The Bath Spa University ITE Partnership Curriculum Tree



Subject Knowledge Audit

Religion, Philosophy and Ethics PGCE  **CONTENTS PAGE**

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# Introduction

## The subject knowledge audit

This audit aims to do several things:

* to help you know what subject knowledge means for your subject
* to help you identify your strengths and areas for development in subject knowledge
* to allow your Academic Trainer and Training Mentors to track your progress in developing subject knowledge and guide you in increasing your knowledge
* to play a part in helping you to provide evidence of your achievement against the Teachers’ Standards that relate to subject knowledge.

## The features of subject knowledge

There are different ways to think about subject knowledge in the context of teacher training. In its broadest sense, it can consist of the information, concepts, processes and skills in the subject, as well as the methods to teach, plan and assess it. For the purpose of this audit, the focus is mainly on the subject matter itself, though you should also be aware of the concepts and processes that underpin this material and how this fits in with the new curriculum and examination syllabi at KS4 and in the 6th form.

No teacher knows everything about their subject and there is no way they can. In some subjects there is no defined list of topics or other information that must be known. For others, the details of subject knowledge are more important. What is essential, however, is that you make sure that you become sufficiently knowledgeable in any topic you need to teach during a school placement. You will certainly discover that one of the best ways to increase subject knowledge is to teach it to someone else.

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. You may either overestimate or underestimate what you know in relation to the standard at which it needs to be taught. Reading textbooks and course documents, careful observation and your own teaching experience will improve your ability to make more accurate judgements during the course. Your level of subject knowledge will also be assessed by your Academic Trainer, Training Mentors and others work you do. You need to keep a copy of your subject knowledge audit in your Professional Learning and Practice Portfolio (PLPP).

# Levels of subject knowledge

**The four levels**

The audit identifies four levels of subject knowledge. These range from Level 1 as the highest level, though to Level 4 as the lowest level. For RPE, the definitions are as follows (see below). The definitions focus on your knowledge of the material rather than on the teaching methods needed to teach it.

**Level 1**

Your knowledge is current and to a degree standard that would make you secure to teach the subject to any level in a school, up to and including AS/A2 level courses. You know and understand both the fundamental principles and the complexities of the topic. You may need to undertake some revision of the topic, especially to update case studies.

**Level 2**

Your knowledge is good and would enable you to teach the material to teach the material competently and confidently to at least GCSE standard. Some of your ideas may be outdated. You would benefit from some revision and updating.

**Level 3**

Your knowledge is sound, but you only feel confident to teach the material to KS3 standard. You are unsure of the fundamental principles of the topic and may also feel you need considerable revision of the material so that you can become confident to teach the topic to at least GCSE standard.

**Level 4**

You have never studied the topic, or your knowledge is not sufficient to teach it to any standard. If required to teach this topic, you will need to read textbooks and schemes of work to see what needs to be taught and the level that is appropriate. Entries in your audit

There are six times during the year by which date you need to update this audit. You can do this by waiting until the set dates, or by making regular entries, especially during school training.

* First audit for the PGCE interview
* Initial Tutorial (September)
* Progress Review Point 1 (November)
* Progress Review Point 2 (January)
* Progress Review Point 3 (April)
* Progress Review Point 4 (June)

## Improving subject knowledge

The subject work in your PGCE course is mostly about how to teach the subject, rather than about teaching you the material to teach. You will, however, improve your subject knowledge through learning about how to teach it. You must also appreciate that you will need to take responsibility for learning new material and raising your level of subject knowledge, especially when working in schools on placements. Your Academic Trainer and Training Mentors can help with resources and in other ways, but this is an aspect of the course in which you need to develop independent strategies for learning. For example, pairing up with another Bath Spa Teacher (BST) from your subject group who has different skill sets to your own to share expertise and resources.

# Subject Knowledge audit for RPE

Enter your level of knowledge at each of the five dates during the course. Use the final column for notes to describe the origin of your knowledge, for example, from a degree module, work experience, AS/A2 level etc., to describe actions you take to improve your knowledge and to refer to where evidence of your achievement can be found.

**Sample entry**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of subject** | **Confidence Level** | | | | | | **Progress log: origin of knowledge (degree course etc), actions taken.** |
| **Interview** | **Initial Tutorial** | **PRP1** | **PRP2** | **PRP 3** | **PRP 4** |
| **BUDDHISM** |  |  |  |  |  |  |  |
| Buddha   * First of the three refuges * Life story | 3 | 2 | 1 |  |  |  | Topic not studied since Year 9 in school.  20/07 Read and took notes on KS3 textbook pages on the topic, following my interview.  20/10 Developed resources and a lesson about the life of the Buddha  28/10 Developed a medium-term plan that covered the Buddha’s teachings  28/11 Marked a Year 7 assessment about Buddhism |

| **Knowledge of subject** | **Confidence Level** | | | | | **Progress log: origin of knowledge (degree course etc), actions taken.** |
| --- | --- | --- | --- | --- | --- | --- |
| **Interview** | **PRP1** | **PRP2** | **PRP3** | **PRP4** |
| B**UDDHISM** |  |  |  |  |  |  |
| Buddha   * First of the three refuges * Life story |  |  |  |  |  |  |
| Dharma  * Three Universal Truths * Four Noble Truths * Meditation * Three baskets |  |  |  |  |  |  |
| Sangha  * Ordination of monks and nuns and way of life * Relationship with laity * ‘Engaged’ Buddhism |  |  |  |  |  |  |
| * Worship, holy places and festivals * Importance and use of temples and stupas * Bodh Gaya and the Deer Park at Sarnath * Worship in the home * Wesak * Celebrating the Buddha’s birth, enlightenment, and death |  |  |  |  |  |  |
| * Traditions * Theravada * Mahayana * Tibetan Buddhism |  |  |  |  |  |  |
| **Ethics**  Buddhist attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **CHRISTIANITY** | | | | | | |
| * Sources of authority * Leadership, individuals and hierarchy * The Bible; fundamentalist and liberal approaches |  |  |  |  |  |  |
| * Beliefs * The oneness of God and the Trinity * The incarnation and Jesus as the Son of God * The meaning of the crucifixion, resurrection and ascension of Jesus * The Holy Spirit * Sin and salvation * Judgement and life after death |  |  |  |  |  |  |
| * Commitment * Ceremonies of commitment – infant baptism, dedication, confirmation, believers’ baptism, reception into membership |  |  |  |  |  |  |
| * Worship * Places of worship * Pilgrimage * Public and private worship * Lord’s prayer * The Bible * Prayer * Holy communion |  |  |  |  |  |  |
| * Festivals * Sunday * Advent * Christmas and Epiphany * Lent * Holy Week * Easter * Pentecost |  |  |  |  |  |  |
| **Ethics**  Christian attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **HINDUISM** | | | | | | |
| * Nature of God * Brahman * The Hindu Trinity * Krishna and Radha, Rama and Sita, Hanuman, Ganesha, Lakshmi, Sarasvati * Atman |  |  |  |  |  |  |
| * Beliefs * The four aims of life: dharma, Artha, karma, moksha * Karma and samsara |  |  |  |  |  |  |
| * Sacred texts * Shruti texts, including the Veda and Upanishads * Smriti, including the Bhagavad Gita, the Ramayana, and the Laws of Manu |  |  |  |  |  |  |
| * Worship * Worship at home * Temples * Murtis, om, swastika * Puja * Arti * Havan * Bhajans |  |  |  |  |  |  |
| * Pilgrimage and festivals * The Ganges River * Varanasi * Kumbh Mela * Divali * Holi |  |  |  |  |  |  |
| * Duties and relationships * Dharma, diet, yoga, rites of passage and family responsibilities. * Varnasramadharma * The four stages of life * Caste system. * The means of attaining moksha: jnana yoga, bhakti yoga, raja yoga and karma yoga. * Rites of passage: * family life: marriage, family, divorce |  |  |  |  |  |  |
| **Ethics**  Hindu attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **ISLAM** | | | | | | |
| * Beliefs and sources of authority * Tawhid * Risalah – Prophethood; * Akhirah – Day of Judgment, paradise, and hell; * Qur’an * Hadith * Sunnah – actions of the Prophet; * Muhammad (pbuh) * Shari’ah; * Sunni and Shi'a (Shi’i). |  |  |  |  |  |  |
| * The Five Pillars * Shahadah * Salah * Zakah * Sawm * Hajj |  |  |  |  |  |  |
| * Worship and festivals * The Mosque * The role of the Madrassah. * Eid Ul Fitr; * Eid Ul Adha. |  |  |  |  |  |  |
| * Lifestyle * Diet * Prohibition of alcohol * Dress * Ummah – community, respect, * Religious duty, good actions. |  |  |  |  |  |  |
| * Family * Arranged marriages * Polygamy * Worship in the home * Contribution of the mosque to family life * Role of women |  |  |  |  |  |  |
| **Ethics**  Muslim attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **JUDAISM** | | | | | | |
| * Beliefs and sources of authority * Tanakh: Torah, Nevi’im, Ketuvim * Talmud: Mishnah and Gemara * Halakah * Jewish concepts of God * The Covenant * The Messianic Age. |  |  |  |  |  |  |
| * Worship * Rabbi and chazzan * The synagogue * Daily prayer * Tallit and tefillin * Minyan |  |  |  |  |  |  |
| * Festivals and pilgrimage * Shabbat * Rosh Hashanah and Yom Kippur * Pesach * Western Wall * Yad Vashem |  |  |  |  |  |  |
| * Lifestyle * Dietary laws (Kosher) * Shabbat observance * Mezuzah * The work of the Beit Din * Wearing the kippah, orthodox dress. |  |  |  |  |  |  |
| * Family * Ceremonies associated with birth and brit milah * Bar/Bat Mitzvah and Bat Chayil * The importance of the family * Contribution of the synagogue to family life; * Marriage * Death and mourning. |  |  |  |  |  |  |
| **Ethics**  Jewish attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **SIKHISM** | | | | | | |
| * Beliefs and sources of authority * the Mool Mantra * Manmukh * The five stages of liberation * Gurmukh * The Guru Granth Sahib * The Adi Granth * The Dasam Granth * The Ten Gurus * Guru Nanak |  |  |  |  |  |  |
| * Worship * The Granthi * The Gurdwara * Langar * Reading the Guru Granth Sahib; * Ardas and Karah Prashad * Worship at home. |  |  |  |  |  |  |
| * Festivals and Gurus * Baisakhi and the founding of the Khalsa * Diwali * Gurpurbs * The Ten Gurus with special reference to: Guru Nanak; Guru Arjan; Guru Gobind Singh. * The Khalsa |  |  |  |  |  |  |
| * Lifestyle * Rehat Maryada * The Three Responsibilities: Nam Japna, Kirat Karna and Vand Chhakna * Sewa * Dress – including the 5Ks * Diet * Respect and concern for the created world. |  |  |  |  |  |  |
| * Family * The importance of the family * Birth and naming * Amrit Sanskar * Marriage * Divorce * Ceremonies associated with death. |  |  |  |  |  |  |
| **Ethics**  Sikh attitudes to the following:   * Abortion * Euthanasia * Fertility treatments * Cloning * Gene therapy and engineering * Sexual relationships including homosexuality * Drugs * Marriage and divorce * Racial prejudice * Religious prejudice * Role of women * The environment * Animal rights * Wealth and poverty * War and peace |  |  |  |  |  |  |
| **Philosophy of religion** | | | | | | |
| * Existence of God * Theist, Atheist and Agnostic * The difficulties of proving the existence of God * The First Cause (Cosmological) argument * The Design (Teleological) argument * The Ontological argument * The argument from religious experience * Arguments against the existence of God * Humanist Ideas * Alternative World Views including Atheism |  |  |  |  |  |  |
| * The Nature of God * God in one or many forms * Language used for God * God as all-powerful, all-loving, all-knowing, all-compassionate, all-merciful * God as transcendent and immanent, personal and impersonal. |  |  |  |  |  |  |
| **The problem of evil** |  |  |  |  |  |  |
| * Science and Religion * The origins of the universe and the world * The interpretations of the stories of creation * The Big Bang and other scientific theories; * Evolution and the place of humanity in creation |  |  |  |  |  |  |
| **Life after death**   * Evidence for and against the existence of an afterlife * Eternal life – resurrection, heaven, paradise * Reincarnation and rebirth * Out of body and near-death experiences |  |  |  |  |  |  |

# Developing subject knowledge in RPE

There are several contexts in which you will develop your subject knowledge before and during the course.

* Your fellow BSTs: you will all be expected to share your subject knowledge with each other- everyone will have different strengths
* Subject workshops: these are about how to teach, not what to teach, though you will develop some subject knowledge during some of these sessions through various teaching and learning activities and use of resources.
* School placements: these are where you will need to ensure that you are familiar with every topic that you have to teach.
* Individual research: reading texts, journals, newspaper articles, TV programmes, web sites (including the BSU Ultra), visits to places of worship, dialogue with believers etc.