Throughout the training year you are required to take personal responsibility for renewing and updating your subject knowledge, identifying areas for development, setting personal targets and addressing any areas of weakness. This process commences now, before the course starts, and will continue throughout.

RAG Rate your confidence in each area with a grade. **RED (High) Green (Low)** Highlight the statements which you believe require development

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| **Teachers should understa**nd :Christianity | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Beginnings of Christianity |  |  |  |  |  |  |
| The Ten Commandments |  |  |  |  |  |  |
| Role of the Church |  |  |  |  |  |  |
| Life of Jesus - life, miracles, crucifixion, importance  |  |  |  |  |  |  |
| The role of the bible/ parables |  |  |  |  |  |  |
| Adam & Eve |  |  |  |  |  |  |
| Sacraments |  |  |  |  |  |  |
| Different Christian denominations |  |  |  |  |  |  |
| Relevant debates – e.g. life after death |  |  |  |  |  |  |

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| **Teachers should understand :**Islam | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Origins and main features  |  |  |  |  |  |  |
| Prophet Muhammad |  |  |  |  |  |  |
| Role of the Mosque |  |  |  |  |  |  |
| The Qur'an |  |  |  |  |  |  |
| Pillars of Islam |  |  |  |  |  |  |
| Hajj |  |  |  |  |  |  |
| Ramadan |  |  |  |  |  |  |
| Life (lifestyle) of Muslims |  |  |  |  |  |  |
| Rites of Passage |  |  |  |  |  |  |

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| **Teachers should understand :**Buddhism | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Who was the Buddha? |  |  |  |  |  |  |
| Four Noble Truths |  |  |  |  |  |  |
| Buddhist beliefs – e.g. anatta |  |  |  |  |  |  |
| Anicca |  |  |  |  |  |  |
| Eightfold Path |  |  |  |  |  |  |
| Meditation |  |  |  |  |  |  |
| Compassion |  |  |  |  |  |  |
| Dalai Lama |  |  |  |  |  |  |
| Buddhist teachings |  |  |  |  |  |  |

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| **Teachers should understand :**Other world views | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Zoroastrians |  |  |  |  |  |  |
| Yazidis |  |  |  |  |  |  |
| Jains |  |  |  |  |  |  |
| Shintoism |  |  |  |  |  |  |
| Rastafarians |  |  |  |  |  |  |
| Bahai |  |  |  |  |  |  |
| Jediism |  |  |  |  |  |  |
| Scientology |  |  |  |  |  |  |

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| **Teachers should understand :****Ethics** | Pre-Interview | Pre- programme | Assessment Point 1 | Assessment Point 2 | Assessment Point 3 | Assessment Point 4 |
| Use of animals |  |  |  |  |  |  |
| Saviour siblings |  |  |  |  |  |  |
| Torture |  |  |  |  |  |  |
| War |  |  |  |  |  |  |
| Religion & Life – big bang, evolution |  |  |  |  |  |  |
| Peace |  |  |  |  |  |  |
| Euthanasia |  |  |  |  |  |  |
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