

Scheme of work

Component 1: The study of religions - beliefs, teaching and practices: Christianity (Option 3)

Introduction

This SOW offers a route through the GCSE Religious Studies Specification A (8062) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](#). You can find past assessment materials on [Centre Services](#).

General timings

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

- 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.

Contents

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link)

Section	Page
Introduction/pre work	3
Key Beliefs: The nature of God	4
Key Beliefs: Creation	5
Jesus Christ and Salvation	6
Worship and festivals	11
The role of the church in the local and worldwide community	18
Appendix	22

Lesson 1

Topic title

Introduction/pre work.

Specification content

Brief introduction to Christianity, setting it in its historical and social context. Eg Ancient Judaism (noting that the key distinction between Judaism and Christianity is the concept of Jesus as Messiah/still awaiting the Messiah), Israel under Roman rule, the spread of Christianity globally etc.

Possible teaching and learning activities

- Multidisciplinary RS*: applying a historical lens – briefly examine a timeline of Early Christianity, eg the adoption of the faith and its spread in Roman Empire as Catholicism; the Orthodox schism; reformation and birth of Church of England under Henry VIII; and further denominational developments. See for example:
 - [Major denominational groups and heresies within Christianity](#)
 - [BBC Religions – the basics of Christian history](#)
- Look at the story of Martin Luther to help students understand how personal reading of scripture can lead to countless interpretations and denominations/groups within the global Church.
- Briefly discuss the varying use of sources of authority such as tradition and/or scripture.
- The Bible as a source of authority – [Bible Society's Sources of Wisdom resources](#). Students could evaluate the notion of 'word of God'.
- Multidisciplinary RS*: applying a Sociological lens – examine some statistics on Christianity worldwide and in the UK. (see for example [PEW forum - The Global Religious Landscape](#) and [Office for National Statistics](#)).

*By multidisciplinary RS, we're referring to the range of academic and analytical approaches and methodologies that the study of religion employs. For example, it may draw on sociological, historical, archaeological, anthropological, philosophical, theological ways of thinking. See for example, [Ofsted's explanation of 'Ways of Knowing'](#) and this blog post on [Disciplinarity in Religion & Worldviews](#)

Lesson 2

Topic title

Key Beliefs: The nature of God.

Specification content

The nature of God:

- God as omnipotent, loving and just, and the problem of evil and suffering.
- The oneness of God and the Trinity: Father, Son and Holy Spirit.

Learning outcomes/Possible teaching and learning activities

Nature of God

- Key terms: omnipotent, loving, just.
- Why are these qualities important to believers?
- Why do the existence of evil and suffering make it difficult to believe in an omnipotent/loving/just God? (eg Inconsistent triad).

Oneness of God and the Trinity

- The importance of oneness in the context of monotheism (eg 'I Am' statements etc).
- Trinity: the doctrinal concept of God in three persons (eg Doctrinal statements such as creeds could be used; Jesus' baptism; Genesis 1:1; Acts 2 etc).

Differentiation and extension

Nature of God

- Links to Theme C: evil and suffering.
- See [RE online](#) for resources linking to the Nicene Creed.
- Use Genesis 1-2 to identify the qualities of God as described (eg Omnipotence etc). That This can be a good way to begin the process of identifying underlying meaning of texts at the same time as learning about the nature of God.
- Compare with concepts of God/Ultimate Reality in the second religion of study. (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focussed on the religion of study in their responses, ie Christianity only).

Oneness of God and the Trinity

- Consider the formation of the creeds in the context of the early church; evaluate their usefulness to believers today.
- Why don't all Christians follow the same creed? Briefly discuss the different ways the early church interpreted core concepts like Trinity to show how heterodoxy worked.
- Non-Trinitarian denominations/groups could be considered as an extension; consider the differences within the global church in terms of doctrine (leading to practice/ethics etc). (Note: the specification content on Trinity must be covered from a Trinitarian perspective and this should be the focus in the exam).
- Gendered statements about God as 'Father' could be highlighted and discussed. Show students images/paintings of Jesus sitting to the right of God. How is the relationship between them shown?

Lesson 3

Topic title

Key Beliefs: Creation.

Specification content

Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).

Possible teaching and learning activities

Genesis 1:1-3:

- Read the text and note the presence/action of the creative Word and Spirit.
- Consider the symbolism of the opening verses; eg Order from chaos (water), creation ex nihilo etc. Why is this important?
- How might different Christians today understand the Genesis story?

John 1:1-3:

- Read the text and identify links with the Genesis verses.
- How does John's Gospel use the idea of the Word? What is the writer trying to say? Apply the two texts to Trinity and Nature of God.

Differentiation and extension

- Links to Theme B: origins of the universe; stewardship and dominion; roles of men and women.
- Read further through Genesis 1-3 and link to Key Beliefs – original sin.
- Read further through John's prologue (v1-18) and identify what the text is saying about Jesus.
- Links to Key Beliefs: nature of God, Trinity
- Explore these texts in terms of authorship, dating and as sources of authority.
- Why might the notion of the eternal Word be of comfort to believers? How might verses such as John 1:10-12 be a reassurance or inspiration to those who feel marginalised?
- Interpretation of texts literally and non-literally: are Genesis and Scientific theories of Creation compatible? Does a non-literal view of the text impact on beliefs about the nature of God?

Resources

See '[Creation](#)' [BibleSociety resources](#).'

Lesson 4

Topic title

Jesus Christ and salvation.

Specification content

Beliefs and teachings about the Incarnation and Jesus as the Son of God.

Learning outcomes

The focus is here on the theological concept of incarnation and its meaning rather than just the birth stories.

Possible teaching and learning activities

- Refer back to John's prologue (Jn 1:1-18) and/or the two birth narratives (Matt 1:19-2:12; Lk 1:26-38; 2:1-20) to look for details about Jesus status as both human and divine.
- Consider the creeds as statements of faith in who Jesus was/is.
- Do the birth stories have to be historically accurate to be theologically meaningful? What do they mean to Christians today?

Differentiation and extension

- Links to Practices: the sacrament of baptism and the celebration of Christmas.
- Multidisciplinary RS: applying a philosophical lens. How can one being be both human and divine? Introduce the historical context of Council of Chalcedon briefly as the result of many scholars and church fathers debating this very question.
- If there was no incarnation, could there still be Christianity? Is belief in Jesus' resurrection more important? What if Jesus was 'just a man' who was a moral teacher? (eg the theological debate between Athanasius and Arius; most Christians before 325 would've held a middle position between belief in the Incarnation and the more remote God depicted by Arius. Athanasius' position is what led to the Nicene Creed).
- Examine popular Christian symbolism eg Ichthys (fish), Alpha and Omega, Chi-Rho (see Specification B).
- Consider the annunciation and its significance especially in the Roman Catholicism. How might some contemporary feminists view this event?
- Possible extension link to Islam: Beliefs, holy books. See the documentary ['The Muslim Jesus'](#) (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only).

Resources

Useful resource: [REonline – How could Jesus be God?](#)

Lesson 5

Topic title

Jesus Christ and salvation.

Specification content

Beliefs and teachings about the crucifixion, resurrection and ascension.

Learning outcomes

The focus in this section is on understanding Jesus' crucifixion as a historical reality and as a theological event; understanding the resurrection as historically ambiguous but as having clear religious importance; exploring the importance of the belief in Jesus' ascension and what the ascension narratives indicate about the person of Jesus.

Possible teaching and learning activities

- Outline a timeline of events from the Passion narrative through to the ascension. This could include one (or more) of the gospel accounts of Jesus' trials to explain why both Jews and Romans condemned him.
- Explore the question, 'Why was Jesus crucified?', looking especially for Jesus' suffering and death as an example of obedience to God, as atonement for sin and as inspiration for those who are suffering.
- Examine gospel account(s) of the empty tomb and Jesus' resurrection appearances.
 - Discuss: How far are the gospel accounts historically accurate?
 - What does the crucifixion mean to Christians today?
 - Can we consider the gospels to be evidence for Jesus' resurrection? Or can we explain the tomb another way?
 - Did Jesus rise bodily from the grave? What does resurrection mean for different groups of Christians? (eg literalist and liberal interpreters of the Bible).
 - What do ascension narratives say about Jesus' nature and about the early church?
- Refer back to the creeds and see how these beliefs feature/evaluate their relative importance to Christian communities.

Differentiation and extension

- Links to Key Beliefs: afterlife and Theme B: beliefs about death and an afterlife.
- Links to Practices: the sacrament of Holy Communion/Eucharist, the sacrament of baptism and the celebration of Easter.
- Consider how persecuted people may respond to the suffering of Jesus on the cross, and then his resurrection/ascension. How might belief in the reward for suffering (eg Matthew 5: 10 – 12) have been used to justify oppression in history? Is suffering justified and glorified in the resurrection and ascension accounts? How does this influence Christian charity work? (Link to Christianity practices eg Barnabas Fund).
- What are the differences between cross and crucifix symbols? How does this help us to understand what the crucifixion means to Christians today?

Lesson 6

Topic title

Jesus Christ and salvation.

Specification content

Beliefs and teachings about:

- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

Learning outcomes

The focus is on how Jesus Christ is the key to Christian teaching and beliefs about sin and salvation.

Possible teaching and learning activities

- Types of sin could be discussed and distinction could be drawn between individual sins (bad actions) and the state of sin (pervasive badness, human tendency to choose evil).
- Explore ideas about how evil came about and the concept of original sin/different ways of understanding it.
- Read Genesis 3 and unpick it using questions: what is the sin? What are the consequences of sin? (judgement and hell; effects on victim and perpetrator.) Can sin be undone Consider the effect of being/saying sorry.
- Consider laws/rules, eg Ten Commandments, and how these can help people avoid sin.
- Discuss: Does God have to forgive sins? Lead into discussion of the concept of grace.

Differentiation and extension

- Links to Beliefs: judgement; Themes D&E: forgiveness; Practices: sacrament of baptism.
- 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? What would a world without suffering look like?
- Multidisciplinary RS: applying a philosophical lens. See Specification B on Irenaeus and Augustine.
- Consider means of salvation and beliefs about faith and works, eg the parable of the Sheep and Goats.
- Example of 'altar calls'/'salvation opportunities' given in evangelical church services (link to non-liturgical worship).
- Compare with Islamic beliefs about sin; dharmic beliefs in liberation; Jewish concepts of the Messiah and the observance of Yom Kippur. (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only.)

Resources

Look at possible readings of the text of Gen 3. Eg a feminist reading of Gen 3, see this [REonline resource](#).

Lesson 7

Topic title

Jesus Christ and salvation.

Specification content

Beliefs and teachings about:

- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

Learning outcomes

The focus is on how Jesus Christ is the key to Christian teaching and beliefs about sin and salvation.

Possible teaching and learning activities

- Types of sin could be discussed and distinction could be drawn between individual sins (bad actions) and the state of sin (pervasive badness, human tendency to choose evil).
- Explore ideas about how evil came about and the concept of original sin/different ways of understanding it.
- Read Genesis 3 and unpick it using questions: what is the sin? What are the consequences of sin? (Judgement and hell; effects on victim and perpetrator.) Can sin be undone? Consider the effect of being/saying sorry.
- Consider laws/rules, eg Ten Commandments, and how these can help people avoid sin.
- Discuss: Does God have to forgive sins? Lead into discussion of the concept of grace.
- Link to concept of atonement already mentioned in the context of the crucifixion How does a commitment to, or membership of, Christianity offer atonement for all sin to Christians? Concepts of repentance, grace, forgiveness, redemption (see for example Romans 5-6).
- Discuss: Can people who aren't Christian be saved?

Differentiation and extension

- Links to Beliefs: judgement; Themes D&E: forgiveness; Practices: sacrament of baptism.
- 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? What would a world without suffering look like?
- Multidisciplinary RS: applying a philosophical lens. See Specification B on Irenaeus and Augustine.
- Consider means of salvation and beliefs about faith and works, eg the parable of the Sheep and Goats.
- Example of 'altar calls'/'salvation opportunities' given in evangelical church services (link to non-liturgical worship).
- Compare with Islamic beliefs about sin; dharmic beliefs in liberation; Jewish concepts of the Messiah and the observance of Yom Kippur. (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only.)

Resources

Look at possible readings of the text of Gen 3. Eg a feminist reading of Gen 3, see this [REonline resource](#).

Lesson 8

Topic title

Worship and festivals.

Specification content

Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible private worship.

Learning outcomes

The focus is on understanding key differences in types of worship.

Possible teaching and learning activities

- Explore the concept of worship and why it's important to Christians.
- Examine examples of liturgical and non-liturgical worship so students can understand some of the features and their appeal/importance.
 - What role does the Bible play in worship?
 - What is private worship? Why might some prefer to worship privately?

Differentiation and extension

- Links to Beliefs: Trinity; Jesus Christ and salvation (eg how are the beliefs about Jesus/Holy Spirit etc shown through worship?).
- Links to Practices: the sacrament of Holy Communion/Eucharist, the sacrament of baptism and the celebration of Christmas and Easter.
- Links to Theme F: status and treatment within religion of women (eg ordination of women, women being allowed to preach/lead worship etc).
- Opportunity here to expand examples of worship from across cultures and denominations (eg Quakers, evangelical megachurches, Black Pentecostal etc).

Lesson 9

Topic title

Worship and festivals.

Specification content

Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.

Possible teaching and learning activities

- What is prayer and why is it important?
- Why do Christians pray in different ways?
- Refer back to work on worship: how is prayer used within public worship? (Eg set prayers recited, more informal prayers for healing or prayer in small groups etc). Private and informal prayer: why might Christians pray alone?
- The Lord's Prayer: see Luke 11:1-4 and examine what the prayer contains/types of prayer within the text (eg adoration, confession etc). Why is it important? (eg taught by Jesus/his words, been used for centuries, unites all Christians).

Differentiation and extension

- Links to Beliefs: Trinity; Jesus Christ and salvation (eg the role of the Spirit, prayers for salvation/'thy Kingdom come' etc).
- Links to Practices: different forms of worship; the sacrament of Holy Communion/Eucharist, the sacrament of baptism; the celebration of Christmas and Easter.
- Explore specific denominational prayers such as Hail Mary, or use of objects to focus prayer and meditation (eg rosary, candles, crucifix etc).
- If possible, organise a visit to a practising church who run a weekday service (eg Westminster Cathedral). Students could then carry out a survey of worshippers asking why worship and the Lord's Prayer are important to them and/or complete an analysis of why worship/Lord's Prayer is important from their own observations of watching it in action.
- Multidisciplinary RS: applying an artistic lens to look at the use of iconography and the beliefs about the use of icons within Christianity. This could be a good opportunity to highlight the diversity of representations of Jesus in artwork, (eg Black Jesus).

Lesson 10

Topic title

Worship and festivals.

Specification content

The role and meaning of the sacraments:

- the meaning of sacrament
- the sacrament of baptism and its significance for Christians; infant and believers' baptism
- different beliefs about infant baptism.

Learning outcomes

The focus is on a theological understanding of the concept of sacrament and how this applies to the practice of some churches.

Possible teaching and learning activities

- Introduce the idea that there are different beliefs about the idea of sacraments (eg Roman Catholic, Church of England, Orthodox and Baptist, Pentecostal, Quaker). Quaker and Pentecostal, for example, purposefully avoid term 'sacraments' – students could investigate why and how this supports their values/views and attitudes towards 'authority' (see for example [BBC - Religions - Christianity: Pentecostalism](#)).
- Students could define, unpack and learn definition of 'sacrament', eg 'an outward and visible sign of an inward and spiritual grace' = something physical that's done to the body which has a permanent effect on the soul. Contrast this to the idea of simple symbolism, eg using water is a symbol for cleansing.
- 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).

Baptism:

- Explore texts such as: Matthew 28:16-20, John 3:1-6, Matthew 3:13-17, Acts 8:26-39.
- Infant baptism and its relationship to original sin/Jesus' death and resurrection covered previously.
- Believers' baptism (often by full immersion) - common themes with infant baptism: membership of church, link to Jesus' death and resurrection, washing away sin (but not original sin).
 - Why might some prefer believers' to infant baptism?

Differentiation and extension

- Links to Beliefs: Trinity; Jesus Christ and salvation
- Use the following videos to prompt comparison between church features and types of baptism: [Truetube – Holy cribs church](#) and [Truetube – Christian baptism](#).
- Links to Practices: mission, evangelism and church growth. Consider the role and importance of conversion for Christianity and the significance of being 'born again' in a range of different scenarios and experiences.

Resources

Useful resources: [Baptism - Practices in Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)

Lesson 11

Topic title

Worship and festivals.

Specification content

The sacrament of Holy Communion/ Eucharist and its significance for Christians, including different ways it's celebrated and different interpretations of its meaning.

Learning outcomes

The focus is on an understanding of the sacramental nature of Holy Communion and the way this influences some churches.

Possible teaching and learning activities

- Examine 1 Corinthians 11:23-26. Evaluate using the knowledge that Paul's letters are the earliest canonical documents – 1 Corinthians 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.
- Consider how Jesus' words may be understood: 'this is my body/blood' and 'do this in remembrance of me'.
- Explain that Roman Catholic/Church of England and Orthodox Christians focus on 'this is my body' and see it as a sacrament. Identify the 'outward and visible sign' and the 'inward and spiritual grace'; the form (actions and words of priest), matter (bread, wine) and intent.
- Baptists and Pentecostals will focus on the 'in memory of me' (link to Believers' baptism as partly in memory of Jesus' baptism). This leads to a memorialist understanding of Holy Communion, and how the names used (Breaking of Bread/Lord's Supper) reflect this belief.
- Identify differences from sacramental services, eg less ritual, no priestly actions, distribution, happens less frequently etc.

Differentiation and extension

- Links to Practices: different forms of worship.
- Links to Beliefs: Jesus Christ and salvation.
- Explore another denomination (eg in the Orthodox tradition look at the Divine Liturgy and compare to RC/C of E, eg the use of the iconostasis in the drama of the liturgy, eg Great Entrance).
- Multidisciplinary RS: applying a historical lens – the Eucharist as recreation of a past event and in the Roman Catholic tradition actually reliving that history through transubstantiation. The use of bread and wine in Judaism for Shabbat, and wine/unleavened bread at Passover. This then also emphasises the significance of Jesus as sacrificial lamb at Last Supper.
- Multidisciplinary RS: applying a theological lens – explore the Roman Catholic doctrine of transubstantiation
- Multidisciplinary RS: applying a sociological lens – how might taking part in a ritual practice such as the Eucharist benefit Christians? What impacts might it have on the church community?

Resources

Useful resource: [The Eucharist - Practices in Christianity - GCSE Religious Studies Revision – AQA – BBC Bitesize.](#)

Lesson 12

Topic title

Worship and festivals.

Specification content

The role and importance of pilgrimage and celebrations including two contrasting examples of Christian pilgrimage: Lourdes and Iona.

Learning outcomes

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.

Possible teaching and learning activities

- Pilgrimage as a spiritual journey. Christians travel to a place associated with Jesus or saints and engage in worship and rituals.
- Lourdes: outline the story of Bernadette, why people go there and what they do. (Traditional Roman Catholic in tone.)
- Iona: outline story of Columba, why people go and what they do. (Contemporary and ecumenical in tone).

Differentiation and extension

- Links to Practices: different forms of worship; prayer and its significance
- Links to Theme C: miracles. Do miracles happen? Healings at Lourdes – believers and sceptics.
- Compare to other faith studied and the practice of pilgrimage (eg hajj, Varanasi etc); compare to secular ‘pilgrimages’ to sports grounds, musician’s birth places/grave sites etc (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only).
- Holy Land/Jerusalem pilgrimages: link to story of Jesus, but also could be a chance to discuss the interrelatedness of the Abrahamic faiths. Possible opportunity to promote awareness of political tensions in that region (though need to be careful that this is represented fairly: dispute is not based on religious views and isn’t the only example of faith/political disputes over land and faith claims on land; eg Iona’s history as a pagan place of worship before St. Columba opens up an interesting discussion about the ownership of pilgrimage sites and, perhaps, why Iona is so ecumenical even within Christianity: [Druidry.org resources](https://www.druidry.org/resources))

Lesson 13

Topic title

Worship and festivals.

Specification content

The celebration of Easter, including its importance for Christians in Great Britain today.

Learning outcomes

The focus is on the religious meaning and celebration of Easter and how it impacts individuals, and church.

Possible teaching and learning activities

- Easter as a celebration in the context of Lent (fasting and penitence) and Good Friday (grief and reflection).
- Link back to work on crucifixion and examine the subsequent events that are celebrated at Easter: resurrection, victory over sin and death, possibility of salvation etc.
- Look at church practices at Easter (eg Easter Vigil, churches decorated with flowers, paschal candle etc).
- Is Easter or Christmas more important for Christians? Why? Could there be one without the other?

Differentiation and extension

- Links to Beliefs: Jesus Christ and salvation.
- Students could explore briefly how Easter is celebrated outside the church: bank holidays, chocolate eggs, Easter bunnies. (see Christmas above – secular practices that have become attached to a Christian festival).
- Contrast with symbolism in other Spring festivals across the world/traditions, eg Nowruz, Holi and extended Easter celebrations such as Semana Santa in Spain. (Note this may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only.)

Lesson 14

Topic title

The role of the church in the local and worldwide community.

Specification content

The role of the Church in the local community, including food banks and street pastors.

Learning outcomes

Church is a community of Christians (locally) and an organisation (nationally and worldwide) rather than a building.

Possible teaching and learning activities

- What do local churches do? (Eg worship, marking life events/sacraments, care for the vulnerable, youth work etc.)
- Understand the example of food banks and street pastors. Why might Christians do this? (Link back to Parable of Sheep and Goats if used earlier, or other texts such as 'Love thy neighbour' etc.)

Differentiation and extension

- Links to Theme F: wealth and poverty, social justice.
- Research the work of the [Salvation Army](#), perhaps in your local area.

Resources

See organisation websites [Street Pastors](#); [Trussell Trust](#).

Lesson 15

Topic title

The role of the church in the local and worldwide community.

Specification content

The place of mission, evangelism and Church growth.

Learning outcomes

The focus is a critical exploration of mission and evangelism as a priority for Christians and church communities.

Possible teaching and learning activities

- Why does the church want (need?) new members?
- Consider the 'Great Commission' (Matthew 28:16-20); how could Christians and churches 'make disciples of all the nations' today? Examine examples of evangelism and mission (eg Alpha courses, street preaching).
- Should Christians just focus on worship and good works and/or on evangelism and mission?

Differentiation and extension

- Links to Practices: different forms of worship (eg the appeal of different styles of worship and how this can impact church attendance).
- Links to Beliefs: salvation.
- Multidisciplinary RS: applying a sociological lens – why might there be a decline in the numbers of young people who attend church? See for example [Linda Woodhead's work on young people and religious commitment](#).
- Contrast with other religious traditions who seek converts (eg Islam and 'revert' over 'convert') and practices of conversion such as mikveh in Judaism, see for example [How to Convert to Judaism – My Jewish Learning](#). (This may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only)
- Missionaries travelling to other countries to seek converts, eg during British colonial past and organisations like [Christ For All Nations](#) today.

Resources

[Useful resource on The Great Commission.](#)

Lesson 16

Topic title

The role of the church in the local and worldwide community.

Specification content

The importance of the worldwide Church including:

- working for reconciliation
- how Christian churches respond to persecution
- the work of one of the following: CAFOD, Christian Aid, Tearfund.

Learning outcomes

The focus is on specific ways that churches work for peace; an exploration of how far Christians who live in security are obligated to support Christians who are being persecuted; understanding of the work and rationale of one or more of the named agencies.

Possible teaching and learning activities

- Use Biblical texts that refer to peace and examples (eg the Quaker peace testimony, conscientious objectors during WW1/2 etc).
- Is reconciliation a priority for Christians? Should it be?
- Use a text such as Matthew 5:11-12 (written in the context of the persecution of early Christians by the Romans). Consider that some Christians are still persecuted for their faith.
- How do churches respond to being persecuted? (Go underground (eg Brother Andrew), seek asylum elsewhere, leave the area, Christian charities support those in other countries etc).
- Choose one of the named charities and find out what they do. Make links to key beliefs that form the motivations for their work.
- Is supporting international relief agencies more or less important than supporting local projects like street pastors and food banks?

Differentiation and extension

- Links to Themes D and F.
- The link between 'faith' and 'works' could be worth exploration here, this is central to Jesus' message. James 2: 14 – 26 could be unpacked using the theological hermeneutic approach as a foundation. Examine the link with pacifism and conscientious objectors, exploring 'action' as passive and not just active.
- Who should receive Christian charity, only fellow Christians, or all people? For example, the Barnabas Fund work specifically with Christians and Christian converts, whereas groups such as Christian Aid support all people. How does this relate to the Parable of the Sheep and Goats?
- Compare and contrast the work of Muslim Aid and how it links to beliefs in Greater Jihad/Sadaqah and the Worldwide Church as a similar concept to the Islamic 'Ummah' – a global community of shared belief and responsibility. (This may be useful for extension and for showing connections between worldviews, but on the Paper 1 Religions exams, students must remain focused on the religion of study in their responses, ie Christianity only.)

Resources

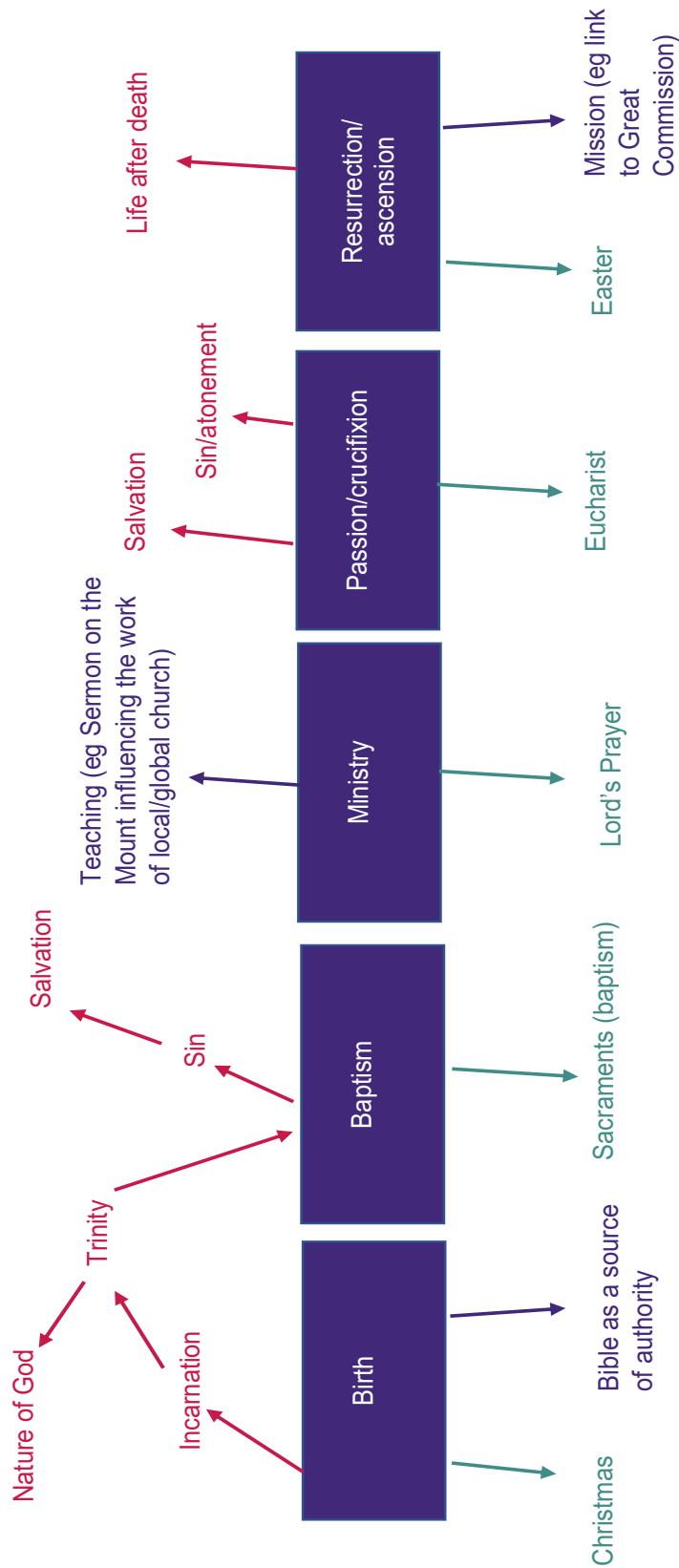
- [BBC Bitesize](#).
- The charities listed on the specification have some useful resources, many of which are specifically tailored to GCSE: [Christian Aid](#); [CAFOD](#); [Tearfund](#).

Appendix

Here are details of two other possible approaches to delivering the Christianity content.

A: The approach outlined in the diagram below suggests a structuring of the unit based broadly on the life of Jesus. By following the narrative of Jesus' life, much of the content can be integrated and linked.

The Practices content on pilgrimage, types of worship and charities haven't been explicitly included in the diagram, although could also be woven in – for example, pilgrimage can be linked to the passion via Holy Land pilgrimages; pilgrimage as an offshoot of worship; responses to persecution/reconciliation/charity work as expressions of Jesus' teachings; after the ascension and Pentecost the church began to grow and begin to worship together etc.



B: see [RE: Online's 'Big Ideas' curriculum](#). This gives an interesting structure to the unit and how the topics can link together.