



Scheme of work

Religious Studies – Thematic studies

Religious, philosophical and ethical studies in the modern world: Theme A – Relationships and families

To help teachers plan a course of study for the new GCSE Religious Studies A specification (8062), we have provided a possible scheme of work. 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 specification content is covered, teachers can adopt any approach they wish.

Assumed coverage

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

Each of the themes studied should be covered in approximately 15 hours.

Teach alongside: the two religions studied for Component 1 and the other three thematic studies from Component 2.

Religious, philosophical and ethical studies in the modern world: Relationships and Families					
Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lessons 1 and 2	Sex, marriage and divorce	Human sexuality including: heterosexual and homosexual relationships.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand that there is variety in human sexuality • understand religious teaching and attitudes to human sexuality and sexual relationships • consider what 'makes and breaks' relationships. 	<p>Learning activities and description.</p> <p>Students might be asked to discuss:</p> <ul style="list-style-type: none"> • What is meant by human sexuality. • Is sexuality fixed or fluid? • Consider appropriate language for its discussion, why are some terms inappropriate? • How have attitudes to homosexuality changed in contemporary British society? • 1967 Act legalising homosexuality relationships for males over 21, 1994 age reduced to 18, 2001 reduced again to 16. Civil partnerships 2004/ same-sex marriage 2013. What do we learn about society? 	<p>Possibly use stories of well-known people who have come out as gay after, for example having been married. Did they always know they were gay? Why did they not come out earlier in life? What do we learn about the nature of sexuality?</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
			<p>Remember that homosexual relationships is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.</p>	<p>Students could be given information on religious teaching and attitudes to human sexuality and heterosexual and homosexual relationships in the religions being studied. Working in small groups, students could prepare a fact file on the religious attitudes and teachings for the religions they are studying.</p> <p>Brainstorm what people look for in relationships. Ask students to rank the suggestions into order of importance and then be prepared to justify their decisions. Do people look for different things at different times of their lives? Why? What do students think makes for a strong long-lasting relationship? What qualities are needed in an ideal marriage partner? Paired or group discussion: is it ever right to have a one-night stand? What might the effect of that be? Why do relationships breakdown? How are people affected when a relationship comes to an end?</p> <p>Differentiation and extension Record key points from the discussion. Answer the following question. Give two contrasting religious views about homosexuality.</p>	<p>A relevant textbook on religious attitudes and teachings about human sexuality and hetero- and homo-sexual relationships. Internet search for relevant modern material may also be needed particularly on religious attitudes towards homosexuality. (Attitudes are changing in many religions - this is not always reflected in the books available.) The Metropolitan Community Church is a LGBT church; a discussion about Bible and homosexuality is on the website. For a Muslim discussion about homosexuality, go to imaanlondon.wordpress.com</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 3	Sex, marriage and divorce	Sexual relationships before and outside of marriage.	<p>Students will be able to explain religious attitudes towards sexual relationships before marriage and outside of marriage.</p> <p>Remember that sexual relationships before marriage is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.</p>	<p>Investigate and record the key teachings for the religions being studied about sex before marriage and sex outside of marriage.</p> <p>Discuss how these teachings affect the lives of believers.</p> <p>Do the views differ between the religions? Why do students think there is the difference/agreement?</p> <p>What impact might this teaching have on young people in today's society?</p> <p>Differentiation and extension Design a problem page that discusses sexual relationships before marriage. Include different points of view.</p>	Suitable reference material outlining religious attitudes to sex before and outside of marriage.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 4	Sex, marriage and divorce	Contraception and family planning.	<p>Students will understand the attitudes to contraception and family planning of the religions being studied.</p> <p>Remember that contraception is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.</p>	<p>Research the types of contraception available, including natural and artificial. Consider which types religions may approve of and why and which they may not approve of and why.</p> <p>Investigate teaching and attitudes in the religions being studied to see if the theories about which are advised and which are not are correct.</p> <p>How can contraception be used to support family life? What do religions teach about planning a family?</p> <p>Differentiation and extension</p> <p>Students produce an information leaflet giving advice to religious couples on the types of contraception that they could use and the reasons why, including how they will help in planning a family.</p>	<p>Internet research on types of contraception available.</p> <p>Textbook or other material outlining religious attitudes and teachings on contraception and family planning.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 5	Sex, marriage and divorce	The nature and purpose of marriage.	<p>Students should know and understand the purpose of marriage within the religions being studied. They should understand the nature of marriage, including ideas of commitment, responsibility, faithfulness etc. Students should understand that there is a variety of attitudes towards marriage depending on religions studied, for example many Christians marry 'for love' whilst many other religious believers may have an arranged marriage. How might the expectations vary of marriage?</p>	<p>Students could watch relevant clips of marriage services taking place and identify through the words and symbolism what the purpose of marriage is in the religions being studied. Alternatively they could study the vows and promises that are made between couples.</p> <p>What do these vows teach about the expectations religions have of marriage? Are these expectations realistic in today's modern age?</p> <p>How do the vows/promises vary between the religions being studied and in what ways are they similar? Students could highlight the similarities and difference on copies of wedding vows from different religions. Consider how a marriage 'for love' may be different to an arranged marriage. What expectations might the different couples have? What role do parents play in marriage?</p> <p>Differentiation and extension Make a list of reasons why many religious people make vows and choose to get married.</p>	<p>Relevant marriage clips from You Tube, and/or copies of marriage vows such as from the Anglican 'Common Worship' service book.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 6	Sex, marriage and divorce	Same-sex marriage and cohabitation.	How is cohabitation different to marriage? How do religions respond to cohabitation? What are religious attitudes towards same-sex marriage?	<p>Discuss: Paired discussion then pairs join to make a four. How is marriage different to cohabitation? If a couple are in a long-term, loving, cohabiting relationship does it matter if they have not had a marriage service? Is marriage really just a 'bit of paper'? Why are so many religions not in favour of same-sex marriages? Why within religions is there a variety of attitudes for example in Christianity, the Roman Catholic view compared with the Quaker view.</p> <p>Differentiation and extension Students to record the key points from their discussions and the key religious teachings on the topics.</p>	Relevant text-book or other source outlining religious teaching and attitudes to cohabitation and same-sex marriage.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 7	Sex, marriage and divorce	Divorce, including reasons for divorce, and remarrying.	Students should know what divorce is and the impact it can have on a family and its members. They should understand reasons for divorce and know and understand the religious attitudes, beliefs and teachings about divorce and the religions' response to remarriage.	<p>In pairs identify reasons why marriages fail. Compare the list with another pair and then as a four discuss the impact that divorce can have on a family. Feedback thoughts to whole class.</p> <p>Other questions to consider:</p> <ul style="list-style-type: none"> • Should couples stay together if there are children in the family? • Is it too easy to get a divorce today? • Should people remarry? Is it likely to be successful? • What do learn from the statistics about divorce and how it is changing over time? <p>Differentiation and extension Students to research religious attitudes, teachings and beliefs concerning divorce and remarriage and record their findings.</p>	<p>Check ONS website for recent statistics for divorce and remarriage.</p> <p>Textbook or other resources outlining religious belief, teachings and attitudes towards divorce and remarriage.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 8	Sex, marriage and divorce	Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.	Students should consider arguments put forward against and favour of divorce based upon ethical considerations.	<p>What do the marriage vows teach about marriage and what impact do these have on attitudes to divorce? Students could consider different scenario/case studies and decide what advice a religious leader would give a couple and why they would give the advice. Decisions based on the teaching from the marriage vows. Where does compassion fit into the discussion? Might divorce be a 'least worst' option?</p> <p>Differentiation and extension Answer the following question: 'Marriage vows should never be broken'. Evaluate this statement and consider what religions would say.</p>	Teacher devised scenarios.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 9	Families and gender equality	The nature of families including: the role of parents and children, extended families and the nuclear family.	Students should know and understand the key terms extended family and nuclear family. Students should understand how the nature of families have changed in society and should consider what counts as a family.	<p>Consider how families are portrayed in the media for example soap operas. Discuss in pairs, groups or class: How true to life is the portrayal? What should the ideal family be like? Is there in fact an ideal family type? How has the family changed over the years? What types of family exist? (Link to the definitions of nuclear family and extended family, could also consider reconstituted or blended families which are increasingly common in society.)</p> <p>Do people have to be related to you to be family?</p> <p>What is the purpose of a family? What role do parents play in the family? What role do children play in the family?</p> <p>Differentiation and extension Answer the following question. What do religions teach about the nature of the family and the role of parents?</p>	<p>Clips from soap operas showing how families are portrayed.</p> <p>ONS website for statistics in how nature of the family has changed over the years in the UK.</p> <p>Textbook with religious attitudes and teachings about the nature of the family and role of parents.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 10	Sex, marriage and divorce	The purpose of families, including: procreation, stability and the protection of children, educating children in a faith.	Students will need to know and understand the purpose of family in the religions they are studying and the importance of the family as the right place for procreation. They will also need to understand the role of the family in providing a stable environment for raising children and protecting them and also know how families may educate their children in the faith they are being raised in.	<p>Investigate: Why the family is thought to be the appropriate place for procreation by religions?</p> <p>Consider, how does the family unit provide stability and protection for children?</p> <p>How are children educated in a faith within the family?</p> <p>Differentiation and extension Students record their findings.</p>	Appropriate material from textbooks or access to internet for research.

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 11	Sex, marriage and divorce	Contemporary family issues including: same-sex parents and polygamy.	Students will need to know and understand contemporary family issues and how religions respond to them. In particular same-sex parents and polygamy.	<p>Looking back through the work done on sexual relationships and the family so far, explain how you think religions might respond to the issues of same-sex parenting and polygamy. (Check understanding of the term polygamy.) Investigate further to see if you think these attitudes are correct and explain why religions hold the views they do about same-sex parenting and polygamy.</p> <p>Differentiation and extension Make a list of what you think are six good qualities of being a good parent. Consider if same-sex parenting or polygamy would affect any of these qualities.</p>	<p>Class notes from earlier lessons.</p> <p>Suitable text book or material outlining religious attitudes to same-sex marriage and polygamy.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lessons 12, 13 & 14.	Sex, marriage and divorce	The roles of men and women Gender equality Gender prejudice and discrimination including examples.	Students should know and understand religious teachings, beliefs and attitudes about the roles of men and women. This will include how those roles are changing over time as religions re-assess their views. They should also understand the reasons for these roles in the religion and consider the idea of being equal but having different roles, which is a traditional explanation for perceived inequality. Students should also know the meaning of the terms prejudice and discrimination and be able to apply the ideas to gender.	<p>Students complete survey of who does various household jobs, such as cleaning the bathroom, vacuuming, taking the bins out, washing up, washing the car, doing the ironing, cooking , managing money, mowing the lawn etc, in their household. Students compare results in groups of four. Considering the survey, what conclusions can be drawn about roles of individuals in the household? Are there any things which seem surprising?</p> <p>Students could research the number of women and men holding particular jobs such as business executives, teachers, cleaners etc. What does the information show? Why might there be differences between the numbers of men and women in particular jobs? What do religions say about the roles of men and women? Explore the traditional and more recent teaching about the roles of men and women in the religions being studied. What is meant by the idea that men and women are equal but have different roles? Is this just an excuse for inequality? How is the role of women shown to be important in the teaching of the religions?</p>	<p>Simple survey tick-sheet. Suggested headings are: Task, Female Adult, Male Adult, Female Child(ren), Male Child(ren) .</p> <p>Internet research for up to date information about domestic roles for example 52% of males say the cooking of the evening meal is shared by them and their partner but 70% of mothers say they cook the evening meal.</p> <p>Internet access for researching gender breakdown of jobs in society.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
				<p>Consider the teachings of the religions. What do they teach about the roles of men and women and what do they teach about prejudice and discrimination? Do they match?</p> <p>Differentiation and extension Are women discriminated against in religion? Examples of possible discrimination, for example women in the RC church cannot be priests. Christian teaching seems contradictory Galatians 3:28 cf. Ephesians 5:22, Theravada Buddhist women pray for their reincarnation to be as a man. In Islam religious leaders are men and in both Islam and Orthodox Judaism women sit separately to men at the mosque or synagogue.</p>	

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 15	Sex, marriage and divorce	Revision and assessment.	Consider the types of questions to be asked in the exam on sex, marriage and divorce.	<p>Review the topic and the important areas to know, understand, evaluate and revise.</p> <p>Discuss a specimen question.</p> <p>Attempt a 12 mark AQA type question. Use peer marking to get students used to the levels of response.</p>	Specimen exam question.