

		assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.	assessment linked to essential knowledge.
	End point	Pupils can articulate core beliefs of the Jewish faith.	Pupils can articulate some of the practices that unite the Jewish community.	Pupils reflect on the particular importance of maintaining rituals and shared experiences for the Jewish faith in light of the Holocaust.	Pupils understand that many people use their faith's teachings to inform or guide their approach to the environment and animals as well as to other humans	Pupils can articulate core beliefs of the Sikh faith.	Pupils can articulate some of the practices that unite the Sikh community.	Pupils can articulate core values of Humanists and how the Humanist approach differs from organised religion.	Pupils consider a number of world responses to the idea of death and afterlife. Pupils reflect on their own beliefs.
	Disciplinary area, religious focus and links with SACRE curriculum?	Theology (beliefs) Judaism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING	Human/Social Sciences (practices) Judaism SUBSTANTIVE KNOWLEDGE	Human/Social Sciences (practices) SUBSTANTIVE KNOWLEDGE	Philosophy & Ethics Comparative SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Theology (beliefs) Sikhism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING	Human/Social Sciences (practices) Sikhism SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE	Theology (beliefs) Philosophy & Ethics Humanism SUBSTANTIVE KNOWLEDGE WAYS OF KNOWING PERSONAL KNOWLEDGE	Philosophy & Ethics Comparative Unit KS3.4 SUBSTANTIVE KNOWLEDGE PERSONAL KNOWLEDGE