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| Subject Knowledge Audit: RE Christianity, Judaism and Islam | | | | | |
| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | | |
|  | **June** Pre-course | **September** Commencement of course | **December** Completion of SE2/Autumn | **March** Mid-point SE3/Spring Summer | **June** Completion of SE3/Spring Summer |
| **Beliefs and Teachings** |  |  |  |  |  |
| the nature of God, such as omnipotence, the problem of evil/suffering and a loving and righteous God |  |  |  |  |  |
| creation, including the role of Word and Spirit, with textual references to John 1 and Genesis 1-3 |  |  |  |  |  |
| the Trinity, including the oneness of God: Father, Son and Holy Spirit |  |  |  |  |  |
| the person of Jesus Christ, including beliefs and teachings relating to his incarnation, crucifixion, resurrection and ascension |  |  |  |  |  |
| salvation, including law, sin, grace and Spirit, the role of Christ in salvation, and the nature of atonement |  |  |  |  |  |
| eschatological beliefs and teachings, including the importance of resurrection and life after death, judgement, heaven and hell |  |  |  |  |  |
| **Practices** |  |  |  |  |  |
| the significance of different forms of worship including liturgical, informal and individual |  |  |  |  |  |
| the role and meaning of the sacraments in Christian life, including baptism and eucharist |  |  |  |  |  |
| the place of prayer, including the Lord’s Prayer, set prayers and informal prayer |  |  |  |  |  |
| the role and importance of pilgrimage and celebrations, including at least two contrasting examples of Christian pilgrimage (such as Walsingham, Taizé, Iona) and celebrations |  |  |  |  |  |
| the place of mission, evangelism and church growth |  |  |  |  |  |
| • the role of the church in the local community and living practices |  |  |  |  |  |
| the importance of the worldwide church including working for reconciliation, the persecuted church and the work of one of Christian Aid/Tearfund/Cafod |  |  |  |  |  |
| **Sources of Wisdom and Authority** |  |  |  |  |  |
| the Bible, including its development, structure and purpose (Old Testament: law, history, prophets, writings; and New Testament: gospels, letters), its unity as the Word of God, and two contrasting interpretations of its authority |  |  |  |  |  |
| Jesus as the Word of God and the role of Jesus in modelling practices such as love for others, forgiveness, servanthood, reconciliation and social justice, and in establishing the Kingdom of God |  |  |  |  |  |
| the growth of the Church, including belief in the Church as the body of Christ; the development of different churches: Catholic, Orthodox, Protestant and Pentecostal/Charismatic |  |  |  |  |  |
| leadership in the Church, including the Pope, bishops, priests/ministers/pastors; the role of women in leadership |  |  |  |  |  |
| the role of the individual, including religious experience, reason and personal conscience |  |  |  |  |  |
| the use of the Bible in worship and in personal and ethical decision making by Christians |  |  |  |  |  |
| **Forms of expression and ways of life** |  |  |  |  |  |
| the significance and meaning of at least three forms of art, drawn from: o icons o drawing/painting o sculpture o music o drama e.g. the mystery plays o literature |  |  |  |  |  |
| the use of symbolism and imagery in religious art including Christian symbols such as ChiRho, Cross, fish, Alpha and Omega, symbols of the four evangelists |  |  |  |  |  |
| the use of different styles of music in worship, including: psalms, hymns and worship songs |  |  |  |  |  |

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| **Judaism** | **June** Pre-course | **September** Commencement of course | **December** Completion of SE2/Autumn | **March** Mid-point SE3/Spring Summer | **June** Completion of SE3/Spring Summer |
| **Beliefs and Teachings** |  |  |  |  |  |
| the nature of God including God as One, Creator, Law-Giver and Judge |  |  |  |  |  |
| the divine presence (Shekhinah) |  |  |  |  |  |
| the importance of the Covenant at Sinai (the Ten Commandments) including the role of Moses |  |  |  |  |  |
| the importance that Judaism places on the sanctity of human life, including the concept of Pikuach Nefesh |  |  |  |  |  |
| the nature and role of the Messiah |  |  |  |  |  |
| the Promised Land promised to Abraham and his descendants |  |  |  |  |  |
| key moral principles including the relationship between free will and the 613 Mitzvot |  |  |  |  |  |
| Mitzvot between man and God and Mitzvot between man and man |  |  |  |  |  |
| life after death including judgement and resurrection |  |  |  |  |  |
| **Practices** |  |  |  |  |  |
| the place of public acts of worship: synagogue services |  |  |  |  |  |
| the significance of the use of Tenakh (the Written Law) and Talmud (the Oral Law) in daily life |  |  |  |  |  |
| the place of worship in the home and of private prayer |  |  |  |  |  |
| the significance of prayer in Jewish worship including Amidah – the standing prayer |  |  |  |  |  |
| the role of rituals: birth ceremonies; Bar and Bat Mitzvah; marriage; mourning rituals |  |  |  |  |  |
| the importance of Shabbat in the home and synagogue |  |  |  |  |  |
| the origins and meaning of festivals such as Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot |  |  |  |  |  |
| the importance of the synagogue; religious features of synagogues including design, artefacts and associated practices |  |  |  |  |  |
| the role of dietary laws: kosher and trefah, separation of milk and meat |  |  |  |  |  |
| **Sources of Wisdom and Authority** |  |  |  |  |  |
| diversity of beliefs regarding the interpretation of sources of wisdom and authority amongst the Jewish community |  |  |  |  |  |
| the Tenakh (the Written Law): Torah, Nevi’im and Ketuvim |  |  |  |  |  |
| the Talmud (the Oral Law): collection of the Mishnah and Gemara (use in daily life) |  |  |  |  |  |
| the significance of different denominations of Judaism including Orthodox (to include Chasidic and Modern Orthodox), and Liberal and Reform (the Pluralistic movement) |  |  |  |  |  |
| practices associated with sources of authority in daily life including the use of tefillin, mezuzah and tzitzit |  |  |  |  |  |
| interpretation and application of sources of authority through study in yeshivot and midrashot and the authority and role of the Beth Din |  |  |  |  |  |
| the role of the rabbi in the synagogue and the community |  |  |  |  |  |
| **Forms of Expression and Ways of Life** |  |  |  |  |  |
| symbolism: how symbols and artefacts are used in worship including, Chanukiah and Megillah |  |  |  |  |  |
| expressing beliefs through Tzedekah, Gemilut Chassidim, Bikur Cholim, and Tikkun Ha Olam – ‘Repairing/healing the world’ and Chessed – kindness to others |  |  |  |  |  |
| different attitudes to Zionism and the State of Israel among Jewish people |  |  |  |  |  |
| the importance of nurture of the young in the Jewish family |  |  |  |  |  |
| the work of one national Jewish organisation providing care for those in need such as in the relief of poverty and suffering, the support of families or in the promotion of Jewish learning and education in the UK |  |  |  |  |  |
| the significance and meaning of at least three forms of art, drawn from: o drawing/painting o sculpture o music o drama |  |  |  |  |  |

**ISLAM**

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| **Beliefs and Teachings** |  |  |  |  |  |
| the six articles of faith in Sunni Islam and five roots of ‘Usul ad-Din in Shi’a Islam |  |  |  |  |  |
| the nature of Allah: oneness (Tawhid), immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam) |  |  |  |  |  |
| prophethood (Risalah), including at least three examples chosen from Adam, Ibrahim, Isma’il, Musa, Dawud, Isa, Muhammad |  |  |  |  |  |
| books (Kutub); Scrolls (Sahifah), Gospel (Injil), Torah (Tawrat), Psalms (Zabur) |  |  |  |  |  |
| angels (Malaikah) such as Jibril, Izra’il, Mika’il, Israfil, Munkar/Nakir and Kiraman/Katibin |  |  |  |  |  |
| predestination (al-Qadr) and human freedom and its relationship to the Day of Judgement; |  |  |  |  |  |
| Akhirah: life after death, human responsibility and accountability, heaven and hell |  |  |  |  |  |
| **Practices** |  |  |  |  |  |
| the Five Pillars of Sunni Islam and Ten Obligatory Acts of Shi’a Islam |  |  |  |  |  |
| Shahadah: declaration of faith, the place of the Shahadah in Muslim practice |  |  |  |  |  |
| Salah: including its significance; how and why Muslims pray, ablution, times, directions, movements and recitations, in the home and mosque and elsewhere. Jummah prayer |  |  |  |  |  |
| Sawm: the role and significance of fasting during the month of Ramadan. Origins, duties, benefits, those who are excused and why, the Night of Power |  |  |  |  |  |
| Zakah: the role and significance of giving alms: its origins, how and why it is given, benefits of receipt. Khums (Shi’a) |  |  |  |  |  |
| Hajj: Pilgrimage to Makkah: its role, origins, how and why it is performed |  |  |  |  |  |
| Jihad: the meaning and significance of greater and lesser; origins, influence and conditions for declaration of lesser jihad. |  |  |  |  |  |
| the origins and meaning of festivals and commemorations: such as Id-ul-Adha, Idul- Fitr, Id-ul-Ghadeer and Ashura |  |  |  |  |  |
| **Sources of Wisdom and Authority** |  |  |  |  |  |
| the Qur’an including its revelation, compilation and its use by Muslims |  |  |  |  |  |
| the Prophet Muhammad: life, teaching and authority including his call; work in Makkah and Madinah, the hijrah, role as 'seal of the Prophets' and as a role model |  |  |  |  |  |
| the family of the Prophet Muhammad including Caliph/Imam Ali (Ahl-ul-Bayt) in Sunni and Shi’a Islam; the origins of differences and implications for questions of authority |  |  |  |  |  |
| the Hadith as a record of the Sunnah of the Prophet Muhammad, compilation, main collections (Sunni and Shi’a), elements of Hadith - isnad and matn |  |  |  |  |  |
| Shari’ah: how it is agreed including sources used by the main schools of Sunni and Shi'a Law; Qur’an; Hadith, analogy (Qiyas) and consensus (Ijma'); the role of judges (qadis) and scholars (the 'ulama) |  |  |  |  |  |
| the Imam in Sunni and Shi'a Islam: origins, nature, role in individual and community life. The doctrine of Nass, the inerrancy and intercession of Imams in Shi'a Islam. |  |  |  |  |  |
| **Forms of Expression and Ways of Life** |  |  |  |  |  |
| Muslim identity expressed through the ummah including the ceremonies for welcoming a child into the ummah; expectations about modesty including dress codes |  |  |  |  |  |
| the work of one national Muslim organisation in relieving poverty and suffering in the UK |  |  |  |  |  |
| the concepts of halal and haram; categories, how they are applied to laws of food and drink, riba - prohibition of interest |  |  |  |  |  |
| the significance and meaning of at least three forms of art as an expression of Muslim belief chosen from calligraphy, music, poetry and architecture |  |  |  |  |  |
| the importance of the mosque: religious features of mosques including design, furniture, artefacts and associated practices |  |  |  |  |  |
| Shi’a obligatory actions: encouraging others to do good (Amr bil Maruf) and discouraging them from doing bad (Nahy Anil Munkar), Tawallah and tabarra; Love for the Prophet Muhammad and his family and disdain for their enemies |  |  |  |  |  |
| The significance of Sufi ways of life including the origins, Sufi orders, the Sheikh, saints, teachers such as al-Ghazālī, ibn al-‘Arabi and Rābi‘a al-‘Adawiyya, key practices such as music, dance, poetry, fasting, dhikr |  |  |  |  |  |