**INTENT**

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| **Purpose of Study** |
| Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people’s lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. At Roby Park Primary School, we enable children to develop a sound knowledge for the following major religions; Christianity, Islam, Hinduism, Judaism, as well as Humanists who follow no religion. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today’s modern world and how it affects our lives.Religious Education plays an important and unique role in each child’s education enabling them to understand their spiritual identity, to adhere to moral values and to learn to play their role in promoting community cohesion and inclusion in our increasingly diverse society.Religious Education will be delivered in school to meet the curriculum aims by:* Including knowledge and reference to religious and nonreligious beliefs and worldviews, practices and ways of life.
* Develop knowledge and understanding of all members that make up our rich and

diverse community.* As part of the curriculum at each Key Stage, visits to local places of worship are encouraged, as well as school visits from members of local faith communities.
* Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
* Develop positive attitudes and values and to reflect and relate their learning in RE to

their own experience.* Have the opportunity to learn that there are those who do not hold religious beliefs

and have their own philosophical perspectives.* The curriculum has been created in a format to enable children to revisit and build on

their prior knowledge of the different beliefs and practices taught across the school.  |
| **Aims of Religious Education** |
| Religious Education is an important part of the school curriculum and is taught relevant to the child’s stage of development and experience. We aim to ensure that pupils:* Know about and understand a range of religions and worldviews.
* Express ideas and insights about the nature, significance and impact of religions and worldviews.
* Gain and deploy the skills needed to engage seriously with religions and worldviews.

The overall aims should enable pupils to:* Develop conceptual understanding of religion, religious beliefs and practices – in order that they can begin to engage in informed reflection and discussion about religions and religion.
* Develop an informed appreciation of religions – in order that they can explore religions with openness, interest and enjoyment.
* Value religious and cultural diversity – in order to enhance their social and cultural development and to contribute to a more just and civil society.
* Create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
* Develop an awareness of the richness of religions and their contributions to society and culture – in order that they can make increasingly mature judgements about the world in which they live.
* Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity.
* Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.
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**IMPLEMENTATION**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage** Teaching in Religious Education will:* **Provoke challenging questions** about the meaning and purpose of life, moral choices and the spiritual dimensions of life and death. It will therefore develop pupils’ knowledge and understanding of principal religions, other religions and worldviews.
* **Build a sense of identity and belonging** as an individual, within their communities and as a part of humankind.
* **Challenge prejudice,** including that based on religious background, race, culture or gender and to show respect to all.
* **Develop understanding of moral virtues** such as truthfulness, honesty, empathy, generosity and compassion and explore how they can positively contribute to living within the local community.

Religious Education will encourage each child to learn from different religions and worldviews, to explore the global phenomenon of belief in God, the moral values inherent in sacred texts and understanding the differences arising from diverse cultures and traditions. It is important in preparing children for responsibilities and challenges of adult life.We have referred to specific RE lessons in Twinkl Planit and Twinkl Life lessons to offer a broad range of study for children studying RE. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world’s religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. Unit overviews demonstrate where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. Examples of key words have been included to show the progression skills around the specific language involved in the children’s learning, so teachers can assess their understanding and progress through vocabulary as wellWork completed during World Religion Weeks, at the beginning of each half term, will be recorded in RE books and any enrichment tasks shared to Seesaw via photographs or videos.We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the curriculum offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.Units of work all look at the same key themes:* Beliefs and teachings
* Rituals, ceremonies and lifestyles
* How beliefs are expressed
* Time to reflect and persona growth
* Values in your life and the lives of others

The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors. The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.**World Religion Weeks**The first week of each half term is dedicated to RE, with lessons being blocked in the afternoons. **Resources** Existing RE resources are stored in the stock cupboard under the stairs. The School Library Service provides a range of artefacts and topic related books to each class, every half term. It is the responsibility of the class teacher to ensure they pack away all resources in the relevant topic box for the subject at the end of each half term and to ensure all resources, artefacts and books are well looked after in class. All communal resources should be returned to their homes so all staff can access them.**Knowledge Organisers** At the beginning of every unit of work, the front cover will be a knowledge organiser to introduce the key concepts, knowledge and vocabulary. **Displays** Whole school RE displays will be produced in communal areas around the school, led by the RE subject lead.**Planning**All planning should be readily available in planning folders. RE Twinkl plans should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment. Smart Notebook slides should be used alongside Twinkl resources to ensure high quality delivery.Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children’s skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. It is recognised that for some families visits to places of religious significance may conflict with their own religious beliefs. In the case of such a visit parent / carer permissions will be sought in advance.The RE curriculum makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.Across the wider curriculum, teachers plan to explore spiritual, moral, social and cultural links through themes and topics where appropriate. |
| **Inclusion** |
| We aim to explore creative and flexible ways of providing RE. RE should be taught in ways that is safe, enjoyable and yet exciting, and this is achieved through the delivery on RE in a variety of teaching methods that is inclusive to all, whilst also offering opportunities for differentiation. Children are encouraged to deploy skills, ask questions and explore answers, as learners, to continually extend their learning. |
| **Equal Opportunities** |
| Attitudes such as respect, care and concern should be promoted through all areas of schoollife. There are some attitudes that are fundamental to religious education in that they areprerequisites for entering fully into the study of religions and learning from that experience.* Commitment: Understanding the importance of commitment to a set of values by which to live one’s life.
* Fairness: Listening to the views of others without prejudging one’s response.
* Respect: Respecting those who have different beliefs and customs to one’s own and the

avoidance of ridicule.* Self-understanding: Developing a mature sense of self-worth and value.
* Enquiry: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.
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| **British Values** |
| We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and Assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:* Theme weeks – STEAM week, World Religion Week, Growing Up Week
* WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting
* Celebration afternoons to celebrate and exhibit our learning with the wider community
* Invite visitor’s in – local artists, historians
* Educational visits, workshops and residential trips – art galleries and museums
* Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day
* Enterprise week – Y5/6 Fiver Challenge
* ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops
* Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer
* Sporting events – inter and intra competitions with the collaborative schools and KSSP
* Collaborative events with local schools
* Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies

Our RE curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes:* After school clubs including mindfulness and yoga
* Visits and visitors to places of worship
* Fortnightly assemblies by members of a local church
* Half termly ‘World Religion Weeks’
* Celebration afternoons to exhibit RE work
* Talk Homework - opportunities for families to engage in discussions on ‘Big Questions’
* Outdoor learning
* Educational trips
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| **Community Links** |
| At Roby Park, we believe that community links are essential in the growth, development and wellbeing of all our pupils. Links with our local community help us to build relationships with groups and individuals who will provide positive role models for our children whether within the world of work, spiritual and moral development or everyday experiences. Examples of links we have include:* Collaborative work with local faith schools
* Local church come and deliver fortnightly assemblies
* Local library
* Charity work with members of the wider community
* Visits/visitors with local places of worship
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| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health. At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.** |
| **Assessment** |
| Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;* Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
* Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term’s work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has age related objectives. Evidence of work will be highlighted in children’s books, on photographs, videos and notes on discussions with children etc and evidence will be uploaded on to Seesaw. This will demonstrate achievement of objectives. Termly assessments will be added to Insight.We believe that the impact of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Lessons will enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.Half termly assessments of objectives taught will be updated on Insight for foundation subjects. Steps that children are working at will be recorded at the end of each term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development.Pupils’ work is recorded on Seesaw where pupils are able to self and peer assess.  |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:* Ensure there is clear progression throughout the school
* Creation of termly data reports
* Reporting to SLT & Governors
* Pupil voice
* Work samples
* Learning exploration blinks
* Developing cultural capital opportunities and events
* Identify any training needs and offer extra support and guidance to staff when it is appropriate
* Ensure that there are suitable resources to help with the teaching and learning of their subject
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| **Review Date** |
| **Policy Agreed:** July 2020**Policy Review:** July 2021 |

**Appendices**

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| **KS1 Presentation Expectations for Books** | **KS2 Presentation Expectations for Books** |
| [**KS1 Presentation Expectations**](https://drive.google.com/file/d/1oku05fdY5pAUi3gZoLORNtHo3LkE00mN/view?usp=sharing) | [**KS2 Presentation Expectations**](https://drive.google.com/file/d/1qI49McjDrYva9gfIlwiX_7eVNC5pWDS4/view?usp=sharing%20) |

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| **RE Curriculum Map** | **RE Assessment Overview** |
| [**Roby Park RE Curriculum Map**](https://drive.google.com/file/d/1zyXtaFPY63h5cQ-oVskXLSoEPdGK_OdH/view?usp=sharing) | [**Roby Park RE Assessment Overview**](https://drive.google.com/file/d/1FdGOG923vNpZbbI9S5gAK4ZZFb0sx925/view?usp=sharing) |

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| **RE Cultural Capital Events** | **Subject Lead Monitoring Schedule** |
| [**Roby Park RE Cultural Capital Enhancement Events**](https://drive.google.com/file/d/1HUjOR_diZ3x2aVKPQ6OzXbnMIhLjbcU0/view?usp=sharing) | [**Annual Subject Leaders Monitoring Cycle**](https://drive.google.com/file/d/1rNFQAjuGBkGk-GE4Lrixdd4OF6sK3fOO/view?usp=sharing) |

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| **Knowledge Organisers** |
| **Y1** | [**Aut 1 KO**](https://drive.google.com/file/d/1rN5WCpRabCmHATZ2moIK6QmdIrTJj71j/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/1k2FpZ7t2ZrZ3Hi9rWyvqVlsRqK9FfUDx/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1fCEZ6crZ6Pn7uj8qgph-rBSmM1iRoZqt/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1cp_moXhYU3GJLZ1TjCtklwV_YzuyMbU1/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/17ee9zen5AhhyB_QL7PA0Bg2J9r0N8UNi/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/12be_W5KRRk9PpYm_wHqq0mkKReIwHf-w/view?usp=sharing) |
| **Y2** | [**Aut 1 KO**](https://drive.google.com/file/d/1SE86oRIhPpzS4xaAPevxNW8dT_OYhgPG/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/14q8PSAGgRXMWjRLSEUsfZNZnzcZb1NRA/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1971uYKisti0O3plh3xM57nlZL0UXrmqx/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/19MqynM4kRWC_9q7NLGaANi86uOswVW9z/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/1vb9A4okhoaJmC4cM5KjeW50yfw9MlfGB/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1gJEUbm1xSY_sVx5GH76t_gtlac2HONKU/view?usp=sharing) |
| **Y3** | [**Aut 1 KO**](https://drive.google.com/file/d/1RXJ32ya1MLs8gNPLuEIdSZi1soc0mGMB/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/1HkyQbn0eIpvXei6-QwvXuMOPK4LsJk0_/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1DkkPvIE8cZEqGrEjOMI5l0KyS4PaOfzZ/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1vKSQy2PIV6zWX5ineK7OnJl45MfORk5t/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/1XjLdIQ1pXnlnxpnCFVNNz2FwxtuB3m5Z/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1ED52W00vDRbxX4HhyvJG7JOzrduY7Bes/view?usp=sharing) |
| **Y4** | [**Aut 1 KO**](https://drive.google.com/file/d/14lfFGHUjD-OjGfIE4W-12AOxug4B8VzA/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/16uvfgV_OXnBfnvUAfRowIwSkDW3sr6sW/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1bK5O2m-SiwKlsYvUQMEK1YpDZGiFHWJS/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1G-tdAn_rsSWEr6JQzBrPrS05LAoBvvLu/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/1VARr89rhpOWzt7SP81AF9gl5Q8umuXIG/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/16FRsKIJItHTQ9HNXtdwMNCqkSXNQscYB/view?usp=sharing) |
| **Y5** | [**Aut 1 KO**](https://drive.google.com/file/d/1UhxUKf6ODSvbnss_GMKCrx1w3U6F4Ux9/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/1isngaC_O9xJtIUhrJhMvFY7beWdhWhgS/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1UD-I6YLbzm3oANEiPR0ngdUyi6wKJKz_/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1DxAnmwXQCw4_vYVQUIiZ7CZcWO5ECFpy/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/19lqPbdLl64kXzxqYNq8DMEICAhow5BZP/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/1xvIBRoSIMa71y9EYTVjtFsVxphaUAoHE/view?usp=sharing) |
| **Y6** | [**Aut 1 KO**](https://drive.google.com/file/d/1J5mog9N2uBut7mGUC3F5w_auQXFalv0Z/view?usp=sharing) | [**Aut 2 KO**](https://drive.google.com/file/d/1-gdJumkJMlqdwumG-7pt1vKlcSvIv01-/view?usp=sharing) | [**Spr 1 KO**](https://drive.google.com/file/d/1tnc_hNhavSx68wwT2aHisSqx8ThaUIGb/view?usp=sharing) | [**Spr 2 KO**](https://drive.google.com/file/d/1p1T2q8jVWTUhG7pQ9tRulfj70S8MAomW/view?usp=sharing) | [**Sum 1 KO**](https://drive.google.com/file/d/19f0iaoWmXl3_mDfRPlTk4UC3ofbxejVy/view?usp=sharing) | [**Sum 2 KO**](https://drive.google.com/file/d/17hr_whmWuEMOjXAmjKFNwjqftCQJnroN/view?usp=sharing) |