# Schemes of work: Beliefs and teachings & Practices – Christianity (01), Islam (02), Judaism (03)

# Religion, philosophy and ethics in the modern world from a religious perspective – Christianity (06)

There have been several important developments in Religious Education in recent years. Stakeholders and teachers have been talking for the past few years about changes to Religious Education/Studies.

The RE Council have established the [Commission on RE](https://www.commissiononre.org.uk/) which set out a new approach to the subject in their 2018 report. Find out about the [Religion and Worldviews project](https://www.religiouseducationcouncil.org.uk/projects/draft-resource/).

In a [research review published in 2021](https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education.) Ofsted recognised the different types of knowledge within RE – including different disciplines, i.e., philosophy, theology, and human/social sciences (including history).

Our existing Scheme of Work has been edited to include a new column for **worldviews, the different disciplines and diversity**. This update explains and provide opportunities and links for teachers to explore.

Many of these opportunities and links go beyond the specification and the requirements of the exam. Teachers may choose to explore some of these opportunities with their classes if time allows.

However, it must be noted that the exam questions in our assessments are based on the content and the assessment objectives given in the [specification](https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/).

# Contents

[Component 01 – Beliefs and teachings & Practices – Christianity 3](#_Toc534367819)

[Beliefs and teachings 4](#_Toc534367820)

[Practices 18](#_Toc534367821)

[Component 02 – Beliefs and teachings & Practices – Islam 29](#_Toc534367822)

[Beliefs and teachings 29](#_Toc534367823)

[Practices 41](#_Toc534367824)

[Component 03 – Beliefs and teachings & Practices – Judaism 52](#_Toc534367825)

[Beliefs and teachings 53](#_Toc534367826)

[Practices 65](#_Toc534367827)

[Component 06 – Religion, philosophy and ethics from a religious perspective – Christianity 78](#_Toc534367828)

[Relationships and families 78](#_Toc534367829)

[The existence of God 85](#_Toc534367830)

[Religion, peace and conflict 90](#_Toc534367831)

[Dialogue within and between religious and non-religious beliefs and attitudes 96](#_Toc534367832)

# Component 01 – Beliefs and teachings & Practices – Christianity

This scheme of work is not designed to be exhaustive but to provide a ‘way in’ to the topics. For the exam, it is important to ensure that you have covered all bullet points in the content column.

Questions in the exam for this component may draw on a range of areas in any one question. As such, it is possible to teach the component in a different order to the specification, combining areas to rationalise time better. One route through could be:

* the Nature of God – The Trinity – Prayer – Pilgrimage – Creation stories
* Jesus: Titles – Incarnation (including Advent and Christmas) – life and ministry of Jesus – death and resurrection (including Lent, Holy Week and Easter) – Ascension and the Holy Spirit – salvation
* the role of the Church in the local community – baptism, marriage and funerals – worship, sacraments and the Eucharist – mission - the role of the Church in the wider world
* the Problem of Evil – Eschatological beliefs and teachings.

### Beliefs and teachings

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Nature of God  | * The meaning of the terms: Benevolent, Omniscient, Omnipotent, Monotheistic, judge, eternal, transcendent, immanent, personal, forgiving
* The significance for Christians of these characteristics: benevolent , omniscient, omnipotent , monotheistic, judge, eternal, transcendent, immanent, personal, forgiving
* The common and divergent emphases placed on these characteristics (benevolent, omniscient, omnipotent, monotheistic, judge, eternal, transcendent, immanent, personal, forgiving) by different Christian denominations
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * The Lord’s Prayer Matthew 6:9–15
* The Ten Commandments (with reference to the first four commandments)
* Exodus 20
* The Parable of the Lost (Prodigal) Son Luke 15:11–32
* John 3:16–18
* Matthew 25: 31–46
 | Abbott and Clarke, pp 2-8 | * Use the Bible passages to the left. Place them printed on sheets around the room. For each one, students to note what the passage says about God, what it says to Christians today and what issues come out of the passage/understanding of God.
* Ensure students can spell and define each of the key words. Use the opportunity to focus on particular ones in the context of 3 mark and 6 mark questions.
* Arguments for/against God being each of these characteristics can be brought out in preparation for 15 mark questions. Much of the material for this will be covered later in the course.
 | Art - consider the depictions of the Parable of the Lost Son in Renaissance art e.g., Rembrandt, The Return of the Prodigal Son 1662-1669 An explanation of the symbolism in the art can be found here:[Rembrandt’s Prodigal Son](http://www.rembrandtpainting.net/rembrandt%27s_prodigal_son.html) |
| Concept of God as a Trinity of persons | * The concept of the Trinity as one God, three persons (Father, Son, Holy Spirit)
* The relationship between Father, Son and Holy Spirit
* Issues related to the Nature of God
* Different attitudes to God as a Trinity
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * Matthew 5:48
* John 14:16–17
* Philippians 2:5–8
* The Apostles’ Creed
* The Nicene Creed
* Unitarian Churches e.g. Christadelphians
 | Abbott and Clarke, pp 8-11  | * Search for a range of artwork about the Trinity. Students to draw out understanding from these portrayals. Discuss how difficult a concept it is and why it is often referred to as the mystery of the Trinity.
* Alternative way in: give the text of the Nicene Creed (or all of the suggested sources of wisdom and authority) – students to pick out key beliefs about Father, Son and Holy Spirit.
* Eternity of the Trinity: the whole Trinity is present at creation (Gen 1:1-3).
* YouTube search for ‘What is the holy Trinity?’
* Students are likely to wish to talk about God and gender in these lessons.
 | Linguistics - explore the gender pronouns given to the different persons of the Trinity. The Genesis story was written in Hebrew and translated into other languages - this is explored here: [Balancing out the Trinity: The Genders of the Godhead](https://www.religion-online.org/article/balancing-out-the-trinity-the-genders-of-the-godhead/)Theology and History - apply theological and historical lenses to explore the history and significance of the Nicene Creed - helping to see how the faith developed after the ascension of Jesus. [The Nicene Creed: Where it came from and why it still matters](https://zondervanacademic.com/blog/the-nicene-creed-where-it-came-from-and-why-it-still-matters) |
| Biblical accounts of Creation | * The concept of God as creator
* The role of God the Father as creator in the Genesis narrative
* The role of the Spirit in Genesis 1–2, as the agent of God
* The role of the Word in John 1
* The identification of Jesus in John’s Gospel chapter 1 as the Word of God linking him to creation and his pre-existence
* The role and purpose of human beings
* The Fall in the Genesis narrative
* Issues raised in Genesis for different Christian groups, literal interpretations and metaphorical understandings
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 3 | **Students must study:*** **Genesis 1–3**
* **John 1**

Other suggested sources of wisdom and authority:* The Apostles’ Creed
* Romans 1:20
 | Abbott and Clarke, pp 12-20  | * These texts are to be taught as set texts.
* Use a clip such as from David Attenborough’s Planet Earth. How does this show God as the Creator? What type of creator is He?

**First Creation Story*** [YouTube Message version of Genesis 1](https://www.youtube.com/watch?v=ean_aMNkAgM) – leading to storyboard activity.
* Give out copies (booklets?) of the text. Students could underline when God is pleased with something, circle when God makes something and colour in words that reveal something about God’s nature.
* Use group activities to draw out some of the key themes of the passage: what God is like, the Son/Holy Spirit, the role of humans. Suggested key learning:
* God’s creation is purposeful, original (creation from nothing), good/perfect, done out of love – use key words on left.
* Humans are pinnacle of creation, have a special role and a special relationship with God.
* Sabbath shows humans’ need for a nurturing relationship with God.
* The 6 days of creation are in line with evolution (day 4 exception – why?)
* Explain the difference between symbolic and literal interpretations of the Bible. Emphasise the importance of this learning for the whole course and its link to divergence. Key question: if we see Genesis as the product of a human who didn’t know what happened but knew truths about God, what conclusions do we draw? Create a symbolic storyboard of Genesis 1.

**Second Creation Story*** Introduce Adam and Eve story – read it from both a symbolic and literal perspective. What does the story teach about humanity? Animals? Human relationships with God?
* Explore similarities and differences between the two creation stories (Venn diagram?). Are they two sides of the coin or two different stories? Which version do the students prefer?

**The Redemptive Creation Story*** When exploring John 1:1-14, although it is useful to remember that this is John’s Christmas story, focus on the passage’s context as ‘creation’. It ‘explains’ Genesis 1 but it also shows light emerging from the darkness of the Fall, God’s plan for salvation in action and so on.
 | Sociology and History – use a feminist lens to approach Genesis 2 and 3. How ideas around the role of men and women have developed in society as a result of this passage, and how it is being re-interpreted. [The Quick Start Guide to Equality in Genesis](https://juniaproject.com/quick-start-guide-to-equality-genesis/)A traditional “Masculine Christianity” worldview can be explored around what the role of men and women are prescribed to be in Genesis 2-3. Was the correct order of God-Man-Woman subverted when sin entered the world?[The Woman’s Desire and the Man’s Rule (Genesis 3:16)](https://knowingscripture.com/articles/the-womans-desire-and-the-mans-rule-genesis-3-16)  |
| The problem of evil and suffering and a loving and righteous God | * Concepts of evil
* Different types of evil: natural evil and moral evil
* Causes of evil
* The Fall of mankind as the result of Free Will
* The concept of original sin
* The concept of Good
* The problem of the existence of evil and suffering: how an all-powerful (omnipotent) God can allow evil and suffering if he is also loving (benevolent) and righteous
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | **Students must study**:* **Genesis 3:1–19**

Other suggested sources of wisdom and authority:* The Lord’s Prayer
* The message contained in the Book of Job
 | Abbott and Clarke, pp 21-24  | **The Fall*** Discuss the passage as a set text. What are the consequences for Adam, Eve, the serpent, humanity? How has the world changed between Genesis 1 and Genesis 3? What image of God are we now thinking about?

**Evil*** How would you explain evil to an 8 year old? Explore definitions of evil, suffering, natural and moral evils. Use news stories.
* State why evil is a problem for Christians.
* Draw links between evil and the Fall. Key phrase: original sin. Is the Fall story literal or symbolic?
* Use the opportunity to practice 15 mark questions.

**Good*** God’s goodness as a contrast to evil. Shown through creation, the covenant, God as lawgiver, Jesus.

**The Problem of Evil*** Create a jigsaw activity for different groups to explore a different possible response to the problem of evil and to share information.
 | Using a literary lens explore how the story of The Fall has influenced culture and explore the interpretation of [The Fall in Milton’s Paradise Lost](https://www.yorku.ca/earmstro/text/ParadiseLostBk1.pdf) (summarised [here](https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton))Milton was heavily influenced by Christian ideas in the epic poem, and he takes an unusually sympathetic approach to the character of Lucifer (Satan) in his role in The Fall. A feminist lens views religion as a system that can be used for the benefit of men, and to the detriment of women. The responsibility that Eve is given for sin entering the world is one such example. Explore this with the ideas of [Pamela Milne on the responsibility of Eve in the Fall](https://www.washingtonpost.com/archive/opinions/1989/03/26/genesis-from-eves-point-of-view/dc371184-1f4c-4142-ac2d-d5efee72a0da/) The discipline of philosophy considers what it means for us to call God “good”. Is God “good” because God does good actions - or are the actions of God “good” because God does them? This can lead to fruitful discussions around morality and God’s actions in the Bible for example. Links to help you explore this are: - [God’s Goodness and The Euthyphro Dilemma](http://www.alevelphilosophy.co.uk/wp-content/uploads/2014/06/Euthyphro-dilemma.pdf) [The Euthyphro Dilemma (Problem for Divine Command Theory) - YouTube](https://www.youtube.com/watch?v=O2oEAd70jLw)An influential Christian thinker of the 20th Century was the writer C S Lewis. Along with writing the Chronicles of Narnia which explore the Christian redemption story, he also wrote responses to different problems posed to faith. One of these was the problem of evil.[The Problem of Pain.](https://www.cslewis.com/the-problem-of-pain/) |
| Jesus Christ | * The meaning of the terms: Messiah, Son of God, Lord and Saviour
* The significance for Christians of the titles Messiah, Son of God, Lord and Saviour as descriptions of Jesus
* The relevance of Messiah, Son of God, Lord and Saviour as descriptions of Jesus for Christians today
* The role and importance of Jesus’ teachings and life as an example for Christians
* Christian love (agape)
* The Christian ideal as expressed in Jesus’ teaching in the Sermon on the Mount
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 3 | * The Ten Commandments
* The Two Great Commandments Matthew 22:36–39
* The Parable of the Good Samaritan Luke 10:25–37
* The Apostles’ Creed
* The Nicene Creed
* Jesus’ healing miracles as examples of agape: Matthew 8:1–3, Mark 5:21–42
* Matthew 5–7
 | * Abbott and Clarke, pp 25-33
 | * Prior learning: things Jesus did, things Jesus said.
* Create a recording sheet for each of the key titles of Jesus, using the suggested sources of wisdom and authority as evidence. Ensure students can answer an exam question on each of the titles. How relevant is each of these titles to Christians today?
* Use Bible passages to draw out the example set by Jesus’ life: why it was important and how a Christian could use that example in their lives. Groups could look at different passages and present to the class.
* Explore the nature of unselfish love (agape) and focus on how agape is shown in the Bible passages listed and the Sermon on the Mount (set passage). Write a job description for the Christian ideal.
* Explore the Sermon on the Mount in detail. What picture does Jesus paint of the Christian ideal? Don’t be selective about sections of the text and look for key parts and ideas (the beatitudes, intention, going the extra mile, it’s the heart that matters etc.). Students to compile a list of key quotations to learn from the sermon.
* Examine alternative forms of ethics to that portrayed here – What Would Jesus Do? (WWJD), Natural Law, Conscience.
* Create a Venn Diagram: what Jesus said, what society says.
 | Philosophy can help us to explore what Agape love may look like in response to modern/contemporary ethical issues. To help with this you can explore [Joseph Fletcher’s understanding of Agape Love](https://books.openbookpublishers.com/10.11647/obp.0125/ch5.xhtml) History and Politics - the historical significance of Jesus’ teachings can be explored through considering the history of non-violent protest, the change that non-violent protests have brought about and the influences they have to the present day. One such example is the influence of the [Sermon on the Mount on Martin Luther King](https://kinginstitute.stanford.edu/king-papers/documents/my-pilgrimage-nonviolence)  |
| Incarnation, crucifixion, resurrection and ascension | * The meaning of the terms: the incarnation, the crucifixion, the resurrection and the ascension
* Beliefs and teachings about Jesus arising from the incarnation, the crucifixion, the resurrection and the ascension
* The importance to Christians of the incarnation, the crucifixion, the resurrection and the ascension for their life and worship
* The common and divergent emphases placed on the significance of the incarnation, the crucifixion, the resurrection and the ascension for the beliefs of different Christian denominations
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * Luke 1:26–35
* Mark 15:21–41
* Matthew 28:1–10
* Acts 1:9–11
* The Apostles’ Creed
* The Nicene Creed
 | Abbott and Clarke, pp 34-36  | **Incarnation*** Explore Matthew 2 and Luke 2 and the idea of God becoming a human in Jesus. Emphasise the A contradictions in the passage: human/divine – royal/poor. How is this belief found in the Nicene Creed?
* Why is Christmas an important celebration? What Christian symbols are found at Christmas and what do they teach about the importance of the Incarnation? Why is Christmas a common belief, rather than a divergent one?

**Crucifixion, resurrection and ascension*** Explore the idea of salvation found in the death and resurrection narratives.
* Why do Christians celebrate Holy Week and Easter? How do they celebrate them and what is the importance of these celebrations? What are the common and divergent attitudes towards these celebrations in different denominations?
* Students to create a storyboard for Holy Week and Easter to summarise the origin of the festival. What impact would these events have on the life of the Christian?
* Does it matter if the ascension is literally true or symbolic? Discuss the idea of Jesus returning to God.
* It is possible to explore the Pentecost event in order to emphasise the transformation brought by the Holy Spirit in time for the next section’s work on the Holy Spirit.
 | History - explore the impact of depictions of Jesus as white and European on understandings of Christianity and the Christian message. Consider the importance of decolonising the image of Christ. This article explores this further: [why Jesus is depicted as a White European](https://theconversation.com/the-long-history-of-how-jesus-came-to-resemble-a-white-european-142130). Geography and History - the story of Jesus has been incorporated into many different cultures and traditions throughout Christian History. You can explore how one village in Japan has taken the story of Jesus to its heart. [Jesus in Japan](https://www.smithsonianmag.com/history/the-little-known-legend-of-jesus-in-japan-165354242/). Sociology and Geography - the celebrations of the important story of The Passion/Holy Week from around the world can show us the significance of that story as well as how it has been integrated into local customs and cultures. The following links are examples of this: [Celebrations of Holy Week in Spain](https://veebrant.com/easter-spain/) [Passion play re-enactment in Mexico](https://theculturetrip.com/north-america/mexico/articles/everything-you-need-to-know-about-mexico-citys-historic-crucifixion-re-enactment/)[How different cultures celebrate Holy Week](https://culturalawareness.com/holy-week-around-the-world/)  |
| The concept of salvation | * The meaning of the following terms:
* Salvation – restoring the relationship between God and mankind
* Atonement – God in Christ reconciles the world to himself
* Law – its function to identify sin by laying down commandments
* Sin – Pauline views, all have sinned and fallen short of the mark
* Grace – God’s redemptive love to save sinners
* Spirit – The Holy Spirit
* The role of Christ in salvation: the sacrifice of Christ – paying the ransom to God for the sins of the world
* Issues related to salvation: the belief in forgiveness and repentance for all
* The nature of atonement for Christians
* Common and divergent Christian beliefs about the need for salvation
* Common and divergent Christian beliefs about the role of Jesus Christ in salvation
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * Genesis 3:1–7
* Nicene Creed
* Romans 3:23
* Romans 6:23
* 1 Corinthians
* Ephesians 2:8–9
* Romans 3:24
* The Apostles’ Creed
 | Abbott and Clarke, pp 37-39  | * Link this section to the previous section. Draw out further learning from the suggested passages.
* Ensure each of the key terms is understood enough to be able to write a 6 mark question on each. Group activity to prepare questions with peer assessment by other groups.
* Explore beliefs and practice in different denominations e.g. confession, faith vs works.
* Students to discuss what issues are linked to those raised by these topics – e.g. can all really be saved, did Jesus die for all?
* Draw out links to previous areas of study (e.g. atonement after the Fall; the Law as a sign of God’s goodness; salvation from Jesus’s incarnation, life, death and resurrection and the sending of the Holy Spirit.
* Students to create a graphical interpretation of the key topics in this section.
 | Sociology - use survey data to see how different religious believers view the balance of faith/works in salvation:[Sociological perspective](https://www.americamagazine.org/faith/2017/08/31/poll-most-protestants-and-catholics-believe-faith-and-works-are-necessary)Theology - explore a key religious thinker’s views on the idea of Salvation through Faith. [Luther and Salvation through Faith](https://www.worms.de/en/web/luther/Lutherschriften/Luthers_Theologie.php)Sociology - consider the Evangelical tradition in Christianity - an example of an evangelical group is the [Evangelical Alliance](https://www.eauk.org/great-commission) Theology - explore how a key liberal Christian thinker views salvation for non-Christians. [Williams declares that all people can go to heaven](https://www.christiantoday.com/article/williams.declares.that.all.people.can.go.to.heaven/1346.htm) |
| Eschatological beliefs and teachings | * The meaning of the terms resurrection, life after death, heaven and hell
* Apocalyptic ideas in the Early Church
* Common and divergent beliefs about the Second Coming of Christ (Parousia)
* Common and divergent beliefs about, and interpretations of, death, judgement, purgatory, heaven and hell
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * The Apostles’ Creed
* The Nicene Creed
* Matthew 25:31–46
* Matthew 5:29–30
* 1 Corinthians 15:12–58
* John 14:1–3
 | Abbott and Clarke, pp 40-42  | * Define eschatological and use the suggested sources of wisdom and authority to explore the concepts that come from this.
* Use an image search to draw out the concepts of heaven and hell. What are the common images found in these?
* Create information stations on heaven, hell and purgatory. Emphasise the eternity of heaven and hell, the ideas of reward and punishment, the idea of judgement based on action (Matthew 25) and/or faith (divergent views).
* Explain that purgatory is a mainly Catholic view that once judged worthy to go to heaven; people are purified in order to be ready to come face-to-face with God. Discuss whether this view is necessary or relevant.
* Discuss whether beliefs about heaven and hell are useful for the daily life of Christians.
 | Geography - explore the significance of ideas about the Second Coming of Jesus in the Ethiopian Orthodox Church and diversity within the Christian experience.[Ethiopian Orthodox Church on the Second Coming](https://eotcmk.org/e/debre-zeit-the-5th-sunday-of-the-great-lent/) Explore current cultural interpretations of the Second Coming - the [Left Behind franchise and film](https://www.tyndale.com/sites/leftbehind/) Sociology - use a sociological lens and surveys of religious believers to see how different religious believers view the idea of living in “The End Times” [PEW research on Christians believing we are living in the End Times](https://www.jpost.com/christianworld/article-724601).  |

### Practices

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Worship  | * The structure of church services, for example Anglican Communion service, Roman Catholic mass, Quaker meeting, Greek Orthodox service and Methodist Sunday morning worship
* The concept of worship
* Purposes of worship
* The role and importance of liturgical worship for some Christians
* The role and importance of informal/charismatic worship for some Christians
* The role and importance of individual prayer, private prayer and devotion for Christians
* The role and importance of private and public worship to Christian communities and individuals
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 3 | * Denominational service prayer books
* John 4:24
* Romans 8:14
* Remembrance Services: Matthew 18:20
 | Abbott and Clarke, pp 44-50  | * This section overlaps with that on prayer and could be taught together.
* Explore the concept of worship and the differences between public and private worship.
* Play songs from different worship traditions and display pictures of different types of worship. What are the similarities and differences? How do they show worth to God in different ways? What impact does worship have on a Christian? What is the role and what is the importance of worship to Christians? Should worship have set forms? Thinking hats exercise a possible way in to this.
* Choose at least two orders of service from the examples in the specification and apply similar questions to these. (This can be combined with the section below to examine two different Eucharistic celebrations.)
* Is individual/private prayer and devotion as important to Christians as public worship?
* Explore possible ways Christians pray (e.g. ACTS (Adoration, Confession, Thanksgiving, Supplication); TPS (Thank you, Please, Sorry)), the use of devotional and set prayers (e.g. Our Father, Hail Mary).
 | History and Geography – exploring the history of Christianity in Africa can be a way to find out about diversity within the Christian traditions. [An African Way: The African Independent Churches](https://www.christianitytoday.com/history/issues/issue-9/african-way-african-independent-churches.html) Cultural Studies – looking at New Forms of Church will help to explore what Churches are doing to appeal to modern day culture, with cultural interpretations of worship. One example of this is: [The Heavy Metal Church](https://www.heavymetalchurch.com/)  |
| Sacraments | * The meaning of the word sacrament
* The role and meaning of the sacraments
* The role of Baptism and Eucharist in the life of a Christian
* Common and divergent attitudes towards the practice and meaning of Baptism by different Christian denominations
* Common and divergent attitudes towards the practice and meaning of the Eucharist by different Christian denominations
* Common and divergent attitudes towards the Sacraments, including which practices are considered by different Christian denominations to be a sacrament
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 1 | * Matthew 26:26–28
* Matthew 3:13–17
* 1 Corinthians 11:23–26
 | Abbott and Clarke, pp 50-53 | * Define the word sacrament and explain its context as a signpost to God’s grace.
* Explore the origins and meaning of the Eucharist and different beliefs about what the bread and wine signify. What is the significance of the Eucharist to different Christians? What do different names for the Eucharist show about these beliefs?
* Explore the differences between infant and believers’ baptism and the links to the Early Church (Jesus’ baptism vs baptism into a community of households).
* Create information sheets. Class to hold a debate about which is better.
* [Christian baptism](https://www.youtube.com/watch?v=hysJSb38mCQ&feature=youtu.be)
* It is possible to give context by exploring infant dedication and confirmation.
* Examine the five other rites that are seen as sacraments by some Christians (Confirmation, Marriage, Ordination, Confession, Anointing of the Sick) and discuss whether it is necessary or important to label these as sacraments.
 | Considering how Caribbean women encounter the Bible Story and the significance of the Sacraments to them as part of this, can help you to explore the diversity of traditions within Christianity and hearing the voices and experiences of a diverse group of people. [Righting Her-Story](https://canaac.wcrc.ch/resources.html): Caribbean Women Encounter the Bible Story Sociology – use a sociological lens and survey data to see how different religious believers practice their faith in terms of attendance to confession. [Pew Research on Participation in Catholic Rites and Observances](https://www.pewresearch.org/religion/2015/09/02/chapter-2-participation-in-catholic-rites-and-observances/) |
| Prayer  | * The concept of prayer
* The impact and importance of prayer to a Christian
* The importance of prayer in worship
* The meaning and use of the Lord’s Prayer (in both individual and communal worship)
* The different types and uses of prayer in worship for individuals and communities including adoration, confession, thanksgiving, supplications, grace, intercessions, ‘praying in the spirit’, chants and meditational prayers
* Common and divergent emphases placed on prayer by different Christian denominations, for example informal extempore prayer as compared to set liturgical prayer
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * Different denominational service prayer books
* Luke 11:1–4
* Matthew 6:5–15
* 1 Corinthians 14:26–40
 | Abbott and Clarke, pp 54-59  | * Follow this section on from that of worship, recapping learning from that section.
* Define prayer
* Ensure students have for each of the terms and examples: definition, example, strengths and weaknesses of this type of prayer.
* Explore the Lord’s Prayer in detail and explore how it is used by Christians. Why would Christians use it?
* What is the impact of prayer on the life of a Christian? How might a Christian respond if a prayer does not seem to be answered?
* Jigsaw activity on different types of prayer listed in the specification.
* [The Skinny on Prayer](https://www.youtube.com/watch?v=UmL_GTKU2lE)
* Draw together learning by using some exam-style questions.
 | Sociology – use survey data to see how different religious believers practice their faith, specifically Prayer. PEW [research on prayer](https://www.pewresearch.org/religion/religious-landscape-study/christians/christian/frequency-of-prayer/) among Christians Psychology - explore the link between mental health and prayer - is prayer good for our mental health? How does prayer impact our brains? [How prayer is linked to mental health](http://news.bbc.co.uk/1/hi/health/516350.stm) |
| The role and importance of pilgrimage and celebrations to Christians | * The concept of pilgrimage
* The purpose of pilgrimage to Lourdes, Jerusalem, Walsingham and Rome
* The impact of pilgrimage on individuals and for communities
* The origin of Christmas and Easter
* The impact and importance of Advent and Christmas celebrations to Christians
* The impact and importance of Lent, Holy Week and Easter celebrations to Christians
* Common and divergent attitudes towards the importance of pilgrimages by different Christian denominations
* Common and divergent attitudes towards the role and importance of celebrations by different Christian denominations
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 3 | * Luke 2:1–20
* Matthew 2:1–12
* Matthew 26:17–29
* Matthew 27:45–55
* Matthew 28:1–10
 | Abbott and Clarke, pp 60-70 | **Pilgrimage*** What is the purpose of pilgrimage? Explore secular and Christian ideas.
* Groups to research the background, purpose and impact of pilgrimage to each of the listed places. Present to class so that class can write a 6 mark question on each place.
* Discuss whether pilgrimage is necessary or important in the life of a Christian.

**Advent and Christmas*** Overlap with activities on the Incarnation; these two sections could be taught together.
* What is the purpose of Advent? What are the symbols of Advent? What impact would Advent have on the life of a Christian?

**Lent, Holy Week and Easter*** Overlap with activities on the crucifixion and resurrection of Jesus.
* Why is Lent a significant season for some Christians? Explore the symbols of Lent and the practice of prayer, fasting and abstinence.
* Create a storyboard about the events of Holy Week and Easter and explore different ways of marking this week.
 | History - use a historical lens to consider the importance of pilgrimage to the Celtic Christian tradition. Celtic Christianity has strong links to the history of Christianity in the UK. [Celtic Christianity](https://www.lynnebaab.com/blog/celtic-christianity-pilgrimage-and-the-c) Geography - explore how different cultures and countries celebrate Advent and Christmas. [Christmas celebrations around the world](https://www.faithventures.com/10-fascinating-christmas-celebrations-around-the-world/) [Advent traditions in Croatia](https://adria-more.hr/en/blog/christmas-traditions-in-croatia/19.html)  |
| The role of the church in the local community and living practices | * The meaning and importance of rites of passage
* The importance of Christian rituals that mark key rites of passage to individuals and communities
* The ways in which church communities nurture and support families, for example Sunday schools, youth clubs, mother and child groups, visiting the elderly and the sick
* Common and divergent attitudes of different Christian denominations towards and practices connected with membership of the Christian community, including infant baptism, dedication, believers baptism and confirmation
* Common and divergent attitudes of different Christian denominations towards and practices connected with the celebration of marriage
* Common and divergent attitudes of different Christian denominations towards and practices connected with funerals
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 4 | * Matthew 3:13–17
* Ephesians 5:31–33
* John 11:25
* 1 Corinthians 15:51
 | Abbott and Clarke, pp 71-80 | * Link to work on sacraments. Define a rite of passage and key term ritual.
* Display images of rites of passage from religious and non-religious contexts. Which rites of passage have students been through and what would they want to add to the list?
* Research the way a local church supports young people, the elderly, mothers, the sick etc.
* What do different parts of the marriage ceremony teach Christians about Christian beliefs about marriage? Examine the symbols in two different marriage ceremonies (the Orthodox rite provides an interesting contrast to western denominations). Create a Venn diagram: what are the key practices that must be present?
* Explore the purpose of a funeral: what key Christian beliefs, examined earlier in the course, are found in this? Is the main purpose of a funeral for the deceased or for mourners?
* [Christian Funeral](https://www.youtube.com/watch?v=QcoY0MO8_7M&feature%20)
* Create a grid showing the main elements of a funeral service. Annotate the grid with divergent practices at the funeral service. Explore why some Christians might prefer to be buried rather than cremated.
* Draw together learning by comparing with the suggested sources of wisdom and authority.
 | Sociology and Anthropology - explore the importance of rites of passage within a religious community/society for individuals and the group as a whole.[Rites of Passage](https://www.sociologyguide.com/anthropology/rites-of-passage.php) History – use a historical lens to explore the history and development of the Sunday School movement. [The Forgotten History of Sunday School](https://research.lifeway.com/2018/07/17/sunday-school/)Sociology – use a sociological lens to examine statistics on marriage and civil partnership in the UK to explore changing trends[Marriage, cohabitation and civil partnership statistics](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/marriagecohabitationandcivilpartnerships) |
| Mission  | * The meaning of the term mission
* The importance of mission in the modern church
* Common and divergent attitudes towards the importance of mission for Christians in 21st century Britain by different Christian denominations
* The meaning of the term evangelism
* Common and divergent attitudes towards the importance of evangelism in the modern church by different Christian denominations
* Evangelism in practice
* The growth of new forms of church
* Reasons for the growth of new forms of church
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 2 | * Matthew 28:16–20
* Mark 16:15
* John 14:6
* Romans 1:16
* Timothy 41:2
* Acts 1:8
 | Abbott and Clarke, pp 81-84 | * Present a clip of something that has gone viral online. If you had an important message, how would you share it?
* Use suggested sources of wisdom and authority to explore key teachings on mission and evangelism. What questions does this concept raise for students? Create a poster encouraging Christians to evangelise.
* Research the work of a Christian group that promotes evangelism.
* Explore a range of different forms of church growth (e.g. Messy Church, Alpha course, Café Church, the internet, fresh expressions, Church planting). If you were in charge of a church, which method of growth would you adopt and why?
 | Sociology - use the 2021 Census results around religious belief for discussions around mission and evangelism. [Christianity and the 2021 Census results](https://www.theguardian.com/uk-news/2022/nov/29/census-2021-in-charts-christianity-now-minority-religion-in-england-and-wales) Sociology – use a sociological lens and survey data to discuss evangelism and mission [Research into views on evangelism](https://be.thechurch.digital/blog/lifeway-research-effective-evangelism-in-surprising-places) History - discuss mission and evangelism and their link with colonialism, and the impact this has had on nations around the world to help develop understanding of the Christian experience from diverse traditions. [Mission work and colonialism](https://www.christianity.com/wiki/history/how-can-christians-justify-mission-work-and-colonialism.html)Find out about Street Pastors[Street Pastors – The Church in action on the street](https://www.streetpastors.org/) |
| The role of the church in the wider world | * The meaning of the term Ecumenical
* The meaning of the word church (spiritual and temporal) and of churches as individual communities
* The main purpose of the World Council of Churches, including reconciliation through ecumenism
* The work of ecumenical communities, for example: Taize, Iona, Corrymeela and the ‘Churches Together’ movement
* The way in which the Church is being persecuted in the 21st century
* Supporting the persecuted church
* The purpose of one of the following Christian aid agencies: Christian Aid Tearfund, Cafod
* Different interpretations and emphases given to sources of wisdom and authority by different Christian denominations
 | 3 | * John 13:34–35
* Mark 12:31
* Matthew 25:31–46
 | Abbott and Clarke, pp 85-90  | * Explore the concept of church as both spiritual and temporal. Explore the distinction between church and Church.
* Research the work of the World Council of Churches and look for its work to achieve reconciliation through ecumenism.
* Research the work of ecumenical communities. Groups to present to the whole class. Prepare a 6 mark question on ecumenical communities.
* Draw together research and ideas through matching the work seen to the teachings found in the suggested sources of wisdom and authority.
* Research how the Church is being persecuted today (e.g. Iraq, China, Nigeria, Syria, South Sudan).
* How do Christians support these communities? (Prayer, organisations (e.g. Open Doors, Voice of the Martyrs, Samaritans Purse), writing letters of encouragement, fundraising). Create a poster on behalf of one of these organisations.
* Explore the work of one of the identified aid agencies and create a fact file. How does the work support Christian teachings (from the whole course)?
* Debate: should Christians focus on the local community or the worldwide Church? What about their own spiritual lives?
 | History – use a historical lens to explore the history of Ecumenism to help students understand the movement[The first letter to Church leaders calling for unity](https://onlinelibrary.wiley.com/doi/full/10.1111/erev.12557#:~:text=In%20January%201920%2C%20the%20Ecumenical,the%20Orthodox%20Church%20in%20it)Sociology – use a sociological lens to examine surveys to aid discussion of the persecuted church PEW [research on religious freedom in the world](https://www.pewresearch.org/topic/religion/religious-freedom-restrictions/international-religious-freedom-restrictions/) Geography and Sociology - explore the places in the world where Christians are persecuted, for example through this report: [Aid to the Church in Need](https://acninternational.org/work/religious-freedom-report/) |

# Component 02 – Beliefs and teachings & Practices – Islam

This scheme of work is not designed to be exhaustive but to provide a ‘way in’ to the topics. For the exam, it is important to ensure that you have covered all bullet points in the content column.

### Beliefs and teachings

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Core beliefs | * Articles of faith
* The six articles of faith in Sunni Islam:
* Belief in Allah as the one and only God
* Belief in angels
* Belief in holy books
* Belief in the Prophets
* Belief in the Day of Judgement
* Belief in Predestination
* The overall importance of the six articles of belief for Sunni Muslims
* The meaning of ‘Usul ad-Din’ (The Principles of Faith)
* The five roots of ‘Usul ad-Din’ in Shi’a Islam:
* Belief in Oneness and Unity of God (Al-Tawhid)
* Belief in Divine Justice (Al-Adl)
* Belief in Prophethood (Al-Nubuwwah)
* Belief in Imams (Al-Imamah)
* Belief in the Day of Resurrection (Al-Ma’ad)
* The overall importance of the five roots ‘Usul ad-Din’ for Shi’ite Muslims
* Issues related to core beliefs in Sunni Islam and Shi’a Islam
* Belief about justice and imamate (leadership) which differentiates Shi’a Islam from Sunni Islam
* Common and divergent attitudes of different groups of Muslims towards core beliefs
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 3 | * Six articles of faith in Sunni Islam
* Surah 4:136
* Hadith from Sahih Muslim Book 33 Hadith 6400 (Qadr)
* Five roots of Islam in Shi’a Islam
* Surah 6:103
* Surah 23:62 (Adalah)
* Surah 41:46 (Adalah)
* Surah 16:36 (Al -Nubuwwah)
* Surah 62:2 (Al- Nubuwah)
* Surah 57:25 (Al-Nubuwah)
* Surah 2:213 (Al-Nubuwah)
* Surah 4:59 (Imamah)
* Surah 21:73 (Imamah)
* Hadith al-Thaqalayn
* Surah 74:38 40 (al-Ma’ad)
* Surah 21:104
 | Abbott and Clarke, pp 94-99  | * [Islam Setting the scene](http://www.reonline.org.uk/islam-setting-the-scene/) (Sunni and Shi’a)
* [Islam Sources of wisdom](http://www.reonline.org.uk/islam-sources-of-wisdom-and-authority/) (Sunni and Shi’a)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (sections on articles of faith and roots of Islam)
* [How Islam began](https://www.truetube.co.uk/film/how-islam-began-ten-minutes)
* [Alien abduction](https://www.truetube.co.uk/film/alien-abduction-islam)
* Explore the articles of faith in six groups. Each group to feed back to class. Rank order the six articles of faith in any order that is meaningful to the student and discuss choices.
* Do a similar activity with Usul ad-Din and draw comparisons with Sunni practice. Ensure students can explain the differences.
* Cross-reference learning with the suggested sources of wisdom and authority.
* Discuss which of the core beliefs are harder for people to believe in today and Muslim responses to these difficulties.
* Ensure students can explain the differences between Sunni and Shi’a in terms of justice and leadership. Discuss the differences and hold a class debate.
 | Sociology – examine surveys to aid discussions around the articles of faith and the practice of faith. [PEW research on the articles of faith](https://www.pewresearch.org/religion/2012/08/09/the-worlds-muslims-unity-and-diversity-3-articles-of-faith/#:~:text=Some%20of%20the%20most%20widely,will%20determine%20whether%20individuals%20are) Theology - explore the articles of faith and their significance as outlined in [The Hadith Of Jibril - and the 6 articles of faith](https://www.abuaminaelias.com/dailyhadithonline/2014/01/25/jibreel-islam-iman-ihsan/)  |
| Nature of Allah | * The importance for Muslims of the 99 names of Allah with specific knowledge and understanding of: Tawhid (oneness), Merciful, Omnipotent, Benevolent, Fair and Just, Transcendent, Immanent
* The meaning of Tawhid and its relationship to the concept of shirk
* The implications of Tawhid and shirk for polytheism and Christianity
* Issues related to the Nature of Allah and how these attributes are shown:
* Allah’s role as creator and judge demonstrate His omnipotence
* His concern with humankind and intervention as evidence of immanence
* His guidance to humankind showing His merciful nature
* The Shi’a concept of the Imamate and its relationship to Shi’a belief in Tawhid
* Common and divergent attitudes of different groups of Muslims towards the nature of Allah
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 2 | * Surah 1 (al-Fatihah)
* Surah 2:117 (al-Baqarah)
* Surah 50:16 (Qaf)
* Surah 53:19–25 (an-Najm)
* Surah 112 (al-Ikhlas)
 | Abbott and Clarke, pp 100-102  | * Define the meaning of the term Tawhid. How do the 99 names of Allah deepen our understanding of Tawhid?
* Explore each of the specified names in detail. Working in groups of six, students to create an activity and then pass on their worksheet to the next person: define each name, give evidence for them from sources of wisdom and authority, explain why they might help a Muslim with their understanding of Allah; explain why they might be difficult to use; add to any of the above points; peer mark the whole sheet.
* Class debate on whether we need anything more than just the concept of Tawhid.
* Define the concept of shirk. What impact do Tawhid and shirk have on the world? Group discussion – the group’s best points to be fed back to class.
* Explain the Shi’a concept of the imamate to the class and its relevance to the topic. Students to practise a 6 mark question.
 | Theology – consider the meaning and importance of the 99 Names of Allah through exploring the work of [Bowering on the 99 Names of Allah](https://iphras.ru/uplfile/smirnov/ishraq/1/bowering.pdf) Theology – consider the meaning and importance of the Immanence of Allah through exploring the work of [Bowering on the Immanence of Allah](https://www.bcheights.com/2016/10/13/engaging-islam-yale-professor-talks-god-human-will/) A Mystical understanding of the 99 names can be explored through the work of a key Muslim thinker Sufi: [99 Names – Al Ghazali](https://sufipathoflove.com/the-99-attributes-of-allah-by-al-ghazali/)Consider how a belief in Tawhid can shape a person’s whole worldview through: [Worldview of Tawhid](https://www.al-islam.org/fundamentals-islamic-thought-god-man-and-universe-murtadha-mutahhari/world-view-tawhid) Explore the intra-faith dialogue between Sunni and Shia Islam through the work of female Muslim director Hoda Elsoudani' - [can you be both Sunni and Shia?](https://www.newarab.com/features/why-cant-i-be-sushi#:~:text=Why%20Can't%20I%20be%20a%20Sushi%20is%20a%20largely,ongoing%20sectarian%20conflicts%20among%20Muslims) Philosophy - students can explore the Kalaam argument as proof for Allah’s existence. [The Kalaam argument as proof of Allah’s Existence](https://www.reasonablefaith.org/writings/popular-writings/existence-nature-of-god/the-kalam-cosmological-argument)  |
| Prophethood (Risalah) | * The role and importance of the prophets:
* Adam as Allah’s first creation. Created from clay, made in Allah’s image, given the ability to reason and make choices and as khalifa
* Ibrahim as the father of the Arab people and of the prophets. He was a hanif. How Allah tested his devotion
* Isma’il as the first son of Ibrahim and connected with the building of the Kaaba
* Musa who was given the 10 commandments
* Dawud as receiving the Zabur and the story of his victory over Goliath
* The prophet Isa as not divine but chosen to deliver a message like the other prophets. His significance in the Qur’an and his role on the Day of Judgement
* Muhammad (PBUH) as ‘seal of the prophets’ and the implications of this. His background and the personal qualities that made him a good prophet
* Common and divergent attitudes of different groups of Muslims towards the role and importance of the prophets
* Risalah as Allah’s way of communicating with humans
* The belief in the twelve Imams and their infallible nature (imamate) in Shi’a Islam
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 4 | * Surah 3:31
* Surah 3:144 (al-Imran)
* Surah 21:105 (al-Anbiya)
* Surah 5:78 (al-Ma’idah)
* Surah 46:9 (al-Ahqaf)
* Surah 73:15
 | Abbott and Clarke, pp 103-111  | * [Islam Sources of wisdom](http://www.reonline.org.uk/islam-sources-of-wisdom-and-authority/)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (prophets)
* Write a job description of a prophet. Use this to match to the roles of each of the named prophets. Students to be able to write a 6 mark question on each.
* Rank order the named prophets (except Muhammad (PBUH)?) in order of relevance to Muslims today. Why might some Muslims say that it is wrong to rank order them?
* Define and explore the concept of Risalah.
* Further explore the imamate as a contrast within this lesson and explain to students how this might be used in exam question settings.
 | Theology - students can explore the question of whether there is a [difference between a Nabi and a Rasul](https://www.erfan.ir/english/88538.html)History - students can explore the history of the Kaaba - how the Pilgrimage developed and how it has changed over time[The Kaaba](https://smarthistory.org/the-kaaba/)A feminist lens can be applied to discussions around Hajera - the wife of Ibrahim to consider the sometimes-lesser heard voices within Religious Studies and the impact of her story on Muslim traditions. [Muslim Feminist perspective on Hajera](https://www.islamicity.org/21164/hajj-mother-hajera-and-the-masculinist-lens/)History - students can consider the beginnings of Islam and it’s significance – this can be done through exploring Reza Aslan’s description of the [beginnings of Islam](https://www.penguinrandomhouse.ca/books/203718/no-god-but-god-the-origins-and-evolution-of-islam-by-reza-aslan/9780385739764/excerpt) A lesser-known Muslim perspective on “The Seal of the Prophets” can be explored through exploring the [Ahmadiyya Perspective](https://www.alislam.org/articles/ahmadis-believe-khatam-e-nabuwwat/)  A socio-historical approach can be taken through looking at the work of Karen Armstrong around the life of the Prophet Mohammed. [Karen Armstrong around The Prophet Mohammed](https://www.pbs.org/muhammad/transcripts/armstrong.html)  |
| Books (Kutub) | * Islam as the original religion dating back to Adam
* The Scrolls (Sahifah), Gospel (Injil), Torah (Tawrat) and Psalms (Zabur) as revealed to four previous messengers
* The original belief system was the same for all but became distorted
* The Qur’an as the final undistorted message
* Common and divergent attitudes of different groups of Muslims towards books (Kutub) and ancient texts
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 1 | * Surah 96 (al-Alaq)
* Surah 5:46 (al-Ma’idah)
* Surah 5:48 (Wahy)
* Surah 4:163 (an-Nisa)
 | Abbott and Clarke, pp 112-113  | * [Islam Sources of wisdom](http://www.reonline.org.uk/islam-sources-of-wisdom-and-authority/)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (revealed books)
* Explore the revelation of the Qur’an. Students could prepare a lesson for a primary school class to explain the importance of the Qur’an to Muslims and the authority that it holds.
* Discuss ways in which the books are used in the lives of Muslims today.
* Explore the role of the books within the history of Islam, dating back to Adam.
 | History – finding out about the compilation of the Qur’an can help students explore the significance of the [Uthman Script.](https://madinahquranacademy.com/uthmani-script-its-origin-history/) History – use a historical lens to look at the artefact of the [Birmingham Qur’an](https://www.birmingham.ac.uk/facilities/cadbury/birmingham-quran-mingana-collection/birmingham-quran/index.aspx) when discussing the text. Diversity within Muslim worldviews, you can explore a lesser-known perspective of the Qur’anist perspective. [Importance of the Qur’an](https://www.ahl-alquran.com/arabic/show_article.php?main_id=15303)  |
| Angels (Malaikah) | * The role and importance for Muslims of Jibril, Izra’il, Mika’il and Israfil:
* Jibril as chief angel communicating message between Allah and the rasuul
* Izra’il taking the final breath from people
* Mika’il the guardian of heaven and bringer of thunder, who rewards the righteous
* Israfil blowing the trumpet on the Day of Judgement
* Angels as Allah’s first creation: immortal, free of sin and without free will
* The role of angels as a primary source of communication between Allah and humankind
* The way in which belief in recording angels may affect the behaviour of Muslims in daily life
* Common and divergent attitudes of different groups of Muslims towards importance of angels
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 2 | * Surah 16:102 (Malaikah)
* Surah 35:1 (Fatir)
* Surah 74:31
* (al-Muddaththir)
 | Abbott and Clarke, pp 114-115  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (angels)
* Discuss as a class what different beliefs there are in angels. Explain the role of angels in Islam.
* Working in groups, students to design a Facebook page for one of the four named angels and class to share. Instead of a picture, students should create a symbol for that angel.
* Students to work collaboratively to produce a 6 mark question on angels and peer assess this.
 | Find out about diversity within Islam - [The Sufi perspective on Angels](https://sufi-tavern.com/hikmat/angels/) Explore a lesser-known view within the Muslim traditions on what Angels are.Explore Ghulam Ahmed Parwez’s re-interpretation of the Qur’an. [From 4.21 onwards- Angels as “forces”](https://resurgentislam.com/wp-content/uploads/What-is-Islam-By-G.A-Parwez.pdf) Cultural Studies and Art History - explore how angels have been depicted in Islamic Art from a cultural studies/art history approach. [Angels in Islamic Art](https://www.metmuseum.org/art/collection/search/652575) Philosophy – when discussing Angels explore the views of Dr Zohair Abdul Rahman:[Philosophical Perspective on Angels](https://yaqeeninstitute.org/read/paper/in-pursuit-of-conviction-iii-do-you-really-believe-in-angels) |
| Eschatological beliefs and teachings | * Predestination (al-Qad’r) as a divine masterplan
* The idea of sifat (Allah’s foreknowledge) and free will for humans
* Human freedom and its relationship to the Day of Judgement
* Knowledge of faith and action is recorded in each individual’s book of life and read out on the Day of Judgement
* Common and divergent attitudes of different groups of Muslims towards eschatological beliefs and teachings
* Common and divergent attitudes towards the issue of human freedom in Sunni Islam and Shi’a Islam: Mu’tazilite and Al-Ashari
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 3 | * Surah 12:42 (Yusuf)
* Surah 33:38 (al-Ahzab)
 | Abbott and Clarke, pp 116-118  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Power, freedom and destiny)
* Discuss what is meant by the idea of free will. What is meant by predestination? What are the implications of everything being foreknown by Allah?
* Ensure students have a list of key words and can link them to relevant sources of authority.
* Explore the idea of judgement. How do students feel about the nature of Allah expressed in this topic?
* Thinking hats activity on this topic: What do Muslims believe? What are the benefits/challenges of this belief? How might a Muslim feel when something challenging happens in life? How might this affect a Muslim’s place in society? What are the three key learning points in this lesson?
 | Philosophy - exploring the issues of divine will and human freedom in more depth will help with the main philosophical approaches within the Muslim traditions [The Mutzalite view](http://www.muslimphilosophy.com/hmp/13.htm)[Mu`tazilites](https://www.oxfordbibliographies.com/display/document/obo-9780195390155/obo-9780195390155-0138.xml)[The Asharite view](http://www.muslimphilosophy.com/hmp/14.htm)[Ashʿariyyah](https://www.britannica.com/topic/Ashariyyah)[The Jabariyah and The Qadariyah](https://www.dawn.com/news/719304/free-will-and-predestination)Theology - look at the issue of free will and divine foreknowledge through exploring the solution of Kasb that was developed by the Asharite school of thought: [The Doctrine of Kasb as a solution](https://www.britannica.com/topic/kasb) |
| Life after death (Akhirah)  | * The meaning of the term Akhirah
* Life as preparation for the life to come, after the Day of Judgement
* The role of human responsibility and accountability in deciding the nature of the life to come, after the Day of Judgement
* The Islamic concept of stewardship
* Barzakh as the period between death and the Day of Judgement
* Descriptions of heaven (al-Jannah) and hell (Jahannam)
* Common and divergent attitudes of different groups of Muslims towards Akhirah
* Literal and metaphorical interpretations of heaven and hell
* The issue of martyrdom
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 3 | * Surah 2:155 (al-Baqarah)
* Surah 17:49–51 (al-‘Isra)
* Surah 101 (Yawm al Qiyyamah)
 | Abbott and Clarke, pp 119-123  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Life after death)
* Students to list possible things that might happen after death (post-its). Using the suggested sources of wisdom and authority, students to match their list to Muslim beliefs. Which were missing? Which surprised them?
* Groups to take small sections of this topic area and research in order to present to the class. As part of the presentation, groups should show how a 3 mark and a 6 mark question would be answered. Other groups to peer assess and mark the 3/6 mark questions.
* Class debate: is it Allah or humans who are responsible for going to heaven or hell?
* Discuss whether or not it matters whether heaven and hell are interpreted literally.
* Draw together learning using the suggested sources of wisdom and authority.
 | Theology - discuss the possibility of non-Muslims entering Jannah through exploring the ideas of Tim Winter. [Explore the ideas of Tim Winter](https://academic.oup.com/book/3634/chapter-abstract/144957181?redirectedFrom=fulltext)Sociology and History - explore the understanding of the term Martyr.[Martyrdom by Alo Shariati](https://www.al-islam.org/martyrdom-arise-and-bear-witness-ali-shariati/martyrdom)The perspective of a significant Muslim woman can be explored with the Sufi idea of love and hell according to Rabia of Basra. [Sufi idea of Love and Hell](https://www.suficomics.com/sufi-comics/rabias-prayer/) The perspective of a lesser-known Muslim worldview on non-Muslims and the afterlife can be considered through looking at the [Ahmadiyya Perspective on the afterlife](https://www.alislam.org/question/islam-all-non-muslims-going-to-hell/)  |

### Practices

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| The importance of practices | * Islam as a way of life, lived in total submission to Allah
* The importance of the Five Pillars of Islam to Sunni Muslims
* The meaning of the Five Pillars:
* Shahadah: sincerely reciting the Muslim profession of faith
* Salat: performing ritual prayers in the proper way five times each day
* Zakat/Zakah: paying an alms (or charity) tax to benefit the poor and the needy
* Sawm: fasting during the month of Ramadan
* Hajj: pilgrimage to Mecca
* The analogy of the house and pillars
* The importance of the Ten Obligatory Acts to Shi’a Muslims
* The meaning of the Ten Obligatory Acts:
* Salat Prayer
* Sawm: Fast
* Zakat/Zakah: similar to Sunni Islam, it applies to money
* Khums: an annual taxation of one-fifth of gains in a year
* Hajj: Pilgrimage
* Jihad: Struggle
* Amr-bil-Maroof: commanding what is good
* Nahi Anil: Munkar forbid what is evil
* Tawalla: expressing love towards good
* Tabarra: expressing disassociation from evil
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 1 | * Shahadah:

[BBC - Religions - Islam: Shahadah: the statement of faith](https://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml)* Salat
* Zakat (Zakah):

[BBC - Religions - Islam: Zakat: charity](https://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml) * Sawm
* Hajj
* Jihad
 | Abbott and Clarke, pp 124-125  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Pillars)
* Explore imagery around the idea of pillars and the importance of pillars in maintaining a structure. Discuss Shahadah as the primary pillar.
* Use a Venn diagram to show the differences and similarities between Sunni and Shi’a approaches.
* Much of the detail in this section is exemplified by future sections.
 | Explore the Feminist perspective on Islam with the following links: An explanation of Amina Wudud- a key Muslim Feminist thinker [Islam and Feminism](http://www.islamandfeminism.org/amina-wadud.html)[Muslim Feminist perspective on Submission to Allah and Pride](https://soundideas.pugetsound.edu/cgi/viewcontent.cgi?article=1006&context=relics)History - explore how the 5 pillars have evolved as key practices for Muslims as the religion developed. [How the 5 pillars evolved over time through Islamic history](https://www.taylorfrancis.com/books/edit/10.4324/9781315240312/development-islamic-ritual-gerald-hawting) Explore the influence of the 5 pillars on culture through this artist’s perspective on the [5 Pillars](https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-five-pillars-of-islam) To further explore the diversity of thought within Islam you can consider the [Quranist perspective on the Shahadah](https://quranology.wordpress.com/2013/11/10/dialogues-is-the-sunni-shahadah-shirk/)Theology – applying a theological lens to the 10 Obligatory Acts of Shi’a Islam: [C.T.R. Hewer](https://www.reonline.org.uk/wp-content/uploads/2019/05/4-4-B-1.pdf) |
| Public acts of worship | * How and why Muslims pray, ablution, times, directions, movements and recitations, in the home, mosque and elsewhere
* Worship as a reminder of the concepts of Shirk and Tawhid
* The purpose of congregational prayers
* The purpose of the khutba
* The place of Shahadah in Muslim practice, including the first words uttered to a newborn, for converting to the faith and said by/to the dying
* Shahadah as the only ‘non-action’ pillar
* The declaration *lā ʾilāha ʾillā-llāh, muḥammadur-rasūlu-llāh There is no god but God. Muhammad is the messenger of God*
* Salah as direct communication with Allah
* Who has to attend Jummah prayers
* Wudu ritual in detail, and the importance to Muslims of being spiritually and physically clean
* The meaning of niyyah, qibla and raka’t
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 4 | * Surah 1 Al-Fatihah
* Surah 4:103 (an-Nisa)
* Surah 62:10 (al-Jumuah)
 | Abbott and Clarke, pp 126-132  | * [Beliefs and practices](https://www.bbc.com/education/guides/z94dtfr/revision/1)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Shahadah & Prayer)
* Use a concept map to explore the importance of worship and annotate with key Muslim ideas, drawn from the suggested sources of wisdom and authority.
* Discuss the importance of Jummah prayer and the differences between public and private acts of worship.
* Explore the symbolism in the actions and movement before and during prayer and why this might enhance the experience of communicating with Allah.
* Ensure students have a list of key terms and their definitions with appropriate evidence.
* Class debate on whether there is any need to pray in community.
 | Geography and Cultural Studies - look at the variety of Mosques and communal prayers across the world[Mosques in China](https://www.baytalfann.com/post/mosques-in-china)[Mosques in India](https://traveltriangle.com/blog/mosques-in-india/) [Britain's first recorded Mosque](https://historicengland.org.uk/listing/what-is-designation/heritage-highlights/where-was-britains-first-recorded-mosque/)Lesser-known perspectives on communal prayers can be explored through looking at the inclusive prayer movement: [A progressive/inclusive perspective on communal prayers](https://inclusivemosque.org/)A feminist discipline can be applied to the issue of female leadership of prayer in Islam, as well as considering the views of Muslim women on the issue. [Female leadership of prayers](https://www.euronews.com/my-europe/2021/04/21/meet-france-s-first-female-imam-who-is-on-a-mission-to-modernise-islam) [Feminist perspective](https://worldcrunch.com/culture-society/women-imams-around-the-world-challenge-male-dominated-islam) Sociology - use a sociological lens to analyse statistics on prayerThe Guardian ‘British Muslims want Islamic law and prayer at work’ |
| Private acts of worship | * The meaning of the term du’a (personal prayer or supplication, calling upon Allah)
* The importance of private acts of worship to Muslims
* The difference between du’a prayers and salah
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 1 | * Surah 2:186 (al-Baqara)
 | Abbott and Clarke, p 133  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Prayer)
* Discuss the sorts of things someone might need to pray for individually
* Compare in writing the difference between du’a and salah and peer assess.
 | History – applying a historical lens to explore the importance of Du’a to the Prophet Mohammed’s great grandson will add to discussions around the importance of private acts of worship. [Whispered prayers of The Prophet Mohammed’s great grandson](https://www.al-islam.org/life-imam-zayn-al-abidin-baqir-sharif-al-qurashi/2-fifteen-whispered-prayers) Lesser-known perspectives on private acts of worship can be explored through: [A woman’s perspective on Du’a and Salah and Hayd](https://zakeeyaali.com/blog/feeling-close-to-allah-during-haidh)  |
| Hajj  | * The importance of pilgrimage for Muslims
* Hajj as the obligatory pilgrimage
* The origins of the pilgrimage
* How and why the pilgrimage is performed
* The exceptions to Hajj: if a Muslim is mentally/ physically unfit or has insufficient funds
* Ihram regulations
* The rituals of Hajj and their significant for pilgrims whilst on pilgrimage and for their life
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 3 | * Surah 22:26–38 (al-Hajj)
 | Abbott and Clarke, pp 139-144  | * [Practices](https://www.bbc.com/education/guides/zcrkxnb/revision/1)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Pilgrimage)
* Make a timeline/storyboard/diary entry to follow someone undertaking Hajj and explaining the key points on the journey.
* Discuss what Hajj teaches Muslims.
* Debate whether Hajj is as important as the other pillars.
 | History - applying a historical lens to the Hajj pilgrimage will help students to see the importance of the practice and how this has changed over time for example with: [The History of the Hajj](https://content.time.com/time/world/article/0%2C8599%2C1864624%2C00.html)Sociology - apply a sociological lens to explore [Amina Wudud’s feminist perspective on the Hajj](https://www.newarab.com/features/feminist-exploration-five-pillars-islam) History - the significance of the Pilgrimage/Hajj performed by Malcom X during segregation in the USA. Malcolm refers to this experience as his second “conversion” and can be explored here: [Malcolm X’s letter from Mecca](https://islam.uga.edu/malcomx.html)[Islamic Liberation Theology](https://novact.org/wp-content/uploads/2012/09/Islamic-Liberation-Theology-Resisting-the-Empire-by-Hamid-Dabashi.pdf) |
| Zakat/Zakah | * The meaning of the terms Zakah and Khums
* The role and importance of giving alms: the origins of the practice, how alms should be given, why Alms should be given, the benefits of giving Alms and Khums as an additional form of giving (Shi’a)
* The Muslim attitude towards wealth as given by Allah and that it should be shared with those who need it
* Sadaqah as voluntary alms
* The idea of Nisab: 2.5% as the general amount given by most Muslims in the West
* The distribution of alms
* How Khums and Zakat/Zakah are separate and how they are apportioned
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 2 | * Surah 2:215 (al-Baqarah)
* Surah 9:60 (at-Tawbah)
 | Abbott and Clarke, pp 134-135  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Money to those in need)
* [Islam forms of expression](http://www.reonline.org.uk/islam-forms-of-expression-and-ways-of-life/)  (Aid to those in need)
* www.muslimaid.org
* Discuss whether almsgiving is a good use of money in students’ eyes.
* Students to research the different approaches to giving alms and to complete a graphic representation or Venn diagram comparing Sunni and Shi’a practices.
* Students to write their own 6 mark questions, answer each other’s and peer assess.
 | Sociology - students can look at statistics about how much money is given and the demographics of Muslims in the UK [Muslims and Zakat](https://www.charityconnect.co.uk/post/uk-muslims-will-donate-100m-this-month-do-you-have-a-ramadan/4053) [Zakat: Ramadan to fuel rapid growth in philanthropy among British Muslims](https://www.thenationalnews.com/world/comment/zakat-ramadan-to-fuel-rapid-growth-in-philanthropy-among-british-muslims-1.1203783)[Sufi Perspective on Zakat](https://www.aqrtsufi.org/sufism/service.html) Consider the confluence of worldviews as Muslim teachings on wealth and charity are adopted by “Western” cultures. [Inter-relationship between Muslim and Western worldviews](https://www.euronews.com/2019/08/12/the-muslim-wealth-tax-zakat-is-the-best-blueprint-for-making-western-societies-fairer-view)  |
| Sawm | * The role and importance for Muslims of fasting in the month of Ramadan:
* the origins of fasting
* fasting as devotion to Allah
* duties during fasting
* the benefits of fasting to individual Muslims and the Ummah as a whole
* Exemptions from fasting
* The Night of Power
* Ramadan as the month the Qur’an was sent down to mankind
* Different experiences for Muslims observing Sawm in Muslim countries and for Muslims living in non-Muslim countries
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 2 | * Surah 2:183–190 (al-Baqarah)
 | Abbott and Clarke, pp 136-138  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Fasting during Ramadan)
* Students could write or role play an interview with a Muslim during Ramadan. Alternatively, they could write a guide for someone about to fast for their first Ramadan. Some could do this from the perspective of people in different countries (e.g. short days, Muslim countries) or in different situations (sportspeople or someone exempt)
* Students could annotate the suggested source of wisdom and authority to identify key beliefs in this area.
* Explore why the Night of Power is seen as better than a thousand months.
 | Consider the physiological impact of [Fasting in Ramadan](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4274578/) Sociology - apply a sociological lens to Muslim practices by looking at survey statistics on how many Muslims fast for Ramadan.[Sociological perspective](https://www.pewresearch.org/fact-tank/2013/07/09/global-median-of-93-of-muslims-say-they-fast-during-ramadan/)Geography and Sociology – apply geographical and sociological lenses to Muslim practices by considering the different experiences of Muslims around the world during Ramadan: Global perspectives - [Muslims from around the world on how they experience Ramadan](https://www.nationalworld.com/culture/ramadan-2022-uk-muslims-experience-holiest-month-in-the-islamic-calendar-3645044) [My UK Ramadan experience](https://difrent.medium.com/its-time-for-iftar-my-uk-ramadan-experience-b05726ba792b) |
| Festivals/special days | * The origin and meaning of:
* Eid-ul-Adha: the festival of sacrifice at the end of Hajj. Origins in Ibrahim’s sacrifice of an animal instead of his son, Isma’il
* Eid-ul-Fitr: celebrated at the end of Ramadan. A public holiday in Muslim countries where gifts and cards are exchanged, and new clothes are brought for children
* Eid-ul-Ghadeer: a Shi’a festival that celebrates the appointment of Ali as successor to Muhammad and Muhammad’s last sermon. Presents are given, there are special prayers and celebratory meals
* Ashura: a Shi’a festival and it commemorates the martyrdom of the Prophet’s grandson Hussayn in 680CE. British Muslims gather in London for a mourning procession
* The importance of Eid-ul-Adha, Eid-ul-Fitr, Eid-ul-Ghadeer and Ashura for different groups of Muslims
* Issues related to the celebration of festivals and special days for Muslims living in Muslim countries and for Muslims living in non-Muslim countries
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 3 | * Surah 37:102–103 As Saaffat
* Surah 2:196 Al-Baqarah
 | Abbott and Clarke, pp 145-149  | * [Festivals, special days and rites of passage](https://www.bbc.com/education/guides/zrg9mp3/revision/1)
* [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Festivals)
* In 4 or 8 groups, students to research one of the festivals and produce the key points, the links to Muslim beliefs and teachings, a model exam answer, and a poster advertising the special day for non-Muslims in their school. Appropriate feedback and peer assessment.
* Discuss the differences in approach to these days in Muslim and non-Muslim countries. Are they more significant in a Muslim country?
* Students to be clear on the difference between Sunni and Shi’a approaches to celebrations.
 | A personal reflection on the significance of Ashura as told by a Shia RE teacher: [A reflection](https://www.reonline.org.uk/2018/11/01/a-reflection-something-off-my-chest/)  Sociology – apply a sociological lens to Muslim practices by looking at survey statistics on how many Muslims fast for Ramadan.Sociology - apply a sociological lens to explore the life and actions of Muslims in Britain:[A review of survey research on Muslims in Britain](https://www.ipsos.com/sites/default/files/ct/publication/documents/2018-03/a-review-of-survey-research-on-muslims-in-great-britain-ipsos-mori_0.pdf)Geography - explore how Muslim festivals are celebrated around the world with [Festivals around the Muslim world community](https://www.aljazeera.com/gallery/2022/7/10/photos-muslims-around-the-world-celebrate-eid-al-adha) Geography – find out about how Iranian Muslims experience Eid Ul Ghadeer: [Iranian/Shia experience of Eid ul Ghadeer](https://en.mehrnews.com/news/189209/3-million-Tehraners-attend-10-km-long-Ghadir-festival) Sociology – apply a sociological lens to explore how British Muslims experience Festivals[Eid ul Fitr in Britain](https://www.independent.co.uk/life-style/eid-al-fitr-prayer-celebrations-park-ramadan-b2070288.html) Lesser-known perspectives on Muslim festivals are shown here: [Queer Worldview and Muslim Worldview held together](https://www.thefader.com/2017/06/26/queer-muslim-conversation-eid-pride) – Pride and Eid  |
| Jihad | * The meaning and importance for different groups of Muslims of:
* Greater Jihad – the struggle of every Muslim to live according to ‘the straight path’
* Lesser Jihad – the removal of evil from society with the goal of making the world an abode of peace
* The precedence of Greater Jihad over Lesser Jihad
* Conditions for the declaration and conduct of Lesser Jihad
* The concepts of Munkar and Ma’ruf
* Common and divergent views of different Muslim groups about if and when the holy war aspect of Lesser Jihad should be waged
* Different interpretations and emphases given to sources of wisdom and authority by different Muslim groups
 | 2 | * Surah 2:190 (al-Baqarah)
* Surah 8:61 (Al-Anfal)
 | Abbott and Clarke, pp 150-151  | * [Islam Beliefs and teachings](http://www.reonline.org.uk/islam-beliefs-and-teachings/) (Striving)
* <https://www.truetube.co.uk/film/what-jihad>
* Discuss the British media’s portrayal of Jihad and compare this with Islam’s understanding of it.
* Students to identify times when a Muslim might feel the need to focus on Greater Jihad in their reflections.
* Students to make a mindmap of concepts arising from Lesser Jihad.
* Use the suggested sources of wisdom and authority as an illustration of Muslim attitudes.
 | The Feminist lens can be applied to the concept of Jihad in Islam by exploring the work of a significant Muslim thinker[Explore Amina Wudud’s views of The Gender Jihad](https://www.worldcat.org/title/64747474) Sociology - use a sociological lens to explore Tariq Ramadan’s approach to Jihad and what the ills are in society that Muslims should struggle to correct. [The need for a social Jihad](https://tariqramadan.com/english/the-call-to-jihad/) [A progressive perspective on Jihad](https://www.islamicity.org/2061/the-evolution-of-jihad-in-political-discourse/)History and linguistics - explore the root meaning of Jihad in the Qur’an and how this has evolved over time: [Qur’anic perspective on Jihad](https://www.islamicity.org/2061/the-evolution-of-jihad-in-political-discourse/) A lesser-known Muslim perspective can be explored through looking at the Muslim Peace Fellowship: [Muslim Pacifist worldview](https://mpf21.files.wordpress.com/2016/03/reclaiming-the-prophets-jihad.pdf)  |

# Component 03 – Beliefs and teachings & Practices – Judaism

This scheme of work is not designed to be exhaustive but to provide a ‘way in’ to the topics. For the exam, it is important to ensure that you have covered all bullet points in the content column.

OCR does not have a textbook that covers this unit but the Board of Deputies of British Jews (bod.org.uk) has useful resources designed to support learning at GCSE. Resources relating to older specifications might also have useful sections.

Questions in the exam for this component may draw on a range of areas in any one question. As such, it is possible to teach the component in a different order to the specification, combining areas to rationalise time better. One route through could be:

Covenant (Abraham, Moses) – Nature of G-d – Divine Presence – Shabbat – Prayer – Worship

Law – Key Moral Principles – Ethical and ritual Mitzvot – Dietary laws – Sanctity of Life

Rituals – Festivals – Eschatological beliefs and teachings – Messiah – Promised Land

### Beliefs and teachings

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Nature of G-d | * The meaning of the terms G-d as One, Creator, Law-Giver, Judge and Eternal
* The significance of the following characteristics for Jews: All-powerful; All-good; All-knowing; Everywhere; Beyond time and space; Concerned with humanity; Intervening in the world; Transcendent and immanent
* Issues related to the nature of G-d, including the problem of evil and suffering
* Common and divergent emphases placed on these characteristics by different Jewish groups, including beliefs about the Last Day of the world as Judgement day and the judgements made by G-d on Rosh Hashannah
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 3 | * Genesis 1:1–2
* Genesis 1:27
* Deuteronomy 6:4–9
* The message contained in the Book of Job
* The message contained in the Book of Jonah
 |  | * Information sheet exploring key terms.
* Use suggested sources of wisdom and authority to explore scriptural information. Summaries of the books of Job and Jonah may be found on YouTube.
* Make a calligram or word toon to sum up each of the titles of G-d.
* Explore the characteristics of G-d and the significance in the daily life of a Jew. How might different Jews interpret these characteristics (e.g. in post-Holocaust thinking)?
* In groups rank order the characteristics of G-d from most to least significant (a) to you; (b) to a Jew. Explain choices and areas of disagreement.
* Identify and discuss problems or contradictions with the way that G-d is described. Can G-d ever be described in human language?
* What are Jewish beliefs about the Last Day of the world? What is believed about the judgements made by G-d on Rosh Hashannah? What are the similarities and differences in approaches to judgement by different Jews?
 | Sociology - use a sociological lens to explore the religious beliefs of Jews in two countries: [Sociological perspective](https://www.haaretz.com/jewish/2012-01-27/ty-article/survey-record-number-of-israeli-jews-believe-in-god/0000017f-f7e6-d2d5-a9ff-f7eef1f80000) [What do Jews in the USA believe about God?](https://www.pewresearch.org/religion/2021/05/11/jewish-identity-and-belief/)Explore the worldview of Ellie Wiesel as a holocaust survivor, and how this shaped his views about G-d. [Ellie Wiesel as a response to The Holocaust](https://www.sparknotes.com/lit/night/summary/) |
| The divine presence | * The meaning and origins of the term Shekinah, as referring to the manifest presence of G-d
* The significance of Shekinah in Judaism
* Association of Shekinah with the feminine aspects of G-d, including the association with the Sefirot (powers/emanations of G-d) and G-d’s creative nature
* Issues related to the divine presence, including the relationship between God and the prophets
* Common and divergent emphases placed on Shekinah by different Jewish groups, including understanding the term as synonymous with G-d or as a reference to G-d descending to or dwelling on Earth
* Common and divergent emphases place on feminine aspects of G-d by different Jewish groups, including Shekinah as a feminine noun first used in the Talmud
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 1 | Shekinah is the term used for the presence of God, examples of which in the Torah are:* Exodus 13:20–22
* Exodus 40:35
* Exodus 24:16
* Numbers 9:16
 |  | * Explore the meaning and concept of holy/holiness. Display pictures of things considered to be holy.
* What does it mean to be fully in the presence of G-d? What might this be like?
* Draw a diagram of the Temple and Holy of Holies and explore the significance of each part.
* Spend time in silence to try to be aware of G-d’s presence or the world around us. Explore the experience.
* Explore the significance of Shekinah in Judaism from the divine presence at the time of Moses to the ark of the covenant.
* What are the implications of the loss of the Temple?
* Examine the relationship between G-d and Micah, Isaiah and Ezekiel. Is this relationship something for all Jews?
* Draw together learning using the suggested sources of wisdom and authority to illustrate learning.
 | Explore the importance of Shekinah from a lesser represented perspective: [Feminist/Ecological perspective on Shekinah](https://telshemesh.org/shekhinah/) Sociology and Theology - explore the divine presence using sociological and theological lenses: [Feminist Jewish Theology](https://jwa.org/encyclopedia/article/feminist-theology) History - explore the ideas and significance of the book of Isaiah. [Historical perspective on Isaiah](https://www.worldhistory.org/Isaiah/) Geography and History – applying geographical and historical lenses can help explore the significance of the Holy of Holies: [The Holy of Holies](https://world4.eu/ancient-jerusalem/)  |
| The Covenant at Sinai | * The concept of Covenant
* The significance of the Covenant at Sinai (the Ten Commandments)
* The role of Moses within Judaism
* Issues related to the Covenant at Sinai, including the nature of the promises made by G-d to the Israelites and their significance for modern Judaism
* Common and divergent emphases placed on the Covenant at Sinai by different Jewish groups
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Exodus 20:2–14
 |  | * Brief timeline or storyboard of the key events in the life of Moses. Create a Facebook page for Moses.
* Explore set text in the context of the Moses story.
* Why do we need rules? Why did G-d give people rules? Can a Jew be a good Jew if they do not choose to follow the Ten Commandments?
* Try to categorise the Ten Commandments. Which is the most significant for the life of a Jew today? Which might be hardest to keep? Why?
* Make a grid of the promises made by G-d to the Israelites and explore ways in which they are being kept and ways in which some might say they are not. Have the Jews kept their side?
 | History - explore the history and importance of the Exodus story using biblical criticism.Sociology – use a sociological lens and survey results with opinions on the Covenant at Sinai. [Survey on views on the Ten Commandments](https://yougov.co.uk/topics/society/articles-reports/2017/10/25/most-brits-only-think-six-ten-commandments-are-sti)  |
| The Messiah | * The meaning of the term Messiah
* The concept of the Messiah
* The origins of the term Messiah and the role of Elijah
* The importance of the Messiah in Jewish history
* The characteristics of the Messah
* The importance of the Messianic Age
* Issues related to the Messiah, including the different views held amongst religious Jews regarding the nature of the Messiah and the Messianic Age
* Common and divergent views, beliefs and attitudes in Judaism about the nature and coming of the Messiah
* Common and divergent emphases placed on the concept of Messiah and the Messianic Age by different Jewish groups, including the Messianic Age as an era of global peace and harmony
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 1 | * Micah 4:1–3
* Genesis 12:1–3
* Isaiah 11:11–12
* Ezekiel 37:24–28
 |  | * Create relevant information sheets on Jewish beliefs about the Messiah, the Messianic Age and different beliefs about the coming of the Messiah.
* Students to explore the suggested sources of wisdom and authority.
* Create a graphical summary of the word Messiah or an acrostic. Make a Facebook page for the Messiah.
* Discuss the concept of a ‘golden age’ – create a description of a golden age of the world, or fashion or music or the school. Create a piece of art that depicts the Messianic Age and hold a class ‘pop up’ art gallery.
* Annotate pictures of an Orthodox and Reform Jew to show the different emphases they put on the Messiah. Decide which issue highlights the most significant difference of opinion. What is the impact of holding such different beliefs for Jews today?
 | Theology and History - use historical and theological lenses to explore the ideas of Maimonides (Rambam) on The Messiah[Historical/Theological perspective](https://jewishroots.net/library/miscellaneous/maimonides.html) [Why we want the Messiah](https://torah.org/learning/mlife-lor9-2/)History – use a historical lens to explore the significance of the [Dead Sea Scrolls to ideas of the Messiah](https://religiousstudies.yale.edu/publications/scepter-and-star-messiahs-dead-sea-scrolls-and-other-ancient-literature)  |
| Promised Land | * The concept of the Promised Land: to whom was it promised and in return for what?
* The origins of a belief in the Promised Land in the Covenant with Abraham
* The significance of the Covenant with Abraham
* The role of Abraham and his importance in Judaism
* Issues related to the Promised Land, including whether this concept is equally important for all religious Jews
* Common and divergent emphases placed on the concept of the Promised Land by different Jewish groups, including attitudes towards the State of Israel
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Micah 4:1–3
* Genesis 12:1–3
* Isaiah 51:3
 |  | * Are there any places that students feel an emotional attachment to? Even if they haven’t visited them?
* Timeline of Abraham’s life. Create a Facebook page for Abraham.
* Explore the Abrahamic covenants. Write a contract between G-d and Abraham, summarising the terms of the contract.
* Thinking hats: what are the strengths/challenges of this expression of the Covenant? How might it make Jews feel today? What do you think should be added or removed from the Covenant?
* What does the Covenant teach Jews about what G-d is like? What are the promises contained in this Covenant? Have they been kept?
* Explore the significance of the promised land to different Jews.
* [Jewish diaspora and Israel](http://news.bbc.co.uk/1/hi/events/israel_at_50/israel_today/80978.stm)
* Write down five questions you would like to ask Jews about the Promised Land today. Is anything more important than the Promised Land?
* Research current situation about the State of Israel and present findings to the class.
 | Sociology – use a sociological lens to consider survey results on opinions on the state of Israel. [Sociological perspective](https://www.pewresearch.org/religion/2013/10/01/chapter-5-connection-with-and-attitudes-towards-israel/) Geography – use a geographical lens to explore the importance of the Promised Land: [Geographical perspective on the land of Israel](https://www.jpost.com/opinion/columnists/israel-inspired-whats-so-promising-about-the-promised-land-330398) History – use a historical lens to aid discussions around The Promised Land. [United Nations - Palestine](https://www.un.org/unispal/history/)Explore the ideas of two British Jews through this discussion about Israel from the perspective of a secular Jewish worldview. [Two British Jews discuss Israel](https://metro.co.uk/2022/11/22/miriam-margolyes-and-david-baddiel-clash-over-israel-17803639/)  |
| Key moral principles | * The meaning of the term Mitzvot
* The significance of the Mitzvot
* Different groupings of Mitzvot including:
* Positive commandments (aseh) that say what must be done/followed
* Negative commandments (ta’ashe) that say what must be avoided
* The meaning of Divine Providence for Jews
* The relationship between free will and the Mitzvot
* Issues related to key moral principles, including the preservation of human life as a principle that takes precedence over all other commandments (Pikuach Nefesh)
* Common and divergent emphases placed on the concept of the Mitzvot by different Jewish groups, including the importance of interpersonal relationships as the principle underlying some Mitzvot
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 3 | * Exodus 20:2–14
* Deuteronomy 30:19
* Job 42:2
* The message of the Book of Jonah: Divine Providence
 |  | * Why do we need rules? Explore the concept of Mitzvot.
* Are positive Mitzvot different in any way to the negative Mitzvot?
* Should it matter if these Mitzvot are all followed? Arguments for/against – class debate.
* What is the relationship between free will and the Mitzvot? Can we have both? What does the gift of the Mitzvot teach Jews about G-d?
* Information sheet to explore these concepts in different traditions.
* Explain the concept of Pikuach Nefesh. Give students a variety of situations and ask them what Pikuach Nefesh requires them to do (e.g. ‘It is Yom Kippur and your friends are fasting. One of your friends begins to feel dizzy from a lack of food. What should you do?’ or ‘Should dietary laws have been broken during the Holocaust?’)
* [Saving a life](https://www.myjewishlearning.com/article/saving-a-life-pikuach-nefesh/)
* Explore key moral principles in Judaism such as justice, healing the world and kindness to others.
* Research a charity such as ‘World Jewish Relief’ and create a fact file on how they support the key moral principles of Judaism.
 | Explore a lesser represented worldview on the Mitzvot with the Kabbalh perspective here: [A Mystical perspective on Mitzvot](http://www.kabbalah.info/eng/content/view/frame/86021?/eng/content/view/full/86021&main) Explore an artist’s perspective on the 613 laws of Mitzvot and how they can be represented to others [artist’s perspective on the 613 laws of Mitzvot](https://www.thecjm.org/exhibitions/67) Explore the confluence of worldviews through considering the ideas of [Yarin Raban on the need for a Secular Mitzvot](https://www.bina.org.il/english_articles/do-we-need-secular-mitzvot-parashat-behar/)  |
| Ethical and ritual Mitzvot | * The concepts of ethical and ritual Mitzvot and how they create relationship between Man and G-d and/or man and man
* The difference between ethical and ritual Mitzvot
* The significance of ethical Mitzvot
* Issues related to the Mitzvot, including the existence of different lists of Mitzvot compiled by scholars
* Common and divergent emphases placed on the concept of ethical and ritual Mitzvot by different Jewish groups
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Exodus 20:2–14
* Deuteronomy 11:18–21
* Numbers 15:37–41
 |  | * Explore examples of the Mitzvot and how they maintain the relationship between G-d and humanity.
* [Weaving together ritual and ethics](https://www.myjewishlearning.com/article/ritual-and-ethics-a-holy-blend/)
* [Tallit (The Prayer Shawl)](https://www.myjewishlearning.com/article/tallit-the-prayer-shawl/)
* [History of the Mezuzah in 60 Seconds](https://www.youtube.com/watch?v=o7PX-O_Xi2Y)
* [Signs and symbols](http://www.jewfaq.org/signs.htm)
* Create a Venn diagram to compare Orthodox and Reform views on keeping the Mitzvot.
* Explore Maimonides’s list of Mitzvot. What are the key similarities and differences to other lists?
* What is the link between the Mitzvot and the Jewish community as a whole?
 | Explore a female Rabbi’s perspective on the ethical and ritual Mitzvot:[Tikkun Olam: Ethical mitzvot are mitzvot](http://www.jewishledger.com/2013/06/tikkun-olam-ethical-mitzvot-are-mitzvot/)Philosophy and History - explore the meaning and importance of the Mitzvot.[Historical perspective: Medieval philosophers on the Mitzvot](https://www.myjewishlearning.com/article/medieval-jewish-philosophers-on-the-reasons-for-the-mitzvot/)  |
| Sanctity of life | * The meaning and concept of sanctity of life
* The significance that Judaism places on the sanctity of human life
* The concept and meaning of Pikuach Nefesh (the obligation to save life)
* The significance of Pikuach Nefesh in Jewish personal, social and community life
* Issues related to the sanctity of life, including what kinds of life are sacred
* Common and divergent emphases placed on the concept of the sanctity of life by different Jewish groups, including the difference between human and non-human lives
* Common and divergent emphases placed on the concept of Pikuach Nefesh by different Jewish groups, including whether the principle extends to relieving suffering/illness
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Genesis 1:27
* Exodus 20:13
* Leviticus 19:16
 |  | * Explore the idea of sanctity and explain why life is seen as set apart by Jews. How does Pikuach Nefesh support the sanctity of life?
* What evidence from the suggested sources of wisdom and authority is there that supports the idea of the sanctity of life?
* Research the Jewish vegan movement. Should the sanctity of life apply just to humans?
* [Euthanasia and Suicide](http://www.bbc.co.uk/religion/religions/judaism/jewishethics/euthanasia.shtml)
* What situations would be acceptable to relieve or end suffering? Create cards and students to do a diamond 9 activity.
* Debate: should life always be preserved, no matter what?
* What are the ethical issues that are raised when considering Pikuach Nefesh? How would an Orthodox and Reform Jew respond?
 | Explore a lesser represented worldview on the meaning of Pikauach Nefesh, with the [Jewish Vegan Worldview](https://blogs.timesofisrael.com/pikuach-nefesh-climate-change-and-veganism/) Explore a lesser represented worldview on the Sanctity of life with an activist’s perspective on the abortion debate. [Abortion and the Sanctity of life an activist perspective](https://jewishjournal.org/2022/02/03/jewish-women-are-leaders-on-abortion-rights-but-they-cant-do-it-alone/) Explore a lesser represented worldview on the Sanctity of Life with the mystical worldview of the Kaballah perspective on Euthanasia and Assisted Suicide. [Kaballah perspective on Euthanasia and Assisted Suicide](https://www.realchangenews.org/news/2019/06/05/judaism-death-dignity) |
| Eschatological beliefs and teachings | * The concepts and meaning for Jews of:
* The distinction between soul and the body Resurrection
* Judgement
* Sheol
* Gan Eden
* Gehenna
* The relationship between the soul and the body
* The significance of ideas about the soul and the body for Jewish attitudes towards life after death
* The importance of beliefs about life after death
* Issues related to eschatological beliefs and teachings, including different ideas about the resurrection of the body
* Common and divergent emphases placed on the concept of Judgement by different Jewish groups, including different ideas about the role of judgement in determining the nature of life after death
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Genesis 2:7
* Daniel 12:2–3
 |  | * Define soul and look at the distinction between a body and a soul. Create a Venn diagram or annotate the picture of a human being.
* [Body and Soul](https://www.myjewishlearning.com/article/body-soul/)
* [Olam Ha-Ba: The Afterlife](http://www.jewfaq.org/olamhaba.htm)
* [Jewish resurrection of the dead](https://www.myjewishlearning.com/article/jewish-resurrection-of-the-dead/)
* [The day of judgment](https://www.myjewishlearning.com/article/the-day-of-judgment/)
* Link Jewish attitudes to life after death to learning on the soul and the body
* Discuss whether Jews should live for the present or thinking about life after death.
* What do the suggested sources of wisdom and authority say about belief about life after death? Could look also at Ecclesiastes 12:7.
 | Theology - use a theological lens to consider Jewish beliefs about the afterlife and reincarnation through the following discussion between Rabbis of the Orthodox and Reform Jewish traditions. [Theological/historical perspective on Jewish beliefs in reincarnation](https://www.thejc.com/judaism/all/is-reincarnation-acceptable-in-judaism-1.447905) History - explore beliefs around the resurrection of the Body within Judaism. [Historical perspective on beliefs about the Resurrection of the body](https://www.qcc.cuny.edu/socialsciences/ppecorino/phil_of_religion_text/CHAPTER_7_SOULS/Article-Resurrection-Body.htm). |

### Practices

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Worship | * The structure of the synagogue service
* The importance of the synagogue, in relation to the following religious features:
* Design
* Artefacts
* Synagogue services
* The role of the synagogue within the Jewish community
* Worship in the home
* The place of worship in the home
* The significance of the Ark, the Bimah, the lack of representation of G-d, the Ner Tamid and the Mikveh
* The nature and importance of the Torah readings, other readings, prayers and sermons
* The connection between the synagogue and the Temple
* Issues related to worship and the synagogue, including the length and structure of synagogue services and different uses of Hebrew in the service
* Common and divergent emphases placed on the features of a synagogue by different Jewish groups, including separating women and men in an Orthodox synagogue
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Ezekiel 11:16
* Exodus 20:4
 |  | * Explore the origins and purpose of the synagogue as meeting place, community centre, school as well as place of worship.
* [What to expect at a synagogue](https://www.youtube.com/watch?v=9Z_gyc7yG_c)
* [Holy cribs](https://www.truetube.co.uk/film/holy-cribs-synagogue)
* Discuss whether a synagogue is essential for a Jewish community. Should Jews always live near a synagogue?
* Make a list/Venn diagram of similarities and differences between Orthodox and Reform synagogues.
* Students could be asked to design, draw or make a synagogue, paying attention to the specific aspects of the design and features within it.
* Examine the key features of synagogue services and make a bullet point summary of these.
* Why might some Jews prefer to worship at home? What worship takes place at home? What is the difference?
* What is the link between Exodus 20:4 and the lack of representation of G-d in the synagogue?
* Create a worksheet for children to inform them about the importance of the Bimah, Ner Tamid and Mikveh.
 | Geography - explore the diversity and varieties of synagogues around the world in different Jewish communities. [Geographical perspective on synagogues around the world](https://www.heyalma.com/these-15-synagogues-most-instagrammable-in-the-world/) History - use a case study to see processes of change and recovery from tragedy at the Berlin Central Synagogue. [Historical/cultural perspective on Berlin’s Central Synagogue](https://www.visitberlin.de/en/new-synagogue-berlin-centrum-judaicum-foundation) Sociology – use a sociological lens to look at attendance figures to synagogues by American Jews, and membership of synagogues in the UK to explore the importance of communal worship. [Attendance to synagogues- sociological perspective on American Jews](https://www.pewresearch.org/religion/2021/05/11/jewish-practices-and-customs/) Sociology – use a sociological lens to explore a lesser represented perspective on gender separation at the synagogue. Orthodox feminist perspectives on [gender separation at the Synagogue](https://www.chabad.org/theJewishWoman/article_cdo/aid/385355/jewish/The-Back-of-the-Synagogue-is-Not-the-Back-of-the-Bus.htm)  |
| Prayer | * The role and importance of prayer in Jewish worship, including the Amidah (the standing prayer)
* The role and importance of private prayer for Jews
* The importance of:
* The three daily periods of prayer
* The concept of spontaneous prayer
* Recitation of the Shema
* Recitation of Grace after meals
* Teaching children to pray
* The direction faced when praying
* Prayer and the observance of the Mitzvot in the home
* The importance of prayer for praise, confession, thanksgiving and supplication
* Issues related to prayer, including the purpose of prayer
* Common and divergent emphases placed on prayer by different Jewish groups, including appropriate attire for prayer
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Deuteronomy 6:4
 |  | * Students to annotate the three sections of the Amidah. How would they re-write these sections for Jews today? Write an Amidah prayer.
* Research information about the tallit and tefillin and present to the class. (Exodus 13:9)
* [Prayers and blessings](http://www.jewfaq.org/prayer.htm)
* Compare the impact that each type of prayer has, showing knowledge and understanding when comparing.
* Write a leaflet that could be given out in synagogues highlighting to parents why teaching these prayers to their children is essential. Highlight the importance of each of these prayers, including how they contribute to the living faith of a Jewish child.
* Ensure students can write a 6 mark question on each of the areas to be covered.
 | Theology - explore the importance and role of prayer through a theological lens with a textual approach: [Theological/Textual perspective on Prayer](https://www.bl.uk/sacred-texts/articles/jewish-prayer-at-home-and-in-the-synagogue) Sociology – use a sociological lens to examine survey results from Jews in Israel and explore the significance of prayer in people’s lives within the Jewish community - [Prayer In Israel by Jews](https://www.pewresearch.org/religion/2016/03/08/religious-commitment/)Explore a secular worldview perspective on Prayer: [Secular Israeli perspective](https://www.timesofisrael.com/some-68000-secular-and-religious-israelis-to-pray-together-on-yom-kippur/)  |
| Law | * The form and content of the Tenakh (the Written Law)
* The Chumash and the Sefer Torah
* The nature of the Talmud (the Oral Law)
* The relationship between the Talmud and the Torah, including the ways in which the Talmud is used in relation to the Torah
* The use of the Torah in the synagogue
* The use of the Tenakh in private worship
* The way that the Torah provides structure to the life of a Jew, including the use of the Neviim and Ketuvim in public and private worship
* The significance of the use in daily life of the Tenakh and the Talmud
* Issues related to the law, including the different views held amongst religious Jews regarding the nature of the Torah and the Talmud
* Common and divergent emphases placed on the Tenakh and Talmud by different Jewish groups
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Deuteronomy 10:12–13
 |  | * Explain the makeup of the Tenakh. Draw a diagram to explain its makeup.
* [The Torah](https://www.truetube.co.uk/film/holy-books-torah)
* Compare how the Tenakh is used in private and public worship.
* Explore the importance of the Chumash and the Sefer Torah for Jews today.
* Create an information sheet on the Talmud: its origins and its importance. Is it more or less important than the Tenakh?
* Students to create a grid to show how different aspects of this topic are important or influential in public and private worship and to both individuals and communities.
* How much authority in the daily life of a Jew should the oral and written Law have?
 | History – use a historical lens to explore some of the key texts concerning Jewish law to further understand their composition, importance and influence through time for the Jewish community.[Historical perspective on the Masoretic Text](https://www.ancient-hebrew.org/biblical-history/a-history-of-the-masoretic-hebrew-texts.htm) [The Babylonian Talmud](https://www.bl.uk/collection-items/babylonian-talmund) [Historical perspective on the Haftarah](https://jewishaction.com/religion/shabbat-holidays/haftarah-familiar-practices-unfamiliar-reasons/)  |
| Shabbat | * The meaning, origins and significance of Shabbat
* The traditions and Mitzvot associated with Shabbat
* The meaning and significance of elements of Shabbat, including the preparation, the lighting of candles, the Shabbat meal, Havdalah and the Kiddush
* The form of Shabbat services in the synagogue
* The form of Shabbat services in the home
* Issues related to the observance of Shabbat, including different understandings of what is prohibited by the Mitzvot in the modern world
* Common and divergent emphases placed on Shabbat and Shabbat traditions by different Jewish groups, including attitudes towards the literal observance of Shabbat traditions
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Genesis 2:1–3
* Exodus 20:8–11
 |  | * Discuss what rest is and why it is important.
* Research/gather information on the origins of Shabbat.
* Sort information into ‘home’, ‘synagogue’ and the roles different people play.
* Re-enact the Shabbat meal. Freeze at particular points and identify the action and the meaning.
* Make notes on the traditions, special prayers and symbols that appear in Shabbat or create a sequencing activity.
* Discuss who benefits from the Mitzvot observed during Shabbat.
* Create a Venn diagram of Shabbat practices to compare Orthodox and Reform traditions.
* Draw together learning with reference to the suggested sources of wisdom and authority.
 | Sociology – use a sociological lens to consider Shabbat from the perspective of different Jewish women and explore the meaning and significance of the customs surrounding the practice: [Orthodox feminist perspective](https://www.myjewishlearning.com/article/shabbat-candles-some-womens-customs/)[Different women’s perspectives on Shabbat](https://www2.kenyon.edu/Depts/Religion/Projects/Reln91/Gender/Sabbath.htm) Investigate the foods associated with Shabbat customs [A culinary perspective on Shabbat foods](https://toriavey.com/what-is-shabbat/) Sociology - use a sociological lens to explore what views Jews have on The Shabbat.[The Shabbat- sociological perspective on views held by Jews](https://www.latimes.com/archives/la-xpm-2007-dec-16-me-jewish16-story.html#:~:text=In%201869%2C%20Reform%20leaders%20introduced,Jewish%20community%2C%E2%80%9D%20Yoffie%20said).  |
| Festivals | * The origins and importance of Rosh Hashanah, including Teshuva, the Shofar, symbolic foods, the synagogue service and Tashlich
* The origins and importance of Yom Kippur, including the connection to Rosh Hashanah, the Book of Life, Kapparah, the rules of Yom Kippur, the importance and nature of fasting, the synagogue services and Neilah
* The origins and importance of the Pilgrim Festivals, including the story of the Exodus, the importance of chametz and the Seder meal
* The origins and importance of Sukkot, including the building of sukkah and the four species
* The origins and importance of Hanukkah
* The origins and importance of Pesach
* The origins and importance of Shavuot
* Issues related to Jewish festivals, including issues with the reconciling of dates in different calendars
* Common and divergent emphases placed on festivals by different Jewish groups
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 4 | * Numbers 29:1
* Micah 7:19
* Leviticus 16:29
* Exodus 12:5–8
* Exodus 12:14–15
* Leviticus 23:15–17
* Leviticus 23:42–43
* Leviticus 23:40
 |  | * [Pilgrimage festivals](https://www.myjewishlearning.com/article/pilgrimage-festivals/)
* [Moses, the story](https://www.youtube.com/watch?v=cL7B_W8Pld4)
* [Celebrations](https://www.bbc.co.uk/programmes/p01147yd) (and parts 2 and 3)
* [The Story of Hanukkah](https://www.youtube.com/watch?v=7tws_uMAEOs)
* [Shavuot in 60 Seconds](https://www.youtube.com/watch?v=ayF7xiyuZqc)
* [Sukkot - Holiday of Joy](https://www.youtube.com/watch?v=MLobgSho00U)
* For each festival, ensure students can write a 6 mark question addressing each – what happens and why it is important as well as being able to write on each key term mentioned in the content column.
* [Jewish calendar](http://www.jewfaq.org/calendar.htm)
* [Biblical vs. Jewish Calendar](http://www.yaiy.org/literature/biblicalvsjewishcalendar.html)
* Why might it be important for the Jewish community to celebrate festivals at the same time across the world?
* Match festivals to the suggestion sources of wisdom and authority.
* Explore differences in the emphases placed on festivals by different Jewish groups.
 | Geography - explore the diversity of practices around the world that different Jewish groups have whilst celebrating Pesach.[Geographical/global perspective on different foods eaten for Pesach](https://www.tasteofhome.com/article/passover-traditions-from-around-the-world/) Politics - explore the importance of the Jewish community to the USA through considering the Practice of the White House celebration of Hannukah. [An American perspective](https://www.insider.com/white-house-hanukkah-party-history-how-it-began) Geography - consider the diversity of traditions for the celebration of Hannukah by Jewish communities around the world. [Geographical perspective on celebrations of Hannukah](https://www.trafalgar.com/real-word/hanukkah/)  |
| Dietary laws | * The origin and nature of dietary laws
* The Mitzvot and traditions regarding the slaughter and consumption of animals
* The Mitzvot and traditions regarding the consumption of poultry, fish, fruit and vegetables
* The Mitzvot and traditions regarding the consumption of meat and milk together
* The importance and impact of dietary laws on Jewish lifestyle
* The meaning of the terms Kosher and Terefah
* Issues related to the dietary laws, including pikuach nefesh and breaking the laws of kashrut
* Common and divergent emphases placed on the dietary laws by different Jewish groups, including the preparation of food by non-Jews
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 2 | * Leviticus 7:26–27
* Leviticus 11
* Deuteronomy 14:21
 |  | * Explain, with examples, the difference between kosher and terefah.
* Provide a range of resources. Students to work in groups to research the Mitzvot as listed in the content column. Students present findings to the class and all record the key information on a learning map.
* Thinking hats exercise to explore the impact of these laws on the life of Jewish people and the significance of the laws for Jews.
* [Kashrut: Jewish Dietary Laws](http://www.jewfaq.org/kashrut.htm)
* Create an advertisement to remind Jews about Kashrut, summarising the key principles.
* What are the benefits/challenges of following Kashrut?
* [Stealing To Save Someone’s Life](http://www.jlaw.com/Articles/ch_stealsavelife.html)
* [Laws of Bishul Yisrael](https://www.chabad.org/library/article_cdo/aid/947606/jewish/Laws-of-Bishul-Yisrael.htm)
* What are the restrictions for eating food prepared by a non-Jew? Why?
* What is considered Bishul Akum?
* What food is allowed to be eaten that’s been prepared by a non-Jew? Why is this?
* Draw together topic with reference to the suggested sources of wisdom and authority.
 | History - use a historical lens to consider how kosher laws have been followed in the past with the [Archaeological perspective on Kosher food laws](https://www.smithsonianmag.com/science-nature/what-archaeology-tells-us-about-ancient-history-eating-kosher-180977804/) History – use a historical lens to consider the origin and significance of Kosher laws.[Historical perspective on Kosher food laws](http://briut.ca/kosher-cuisine-history-and-origin/)Worldviews - consider a less represented worldview when discussing Kosher dietary laws to further explore the significance and meaning of the laws on Jewish lives. [A Vegan Orthodox perspective on Dietary Laws](https://www.epicurious.com/holidays-events/a-vegan-passover-with-mayim-bialik-article) |
| Rituals | * The meaning and importance of rites of passage
* The form and meaning of Jewish birth ceremonies including:
* The welcoming of a baby girl
* The connection between Brit Milah and the covenant with Abraham
* The circumcision
* The roles of the father Mohel and Sandek
* The importance of birth rituals for the community
* The form and meaning of Bar/Bat Mitzvah including: The preparation
* The nature of the service Subsequent preparations
* The meaning and nature of Bat Chayil
* The meaning and importance of Kiddushin as the betrothal ceremony before the marriage
* The nature and importance of:
* The Ketubah
* The Huppah
* The drinking of wine
* The ring
* The breaking of the glass
* The blessings
* The meaning and importance of burial rites including:
* The nature of burial
* The tearing of clothes
* The Kaddish
* Issues related to rites of passage, including the different attitudes towards the presence and role of women in rites of passage
* Common and divergent emphases placed on rites of passage by different Jewish groups, including different attitudes towards Bat Mitzvah
* Different interpretations and emphases given to sources of wisdom and authority by different Jewish groups
 | 4 | * Genesis 17:9–12
* Genesis 2:24
 |  | * Discuss why it is important to mark special stages in life.
* Recap the Abrahamic covenant and link to circumcision. Why are birth rituals important to the Jewish community?
* [Circumcision](http://www.bbc.co.uk/religion/religions/judaism/jewishethics/circumcision_1.shtml)
* Create an information sheet about Bar and Bat Mitzvah. Summarise different opinions about these two rites of passage.
* Discuss what the right age is for an adulthood ceremony.
* Write a letter to a non-Jewish friend, inviting them to a Bar/Bat Mitzvah, outlining what will take place through the ceremony and why.
* Create a Venn Diagram to compare Bar/Bat Mitzvah and the roles of women in rites of passage.
* Bat Chayil is also covered in [Jewish identity](https://www.bbc.com/education/guides/zrrkxnb/revision/2)
* Create a guide to Jewish weddings to give to Jewish couples considering marriage.
* What do the wedding ceremonies teach Jews about the importance of marriage?
* Before the marriage: [Jewish traditions before the wedding](https://www.youtube.com/watch?v=zmyFeeJpQRE)
* Chuppah: [Chuppah: The Jewish Wedding Canopy](https://www.youtube.com/watch?v=KYYinMgfn9k)
* Breaking of glass: [Why We Break the Glass at Jewish Weddings](https://www.youtube.com/watch?v=be789D0B9J8)
* Ketubah: [Ketubah: The Jewish Wedding Contract](https://www.youtube.com/watch?v=clM1SEJfixo)
* Explore burial rites in Judaism and make a timeline of what happens (and why) when someone dies.
 | Sociology – use a sociological lens to consider a feminist perspective on different rituals in Jewish practices: [Feminist perspective on Rituals](https://jwa.org/encyclopedia/article/ritual-feminist-approach): A less represented worldview perspective on rituals can be explored here: [Reform Mother’s perspective on Brit Milah](https://www.parents.com/baby/care/jewish-circumcision/). History - explore further the development and importance of Brit Milah. [A History of Brit Milah](https://www.myjewishlearning.com/article/a-history-of-brit-milah/)A lesser represented perspective on rites of passage can be explored here: [Female perspective on exclusion from rites of passage](https://www.spiritualityandpractice.com/book-reviews/excerpts/view/16957/womens-rites-of-passage) Geography - explore the diversity of traditions in Jewish communities around the world for weddings. [Jewish Wedding traditions from around the world](https://www.chabad.org/library/article_cdo/aid/5185469/jewish/11-Unique-Jewish-Wedding-Traditions-From-Around-the-World.htm)[Chabad Lubavitch wedding in Abu Dhabi](https://www.nytimes.com/2022/10/07/style/lea-hadad-levi-duchman-wedding.html)  |

# Component 06 – Religion, philosophy and ethics from a religious perspective – Christianity

### Relationships and families

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Relationships and familiesKey philosophical and ethical concepts:* Fidelity
* Understandings of sexuality
* Ethical modes of relationship
 | * Christian attitudes towards the role and purpose of the Christian family
* Christian attitudes towards the importance and purposes of marriage
* Significance of beliefs and teachings reflected in a Christian marriage ceremony
* Reasons for differences in practice
* Same-sex marriage
* Consideration of beliefs, teachings and attitudes relating to:
* Civil partnership,
* Pre-marital sex,
* Cohabitation,
* Celibacy,
* Contraception,
* The ethics of divorce, annulment and remarriage

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 12 | * Genesis 2:22–25
* Matthew 19:4–6
* Matthew 5:31–32
* Mark 10:11–12
* Exodus 20:14
* 1 Corinthians 7:10–11
 | Abbott and Clarke, pp 154-179 | * Discuss what makes up a family unit, including ‘new’ forms of families.
* Explore how a family in Christian attitudes is the ideal place to bring up children and discuss what this would look like in a Christian home.
* [Christian marriage](https://www.truetube.co.uk/film/christian-marriage)
* Thinking hats exercise: What do Christians believe about marriage? How do you feel about marriage? What are the benefits of marriage? What are the challenges of marriage? What could a couple do to keep their marriage healthy? Do you think you would like to get married?
* Create a grid to explore the marriage ceremony. For each part of it, look at what beliefs are contained in this section.
* Cross-reference beliefs about marriage with the relevant suggested sources of wisdom and authority.
* Students to write their own exam questions and answer each other’s. Opportunity for peer assessment.
* Consider different attitudes within Christianity towards homosexuality and how this will extend to beliefs about same-sex marriage and civil partnerships.
* In pairs, imagine you are writing to your local MP on the issue of civil partnerships. One of you should write the letter from the view of a Christian who is for same-sex marriage and the other from the view of a Christian who is against same-sex marriage. Justify your viewpoints with reasons and evidence.
* [Gay marriage matters](https://www.truetube.co.uk/film/gay-marriage-matters)
* [Katie](https://www.truetube.co.uk/film/katie)
* Make a list of Christian attitudes and teachings about pre-marital sex. Debate whether Christian views on sex are too strict.
* [No sex before marriage](https://www.truetube.co.uk/film/no-sex-marriage)
* Write a tweet to explain the benefits of celibacy for Christians.
* Explore different types of contraception and different Christian attitudes to each type.
* Discuss the benefits and weaknesses of natural contraception.
* Explain the different attitudes to divorce and remarriage. Students to be able to define annulment. Debate if divorce is ever right.
* [Relate](http://www.relate.org.uk/) or similar organisations.
 | Sociology - consider a Christian feminist perspective divorce from a [Christian Feminist view on divorce from a Tawianese perspective](https://journals.sagepub.com/doi/pdf/10.1177/096673500301100215) Geography - consider the global mother’s perspective on relationships and families in Christianity with [The Mother’s Union](https://www.mothersunion.org/our-vision)Sociology – use a sociological lens to explore statistics and survey results about marriage and divorce: [Divorce and annulment statistics in the UK](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2021#:~:text=Cases%20of%20decree%20of%20nullity,down%20to%20231%20in%202021)[PEW research on attitudes in the USA to marriage and divorce](https://www.pewresearch.org/topic/family-relationships/marriage-divorce/) Sociology - apply a sociological lens to views on contraception/abortion in the USA [A Christian Feminist (USA) perspective on Contraception and abortion](https://rachelheldevans.com/blog/privilege-and-the-pill)  |
| Men and womenKey philosophical and ethical concepts:* Equality of men and women
* Freedom of choice and restrictions on it
* Duty to family and community
 | * Consideration of beliefs, teachings and attitudes relating to the roles of men and women in:
* Christian family relationships
* Christian communities
* Religious upbringing of children

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 3 | * Colossians 3:18–19
* Ephesians 5:25 & 28
* 1 Timothy 2:11–14
* Genesis 2
* 1 Peter 2:1–7
* 1 Corinthians 14:34–35
 | Abbott and Clarke, pp 180-185  | * [Housework or office work](https://www.truetube.co.uk/film/housework-or-office-work)
* Create a list of statements about the roles of men and women in the family. Ask students to sort them into what they consider to be acceptable and unacceptable.
* Students to annotate the suggested sources of wisdom and authority to explore what Christians believe about men and women. Discuss whether there is a place for any of these views in society.
* Make a table for and against the ordination of women. Ensure students understand the theological arguments as much as the sociological ones.
* Explore how different Christian beliefs about men and women might affect how they raise their children.
* [Religious Childhood Indoctrination](http://www.youtube.com/watch?v=1imN9mzESz0)
 | History – use a historical lens to explore the changes in Church opinions towards the ordination of women. For example, consider these artefacts:[Privilege and The Pill](https://www.historyworkshop.org.uk/feminism/radical-object-campaign-for-womens-ordination-badges/)Sociology – use a sociological lens to explore gender roles in the home in the UK: [British Social Attitudes Gender Roles](https://www.bsa.natcen.ac.uk/media/38457/bsa30_gender_roles_final.pdf) |
| Christian understandings of equalityKey philosophical and ethical concepts:* Relationship between religion and culture
* Justification of equality
* Equality and difference
* Gender inequalities
* Embedded inequalities
 | * Christian teachings and beliefs about equality
* The influence of culture on attitudes and views about equality
* Christian views and attitudes on the importance of equality for individuals, communities and society
* Christian attitudes and beliefs about prejudice and discrimination on the basis of gender
* Christian teachings about equality and discrimination in relation to gender

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 3 | * Genesis 1:27
* Acts 10:34–35, 17:26
* John 13:34
* Matthew 7:12
* Galatians 3:28
* Luke 10:30–37
* James 2:8–9
* Archbishop Tutu’s Truth and reconciliation Commission in South Africa
 | Abbott and Clarke, pp 186-192  | * Create flashcards of Bible teachings on equality and on the reverse (in three colours) write an explanation, how it affects Christians today and the challenges posed by the teaching
* Debate whether a Christian community needs complete equality
* [Christian feminist network](http://christianfeministnetwork.com/about)
 | Sociology and Geography - explore the experience of people around the world in relation to gender roles [The Gender Gap in religion around the world](https://www.pewresearch.org/religion/2016/03/22/the-gender-gap-in-religion-around-the-world/) Sociology – use a sociological lens to explore the attitudes of Christian university students to gender roles and equality.[Christian university students’ attitudes to gender equality and roles](https://www.mdpi.com/2077-1444/10/2/133) Explore a lesser represented Christian experience through looking at Gender Equality in Tanzania. [Gender Equality in Christianity- an African perspective](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2413-94672020000100003#:~:text=Gender%20equality%20in%20the%20Bible,and%20female%20he%20created%20them%22) History - use a historical lens to explore how the role of women has changed and evolved as Christianity has developed, and how key texts have been interpreted and re-interpreted over time. [A historical/textual approach to Women in Christian history](https://www.bl.uk/sacred-texts/articles/women-and-christianity)A lesser represented perspective is given here from black women clergy in the US [Psychological/sociological perspective on the experience of Black Women Clergy in the US](https://medium.com/national-center-for-institutional-diversity/for-the-bible-tells-me-so-justifying-gender-discrimination-based-on-biblical-text-83c61dd4e639)  |

### The existence of God

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| The Question of GodKey philosophical concepts:* The nature of the Christian God
* The problem of the existence of evil and a world designed by a God who is good
 | * Christian understandings of the concept of God, including:
* Different Christian teachings and beliefs about what God is like
* Different Christian teachings and beliefs about God’s relationship with the world
* Different Christian teachings and beliefs about God’s relationship with humanity
* Reasons for different views
* Christian beliefs and views on God as good
* Christian understandings of the meaning of goodness in the context of God’s actions
* Christian beliefs, teachings and views on the relationship between God and human suffering

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 6 | * Genesis 1:31
* Psalm 22:1
* Jeremiah 5:19
* Exodus 34:14
* Luke 15:11–32
* 1 John 4:8
 | Abbott and Clarke, pp 195-208  | * As a recap from the beliefs section, draw a picture to represent a set number of different attributes. Annotate with Bible references. Make the point that this is the God that Christians believe in and that will be explored in detail in this topic.
* Recap the idea of God as creator from nothing and the special relationship established with humans at creation.
* Make a flowchart of different ways that God has intervened in the world since creation. Add pictures and arguments against in a different colour.
* Explore the special relationship shown through Jesus. Could also use Philippians 2:6-11.
* Elaborate how this shows further the goodness of God (also recap from beliefs section)
* Recap work on the problem of evil as an argument against God’s nature being believable. Discuss whether God can hold all these characteristics at once.
 | Geography – use a geographical lens to look at data about where Christians live in the world [Geographical perspective on the distribution of Christians around the world](https://www.worlddata.info/religions/christianity.php#:~:text=Christianity%20is%20an%20independent%20monotheistic,with%20over%202.2%20billion%20believers)Sociology - use the sociological lens to consider the 2021 Census data, in particular questions around religious belief in the UK[Sociological perspective on Christianity in the UK](https://www.theguardian.com/uk-news/2022/nov/29/census-2021-in-charts-christianity-now-minority-religion-in-england-and-wales)  |
| The nature of realityKey philosophical concepts:* Arguments about the existence of God
* Ideas about the purpose of the world
* Ethical living
 | * Christian philosophical views on the nature of reality and the reasons for belief in God, including:
* The world as designed and the argument from the evidence of design and purpose
* The world as requiring a cause and the argument from the concept of first cause
* The world as formed for humanity, as expressed in Genesis by the Anthropic principle
* The world and moral consequence, soul-making and judgement
* The value and importance of arguments for the existence of God

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 4 | * Psalm 14:1
* Genesis 1:1: The
* Cosmological argument: The First Cause argument
* The teleological argument
* The moral argument
* Evidence from experiences of awe and wonder
 | Abbott and Clarke, pp 209-217  | * Make a tree of thumbprints in the class to begin discussion of the design argument. What does it mean for Christians to say all are unique?
* Explain that the design argument revolves around intricacy, purpose and regularity and ask students to find examples of each in the universe.
* Discuss arguments against the design argument such as natural disasters and moral evil.
* Explore the idea of cause and effect through dominoes or discussion about the world around them. Explain the idea of God as the first cause.
* Examine arguments against the cosmological argument, such as the Big Bang.
* Explore what ideas of awe and wonder students have encountered and whether they are enough to point to God’s existence.
* [The Moral Argument](https://www.youtube.com/watch?v=OxiAikEk2vU)
* Explore the idea of the conscience and the nature of moral consequence.
* Use the parable of the Sheep and the Goats (Matthew 25) to explore the idea of judgement and soul-making. If we are judged on our good actions then the conscience helps us to become better people.
* Although this topic could be taught through ‘expert groups’ it is important that each student is able to answer 6 and 15 mark questions on each argument.
* If time permits, divide the class into groups to champion one of the arguments for God’s existence in a class debate.
 | History - consider the emergence and significance of Paley’s Teleological argument. [A historical perspective on Paley’s Teleological argument](https://evolution-outreach.biomedcentral.com/articles/10.1007/s12052-009-0184-6) Theology – use a theological lens to explore Hick’s soul making theodicy as a solution to the problem of evil. [Theological perspective on Hick’s Soul Making theodicy](https://vuthienly.com/2018/12/15/whats-john-hicks-soul-making-theodicy-does-it-succeed-in-answering-the-evidential-problem-of-evil/2/) Sociology - use a sociological lens to examine survey results and see different views within religious groups in the USA on the Big Bang Theory [Religion trumps belief in Big Bang Theory for most Americans](https://www.nbcnews.com/science/science-news/poll-religion-trumps-belief-big-bang-theory-most-americans-n85806) Science - explore further the truth claims of the cosmological argument. [A scientific perspective on the Cosmological argument](https://www.allaboutscience.org/cosmological-arguments.htm)  |
| Experiencing GodKey philosophical concepts:* Revelation by the divine
* Miracles
* Perception of the divine
 | * Different ways in which Christians believe God might be revealed, including:
* Meeting inspirational people
* Through scripture/the Word of God
* Jesus Christ
* Figures from Christian history
* God acting in the world
* Conscience
* Miracles
* Different forms of religious experience, including: Conversion; Mystical; Charismatic and ecstatic Visions; Worship and the sacraments

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 8 | * Saul’s Conversion Act 9:1–6
* Jesus’ teachings and actions
* The Bible as the word of God
* Pentecostalists and glossolalia
* Sacramental services such as Mass or Holy Communion
* John 1:14
* Biblical miracles and modern day miracles
 | Abbott and Clarke, pp 218-239  | * Thought shower ways in which God might be revealed to the world. Explain the concept of revelation.
* For each of the named ways, explore how these might be forms of revelation. Students could work in seven groups to make arguments for theirs being the best way to experience God before a class debate or discussion.
* Explore examples of how meeting inspirational people might lead to God revealing himself. Give examples of relevant people. Expand to explore figures from Christian history.
* Explore different possible interpretations of Scripture and make a chart to illustrate. How might God be said to be revealing Himself in each approach?
* Recap learning on Jesus from the beliefs section and how Christians believe God’s revelation takes place especially through Jesus. Is the revelation through Jesus still relevant today?
* Recap and develop learning from previous section to explore God acting in the world, conscience and miracles.
* Expert group activity for different forms of religious experience. Students to research each sort, including examples, and present to class.
* [The Seven Sacraments](https://www.youtube.com/watch?v=qmfSwi3ZKH4&list=PLJFNM1S9ma_88eWP3nRKuBEL3w2dbub32)
* Cross-reference the suggested sources of wisdom and authority to learning from this topic as a recap.
 | Psychology - use a psychological lens to explore religious experiences and their relationship to the brain/mind with the ideas of [Ramachandran on religious experiences- Psychological perspective](https://www.theguardian.com/science/2005/feb/24/1#:~:text=In%20the%20test%2C%20Ramachandran%20found,God%22%20evoked%20a%20big%20response).Sociology – use a sociological lens and survey data to develop understanding of the views of people on religious experiences[Sociological perspective- beliefs of people in the UK on miracles](https://www.bbc.co.uk/news/uk-45679730) [A sociological perspective on Pentecostalism in the US](https://www.pewresearch.org/religion/2006/10/05/spirit-and-power/) [Sociological perspective on Speaking in tongues](https://churchandstate.org.uk/2018/05/one-fourth-of-christians-speak-in-tongues/)  |

### Religion, peace and conflict

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Violence and conflictKey philosophical and ethical concepts:Forms of violence* War
* Justification of violence
* Just War theory
 | * The way religious teachings about violence are applied and understood by individuals and Christian communities
* The role and understanding of religious teachings about violence in society
* The role of Christian individuals, communities and society in violent conflicts
* Causes of terrorism
* The relationship between religion, politics and terrorism in the 21st century
* Different Christian attitudes towards terrorism and the causes of terrorism
* Justifications for waging war – Just War Theory
* The concept of Holy War
* Religious attitudes to behaviours during war
* Different Christian attitudes to conventional warfare (armies in conflict), technological warfare (Drones and surgical strikes) and apocalyptic warfare (nuclear)

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 7 | * Joel 3:9–11
* Joshua 8:1
* Matthew 5:43–44
* Psalm 18:37–39
* Micah 4:3
* Matthew 5:9
* Role model of Jesus Christ
* Thomas Aquinas and the conditions for war to be just
 | Abbott and Clarke, pp 242-260 | * Thought shower arguments for and against the question ‘is it ever right to fight?’
* Students could create flashcards of Christian teachings and put explanations on the back. Use these teachings to explore which are most relevant today.
* Explore the work of the Red Cross and how it helps people caught up in violent situations.
* Research the work of military chaplaincies.
* Make a list of possible causes of terrorism and use a relevant case study to explore this further. How would a Christian respond to these causes, both in terms of prevention and when encountered?
* List the Just War criteria. How do students respond to these? Can war ever be just?
* Compare Just War with Holy War, through a Venn Diagram.
* [The view from the classroom - intermarriage](https://www.truetube.co.uk/film/war-good-some)
* Debate whether the positives outweigh the negatives in war.
* Explore whether some times of war (i.e. some weaponry) are more acceptable than others.
* Students to write a fictional prime minister taking different standpoints about a particular war scenario (or use a real one).
 | Explore a lesser represented perspective within the Christian tradition: [An African/Kenyan perspective on Terrorism](https://readingreligion.org/9781498229272/christian-responses-to-terrorism/)History - use a historical lens to explore evidence that the early Christian community was pacifist: [Christian responses to terrorism in Africa](https://readingreligion.org/9781498229272/christian-responses-to-terrorism/)History – use a historical lens to examine the support for war given by Popes in two historical cases: [Historical/Catholic perspective: Pope John Paul’s statement against the Iraq War](https://www.vatican.va/content/john-paul-ii/en/speeches/2003/january/documents/hf_jp-ii_spe_20030113_diplomatic-corps.html) [Historical Perspective: Pope Urbans support of the Crusades](https://www.history.com/this-day-in-history/pope-urban-ii-orders-first-crusade)  |
| Peace and peacemaking Key philosophical and ethical concepts:* Pacifism
* Non-violence as force
* Value of peace
 | * The concept of pacifism, including:
	+ Absolute pacifism
	+ Conditional pacifism
* Different Christian teachings, beliefs and attitudes in relation to pacifism
* Different ways individuals, communities and society work for peace, including:
* The way religious teachings about peace are applied and understood by individuals and Christian communities
* Different Christian attitudes to the use of violence to achieve peace
* Working for peace and justice in situations, communities and society
* Whether working for peace should be the most important activity for Christians
* Non-violent action

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 4 | * Quaker declaration 1660
* The Sermon on the Mount Matthew 5:38–42
* The Sermon on the Mount Matthew 5:43–44
* Gandhi
* Martin Luther King
* Desmond Tutu
* CCND
 | Abbott and Clarke, pp 261-267 | * Create a flyer to explain Christian beliefs about pacifism.
* http://www.bbc.co.uk/ethics/war/against/pacifism\_1.shtml
* Create a diary entry for a week in the life of a Christian working for peace.
* How would believing in teachings about peace affect the life of a Christian?
* [I'd do it for peace](https://www.truetube.co.uk/film/id-do-it-peace)
* [Is peace possible?](https://www.truetube.co.uk/film/peace-possible)
 | Explore an anarchist perspective on Pacifism in Christianity: [An anarchist perspective on Christian pacifism](https://www.researchgate.net/publication/327895926_Blessed_Are_the_Peacemakers_The_Contribution_of_Christian_Nonviolence_to_Anarchism) Explore the experience of Christians in South Africa and the perspective of Desmond Tutu on peace in religion. [South African Perspective on peace in Christianity](https://www.scu.edu/mcae/architects-of-peace/Tutu/essay.html)Consider the actions of a lesser represented Christian group who took direct action against nuclear weapons. [Catholic Nun’s non-violent actions](https://www.nytimes.com/2021/10/17/obituaries/megan-rice-dead.html#:~:text=Sister%20Megan%20Rice%2C%20a%20Roman,religious%20order%20in%20Rosemont%2C%20Pa) Sociology - explore the attitudes of people towards religion as a cause of war [Sociological perspective on religion and war](https://www.theosthinktank.co.uk/in-the-news/2018/07/27/most-believe-religion-is-peaceful-but-causes-war-survey-suggests)  |
| Forgiveness and reconciliationKey philosophical and ethical concepts:* Forgiveness
* Justice, fairness and injustice
* Reconciliation
 | * The concepts of forgiveness and reconciliation
* Different Christian teachings and beliefs about justice, forgiveness and reconciliation
* The impact of teachings about justice, forgiveness and reconciliation on individuals, communities and society
* Whether forgiveness is either possible or desirable
* Different Christian attitudes towards justice, forgiveness and reconciliation
* The concepts of justice and injustice, including:
* The relationship between peace and a just society
* Social justice and injustice
* Ways in which Christians work for social justice
* Ways in which Christians view social injustice

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 7 | * Matthew 9:9
* Matthew 6:12
* Matthew 6:14
* Matthew 18:35
* Psalm 11:7
* Amos 5:21
* The example of the Truth and Reconciliation Commission of South Africa
 | Abbott and Clarke, pp 268-280 | * Create a concept map of the word forgiveness.
* [Murder and forgiveness](https://www.truetube.co.uk/film/murder-forgiveness)
* Explore the parables of the Lost Son and the Unforgiving Servant through role play with freeze frames to explore emotions and thoughts at different stages. Students to create a modern parable that Jesus might have told.
* Explore the difference between forgiveness and reconciliation. Are both required in all situations?
* [The Power of forgiveness](https://www.youtube.com/watch?v=f2_OOaP763k)
* [A Mother's forgiveness](https://www.youtube.com/watch?v=tgQyBLWFDBI)
* Find an object in the room and make a link between it and justice.
* Is justice agape distributed? Class discussion.
* Research the work of Christians fighting for justice (e.g. Christian Aid, CAFOD, Tearfund) and present as a poster.
 | Theology, Geography and History - consider the importance of forgiveness and reconciliation to Christians with these two case studies from Africa[A South African perspective on Reconciliation](https://www.britannica.com/topic/Truth-and-Reconciliation-Commission-South-Africa)[Forgiveness- a Rwandan Christian perspective](https://circleofa.org/library/transformative-power-of-forgiveness/) Sociology – use a sociological lens to look at attitudes within Christian groups towards action and justice in relation to their faith. [Sociological perspective on Faith and Social action- one qualitative study](https://www.researchgate.net/publication/230797910_Social_Justice_and_Religious_Participation_A_Qualitative_Investigation_of_Christian_Perspectives) [Sociological perspective- views of young people on the Church and justice](https://www.barna.com/research/churchs-reputation-for-justice/)  |

### Dialogue within and between religious and non-religious beliefs and attitudes

| **Area of Study** | **Content** | **Lessons** | **Suggested sources of wisdom and authority** | **Suggested resources** | **Suggested activities** | **Links to worldviews, disciplinary approaches, and diversity** |
| --- | --- | --- | --- | --- | --- | --- |
| Challenges for religionKey philosophical and ethical concepts:* Secularism as a mode of thought and being
* Tolerance
* Freedom of belief
* Freedom of expression
* Freedom of practice
* Equality in society
* The value of human life
* Self-determination
 | * The importance of the Christian religious traditions in British society
* Christianity as the established religion in a country of diverse religious traditions
* The Monarch as Supreme Governor of the Church of England
* The role of religion in public life, including:
* Bishops in the House of Lords
* Christian services to mark key events
* Public holidays based on Christian
* Celebrations
* Church schools
* The concept of secularisation, including:
* The place of religion in a secular society
* The effects of secularisation on religion
* The rise of humanism
* Potential clashes between religious and secular values in education, including:
* Secular ethics and values in school
* Faith schools
* Potential clashes between religion, tradition and secular law, including:
* Religious teachings and attitudes about marriage
* Responses to forced, arranged and child marriages
* Religious attitudes to equality Potential clashes with equality laws
* Potential clashes between religious teachings and scientific development in medical ethics, including:
* Euthanasia and the right to die
* Abortion
* Issues of genetic manipulation
* The creation of life

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 10 | * The Church of England ‘Facts and Stats’
* The British Humanist Association
* The National Secular Society
* The Sunday Assembly
* Education Act of 1988: RE and Assemblies
* Statements from the Roman Catholic and Anglican churches on potential clashes between religious teachings and scientific development in medical ethics
* Abortion Education
* SPUC
* Exodus 20:13
* Psalm 139:13
 | Abbott and Clarke, pp 283-318 | * Starter: are we a Christian country? Arguments for/against.
* Explore the human right to freedom of religious belief.
* [Church of England](http://www.bbc.co.uk/religion/religions/christianity/cofe/cofe_1.shtml)
* [Do you know anything about the Church of England?](https://youtu.be/WkHWSiQsG8o)
* [Queen speaks up for the Church of England](https://youtu.be/QuXHpwO8bTI)
* [Queen Elizabeth II - Defender of the Faith](https://youtu.be/1eLNTB3FlcI)
* [What is the House of Lords?](https://youtu.be/-U0LhurGWOc)
* [Who is in the House of Lords?](https://youtu.be/urwQuL4pQmg)
* Discuss how the Church reacts to major events in the UK – e.g. Grenfell Tower Fire.
* Reading for meaning activity using the suggested sources of wisdom and authority. Students to underline things they don’t understand or want to ask questions about and to highlight key facts they want to transfer to their notes.
* Come up with sentence finishers for ‘Would you rather live in a society that…’ and ask the class to move around the room for each one.
* Identify the reasons why some people believe secularisation of society is taking place and why some say secularisation is not as established as some believe.
* Discuss the impact of secularisation on religion – are there positives as well as negatives? How is Christianity responding? (Consider new forms of Church, food banks, supporting families, community work etc.)
* [Secularism](https://youtu.be/7PFvdqmkoVo)
* Look at resources on humanism. Why is it increasing in popularity? What are the three most important values of humanism? What are the benefits and challenges of humanism’s approach? Which parts of humanism would some Christians agree with? Disagree with?
* [What makes something right or wrong?](https://youtu.be/9tpL1K8ZqrU)
* [How do we know what's true?](https://youtu.be/Yk5IWzTfWeM)
* Play song ‘Imagine’ by John Lennon
* [The Big Debate! Religion in School!](https://youtu.be/_5HBfmhGSzU)
* [State funded faith schools](https://humanism.org.uk/campaigns/schools-and-education/faith-schools/)
* What are the benefits/challenges presented by faith schools?
* Examine some faith schools’ mission statements. To what extent are they exclusive?
* Should Christianity be protected or should they sometimes have to compromise their views?
* Recap material on marriage from earlier section. Which aspects of Christian marriage would secular values find difficult? Use a Venn diagram. Should non-Christian marriage still be for life? Look at UK law on divorce.
* Recap material on equality from previous section. Should Christianity’s views/approach to equality be challenged by secular law?
* Case studies of Martin Luther King / Desmond Tutu to take equality discussion beyond gender.
* [Forced marriage now a crime](https://www.gov.uk/government/news/forced-marriage-now-a-crime)
* [Forced Marriages and Honour Based Abuse](https://youtu.be/wO6yRKlDKLA)
* [Forced Marriage](https://youtu.be/FqYPIzXq8NE)
* [Meeting the child brides of Ethiopia](https://youtu.be/V5nrE4J6IWA)
* Produce a fact sheet on the medical aspects of euthanasia, abortion, genetic manipulation and the creation of life.
* Give a set of scenarios in which euthanasia might be considered. Discuss where the line should be drawn (if at all).
* Create a list of arguments for and against euthanasia and sort and prioritise them.
* [Should assisted suicide be legalised?](https://youtu.be/BozCApJNkT0)
* Research a local hospice and consider this as a response to euthanasia.
* Explore arguments for and against abortion, both the difficult cases (e.g. rape) and unwanted pregnancies. Consider adoption as an alternative to abortion.
* [What are the rights and wrongs of abortion?](https://youtu.be/Hv41TzJR49g)
* Debate: is euthanasia or abortion more of an ethical issue for Christians?
* Explore genetic manipulation by looking at the right to a child, therapeutic methods vs designer babies, the lesser of two evils approach. Sort different Christian views into a Venn diagram or other graphic format.
* Use contemporary case studies.
 | History – use a historical lens to explore the history of secularism in the UK [A historical perspective on Secularism in the UK](https://www.secularism.org.uk/uploads/a-chronology-of-british-secularism.pdf) Sociology - use a sociological lens to examine changing patterns in religious belief and secularisation in the UK. [Sociological perspective- the 2021 Census results explored in the Guardian Newspaper](https://www.theguardian.com/uk-news/2022/nov/29/census-2021-in-charts-christianity-now-minority-religion-in-england-and-wales) Sociology, history and politics - sociological, historical and political lenses can all be applied when looking at the relationship between secularism and fundamentalism. [Scholarly debate on the relationship between religion, secularisation and fundamentalism](https://podtail.com/podcast/in-our-time-religion/fundamentalism/) Ecology - discuss Christian ideas about genetic engineering. [Christian ecological lens on Genetic Engineering](https://www.iatp.org/sites/default/files/Church_of_Englands_View_on_Genetically_Modifie.htm#:~:text=It%20recognises%20that%20genetic%20engineering,foods%20is%20'playing%20God) '.Sociology - use a sociological lens to look at survey data around attitudes towards abortion and euthanasia in different Christian groups.[Sociological perspective Catholic views on abortion](https://www.pewresearch.org/fact-tank/2022/05/23/like-americans-overall-catholics-vary-in-their-abortion-views-with-regular-mass-attenders-most-opposed/)[Many denominational views on abortion in the USA](https://pubmed.ncbi.nlm.nih.gov/12178931/) [Sociological perspective on views on abortion in the UK](https://www.natcen.ac.uk/blog/british-attitudes-to-abortion) [Sociological perspective on British views on Euthanasia](https://www.theguardian.com/society/2019/mar/03/legalise-assisted-dying-for-terminally-ill-say-90-per-cent-of-people-in-uk)  |
| Dialogue within and between religious groupsKey philosophical and ethical concepts:* Consensus
* Diversity
* Uniformity
* Freedom of choice
* Freedom of expression
 | * Different teachings, beliefs and attitudes of Christians towards each other and towards other religious groups, including:
* Exclusivism
* Inclusivism
* Pluralism
* Ecumenism
* Intra-faith communication
* Inter-faith dialogue
* The importance of inter-faith dialogue in 21st century Britain
* The relationship between religion and wider society, including:
* Religion and national identity
* Proselytisation

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 4 | * Matthew 22:37–40
* Matthew 28:18–20
* John 3:16
* John 14:6
* John 14:2
 | Abbott and Clarke, pp 319-331 | * Discuss: can all religions be true? Can all variants within Christianity be true?
* What do the suggested sources of wisdom and authority say about exclusivism, inclusivism and pluralism? Transfer teachings to a grid and add church attitudes from other resources.
* Create a tweet to summarise each approach.
* Recap ecumenism from beliefs and practices paper. Where might there be differences of opinion within Christianity? Is dialogue useful?
* Research the work of the World Council of Churches.
* Explore [aspects of inter-faith dialogue](https://www.interfaith.org.uk/) e.g. The Feast Birmingham
* Why has inter-faith dialogue become more important in modern Britain? Whose job is it to promote it: faith communities or the government? Should schools get involved?
* Recap work on evangelism from beliefs and practices unit.
* [Christian nurse sacked for offering to pray with patients was just showing 'compassion', tribunal hears](http://www.telegraph.co.uk/news/2017/03/30/christian-nurse-sacked-offering-pray-patients-just-showing-compassion/)
* Why is proselytisation important for some Christians? Less important for others? Should it be allowed in UK law?
 | History - use a historical lens to explore the background to the Ecumenical movement [Historical perspective on Ecumenism](https://www.britannica.com/topic/Christianity/The-history-of-ecumenism) Geography and Sociology - use geographical and sociological lenses to explore how different Christian denominations are distributed around the world. [Global Christianity – A Report on the Size and Distribution on the World’s Christian Population](https://www.pewresearch.org/religion/2011/12/19/global-christianity-exec/)Sociology - use a sociological lens to consider surveys that discuss perceptions of Jesus and evangelism in the UK. [Sociological perspective on evangelism in the UK](https://www.barna.com/research/perceptions-of-jesus-christians-evangelism-in-the-uk/)  |
| Dialogue within and between religious and non-religious groups Key philosophical and ethical concepts:* Beliefs
* Religious values
* Secular values
 | * Different Christian views and attitudes towards non-religious worldviews
* Christian values and ideals shared with:
* Atheism
* Agnosticism
* Humanism
* Secularism
* The significance of shared values and ideals between religious and non-religious groups for individuals, communities and society
* Whether secular values should take precedence over Christian religious values
* Potential areas of disagreement and difference between Christianity and the following:
* Atheism
* Agnosticism
* Humanism
* Secularism
* The significance of these potential areas of disagreement and difference for individuals, communities and society.

Students should be aware of the justifications Christians give for different views, attitudes and understandings, from the perspectives of different Christian denominations. | 4 | * Matthew 22:37–40
* John 14:2
* The British Humanist Association
* The National Secular Society
* The Tony Blair Foundation
 | Abbott and Clarke, pp 332-336 | * Venn diagram to bring together prior learning on the values held by different named groups and their relationship to Christianity.
* What values did people demonstrate in response to recent events (Manchester bombing, Grenfell Tower Fire etc.)?
* What values did Jesus espouse?
* [What makes something right or wrong?](https://youtu.be/9tpL1K8ZqrU)
* List six topics that might cause disagreement between Christianity and other world views. Discuss whether, for each, the disagreement actually matters and why. Is a resolution ever possible? Why/why not?
* Explore whether secular values should take precedence over Christian ones by creating a collaborative 15 mark question, shared between groups and finishing with a class response.
 | Sociology - use a sociological lens to consider the views of Christians and atheists towards each other in the USA, through exploring survey responses. [Sociological perspective on the views in the US of Christians and Atheists towards each other](https://www.pewresearch.org/fact-tank/2014/07/16/u-s-evangelical-christians-are-chilly-toward-atheists-and-the-feeling-is-mutual/)Sociology - use a sociological lens and survey data to consider the views of Christians towards secularism in the UK: [Sociological perspective on Christian views towards secularism in the UK](https://www.secularism.org.uk/news/2015/06/nss--christians-have-nothing-to-fear-from-secularism) Consider the confluence of worldviews in discussions around humanism and Christianity. [The relationship between Christian and humanist perspectives](https://www.harvardsquarelibrary.org/theology-philosophy/christianity-and-humanism/)  |

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



We’d like to know your view on the resources we produce. Click ‘Like’ or ‘Dislike’ to send us an auto generated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email will not be used or shared for any marketing purposes.

Looking for another resource? There is now a quick and easy search [tool to help find free resources](https://www.ocr.org.uk/qualifications/resource-finder/) for your qualification.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed
in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

© OCR 2023 - You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](https://www.ocr.org.uk/qualifications/expression-of-interest/).

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.