctive Christian ethos within our Trust family.’

In our schools, as part of the Bath and Wells Multi Academy Trust, we believe that RE should be exciting, creative, and relevant, enabling all children to deepen their thinking and understanding in an atmosphere of love and respect.

We work within the Church of England Statement of Entitlement and the Church of England Vision for Education- The common good of the whole community and its environment, whether national, regional or local...

- **Educating for wisdom, knowledge and skills**
- **Educating for hope and aspiration**
- **Educating for community and living well together**
- **Educating for dignity and respect**

Within our schools, we recognise the variety of religious and non-religious backgrounds and worldviews from which our pupils come. We welcome this diversity and we intend to be sensitive to the home background of each child and their family through the teaching of the agreed syllabus. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE and we draw on this expertise where appropriate.

This policy outlines the framework and our commitment to providing a high-quality Religious Education, across our Trust, where we have a mixture of Anglican, Methodist and Community schools. We are inclusive and reflective of our Church of England foundation and worldviews. By fostering an environment of respect, understanding, and enquiry, we aim to equip our children with the knowledge and skills to navigate and contribute positively to a diverse and ever-changing world.

2. Aims

Central to religious education in church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews, fostering respect for others. In previously voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In academies, RE must be taught in accordance with the funding agreement.

The aims of Religious Education within our Trust are to:

1. Provide a comprehensive understanding of Christianity, particularly focusing on its teachings, values, and impact on culture and society.
2. Explore a variety of religious beliefs and worldviews, promoting mutual respect and understanding among children.
3. Encourage critical thinking, reflection, and personal growth through the exploration of spiritual, moral, and philosophical questions.
4. Develop children’s abilities to articulate their own beliefs and values while respecting those of others.

3. Legal Requirements

Under the terms of their funding agreement with the Secretary of State for Education, all academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the funding agreement depends on whether or not the academy has a religious designation, and for converter academies, on whether the predecessor school was a voluntary-controlled (VC), voluntary-aided (VA) or foundation school.

As a Trust, we are independent of the local authority and not required to follow the national curriculum or the local RE syllabus. However, our curriculum must reflect:

'that religious traditions in Great Britain are in the main Christian, whilst taking into account of the teachings and practices of the other principle religions present in Great Britain.' (Education Reform Act 1988)

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

4. Teaching and Learning

There is not a National Curriculum for RE. However, the National Curriculum requires schools to teach a broad and balanced curriculum, which includes the compulsory teaching of RE.

RE within the Bath and Wells Multi Academy Trust will be provided in line with the legal requirements for schools and academies.

These requirements outline that:

- The basic curriculum will include provision for religious education for all pupils on the school roll;
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain (section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998);
- In Methodist schools, pupils should learn aspects of the Methodist Story, its history, traditions and identity and understand what it means to belong to the Methodist Church today.
- The RE which is provided shall be in accordance with the trust funding agreement.

Within the framework of the law and the agreed syllabus, we aim that Religious Education will enable pupils to:

- Provide an ambitious, challenging, enriching and inclusive curriculum.
- Develop an understanding of religious diversity and diversity of non-religious worldviews;
- Acquire and develop knowledge and understanding of Christianity and other principal religions represented in the United Kingdom, including worldview approaches to teaching and learning.
- Develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- Learn about and develop a knowledge and understanding of a range of religions and worldviews, both in local and national contexts, describing, explaining and analysing beliefs and practices;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom, enabling pupils to hold informed conversations about religion and worldviews by learning how to agree and disagree respectfully and develop a sense of respect for other people and challenge prejudice;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews;
- Develop pupils' dialogical skills to enable them to engage positively in pluralistic societies;
- Understand and interpret sources of text, authority, sources of wisdom and other evidence and evaluate the value of these;
- Provoke challenging questions about the meaning and purpose of life, beliefs, ultimate reality and issues of right and wrong, responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study;
- Enhance their spiritual, moral, social and cultural development by developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- Enable pupils to develop a sense of identity;

- Develop a sense of awe and wonder within the world, learning how to articulate personal beliefs, values and experiences and to foster a sense of personal spiritual development and reflection;
- Explore what it means to be human;
- Employ a variety of teaching strategies to cater to different learning styles, including discussion, debate, role-play, visits to places of worship, and the use of multimedia resources.
- Encourage active learning by involving children in planning and leading certain RE activities and assemblies.
- Provide opportunities for children to engage with members of different faith communities to gain first-hand insights and experiences.

Diocesan guidance for church schools is that they use the locally agreed syllabus with which they are familiar.

The locally agreed syllabus is currently being re-developed using the Religion and Worldviews approach and an interim curriculum should be in place in March 2025 with the view of a new syllabus for Somerset being written. In the meantime, AMV (Awareness, Mystery and Values) is still being used.

Church schools in the Bath and Wells Multi-Academy Trust will use '**Understanding Christianity**' to cover all the Christian content of the curriculum. There are other resources that can support this material but schools must follow the 7 pillars from the UC material.

In Methodist schools, pupils should learn aspects of the Methodist Story, its history, traditions and identity and understand what it means to belong to the Methodist Church today.

The following range of resources may be used to support the teaching of other faiths and beliefs:

- AMV Somerset 2019 – Taunton and South Somerset
- AMV – North Somerset, Bristol and Bath
- Methodist Church Syllabus [Methodist Church Syllabus](#)

Supported by:

- Discovery RE
- Oak National Academy

This is by no means an exhaustive list, there are various resources available from different faith groups and **RE Today** has many relevant and topical resources.

Credible RE publications may also be used to support the teaching of Religious Education.

Within Religious Education, pupils should be provided with a range of learning opportunities that may include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance, drama and multimedia techniques
- Children experiencing times of quiet reflection to develop their own ideas and thoughts.
- Using story, pictures, art, photographs and a range of sources/texts to interpret meaning and explore ideas in order to deepen understanding
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religion and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of ICT in helping children's awareness of religions and beliefs
- Developing their skills of communication, including debate, in order to be able to respond in an informed and respectful way

Parents who have children in academies that were previously controlled schools have a right to specifically denominational RE.

5. The Contribution of RE to the Wider Curriculum

Within the 2002 Education Act, Section 78 states that the curriculum for pupils provided should be a 'balanced and broadly based curriculum which

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- b) Prepare pupils at the school for the opportunities, responsibilities and experiences of later life'.

Religious Education supports the wider curriculum by:

- Supporting the social, moral and cultural development of pupils, exploring the role that religion plays in the lives of people within diverse societies
- Making links between the values of the school and how values are put into practice in the lives of people
- Promoting respect for all and challenging prejudice and discrimination
- Exploring and celebrating diversity within cultures, communities, values and beliefs
- Community cohesion; exploring diversity within the local area and developing skills of respect
- How religion and worldviews in the UK and the world impact on life
- Promotion of British Values

RE explores Christianity, especially the beliefs, practices and significance of the Church of England where appropriate, and other principal religions and worldviews represented in Great Britain. It is taught through a range of key themes as outlined in the relevant locally agreed syllabus and Diocesan guidance.

Religious Education is delivered as a discrete subject that is taught on a weekly basis. It may also, where appropriate and relevant, form part of the work of the wider curriculum. It may also be delivered through interfaith days.

6. A worldviews approach to teaching RE

A religion and worldview (RW) approach offers a new way of handling religious and non-religious beliefs and ways of living in the RE classroom, representing a significant shift in the subject. It is a deliberate attempt to raise awareness of unconscious bias and discrimination, treating all worldviews, including religions, as of equal relevance and significance. It reshapes the subject away from a focus on gathering information about the 'world religions' towards gaining an understanding of how worldviews work in human experience, including pupils' own. On the understanding that 'everyone has a worldview', this means that the subject helps pupils to understand 'organised' and 'personal' worldviews, as a way of increasing understanding of the world and of themselves, and how they might act in the world.

[Nobody Stands Nowhere - Theos Think Tank - understanding faith. Enriching Society](https://religiouseducationcouncil.org.uk/rwapproach/religionandworldviews/)
<https://religiouseducationcouncil.org.uk/rwapproach/religionandworldviews/>

This approach will allow for 'the relationship between the pupil and the content studied to become more than simply mastering knowledge or retaining information. Rather it becomes an interpretive experience with a focus on understanding how people (those studied and those in the classroom) both shape and are shaped by their encounter with the substantive knowledge specified in the curriculum.' (Cooling, 2024)

- an RW approach is about the exploration of human engagement with these religious and non-religious traditions
- it is about how humans make sense of, respond to and act in the world
- it is about how they make sense of their experience through worldviews, with particular reference to the place and influence of the traditions studied.

An RW approach draws attention to the process of engagement, to the process of encounter between pupils and the subject content asking:

- What are the questions we want to ask? What are the questions that other people ask? Why is it important to ask these questions?
- What are the best ways of finding out the answers?
- How will we explore that relationship between the teachings/traditions and the everyday lived practice?
- How do we as RE pupils participate in that process of interpretation of the world and experience that is part of different organised, individual or communal worldviews?

The RW approach seeks to embody the vision developed by the Commission on RE (2018). This recognised the truth that 'everyone has a worldview' or, to put it another way, 'nobody stands nowhere'. This vision seeks to engage all pupils in a personally relevant and engaging study of influential religious and non-religious worldviews in a way that enables them to embrace an academically rigorous understanding of their own personal worldview development. Such an approach offers an inclusive experience of religious education for all pupils, irrespective of their background or personal worldview. It puts the pupils' educational outcomes at the centre of RE.

7. Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. The programmes of study in this agreed syllabus have been written with this in mind. The teaching of RE in EYFS is planned within the EYFS Framework.

Within Church of England schools, this also stands alongside the National Society's Statement of Entitlement. This states the following:

"Curriculum balance and time: sufficient, appropriate and balanced Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4."

Within community schools, RE will be taught in accordance with the locally agreed syllabus recommendations.

8. Assessment and Expectations in RE

Pupils being taught Christianity in the BWMAT will be assessed against the Salisbury Diocese Understanding Christianity outcomes (Appendix B). This can be used to show the depth of a pupil's understanding in RE and to aid planning. During the teaching of other world religions and world views, pupils in the BWMAT will be assessed by the outcomes from the locally agreed syllabus for their area (Appendix C).

Assessment will be used for two purposes:

1. To promote pupils progress in RE over time
2. To ensure that pupils are meeting the expected standard as set out in the Locally Agreed Syllabus and, where applicable, the expectations of the SIAMS framework.

Teachers will assess pupils at the end of each module through a 'holistic' approach and a 'best fit' judgement using the following terms:

- Emerging- a pupil has limited recall of facts and limited understanding of concepts covered in RE lessons.
- Developing- a pupil shows simple responses and recalls some facts
- Secure- a pupil responds with understanding, can recall most facts and can apply knowledge
- Greater Depth- a pupil can articulate a deeper understanding of concepts and ideas and can readily make links.

The sheets in Appendix B and C can be adapted to each schools' needs. Terminology as mentioned above should fit the language understood and used by staff and pupils in your setting. This approach will enable teachers to be informed and to inform pupils and parents about 'next steps' in terms of pupils' depth of understanding and the learning outcomes. Occasionally teachers' marking and assessment will be used to inform the improvement of practice across the Trust.

Evidence of pupil progress and attainment in RE can come from a wide variety of sources. This does not have to be limited to retrieval activities like the 'knowledge checks', but should include them.

Written work is an important part of RE and can be presented in a variety of ways through many different genre. E.g. Newspaper articles, diary entries, instructions, play scripts, leaflets, narrative.

Each school will decide on expectations for writing that will evidence progress

- 'Capturing Learning' through photographs, videos, audio files, post-its etc
- Art and Design work for displays
- Performances
- Portfolios/Class Books/Discussion Books/Floor Books

Example Knowledge Organisers

<https://www.cofesuffolk.org/schools/resources-and-information/religious-education/knowledge-organisers/>

9. Visits and Visitors

As part of the curriculum, each school will ensure that appropriate visits are made available for the children in order for them to have first-hand experiences and gain a greater understanding of Religious Education.

Before inviting speakers to the school, teachers will *complete a visits and trips proforma* which is then authorised by the Headteacher/Head of School who is responsible for ensuring that the Prevent guidance and Safeguarding policy is adhered to. Visitors to the school are welcomed and enabled to share their experiences and knowledge.

All visitors to the school and visits to places of worship are in line with the Trust's safeguarding and health and safety policies. We ensure that all visitors align with the Prevent strategy and British Values curriculum and have engaged in a meaningful dialogue with a staff member about the purpose of their visit beforehand.

10. The right to withdraw from Religious Education

Parents have the right by law to withdraw their children from the Religious Education Curriculum. In this event, the schools will undertake responsibility for their supervision with regard to health and safety though not to provide additional teaching or to incur extra cost. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation.

Where parents have requested that their child is withdrawn, their rights must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

11. The Role of the RE Lead

- Lead in planning an overview of RE across the whole school, ensuring coverage and progression
- Lead staff meetings following RE Network Meetings
- Lead CPD (Continued Professional Development) in RE
- Attend whole BWMAT and HUB RE training
- Be trained in 'Understanding Christianity' and offer support to staff in school
- Monitor RE through pupil interviews and book looks, learning walks and CPD
- Keep school RE portfolio up to date with examples of work and evidence of wide range of learning activities (3 x per year)
- Lead RE moderation in school and contribute to hub meetings
- Support Headteacher and governors in preparing for SIAMS inspection.
- Attend Diocesan Training where relevant

12. The Role of the RE Network Lead

- Oversee CPD, Hub meetings and plans for each year
- Support RE leads
- Link with the local Diocese of Education Department (invited to meetings)
- Have a strategic overview of RE across the BWMAT
- Liaise and work with the ADE responsible for RE and Church School Flourishing across the Trust

13. The Role of the Trust Leaders

- Have a clear understanding of their role in preparedness for SIAMS.
- Maintain regular contact with the Church Distinctiveness Lead in the Trust and with the Diocese to review updates and policies.
- Ensure that the Religious Education curriculum in schools is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse.
- Ensure that Religious Education is well-resourced in schools and that continuing professional development for staff has an impact on the effectiveness of the curriculum

Appendix A: Useful Websites

RE Online	www.reonline.org.uk
NATRE	www.natre.org.uk
Understanding Christianity	www.understandingchristianity.org.uk
Prayer Trust	www.theprayertrust.org.uk
Read Scripture	https://www.readscripture.org (free APP- good for teacher knowledge of Bible)
AMV somerset	https://www.amvsomerset.org.uk
Methodist Church Syllabus	Methodist Church Syllabus

These materials have been created by the HLP (Hub Lead Practitioners) group, funded by Sarum St Michael's Education Trust and the Salisbury Diocesan Board of Education

- [A teacher's guide to Humanism](#)
- [A teacher's guide to Islam](#)
- [A teacher's guide to Judaism.](#)
- [A teacher's guide to Sikhism](#)

Appendix B: Assessment for Teaching 'Understanding Christianity'

Here is a way of assessment with **Understanding Christianity** not *the* way. These materials were generated to support schools. They are meant to be adapted at school level to reflect what the school has selected to be taught

[Assessment Template](#)

[Assessment UC Incarnation KS 1](#)

[Assessment UC Incarnation God Lower KS2](#)

[Assessment UC Incarnation Lower KS 2](#)

[Assessment UC Incarnation Upper KS 2](#)

[Assessment UC Incarnation KS 3](#)

[Assessment UC Creation KS1](#)

[Assessment UC Creation and Fall Lower KS 2](#)

[Assessment UC Creation and Fall Upper KS 2](#)

[Assessment UC Creation KS 3](#)

[Assessment UC Fall KS 3](#)

[Assessment UC God KS 1](#)

[Assessment UC Incarnation God Lower KS 2](#)

[Assessment UC God Upper KS 2](#)

[Assessment UC KS 3 God](#)

[Assessment UC Gospel KS1](#)

[Assessment UC Gospel Lower KS 2](#)

[Assessment UC Gospel upper KS 2](#)

[Assessment UC Gospel KS 3](#)

[Assessment UC Kingdom of God Lower KS 2](#)

[Assessment UC People of God Lower KS 2](#)

[Assessment UC Salvation KS 1](#)

These assessment documents should be downloaded and be made available for all staff to have access to.

Appendix C: Assessment for teaching other world religions and world views

LEARNING OUTCOMES FOR THE EARLY YEARS FOUNDATION STAGE			
Investigation of religious and non-religious worldviews			
a. talk about what items and people are important to them and to other people;			
b. show awareness and sensitivity towards their own and others' needs, views and feelings;			
c. show awareness of how people can care for living beings;			
d. respect their own and others' ways of life.			
Knowledge and understanding of religions or worldviews other than Christianity			
a. talk about a story from the religion or worldview being studied;			
b. talk about the natural world and how care is shown for all living things			
c. recognise some items that are connected with important beliefs or practices;			
d. recall at least one person associated with the life of the religion or worldview being studied			
Emerging	Developing	Secure	Greater Depth
Pupil Names	Pupil Names	Pupil Names	Pupil Names

LEARNING OUTCOMES FOR Key Stage One					
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Investigation of religious and non-religious worldviews

a. talk about what is important to them and to other people with respect for feelings

b. talk about some things about people, that make people ask questions

c. ask their own questions about God/deity, special people and special occasions;

d. provide a good reason for the views they have and the connections they make.

Knowledge and understanding of religions or worldviews other than Christianity
--

a. recall stories about an inspirational person;
--

b. recall key features of an inspirational event, **place**, ritual or special occasion;

c. say how stories in a selected tradition are inspirational for believers;

d. say something about how and why Christians try to help others;

e. provide a good reason for the views they have and the connections they make.

Emerging	Developing	Secure	Greater Depth
Pupil Names	Pupil Names	Pupil Names	Pupil Names

LEARNING OUTCOMES For lower Key Stage Two					

Investigation of religious and non-religious worldviews

a. compare different ideas about God and humanity in the traditions studied;

b. ask important questions about the practice of faith and compare some different possible answers;

c. link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;
--

Knowledge and understanding of religions or worldviews other than Christianity
--

a. describe what believers might learn from the significant texts/writings being studied;

b. describe what some of the arts in the tradition being studied might mean to believers;

c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;

d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;

e. provide a good reason for the views they have and the connections they make.

Emerging	Developing	Secure	Greater Depth
Pupil Names	Pupil Names	Pupil Names	Pupil Names

LEARNING OUTCOMES For Upper Key Stage 2

Investigation of religious and non-religious worldviews

a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;

b. ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;

c. ask important questions about social issues and suggest what might happen depending on different moral choices;

Knowledge and understanding of religions or worldviews other than Christianity

a. make links between some texts and symbols from religion and belief and guidance on how to live a good life;

b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;

c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;

d. describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;

e. provide good reasons for the views they have and the connections they make.

Emerging

Developing

Secure

Greater Depth

Pupil Names

Pupil Names

Pupil Names

Pupil Names

Appendix D: Progress of Skills

Working towards End of Key Stage 1: Progress ladder

This table outlines the skills required to achieve the end of Key Stage expectations and projects these back to what may be expected in Year 1. This may be helpful in assessing progress part way through the Key Stage. Each sentence stem needs to be applied to a particular task of knowledge content.

End of Key Stage 1: Progress ladder

Lower KS1: Pupils working towards KS1 expectations will:	Upper KS1: Pupils securely achieving KS1 expectations will:
Retell... Explore and discuss... Recall and name... Find out meaning of... Recognise important...	Retell and suggest meanings for... Explore and discuss... Recall and name different... Find out meanings of... Recognise and appreciate similarities between...
Recall, name and talk about	Retell, recognise and find meanings
Ask and respond to questions about... Explore questions about...	Ask and respond to questions about... Identify effect of... Explore questions about... Express their own ideas...
Ask and explore	Explore and respond sensitively
Notice and recount... Respond with answers... Find out about...	Notice and recount similarities... Respond sensitively... Find out about... Begin to express their ideas and opinions... Find out about... Respond with ideas...
Explore and find out	Begin to express ideas and opinions

End of Key Stage 2: Progress ladder

Lower KS2: Pupils working towards KS2 expectations will:	Upper KS2: Pupils securely achieving KS2 expectations will:
Describe and understand links between... Respond thoughtfully... Discover more about... Reflect on the importance of... Explore and describe... Understand different...	Describe and understand links between... Respond thoughtfully to a range of... Discover more about... Reflect on the meaning of... Explore and describe a range of... Understand different perspectives about...
Describe, discover and respond thoughtfully	Reflect and make connections between different ideas
Observe and understand varied examples of... Observe and consider... Explain the importance of... Discuss different views... Apply ideas of their own...	Observe and understand varied examples of... Observe and consider different... Explain the meaning of... Discuss and present thoughtfully different views... Apply ideas of their own in different forms... Explore, contrast and compare...
Observe and suggest reasons	Consider, compare and contrast
Understand... Suggest reasons for... Discuss their own and others' ideas... Respond thoughtfully to...	Understand... Suggest reasons for... Discuss and apply their own and others' ideas... Respond clearly with ideas about... Consider and apply ideas about...
Suggest reasons and respond thoughtfully	Offer ideas and clear responses