



Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	LAS TRANSITION UNIT - RELIGION AND THE INDIVIDUAL	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
LAS Transition unit - Religion and the individual	<p>All decisions humans make are influenced by their past experiences and the sources of authority within their lives, be them religious or not, that affect the way they interpret different situations. Throughout this unit of work, students will develop the learning that they began at the end of KS2 to be able to explain what morals and ethics are, discuss the ways various groups make decisions about what is right and what is wrong and come to their own conclusions about how they approach ethical issues.</p> <p>This unit is planned for teaching in the Autumn Term of Year 7 as part of the transition unit of work to bridge student learning in Religious Studies between KS2 and KS3. This unit continues to develop student understanding of key concepts linked to ethics and morality by allowing them to assess the ways in which Jews and Christians may use teachings to approach ethical issues. Studying a range of approaches used to evaluate ethical issues also enables students to compare and contrast moral instruction within religious and non-religious world views, as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
September to October	LAS Transition unit - Religion and the individual	Moral and ethics	<ul style="list-style-type: none"> <li>➤ What ethics are</li> <li>➤ Where ethical views come from e.g. family, peers, media</li> <li>➤ Situations deemed as either ethical or not ethical</li> <li>➤ The trolley problem</li> </ul>	Making judgements Linking concepts Providing evidence that backs up opinions Application of knowledge	Students will have an end of unit assessment and will also be revisited as part of synoptic assessments.  On-going assessment	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS and the following website can support students:
		Jewish ethics	<ul style="list-style-type: none"> <li>➤ Slavery</li> <li>➤ Jewish law (Halakah)</li> <li>➤ Story of Moses</li> <li>➤ The Ten Commandments</li> </ul>	Making judgements Linking concepts Significance Continuity and change Explaining the impact of belief on practice		


		Bible stories	<ul style="list-style-type: none"> <li>➤ Cain and Abel</li> <li>➤ The Parable of the Good Samaritan</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance</p>	<p>of learning is a key feature of all units of work in RS at TPS through the use of retrieval practice and questioning.</p>	<ul style="list-style-type: none"> <li>➤ <a href="https://www.truecube.co.uk/">https://www.truecube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> <li>➤ <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
	Christian ethics	<ul style="list-style-type: none"> <li>➤ Sources of authority in Christianity</li> <li>➤ Situation ethics</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance</p>			
	The meaning of atonement and forgiveness	<ul style="list-style-type: none"> <li>➤ Atonement</li> <li>➤ Salvation</li> <li>➤ Forgiveness</li> <li>➤ The Parable of the Prodigal Son</li> </ul>	<p>Making judgements Linking concepts Providing evidence that backs up concepts Explaining the impact of belief on practice Significance</p>			

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	WHY IS JUDAISM THE WAY IT IS TODAY?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Why is Judaism the way it is today?	<p>Judaism is a monotheistic religion, which through the Old Testament, underpins many of the beliefs within Christianity. Consequently, the beliefs and values within Judaism structure our British society and culture today.</p> <p>This unit is planned for teaching early in Year 7 since it provides a framework for building knowledge of other monotheistic religions. This unit introduces key concepts within religion such as the nature of God, beliefs and practices and religious rules which influence the way in which people in the world live their lives today. Studying Judaism enables students to compare and contrast religious and non-religious world views as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
October to December	Why is Judaism the way it is today?	What is Judaism?	<ul style="list-style-type: none"> <li>➤ What is Judaism?</li> <li>➤ What makes someone a Jew?</li> <li>➤ The history of Judaism</li> <li>➤ Antisemitism</li> </ul>	Linking concepts Application of knowledge	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.  On-going assessment of learning is a key feature of all	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS
		Abraham and the Covenant	<ul style="list-style-type: none"> <li>➤ Who was Abraham?</li> <li>➤ Why is Abraham known as the 'Father of Judaism'?</li> <li>➤ The concept of the Covenant</li> <li>➤ Isaac's sacrifice</li> <li>➤ Why is Abraham important in Judaism?</li> </ul>	Making judgements Linking concepts Significance Explaining the impact of belief on practice Application of knowledge		


		Moses and the Exodus	<ul style="list-style-type: none"> <li>➤ Who is Moses?</li> <li>➤ What was the relationship between the Israelites and the Pharaoh like?</li> <li>➤ The 10 plagues</li> <li>➤ The Exodus</li> <li>➤ The Ten Commandments</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	<p>units of work in RS at TPS through the use of retrieval practice and questioning.</p>	<p>and the following website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> </ul>
	Sources of authority in Judaism	<ul style="list-style-type: none"> <li>➤ Tenakh</li> <li>➤ The Torah</li> <li>➤ How is the Torah constructed?</li> <li>➤ How is the Torah treated with respect?</li> <li>➤ The teachings in the Torah</li> <li>➤ The Mitzvot</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	Worship in Judaism	<ul style="list-style-type: none"> <li>➤ What does the term worship mean?</li> <li>➤ The Synagogue</li> <li>➤ Key items used in worship</li> <li>➤ Worship in different groups</li> <li>➤ What is Shabbat? How is it celebrated and why it is important?</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge Change and continuity</p>			
		Festivals in Judaism	<ul style="list-style-type: none"> <li>➤ What does the term festival mean?</li> <li>➤ Hannukah – what it is (including the historical context), why it is celebrated and how it is celebrated</li> <li>➤ Why is Hannukah still significant today?</li> <li>➤ Passover – what it is (including the historical context), why it is celebrated and how it is celebrated</li> <li>➤ Why is Passover still significant today?</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge Change and continuity</p>		

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	WHY IS CHRISTIANITY SUCH A DIVERSE RELIGION?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Why is Christianity such a diverse religion?	<p>Christianity is a monotheistic religion, which through the Bible, reflects many of the Jewish beliefs from the Old Testament. The New Testament records how Christianity began with Jesus as its founder. Since the Roman emperor Constantine in 324CE, Britain has been under Christian influence. Consequently, the beliefs and values within Christianity structure our British society and culture today.</p> <p>This unit is the second topic in Year 7 since it provides a framework for building knowledge and comparison of the previous Judaism topic and other monotheistic religions. This unit introduces key concepts within religion such as the nature of God, beliefs and practices and religious rules which influence the way in which people in the world live their lives today. Studying Christianity enables students to compare and contrast religious and non-religious world views as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
January to February	Why is Christianity such a diverse religion?	What is Christianity?	<ul style="list-style-type: none"> <li>➤ The historical context of Christianity</li> <li>➤ How Christianity has adapted and changed</li> <li>➤ Denominations</li> </ul>	Linking concepts Application of knowledge Change and continuity	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.  On-going assessment of learning is a key feature of all	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS
		The Trinity and the nature of God	<ul style="list-style-type: none"> <li>➤ The Trinity – God the Father, Son and Holy Spirit</li> <li>➤ Encounters with God</li> <li>➤ The nature of God – Holy, omnipotence, just, creator, omnibenevolence, omniscience etc.</li> </ul>	Linking concepts Significance Explaining the impact of belief on practice Application of knowledge		

		Jesus' life and teachings	<ul style="list-style-type: none"> <li>➤ Incarnation</li> <li>➤ Jesus as the Messiah/Saviour</li> <li>➤ Jesus' baptism</li> <li>➤ Jesus' ministry</li> <li>➤ Parables and miracles</li> <li>➤ Prophecy</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	units of work in RS at TPS through the use of retrieval practice and questioning.	and the following website can support students: <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> <li>➤ <a href="https://request.org.uk/">https://request.org.uk/</a></li> </ul>
	Crucifixion and resurrection	<ul style="list-style-type: none"> <li>➤ Holy week</li> <li>➤ The Last Supper</li> <li>➤ Good Friday and the Crucifixion</li> <li>➤ Easter Sunday and the resurrection</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	Sources of authority in Christianity	<ul style="list-style-type: none"> <li>➤ The Bible</li> <li>➤ The Word of God</li> <li>➤ Parables</li> <li>➤ The way that different groups in Christianity interpret the Bible</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
		Worship in Christianity	<ul style="list-style-type: none"> <li>➤ The church as a building vs. The Church as a community</li> <li>➤ Social and community function of churches</li> <li>➤ Features of churches</li> <li>➤ Diversity of worship practices</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		


Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	WHAT ARE THE CHALLENGES FACED BY MUSLIMS IN THE MODERN WORLD?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
What are the challenges faced by Muslims in the modern world?	<p>Islam is the second largest monotheistic religion in the world, and is the third of the Abrahamic religions studied in Year 7 after Christianity and Judaism. Students will be able to form links and see the similarities and differences between these three world religions and gain an understanding of the beliefs and values that Muslims living in multicultural Britain follow today.</p> <p>This unit is the third topic in Year 7 since it provides a framework for building knowledge and comparison of the previous Judaism and Christianity topics. This unit introduces key concepts within religion such as the nature of God, beliefs and practices and religious rules which influence the way in which people in the world live their lives today.</p> <p>Studying Islam enables students to compare and contrast religious and non-religious world views as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
March to April	What are the challenges faced by Muslims in the modern world?	Key beliefs in Islam	<ul style="list-style-type: none"> <li>➤ Second-largest monotheistic and fastest-growing religion</li> <li>➤ The meaning of the words Islam and Muslim</li> <li>➤ The beginnings of the religion</li> <li>➤ Where Muslims live</li> <li>➤ Different groups in Islam</li> </ul>	Linking concepts Application of knowledge Change and continuity	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.  On-going assessment of learning is a key feature of all units of work in	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS and the following
		Allah	<ul style="list-style-type: none"> <li>➤ Characteristics of Allah e.g. one true God, supreme being, creator, designer and sustainer</li> <li>➤ 99 names of Allah</li> <li>➤ Shahadah</li> <li>➤ Shirk</li> </ul>	Linking concepts Significance Explaining the impact of belief on practice Application of knowledge		

		<p>Muhammad (pbuh)</p> <ul style="list-style-type: none"> <li>➤ Who Muhammad pbuh was – his early life and life in Mecca</li> <li>➤ Night of Power</li> <li>➤ Revelation of the Qur’an</li> <li>➤ Prophethood</li> <li>➤ Muhammad pbuh as the final prophet</li> <li>➤ The importance of Muhammad</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	<p>RS at TPS through the use of retrieval practice and questioning.</p>	<p>website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> </ul>
	<p>Sources of authority in Islam</p> <ul style="list-style-type: none"> <li>➤ The Qur’an and the Hadith</li> <li>➤ The word of God and God’s perfect revelation to Muhammad pbuh</li> <li>➤ Sunnah</li> <li>➤ Key Muslim teachings</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	<p>Worship in Islam</p> <ul style="list-style-type: none"> <li>➤ The Mosque</li> <li>➤ Key items used in worship</li> <li>➤ Worship in different groups</li> <li>➤ What is Friday Prayers? How is it celebrated and why it is important?</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
		<p>What impact do Muslim beliefs have on everyday life?</p> <ul style="list-style-type: none"> <li>➤ The Five Pillars of Islam</li> <li>➤ Ramadan</li> <li>➤ What pilgrimage is</li> <li>➤ Hajj – key features of Hajj</li> <li>➤ The importance of Hajj</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		




Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	DO HINDUS BELIEVE IN GOD OR GODS?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
Do Hindus Believe in God or Gods?	<p>Hinduism is the world's oldest religion, according to many scholars, with roots and customs dating back more than 4,000 years. Today, with about 900 million followers, Hinduism is the third-largest religion behind Christianity and Islam. Throughout this unit of work, students will be able to form links and see the similarities and differences between Hinduism and the three Abrahamic religions studied and gain an understanding of the beliefs and values that Hindus living in multicultural Britain follow today.</p> <p>Due to the age of the religion, Hinduism is the first of the non-Abrahamic religions that students study. This unit introduces students to key concepts within the Hindu religion such as the nature of God, beliefs and practices and religious rules which influence the way in which people in the world live their lives today. Studying Hinduism also enables students to compare and contrast religious and non-religious world views as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
May to June	Do Hindus Believe in God or Gods?	Introduction to Hinduism	<ul style="list-style-type: none"> <li>➤ Oldest of the six major world religions</li> <li>➤ Has no single founder but developed gradually over a period of time</li> <li>➤ Over 1 billion followers worldwide, with about 95% of Hindus living in India</li> </ul>	Linking concepts Application of knowledge Change and continuity	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS and the following
		Trimurti	<ul style="list-style-type: none"> <li>➤ Brahman - the Ultimate Reality (has different forms)</li> <li>➤ Brahma the creator</li> <li>➤ Vishnu the preserver</li> <li>➤ Shiva the destroyer</li> </ul>	Linking concepts Significance Explaining the impact of belief on practice Application of knowledge	On-going assessment of learning is a key feature of all units of work in	

		Key Hindu Gods and Goddesses'	<ul style="list-style-type: none"> <li>➤ Tridevi are goddesses who are equally important</li> <li>➤ Saraswati - goddess of knowledge and the arts</li> <li>➤ Lakshmi - Lakshmi is the goddess of wealth and purity</li> <li>➤ Shakti - the mother goddess and is the source of all energy, power and creativity in the universe</li> <li>➤ Ganesha - Ganesha is the son of Parvati and Shiva; Hindus believe he can bless them with wisdom and good fortune</li> </ul>	<p>Making judgements</p> <p>Linking concepts</p> <p>Explaining the impact of belief on practice</p> <p>Significance</p> <p>Application of knowledge</p>	RS at TPS through the use of retrieval practice and questioning.	<p>website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.tvetube.co.uk/">https://www.tvetube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> </ul>
		Sources of authority in Hinduism	<ul style="list-style-type: none"> <li>➤ Vedas</li> <li>➤ Upanishads</li> <li>➤ Bhagavad Gita</li> <li>➤ The Ramayana – the story of Rama and Sita; morals and values within the story</li> </ul>	<p>Making judgements</p> <p>Linking concepts</p> <p>Explaining the impact of belief on practice</p> <p>Significance</p> <p>Application of knowledge</p>		
		Worship in Hinduism	<ul style="list-style-type: none"> <li>➤ The Mandir</li> <li>➤ Puja</li> <li>➤ Key items used in worship</li> <li>➤ Shrines and murtis</li> <li>➤ Festivals e.g. Diwali</li> </ul>	<p>Linking concepts</p> <p>Explaining the impact of belief on practice</p> <p>Significance</p> <p>Application of knowledge</p>		
		What impact do Hindu beliefs have on everyday life?	<ul style="list-style-type: none"> <li>➤ Ahimsa</li> <li>➤ Atman</li> <li>➤ Reincarnation</li> <li>➤ Food laws – are these compatible with the modern world?</li> </ul>	<p>Linking concepts</p> <p>Explaining the impact of belief on practice</p> <p>Significance</p> <p>Application of knowledge</p>		

Department	RELIGIOUS STUDIES	
Key Stage	KEY STAGE 3	
Year group	YEAR 7	
Unit of work	HOW DO SIKHS INTERACT WITH CULTURE AND SOCIETY?	

Unit Title	Why This Is Important and Why Is It Taught at This Point?
How do Sikhs interact with culture and society?	<p>Sikhism is one of the youngest of the major religions and the world's fifth-largest organized religion, with about 25-30 million Sikhs. Throughout this unit of work, students will be able to form links and see the similarities and differences between Sikhism, the three Abrahamic religions studied and Hinduism and gain an understanding of the beliefs and values that Sikhs living in multicultural Britain follow today.</p> <p>This unit introduces students to key concepts within the Sikh religion such as the nature of God, beliefs and practices and religious rules which influence the way in which people in the world live their lives today. Studying Sikhism also enables students to compare and contrast religious and non-religious world views as well as being given the opportunity to learn from religion.</p>

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
June to July	How do Sikhs interact with culture and society?	Introduction to Sikhism	<ul style="list-style-type: none"> <li>➤ approximately 27 million followers worldwide; about 83% of Sikhs living in India</li> <li>➤ The Three Pillars of Sikhism are duties which all Sikhs must carry out - pray, work, give</li> </ul>	Linking concepts Application of knowledge Change and continuity	Students will have an end of unit assessment and will also be revisit as part of synoptic assessments.  On-going assessment of learning is a key feature of all units of work in	For support with this unit of work, students will have access to the curriculum entitlement booklet and the core questions.  Additional resources can also be found on TEAMS and the following
		Sikh beliefs about God	<ul style="list-style-type: none"> <li>➤ Believe in one God called Waheguru which means 'Wonderful Lord' or 'Wonderful Teacher'</li> <li>➤ Characteristics of Waheguru e.g creator, eternal, genderless</li> <li>➤ Mool Mantra</li> </ul>	Linking concepts Significance Explaining the impact of belief on practice Application of knowledge		

		The 10 living Sikh Gurus, including Guru Nanak	<ul style="list-style-type: none"> <li>➤ Guru Nanak - founder of Sikhism and the first human guru</li> <li>➤ Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Har Gobind, Guru Har Rai, Guru Har Krishan and Guru Tegh Badadur</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>	RS at TPS through the use of retrieval practice and questioning.	<p>website can support students:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></li> <li>➤ <a href="https://www.bbc.co.uk/religion/religions/">https://www.bbc.co.uk/religion/religions/</a></li> </ul>
	Guru Gobind Singh and the Khalsa	<ul style="list-style-type: none"> <li>➤ Guru Gobind Singh</li> <li>➤ Vaisakhi</li> <li>➤ Khalsa</li> <li>➤ Panj Pyare</li> <li>➤ 5 Ks – kesh, kara, kirpan, kangha and kachera</li> </ul>	<p>Making judgements Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
	Sources of authority in Sikhism	<ul style="list-style-type: none"> <li>➤ Guru Granth Sahib</li> <li>➤ Eternal Guru</li> <li>➤ Gurmukhi</li> <li>➤ Treatment of the Guru Granth Sahib (why is it significant?)</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>			
		Worship in Sikhism	<ul style="list-style-type: none"> <li>➤ The Gurdwara</li> <li>➤ Key items used in worship</li> <li>➤ Sewa and Langar</li> <li>➤ Use of the Guru Granth Sahib in worship, including the Akhand Pah</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		
		What impact do Sikh beliefs have on everyday life?	<ul style="list-style-type: none"> <li>➤ Manmukh vs. Gurmukh</li> <li>➤ Reincarnation and the Cycle of Samsara</li> <li>➤ Murti – liberation from the Cycle of Samsara</li> </ul>	<p>Linking concepts Explaining the impact of belief on practice Significance Application of knowledge</p>		