

Suggested Outline Framework for Unit 1:  
Religion and Philosophical Themes

**Christianity**



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### Christianity

Unit 1 comprises 50% of the GCSE qualification. Therefore the scheme of learning proposed below is intended **only as a guide** based on approximately three hours of RS per fortnight over an academic year. The total number of lessons in this scheme is fifty-five based on one hour per lesson. The recommendation is that the **whole** of the course is **always** taught.

Assessment should be formative **and** engaging. Where possible, try and use the same or similar format to the final examination. Always share mark schemes with students. Ideally this should be towards the end of the unit so that they have had time to assimilate and engage in the work first.

The Moral Maze on Radio 4 is an excellent resource for those who are interested, as is The Infinite Monkey Cage (also on Radio 4). Both are available as podcasts thus making it easier to select relevant episodes.

#### **Part A: Core beliefs, teachings and practices (lessons 1-13)**

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Beliefs	God: Creator and sustainer, omnipotence, omnibenevolence, omniscience, omnipresence	Omnipotence; omnibenevolence; omniscience	Interactive whiteboards, online Bible (this is just one possible option: <a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a> ). A list of the quotes from this part of the course could be put together and students could stick them in their books/use Google classroom or other similar resources. Individual whiteboards.	Using hard copies of the Bible, students could be taught how to use a Bible (book, chapter, verse)
2	Beliefs	Beliefs and teachings on Creation from Genesis 1-3 ( <b>focus on 1:1-3</b> ); nature of humanity; image of God	Divine command	<a href="https://www.truetube.co.uk/film/beginning;">https://www.truetube.co.uk/film/beginning;</a> <a href="https://www.youtube.com/watch?v=xIETz4b40yU">https://www.youtube.com/watch?v=xIETz4b40yU</a> (Maybe a little difficult but worth using with the more able); <a href="http://www.philosophyofreligion.info/christian-ethics/divine-command-theory/">http://www.philosophyofreligion.info/christian-ethics/divine-command-theory/;</a> if God created the universe is it therefore automatically good?; <a href="https://www.truetube.co.uk/film/problem-evil;">https://www.truetube.co.uk/film/problem-evil;</a> <a href="https://www.truetube.co.uk/interactive/problem-evil-quiz;">https://www.truetube.co.uk/interactive/problem-evil-quiz;</a> The Simpsons episode where Bart whilst in church sells his soul is a good place to start discussing the nature of the soul; image of God, soul, moral, free will, rational, creative, fallen ( <b>focus on Genesis 1:26-28 and 2:15-17</b> )	An understanding of the importance of the Bible is crucial to underpinning Christian belief; an analysis of Genesis 5:1 relating to the image of God

3	Beliefs	The Trinity; Jesus as Messiah	Trinity; Holy Spirit; Incarnation	<p>Three aspects of one God: Father (Luke 15:11-32), Son (John 1:1-3, 14), Holy Spirit (John 14:25-26, Galatians 5:22-23). Jesus as God <b>Incarnate</b>; <a href="https://www.truetube.co.uk/film/alien-abduction-christianity">https://www.truetube.co.uk/film/alien-abduction-christianity</a>.</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/god/christianityrev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/rs/god/christianityrev2.shtml</a>;</p> <p><a href="http://whatsinthebible.com/activity-library/the-trinity/">http://whatsinthebible.com/activity-library/the-trinity/</a> (a very simple diagram).</p> <p>(Matthew 16:13-17), Saviour, Word; the <b>Incarnation</b> (John 1:1-3, 14) salvation and atonement (John 3:16, 14:6); whiteboards for an attempt to define <b>Incarnation</b></p> <p><a href="http://www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml</a></p> <p>(Students could read the text and find how many times the words Incarnation/Incarnate appear and explain the context)</p>	Analysis of the biblical texts; design your own diagram of the Trinity; Continue from last lesson and expand on Jesus' role; consolidate learning on relevant passages
4	Beliefs	The birth, crucifixion, resurrection and ascension of Jesus	Resurrection; Messiah; incarnation	<p><a href="https://www.truetube.co.uk/film/last-supper-2014">https://www.truetube.co.uk/film/last-supper-2014</a></p> <p><a href="https://www.truetube.co.uk/film/crucifixion-2014">https://www.truetube.co.uk/film/crucifixion-2014</a></p> <p><a href="https://www.truetube.co.uk/film/resurrection-2014">https://www.truetube.co.uk/film/resurrection-2014</a></p> <p>Link to passages on specification: Birth: Matthew 1:18-2:12 and Luke 1:26-35; 2:21 Death: Mark 15:1-39 Resurrection: John 20:1-21 Ascension: Acts 1:9-11</p>	Watch the three videos in sequence and write a brief description of the events for each clip

5	Practices	Morality: Divine command/absolutist and situational/relativist approaches to ethical decision making	Divine command	<p>Refer back to previous resources/suggestions on Divine command theory above; situational ethics/morality:</p> <p><a href="https://www.truetube.co.uk/film/abortion-male-perspective">https://www.truetube.co.uk/film/abortion-male-perspective</a>          (the focus here is not so much on abortion but more on the different approach between those who take the absolutist path as opposed to the situational/relativist – also ties in with issues later in Part B)</p>	Discuss absolutism as opposed to situational; watch video and link to abortion
6	Practices	Teachings of Jesus (Matthew 7:13-14; 25:31-46)	Resurrection; atonement	Read the parable of the Sheep and the Goats (Matthew 25:31-46)	Discuss its meaning with reference to resurrection and atonement
7	Practices	Love (agape), forgiveness; treasures of earth/in Heaven	Agape; atonement; resurrection	<p><a href="https://www.youtube.com/watch?v=tgQyBLWFDBI">https://www.youtube.com/watch?v=tgQyBLWFDBI</a>          – Matthew 6:5-13 (note the biblical reference at the start of the video clip).          Luke 10:25-37 – the parable of the Good Samaritan: try and imagine a modern version.          John 13:34-35; other passages.          Matthew 5:43-44; 18:21-22; Luke 23:34;          Link the idea of treasures on earth and in heaven directly to the passage of Matthew 6:19-21.          Also study Luke 16:19-31</p>	Watch the video and try to imagine being in the same situation; why does Gee Walker forgive? How does the promise of resurrection help Christians lead their lives?

8	Practices	Diversity of Christianity: Catholic, Anglican, Church in Wales, non-conformist, churches and chapels	Inter-faith dialogue; agape	<a href="http://chartist.cynefin.wales/protest_in_pews">http://chartist.cynefin.wales/protest_in_pews</a> - An interesting perspective bearing in mind the Chartist uprising in Newport in 1839.	Time permitting, a look at the influence of the Welsh language in church communities could be done.
9	Practices	Role of the local church; Diverse features of churches and chapels and diversity of worship practices	Inter-faith dialogue; resurrection; agape	A visit to a local church; <a href="http://request.org.uk/life/church/church-tours/">http://request.org.uk/life/church/church-tours/</a> ;  This could be done <b>before</b> a visit to a local church. A plan could perhaps be obtained that students could then fill in on their visit; if this is not feasible this website offers a good floor plan of the layout of a traditional church: <a href="http://myweb.tiscali.co.uk/hstchg/abbey">http://myweb.tiscali.co.uk/hstchg/abbey</a>	Visit a local church; Draw and label the layout of a typical parish church in Wales
10	Practices	Importance of prayer (communal and private)	Atonement	Matthew 6:5-13 – the Lord's Prayer; Matthew 18:20	It is important to emphasise what Jesus says to his disciples prior to actually saying the prayer (which does not start until verse 9)

11	Practices	Social and community functions of churches; Christian groups working for Social Justice such as the Interfaith Council for Wales	Inter-faith dialogue	<p>Welsh example: <a href="http://stpaulsnewport.org.uk/events/foodbank/">http://stpaulsnewport.org.uk/events/foodbank/</a></p> <p>Shelter Cymru: <a href="http://sheltercymru.org.uk/">http://sheltercymru.org.uk/</a></p> <p>Salvation Army: <a href="http://www.salvationarmy.org.uk/">http://www.salvationarmy.org.uk/</a></p> <p>Interfaith Council for Wales: <a href="http://www.cytun.org.uk/interfaithwales/interfaith_eng_about.html">http://www.cytun.org.uk/interfaithwales/interfaith_eng_about.html</a></p> <p>See also: World Council of Churches and Christian-Muslim forum</p>	Ask someone from your local church to come and talk about the work they do in the community; take a closer look at some of the Salvation Army's current campaigns
12	Practices	Persecution of Christians in the modern world	Inter-faith dialogue; Holy Spirit	<p>Matthew 10:22 – examine the importance of this passage</p> <p>Archbishop Oscar Romero: <a href="http://www.romerotruster.org.uk/who-was-archbishop-oscar-romero">http://www.romerotruster.org.uk/who-was-archbishop-oscar-romero</a></p> <p>Coptic Christians in Egypt: <a href="http://www.telegraph.co.uk/news/2016/05/26/hundreds-of-egyptian-muslims-attack-christian-woman-and-homes-af/">http://www.telegraph.co.uk/news/2016/05/26/hundreds-of-egyptian-muslims-attack-christian-woman-and-homes-af/</a></p>	Link campaigns for Social Justice to Christians being persecuted in the modern world
13	Assessment				