|  |  |
| --- | --- |
| Name: |  |

|  |  |  |
| --- | --- | --- |
| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **Religious Education**  KS3-4  2022-23 |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

**NB:** Health Warning! There is no expectation that any trainee would have the opportunities to become secure and able to teach every aspect of every religion. This is a very wide-ranging subject and different religions are chosen as a focus depending on the key stage and Locally Agreed Syllabus/Diocesan Syllabus in operation in the school. These are key areas you could expect to have to teach in each religion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Colour & date | Pre-course | End-SE1 | End-SE2 | End-SE3 |
|  |  |  |  |

| Key Stages 3-4 | | I don’t know this | SK insecure | SK secure | I can teach this | I know several ways to teach this |
| --- | --- | --- | --- | --- | --- | --- |
| **BUDDHISM** | **Beliefs and teachings** | | | | | |
| The concept of Dhamma (Dharma) |  |  |  |  |  |
| The concept of dependent arising (paticcasamupada) |  |  |  |  |  |
| The Three Marks of Existence: impermanence (anicca); no fixed self (anatta); unsatisfactoriness of life, suffering (dukkha). |  |  |  |  |  |
| The human personality, in the Theravada and Mahayana traditions |  |  |  |  |  |
| Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness. |  |  |  |  |  |
| Mahayana: sunyata, the possibility of attaining Budhahood and Buddha-nature |  |  |  |  |  |
| Human destiny: Different ideals in Theravada and Mahayana traditions: Arhat (a ‘perfected person’) and Bodhisattva ideals. |  |  |  |  |  |
| Buddhahood and the Pure Land |  |  |  |  |  |
| **The Buddha and the Four Noble Truths** | | | | | |
| The Buddha’s life and its significance: the birth of the Buddha and his life of luxury;the Four Sights: illness, old age, death, holy man (Jataka 075); the Buddha’s ascetic life; the Buddha’s Enlightenment. |  |  |  |  |  |
| The Four Noble Truths:  1. suffering (dukkha) including different types of suffering  2. the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate  3. the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment  4. the Eightfold Path (magga) to nibbana/nirvana; the path as the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191. |  |  |  |  |  |
| **Practices** | | | | | |
| The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings. |  |  |  |  |  |
| Puja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas. |  |  |  |  |  |
| Meditation, the different aims, significance and methods of meditation (specified below) |  |  |  |  |  |
| Samatha (concentration and tranquillity) including mindfulness of breathing |  |  |  |  |  |
| Vipassana (insight) including zazen |  |  |  |  |  |
| the visualisation of Buddhas and Bodhisattvas. |  |  |  |  |  |
| The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet. |  |  |  |  |  |
| Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of:   * Wesak * Parinirvana Day. |  |  |  |  |  |
| **Buddhist ethics/Ethical teaching** | | | | | |
| kamma (karma) and rebirth |  |  |  |  |  |
| compassion (karuna) |  |  |  |  |  |
| loving kindness (metta). |  |  |  |  |  |
| **CHRISTI-**  **ANITY** | **Christianity Key beliefs** | | | | | |
| The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering |  |  |  |  |  |
| The nature of God: the oneness of God and the Trinity: Father, Son and Holy Spirit. |  |  |  |  |  |
| The nature of God: Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). |  |  |  |  |  |
| The nature of God: Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. |  |  |  |  |  |
| Jesus Christ and salvation |  |  |  |  |  |
| **Beliefs and teachings about:** | | | | | |
| the incarnation and Jesus as the Son of God |  |  |  |  |  |
| the crucifixion, resurrection and ascension |  |  |  |  |  |
| sin, including original sin |  |  |  |  |  |
| the means of salvation, including law, grace and Spirit |  |  |  |  |  |
| the role of Christ in salvation including the idea of atonement. |  |  |  |  |  |
| **Worship and festivals** | | | | | |
| Different forms of worship and their significance:   * liturgical, non-liturgical and informal, including the use of the Bible * private worship |  |  |  |  |  |
| Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer. |  |  |  |  |  |
| the meaning of sacrament |  |  |  |  |  |
| the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism |  |  |  |  |  |
| the sacrament of eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. |  |  |  |  |  |
| The role and importance of pilgrimage and celebrations including:   * two contrasting examples of Christian pilgrimage: Lourdes and Iona * the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. |  |  |  |  |  |
| The role of the church in the local and worldwide community  The role of the Church in the local community, including food banks and street pastors.  The place of mission, evangelism and Church growth. |  |  |  |  |  |
| The importance of the worldwide Church including:   * working for reconciliation * how Christian churches respond to persecution * the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund |  |  |  |  |  |
| **CATHOLIC CHRISTIANITY** | | | | | |
| One God as a Trinity of persons: Father, Son and Holy Spirit, as expressed in the Nicene Creed; the scriptural origins of this belief and its development in the Council of Nicaea. |  |  |  |  |  |
| Creation: Biblical accounts of creation (Genesis 1 and 2) and their significance for an understanding of the nature of God, the dignity of human beings and of humanity’s relationship with creation. Different Christian beliefs about creation |  |  |  |  |  |
| Incarnation: the belief in Jesus as incarnate Son, divine Word, both fully God and fully human and the scriptural origins of this belief. |  |  |  |  |  |
| Redemption: the significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace. |  |  |  |  |  |
| Beliefs about life after death: resurrection, judgement, heaven, hell and purgatory. |  |  |  |  |  |
| The seven sacraments  The meaning and significance of ‘sacrament’ and the importance of the sacramental nature of reality. |  |  |  |  |  |
| The names, meanings and effects of the seven sacraments:   * baptism * confirmation * reconciliation * anointing of the sick * matrimony * holy orders * the eucharist: its status as 'the source and summit of Christian life'; different Christian views about its meaning and importance. |  |  |  |  |  |
| The role and importance of forms of popular piety including the Rosary and the Stations of the Cross. |  |  |  |  |  |
| The role and importance of pilgrimage, including a study of one place of Roman Catholic pilgrimage, and different Christian views about the importance of pilgrimage. |  |  |  |  |  |
| The funeral rite and its significance. |  |  |  |  |  |
| Prayer:   * prayer as 'the raising of the mind and heart to God' * formal prayers and informal prayer, including different views about their relative importance * the meaning and importance of the Lord’s Prayer. |  |  |  |  |  |
| The work of the Church   * Catholic beliefs about the essential duty to ‘love our neighbour’ in concrete ways locally, nationally and globally and how these beliefs are reflected in: * Catholic social teaching including Gaudium et Spes paragraph 26 * Catholic teaching on justice, peace and reconciliation * The work of Catholic agencies including CAFOD, Trocaire, Missio. * The meaning and significance of mission and evangelism for Catholics today, globally and in Great Britain, both nationally and locally. * The aims and importance of the Society of Saint Vincent de Paul (SVP). * The aims and importance of either the Corrymeela community or Pax Christi. |  |  |  |  |  |
| **HINDUISM** | **Ideas about the nature of God and existence** | | | | | |
| Brahman: different Hindu understandings of brahman; ultimate reality as divine consciousness (nirguna) and manifestation of God in form (saguna); spiritual worlds. |  |  |  |  |  |
| Different understandings of the three features of the divine: |  |  |  |  |  |
| everywhere, as non-personal (brahman); within the heart; beyond, as a personal loving God |  |  |  |  |  |
| Brihadaranyaka Upanishad 391. |  |  |  |  |  |
| How the divine presents: the tri-murti (Brahma, Vishnu and Shiva) |  |  |  |  |  |
| male and female deities, including Ganesha, Lakshmi, Hanuman, Saraswat |  |  |  |  |  |
| the concept of avatara, including Krishna, Rama |  |  |  |  |  |
| Matter (prakriti); the three qualities (tri-guna); illusion (maya); cosmology (Rig Veda 10.129.6-7); the cycle of four ages; many worlds and their diverse inhabitants. |  |  |  |  |  |
| **Beliefs about the nature of human life** | | | | | |
| The concept of atman, as individual, eternal inner self, distinct from material mind and body. |  |  |  |  |  |
| Cycle of birth and death (Samsara), moral action and reaction (the law of karma), and types of liberation (moksha). |  |  |  |  |  |
| Individual free will and responses to suffering; knowledge and ignorance. |  |  |  |  |  |
| Personal virtues including ahimsa, respect, empathy, mind/sense control, humility, love. |  |  |  |  |  |
| The four aims of human life: dharma, artha, kama, moksha. |  |  |  |  |  |
| The meaning of dharma; sanatana dharma; varnashrama dharma. |  |  |  |  |  |
| **Worship and festivals** | | | | | |
| Places of worship and their importance: home; temple; outdoors (such as shrines); the space of the heart |  |  |  |  |  |
| Different forms of worship/meditation and their significance: havan, puja, arati, darshan, bhajan/kirtan, japa/mantra; key differences in worship in Shaivism and Vaishnavism and different Hindu views about the importance of worship. |  |  |  |  |  |
| Focuses of worship and representations of the divine and their importance (including those below) |  |  |  |  |  |
| one God (personal or non-personal) |  |  |  |  |  |
| the many deities, guru and other elders |  |  |  |  |  |
| holy land, hills and rivers |  |  |  |  |  |
| sacred plants and animals |  |  |  |  |  |
| the murti as a representation of God. |  |  |  |  |  |
| Sacred festivals and their importance for Hindus in Great Britain today, including the origins and meaning of: |  |  |  |  |  |
| Diwali |  |  |  |  |  |
| Holi. |  |  |  |  |  |
| **Lifestyle** | | | | | |
| The four paths towards yoga (union with the divine),their differences and their importance:   * action (karma yoga) * knowledge (jnana yoga) * meditation (astanga yoga) * devotion (bhakti yoga). |  |  |  |  |  |
| Pilgrimage:   * the role of pilgrimage * practices and purposes * sacred sites, including Varanasi * Kumbh Mela. |  |  |  |  |  |
| The work and significance of:   * Hindu environmental projects including ‘cow protection’ and their significance. * Charities that promote well-being, social inclusion and women’s rights. |  |  |  |  |  |
| **ISLAM** | **Key Beliefs** | | | | | |
| The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi’a Islam, including key similarities and differences. |  |  |  |  |  |
| The Oneness of God (Tawhid), Qur’an Surah 112. |  |  |  |  |  |
| The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi’a Islam), including different ideas about God’s relationship with the world: immanence and transcendence |  |  |  |  |  |
| Angels, their nature and role, including Jibril and Mika’il. |  |  |  |  |  |
| Predestination and human freedom and its relationship to the Day of Judgement |  |  |  |  |  |
| Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell |  |  |  |  |  |
| **Authority** | | | | | |
| Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad. |  |  |  |  |  |
| **The holy books:**   * Qur’an: revelation and authority * the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. * The imamate in Shi'a Islam: its role and significance. |  |  |  |  |  |
| **Worship** | | | | | |
| Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi’a Islam (students should study the Five Pillars and jihad in both Sunni and Shi’a Islam and the additional duties of Shi’a Islam). |  |  |  |  |  |
| Shahadah: declaration of faith and its place in Muslim practice. |  |  |  |  |  |
| Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak’ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah); key differences in the practice of salah in Sunni and Shi’a Islam, and different Muslim views about the importance of prayer. |  |  |  |  |  |
| **Duties and festivals** |  |  |  |  |  |
| **Key beliefs** | | | | | |
| The nature of God |  |  |  |  |  |
| God as one |  |  |  |  |  |
| God as Creator |  |  |  |  |  |
| God as Law-Giver and Judge, loving and merciful. |  |  |  |  |  |
| The divine presence (Shekhinah). |  |  |  |  |  |
| Beliefs about life after death, including judgement and resurrection. |  |  |  |  |  |
| The nature and role of the Messiah, including different views on the role and importance of the Messiah |  |  |  |  |  |
| **JUDAISM** | **The Covenant and the mitzvot** | | | | | |
| The promised land and the Covenant with Abraham, Genesis 12:1-3. |  |  |  |  |  |
| The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. |  |  |  |  |  |
| Key moral principles including justice, healing the world, charity and kindness to others. |  |  |  |  |  |
| The importance of the sanctity of human life, including the concept of ‘saving a life’ (Pikuach Nefesh). |  |  |  |  |  |
| The relationship between free will and the 613 mitzvot. |  |  |  |  |  |
| Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance. |  |  |  |  |  |
| **The synagogue and worship** | | | | | |
| The synagogue and its importance |  |  |  |  |  |
| The design and religious features of synagogues including reading platform (bimah), ark (aron hakodesh), ever burning light (ner tamid) and associated practices; differences between Orthodox and Reform synagogues |  |  |  |  |  |
| Public acts of worship including synagogue services in both Orthodox and Reform synagogues |  |  |  |  |  |
| the significance of prayer, including the Amidah, the standing prayer. |  |  |  |  |  |
| Shabbat in the home and synagogue and its significance. |  |  |  |  |  |
| Worship in the home and private prayer. |  |  |  |  |  |
| The written law (Tenakh) and the oral law (Talmud), and their study, use and significance in daily life. |  |  |  |  |  |
| **Family life and festivals** | | | | | |
| Rituals and their significance:   * ceremonies associated with birth including Brit Milah. * Bar and Bat Mitzvah * the marriage ceremony * mourning rituals. |  |  |  |  |  |
| Dietary laws and their significance, including different Jewish views about their importance.   * kosher and trefah * separation of milk and meat. |  |  |  |  |  |
| Festivals and their importance for Jews in Great Britain today, including the origins and meaning of:   * Rosh Hashanah and Yom Kippur * Pesach. |  |  |  |  |  |
| **Key beliefs** | | | | | |
| The nature of God as expressed in the Mool Mantra: the content and significance of the Mool Mantra, Guru Granth Sahib (GGS) 1a |  |  |  |  |  |
| God as Creator, including different aspects of God’s relationship with creation: God shown in and through the universe |  |  |  |  |  |
| God as Creator, including different aspects of God’s relationship with creation: God as separate from the universe |  |  |  |  |  |
| The nature of human life as an opportunity to unite with God, including the development of Sikh virtues such as wisdom, truthful living, justice, temperance, self-control, patience, courage, humility, contentment. |  |  |  |  |  |
| Beliefs in karma and rebirth, and the aim of mukti; the meaning of mukti, including the different aspects of mukti – positive and negative. |  |  |  |  |  |
| The five stages of liberation (five khands) and barriers to mukti (illusion, self-centredness, lust, anger, greed, worldly attachment, pride). |  |  |  |  |  |
| The importance of being God-centred (gurmukh) rather than man-centred (manmukh) and the elimination of pride or ego (haumai). |  |  |  |  |  |
| **SIKHISM** | **Beliefs about the nature of human life** | | | | | |
| Belief in the oneness of humanity and in the equality of all, including complete equality of women with men. |  |  |  |  |  |
| The expression of the equality of all in:  the stories of the lives of Gurus, including Guru Nanak and Guru Gobind Singh  the Guru Granth Sahib  in Sikhism today. |  |  |  |  |  |
| Sewa: the importance and priority of service to others, including physical (tan), mental (man) and material (dhan). |  |  |  |  |  |
| The role and importance of the sangat (religious community). |  |  |  |  |  |
| **Worship and service** | | | | | |
| Religious features of the gurdwara: design, furniture, and artefacts; the practices associated with these features and their importance, including the palki and takht. |  |  |  |  |  |
| The role of the gurdwara within the Sikh community |  |  |  |  |  |
| The role of prayer in the home, GGS 305:4. |  |  |  |  |  |
| The role and importance of the akhand path. |  |  |  |  |  |
| The meaning and significance of langar as an expression of sewa. |  |  |  |  |  |
| The significance of meditating on the name of God (nam japna) in daily life and in the gurdwara |  |  |  |  |  |
| **Festivals and lifestyle -** Festivals and their importance for Sikhs in Great Britain today, including the origins and significance of the following: | | | | | |
| Vaisakhi (Baisakhi) |  |  |  |  |  |
| Divali |  |  |  |  |  |
| Gurpurab's, including Guru Nanak’s birthday and differences in the way gurpurbs are celebrated in India and Great Britain. |  |  |  |  |  |
| The importance of visiting Sikh historical gurdwaras, including the Golden Temple (Harimandir Sahib) in Amritsar. |  |  |  |  |  |
| Birth and naming ceremonies including their meaning and significance. |  |  |  |  |  |
| The initiation ceremony (Amrit Sanskar), including the meaning and importance of the Khalsa and the five Ks, and the different perspectives of sahajdhari and amritdhari Sikhs |  |  |  |  |  |
| The significance and use of the names Singh and Kaur. |  |  |  |  |  |
| **Beliefs, teachings, wisdom, authority** | | | | | |
| Basic beliefs e.g. agnostic, atheist |  |  |  |  |  |
| Sources of authority e.g. rationalism, secular |  |  |  |  |  |
| **HUMANISM** | **Beliefs and society** | | | | | |
| Teachings about the way things are e.g. human experience |  |  |  |  |  |
| Individuals and organisations e.g. Dawkins, BHA |  |  |  |  |  |
| Vision, values and inspiration |  |  |  |  |  |
| **Ways of Living** | | | | | |
| Guidance for life e.g. reason and experience |  |  |  |  |  |
| Practical values for living e.g. reason, education, personal autonomy, equality of opportunity |  |  |  |  |  |
| Studying and interpreting key thinkers |  |  |  |  |  |
| The journey of life e.g. ceremony |  |  |  |  |  |
| Special days and celebrations e.g. Human Rights Day |  |  |  |  |  |
| **Forms of Expressing Meaning** | | | | | |
| Learning from stories and narratives |  |  |  |  |  |
| Symbolism e.g. happy human |  |  |  |  |  |
| Meeting places |  |  |  |  |  |
| Identity and Diversity |  |  |  |  |  |
| **Humanist identity and belonging** | | | | | |
| Foundations of identity e.g. Golden Rule |  |  |  |  |  |
| Family and community e.g. human rights |  |  |  |  |  |
| Humanist diversity |  |  |  |  |  |
| **Relationship with religions and beliefs** | | | | | |
| Meaning, Purpose and Truth |  |  |  |  |  |
| Feelings and experiences |  |  |  |  |  |
| Answers to ultimate questions |  |  |  |  |  |
| The end of life |  |  |  |  |  |
| Religion and science |  |  |  |  |  |
| **Values and commitments** | | | | | |
| Rules and ethical guidelines e.g., Golden Rule, utilitarianism |  |  |  |  |  |
| Moral exemplars |  |  |  |  |  |
| Individual and social responsibility |  |  |  |  |  |
| Views on the environment |  |  |  |  |  |
| Ethical decision making |  |  |  |  |  |