



KS4 Curriculum Map – Religious Studies (GCSE):

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Judaism Beliefs and Teachings The Nature of God	<ul style="list-style-type: none"> Issues of God as: One, Creator: Genesis 1 3-5; 1 26-28, The Shema Law-Giver and Judge: Exodus 20:1-15 The nature and significance of shekhinah (the divine presence) 	Skills taken from the Diocese and shared across this document. <ul style="list-style-type: none"> Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback
Messiah (Mashiach)	<ul style="list-style-type: none"> Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signaling the end of the world, praying for his coming, concerned more with living life according to the mitzvot 	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of: - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback

<p>Covenant Life on Earth</p>	<ul style="list-style-type: none"> • The meaning and significance of the Abrahamic Covenant: Genesis 12:1-3, 17:6-8, 17:11-14 including the importance of the 'Promised Land' • The meaning and significance of the Covenant with Moses at Sinai: Exodus 3:11-15 including the continuing importance of the idea of a 'Promised Land' • Importance of the Ten Commandments: Exodus 20:2-14 • Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life): Genesis 1:26-27, Talmud B Yoma 84b, Psalm 139: 13-15, Jeremiah 1:5 • The relationship between free will and the 613 mitzvot (duties) between humans and with God 	<ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
<p>The afterlife</p>	<ul style="list-style-type: none"> • Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next 	<ul style="list-style-type: none"> • Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

<p>Judaism</p> <p>Practices</p> <p>Worship: practices in Britain and elsewhere</p>	<ul style="list-style-type: none"> • The nature and importance of Orthodox and Reform synagogue services; Shabbat service, the significance of prayer including the standing prayer (Amidah) • Worship in the home; siddur, recitation of Shema and Modeh Ani, display of mezuzah. The importance of preparing for and celebrating Shabbat: Exodus 20:8-10 • Items worn for worship; tallith, tefillin and kippah 	<ul style="list-style-type: none"> • Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
<p>The Synagogue</p>	<ul style="list-style-type: none"> • Features of synagogues in Britain: significance of bimah, aron hakodesh, Torah scrolls, ner tamid, seating, minyan; Exodus 20:4-5 • Worship, social and community fu 	<ul style="list-style-type: none"> • Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
<p>Rituals</p>	<ul style="list-style-type: none"> • The role and importance of Brit Milah: Covenant, identity, features of the ceremony • Bar Mitzvah: Law and personal responsibility, features of the ceremony • Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies • Marriage: Genesis 2: 24, features of the ceremony • Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha 	<ul style="list-style-type: none"> • Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

<p>Daily life</p>	<ul style="list-style-type: none"> • Significance of use of the Tenakh and the Talmud in daily life; • Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23 • Keeping kosher in Britain: benefits and challenges 	<ul style="list-style-type: none"> • Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
<p>Festivals: practices in Britain and elsewhere</p>	<ul style="list-style-type: none"> • The origin, meaning and celebration of the following festivals among different Jewish communities in Britain • Rosh Hashanah • Yom Kippur • Pesach: Exodus 12:14 • Sukkot • Diversity of practice between different Jewish traditions 	<ul style="list-style-type: none"> • Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
<p>Foundation Catholic Theology</p> <p>Origins and Meanings</p>	<ul style="list-style-type: none"> • Catholic beliefs and teachings about the origin of the universe and the concept of creation ex nihilo as expressed in the writing of St Augustine (specifically Confessions XII, 7) • The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict • The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict • Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation 	<ul style="list-style-type: none"> • Construct a sustained argument, based on critical analysis of different views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

	<p>of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's Message To The Pontifical Academy Of Sciences: On Evolution (22 October 1996, paragraphs 3 & 4)</p> <ul style="list-style-type: none"> • Catholic beliefs and teachings about the origin and sanctity of human life and the concept of imago Dei as expressed in the writings of St Catherine of Siena (specifically The Dialogue of St Catherine of Siena, of Discretion) • The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion • Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges 		
Beliefs: Creation	<ul style="list-style-type: none"> • Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings • The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation • A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment 	<ul style="list-style-type: none"> • Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

Sources: The Bible	<ul style="list-style-type: none"> The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts 	<ul style="list-style-type: none"> Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback
Forms: Painting	<ul style="list-style-type: none"> The meaning of Michelangelo's Creation of Adam in the Sistine chapel The extent to which Michelangelo's Creation of Adam expresses Catholic beliefs about creation, God and human beings 	<ul style="list-style-type: none"> Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback
Forms: Symbolism	<ul style="list-style-type: none"> The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic 	<ul style="list-style-type: none"> Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback
Practices: Loving and Serving in Catholic communities in Britain and elsewhere	<ul style="list-style-type: none"> The influence of the concept of imago Dei on Catholic Social Teaching about justice, peace and reconciliation, with reference to Gaudium et Spes 29 & 78 The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and 	<ul style="list-style-type: none"> Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent

	<p>non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism</p> <ul style="list-style-type: none"> The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation 		<p>research</p> <ul style="list-style-type: none"> Whole Class Feedback
<p>Good and Evil</p> <p>Good, Evil and Suffering</p>	<ul style="list-style-type: none"> Catholic perspectives on the origin of evil: Original Sin and evil as a "privation", with reference to St Augustine, The Enchiridion (3.11) Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil. Catholic beliefs about the relationship between God's goodness and the goodness of the created world Philosophical and non-religious challenges posed by belief in God's goodness, free will and the existence of evil and suffering The meaning of suffering and Catholic ambivalence towards it, with reference to the 	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge and understanding of: - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback
<p>Beliefs:</p> <p>Trinity</p>	<ul style="list-style-type: none"> The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit The biblical support for the doctrine and its historical development, with reference to the metaphorical explanation of the doctrine as a trinity of love, lover and beloved in St Augustine De Trinitate 8.10 	<ul style="list-style-type: none"> Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> Key word tests Knowledge tests Mini formative tests End of unit / summative assessment Presentations Feedback of independent research Whole Class Feedback

Beliefs: Incarnation	<ul style="list-style-type: none"> • The meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins with reference to John 1:1-18 and the kenosis hymn (Phil 2:5-11) • The importance of the doctrine in framing Catholic responses to the Problem of Evil, with reference to Pope John Paul II, Salvifici Doloris 13 & 23 	<ul style="list-style-type: none"> • Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Sources: Jesus and moral authority	<ul style="list-style-type: none"> • The example and teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law in Matthew 5-7 • The existence of the Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of the virtues 	<ul style="list-style-type: none"> • Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Forms: Sculpture and Statuary	<ul style="list-style-type: none"> • The meaning and significance of sculpture and statues to Catholic tradition and worship • The importance of sculpture and statuary as an expression of Catholic beliefs about God's goodness and the meaning of human suffering, with reference to Michelangelo's Pieta 	<ul style="list-style-type: none"> • Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere	<ul style="list-style-type: none"> • The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes • Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries 	<ul style="list-style-type: none"> • Evaluate their own response to questions of meaning and purpose, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research

			<ul style="list-style-type: none"> • Whole Class Feedback
<p>Life and Death</p> <p>Death and the afterlife</p>	<ul style="list-style-type: none"> • Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia. • Contrasting views on quality and sanctity of life and the right to die • Catholic beliefs about life after death, with reference to 1 Cor. 15 • Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul • Contrasting views about death as the end of personal existence 	<ul style="list-style-type: none"> • Evaluate their own response to questions of belief and values, in light of religious and nonreligious views and beliefs, leading to a well-informed account of their own and others' views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Beliefs: Eschatology	<ul style="list-style-type: none"> • Catholic teaching on heaven and hell with reference to the parables of judgement (Matthew 18:21-35, Luke 16:19-31) • Catholic teaching on purgatory with reference to 1 Cor. 3:11-15 	<ul style="list-style-type: none"> • Use a range of sources of wisdom and authority appropriately to provide explanations of aspects of each area of study, using these sources with increasing sophistication and as evidence to support particular points of view 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Sources: The Magisterium	<ul style="list-style-type: none"> • The nature of the Catholic Magisterium and its exercise in both its ordinary and extraordinary forms by both popes (pontifical) and councils (conciliar) with reference to Evangelium Vitae (65) • The nature and importance of the Second Vatican Council, its history and four key documents. 	<ul style="list-style-type: none"> • Construct a sustained argument, based on critical analysis of different views 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

Forms: Artefacts	<ul style="list-style-type: none"> • How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi, with particular reference to the Sarcophagus with Scenes of the Passion in the Museo Pio Cristiano, Vatican, Rome • How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism 	<ul style="list-style-type: none"> • Form reasoned judgements that are supported by evidence, weighing the strengths and weaknesses of different positions and arriving at convincing conclusions that competently draw together arguments and ideas 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Forms: Music and the funeral rite	<ul style="list-style-type: none"> • The significance of different forms of music used in worship and how music expresses Catholic beliefs about eternal life, with reference to Faure's Requiem • The symbols, prayers and texts of the Catholic funeral rite in Britain and how these express Catholic beliefs about eternal life 	<ul style="list-style-type: none"> • Demonstrate detailed understanding of the significance and influence of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Practices: Prayer within Catholic communities in Britain and elsewhere	<ul style="list-style-type: none"> • The significance of prayer as "the raising of the mind and heart to God", both in formulaic and extempore prayers, with particular reference to the Lord's Prayer • The meaning and significance of the Catholic practice of praying for and offering Masses for the dead 	<ul style="list-style-type: none"> • Deconstruct information, leading to competent analyses of concepts, questions and controversies within the disciplines of Theology, Philosophy or Ethics 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Sin and Forgiveness Crime and Punishment	<ul style="list-style-type: none"> • The difference between crime and sin their relationship to morality, with reference to absolutist and relativistic approaches to the morality of actions • The different rationales given for criminal penalties: retribution, deterrence, rehabilitation and a critical evaluation of the justifiability of each 	<ul style="list-style-type: none"> • Interpret the meaning and significance of a range of sacred texts and sources of wisdom, with an appreciation of literary type and textual context and the different interpretations employed by different communities 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research

	<ul style="list-style-type: none"> • Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15, with reference to the tension between forgiveness and punishment • The development of Catholic teaching on capital punishment with reference to St Augustine, Letter 134(4) & 153 (3) to Macedonius and Pope John Paul II, Evangelium Vitae 56 • Arguments for and against Capital punishment within Christianity, with reference to Genesis 9:6, Exodus 21:24 and Matthew 5:38 and non-religious views 		<ul style="list-style-type: none"> • Whole Class Feedback
Beliefs: Redemption	<ul style="list-style-type: none"> • The meaning and significance of the term “salvation” for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them? • The compatibility of a belief in Hell and a belief in the unconditional love of God and the universal nature of God’s mercy 	<ul style="list-style-type: none"> • Demonstrate comprehensive knowledge and understanding of: - doctrine, belief and theological concepts - the nature, structure and authority of communities of belief, both locally and universally - questions of meaning and purpose, philosophy and ethics and the significance of the answers for personal choices and commitments - the structure and meaning of different forms of worship for believers, including the celebration of the Sacraments 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Sources: Church	<ul style="list-style-type: none"> • The nature of the Church as one, holy, catholic and apostolic and Mary as a model of the Church • The meanings and significance of different understandings of the Church as the 'Body of Christ' and 'the people of God' and the meaning of the claim “outside the Church there is no salvation” with reference to the Catechism of the Catholic Church 846-848 	<ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge and understanding of common and divergent views and practices within and between religions 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

Forms: Buildings	<ul style="list-style-type: none"> • How the sacred objects within a Church represent Catholic beliefs about salvation with particular reference to the altar and the font. • How the orientation of Catholic churches and their architectural features facilitate Catholic worship and reflection on the mystery of salvation 	<ul style="list-style-type: none"> • Make detailed and relevant connections between different areas of study (doctrine, sources, structures, worship and life), correctly explaining the causal connections between them 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Practices: Sacraments	<ul style="list-style-type: none"> • The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation • The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation 	<ul style="list-style-type: none"> • Demonstrate an understanding of the historical and/or cultural development of concepts in each of the areas of study, recognising the significance of historical context and shifts in other areas of understanding 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback
Practices: Mission and Evangelisation in Britain and elsewhere	<ul style="list-style-type: none"> • Catholic teaching on the imperative to evangelise and the forms this should take, with reference to Pope Francis’ Evangelii Gaudium 15, 48-49, 197-198, 264-265 • How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally • Evangelising in Britain; benefits and challenges. Results of the 2011 census compared to the 2001 census, show an increase in diverse religious and non-religious beliefs and practices (including those of Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism), whilst also showing that over half of those who responded considered themselves 	<ul style="list-style-type: none"> • Use a wide range of appropriate specialist theological, philosophical and ethical vocabulary 	<ul style="list-style-type: none"> • Key word tests • Knowledge tests • Mini formative tests • End of unit / summative assessment • Presentations • Feedback of independent research • Whole Class Feedback

	<p>Christian</p> <ul style="list-style-type: none">• U.K. laws, festivals and traditions are rooted in the Christian tradition. However, festivals, beliefs and cultures of other religious and non-religious traditions are also recognised and celebrated.		
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