
Scheme of work

Religious Studies

Component 1: The study of religions: beliefs, teaching and practices - Christianity

To help teachers in planning a course of study for the new GCSE Religious Studies specification (8062), a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Provided the content as given in the specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on 120 guided learning hours for the full GCSE.

Each of the religions studied should be covered in approximately 30 hours.

Teach alongside: the second religion studied for Component 1 and the four thematic studies from Component 2.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 1	Key Beliefs: The nature of God	<p>God as omnipotent, loving and just.</p> <p>The problem of evil and suffering.</p>	The focus is on ways that the idea of God's nature is put into words.	<p>Ice-breaker: What words would believers use to describe God? Class could make suggestions using mini-whiteboards or sticky notes.</p> <p>Teachers could select (or introduce) "omnipotent", "loving", "just" (or synonyms). Students could use dictionaries to compile definitions. Students could match a selection of Bible verses/stories to a quality of God in groups, then plenary.</p> <p>For each word, students should then consider why it is important for Christians that God has this quality.</p>	<p>List of Bible verses which point to the specific ideas of omnipotence, loving and justice.</p> <p>Word-search for weaker students.</p> <p>Dictionaries Bibles</p> <p>Concordance for stretch and challenge.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>How does the existence of evil and suffering make it difficult to believe in an omnipotent, loving and just God? Discussion of this in small groups.</p> <p>Differentiation and extension Stretch and challenge opportunities: add limitations to words acceptable eg, three or more syllables, no more than 6 letters etc. Allow students to find their own Bible verses using a concordance.</p> <p>Students could find out about and briefly explain the Inconsistent Triad in relation to the problem of evil, using Wikipedia.</p> <p>Weaker students: Use a word-search for the ice-breaker then note word definitions from a dictionary to compile a vocabulary.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 2	Key Beliefs: The nature of God	The oneness of God and the Trinity: Father, Son and Holy Spirit.	The focus is on the doctrinal concept of Trinity, and teachers should try to avoid over-simplification.	<p>Teachers could use a printed copy of the Nicene Creed (will be used again for lessons 5-12) and highlight “I believe in one God”, inviting students to read through and list other ideas ABOUT GOD. In a plenary, clarify that “one God” is also identified as “the Father almighty, creator”, “Jesus Christ, his only Son, our lord” and “Holy Spirit, the Lord and Giver of Life”.</p> <p>Teachers could explain the Greek concept of “persona” (role-identifying masks used in drama) - a role played in a specific context. Students could explore in what contexts God plays each role.</p> <p>The class could explore Biblical justification for one-ness (first and second Commandments, “I AM”) and three-ness (Genesis 1:1, Abraham at Mamre, Mark 1:9-11 the Baptism of Jesus and Matthew 28:19 the Great Commission).</p>	<p>Printed copy of Nicene Creed.</p> <p>Bibles or printed Bible verses.</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				Plenary discussion and notes: One God in three persons - the importance of both one-ness and three-ness to Christians.	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 3 and 4	Key Beliefs: different Christian beliefs about creation	Christian beliefs about creation including the role of Word and Spirit: (John 1:1-3 and Genesis 1:1-3).	The focus is on an understanding of the concept of the creative Word and how this influences Christian understanding of creation.	<p>Class could read through Genesis 1 and 2 and identify the two different creation narratives. Students could identify differences between the stories – sequence, role of God, view of humankind.</p> <p>Teachers could outline scientific theories for the creation of the universe and of life.</p> <p>Students could evaluate how these different accounts may be interpreted by fundamentalists and by liberal Christians.</p> <p>Students could be guided to read through John’s prologue and make links with the first Genesis account, and show how the writer chooses to use the idea of Word as the creative force as part of the story of Jesus Christ.</p> <p>Plenary: What does each narrative say about God? What does each say about the human condition? Why are these stories included in the Bible?</p>	Bible/printed copy of Genesis 1 and 2 and John 1:1-18 (which will also be used in Lesson 7).

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				Differentiation and extension Stretch and challenge: Encourage students to figure out the two different stories for themselves.	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 5 and 6	Key Beliefs: Different Christian beliefs about the afterlife and their importance	Resurrection and life after death Judgement, heaven and hell.	The focus is on the classical teaching about life after death, judgement, heaven and hell.	<p>Students could discuss the idea that life does not end at death. Teachers could refer to the Nicene Creed; “we look for the resurrection of the dead and the life of the world to come”.</p> <p>The class could read and unpack Hebrews 2:14-15. Teachers could outline the Christian view that life after death depends on God raising humans after death to a different kind of life, and is not rebirth or reincarnation.</p> <p>Students could read (or watch The Miracle Maker or similar) parable of the Sheep and Goats.</p> <p>As a class or in groups, students could construct a classic doom image on whiteboard or on posters with Christ in judgement at the centre top, Heaven as a city at top left, Hell as a gaping mouth at lower right and humans rising from graves in the centre. An angel at the top blows a trumpet.</p>	<p>Creed – see Lesson 2.</p> <p>Pictures of Last Judgement and Doom paintings, eg Michael Angelo, Giotto, John Martin, Salisbury Doom</p> <p>Bible or printed version of the parable of the Sheep and the Goats and Hebrews 2:14-15.</p> <p>Video of the Parable of the Sheep and Goats.</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>They could then read the parable of the Sheep and the Goats again and add speech bubbles to those being judged, add to the image people who have been judged and demons and angels at the entrances to Heaven and Hell.</p> <p>Students should consider how Judgement, Heaven and Hell might be imagined in contemporary ideas.</p> <p>Plenary: how are these ideas understood by fundamentalists and by liberal Christians?</p> <p>Formative Assessment Point</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 7	The person of Jesus Christ	Beliefs and Teachings about the incarnation and Jesus as the Son of God	The focus is on the theological concept of <i>incarnation</i> and its meaning rather than just the birth stories.	<p>Students could re-read John's prologue. Students could also read the two birth narratives. For each one they could pick out details that indicate that Jesus is not just an ordinary baby.</p> <p>Looking at images of the annunciation, students should consider what they are saying about the relationship of Jesus to God and God's relationship with humans.</p> <p>Teachers could introduce the idea of God made flesh. Other familiar English terms using "-carne" help – chilli con, carnival = farewell to meat etc.</p> <p>Discussion topics: Do the stories have to be historically accurate to be theologically meaningful? What do they mean to Christians today?</p> <p>Plenary: Tie these ideas in with the Nicene Creed: "And in one Lord Jesus Christ, ...through to... and was made man"</p>	<p>Bibles or printed versions of Luke's and Matthew's birth narratives. (Matthew 1:19-2:12; Luke 1:26-38; 2:1-20).</p> <p>Images of the annunciation, eg Rosetti <i>Ecce Ancilla Domini</i>, Fra Angelico, Pinterest board The Annunciation in art</p> <p>Nicene Creed, as above.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Differentiation and extension Stretch and challenge: students may also look at the annunciation and visitation narratives in Luke to pick out evidence that Jesus is different.</p> <p>Weaker students may focus only on Luke's birth story.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 8	The person of Jesus Christ	Beliefs and teachings about the crucifixion.	The focus is equally on crucifixion as a historical reality and as a theological event.	<p>Teachers could give a brief outline of the gospel accounts of Jesus' trials to explain why both Jews and Romans condemned him.</p> <p>Students could make a timeline of events from Matthew's account and annotate it to show what each element says about the person of Jesus.</p> <p>Teachers could explain the idea of human sin (both inherited original sin and individual sinful acts). They could outline the Christian doctrine of atonement – that death is the natural consequence of human sin, and that the death of someone without sin cancels the punishment for all.</p> <p>Students could compile a list of answers to the question "Why was Jesus crucified?" looking especially for Jesus' suffering and death as an example of obedience to God, as atonement for human sin and as inspiration for suffering Christians.</p>	<p>Bibles or Luke 23:26-56 and Matthew 27: 32-61.</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Discussion topics: How far are the gospel accounts historically accurate? What does the Crucifixion mean to Christians today?</p> <p>Differentiation and extension Stretch and challenge: Research historical information about crucifixion as a Roman punishment, eg Tribunes and triumphs website - Roman Crucifixion</p> <p>Bible Archaeology website - Crucifixion</p> <p>Weaker students may focus only on Matthew's account.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 9	The person of Jesus Christ	Beliefs and teachings about the resurrection	The focus is on using the narratives to come to an understanding of the resurrection as historically ambiguous but with clear religious importance.	<p>Starter: Nicene Creed “On the third day he rose again”. How does someone stop being dead? (look for resuscitation, not really dead, magic, zombies etc) Clarify the Christian idea of resurrection = new kind of life.</p> <p>Students could examine the empty tomb as a forensic puzzle. They could do this in three separate groups working on one gospel account each.</p> <p>1. Read Mark 16:1-8 (Empty tomb, no appearances). Consider the empty tomb as a crime scene – look for clues in the crucifixion stories and the Mark account. Students give possible forensic explanations for the empty tomb.</p> <p>2. Read Matthew 28: 1-15 (empty tomb and appearances) and consider what evidence it gives for resurrection as an explanation for the empty tomb?</p> <p>3. Read Luke 24:13-42 (Emmaus and second appearance), and</p>	<p>Bibles or Mark 16:1-8, Matthew 28: 1-15 and Luke:13-42</p> <p>Nicene Creed, as above.</p> <p>Words to, and recording (eg Youtube) of <i>Thine be the Glory</i> (Budry, trans Hoyle).</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>consider how far these appearances support the view that Jesus rose from the dead.</p> <p>Plenary: listen to, and read the words of <i>Thine be the Glory</i>. Unpack what it says about the importance of Jesus' resurrection for Christianity.</p> <p>Discussion questions: Did Jesus rise bodily from the grave? What does resurrection mean for fundamentalist and liberal Christians?</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 10	The person of Jesus Christ	Beliefs and teachings about the ascension.	The focus is on what two ascension narratives indicate about the person of Jesus.	<p>Students could read the two ascension narratives and compare and contrast. Students could identify which elements of each say something about Jesus' nature and which say something about the early church.</p> <p>Students could identify Christian beliefs and practices they can find reference to in the two narratives.</p> <p>They could write two new accounts of the ascension, one as told by a fundamentalist, and one as told by a liberal Christian.</p> <p>Students could be guided to read and annotate the Creed "He ascended...have no end"; teachers could use this to draw out the importance of belief in ascension for Christians in the early church (persecution) and Christians today (world in a mess). Note the reference to judgement (Lessons 5 and 6).</p> <p>Formative Assessment Point: Facts about, and meaning of, life events of Jesus.</p>	<p>Bibles or Acts 1:6-11 and Matthew 28:16-20</p> <p>Nicene Creed (see above)</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 11 and 12	The person of Jesus Christ:	<p>Beliefs and teachings about sin (including original sin) and the means of salvation, including law, grace and Spirit</p> <p>Beliefs and teachings about the role of Christ in salvation including the idea of atonement.</p>	The focus is on how Jesus Christ is the key to Christian teaching and beliefs about sin and salvation.	<p>Starter: Class could suggest a list of sins, both classical (pride, gluttony) and contemporary (stalking, bullying) and imagine what a world without any sin would be like.</p> <p>Teachers could distinguish between individual sins (bad actions) and the state of sin (pervasive badness, human tendency to choose evil) and explore how evil came about.</p> <p>Class could read Genesis 3 and unpick it using questions: what is the sin? What are the consequences of sin? (judgement and hell; also effects on victim and perpetrator) Can sin be undone? Consider the effect of being/saying sorry.</p> <p>Examination of the concept of original sin and different ways of understanding it.</p> <p>Students could read and clarify the meaning of the ten commandments and examine how keeping the rules/law</p>	<p>Bible or Genesis 3, Ten Commandments, previous work on crucifixion (Lesson 8).</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>prevents individual sins.</p> <p>Plenary: Imagine a world where no-one was able to disobey God's rules because they had no free will. Would a sinless life be worth living?</p> <p>Discussion question: does God have to forgive sins – lead into discussion of the concept of grace.</p> <p>Review work on atonement from Lesson 8.</p> <p>Students could compile a flowchart to show ways that a commitment to, or membership of, Christianity offers atonement for all sin to Christians, and introduce key terms (eg repentance, absolution, grace, justification, forgiveness, redemption). Point forwards to the role in baptism and receiving of Holy Spirit as guide and comforter as a way of forgiving sins and leading new life (Lessons 16 and 17).</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Creative exercise: Recast Jesus' role in atonement in a contemporary parable in writing, drama, rap or music, eg, only one child in the class has done homework, but the only child who did take the punishment so everyone else can go on a school trip).</p> <p>Point forwards to the way that Holy Communion re-enacts the death of Jesus and can renew commitment to faith, and therefore be a means of salvation.</p> <p>Plenary discussion: can people who are not Christian be saved?</p> <p>Differentiation and extension Stretch and challenge: compare the story of the fall in Christianity with the story of the fall in Islam. Consider what aspects are distinctive to Christianity.</p> <p>Weaker students: start with a list of the seven deadly sins and look up the meanings of each in a dictionary.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 13	Key Beliefs and Jesus Christ: Review and assessment			Summative assessment point on key beliefs: Exam style questions and/or test on knowledge, understanding and vocabulary.	Exam questions. Mark scheme and levels of response.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 14	Worship and festivals: different forms of worship and their significance	Liturgical, informal (non-liturgical) and private worship	The focus is on understanding key differences in types of worship.	<p>Starter: if anyone has any experience of church worship, invite individuals to describe a service they have been to.</p> <p>Class could compile a list of Christian services that are broadcast – royal weddings and funerals, remembrance service, weddings and funerals in soaps. Watch clips of liturgical services. Identify what they mostly have in common (set order of word and actions, printed service sheet, led by priest or minister).</p> <p>Then watch non-liturgical clips. Identify how they differ from liturgical worship.</p> <p>In groups, students could construct arguments arguing the strengths and weaknesses of each form of worship.</p> <p>Teachers could explain that all these are forms of public worship and introduce the idea of private worship. Students could consider the advantages and disadvantages of public and</p>	<p>Clips from YouTube videos of:</p> <p>(a) regular liturgical services eg, High Mass at S. Thomas', Chester and Choral evensong from Radio 3, - Service of remembrance</p> <p>and</p> <p>(b) Pentecostal, Baptist or Quaker non-liturgical services eg Running – one church Gloucester and Quaker beliefs</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>private worship, and then debate whether they prefer private or public worship.</p> <p>Plenary exercise: each contributes a reason why Christians worship.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 15	Worship and festivals: prayer and its significance	The Lord's Prayer, set prayers and informal prayer.		<p>Starter: Read Luke 11:1-4 and ask if students are familiar with it or something similar. Identify that it is called "The Lord's Prayer" and consider why it is important (Pattern prayer, taught by Jesus, Jesus' own words, been used for centuries, unites all Christians).</p> <p>Creative response: students re-cast the Lord's prayer in their own vernacular, (eg 'Yo, God, Respect!')</p> <p>Teachers could introduce Hail Mary and its role as part of a rosary. Students should be able to see/touch rosary beads.</p> <p>Students could list reasons why Christians use set prayers when they pray privately.</p> <p>Teachers could give individual students a set of imaginary scenarios and ask them to make up and say out loud their own prayer on the spot for that scenario (news stories might be a good source for this). Analyse the content and tone of these</p>	<p>Bible or Luke 11:1-4</p> <p>Text of Lord's Prayer Text of Hail Mary</p> <p>Rosaries</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>extempore prayers.</p> <p>Plenary: do students think set prayers or extempore prayers work better for Christians when they pray privately?</p> <p>Written exercise: Exam style question on whether private prayer is better than public prayer for Christian worship.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 16	Worship and festivals: The role and meaning of sacraments	<p>The meaning of sacrament.</p> <p>The rite of infant baptism and its significance for Christians.</p>	<p>The focus is on a theological understanding of the concept of sacrament and how this applies to the practice of some churches.</p>	<p>Teachers could introduce the fact that there are two kinds of churches, those which believe in the idea of sacrament (eg Roman Catholic, Church of England, Orthodox) and those which do not (Baptist, Pentecostal, Quaker).</p> <p>Students could define, unpack and learn definition of "sacrament", eg "an outward and visible sign of an inward and spiritual grace" = something physical that is done to the body which has a permanent effect on the soul. Teachers could contrast this to the idea of simple symbolism, eg using water is a symbol for cleaning. A sacrament must have form (eg words and/or actions), matter (eg water, physical stuff of some sort) and intention (of the person to perform a sacrament).</p> <p>Students could read the Great Commission from Matthew. This gives the form of baptism: "I baptise you in the name of the Father and of the Son and of the Holy Spirit".</p>	<p>Baby doll and water</p> <p>Bible or copy of Matthew 28:16-20, John 3:1-6</p> <p>Printed copies of a C of E baptism service.</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>They could then read John 3:1-6. This gives the matter of baptism (water).</p> <p>Activity: students baptise a baby doll using the correct form and matter.</p> <p>Discussion: if water and words are the outward and visible sign, what is the inward and spiritual grace? Refer students back to work from lessons 11 and 12. Links infant with the death and resurrection of Christ, washes away stain of original sin and joins baby to the church community.</p> <p>Read through the Church of England Common Worship baptism service and prompt students to identify the role of parents and godparents as spokespersons for the child, making promises on its behalf.</p> <p>Summary discussion: is it right to baptise babies before they can make a choice of their own?</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				Differentiation and extension Stretch and challenge: Students can research and compare practices in the Roman Catholic Church, Church of England and the Orthodox churches.	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 17	Worship and festivals: The role and meaning of sacraments	The rite of believers' baptism and its significance for Christians	The focus is on a memorialist understanding of believers' baptism and the importance of this understanding to the practice of some churches.	<p>Students could read Matthew's narrative of Jesus' baptism.</p> <p>Teachers could introduce believers' baptism as a ritual in imitation of Jesus.</p> <p>After reading the story of Philip and the Ethiopian, students should review the text themselves to identify the additional aspects of Christian baptism – a period of instruction, acceptance of Jesus, sign of membership.</p> <p>Watch a video of a believers' baptism and make links to the baptism of Jesus (full immersion, adult) and the Ethiopian (testimony of faith and welcome into the church). Teachers could highlight that Christians honour the memory of Jesus' baptism (this will be picked up in Lesson 20)</p> <p>Identify common themes with infant baptism: membership of church, link to Jesus' death and resurrection, washing away sin (but not <i>original</i> sin in believers' baptism).</p>	<p>Bible or printed copies of Matthew 3:13-17 and Acts 8:26-39</p> <p>YouTube video of a believers' baptism including testimony, eg, Believer's baptism</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Debate: why might a Christian prefer believers' baptism to infant baptism?</p> <p>Formative Assessment Point: test knowledge of practices, beliefs and meanings of baptism rituals.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 18	Worship and festivals: Eucharist/Holy Communion	Significance for Church of England/Roman Catholic Christians.	The focus is on an understanding of the sacramental nature of Holy Communion and the way this influences some churches.	<p>Teachers could explain that Paul's letters are the earliest church documents – this is from around 54CE, less than 25 years after Jesus' death, at least 25 years before the earliest gospel. This is Paul's instruction to the church in Corinth. Students could read 1 Corinthians 11:23-26.</p> <p>Students could consider how Jesus' words may be understood: look for two key ideas "this is my body/blood" and "do this in remembrance of me."</p> <p>Teachers could explain that Roman Catholic/Church of England and Orthodox Christians focus on "this is my body" and see it as a sacrament (see Lesson 16). Students could identify the "outward and visible sign" and the "inward and spiritual grace"; the form (actions and words of priest), matter (bread, wine) and intent. They could learn terms and their derivation: Mass, Eucharist.</p> <p>Watch video of Eucharist and</p>	<p>Bibles or printed copies of 1Cor 11:23-26</p> <p>Outline of C of E Eucharist service or RC Mass</p> <p>You Tube video of CofE Eucharist, eg Eucharist explanation 1</p> <p>Eucharist explanation 2</p> <p>Eucharist explanation 3</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>make notes or annotate the outline. Note the two parts to the service.</p> <p>Plenary discussion to consolidate learning: why is Holy Communion so very important for RC and Church of England Christians?</p> <p>Differentiation and extension Stretch and challenge: Students can research more detail of Roman Catholic / Church of England and Orthodox services and analyse the similarities and differences in terms of what they mean for believers.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 19	Worship and festivals: Holy Communion	Significance for Orthodox Christians	See Lesson 18	<p>Review Lesson 18 and work on sacraments.</p> <p>Students could look at the outline of the Divine Liturgy and identify what aspects are similar and what are different to Roman Catholic Mass / Church of England Eucharist on paper. They could identify the two-part service and explain terms “liturgy of the catechumens” and “liturgy of the faithful”.</p> <p>Watch video showing how iconostasis is used in the drama of the liturgy, eg, Great Entrance.</p> <p>Research task: Orthodox communion bread: how it is prepared, used in the service, and used after the service (antidoron).</p> <p>Consolidate and review: Holy Communion as a sacrament. Students should be able to explain the importance of Holy Communion for Roman Catholic, Church of England and Orthodox Christians.</p>	<p>Outline of Orthodox Divine Liturgy</p> <p>Images of the interior of Orthodox churches showing iconostasis and royal doors. (Useful gallery of images of Divine Liturgy)</p> <p>YouTube video Orthodox Liturgy - Great Entrance:</p> <p>Video comparison at https://www.youtube.com/watch?v=dApWNfJgGC4 (starts 6'18" in)</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 20	Worship and festivals: Holy Communion;	Its significance for Baptist and Pentecostal Christians.	The focus is on a memorialist understanding of Holy Communion and the way this influences some churches.	<p>Starter – QandA session revisiting the features of believers’ baptism, esp. honouring the memory of Jesus’ baptism rather than sacrament.</p> <p>Students could re-read 1Corinthians 11:23-26.</p> <p>Students could work out that Baptists and Pentecostals will focus on the “in memory of me”. Teachers could explain how this leads to a memorialist understanding of Holy Communion, and how the names used (Breaking of Bread – Pentecostal; Lord’s Supper – Baptist) reflect this belief.</p> <p>Students could watch a video of Baptist or Pentecostal Holy communion and identify differences from sacramental services – looking for less ritual, no priestly actions, distribution. Teachers could clarify that it also happens very much less often, and is secondary to Bible teaching, preaching and praise.</p>	<p>Bibles or printed copies of 1Cor 11:23-26</p> <p>Video of Baptist or Pentecostal Holy Communion eg, New Holland Baptist Church Worship (from 56’00” in)</p> <p>Exam questions</p> <p>Marking criteria including levels of response.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Discussion topic: Why does a memorialist view lead to these differences?</p> <p>Formative assessment point. Test or exam question/s on different understandings and practices of Holy Communion.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 21	Worship and festivals: The role and importance of pilgrimage	Two contrasting examples of Christian pilgrimage: Lourdes and Iona.	The focus is on practices associated with pilgrimage, and their importance to individuals and to the church, as exemplified in two quite different places of pilgrimage.	<p>Teachers could introduce the concept of pilgrimage as spiritual journey. Christians travel to a place associated with Jesus or a saint and engage in worship and rituals.</p> <p>Research task: Students compile a list of Christian places of pilgrimage and note what happened there, and why pilgrims go. Make sure Lourdes and Iona are on the list.</p> <p>Presentation or video about pilgrimage to Lourdes with notes: outline the story of Bernadette, why people go there and what they do. Traditional Roman Catholic in tone.</p> <p>Discussion topic: Why might a Christian choose to go on a pilgrimage to Lourdes?</p> <p>Presentation or video on Iona: outline story of Columba, why people go and what they do. Contemporary and ecumenical in tone.</p>	<p>Possible videos include:</p> <p>Lourdes: A Pilgrimage Introduction</p> <p>Iona: A Celtic Pilgrimage</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Discussion and notes: why does the Christian community support the practice of pilgrimage?</p> <p>Exercise: draw up a table that compares and contrasts the two places of pilgrimage.</p> <p>Plenary: Each student to give an argument <i>against</i> the practice of pilgrimage either to individual places or in general.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 22	Worship and festivals: The role and importance of celebrations	Christmas	The focus is on the religious meaning of Christmas and how its celebration impacts individuals, church and wider society.	<p>Starter: Teachers could ask a couple of contrasting students to describe what their family does on Christmas day.</p> <p>Review work from Lesson 7 on Incarnation. Students could re-read the birth narratives. Then in groups, identify the elements of celebration of Christmas which can be linked to the Bible stories. Note the shepherds in Luke and the wise men in Matthew.</p> <p>Teachers could introduce forms of worship at Christmas: crib services, carol services, nativity plays all focus on the BIRTH of Jesus, and midnight mass focuses on the INCARNATION of Christ as God made flesh.</p> <p>Creative activity: perform an impromptu pop-up or flashmob nativity play in the lesson.</p> <p>Students should explore why Christmas is important to the Christian community, to individual Christians and families, and to secular society. They may</p>	<p>Bibles or printed versions of Luke's and Matthew's birth narratives.</p> <p>Work from Lesson 7.</p> <p>A few props for a nativity play</p> <p>Carol sheets, hymn books or printed lists of religious Christmas carols.</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>illustrate ideas using religious Christmas carols or religious art works.</p> <p>Final discussion: what good religious and social values are promoted at Christmas? What are the bad aspects of Christmas?</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 23	Worship and festivals: The role and importance of celebrations	Easter	The focus is on the religious meaning and celebration of Easter and how it impacts individuals, and church.	<p>Teachers could set Easter as a celebration in the context of Lent (fasting and penitence) and Good Friday (grief and reflection).</p> <p>Using ideas from Lessons 8 and 9, teachers could review the events that Easter commemorates and ask students to make a list of the things that Christians celebrate at Easter: historical event of Jesus' resurrection, victory over sin and death, possibility of salvation etc.</p> <p>Students could read notes on the celebration of the Easter Vigil and service of light; explore the symbolism of darkness and light as images of death/sin and life/hope; look at designs on a paschal candle and link them to the meaning behind the Easter story.</p> <p>Students could explore briefly how Easter is celebrated outside the church: bank holidays, chocolate eggs (which do NOT have any real religious meaning), Easter bunnies. Briefly research</p>	<p>Work from Lessons 8 and 9 including words of <i>Thine be the Glory</i>.</p> <p>Easter Vigil info: pp6-7 of the Church of England booklet The Easter Liturgy pdf</p> <p>Image of a paschal candle.</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>or discuss why secular practices have become attached to the religious feast of Easter.</p> <p>Topic for debate: Is Easter or Christmas more important for Christians? (Church teaching is definitely in favour of Easter).</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 24	Worship and Festivals: Review and assessment			Summative assessment point on worship and festivals: Exam style questions and/or test on knowledge, understanding and vocabulary.	Exam questions. Mark scheme.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 25	The role of the church in the local and worldwide community	In the local community <ul style="list-style-type: none"> • food banks • street pastors. 		<p>Teachers could open the discussion by asking: what does the word “church” mean? And lead discussion towards the idea that church is a community of Christians (locally) and an organisation (nationally and worldwide) rather than the building. Teachers could make a distinction between the local church and the worldwide church.</p> <p>Students could make a spider diagram showing what a local church does – include worship, marking life events, care for members and the vulnerable. Teachers might prompt if necessary to include foodbanks and street pastors.</p> <p>Students could split into groups to research and give a presentation – one group on foodbanks and</p>	<p>Work from lessons 5 and 6 – parable of Sheep and Goats.</p> <p>Resources on Food banks available from local charities and from national organisations. Try to identify a local church-run foodbank and ask a volunteer into the school.</p> <p>Resources on Street Pastors available from local churches and from streetpastors.org</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>one group on street pastors. Print out slides from both presentations so all students have information on both.</p> <p>Students could re-read the parable of the Sheep and Goats as the basis for plenary discussion: why do Christians engage in food banks and street pastoring?</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 26	The role of the church in the local and worldwide community	The place of mission, evangelism and church growth	The focus is a critical exploration of mission and evangelism as a priority for Christians and church communities.	<p>Opening discussion: why does the church want new members? Students could re-read the Great Commission from Lesson 16 and consider ways that modern Christians and churches could “make disciples of all the nations” - listing ways that churches can persuade or encourage people to believe in Jesus and commit to Christianity and also ways that churches could gain new members. For each, consider how effective it would be. Students could define terms “mission”, “evangelism” and “church growth”, and assign terms as appropriate to students’ lists. Teachers could show examples of televangelism (eg, the God Channel), the work of the Church Army and Alpha Course material and ask students to critically evaluate each one. (This could be done as a research task)</p> <p>End of session review: Should Christians focus on worship and good works or on evangelism and mission?</p>	<p>Work from Lesson 16.</p> <p>Resources on mission, evangelism and church growth, including: God TV (god.tv) the Church Army (churcharmy.org.uk) and Alpha courses (uk.alpha.org/)</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 27	The role of the church in the local and worldwide community: the importance of the worldwide church	Working for reconciliation	The focus is on specific ways that churches work for peace.	<p>Students could reassemble Bible verses referring to peace, peacemakers and loving one's enemies. They could use this as the focus for a discussion on the importance of peace and brotherly love for Christians.</p> <p>Teachers could introduce the Quaker peace testimony and briefly explain the role of pacifists during WW1 and WW2, especially the work as battlefield medical workers. Students could read about or watch information on Quaker peace workers, reconciliation and peer mediators and make notes.</p> <p>Pause and evaluate: is reconciliation a priority for Christians? Should it be? Why/why not? Students could research the work of Coventry Cathedral reconciliation ministry. Evaluate the impact of one reconciliation project. Discussion topic: "Christians should focus on religion, not conflict". How far do you agree?</p>	<p>Cut up Bible verses which refer to peace, peacemakers and loving one's enemies.</p> <p>The Quaker Peace testimony, eg, Quakers-and-peace</p> <p>Quaker's in Britain vimeo.com/quakersinbritain</p> <p>Quaker reconciliation projects quakers-in-action/211</p> <p>Quaker peer mediation quaker.org.uk/peer-mediation</p> <p>Reconciliation ministry at Coventry Cathedral coventrycathedral.org.uk</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 28	The role of the church in the local and worldwide community : the importance of the worldwide church	How Christian churches respond to persecution	The focus is on an exploration of how far Christians who live in security are under obligation to support Christians who are being persecuted.	<p>Students could read Matthew 5:11-12 and explain this passage written in the context of the persecution of early Christians by the Romans.</p> <p>Using a world map (eg, the one on the Barnabas Fund website) student could identify areas in the world where Christians are now being persecuted. Students could suggest reasons why Christians might be persecuted in these places.</p> <p>Research task: find news stories which give details of ways that Christians are persecuted.</p> <p>Teachers could explain ways Christian churches respond to being persecuted: 1.Go underground (eg Russian churches in the USSR – story of Brother Andrew), 2. Individual Christians leave the area (eg Iraqi Christians become refugees) and are cared for by agencies and people including other Christians. 3. Churches support one another to survive persecution, eg, UK</p>	<p>Bible or printed copies of Matthew 5:11-12</p> <p>Possible sources of information and focuses for study include The Barnabas Fund barnabasfund.org</p> <p>the work of Andrew White and FRRME: frrme.org</p> <p>Open Doors opendoorsuk.org</p> <p>A suitable textbook</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				<p>Christians support churches in Nigeria and Kenya.</p> <p>Consider why churches might take each of these actions, and whether Christians who live in safe places are under an obligation to support persecuted Christians.</p> <p>Creative activity: Write a letter/letters to a world leader (or to the embassy in the UK of a country) who allows the persecution of Christians giving reasons why this should stop.</p>	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 29	The role of the church in the local and worldwide community: the work of one of the following:	Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.	The focus is on gaining an understanding of the work and rationale of one or more of the named agencies.	<p>Students could re-visit the Sheep and the Goats again, and review street pastors and food banks. Students could suggest how churches might do something similar on a national or international scale, leading towards naming Oxfam, CAFOD and/or Tear Fund.</p> <p>Research task: either as a whole class, or as groups, students could select one charity and research what it does and its stated religious reasons for the work it does. Then focus on one specific project, give detailed information about it, and show how it fits into Christian values. They could feed back findings to rest of class.</p> <p>Contentious topic for discussion: "Christians should focus on supporting international relief agencies rather than local projects like street pastors and food banks".</p>	<p>Material from Lessons 5 and 6</p> <p>Material from lesson 25.</p> <p>Resources for the charities are available from their websites and they all have lots of literature available.</p> <p>A suitable textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
				Review topic: the role of the church in the local and worldwide community.	

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 30	The role of the church in the local and worldwide community: review and assessment			Summative assessment point on the role of the church: Exam style questions and/or test on knowledge, understanding and vocabulary.	Exam questions. Mark scheme.