



SIAMS Preparation

Strand 7

The Effectiveness of Religious Education

Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.



Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

In foundation and **voluntary controlled schools with a religious character,**
RE must be taught according to the locally agreed syllabus for RE unless
parents request RE in accordance with the trust deed of the school. In
academies and free schools RE must be taught in accordance with the
funding agreement.

We are an Academy. In the statement on entitlement, we have to teach RE according to our funding agreement. This states that we have to teach RE as if we are a voluntary controlled school.

26) The requirements for religious education and collective worship are as follows:

- a) subject to clause 27 and paragraph 3 of Schedule 19 to the School Standards and Framework Act 1998 which shall apply as if the Academy were a foundation school or voluntary controlled school with a religious character, the Academy Trust shall ensure that provision shall be made for religious education to be given to all pupils at the Academy in accordance with the requirements for agreed syllabuses in section 375(3) of the Education Act 1996;

Locally Agreed Syllabus 2021 - 2026



R.E. Curriculum Coverage at Church Hill Junior School from 2022

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Stone Age to Iron Age	Weather	The U.K.	The U.K.	Ancient Worlds	Ancient Worlds
	L2.1 <u>What</u> do Christians learn from the Creation Story? Systematic unit.	L2.2 What is it like for someone to follow God? Systematic unit.	L2.9 <u>How</u> do festivals and worship show what matters to a Muslim? Islam Faith Unit	L2.10 <u>How</u> do festivals and family life show what matters to Jewish people? (Synagogue visit) Judaism Faith Unit	L2.4 What kind of world did Jesus Want? Systematic unit.	L2.12 <u>How</u> and why do people try to make the world a better place? Thematic Unit
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The syllabus follows a spiral curriculum, revisiting themes and key concepts in order to consolidate and build on prior learning.

i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?



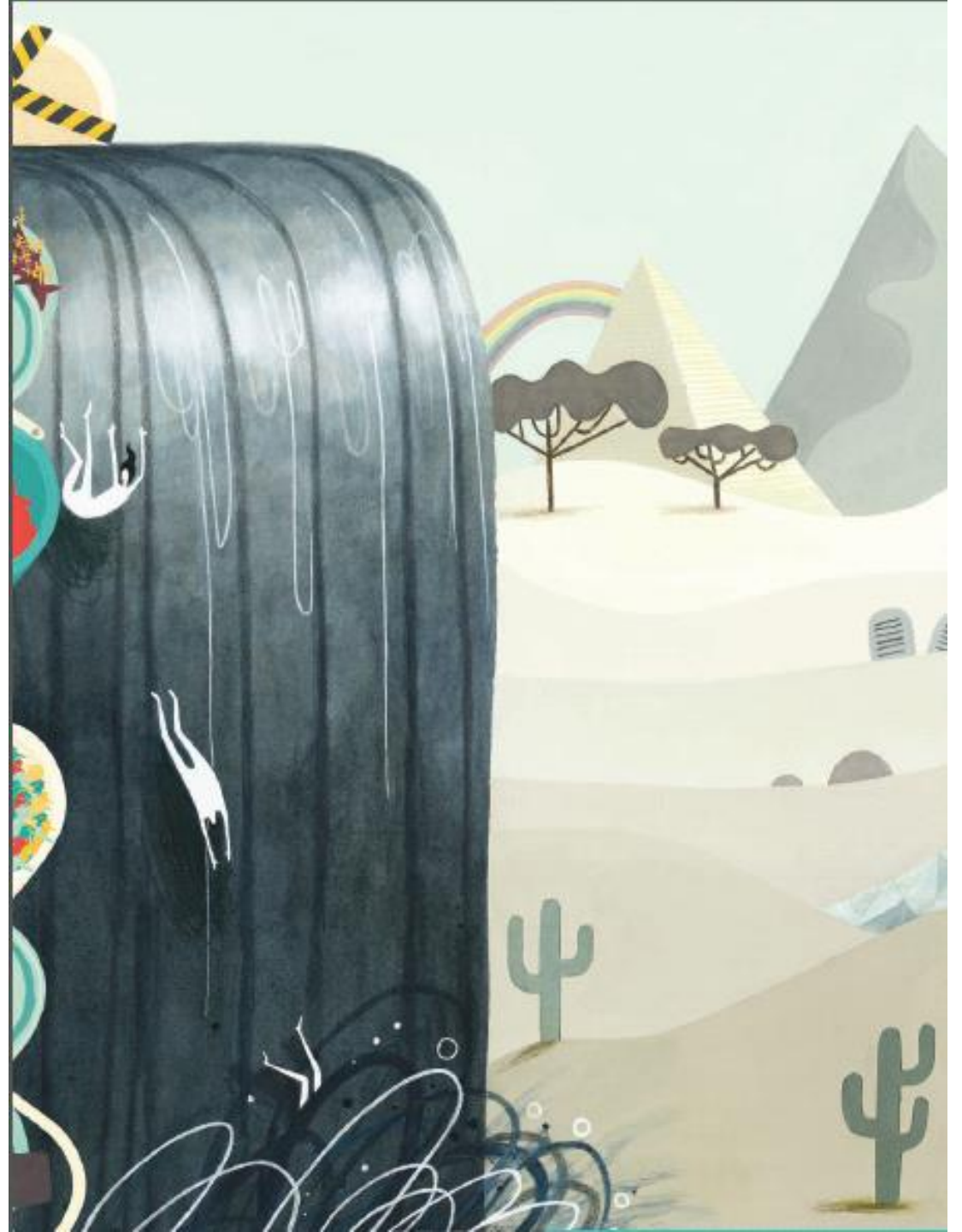
50% of the syllabus focuses on Christianity, using concepts from Understanding Christianity.



Creation



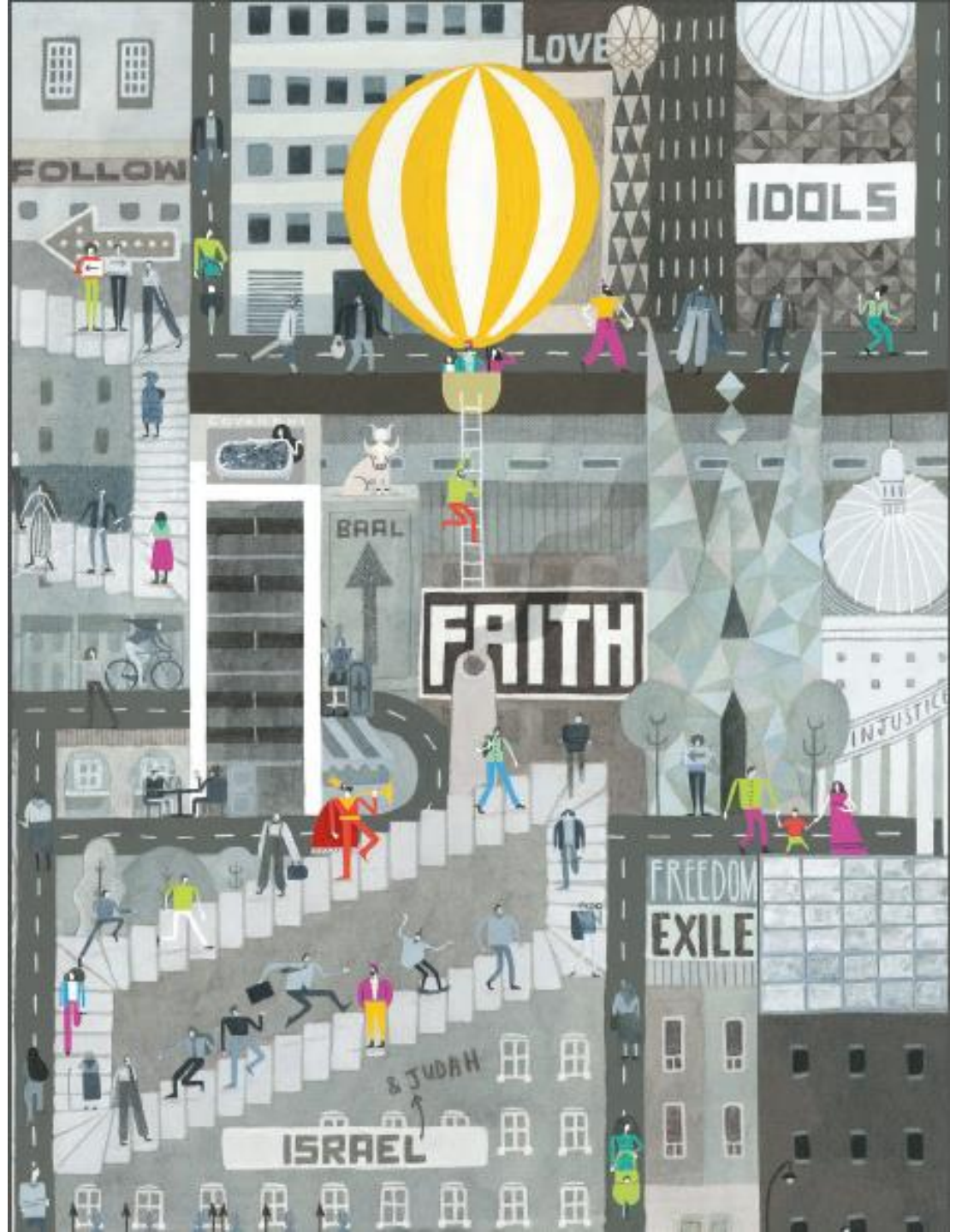
Fall



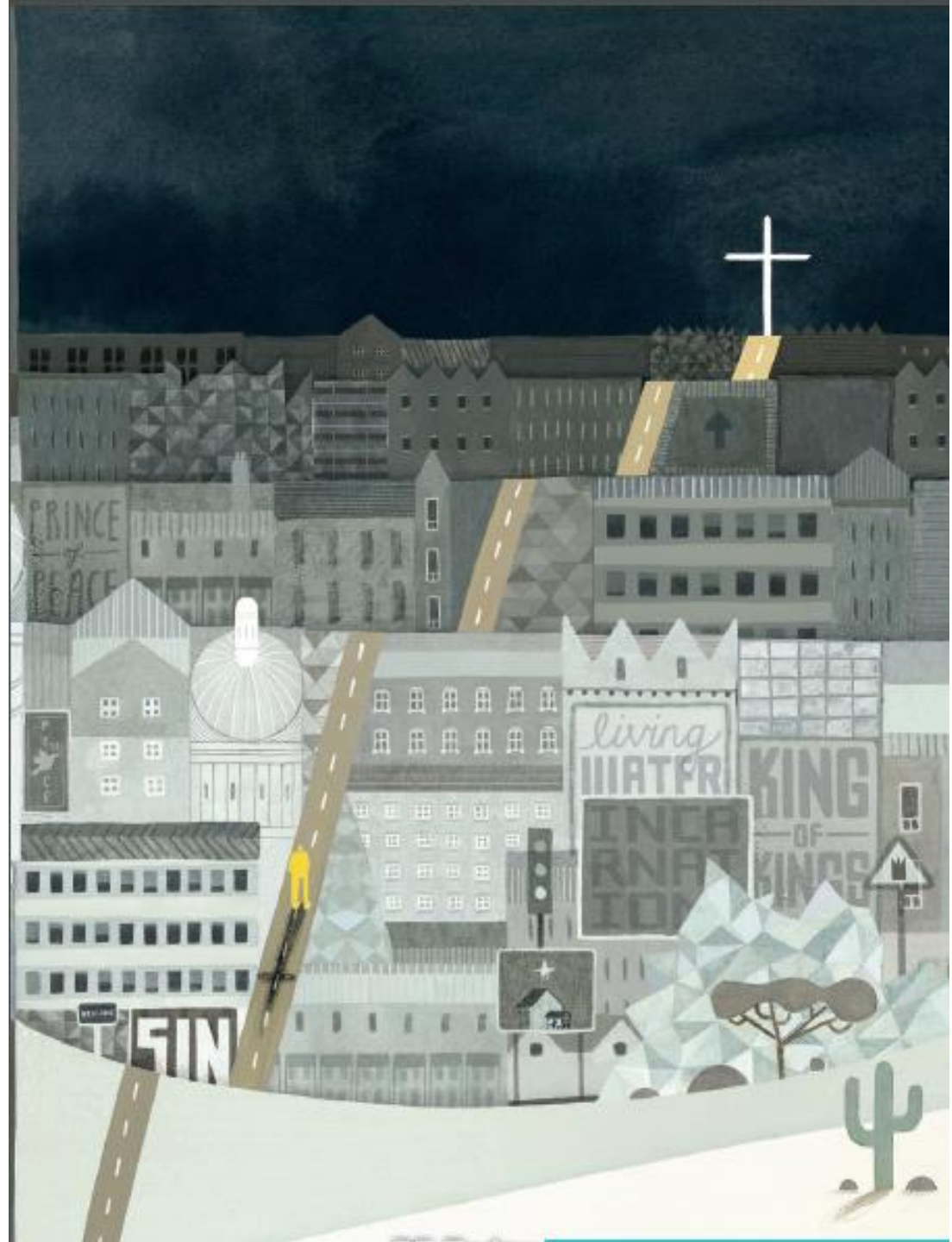
People of God



People of God



Incarnation



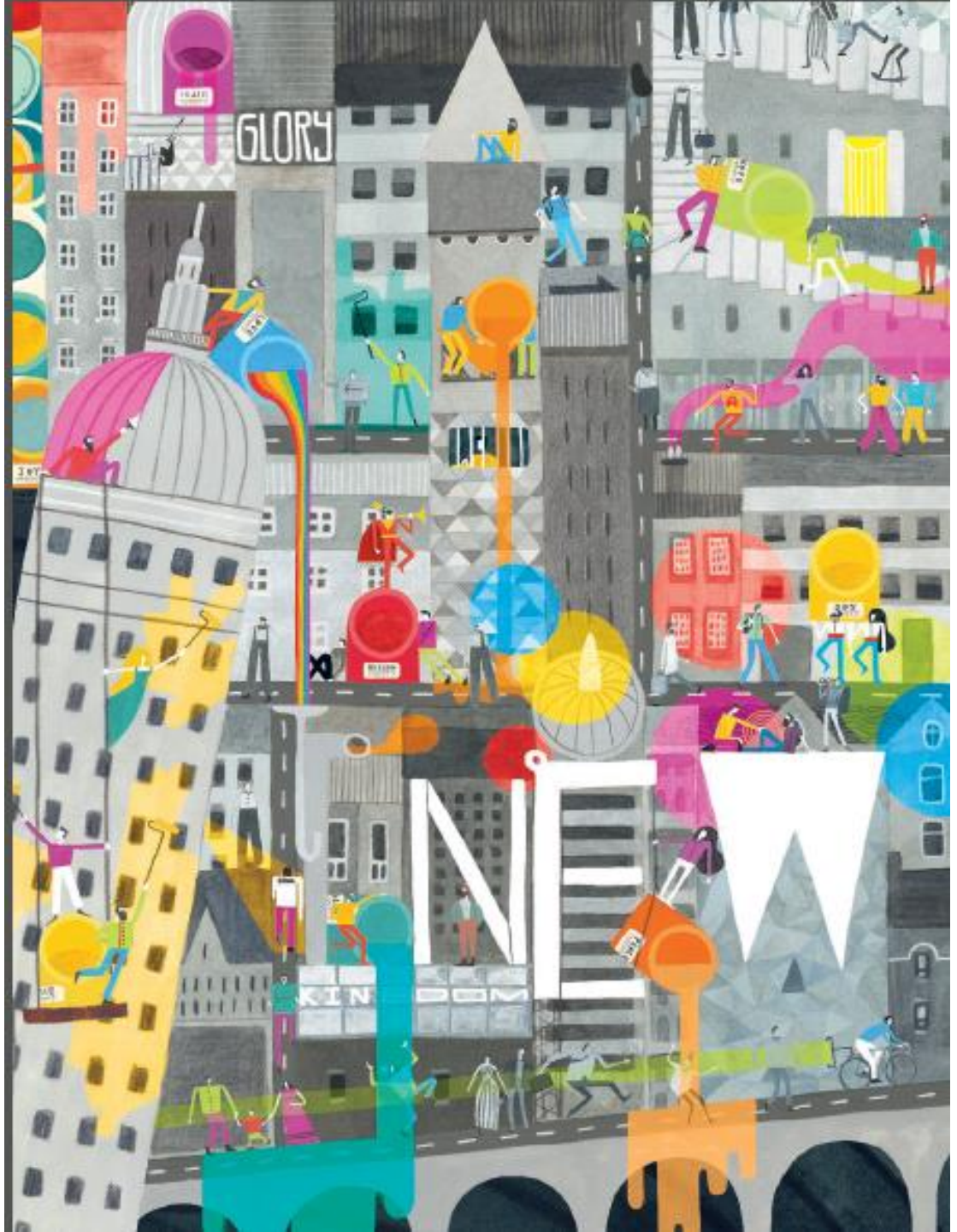
Gospels



Salvation



Kingdom of God



Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain the place of Incarnation and Messiah within the 'big story' of the Bible• Identify Gospel and prophecy texts, using technical terms• Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none">• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections:</p> <ul style="list-style-type: none">• Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	<p>Ideas and some content for learning:</p> <p>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p> <p>Read the 'big story' of the Bible in Guidance p.139 as background for this unit. Recall the term 'incarnation' – Christian belief in Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall'.</p> <ul style="list-style-type: none">• As a way in, consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss the qualities someone might need to 'save' the situation.• Outline the situation of the People of God (see Guidance p.139) – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need.• Set pupils up as investigative journalists to find the answer to the question: Was Jesus the hoped-for Messiah? Give them the following Bible texts (from books of the prophets in what Christians call the Old Testament) that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2. Summarise the expectations creatively (e.g. an annotated 'Wanted!' poster for the Messiah).• Read Matthew 1:18–24, 2:1–12 – texts from a Gospel. Ask your investigators to look for evidence in Matthew's account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts? Interview some witnesses – get Mary, Joseph, Herod, some wise men into the class hot-seat and grill them. Write up the final news article, claiming the Messiah has arrived and it is Jesus, presenting evidence. (Note that while Christians believe Jesus – who was Jewish – was the promised Messiah, most Jewish people were not convinced at the time, and Jews today still don't think he was.)• Gather together all ideas pupils associate with Christmas. How many of them are to do with Christianity and Jesus? Investigate some Christian advertising campaigns to put across the 'true meaning' of Christmas as being about God sending a 'Saviour' (e.g. churchads.net/#sthash.zlXKBj2E.dpuf). What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people? Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of incarnation. Explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters, www.presentaid.org or Urban Outreach's 'Christmas Dinner on Jesus' programme: www.youtube.com/watch?v=ItpWf4k3LG8• Ask pupils to express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah? Expand this idea: why do Christians believe the world needs a 'Saviour'? Make connections with earlier learning about sin and 'the Fall' (see Unit L2.1). What difference would it make if everyone believed Jesus is the Saviour? Obviously, not everyone thinks Jesus is a Saviour sent from God. Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace? Reflect on ways in which your pupils might make a difference.
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L.O: To explain how Jesus, the Messiah, makes sense in the wider story of the bible. 16.12.21

Creation

God knew the humans will fall (sin). The cross at the beginning of the frieze is a clue that a messiah would be needed.

The fall

Adam and Eve were banished from The Garden Of Eden, by God. God knew they would sin against him and that a messiah would need to be sent to rescue them.

People of God

The polowers of God were known as 'prophets' and they foretold the coming of a new messiah.



Incarnation

Jesus (the messiah) was the incarnation of God sent to Earth to lead the Israelites and to restore God's relationship with mankind.

Gospel - Good news

The messiah was born to the virgin Mary in Bethlehem. The baby boy would be known as "Immanuel" which means God is with us. The boy would become known as Jesus and begin to spread God's word.

Salvation

Jesus told Parables to help people understand the power of God's love and to reassure them that God will take care of them.

Kingdom of God

Jesus was crucified on the cross as God intended, to forgive the people for their sins and restore his kingdom. He died to be our Saviour.



Thursday 9th December

L.O. To explain incarnation within the big Bible Story

Why do Christians believe Jesus was the Messiah?

Old Testament - Before Jesus was born - 39 different books



Creation Fall People of God



New Testament - Jesus's life afterwards - 27 books

~~Incarnation~~ Gospel Salvation Kingdom Of God

I think the messiah would have to have the quality of parents and bravery because some people wouldn't believe him and he needs to have the confidence to spread the word.



The benefits of having a messiah would be so everyone can behave and live in calm peaceful world. He needs to deliver respect.

Friday 10th December

L.O. To identify prophecy statement referring to the Messiah

L.O. To identify prophecy statements referring to the Messiah.

WANTED

A MESSIAH

Will you step up? Will you take the role of responsibility for us? Israel. Can you be our leader. We people of Israel have dreamed of a new saviour for this kingdom. If you accept these terms, you will have a chance of being our new leader. Israel have demanded a powerful, fair king, a Prince of Peace. He shall not judge by how things look. Our messiah must not be an average leader but a strong mighty one. We have suffered so much in the past but we expect our new savior to rule with power and strength on King David's throne. Reward: King David's palace and throne.

Tuesday 14th December

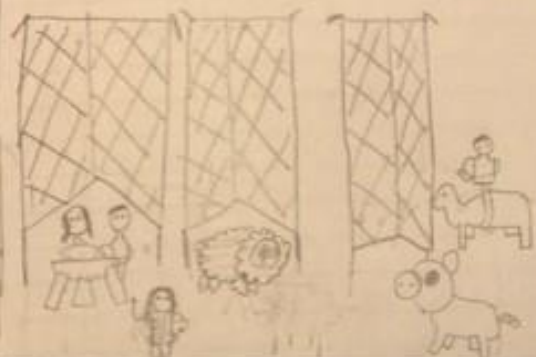
CHURCH HILL OBSERVER

www.hayesobserver.com

THE PEOPLE'S FAVOURITE NEWSPAPER

61

Our Lord Immanuel Is Born!



Our Saviour is born in a Cattle Shed!

By Sana Nabishree
Last night rumors
have been told
that our new born
king was given birth
in a stable. Prophets
have been fulfilled
for he was born
by the virgin Mary.
The first visitors to
worship our new

lord were three
wise men. Not
only did they
worship but they
brought wonderful
gifts of gold,
frankincense and
myrror. The reason
why they worshipped
our savior is
because they knew

he would bring
peace to the world.
The next people to
arrive were a few
shepherds with their
sheep. Instead of
following a star.
(like the three wise
men did) the
shepherds saw a
beautiful angel in
the sky leading
them to Bethlehem. He
now have a new
baby king to one day
rule on David's throne.
Our lord was born
inside Mary from God's
holy spirit! Our new
savior is born!
Our messiah Jesus
the lord is here!

Tuesday 14th December

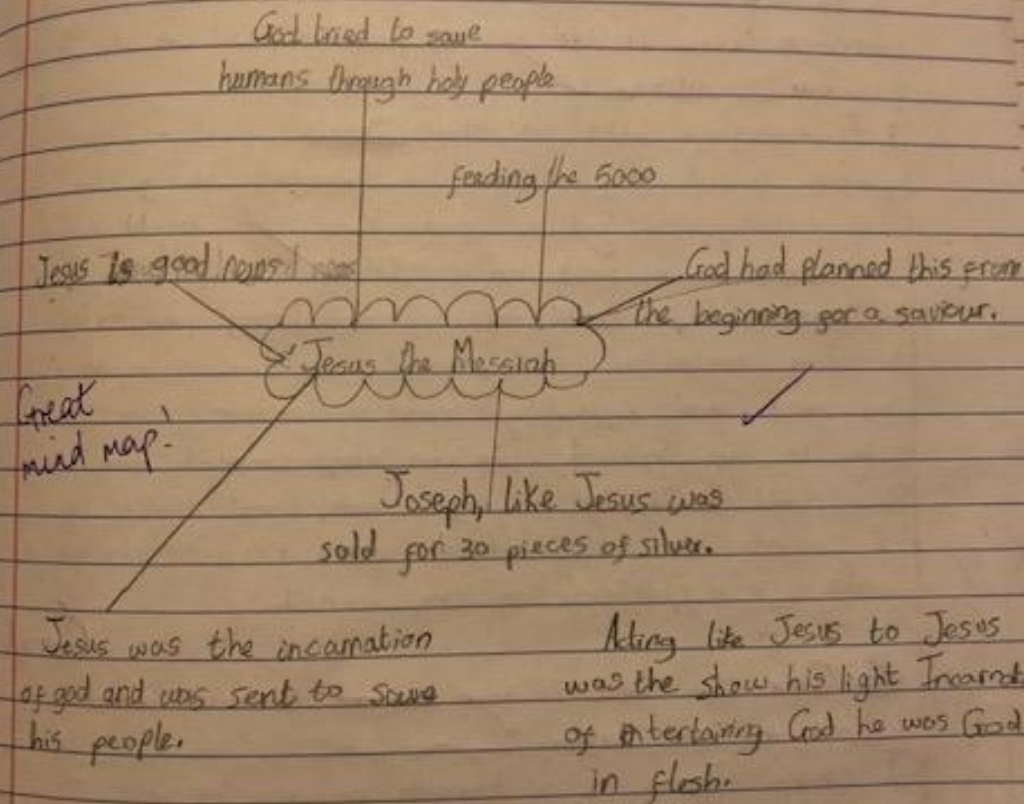
- ③ LO: To understand how Christians put their beliefs
about the Messiah into practice at Christmas.

Where's the baby?



I think Christians want to make Christmas about Jesus
because they want to celebrate the day Jesus
was born.

LO: To explain how Jesus, the Messiah, makes sense in the wider story of the bible



I think the Messiah theme shows through the whole bible because God wanted salvation for his people

I think the difficulties of seeing Jesus as the Messiah are he doesn't match every single prophet.

Thursday 16th December

LO: Is Jesus, the Messiah, important today?

1. Christians believe Jesus is the Messiah because he was the incarnation of God, sent to save his people and died for us.
2. The world needs a savior to stop sinful people because there is too much bad in the world. Jesus is our salvation.
3. If everyone believed that Jesus was a savior then people would try to do the right thing, be good Christians and follow God's way. We would have the Kingdom of God on earth.
4. Humans might heal division and bring peace by treating each other with respect, kindness, loyalty, fairness and equality (treat each other how you like to be treated). We can stop conflict and wars.
5. I could be kinder to my friends, treat them how I want to be treated and respect them to make a difference in the world.

Over this unit I have learnt about Christians and Jesus.

I think Jesus is a Messiah because he was born in Bethlehem and he was sent by God.

- ✓
3. If everyone believed in Jesus, there would always be peace between countries and everyone would be respected.
 4. Humans might heal division and bring peace by tolerating others, being loyal and just being fair to one another.
 5. I could respect others opinions, not discriminate other people and share peace to make a difference in the World.



I think Jesus is our saviour because he holds all of the prophesys and he sacrificed his life for us.

✓ Over this unit, I have learnt what incarnation is, I've learnt that prophets have predicted what Jesus would be like and the preize from the bible.

How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Why is Zakah/charity important to Muslims? How is charity important to you?

- Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Challenge pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away. Sometimes the Mosque will collect Zakah money to give away to charity.
- Find out about an Islamic charity. Good examples include www.islamic-relief.org or <http://muslimhands.org.uk>
- Tell a story of the prophet and money e.g. *"They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'"* - The Holy Quran, 2:215
- Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as:
 - Who supports Islamic Relief/Muslim Hands? Why?
 - What does Islamic Relief/Muslim Hands do to make a difference? Does it work?
 - Does Islamic Relief/Muslim Hands follow the teachings of Islam? In what ways?
 - What do you think is good about the charity?
- If you were devising an internet campaign from Islamic Relief/Muslim Hands to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would fundraise better?
- Muslims do not only give zakat – which is an obligation. Many also give voluntary charity, *sadaqah*. This may well include financial donations but ask pupils what else Muslims might do that could be considered charity. Show them this saying from the Prophet Muhammad: *The Messenger of Allah said: "To smile in the company of your brother is charity. To command to do good deeds and to prevent others from doing evil is charity. To guide a person in a place where he cannot get astray is charity. To remove troublesome things like thorns and bones from the road is charity. To pour water from your jug into the jug of your brother is charity. To guide a person with defective vision is charity for you."* (From the collection of sayings – hadith - of Muhammad compiled by al-Bukhari)
- Encourage pupils to consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? How could you be more generous? Ask each pupil to identify one thing they could to be more generous and try and do it for a whole week.

Ask pupils to consider this quotation, from a ten-year-old Muslim: "When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know." What does this tell us about how Islamic charity works?

Make sense of belief:

- Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on zakat).

Understand the impact:

- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.

Make connections:

- Consider and weigh up the value of generosity in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims

Sample I can statements:

...give three reasons why zakah is a good thing for Muslims

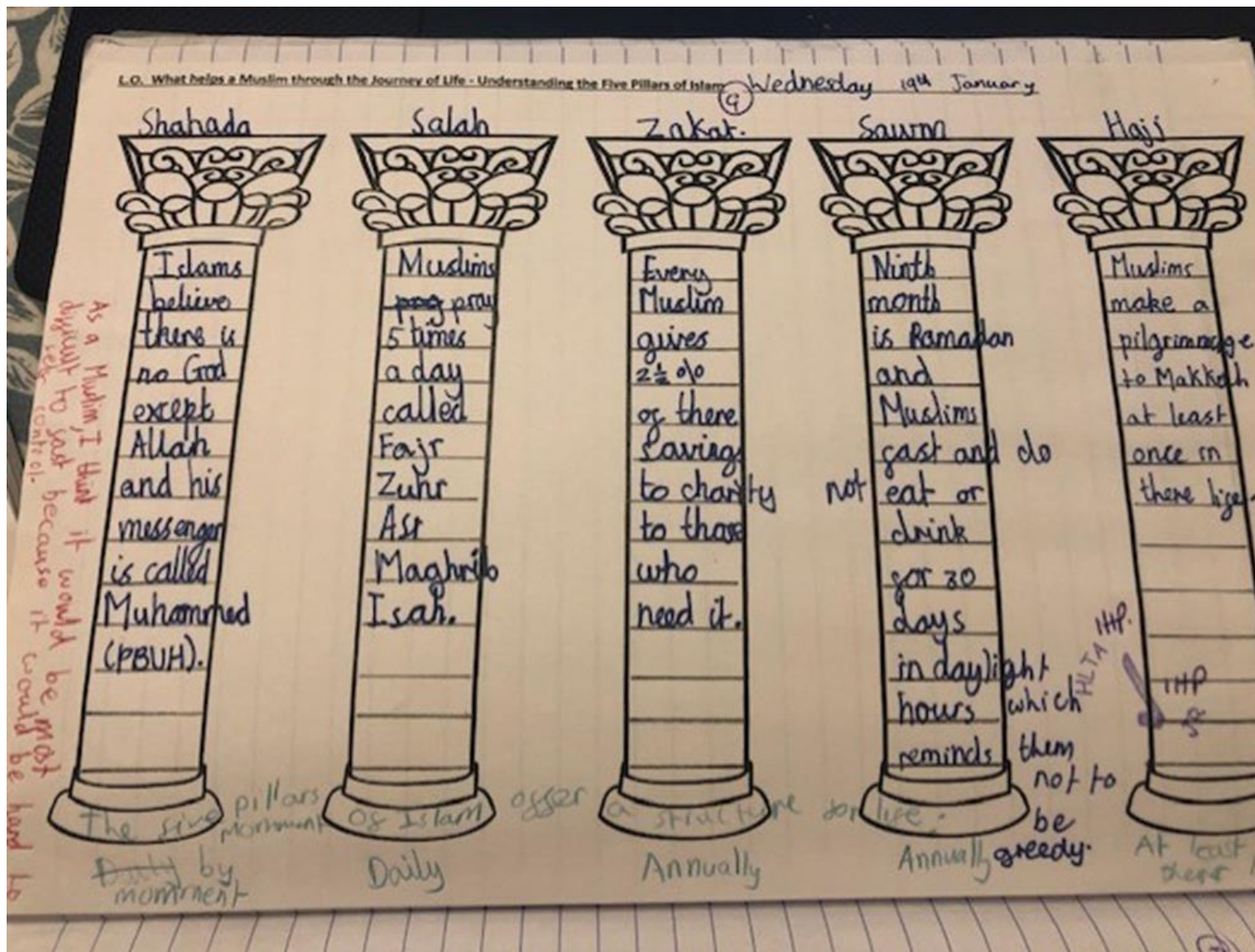
...explain the difference between zakah and sadaqah

...give three examples of ways in which zakat might be used

...say why it is good for Muslims and for me to be generous

How do festivals and worship show what matters to a Muslim?

What does it mean to be a Muslim in Britain today?



Wednesday 26th January

L.O. Why is Zakah (Charity) important to Muslims?

Today we read a lot of information about Zakah to better understand why Zara gave money away at Ramadan.



Firstly, Zara gives money at Ramadan because giving Zakah is an act of worship. She also believes giving Zakah helps the person who gives as much as the person who receives. When giving money, she is thinking, 'I am glad I gave this money.' Overall, Zara feels proud of herself for giving money. She believes the more money you've got the more you can give in Zakah.

The opportunities that are created by Zakah are because

Wednesday 26th January

Q Why is Zaka (charity) important to Muslims.

Firstly, Zara gives money at Ramadan because she says 'I fast to remember people in poverty in this country and in poorer countries; it helps me think about how I can help by giving money. I am really thankful to ~~and~~ God that I can give Zakat.'

She also believes Zakat is compulsory for those who have surplus wealth.

When giving money, she is thinking she gets the feel of how it is to be poor and she is grateful for what she has.

Overall Zara is feeling good because she gives away money to charity.

Wednesday 9th February

The Hajj



Why is Mecca special?
Because the last prophet Muhammad (PBUH) was born there.

Leave in which which which which

sacrifice
sacrifice sacrifice sacrifice

I think muslims feel connected because they had a long journey.



Super leaflet.

What do muslim pilgrims do during Hajj?

During Hajj, millions of pilgrims arrive in Mecca and perform a series of rituals. The pilgrims visit the Ka'bah in Mecca and walk around it seven times. They run between two mountains called Saga and Marwa. The pilgrims go to the plains of Mount Arafat to stand in vigil and spend a night on the plain of Muzdalifah.

Wednesday 9th February

Mount Arafat and the Plain of Muzdalifah

Pilgrims spend the night praying and sleeping outside and gather pebbles for the next day's ritual of the stoning of the devil. Mount Arafat was the scene of the prophet Muhammad's final sermon. Pilgrims spend the day here in prayer.

Mina



Pilgrims camp in Mina and throw small stones at three stone walls, which symbolise the devil.

Sacrifice and Hajj
Animals are sacrificed to remember the story of Abraham and his son. In the story, God commanded Abraham to sacrifice his son. As Abraham was about to sacrifice his son, God told Abraham that he had fulfilled his command and replaced his son with a 'great sacrifice' instead.

Returning to Mecca

Finally, the pilgrims return to Mecca to the Ka'bah and circle it seven times again. Once the pilgrims have completed all the rituals, they are given a new title.

How do festivals and family life show what matters to Jewish people? Judaism Faith Unit

Wednesday 2nd March 2022

Q: What can we find out about Jewish communities?

1. Simon de Montfort massacred the Jews in around 1280. ✓
2. 1849 was the year when Jews started living in Leicester. ✓
3. There are ² Jewish congregations in Leicester. ✓
4. One type of Jewish congregation is Orthodox ✓ whereas the other is
5. ~~The difference is~~ Anne Fine is a famous Jewish female author from Le ✓
brothers' and
6. Sir Maurice Levy ✓ and Sir Arthur Lever ✓ were Jewish female authors ✓
7. Sir Israel Hart was a Jewish Mayor in Leicester in 1884. ✓
8. Minerva College is the college that was a 'high class establishment' ✓

I have learnt more about ^{the} Jewish religion.

Why is the Torah so important to Jewish People?

Tuesday 29th March

To know the layout of a synagogue

Orthodox	Reformed
For worship there must be 10 men.	10 people - men or women.
Men and women sit separately.	Men and women sit together.
The Rabbis must be men.	Both men and women can be.
Ner Tamid light.	Ner Tamid light.
Bimah platform is in the centre.	Bimah platform is near the ark.
Hebrew Torah.	Hebrew and English Torah.

📌 Rituals, traditions, stories and celebrations help to keep a community strong by doing it together.

LO: To be able to plan a Kosher meal

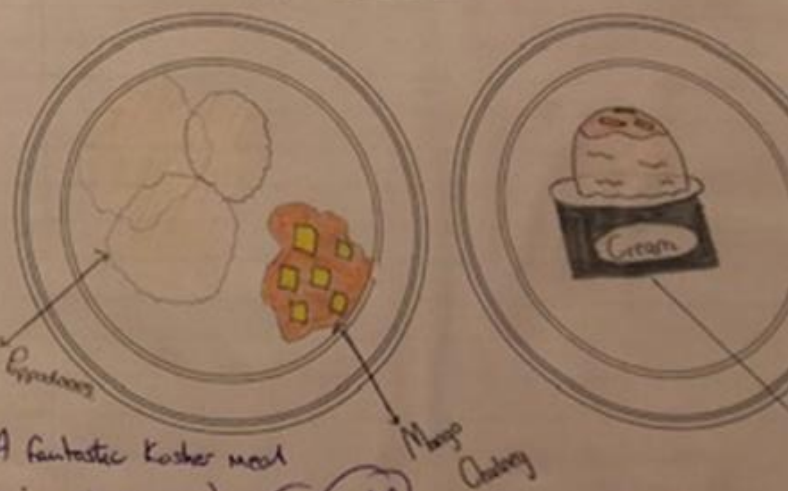
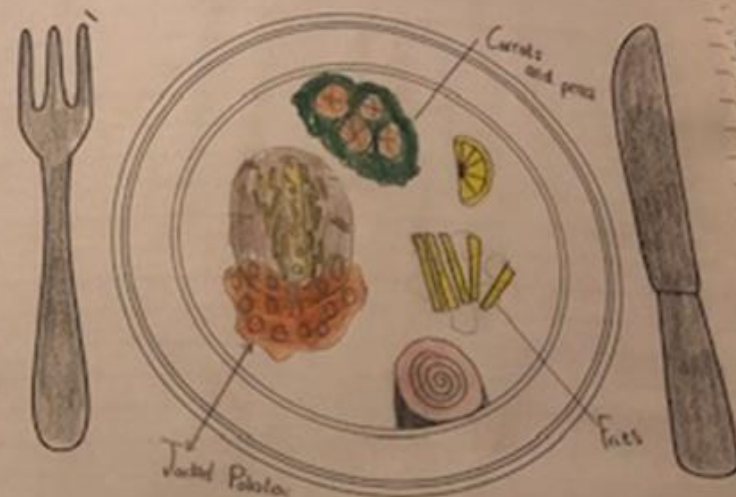
What is the Sefer Torah?

From the group analysis of the texts complete the table:

Section	Genre	Summary
Genesis	Account Creation Story	Creation - the start of the universe and how the world was made.
Genesis 6+7	Account Flood Story	Noah is saved from the flood, a rainbow is created to remember God's promise.
Genesis 37+42	Biography Joseph's Life	Retells the ups and downs of Joseph's life.
Exodus 1+2	Biography Moses' Life	Retells the birth of Moses and how he was saved so God could use him.
Exodus 7	Biography Moses Talking with Pharaoh	Moses asking to leave Egypt but Pharaoh refusing so God sends plagues.
Exodus 20	Instruction Rules Given	The 10 commandments - God's rules for living life.
Psalms	Songs For Singing	Song reminding that God guides you protects and comforts throughout life.

My Kosher Meal

LO: To be able to plan a Kosher meal



A fantastic Kosher meal

Sina W. Yumagster (2 HP)

R.E. Curriculum Coverage at Church Hill Junior School from 2022

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RE at Church Hill goes beyond the expected 5% and is closer to 10%.

Indian Culture
Day

Pilgrimages

Imam visit

Christmas
puppet
shows

Advent

Nativity

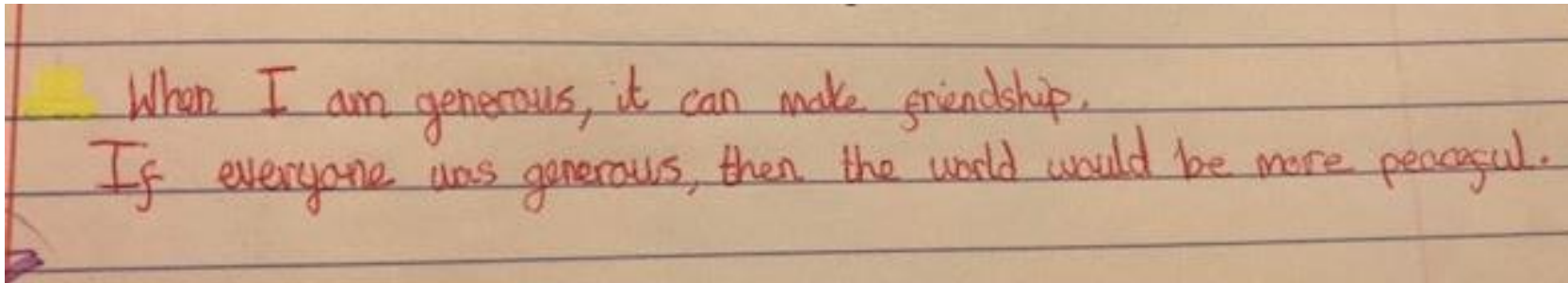
British Values

Day

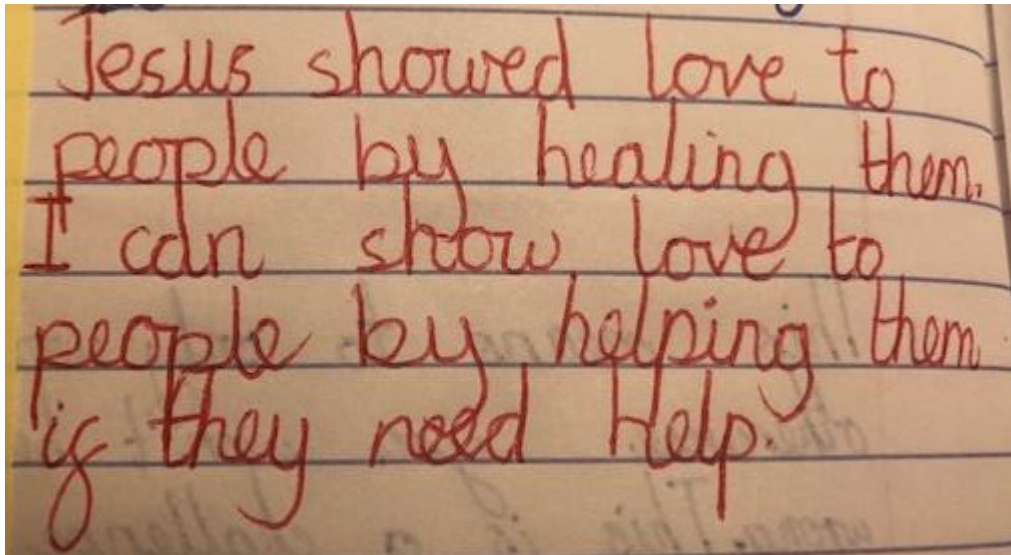
Easter

Christingles

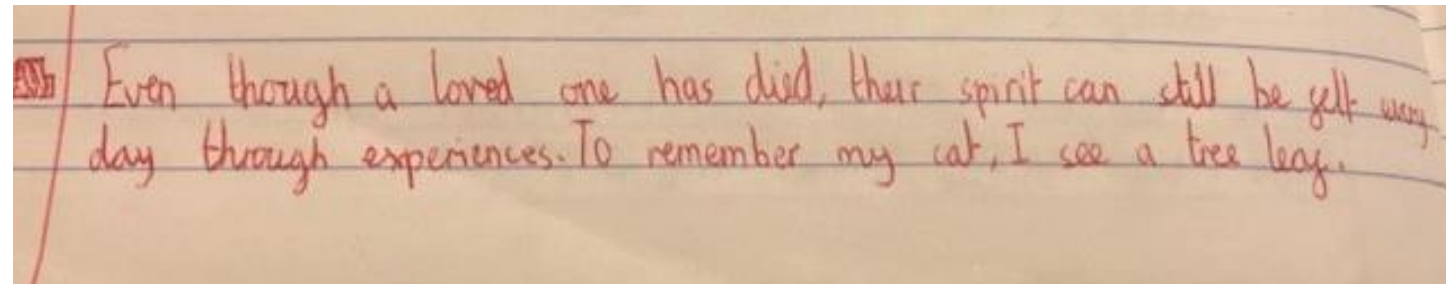
How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?



When I am generous, it can make friendship.
If everyone was generous, then the world would be more peaceful.



Jesus showed love to people by healing them.
I can show love to people by helping them if they need help.



Even though a loved one has died, their spirit can still be felt every day through experiences. To remember my cat, I see a tree leaf.

Jesus showed forgiveness when he got crucified by the soldiers. I have shown forgiveness when my brother accidentally ~~when~~ poked me in the eye. I feel forgiveness is an important quality because then God will forgive you.

Christian Ticket to heaven Terms and conditions

To receive your ticket you must:

- 1) Be honest
- 2) Don't steal
- 3) Learn from your mistakes.
- 4) Be considerate to others.

Muslim ticket to Paradise Terms and conditions

To receive this ticket you must:

- 1) Make sure your angels are happy
- 2) Pray daily
- 3) Do more good deeds than bad
- 4) Don't commit any crimes

No one is correct it's just about what you believe. If you believe in heaven you will go there.

Do teachers share effective practice locally and regionally and engage in professional development?

**Lead RE teacher
for the diocese**

**Fosse schools
network**

**Staff Meetings
New Syllabus**

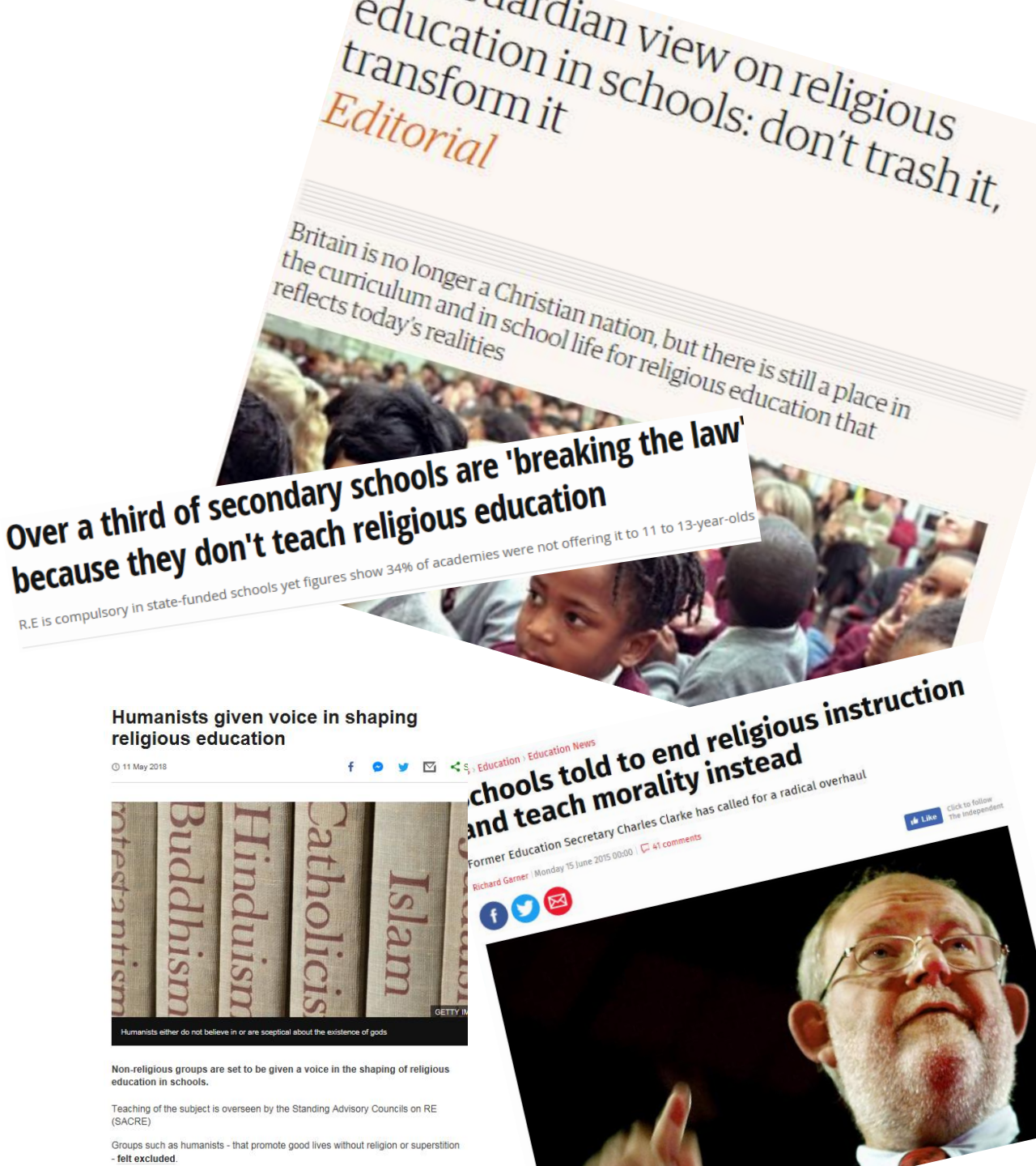
Induction for head teachers on RE in a Church of England School 2022

Fiona Moss



What is RE?

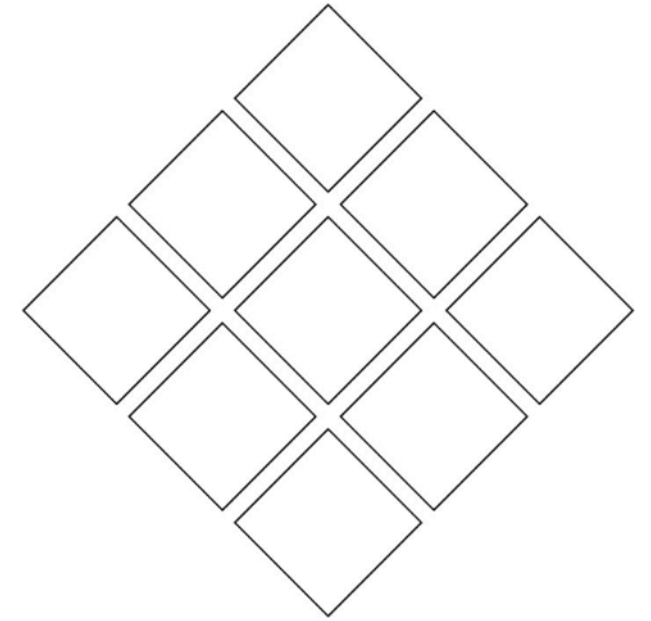
- What do you remember from your own schooling? Your children?
- What have you seen in the school you are head of or worked in previously?
- What have you heard read in the media?



Why Do We Teach RE?

On the jamboard, sort the cards into a diamond nine

- which statement best reflects your understanding of the purpose of RE?



A Statement of Entitlement RE in Church of England Schools (updated Jan 2019)

- **The entitlement: provision, profile and priority**
- **Curriculum statement: challenging, accurate and diverse**
- **Aims and objectives**
- Curriculum balance and time: sufficient, appropriate and balanced
- Developing staff expertise and knowledge: confidence, specialism, professionalism
- The role of the Diocesan Boards of Education
- Support for effective and outstanding RE



Religious Education in Church of England Schools

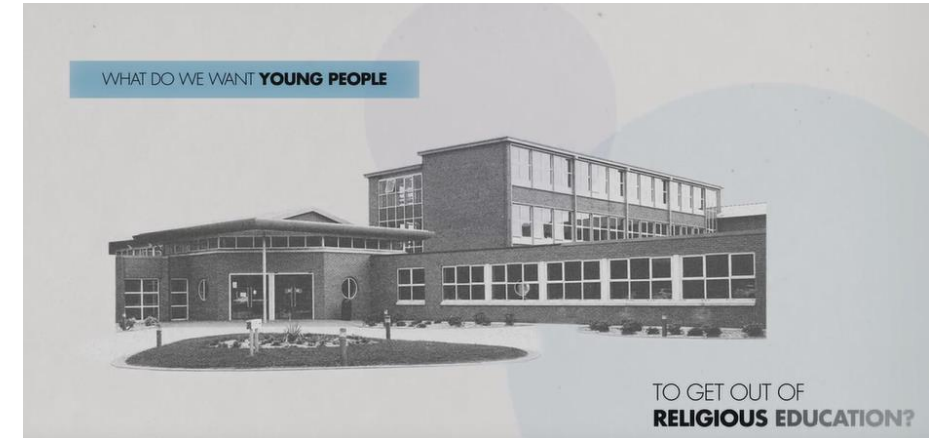
A Statement of Entitlement

A high quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views* fostering respect for them. Although there is not a National Curriculum for RE, all maintained schools have a

Aims of RE in church schools

The aims of Religious Education in **Church schools** are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.



Principal aim



The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

1. Make sense of a range of beliefs...

2. Understanding the impact...

3. Make connections...

Does RE have in place rigorous systems of assessment?

What is it like to follow God?	Year 3 Spring 1	Class 3AO
Outcomes from Understanding Christianity		
Make clear links between the story of Noah and the idea of covenant.		
Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.		
Make links between the story of Noah and how we live in school and the wider world.		
WTS	EXS	GDS
		
Number 4	17	0
19%	81%	5%