

GCSE Religious Studies Specification A Unit 1 *Christianity*

# One possible approach to delivering the Specification

This document provides suggestions and ideas about how you might deliver GCSE Religious Studies for this unit. You can use these suggestions, adapt them to better suit your students or use your own approach.

However you deliver GCSE Religious Studies, you can rely on AQA's comprehensive support package, online, on paper and in person, including resources, specimen exam questions, training meetings, continuing professional development (CPD), guidance and advice.

This *approach to delivering the Specification* is part of your invaluable **Teacher Resource Bank**, which includes further *approaches to delivering the Specification*, *additional specimen questions*, *Resources list*, *Guide to command words*, *Explanation of terms*, *Getting started*, *Summary of changes to content* and more.

If you have any enquiries about GCSE Religious Studies you can speak directly to the AQA Religious Studies team by e-mail [religiousstudies@aqa.org.uk](mailto:religiousstudies@aqa.org.uk) or telephone 0161 958 3821.



## GCSE Religious Studies Specification A Unit 1 Christianity

### Topic 1 Beliefs and Sources of Authority

Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>The Bible</b> • As Christian Scripture	What is the Bible? How is it divided? Why is the Bible a source of authority?	Knowledge and understanding of the structure of the Bible and its key divisions.  To understand the reasons for the Bible as source of authority.	Explanation of the place occupied by the Bible as a source of Christian authority.  Explanation of the key divisions of the Bible into Old and New Testaments and why each is important. Explanation of the word 'testament'.  Further explanation of sub-divisions within the testaments.  Ask pupils to research and write a brief description about the importance of sub-divisions, eg Law, Prophets, Gospels, Letters.  Explain how the Bible is one way in which God makes himself known.  Less able pupils might find the RE Quest website helpful <a href="http://www.request.org.uk">www.request.org.uk</a>
<b>The Bible</b> • As 'word of God'	What is meant by the phrase 'word of God'?	Knowledge and understanding of the term 'word of God' when applied to the Bible.	Outline and explain a clear definition of the phrase 'word of God'.  Use Old Testament examples of how the Bible can be viewed as 'word of God' using categories such as Law (Ten Commandments) and Prophets (eg Isaiah, Amos).  How God inspired the writers to record particular events and teachings which are now collected in the Bible.  Explanation of how a similar definition can be applied to the New Testament.  Get pupils to produce a summary of four or five points explaining how the Bible is seen as the 'word of God'.

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<b>Topic 1 Beliefs and Sources of Authority</b>			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>The Bible</b> <ul style="list-style-type: none"> <li>Variety of ways in which the Bible is interpreted the word of God</li> </ul>	How do Christians interpret the Bible as the 'word of God'?	Knowledge and understanding of <i>Fundamentalist</i> and <i>Liberal</i> approaches to the interpretation of the Bible.	<p>Explain that there is a variety of opinion about the interpretation of the Bible.</p> <p><b>Fundamentalist approach</b>            Outline, explain and exemplify how Fundamentalists interpret the Bible. Directly inspired by God, without error, etc. (Extreme fundamentalists are also known as Literalists.)</p> <p><b>Liberal approach</b>            Outline, explain and exemplify how Liberal Christians approach and interpret the Bible. The Bible needs to be interpreted in the modern age, it was written by humans so can contain errors. Not to be viewed as a scientific or historical text.</p> <p>Ask pupils to study a particular Bible passage, eg from Genesis 1–11 or suitable New Testament examples (eg miracles), and write short explanation of how Fundamentalist and Liberal approaches to these passages would differ and why.</p> <p>(Possible extension activity into Literalist and Conservative approaches.)</p>
<b>The Bible</b> <ul style="list-style-type: none"> <li>Effects of interpretation on life of believer</li> </ul>	What effect does the authority of the Bible have on believers' lifestyles? Can we believe the Bible is true?	Knowledge, understanding and evaluation of the effects of the authority of the Bible on the life and worship of believer.	<p>Outline how the Bible as source of authority affects believers' lifestyles in general ways, eg reading the Bible, using the Bible as a source of guidance and inspiration, as a resource for worship, etc.</p> <p>In specific ways following the stance of various interpretations, eg effects of the Fundamentalist approach to Creation, or ethical matters. Contrast with the Liberal approach to similar topics.</p> <p>Evaluation exercise, eg 'In the 21<sup>st</sup> century we can no longer accept that the Bible is literally true'.</p>

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## Topic 1 Beliefs and Sources of Authority

Topic outline	Key questions	Learning objectives	Possible teaching activities
<p><b>N.B.</b> Although no actual creed is specified for detailed study in the Specification it would be advisable to make clear reference to, and issue pupils with a copy of, one of the main Christian Creeds (eg Apostles' Creed) when covering the topics below.</p> <p>It is important to ensure sufficient time is allotted to the study of this section and that these key beliefs are clearly understood as they are crucial to understanding other areas of the Specification.</p>			
<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>Oneness of God and the Trinity</li> </ul>			
	What is the Trinity? What do Christians mean by 'God as three in one and one in three'?	Knowledge and understanding of the concept of One God as Father, Son and Holy Spirit – <i>The Holy Trinity</i> .	<p>Explain the Christian belief that God is revealed in three distinct but united parts of the Trinity.</p> <p>God the Father, Creator and sustainer of the world.</p> <p>God the Son, revealed in human flesh in Jesus Christ.</p> <p>God the Holy Spirit, the unseen power of God at work in the world.</p> <p>God as Trinity of persons, three essences or natures.</p> <p>Get pupils to consider the example of water existing as a substance <math>H_2O</math> but its existence in three states: liquid, solid, gas. Use as an example of the nature of God as three separate substances of the same reality.</p> <p>Illustrate further by using St Patrick's example of 'shamrock' – three leaves making one leaf.</p> <p>One way into this is for pupils to create a list of the different roles they play in life and then for the class to compare lists and discuss whether any one role says everything about a person.</p> <p>See also the REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a></p>
	What do Christians mean when they say that Jesus is God incarnate?	<p>Knowledge and understanding of the term <i>incarnation</i>.</p> <p>The importance of Jesus as God incarnate in human form.</p> <p>Other key beliefs about the person of Jesus Christ as Son of God.</p> <p>Evaluation of holding the belief of Jesus being God incarnate.</p>	<p>Explain the meaning of the term 'incarnation' – to take flesh.</p> <p>Explain what Christians believe about the nature of Jesus as God incarnate. Jesus shares both human and divine nature, with reference to key clauses of creeds. 'Conceived by the Holy Spirit' (reveals divinity), 'born of the Virgin Mary' (reveals humanity).</p> <p>Explanation of the title of Jesus as 'Son of God', ask pupils to consider why this is an important title, what does it reveal to Christians about the nature of God?</p> <p>(Possible extension activity for able pupils. Using John 1<sup>1-14</sup> ask pupils to read through the passage and consider what this reveals about the nature of Christ and his relationship with God.)</p> <p>Consider attitudes towards the truth of the Virgin Birth, eg must Christians believe this?</p>

Topic 1 Beliefs and Sources of Authority			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Beliefs</b> <ul style="list-style-type: none"><li>The meaning of the crucifixion, resurrection and ascension of Jesus</li></ul>	What do Christians believe about the crucifixion of Jesus? Why is the crucifixion of Jesus important to Christians?	Knowledge and understanding of the importance of the crucifixion to Christian belief. Understanding of key terms: <i>sacrifice, salvation, atonement</i> .	Using one of the Gospel narratives outline the events of the crucifixion. Note what the creeds say about the suffering, crucifixion and death of Jesus. Explain the importance of the crucifixion as an event that is central to Christian teaching about forgiveness. Ideas of sacrifice for sins of mankind, salvation and atonement. Expression of God's love.
<b>The meaning of the crucifixion, resurrection and ascension of Jesus</b>	What is the resurrection?	Knowledge and understanding of beliefs about the resurrection of Jesus. Knowledge and understanding of the importance of the resurrection as a central Christian belief. To evaluate belief in the resurrection as a literal event.	Outline the key teachings of belief in the resurrection using a gospel account as a basis. Examine the significance of empty tomb, and consider did Jesus really rise from the dead? What does it reveal about Jesus as the Son of God? What does the resurrection mean to Christians today? Consider the view that, without the resurrection, there can be no Christian belief.
<b>Ascension of Jesus</b>	What is the ascension of Jesus? Why is it an important belief? Did the ascension really happen?	Knowledge and understanding of the event of the ascension. Knowledge and understanding of significance of this belief for Christians today. To evaluate belief in the ascension as a literal event.	Outline the biblical basis for the belief in the ascension, (eg Acts of the Apostles 1 <sup>9-11</sup> or Luke 24 <sup>50-53</sup> ). Note timescale 40 days after Resurrection. Explain the importance of the ascension in revealing key beliefs about Christ, eg Jesus returns to God; Jesus' divine nature is confirmed; sits in place of honour (right hand); by returning to heaven Jesus is accessible to all; Christians believe that by returning to heaven Jesus makes it possible for Christians to follow him; Jesus will come again from heaven as judge (see judgement below). Get pupils to evaluate the belief that Jesus really did rise into heaven.

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Topic 1 Beliefs and Sources of Authority			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Beliefs</b> <ul style="list-style-type: none"><li>The person and work of the Holy Spirit</li></ul>	What is the Holy Spirit? What do Christians believe about the Holy Spirit?	Knowledge and understanding of the nature of the Holy Spirit. Knowledge and understanding of key beliefs about the work of Holy Spirit.	Explain that Christians believe that the Holy Spirit is the third part of the Holy Trinity (refer back to lesson on Trinity). Exemplify the relationship by reference to the Trinity shield. Explain that the Holy Spirit is the power of God at work – refer to Spirit as breathe, wind, Greek ‘Pneuma’. Explain, and get pupils to note, the key beliefs about the Holy Spirit: Holy Spirit specifically remembered at the Feast of Pentecost; symbolised by fire and wind; Holy Spirit sent by God to empower the disciples to begin preaching and teaching (See Acts 2 <sup>1-4</sup> ). Holy Spirit was the power of God which made Mary pregnant; Holy Spirit came on Jesus at his Baptism (dove) and some Christians believe that they receive the Holy Spirit at Baptism and/or Confirmation. Holy Spirit was promised by Jesus to guide Christians and help them to continue the work he began. (Extension work: ask pupils to consider how ‘pneumatic’ machinery is powered by air, which is unseen, yet effects of the air can be seen in the movement of the machine or the work that the machine does. Consider how this analogy works in reference to the Holy Spirit at work in the world today.)
	Why is belief in the Holy Spirit important?	Knowledge and understanding of the importance of belief in the Holy Spirit.	Evaluation of the importance of belief in the Holy Spirit for Christians today. Research some traditional symbols relating to the Holy Spirit.
<b>Beliefs</b> <ul style="list-style-type: none"><li>The use of the Gifts of the Holy Spirit</li></ul>	What are the gifts of the Holy Spirit?	Knowledge and understanding of the phrase ‘gifts of the Holy Spirit’.	Using 1 Corinthians 12 <sup>1-11</sup> , list the Gifts of the Spirit recorded by Paul.
	How do Christians use the gifts of the Holy Spirit?	Knowledge and understanding of how gifts of the Spirit may affect lives of believers today. To evaluate the significance of the gifts of the Spirit in the lives of Christians today.	Explain how these gifts may be utilised by Christians today; get pupils to consider examples of each, eg in worship and in daily life.  Evaluate which gifts Christians regard as the most important. Particular consideration could be given to 1 Corinthians 13. (Extension activity: Ask pupils to read Isaiah 11 <sup>1-5</sup> and Galatians 5 <sup>22</sup> and consider how these passages may affect the way Christians lead their lives today.)

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<b>Beliefs</b> <ul style="list-style-type: none"> <li>The Church as the Body of Christ</li> </ul>	<p>What do Christians mean when they describe the Church as 'The Body of Christ'?</p> <p>How does the Church work as the 'Body of Christ'?</p> <p>Why is this an important belief?</p>	<p>Knowledge and understanding of the Church as the 'Body of Christ'.</p> <p>Knowledge and understanding of how the Church today functions as the Body of Christ.</p> <p>To evaluate the importance of the belief in the life of Christians today.</p>	<p>Consider how St. Paul describes the Church as the Body of Christ by reference to 1 Corinthians 12<sup>12–14</sup>.</p> <p>Get pupils to consider this analogy in the light of the various Christian traditions and the roles people play within the Churches.</p> <p>Explain that, although there are different traditions/denominations, each one is part of a larger worldwide body of the Church, including those Christians living now and those who have lived.</p> <p>Ask pupils to consider, and list, how the Church functions as a body in the world now. What does it do, what does it represent? In what ways does the Church function as a living body continuing the work of Christ? One way would be to consider these ideas using the Prayer of Teresa of Avila as a basis.</p> <p>Consider the effect of the belief of the Church as Body of Christ on the life of Churches today, eg in moves towards unity, ecumenism, etc.</p> <p>Consider other ways that the phrase 'The Body of Christ' explains the presence of Christ in the world today, eg The Blessed sacrament.</p> <p>Evaluation of the importance of the belief in the Church as the Body of Christ, eg by consideration of statements such as 'The Church as the Body of Christ is the most important Christian belief'.</p>

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Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Beliefs</b> <ul style="list-style-type: none"><li>• Sin and the means of salvation</li></ul>	What do Christians mean by 'sin'?  What is salvation?  Why is the death of Jesus so important to salvation?	Knowledge and understanding of the Christian beliefs about sin.  Knowledge and understanding of sacrifice making payment for sin.  Knowledge and understanding of Christian beliefs about salvation.	Provide a clear working definition of the word sin, eg as thoughts or actions that go against the will of God. Get pupils to consider what actions and thoughts may be classed as sins using the above definition.  <i>Effects of sin:</i> Sin separates man from God; it spoils the relationship between man and God. (Some discussion of Original sin (Genesis 3) would be relevant.) By sinning, humans set up a barrier between themselves and God.  Explanation of how Christians believe that sin can be forgiven because Jesus died to save man from the effects of sin. Clear explanation of sacrifice in the Old Testament as a way of asking God for forgiveness, according to the law, particular reference could be made to the Scapegoat and Day of Atonement. Noting that the law required these sacrifices to be offered year on year.  Salvation = being made safe from sin. Explain Christian understanding of the death of Jesus as a <b><i>once and for all</i></b> sacrifice for sins of the world and how, through Jesus' death, Christians believe that any who have faith in Jesus and are willing to accept that they have done wrong, can be forgiven?  <b>Key points to emphasise are:</b> The death of Jesus was a freely made sacrifice by him. Since Jesus was free from sin he was able to take away the sins of the world by his death. Salvation, being made safe from sin, is accomplished through Christ's sacrifice and is open to all who believe in him and what he did. The death of Jesus shows God is a God of love by sacrificing his son for the sins of the world.

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Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Beliefs</b> <ul style="list-style-type: none"><li>• Judgement and the world to come</li></ul>	What do Christians mean by 'judgement'?	Knowledge and understanding of the Christian beliefs about judgement.	Begin by reference to statements about judgement in the creeds, eg ' <i>He shall come again to judge the living and the dead</i> '. Who is 'he'? What do we understand by the ' <i>living and the dead</i> '? Explain that Christians have a variety of ideas about when this judgement will occur. Some believe it occurs at death, others that it will take place at some point in the future when Christ will return again. (See Advent below.)
	Why is judgement important?	Knowledge and understanding of how/why people will be judged.	Explain how and why Christians believe that judgement by God or through Christ will be based on ways in which they have lived their lives (eg loved and served God; shown concern for the needs of others, used their gifts from God.) Get pupils to read the 'Parable of Sheep and Goats' (Matthew 25 <sup>31-46</sup> ), ask them to note and explain why the groups were judged as they were. Extend into how this idea of judgement or accountability for actions will affect the way Christians live now. (Extension: Get pupils to research and explain other references to the idea judgement in the New Testament.)
	What is 'the world to come'?	Knowledge and understanding of term 'the world to come'.	Encourage pupils to research, examine and explain what Christians mean by 'the world to come', ie an existence after death. Relate back to ideas of resurrection and hope of life after death. What biblical evidence is there to suggest/support this belief? What type of world will it be?
	How are judgement and the 'world to come' connected?	Knowledge and understanding of beliefs about Judgement and world to come on lifestyle.	Explain why Christians believe judgement affects the quality of existence in the world to come. Get pupils to consider how the promise of the world to come may affect the way they live their lives now.
	Is there really a 'world to come'?	Evaluation of the belief about life after death.	(A useful additional resource is the DVD <i>Judgement Day</i> presented by Tim Marlow, Seventh Art productions. This is 3 x 20 minute programme on artistic images of Judgement, Heaven and Hell.) Evaluation exercise(s) about the belief in judgement and the world to come, eg 'When you die that is the end there is nothing after death'.

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## Topic 1 Beliefs and Sources of Authority

Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Beliefs</b> <b>Religious leaders</b>	Who are the religious leaders?	Knowledge and understanding of the Christian religious leaders.	<p>List the various types of Christian religious leaders. This can be done on a denominational basis.</p> <p>So for Orthodox, Roman Catholicism and Anglicans the threefold order of <i>Bishops, Priests and Deacons</i> should be examined. The structure of the hierarchy of these denominations and the historical authority deriving from Apostolic succession. Consider the importance of Bishops and priests as sources of authority for the wider Church.</p> <p>From the non-conformist denominations examine <i>Ministers, Pastors and Elders</i>. Again structure of hierarchy and leadership should be examined together with their role as sources of authority on a variety of religious matters.</p> <p>Draw up a table of comparison between the various styles of leadership and authority.</p>
	What part do members of the community play in leading the church?	Knowledge and understanding of the role of the laity in leadership.	<p>If possible arrange a visit from a variety of Christian religious leaders to discuss their role in leading the Church in their community.</p> <p>Consider what part the ordinary church members – the lay people/ laity play in leadership of the Church community. An examination of a variety of roles, eg teaching, pastoral visiting, helping with Baptism and wedding preparation, etc.</p> <p>Link back to the idea of the Church as the body of Christ.</p>
	Why are religious leaders important to the life of the Church?	Knowledge and understanding of importance and impact of religious leaders.	<p>Ask pupils to list what the roles of religious leaders are, and then place them in order of importance.</p> <p>Get pupils to consider why religious leaders are necessary in a variety of denominations and how they influence the wider Church.</p>
	Are all types of leadership the same?	Evaluation of different styles of leadership.	<p>Ask pupils to consider the various styles of leadership they have studied, is one more important than the other?</p> <p>Evaluate statements such as 'Bishops are no longer important to the life of the Church' or 'Religious leaders are no longer sources of authority in the Church'.</p>

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<b>Topic 2 Commitment and Membership</b>			
<b>Topic outline</b>	<b>Key questions</b>	<b>Learning objectives</b>	<b>Possible teaching activities</b>
<b>Ceremonies of Commitment</b> There are 5 ceremonies of commitment itemised in the Specification. 1. Infant Baptism. (This should also include the Orthodox rite.) 2. Dedication 3. Confirmation 4. Believers' baptism 5. Reception into membership This is a generic outline that could be adopted and adapted to explain each of the listed ceremonies of commitment.	What is the meaning and purpose of the ceremony? What Biblical beliefs are connected to this ceremony? What happens at the ceremony? How does this ceremony differ from the other ceremonies of commitment? Which denominations practice the ceremony?	Knowledge and understanding of purpose of the ceremony. Knowledge and understanding of biblical and Christian teaching associated with the ceremony. Knowledge and understanding of how the ceremony is conducted. Knowledge and understanding of how the ceremony differs across traditions.	A suggested teaching approach that can be adapted to suit each ceremony of commitment listed in the Specification. <ul style="list-style-type: none"> <li>Outline and explanation of the meaning and purpose of the ceremony.</li> <li>Explanation and outline of Biblical teachings and other Christian beliefs associated with the rite (eg life after death).</li> <li>Clear outline of the rite of passage with explanations of what is both said and done, and why, noting particularly significant differences in each as appropriate. The role of key participants where applicable, eg Godparents, sponsors, etc.</li> <li>Explanation of the key differences in approach, eg infant baptism and believers' baptism, or infant baptism and the rite of chrismation and the reasoning behind these differences.</li> <li>Note and explain which ceremonies are typical of, or particular to, each denomination. Also note those denominations which <b>do not</b> have formal ceremonies of commitment.</li> <li>REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a> gives basic descriptions/explanations about infant baptism, believers' baptism and confirmation.</li> <li><a href="http://www.tere.org">www.tere.org</a> contains worksheets on these ceremonies from a Roman Catholic perspective in its secondary KS4 section.</li> </ul>
<b>Ceremonies of Commitment</b>	Are ceremonies of commitment necessary? What difference do these ceremonies make in the life of an individual?	<ul style="list-style-type: none"> <li>Evaluation of the importance of each ceremony in the life of the Church and Christians today.</li> <li>Evaluation of the effects of a ceremony of commitment in the life of a Christian.</li> </ul>	Get pupils to evaluate a variety of statements which form the basis of evaluation type questions, eg "People should only be baptised when they are old enough to understand the commitment they are making." <b>Or</b> "You cannot be a Christian unless you have been baptised/confirmed." "Ceremonies of commitment are the most important part in the life of a Christian".

**Topic 3 Places of Worship**

Topic outline	Key questions	Learning objectives	Possible teaching activities
<p><b>Places of Worship</b></p> <p>Again, a generic approach can be adopted towards this topic, which could then be adapted for each of the named traditions on the Specification.</p> <p>Places of worship specified for study are:</p> <p>The places of worship of different denominations:</p> <p><b>Orthodox, Anglican, Baptist.</b></p> <p>Key features of <b>both</b> the interior and exterior of each denomination should be highlighted and the reasons for them explained.</p> <p>Key terms to highlight: <b>Altar, Communion Table, Font, Baptistry, Lectern, Pulpit, Icons, Iconostasis, Royal doors.</b></p>	<p>What are the key features of the specified places of worship?</p> <p>How do these features reflect the style of worship that is conducted within them?</p>	<p>Knowledge and understanding of the key features and their symbolism in different places of worship.</p> <p>Knowledge and understanding of how these features reflect, and affect, the style of worship within the named tradition.</p>	<p>For each of the named denominations within the Specification, provide pupils with clear and labelled diagrams of exterior and interior features or provide blank ground plans for them to annotate.</p> <p>List and explain the importance of key features and their symbolism.</p> <p>eg <b>Iconostasis, Royal doors, icons in Orthodox tradition.</b></p> <p><b>The altar, pulpit and lectern and font in Anglican tradition.</b></p> <p><b>The baptistry, pulpit and communion table in Baptist tradition.</b></p> <p>Try to arrange visits to local Anglican and Baptist Churches (and an Orthodox church if that is possible), and get pupils to make detailed notes and plans of key features. Otherwise use internet virtual tours (see the AQA web site for suggested virtual tours <a href="http://www.aqa.org.uk/qual/newgcses/his_rel/new/rel_studies_a_links.php?id=10&amp;prev=10">http://www.aqa.org.uk/qual/newgcses/his_rel/new/rel_studies_a_links.php?id=10&amp;prev=10</a></p> <p>Design a church, explaining symbolism.</p> <p>Explain how the style of worship offered within each tradition is reflected in the key features of those traditions, eg Anglican tradition = altar is focal point because of Communion/Eucharist is the main act of worship. Altar rather than communion table because of the sacrificial remembrance offered at that service. The font is traditionally found near the main door of the church to symbolise that the sacrament of baptism is the beginning of the Christian journey, the entry into the Church.</p> <p>Reference could also be made to styles of worship offered with these buildings, eg Liturgical and Non-Liturgical, etc.</p> <p>REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a> has a section on places of worship</p>

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Topic 3 <i>Places of Worship</i>			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Non-traditional venues for worship</b>	What other buildings or venues are used for worship?	<ul style="list-style-type: none"> <li>Knowledge and understanding of how and why some Christian communities meet in non-traditional venues.</li> </ul>	<p>Explain and provide good evidence to support that a variety of other non-traditional venues/buildings are used for worship, eg peoples' houses for house groups and community halls for larger congregations.</p> <p>Examine and consider reasons for this, eg ranging from non-mainstream denominations seeking to meet together as a 'congregation'/group, to economic restrictions placed upon more established denominations.</p>
	Do Christians need traditional 'church' buildings for worship?	Evaluation of the need for special buildings for worship.	<p>Encourage pupils to evaluate a variety of ideas about traditional church buildings and non-traditional venues, using a variety of stimulus statements to encourage debate in the classroom and independent thought in their own written work, eg</p> <p>'The best place for worship is a plain empty room'; 'Christian churches should be different from other buildings'; 'Highly decorated church buildings are a distraction to proper worship', etc.</p>

**Topic 3 Places of Worship**

Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Pilgrimage</b>	What is Pilgrimage?	Knowledge and understanding of what is meant by 'pilgrimage'.	<p>Begin by a clear definition of what 'pilgrimage' is, eg 'A journey undertaken to a holy place'.</p> <p>Explain that pupils should be able to make a clear distinction between the idea of pilgrimage and a site seeing trip or more general visit. The religious intention behind pilgrimage should be highlighted. Some reference could be made to the historical use of pilgrimage.</p> <p>Exploration and explanation of why people may choose to go on pilgrimage, eg personal discipline, specific reasons (eg healing), unity with other Christians, to understand more about their faith, etc.</p> <p>Study of at least one key place of pilgrimage, and why these places are important. Examples could include places as diverse as The Holy Land, Lourdes, Walsingham, Iona, Lindisfarne, etc. Create travel brochures/booklets on a place of pilgrimage aimed at a teenager going there for the first time.</p> <p>Explanation and outline of what may be done as part of a pilgrimage, there should be a clear emphasis on the spiritual element and worship, and emphasis on the fact the undertaking of pilgrimage itself is an act of worship.</p> <p>Encourage pupils to evaluate the importance/or not of pilgrimage in the life of Christians today. Worth noting that there is no requirement in Christian faith for people to undertake a pilgrimage as part of their belief and practice as in some religions, eg for some people it is literally a life-changing experience, encouraging them to deepen their faith, or provide an insight into their faith; yet for others it may be disappointing, particularly if they have gone with particular ideas and hopes. The commercialisation of sites may have a negative effect, or people seeking cures may find their prayers are not answered, etc.</p> <p>Again use a series of statements to provoke evaluation and discussion. REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a> gives information on places of pilgrimage. Most places of pilgrimage also have their own official websites.</p>
	Why do people go on pilgrimage?	Knowledge and understanding of the variety of reasons for pilgrimage.	
	Where do they go and what might they do?	Knowledge and understanding of particular places of pilgrimage.	
	What effect might pilgrimage have on the life of an individual?	Knowledge and understanding of what is done as part of pilgrimage. Evaluation of the effects of pilgrimage in the life of a believer.	

Topic 4 Worship			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Worship</b> <ul style="list-style-type: none"> <li>Public worship</li> </ul>	What is worship?  Why do Christians think that public worship is important?	Knowledge and understanding of the term 'worship'.  Knowledge and understanding of importance of public worship for Christians.	Outline explanation and definition of the term 'worship'.  Outline and explanation of aspects of worship, both public and private highlighting examples of each. Evaluation of the importance of public worship and private worship in the Christian life.
<b>Different forms of public worship</b> <ul style="list-style-type: none"> <li>Liturgical, non-liturgical, charismatic and spontaneous</li> </ul>	What is meant by liturgical worship? Which traditions use liturgical worship?  What is non-liturgical worship? Which traditions use non-liturgical worship?  What are charismatic/spontaneous styles of worship?  Which traditions use these styles of worship?  Why do styles of worship differ so much?	<ul style="list-style-type: none"> <li>Knowledge and understanding of term 'liturgical worship'.</li> </ul> Knowledge and understanding of term non-liturgical worship.  Knowledge and understanding of terms charismatic/spontaneous worship.  Evaluation of the effects of variety of styles of worship on the life of believers.	Detailed outline and explanation of what is meant by Liturgical worship perhaps with clear reference to the Eucharist/Holy Communion as an example. Emphasis on the idea of set structure and the wider value of this. Explanation of which denominations use liturgical worship and why.  Detailed outline and explanation of what is meant by non-liturgical worship, and how it is organised, noting that such worship is usually Bible-centred. Explanation of which denominations practice non-liturgical worship and why.  Detailed outline and explanation of spontaneous/charismatic worship and the ways this may be expressed and the traditions where it is commonly found, eg Pentecostalism, free evangelical churches, etc.  Consider the effects of different styles of worship on believers, why are some attracted to more formal liturgical worship and others towards the spontaneous/charismatic styles of worship. A possible approach would be to ask pupils to tabulate the strengths and weaknesses of each style of worship.  Evaluation of the variety of styles of worship, highlighting their appeal to different sections/people in the Christian community.

## GCSE Religious Studies Specification A Unit 1 Christianity

<b>Topic 4 Worship</b>			
<b>Topic outline</b>	<b>Key questions</b>	<b>Learning objectives</b>	<b>Possible teaching activities</b>
<b>Worship</b> <ul style="list-style-type: none"><li>• The Lord's Prayer</li></ul>	What is prayer? Why do Christians pray? What types of prayer are there? What is the Lord's Prayer? Why is the Lord's Prayer so important to Christians?	Knowledge and understanding of what is meant by the term 'prayer'. Knowledge and understanding of why Christians pray. Knowledge and understanding of the different types of prayer. Knowledge and understanding of the origins of the Lord's Prayer. Knowledge and understanding of the content of the Lord's Prayer. Evaluation of the importance of Lord's Prayer for Christians today.	Outline and explanation that prayer is communicating with God. It maintains the relationship with God. Explain that prayer entails not just talking but listening. Explanation of why Christians pray, this should include some discussion about Christians believing that God answers prayers. Outline and explanation of the different types of Christian prayer, particularly adoration, confession, thanksgiving, intercession and petition. Create hand of prayer showing the five elements and containing a prayer based on one of those elements (a well-known one or one created by pupils) written out on the palm of the hand. A collage of all the hands of prayer could be created for display. Explain the biblical background to the Lord's Prayer, eg taught in response to request by the disciples 'Lord teach us how to pray', and the importance of this for Christians today. A <b>detailed</b> look at the form and content of the Lord's Prayer. Explanation of why the Lord's Prayer is important to Christians today. Emphasise that the Lord's Prayer contains all the different types of prayer. The Lord's Prayer is universal and unites Christians from all traditions. 'The family prayer of the Christian Church'. Evaluation of the Lord's Prayer in the life of believers today.

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Topic 4 Worship			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>The use of the Bible in worship</b>	How is the Bible used in public worship?  How is the Bible used in private worship?	Knowledge and understanding of the variety of ways the Bible is used in public worship.  Knowledge and understanding of how Christians use the Bible in private worship.	Outline and explain the key ways in which the Bible forms the basis of many parts of public worship:  <b>Readings:</b> Biblical readings form key parts of public acts of worship. Use of both Old and New Testament readings in worship. Importance of the 'Liturgy of the Word' in Communion services and importance of Gospel reading.  Exploration and explanation of <b>other</b> key ways the Bible is used in public worship, eg  <b>Use of key biblical passages in the Communion Service</b> , eg the words of Jesus at the Last Supper.  <b>Sermons:</b> Often based on biblical passages.  <b>Prayers:</b> eg Lord's Prayer, contained in the Bible or are often biblically based.  <b>Hymns:</b> Based on biblical passages. Give some examples, eg 'At the name of Jesus' (Philippians 2), 'The Lord's my Shepherd' (Psalm 23).  <b>Psalms and Canticles:</b> drawn from biblical poetry. Make distinction between hymns and psalms and canticles; give examples of Psalms, eg Psalm 23, or Psalm 150. Give examples canticles such as Song of Mary ('The Magnificat', Luke chapter 1).  Outline and explain how the Bible may be used in private worship, eg the Bible as an aid to prayer or a basis of meditation. As a guide in times of distress and anxiety. The study of the Bible in private or study groups, allowing people to explore their faith with others on a less formal basis.
<b>Private worship</b>	Why is private worship important?	Knowledge and understanding of the need for private worship.	Explain that private worship is as important as public worship, the need for private reflection and devotion allows personal reflection and communication with God.
• Meditation	What is meditation?	Knowledge and understanding of the term 'meditation'.	Explanation of the term, eg meditation involves the deep concentration on the presence of God and his activity in the world; how and when Christians may meditate, and aids to meditation, eg reflection on a biblical passage, or focus on an image, etc.

## GCSE Religious Studies Specification A Unit 1 Christianity

### Topic 4 Worship

Topic outline	Key questions	Learning objectives	Possible teaching activities
• The Rosary	What is the Rosary? How do Christians use the Rosary as an aid to prayer? Which traditions typically use the Rosary?	Knowledge and understanding of the Rosary as an artefact. Knowledge and understanding of the Rosary as an aid to prayer.	Detailed explanation of the physical structure of the rosary, (try to provide an example to use in the classroom) and how Christians use it as an aid to prayer. Highlight the key prayers said on each of the beads, (Hail Mary, Gloria, Lord's Prayer, etc) and how the rosary helps Christians to reflect on events associated with the life of Jesus. The 15 mysteries, grouped together in three groups of five. (Joyful mysteries; Sorrowful mysteries; Glorious mysteries.)
• Icons	What is an icon? How are icons aids to devotion and prayer? Which traditions typically use icons as aids to devotion?	Knowledge and understanding of icons as an artefacts. Knowledge and understanding of icons as an aid to prayer.	Explain that icons are more than just a religious paintings, that they are holy objects in their own right (again try to provide an example to use in class). Explain that icons are used as aids to devotion both in the home and in places of worship. (Link back to Orthodox Church buildings.) Explain how Christians use icons as an aid to prayer and devotion. They are not objects of devotion in themselves but aids to it 'Windows into heaven', etc. Christians worship <b>through</b> the icon not the image itself. As the prayer is so short get pupils to note it in full ' <b>Lord Jesus Christ, Son of God have mercy on me a sinner</b> '.
• The Jesus Prayer	What is the Jesus Prayer? How is the Jesus Prayer used?	Knowledge and understanding of the content and origins of Jesus Prayer. Knowledge and understanding of how Christians may use the Jesus Prayer as an aid to devotion.	Explain how the prayer is used, repeated over and over again helping Christians focus on the important elements in it. The worship of Jesus; confidence in the mercy of Jesus; belief in the name of Jesus to deliver them from sin.

## GCSE Religious Studies Specification A Unit 1 Christianity

Topic 5 Holy Communion			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Holy Communion</b>	What are the origins of communion service?	Knowledge and understanding of the origins of the Communion service.	Outline and explain the origin of the communion service in the context of the Last Supper. Use one of the gospel accounts to illustrate this. Special note should be made of Jesus' command 'To do this in remembrance of me'. Outline of the early development of the Communion service during the Early Christian communities.
• Alternative names for the communion service	Why is the service of Holy Communion known by different titles in different traditions? Why do different traditions emphasise different aspects of the service?	Knowledge and understanding of the alternative titles for the Communion service. Knowledge and understanding of the meaning behind each title.	Outline and explanation of the links between the Jewish festival of Passover and the Christian communion service with clear reference to each serving as a perpetual reminder of God's saving acts. List and explain the titles by which the Communion service is known emphasising the meaning contained in the title, and why different denominations use different titles, eg Divine Liturgy (Orthodox), Eucharist (Anglican), Holy Communion (Anglicans and Free churches), Mass (Roman Catholics and some Anglicans) Breaking of Bread, and The Lord's Supper (Free Churches). Explain how each of the denominations listed in the Specification view the importance of the Communion service and the emphasis the put upon it, eg Protestant (Free Churches) emphasis is more on a memorial of the Last Supper, Orthodox and Roman Catholics (and Anglicans) emphasis is on the sacrificial aspect. (Link back to key features of buildings, altar, communion table, etc.) [Extension work: although not detailed in the Specification some further development of ideas of corporeal or spiritual presence of Christ in the elements, transubstantiation, consubstantiation could be examined.]

## GCSE Religious Studies Specification A Unit 1 Christianity

### Topic 5 Holy Communion

Topic outline	Key questions	Learning objectives	Possible teaching activities
<b>Holy Communion</b> • The ways it is celebrated in: <b>Orthodox, Catholic and Protestant traditions</b>	How does each tradition celebrate the communion service? What are the key differences and why? Are there any common features between traditions? How does the understanding of communion affect the worship in denominations?	Knowledge and understanding of the various ways the Holy Communion service is celebrated. Knowledge and understanding of what the key differences are and why they occur.	Detailed outlines and explanations of how the communion service is celebrated in the key denominations named. Its structure and what differences occur and why, eg The Orthodox Liturgy should be studied to sufficient depth to understand the key parts: Liturgy of the Word and Liturgy of the Faithful; when the Royal doors are opened, reference to the 'antidoron', etc. In respect of Catholic and Anglican services knowledge in sufficient detail for pupils to understand the key structure of: Introductory rite, Liturgy of the Word, Liturgy of the Eucharist, etc. An outline of Methodist or Baptist celebrations. Particular attention should be paid to the words of institution and other aspects of the service that are common across all denominations. Ask pupils to consider which denominations view the Holy Communion service as the central act of worship, and explain why this is so. Explain that the centrality or frequency of the Holy Communion service expresses the importance of that service to those denominations. Where Holy Communion service is either not frequent/principal service or not celebrated (see below) get pupils to consider how the regular round of worship in each denomination is affected by this. Evaluate the importance of the Holy Communion service for Christians. For which denominations is it the most important act of corporate worship and why. The REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a> has basic information on different rites.
<b>Holy Communion</b> • Why Holy Communion is not celebrated in some traditions	Which traditions do not celebrate Holy Communion and why?	Knowledge and understanding of traditions that do not celebrate Holy Communion and reasons why this is so. Evaluation of the importance of Holy Communion as an act of Christian worship.	Highlight the two main traditions that do not celebrate Holy Communion. <b>The Salvation Army and the Quakers.</b> Examine and explain the reasons why these two traditions do not think that celebration of the Holy Communion is important. (Link back to similar attitudes from these traditions towards Baptism.) (If possible, get a member of the Salvation Army, eg Salvation Army Captain or a member of the Quakers, to visit the class and explain their traditions position about celebrating Holy Communion.) Get pupils to suggest which are the three best points/arguments for not having a celebration of Holy Communion, and three best points in favour of celebrating Holy Communion. Use as a basis for an evaluation exercise based on a typical evaluation question.

## GCSE Religious Studies Specification A Unit 1 Christianity

Topic 6 Festivals			
Topic outline	Key questions	Learning objectives	Possible teaching activities
<p><b>The observance of Sunday as the Christian holy day</b>  <b>Although this may appear to be a small topic area it is important one and pupils should understand fully the reasons <u>why</u> Sunday is the Christian holy day</b></p> <p><b>It is important to make a clear distinction between the reasons why Sunday is kept as the Christian holy day and the Jewish observance of the Sabbath</b></p>	<p>Why is Sunday the principle day for Christian worship?</p> <p>Why keep Sunday special?</p>	<p>Knowledge and understanding of why Sunday is the Christian holy day.</p> <p>Knowledge and understanding of the meaning and importance of Sunday for Christians and how it is observed.</p> <p>Evaluation of the need for a particular Holy day and attitudes towards Sunday in modern society.</p>	<p>Outline and explanation of why Sunday is kept as the Christian holy day ensuring that its links to the Resurrection of Jesus are clearly understood.</p> <p>Reference to the gospel accounts of the Resurrection are useful here, particularly emphasising that 'It was the first day of the week' and the day after the Jewish Sabbath hence why the women went to the tomb. Consideration could also be given to the Feast of Pentecost as another reason for Christians observing Sunday as their holy day.</p> <p>Textual evidence from Acts (Acts 20<sup>7</sup>) is also useful.</p> <p>It must be stressed that although Christians may view Sunday as a 'Sabbath' day it has nothing to do with the Jewish Sabbath or the resting of God from his creative acts.</p> <p>An investigation and explanation of what Sunday means for Christians, and how they observe it. Reference to the key day of the week for corporate acts of worship. One approach could be the investigation of key questions such as, 'Is it important to have a specific holy day?'; 'Is it right to work on Sunday?'</p> <p>Evaluation of attitudes towards, and observation of, Sunday as a holy day in modern society.</p> <p><a href="http://www.lordsday.co.uk">www.lordsday.co.uk</a> is a traditionalist website.</p>
<p><b>Specific Festivals</b>            This topic naturally divides into the two main cycles as defined by the Specification:</p> <p><b>1 The Christmas Cycle of Festivals: Advent, Christmas and Epiphany</b></p> <p><b>2 The Easter Cycle of Festivals: Lent, including a detailed look at Holy Week, Easter and Pentecost</b></p>		<p>For each cycle of festivals the learning outcomes follow a similar pattern.</p>	<p>A suggested teaching approach that can be adapted to suit each cycle of Festivals.</p> <p><b>Key points about festivals in general</b>            Outline and explanation of why the Church year is divided into seasons and Festivals.</p> <p>Why festivals are important to the life of the Church.</p> <p>Explanation of the structure of the Christian Year, noting when it starts, ie Advent Sunday and the chronological sequence of Festivals. Create a circular Church's Year.</p>
	<p>Why is the Christian year punctuated by festivals?</p> <p>What are the key festivals/seasons of the Christian year?</p>	<p>Knowledge and understanding of structure of the Christian Year and why festivals are important.</p>	

**Topic 6 Festivals**

Topic outline	Key questions	Learning objectives	Possible teaching activities
<p><b>Key ideas</b></p> <p>The reasons why there is a division of the Church year into festivals and seasons</p> <p>For each cycle there must be knowledge of the events and beliefs relevant to each season or holy day</p> <p>The way the cycle of festivals reflects key events in the life of Christ and the Church and/or specific Christian beliefs</p> <p>How each festival is celebrated and the key ideas expressed in those celebrations</p>	<p>What is the background to these festivals?</p> <p>What do the festivals teach Christians about the life of Christ?</p> <p>What is the importance of festivals for Christians today?</p> <p>What customs and traditions are associated with the key festivals?</p> <p>What important teachings do these customs convey?</p> <p>Are festivals necessary for Christian worship today?</p>	<p>Knowledge and understanding of how the Festivals reflect key Christian beliefs and/or Biblical teaching.</p> <p>Knowledge and understanding of the customs associated with each festival. Where <b>and</b> why differences of approach occur.</p> <p>Evaluation of the purpose and importance of specific, or general festivals in the life of the Church and Christians today.</p>	<p><b>For each cycle of Festivals one possible approach could be:</b></p> <ul style="list-style-type: none"> <li>Outline and explanation of which seasons and/or Festivals make up each cycle.</li> <li>Explanation of the Christian teachings associated with each part of the cycle, eg Advent is a time of preparation, a moving towards Christmas, preparing for the Feast of Christmas and the birth of Christ by remembering the past, but also looking forward in hope to the second coming of Jesus in judgement.</li> <li>An examination and explanation of how the cycle reflects beliefs and teaches about the events in the life of Christ and/or the Church, eg Lent Jesus' fasting in the wilderness; Holy week the final days in Jerusalem before the crucifixion, etc.</li> <li>Outline and explanation of key <b>Christian customs</b> associated with each part of each cycle, and how these reflect Christian teachings, eg The Advent Wreath, The Christingle, The Christmas crib, Carol Services, Nativity plays and Midnight mass. <b>N.B. the focus must be on specifically Christian customs not general secular customs.</b></li> </ul> <p><b>N.B. Special attention should be given to the observance of each of the key days of Holy week note also that Easter Vigil is specifically mentioned in the Specification.</b></p> <ul style="list-style-type: none"> <li>An evaluation of the importance and meaning of festivals for Christians today, and the wider secular society. Again one possible approach would be to investigate and construct balanced arguments in response to key questions such as: 'Have festivals lost their meaning through commercialisation?'; 'Festivals have no religious meaning in our society today', etc</li> </ul> <p>The REQuest website <a href="http://www.request.org.uk">www.request.org.uk</a> contains a section on festivals.</p>

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## Notes:

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