

GCSE AQA A Worksheets

Component 1: Christianity

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Teacher's Introduction

The worksheets in this pack are designed to support the GCSE AQA A Religious Studies specification (2016), specifically Component 1: Christianity (3.1.2).

The worksheets included in the pack enable pupils to demonstrate their understanding of the key concepts of this course. All worksheets have been grouped by specification point and are presented in specification order. Nevertheless, all worksheets are stand-alone and can be used in any order to support your existing scheme of work.

A Worksheet Overview Grid can be located at the beginning of the pack. This grid provides details on each activity included across the worksheets, including the learning outcome and skills developed, topics / assessment objectives covered from the specification, the time it takes to complete each activity, whether the activity is best suited to visual, verbal or kinaesthetic learners, and whether the activity is intended as individual, pair or group work. The grid also outlines any additional resources required, and whether the activity can be adapted for weaker or stronger groups.

'Take it further' tasks have also been included throughout to support higher-ability students or fast finishers!

These worksheets can be completed during lesson time (including cover lessons), as homework, or as revision activities. Students should be encouraged to keep all completed worksheets so that they can refer to them throughout the course or as part of revision in the lead-up to the exam.

November 2021

Worksheet Overview

Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Beliefs and teachings	Worksheet 1: Intro activity 1	Identify the images. Explain how they relate to Christianity.	Individual	Visual	Weaker: Pupils could work in pairs/groups to explain the meaning of the images. They could be given the first letter of each image. Stronger: Pupils could explain the importance of each of the concepts identified. They could make links between each of the images.
	Worksheet 1: Intro activity 2	Create a timeline showing the development of the Christian Church using the information below.	Individual Pairs	Visual Written	Stronger: Pupils to explain how the developments found in the timeline have led to modern Christianity.
	Worksheet 1: Intro activity 3	Write a definition for each of the keywords presented from the Christian religion.	Individual Pairs	Written	Weaker: Pupils could be given definitions to match up the definitions to the correct keywords.
	Worksheet 1: Take it further	Can you think of any more words relating to Christianity? Add the definitions.	Individual Pairs	Written	Weaker: Pupils to use the keywords and definitions from intro activity 3 to help.
	Worksheet 1: Intro activity 4	In the who, what, where, when, why boxes, write as much as you can about Christianity.	Individual	Written	
	Worksheet 2: Nature of God	Create a spider diagram with descriptions/characteristics of God. Pupils will then code the characteristics to identify whether they relate to God as omnipotent, omniscient or omnibenevolent.	Individual Pairs	Visual Creative Written	Weaker: Pupils could populate the spider diagram with characteristics. Have a class discussion about the characteristics of God and create the spider diagram as a class. Have the definitions of the keywords on the worksheet with a spider diagram template as a reference point. Stronger: Stretch and challenge: Give examples of suffering. How does suffering contradict the idea of God as omnipotent, omniscient and omnibenevolent? Is there any way we can end suffering? Explain your answer using examples to support your points. Is it our responsibility to end suffering? Explain your answer.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Beliefs and teachings	Worksheet 2: Nature of God 2	Pupils are to match the Bible quote with the keywords omnipotent, omniscient, omnibenevolent, just and eternal.	Individual	Visual Written	Weaker: Pupils may work in pairs to do the quotes. A word-fill exercise could be made for the quotes. Stronger: Pupils to explain the meaning of the quotes. Pupils can think of stories from the Bible that embody the keywords.
	Worksheet 3: Problem of evil and suffering 1	Read the story of Job and explain why people suffer. What is the nature of God? Colour-code the statements for the problem of evil statement.	Pairs	Visual Written	Weaker: Find a video that explains the story of Job and the Fall. Questions can be broken down into: How did Job suffer? Why did this happen to him? What does this teach about God? Stronger: Pupils to explain how the story may show God as loving and may show God as unloving.
	Worksheet 3: Problem of evil and suffering 2	Write a justified conclusion to the statement above. Which is the strongest view, and why?	Individual	Written	Weaker: To identify whether each statement from task (a) is a strong or a weak statement and explain why.
	Worksheet 4: The Trinity	Fit the statements of the roles of each member of the Trinity into the correct segments. Next to each one, write how this might influence Christians today.	Individual	Visual Creative Written	Weaker: Pupils read through the statements to see if there are any words that they understand. Pupils to write down the meanings of the keywords. Stronger: Pupils to find scriptures / evidence from the Bible that relate(s) to each of the statements.
	Worksheet 5: Creation 1	Pupils must put the creation story into the correct order.	Individual	Visual Creative	Weaker: A video of the creation story watched alongside the task. Stronger: Pupils to produce gaps in the story for pupils to fill in using their own knowledge.
	Worksheet 5: Creation 2	Pupils must read the statements about creation and decide whether they are liberal or fundamentalist Christian beliefs.	Individual	Written	Stronger: Pupils could evaluate each statement and explain the importance of each statement to Christians.
	Worksheet 5: Creation 3	Explain the different views on creation.	Individual	Written	Weaker: Pupils could work in pairs with partner contributing one point.
	Worksheet 5: Afterlife	Pupils must fill in the missing gaps of the word-fill using the words in the box below the activity.	Individual	Visual Written	Weaker: The first letter of the missing words could be given. Stronger: Remove the words that have been given so that pupils must rely on their own knowledge.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Beliefs and teachings	Worksheet 6: Afterlife	'Christians should focus more on what is happening now than the afterlife.' Evaluate this statement.	Paired	Discussion Listening Written	Weaker: Pupils to give arguments in class and feed back with their partner. Teachers could provide pupils with arguments that pupils need to sort into weaker/stronger. Stronger: Pupils to use this task to complete their own 12-mark essay based on this question.
	Worksheet 7: The incarnation and Jesus as the Son of God 1	Pupils must read the Bible quote about the incarnation and explain the quote.	Individual	Written	Weaker: Give the context to the meaning of 'the Word' in scripture. Stronger: Give examples of the Word dwelling among mankind.
	Worksheet 7: The incarnation and Jesus as the Son of God 2	Pupils to look at the events of Jesus' life; how do these events help prove that Jesus is God incarnate, according to Christian belief? One has been done for you.	Individual	Written	
	Worksheet 7: The incarnation and Jesus as the Son of God 3	Explain two similar views about the incarnation.	Individual	Written	
	Worksheet 7: The incarnation and Jesus as the Son of God 2	Pupils to read the scriptures about Jesus' life and explain how these events help prove that Jesus is God incarnate, according to Christian belief. Pupils to then explain why it is important to Christians that Jesus is the Son of God.	Pairs Group	Written	Stronger: Pupils to explain how these scriptures / parts of Jesus' life may impact Christians today.
	Worksheet 8: The crucifixion, resurrection and ascension	Timeline activity.	Pairs Group	Written	Stronger: Which part of Jesus' journey was most significant and why?
	Worksheet 9: Sin 1	Pupils to give a definition of sin and to explain the consequences of sin.	Individual	Written	Weaker: Give a definition to the pupils to create their own examples. Stronger: Pupils to give examples of sin from the Bible and to explain the significance of these acts.
	Worksheet 9: Sin 2	Create a storyboard explaining the story of The Fall. Underneath each picture explain what is happening in the story.	Individual Pairs	Visual Creative Written	Weaker: Place parts of the story into the storyboard. Pupils can fill in the remaining gaps / place a picture in each of the picture boxes, pupils must describe the picture and how it relates to the story. Stronger: Pupils to evaluate the consequences of the Fall for Christians.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Beliefs and teaching	Worksheet 9: Sin 3	Pupils to give a definition for original sin and explain how and why it keeps people separate from God.	Individual	Written	Stronger: Pupils to give ways that people can be saved from sin.
	Worksheet 9: Take it further	Pupils to look at the picture and make notes under the subheadings: who, what, where, when and why. This can be an individual, paired or group discussion.	Individual Pairs	Visual Written Discussion	Weaker: Give the picture a caption; give a brief description of what is happening. Stronger: Evaluate the picture; is this the most important reason for sin?
	Worksheet 9: Sin 4	List the consequences of Adam's actions.	Individual	Written	Weaker: Pupils may highlight the consequences from the story of the Fall.
	Worksheet 9: Sin 5	Explain how the story of the Fall influences Christians today.	Individual	Written	Weaker: Give keywords such as baptism, original sin, and salvation, to help pupils give an answer. Stronger: Evaluate the importance of remembering the Fall for Christians today.
	Worksheet 10: Salvation through law, grace and spirit 1	Explain what is meant by salvation.	Individual	Written	
	Worksheet 10: Salvation through law, grace and spirit 2	Draw an image to define the meaning of: • Law • Grace • Spirit	Individual	Visual Creative	
	Worksheet 10: Salvation through law, grace and spirit 3	Match the quotes from the Bible to: law, grace, spirit	Individual Pairs	Visual	Weaker: Work in groups of three; each person is responsible for one of the words. Stronger: What do the quotes teach about salvation through law, grace, and spirit?
	Worksheet 11: Salvation through Christ 1	Your teacher will split you into groups of six. Each person in the group will be assigned a colour and a task based on the topic of salvation through Christ.	Group	Visual Creative Listening Discussion Written	Weaker and stronger: Teacher to give the hat that corresponds with their ability.
	Worksheet 11: Salvation through Christ 2	Read the scripture (John 1:16) and highlight the Christianity Beliefs topics found in the scripture. Explain what the scripture tells you about each of these topics.	Individual Pairs	Written	Weaker: Give a definition of each topic that they may relate the scripture to the topics.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Practices	Worksheet 12: Forms of worship	Fill in the information about different types of worship.	Individual Pairs	Written	Weaker: Give pupils an information sheet that they can get the information from. Stronger: Evaluate the forms of worship which are best, and why?
	Worksheet 13: Prayer 1	Pupils must explain the difference between set prayers and informal prayers.	Individual	Written	Weaker: Give the definition so pupils can compare. Stronger: Explain how each type of prayer gives Christians comfort.
	Worksheet 13: Prayer 2	Pupils must match up the types of prayer to the definitions. Give examples of each type of prayer in a column.	Individual	Verbal Written	Weaker: Give examples for some of the columns, not all. Stronger: Give the pupils the Lord's Prayer. Can they find examples of the types of prayer included in the Lord's Prayer?
	Worksheet 13: Prayer 3	Pupils must read the Lord's Prayer. In pairs, they must explain the meaning of each line from the prayer and what each line teaches about Christianity.	All	Written Creative	Weaker: Complete the first few lines together to demonstrate what is expected from pupils. Stronger: Explain how Christians can incorporate the lines from the Lord's Prayer into their own lives.
	Worksheet 13: Prayer 4	Pupils must look at the picture and explain what it is showing and how it relates to prayer.	Individual Pairs Group	Visual Creative Written	Weaker: Give the letter of the keyword hangman. Stronger: Explain different symbols of prayer in addition to the rosary, e.g. icons in Orthodox Christianity.
	Worksheet 14: Sacraments 1	Multiple choice, find the definition.	Individual		Stronger: Pupils to write down two beliefs about the keyword.
	Worksheet 14: Sacraments 2	<i>'Baptism is more important to Christians than Eucharist.'</i> Give reasons for and against the statement.	Pairs	Discussion Listening Written	Weaker: Paired work; one pupil could FOR, one pupil could answer AGAINST. Stronger: Pupils could apply a quote from scripture to each side of the table. Weaker: Give the definitions of Baptism and Eucharist. Stronger: Pupils to include references from scripture for both for and against the statement.
	Worksheet 14: Sacraments 3	Write a justified conclusion to the statement above. Which is the stronger and why?	Individual Visual	Written	Weaker: To identify whether each statement from task (a) is a strong or a weak statement and explain why.
	Worksheet 14: Sacraments 4	Sort the arguments into infant baptism or believer's baptism.	Individual	Visual Written	Stronger: Evaluate the arguments and answer: Which type of baptism is the more important?
	Worksheet 14: Take it further	Sort the arguments into Catholic/Protestant.	Individual	Visual Written	

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Practices	Worksheet 14: Sacraments 4	Arrange the cards which show how Christians practise Eucharist into the correct Christian denominations.	Pairs	Visual Creative	Weaker: Pupils could be given an information sheet about each denomination to refer to and find the answers.
	Worksheet 14: Sacraments 5	Fill in the missing words about the origins of the Eucharist sacrament.	Individual	Written	Weaker: Give the first letter of each of the missing words. Stronger: Take the words at the bottom away.
	Worksheet 15: Pilgrimage 1	Complete the mind map with reasons why pilgrims go on pilgrimages.	Individual Pairs	Written Visual Discussion Listening	Weaker: Prepopulate some of the answers onto the mind map.
	Worksheet 15: Pilgrimage 2	Create a travel guide to the Christian pilgrimage site of Lourdes.	Individual Pairs Group	Creative Visual	
	Worksheet 15: Pilgrimage 3	Create a diary entry describing what it is like to visit Iona.	Individual	Written	Weaker: Pupils could write a fact file / information sheet about Iona instead. Stronger: Answer: What do Christians from Iona that they cannot get at home?
	Worksheet 16: Festivals 1	Explain the meaning of the symbol associated with the Christian festival of Advent.	Individual	Visual Written	Weaker: Be given the name of the symbol. Stronger: Explain the significance of Advent.
	Worksheet 16: Festivals 2	Make notes under each subheading about the picture: who, what, where, when, why?	Individual Pairs	Visual Discussion Listening Written	Weaker: Give one-word prompts for the picture. Stronger: What is the keyword from Christianity beliefs beginning with I that shows God becoming flesh?
	Worksheet 16: Take it further	Explain what events lead up to the picture above.	Individual Pairs	Written Discussion	
	Worksheet 16: Festivals 3	Match the events of Holy Week to the correct days.	Individual	Written	Stronger: Pupils to explain the significance of each of the events of Holy Week.
	Worksheet 16: Festivals 4	Explain what Christians do to commemorate the following days of Holy Week.	Individual Pairs Group	Visual Written	Weaker: Pupils could work in groups to research how churches celebrate the different days of Holy Week. Stronger: Pupils explain why different denominations may celebrate in different ways.
	Worksheet 16: Festivals 5	What do Christians do on Easter Sunday?	Individual	Written Visual Discussion	

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Practices	Worksheet 17: Local community 1	Create a mind map showing how Christians support each other in the local community.	Individual Pairs Group	Visual Creative Written	Weaker: This could be a group activity, whole-class activity in which ideas are shared as a class discussion.
	Worksheet 17: Local community 2	Read the story of Jesus feeding the 5,000. How might Christians apply this story to food banks?	Individual Pairs	Written	Weaker: Split task into sections. First, read the story / create storyboard/summary. Then define food banks / explain what food banks are. Then apply the story to the definition.
	Worksheet 17: Take it further	Research food banks in your local area. Who runs them? How do they work? What parcels do they give to people?	Individual Pairs Group	Written	Weaker: Thinking hats: each pupil could take on a role and a specific area to research. Stronger: Pupils to apply the use of food banks to key teachings / scriptures.
	Worksheet 17: Local community 3	Take a list of the different types of street pastors who help in the local community.	Individual	Written	
	Worksheet 17: Local community 4	In pairs, choose one of the scriptures / stories from the Bible below and explain how it relates to the work of street pastors.	Pairs	Discussion Listening Written	
	Worksheet 17: Take it further	Is there a street pastor team in your area? Research it and find out what it does!	Individual	Written	
	Worksheet 18: Mission, evangelism, and Church growth 1	Complete the missing words from the Great Commission (<i>Matthew 28:16–20 NIV</i>).	Individual	Written	Stronger: Remove the words from the bank.
	Worksheet 18: Mission, evangelism, and Church growth 2	Explain what the Great Commission teaches Christians.	Individual	Written	Weaker: Highlight key parts of the scripture to show its meaning. Stronger: Why might some Christians think this is the most important commandment? Evaluate your answer.
	Worksheet 19: Worldwide Church 1	Give ways that Christians evangelise.	Individual Pairs Group	Discussion Listening Written	Weaker: Give pupils a list of answers and ask them to identify the meaning of evangelism.
	Worksheet 19: Worldwide Church 2	'Evangelising in the 21st century' is an important task for Christians. Can you think of any ways for Christians to evangelise today? Write a justified conclusion to the statement above.	Individual Pairs	Discussion Listening Written	Weaker: Paired work; one pupil could write FOR, one pupil could answer AGAINST. Stronger: Pupils could apply a quote from scripture to each side of the table.
	Worksheet 19: Worldwide Church 3	Write a justified conclusion to the statement above. Which is the strongest view, and why?	Individual	Written	Weaker: To identify whether each statement from tasks (a) is a strong or a weak statement and explain why.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Practices	Worksheet 19: Worldwide Church 4	Give the definition of reconciliation.	Individual	Written	
	Worksheet 19: Worldwide Church 5	Choose a Christian charity that works for reconciliation and create a fact file for the charity.	Individual Pairs Group	Visual Creative Discussion Written	Stronger: Pupils could work without the starter to create their own fact files.
	Worksheet 19: Worldwide Church 6	What is persecution?	Individual	Written	Weaker: Pupils could copy a definition and put it into their own words.
	Worksheet 19: Worldwide Church 7	Fill in the mind map with examples of Christians who may be persecuted.	Individual Pairs Group	Discussion Written	There are videos on YouTube about Christian persecution. Pupils could watch these and create their mind map based on this.
	Worksheet 19: Worldwide Church 8	How do Christians try to help those who are persecuted? List ways below.	Individual Group	Written Discussion	Weaker: This could be a whole-class discussion. There are videos on YouTube about Christian persecution. Pupils could watch these and create their mind map based on this. Stronger: Can pupils link this with the reconciliation?
	Worksheet 19: Worldwide Church 9	What did Jesus mean by; 'Blessed are those who are persecuted because of righteousness'? Discuss with a partner and write ideas below.	Pairs	Listening Discussion Written	Weaker: Give definitions for words that struggle with. Break the scripture up into sections and ask pupils to explain the meaning of each section.
	Worksheet 19: Worldwide Church 10	Create a leaflet that explains the work of Christian Aid or CAFOD.	Individual Pairs Group	Visual Creative	Weaker: Give a success criterion so pupils know what to include.

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Spec area	Topic	Activity description	Group size	Type of Activity	Adapting to weaker/stronger learners
Consolidation	Worksheet 20: Beliefs and Teachings	In pairs, create an A3 revision document that includes notes on the following bullet points. Try to remember as much about each topic as possible without consulting your notes or a textbook!	Pairs	Visual Creative Discussion Listening Written	
	Worksheet 20: Jesus Christ and Salvation	In groups of five, take it in turns to give a 5-minute speech on one of the following points from the list below.	Group	Creative Listening	
	Worksheet 20: Worship and Festivals	Create a mind map of the different ways Christians celebrate Easter and Christmas. Colour-code the ways to show whether each is a liturgical form of worship, or a non-liturgical form of worship.	Individual Pairs	Visual Creative Discussion Listening Written	
	Worksheet 20: The role of the Church	Design an image / a piece of art that summarises the role of the Church. Create a blurb for this image that explains the meaning of the image.	Individual	Visual Creative Written	

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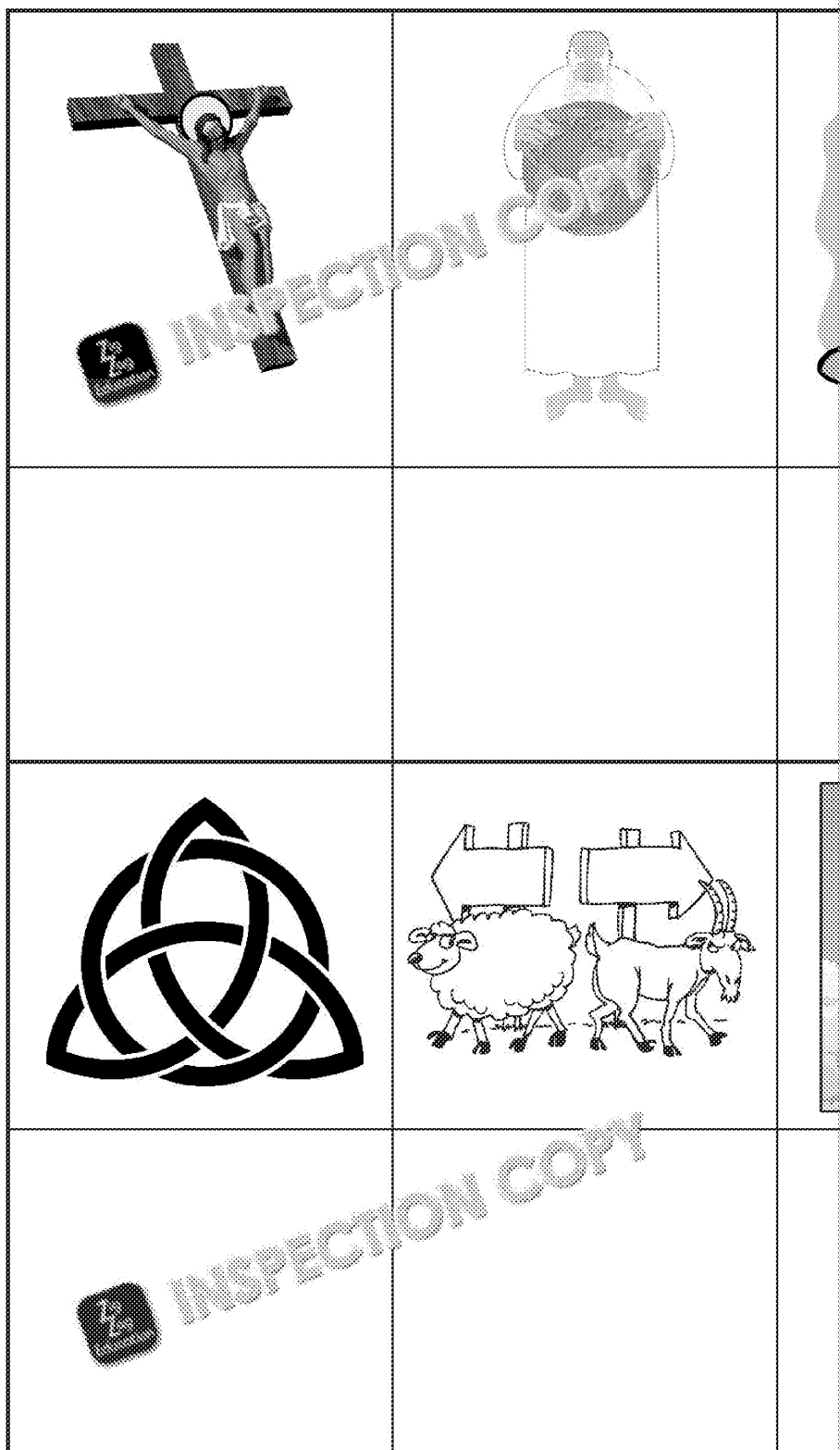
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Beliefs and Teachings Worksheet

Worksheet 1: Introductory activities

1. Identify the images below and how they relate to Christianity.



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2. Number the information provided to create a chronological timeline of the development of Christianity.

Number	Information	Number	
	King Henry VIII created the Church of England in the 1530s when the Pope would not let him get divorced.		Jesus died and was crucified.
	Jesus was born in AD 0. He was born in Bethlehem to Mary and Joseph.		1054 – the Great Schism between the Western and Eastern Orthodox Churches.
	1517 – Martin Luther nailed up 99 theses attacking the abuses of the Church. His ideas became the basis for the Lutheran Church.		

3. Write a definition for each of the keywords from the Christian religion presented below.

Keywords	Definition
Bible	
God	
Jesus	
Adam and Eve	
Creation	
Sin	
Messiah	

Take it further

Can you think of any more words relating to Christianity? Add the definition.

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4. In the boxes below, write as much as you can about Christianity.

<p>Who?</p>	<p>What?</p>
<p>Where?</p>	<p>When?</p>
<p>Why?</p>	

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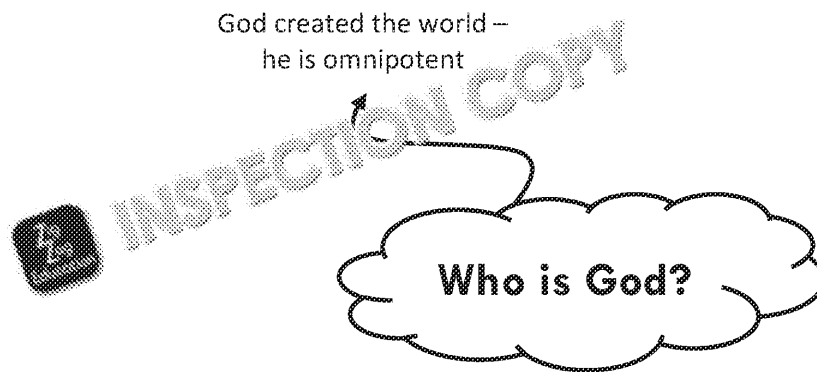
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Worksheet 2: Nature of God

- Fill in the spider diagram below with descriptions of God and examples of the use examples from the Bible. Then highlight each example with a different colour to show they show God as omnipotent, omnibenevolent or omniscient.

Key
Omni
Omni
Omni



- How do we know that God is how he is described above? Match each Bible keyword. One has been done for you.

Keywords: Just Omnipotent Omniscient Omnibenevolent			
'In the beginning, God created the heavens and the earth.' Genesis 1:1 (NIV)	Omnipotent	Nothing is impossible Luke 1:37 (NIV)	
'O LORD, you have searched me and known me: You know when I sit down; you know when I rise up; You understand my thought from afar. You scrutinize my path and my lying down...' Psalms 139:1-3 (NIV)		'For God so loved the world that he gave his only Son, who ever believes in him shall not perish, but shall have everlasting life.' John 3:16	
'Righteousness and justice are the foundation of your throne; steadfast love and faithfulness go before you.' Psalms 89:14 (NIV)		'For such is God, forever and ever; he will not change. He will sustain us until death.' Psalms 48:14	

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Worksheet 3: The problem of evil and suffering

1. a) Read the stories in the left-hand side of the table below and then answer the questions in the right-hand side of the table. One has been completed for you.

<p>Story of Job: <i>Job was a rich, happy, and blessed man. God spoke with Satan about how faithful Job was to him. Satan said that Job was only faithful because he had everything, he had money, family, and land. Satan said that if Job suffered, he would no longer be faithful, and he asked God if he could put Job to the test. Job lost his family, money, and land. He suffered a great deal. However, he remained faithful to God. At one point Job did lose faith, but he repented (apologised) and decided to keep trusting God. Finally, God decided to bless Job more than he had at the beginning of the story. Job received double of everything he lost. Job (NIV)</i></p>	<p>What does the story tell us about why people suffer?</p> <p>Some people argue that people suffer due to their own choices. This can cause people's lives. This can cause Job to be ill, etc.</p> <p>What does the story tell us about the nature of God?</p>
<p>Story of the Fall <i>God created the world in six days, on the seventh day He rested. God created mankind, Adam and Eve. God put Adam and Eve in charge of the animals and plants. God said, 'You are free to eat from any tree in the garden; ¹⁷ but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.' A serpent tempted Eve and told her that she wouldn't die if she ate the fruit. Eve then chose to eat the fruit from the Tree of Knowledge. Eve then shared the fruit with Adam. God was angry that they had chosen to disobey Him. God sent Adam and Eve out of the Garden of Eden and punished them for their sin. Genesis (NIV)</i></p>	<p>What does the story tell us about why people suffer?</p> <p>What does the story tell us about the nature of God?</p>

- b) 'God cannot be all-loving because suffering exists.' Using two different colours highlight the statements below that **agree** with this statement in one colour and two different colours highlight the statements that **disagree** with this statement.

People who are good and don't deserve it suffer from illnesses and diseases.

People suffer due to their own choices or other people's choices. They use their free will.

People suffer as a test of faith. For example, in the story of Job, Job remained faithful to God while he was suffering.

People suffer due to natural disasters; for example, earthquakes, wildfires, etc.

People suffer as a part of God's plan. People cannot know why they suffer, but they must trust in God.

Christians believe God is the creator of everything. Therefore, God has the power to prevent suffering.

Suffering is an opportunity to help others.

'Every inclination of the human heart is evil from childhood.' **Genesis 8:21**

God is supposed to be omnipotent; this would mean he has the power to prevent suffering.

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- 2 Write a justified conclusion to the statement above. Which is the strongest

I think the strongest view is

The evidence for this is

.....

.....

.....

Therefore,

.....

.....

.....



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Worksheet 4: Nature of God and the Trinity

1. Fit the statements of the roles of each member of the Trinity into the correct box and write how this might influence Christians today. **This can be paired or independent work.**

A	<i>This person guides and aids people in their lives.</i>	G	<i>This person has been crucified and is needed in the universe.</i>
B	<i>This person is prayed to in the Lord's Prayer.</i>	H	<i>This person is the Father.</i>
C	<i>This person atoned for people's sins.</i>	I	<i>This person gives us life in different tongues.</i>
D	<i>This person cares for people as if everyone is his child.</i>	J	<i>This person created the world.</i>
E	<i>This person came to earth, died, and ascended. This is known as Pentecost.</i>	K	<i>This person said with you I am with you.</i>
F	<i>'In the beginning was the Word, and the Word was with God.' John 1:1 (NIV)</i>	L	<i>'... and the Spirit of life and of peace.'</i>



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Worksheet 5: Creation

1. Can you put the story of creation from Genesis 1 (NIV) in order? Pupils to write

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In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

☐

God said, 'Let there be light,' and there was light. God saw that the light was good, and he separated the light from the darkness. God called the light 'day,' and the darkness he called 'night.' And there was evening, and there was morning—the first day.

☐

God said, 'Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in them, according to their various kinds.' And God saw that it was good. And there was evening, and there was morning—the third day.

☐

God said, 'Let the water teem with living creatures, and let birds fly above the ground.' And God created the large sea creatures and the fish and the birds. He saw that it was good. And there was evening, and there was morning—the sixth day.

☐

God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. And God saw that it was good. And there was evening, and there was morning—the fourth day.

☐

And God said, 'Let the water be filled with living creatures, and let birds be gathered to me, and let them be fruitful and multiply on the ground and in the trees.' And there was evening, and there was morning—the fifth day.

☐

God said, 'Let there be a vault between the waters to separate water from water.' God called the vault 'sky.' And there was evening, and there was morning—the second day.

☐

By the seventh day God had finished the work he had been doing, so on the seventh day he rested from all his labor. Then God blessed the seventh day and made it holy, because on that day he rested from all the work he had done.

☐

Then God said, 'Let us make mankind in our image, in our likeness...' ...in the image of God he created them, male and female he created them. God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.' God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

☐

God said, 'Let the earth bring forth living creatures according to their kinds.' God blessed them and said to them, 'Be fruitful and increase on the earth and fill it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.' And there was evening, and there was morning—the fifth day.

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2. Label each interpretation of the creation story below according to whether it is a **fundamentalist** belief.

'The story of creation actually happened as it is described in the Bible. The Bible says that God created the world in six days and rested on the seventh. This is what I believe. God is omnipotent, he can do anything!'

'The creation story in the Bible is not true. It is just a story. The world was created through evolution. The "six days" in the Bible really refers to millions of years of evolution, with each day being a different period of time.'

'God only inspired the writers of the Bible; this means the authors could have made some mistakes. The message of the creation story is what is important: the message that God the Father made the world for us and we have a special role to fulfil.'

'Fossil fuels do not disprove the Bible. They were put there as a test for us. The Bible is the only correct version of the creation story.'

3. Explain two contrasting views about creation.

One view is

.....

A contrasting view is

.....

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Worksheet 6: Afterlife

1. Complete the word-fill about the afterlife.

Beliefs about the afterlife are concerned with what happens after _____
 beliefs about the _____. Many Christians believe in the _____
 They believe the soul is immortal and will live forever after death. The soul _____
 purgatory. Many Christians believe in heaven and hell. They believe _____
 where the righteous/good people will go. Perhaps you have found _____
 heaven. The Bible says, 'For God _____ the world that he gave his one and only _____
 in him _____ but have _____.' John _____
 also believe in _____. They believe this is where sinful people go. Some _____
 fire and separation from _____. Roman Catholics believe in a place called _____
 place where the soul is purified and _____ of sin before it can _____
 Some Christians believe that souls go to heaven, hell or purgatory _____
 Other Christians believe in the _____
 God will judge all souls on earth and decide where they will spend their afterlife.
 should go, God must _____ them. He judges people based on their _____
 Christians believe this because of the parable of _____
 shows that if people have helped others and showed kindness to people they _____
 have not done this, they will go to hell. 'Then they will go away to eternal _____
 righteous to eternal life.' *Matthew 25:46 (NIV)*

death	purgatory	punishment
judge	cleansed	heaven
hell	resurrection	salvation
day of judgement	actions	immediately
the sheep and the goats		

Conclusion: justified

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2. *'Christians should focus more on what is happening now than the afterlife.'*

Evaluate this statement. In your answer you should:

- discuss Christian teachings/ideas
- give points to support this statement
- give points to support a different point of view
- justify your answer

Points to support this statement	Points to support a
Christian teachings/ideas to support this statement	Christian teachings/ point of view
Justified summary / conclusion.	

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Worksheet 7: The incarnation and Jesus as the Son of God

1. What is the meaning of the following quote?

'The Word became flesh and made his dwelling among us.' **John 1:14**

.....

.....

.....

2. Look at these parts of Jesus' life; how do these events help prove that Jesus is the Son of God according to Christian belief? One has been done for you.

<p>'When his mother Mary had been betrothed to Joseph, before they came together, she was found to be with child by the Holy Spirit.'</p> <p>Matthew 1:18 (NIV)</p>	<p>This proves to Christians that Jesus is the Son of God because...</p> <p>The scripture shows Mary was not involved in Jesus' birth, which shows that Jesus was divine and his birth was a miracle.</p>
<p>'Now after Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, wise men from the east came to Jerusalem, saying, "Where is he who has been born king of the Jews? For we saw his star when it rose and have come to worship him."'</p> <p>Matthew 2:1 (NIV)</p>	<p>This proves to Christians that Jesus is the Son of God because...</p>
<p>'As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. And a voice from heaven said, "This is my Son, whom I love; with him I am well pleased."'</p> <p>Matthew 3:16-17 (NIV)</p>	<p>This scripture is important because...</p>
<p>'But I want you to know that the Son of Man has authority on earth to forgive sins.'</p> <p>Mark 2:10 (NIV)</p>	<p>This proves to Christians that Jesus is the Son of God because...</p>
<p>'Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me."'</p> <p>John 14:6 (NIV)</p>	<p>This proves to Christians that Jesus is the Son of God because...</p>
<p>Why is it important to Christians that Jesus is the son of God? (<i>Think about the Trinity.</i>)</p>	

3. Explain two similar views about the incarnation.

One view is

.....

A similar view is

.....

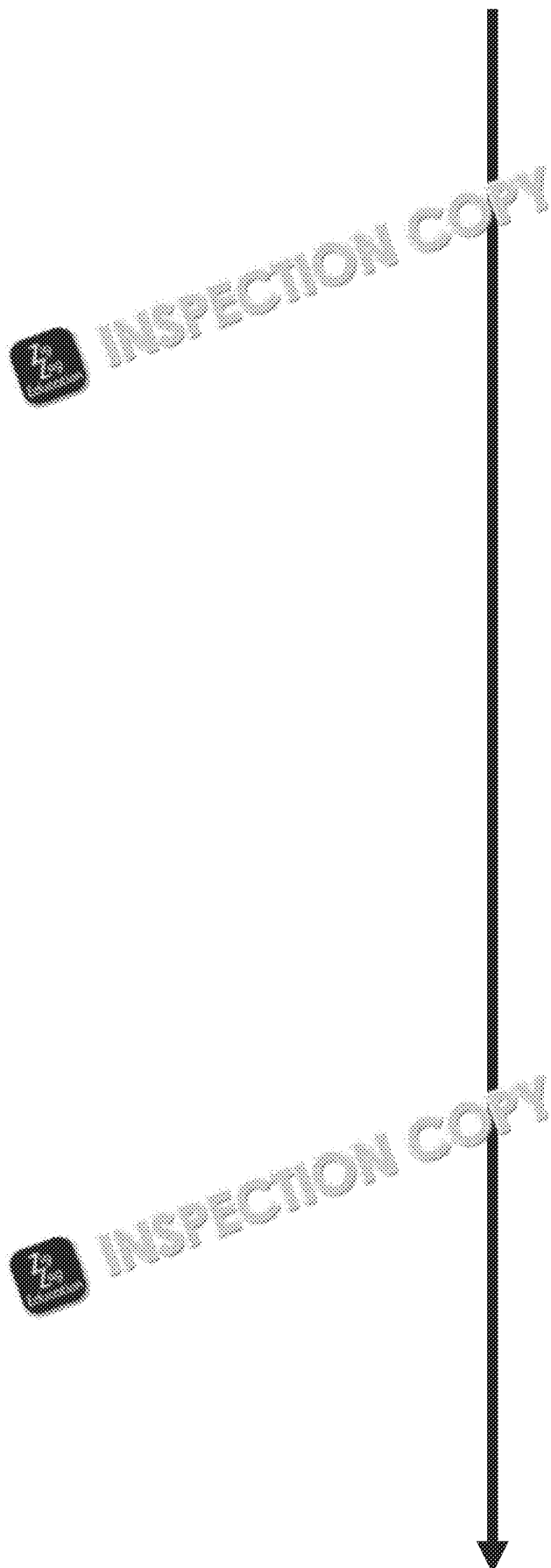
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Worksheet 8: The crucifixion, resurrection and ascension

1. Create a timeline of the events of the crucifixion, resurrection and ascension next page to help you choose the events and place them on the timeline. It is and highlight the key sections that you will use.



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Before the Crucifixion:

Jesus had a final meal with his disciples. This is known as the Last Supper. He breaks bread and describes this as the body and blood of him. With this he enters a new covenant with his disciples. He then continues this ceremony in remembrance of him. Later that evening, Jesus prays in the Garden of Gethsemane and leads the authorities to Jesus there. Jesus is brought before Pontius Pilate, who determines that he is innocent.

Crucifixion:

- Jesus is beaten badly, and a crown made from thorns is pushed onto his head. He is taken up a hill to the crucifixion site; he is mocked by the crowd as he walks. Part way up the hill, he drops the weight of the cross any longer. The soldiers make Simon of Cyrene carry the cross for him to Golgotha – also known as the place of the skull.
- Jesus is nailed to the cross; the nails are placed in Jesus' wrists and ankles and a sign above him reads 'Jesus of Nazareth, King of the Jews'. Jesus' cross is placed between two other criminals. Jesus dries up and refuses to drink. One criminal mocks Jesus and asks him why he doesn't save himself. The other criminal defends Jesus. Jesus responds, 'Forgive them, for they do not know what they are doing. For I forgive them.' (Luke 23:34)
- Some accounts then describe Jesus crying out why God has forsaken him. Another account describes him commending his spirit to God before dying. At the moment of Jesus' death, the Temple is rung with bells. A Roman centurion who is a witness to Jesus' death declares, 'This man was the Son of God.' (Mark 15:39)
- Jesus' body is lowered from the cross; soldiers pierce Jesus' side with a spear. His body is placed in a tomb and the entrance is sealed with a large heavy stone.

Resurrection:

- Jesus died on the Friday, and the Sabbath took place Friday evening to Saturday morning. Women who followed Jesus could not go to prepare his body until Sunday morning. They were told of what the women saw.
- In Matthew – an angel appears to the women and tells them that Jesus is alive and to tell the disciples.
- In Mark – a man is sitting in the tomb and tells the women that Jesus has been raised.
- In Luke – two men appear to the women and tell them that Jesus has risen. He then appears to the disciples and commands them to wait for him in Jerusalem.
- In John – Mary Magdalene finds the empty tomb and sees two angels sitting in the tomb. Jesus appears to the disciples and Thomas (who disbelieves that Jesus is alive) touches the wounds and proves that he is alive.

Ascension:

Jesus spends 40 days with his disciples after the resurrection. Before he leaves, he gives the Great Commission. He then rises to heaven to be seated next to God.

2. Read the story of the resurrection (**Matthew 28 NIV** and **Luke 24:13–42**) and write full sentences. Use a separate piece of paper and add as much detail as you can.
 - a) What did Jesus command the disciples to do at the Last Supper?
 - b) Who betrayed Jesus?
 - c) What was Jesus' reaction to the betrayal?
 - d) Why did Pontius Pilate condemn Jesus to death?
 - e) On what day was Jesus crucified? Why was this day significant?
 - f) What happened at the moment of Jesus' death?
 - g) What did the centurion say, 'Surely he was the Son of God!'?
 - h) Why did the women wait until Sunday to go to wrap Jesus' body?
 - i) What did the women find when they got to the tomb?
 - j) What did the disciple Peter do when he was told of Jesus' resurrection?
 - k) How long did Jesus stay with the disciples until the ascension?
 - l) What command did Jesus give the disciples before he ascended?
 - m) Why did Jesus ascend?
 - n) Which member of the Trinity came to earth when Jesus ascended?
 - o) What gifts did he give to the disciples?

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Worksheet 9: Sin

1. Give a definition of sin and some examples of sin.



Definition:

.....

Examples:

.....

2. Create a storyboard explaining the story of the Fall from in **Genesis 3**. Draw third row. Underneath each picture explain what is happening in the story.

		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
		
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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3. Explain the meaning of original sin and how and why it keeps people separate from God:

Meaning of original sin:

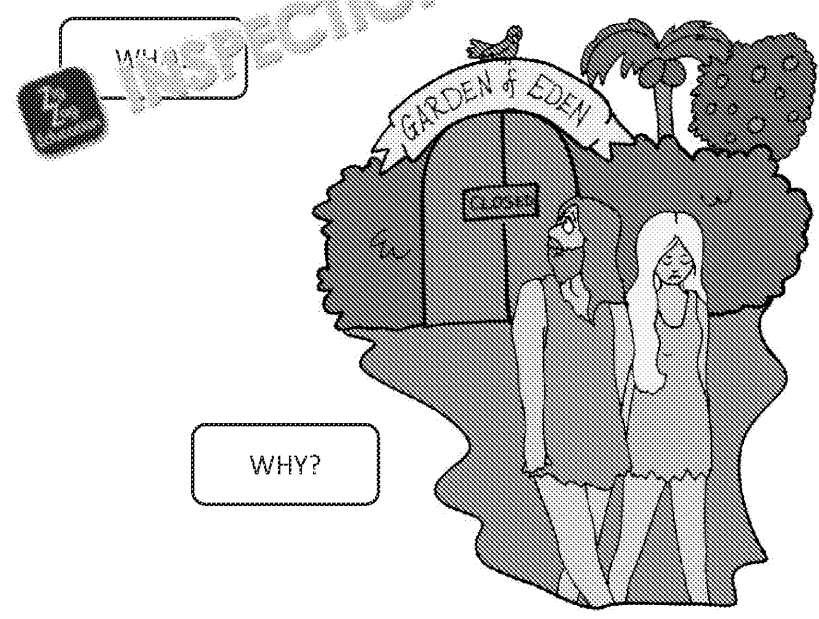
.....

How and why it keeps people separate from God:

.....

Take it further

Make notes underneath each subheading about the fact are below. This can be done individually or as a group activity.



4. What were the consequences of Adam and Eve's actions? One has been committed by Adam and Eve:

Consequences for Adam: Adam was told he would have to work hard in order to grow food for himself and Eve.

Consequences for Eve:

.....

.....

Consequences for the serpent:

.....

.....

Consequences for mankind:

.....

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5. Explain how the story of the Fall influences Christians today. Try to give two

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Worksheet 10: Salvation through law, grace and spirit

1. Explain what is meant by salvation.

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2. Draw an image to define the meaning of:

- Law
- Grace
- Spirit



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3. Salvation can be accessed through law, grace, spirit and Christ. The cards below are based on salvation through one of these categories along with definitions of each. Sort the cards into the different subheadings. This can be completed individually or in pairs for you.

LAW	GRACE
<p>'... if it had not been for the law, I would not have known sin. For I would not have known what it is to covet if the law had not said, "You shall not covet."' Romans 7:7 NIV</p> <p>Law</p>	<p>'But the Helper, the Spirit of truth, whom the Father will send in my name, he will testify about me, and bring to your remembrance all that I have said to you.' John 14:26 NIV</p>
<p>Christians believe the Holy Spirit helps guide people towards salvation. Many Christians believe the Holy Spirit acts as a conscience and encourages them to follow God's laws and live in the right way.</p>	<p>'For by grace you have been saved through faith. And this is not your merit, it is the gift of God, not a result of works, so that no one can boast.' Ephesians 2:8-9 NIV</p>
<p>Christians believe God gives salvation to those who have faith in him. They believe that God's love for his people is unreserved and that he is willing to forgive the sin people have done through his grace. Christians believe it is due to God's mercy that they have salvation.</p>	<p>Christians believe God should follow, e.g. the Ten Commandments. Christians believe that doing good deeds in order to gain salvation is against the law. The law helps Christians to know what God expects of them by God. It also helps them to avoid sin.</p>
<p>'He saved us, not because of works done by us in righteousness, but according to his own mercy, by the washing of regeneration and renewal of the Holy Spirit...' Titus 3:5 NIV</p>	<p>'For the grace of God has appeared, bringing salvation for all people, through Jesus Christ, who gave himself for us to redeem us through all kinds of law, so that we might be free from every iniquity and purify to himself a peculiar people, zealous of good deeds.' Titus 2:11-14 NIV</p>
<p>'This is the covenant I will establish with the people of Israel after that time, declares the Lord. I will put my laws in their minds and write them on their hearts. I will be their God, and they will be my people.' Hebrews 8:10 NIV</p>	









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Worksheet 11: Salvation through Christ

1. Your teacher will split you into groups of six. Each person in the group will be based on the topic of Salvation through Christ. You have **15 minutes** to complete and present your work to the class!

White Hat  What is salvation through Christ? Teach the rest of the group. Make a mind map / notes / flash cards for the group. Be the expert.	Yellow Hat  Participate in a debate / an argument based on the statement: 'Christ is the only path to salvation.' You will be arguing that Christ is the only path to salvation. Consider how the (grace, spirit) all link to Christ.
Red Hat  Explain the idea of salvation through Christ influences Christians today – give examples.	Green Hat  Explain the meaning of salvation through Christ in a creative way, e.g., create a tweet, create an Instagram image which clearly describes salvation through Christ.
Black Hat  Participate in a debate / an argument with the yellow hat based on the statement: 'Christ is the only path to salvation.' You will be arguing that Christ is not the only path to salvation.	Blue Hat  You are in charge of your group and working to the time limit. You are working to the class. Ensure you that you can help the people to have an active role in the leadership .

Take it further

Read the scripture below and highlight the Christianity Beliefs topics found in what the scripture tells you about each of these topics.

Scripture: 'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.' NIV	Topics: Nature of God – omnipotent, omniscient, Trinity Afterlife Salvation through Christ
Nature of God:	
Trinity:	
Afterlife:	
Salvation through Christ:	

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2. Hi! I am Eddie the Alien. I am studying the culture of the people of earth. How do you explain the concept of atonement! Can you help me?

Take it further

Complete the acrostic about salvation and atonement. Each letter should describe a concept of salvation and atonement; one has been done for you.

Sacrificed a way to atone. Jesus sacrificed himself to atone

A

L

V

A

T

I

O

N

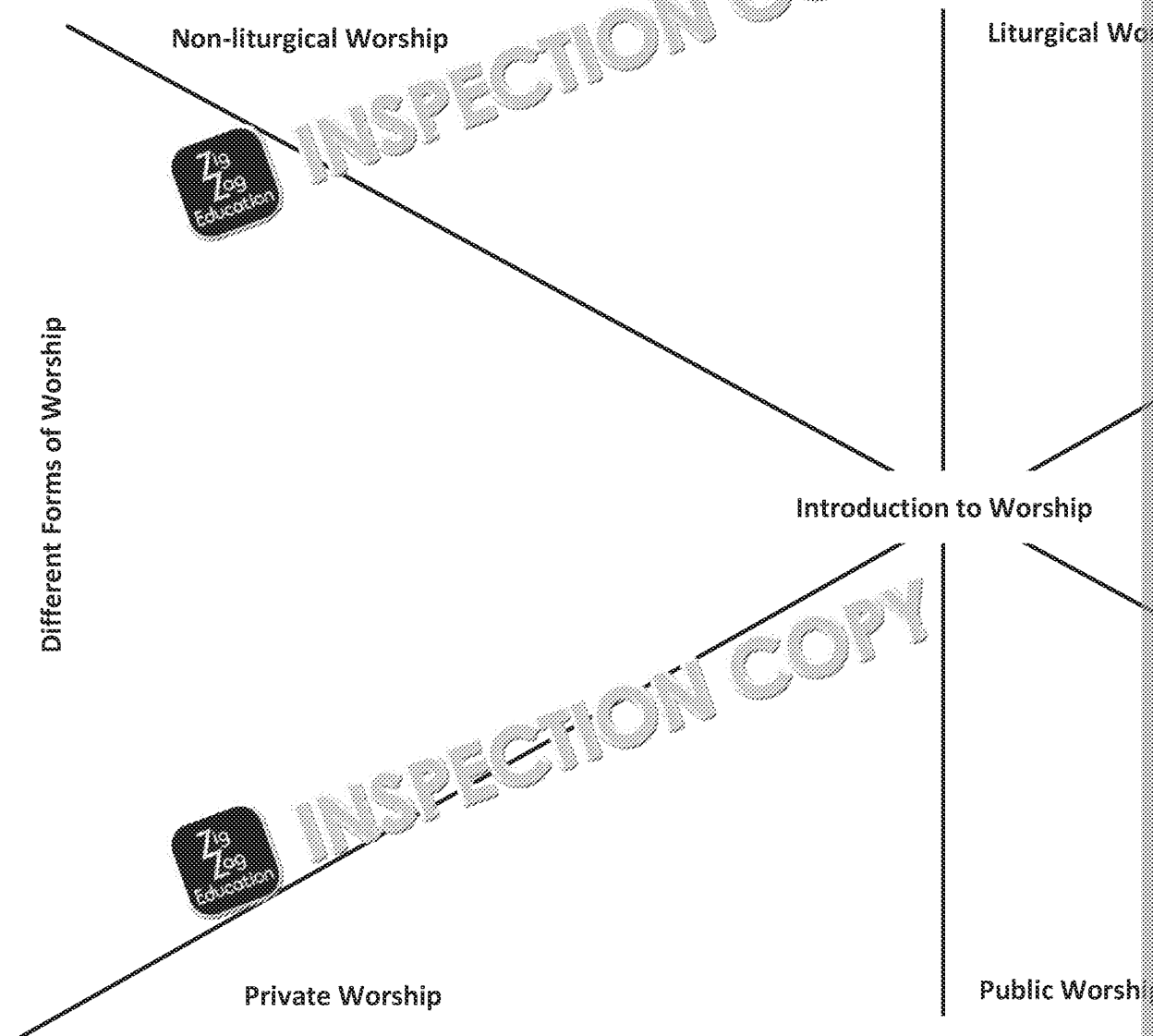
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Worksheet 12: Different forms of worship

- Fill in the spaces below explaining what happens in each type of worship.



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Worksheet 13: Prayer

1. What is the difference between a set prayer and an informal prayer?


Set prayer:

.....

Informal prayer:

.....

2. Match up the types of prayer to their definitions. Give an example of each type.
One has been completed for you.

Type of prayer	Definition
 Intercession	Praising God and marvelling at his creation and his work and letting God know what he means to them because he loves them.
Confession	Being grateful to God for what he has done for humanity and what he has done for them personally because Christians want him to know they are grateful.
Adoration	Telling God that they are sorry and what they are sorry for. They ask God for forgiveness for acting against his will.
Thanksgiving	Asking God for help in their own life. A person may be asking for guidance, healing, understanding, etc.
Petition	Asking God to help others. When Christians know that someone is struggling or needs guidance, they will ask God to help them.

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3. Read the Lord's Prayer below. **Matthew 6:9–13 (ESV)**
In pairs, explain the meaning of each line from the prayer. What does each line mean for you? One has been completed for you.

The prayer	What does the line mean / teach you?
Pray then like this:	This is an example of a command from God. Jesus says 'Pray like this'.
'Our Father in heaven...	
hallowed be your name...	
Your kingdom come...	
your will be done...	
on earth as it is in heaven...	
Give us this day our daily bread...	
and forgive us our debts...	
as we also have forgiven our debtors...	
And lead us not into temptation...	
but deliver us from evil.	

4. Explain what the picture below is showing and how it relates to prayer.



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Worksheet 14: The role and meaning of sacraments

- What is the meaning of the word 'sacrament'? Tick the correct box/boxes.
 - ☐ A ceremony to baptise babies
 - ☐ A celebration
 - ☐ An important Christian ritual
 - ☐ A special prayer
- 'Baptism is more important to Christians than Eucharist.'** Give reasons for or against this statement. An example has been given for you.

For	
<p>Baptism is a command from God as recorded in the Great Commission.</p>	

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3. Write a justified conclusion to the statement above. Which is the strongest view?

I think the strongest view is

The evidence for this is

.....

Therefore,

.....

4. Label each argument from Christians with either **infant baptism** or **believer's baptism**.

'Baptism washes away original sin. This allows children to get into heaven if they die young.'

.....

'It allows children to join our community so they are not excluded.'

.....

'Jesus was baptised as an adult; therefore, we should follow his example.'

.....

'Jesus told his disciples to baptise people who believe in him.'

.....

'People should make their own choice about their faith and whether they want to be baptised or not.'

.....

Take it further

Sort the cards into **Catholic/Protestant** arguments.








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5. In pairs, arrange the cards, which show how Christians practise Eucharist, into Christian denominations.

Denominations:			
Catholic	Anglican	Baptist	Methodist
We believe that the bread and the wine change into the body and blood of Christ. This is called transubstantiation .	We use non-alcoholic wine in our communion service.	We mix the bread and wine together.	We eat and drink at the table to show one

6. Fill in the missing words to explain the origins of the Eucharist sacrament.

The  is a sacrament to many Christians. During the Eucharist, Christians use  and  to represent the body and blood of Christ. Christ said to his disciples, 'do this in remembrance of me'. Therefore, Christians do this today to follow Jesus' command and to remember the cross. Christians remember that Jesus'  and blood was sacrificed for original sin. The  of Eucharist helps Christians to be good. Eucharist can be done in different ways according to the . Some Christians take the bread and the wine together, some separately.  do not practise the sacrament of Eucharist.

Last Supper	body	sacrament	denominations
Salvation Army	Quaker	bread	Eucharist

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Worksheet 15: Pilgrimage

1. Why do Christians go on pilgrimage? Complete the mind map below. One has

To cleanse themselves of sin.

Why do Christians
go on pilgrimage?

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2. Lourdes – Create a travel guide to the Christian pilgrimage site of Lourdes.

Think about:

- Where is Lourdes?
- Who goes? Why do they go?
- What is special about Lourdes?
- What do people do there?

LOURDES: Travel Guide	
Where is Lourdes?	How do you get there?
History of Lourdes – Why is it special?	
Why do people go?	What do people do there?
Example of a miracle that has taken place at Lourdes	

3. Create a diary entry describing what it is like to visit Iona.

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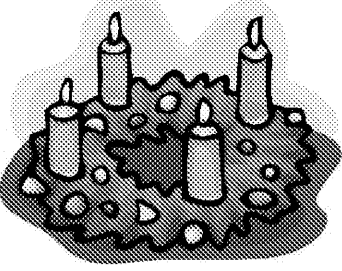
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Worksheet 16: Festivals

1. Explain the meaning of the symbol associated with the Christian festival of Advent.

Symbol	What is the symbol?	
		

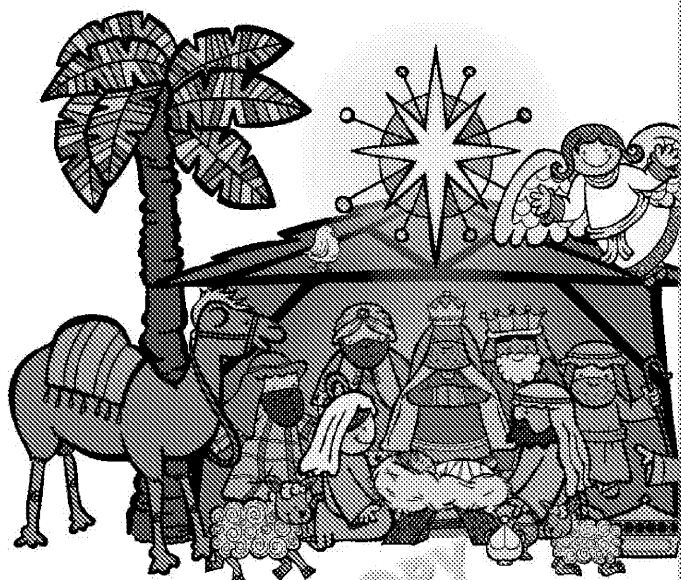
2. Make notes under each heading about the picture.



WHO?

WHAT?

HOW?



Take it further

Explain the events that led up to the picture above.

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3. Match the events of Holy Week to the correct days. One has been completed.

Palm Sunday	Jesus was angry at the corrupt money-changers who were making a profit in the temple.
Monday	Jesus and the disciples had the Last Supper. Jesus instructed the disciples to drink the wine in remembrance of his blood.
Tuesday/Wednesday	Jesus was crucified.
Maundy Thursday	Jesus entered Jerusalem; people waved palm leaves in his honour.
Good Friday	The day after Jesus' crucifixion.
Holy Saturday	Jesus spent time spreading the Gospel.

4. Explain what Christians do to commemorate the following special days of Holy Week. Start for you.

Palm Sunday	Maundy Thursday	
		Christians remember the events of Holy Week by...

5. What do Christians do on Easter Sunday? **Note: Easter Sunday is not a part of Holy Week.**

.....

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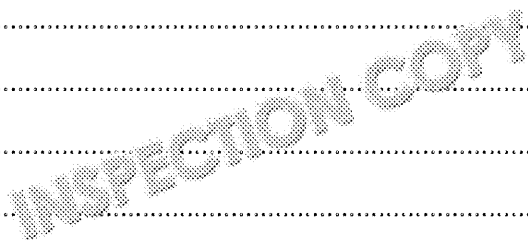
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- Provides a place for Christians to learn about the faith.

What is the role of the church in the local community?

- 

Research a food bank in your local area. Who runs the food bank? How much food does it give to people annually?

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3. Make a list of the different ways street pastors help in the local community. On

Provide blankets to homeless people.

[illegible]

4. In pairs, choose one of the scriptures / stories from the Bible below and explain it to street pastors.

Put out the sheep and the goats

Parable of the good Samaritan

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Take it further

Is there a street pastor team in your area? Research the team and find out

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Worksheet 18: The place of mission, evangelism and church

1. Complete the missing words from the Great Commission (*Matthew 28:16–20*)

Then the eleven disciples went to Galilee, to the mountain where _____
go. When they saw him, they worshipped him; but some doubted. Then Jesus
authority in _____ and on earth has been given to me. Therefore, go
of all nations, baptizing them in the name of the Father and of the Son and of
_____, and teaching them to obey everything I have commanded
you _____ from the beginning until the end of the age.'

Heav	always	Jesus	Holy Spirit
------	--------	-------	-------------

2. Explain what the Great Commission teaches Christians.

.....

.....

.....

.....

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4. Give the definition of reconciliation.

.....

.....

.....

.....

5. Choose a Christian charity that works for reconciliation and create a fact file list below:

- Open Doors
- Ecumenical Movement
- World Council of Churches
- Corrymeela
- Community

Charity:

Founded:

What do they do?

.....

.....

.....

Where do they work?

.....

.....

.....

.....

Explain how they show reconciliation:

.....

.....

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.....

How can people help?

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6. What is persecution?

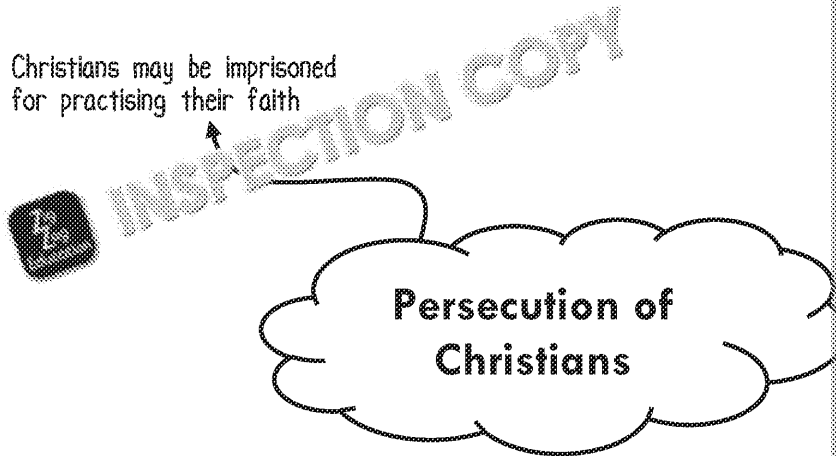
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7. Fill in the mind map with examples of how Christians may be persecuted. On



8. How do Christians try to help those who are persecuted? List ways below. On

Smuggle Bibles into countries so that the people in those countries are still able to

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9. What did Jesus mean by 'Blessed are those who are persecuted because of their name and write ideas below:

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10. Create a leaflet that explains the work of Christian Aid or CAFOD.

Date:	Headline:	Lo
Picture:		
Long-aid:	What is aid?	Sh
What does the charity do?		
How does it combat persecution?		

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Consolidation Worksheets

Worksheet 20: Revision prompts

Beliefs and Teachings:

In pairs, create an A3 revision document that includes notes on the following but as much about each topic as possible without consulting your notes or a textbook!

- Christian beliefs about the afterlife and their importance
- Christian beliefs about creation including the role of Word and Spirit
- God as omnipotent, loving and just, and the problem of evil and suffering
- The oneness of God and the Trinity: Father, Son and Holy Spirit

Jesus Christ and Salvation:

In groups of five, take it in turn to give a five-minute speech on one of the following Christ and Salvation topics.

- The incarnation and Jesus as the Son of God
- The crucifixion, resurrection and ascension
- Sin, including original sin
- The means of salvation, including law, grace and spirit
- The role of Christ in salvation, including the idea of atonement

Worship and Festivals:

Create a mind map of the different ways Christians celebrate Easter and Christmas, show whether it is a liturgical form of worship, or a non-liturgical form of worship.

The Role of the Church:

Design an image / a piece of art that summarises the role of the Church. Create a caption that explains the meaning of the image.

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Answers

Worksheet 1: Introductory activities

- Cross** – Jesus dying on the cross to save humanity and to bridge the gap between man and God, the theme of salvation and atonement.

God holding earth – represents the creation of the world and how God protects the children.

Tree – Adam and Eve being tempted by the snake to eat the fruit from the Tree of Knowledge, leading to original sin.

Triquetra – represents the Trinity: God the Father, Son, and Holy Spirit.

Animals and arrows – represents the parable of the sheep and the goats in which the goats are separated from the sheep.

Goats – metaphor for mankind and how to get to heaven.

Gates on a cloud – gates to heaven, representing the afterlife and the idea that Christ leads us to heaven after death.
- From left to right: 5, 2, 1, 3, 4
- Bible**: The holy book within Christianity.

God: The creator of all things, believed to be all-loving, all-powerful, and all-knowing.

Jesus: The son of God and God incarnate.

Adam and Eve: The first people, created by God on the sixth day.

Creation: In Christianity this is when God made the world in six days and rested on the seventh.

Sin: Any action that is against God or his commandments.

Messiah: The saviour of the world; in Christianity this is Jesus.
- Who**: Jesus, God, Holy Spirit, Pope, Priests, Archbishop of Canterbury.

What: The belief that God is the creator of the world and that Jesus came to save people.

Where: All over the world; Jerusalem – where Jesus died, Bethlehem – where Jesus was born.

When: Jesus was born in AD 0 and died in AD 33.

Why: Christians have a religious encounter with God which leads to their beliefs.

Worksheet 2: Nature of God

- Answers can be examples that pupils use from their lives or the Bible; therefore, there are many possible answers. Here are some examples:

Creating the world – Omnipotent

The Flood – Omnipotent

Miracles, e.g. healing people – Omnipotent and Omnibenevolent

Sending Jesus to earth – Omnibenevolent

Saving the Israelites from slavery – Omnibenevolent

Jesus preaching / prophesying about God's kingdom – Omniscience

Sent the plagues to Egypt – Omnipotent and Omniscience

Story of Joseph warning the pharaoh of famine – Omniscient

Book of Revelation – Omniscient

2.

'In the beginning God created the heavens and the earth.' Genesis 1:1	Omnipotent	'Nothing is impossible for me.' Luke 1:37
'O LORD, you have searched me and known me. You know when I sit down and when I rise up; You understand my thought from afar. You scrutinize my path and my lying down...' Psalms 139:1-3	Omniscient	'For God so loved the world that he gave his only Son, that whoever believes in him, shall not perish but shall have eternal life.' John 3:16
'Righteousness and justice are the foundation of your throne; steadfast love and faithfulness go before you.' Psalms 89:14	Just	'For such is God, Our Father and ever; He will guide us to life and death.' Psalms 48:14

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Worksheet 3: The problem of evil and suffering

1. a) **Story of Job:**

What does the story of Job teach about why people suffer?

Some people argue that the story of Job shows that people suffer due to the devil's lives. This can be seen in the story when Satan causes Job to be ill, and to lose his

What does the story of Job teach about the nature of God?

Some people argue that the story shows God as just as at the end of the story he had before. Some people argue that the story shows that God is not loving as he is suffering, and it could be argued that if God is omniscient he would have already known, therefore, did not need to prove to Satan that Job was a just and righteous man.

Story of the Fall:

What does the story of Adam and Eve teach about why people suffer?

The story of the Fall shows that people suffer due to not following the rules that God set. The story when Adam and Eve ate from the tree of knowledge of good and evil, and they were expelled from Eden.

What does the story of Adam and Eve teach about the nature of God?

The story arguably shows that God is just; he gives fair punishment for disobedience. The story also shows that God is all-knowing; he warns Adam and Eve of the consequences that later comes to pass.

- b) People who are good and don't deserve it suffer with illnesses and diseases. **AGREE**
People suffer due to their own choices or other people's choices. They use their

DISAGREE

People suffer as a test of faith; for example, in the story of Job, Job remained faithful despite suffering. **DISAGREE**

People suffer due to natural disasters; for example, earthquakes, wildfires, tsunamis.

People suffer as a part of God's plan. People cannot know why they suffer; Christians believe that God is all-knowing. **DISAGREE**

Christians believe God is the creator of everything. Therefore, God has created everything. Suffering is an opportunity to help others. **DISAGREE**

'Every inclination of the human heart is evil from childhood.' Genesis 8:21. **DISAGREE**

God is supposed to be omnipotent; this would mean he has the power to stop suffering.

2. Write a justified conclusion to the statement above. Which is the strongest view, and why? No answer given as this is pupil opinion.

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Worksheet 4: Nature of God and the Trinity

- This is a card-sort exercise; pupils can write the answers onto the image / cut the stars included in the table below for ease of access.

<p>This person guides and aids people in their lives. God the Holy Spirit. Influences: Christians may ask the Holy Spirit to guide them in difficult situations; they may feel comfort in knowing that the Holy Spirit is with them.</p>	<p>This person has provided the universe. God the Father. Influences: Many Christians believe in God the Father for giving them life.</p>
<p>This person is prayed to in the Lord's Prayer. God the Father. Influences: Christians worship God the Father using the Lord's Prayer. The prayer helps Christians to understand God the Father in more depth.</p>	<p>This person is the incarnate Word. God the Son – Jesus. Influences: Christians believe in Jesus' death and resurrection. Many Christians pray to Jesus for guidance. Christians believe in Jesus' crucifixion and resurrection.</p>
<p>This person atoned for people's sins. God the Son – Jesus. Influences: Christians pray to Jesus. Christians will repent of their sins and apologise to Jesus for sin.</p>	<p>This person gives Christians the gift of tongues. God the Holy Spirit. Influences: Christians believe in the Holy Spirit's guidance in carrying out the Christian faith.</p>
<p>This person cares for people as if everyone is his child. God the Father. Influences: Many Christians believe they are children of God; they pray to God the Father and worship him.</p>	<p>This person created the world. God the Father. Influences: Christians believe in God's creation. Christians try to be good and follow God's creation.</p>
<p>This person came to earth after Jesus ascended. This is known as Pentecost. God the Holy Spirit. Influences: Christians look to the Holy Spirit for guidance with different situations in their lives.</p>	<p>This person said, 'You are my Father, and you I am well pleased.' God the Father. Influences: Christians believe in God's laws. Many Christians are baptised in the name of the Father, Son and Holy Spirit.</p>
<p>'In the beginning was the Word, and the Word was with God.' <i>John 1:1</i> God the Son – Jesus. Influences: This shows that Jesus is eternal to Christians.</p>	<p>'... and the Spirit of God was hovering over the water.' God the Holy Spirit. Influences: This shows the Holy Spirit's role in creation.</p>

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Worksheet 5: Creation

1. The story is left to right.

In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

And God said, 'Let there be light,' and there was light. God saw that the light was good, and he separated the darkness. God called the light 'day,' and the darkness he called 'night.' And there was evening, and there was morning—the first day.

God said, 'Let there be a vault between the waters to separate water from water.' So God made the firmament, and God separated the waters above the firmament from the waters below the firmament. And there was evening, and there was morning—the second day.

God said, 'Let the water under the sky be gathered to one place, and let dry ground appear.' And God said, 'Let the dry ground be called 'land,' and the gathered waters he called 'seas.' And God saw that it was good.

God said, 'Let the land produce vegetation: seed-bearing plants and trees on the land according to their various kinds.' And God saw that it was good. And there was evening, and there was morning—the third day.

God made two great lights—the greater light to govern the day and the lesser light to govern the night. He set them in the sky to give light to the earth, and to mark the days and the nights. And God saw that it was good. And there was evening, and there was morning—the fourth day.

God said, 'Let the water teem with living creatures, and let birds fly above the earth within the firmament of the sky. Let them be fruitful and increase in number; fill the water in the seas with living creatures, and let birds fly above the earth within the firmament of the sky.' And God saw that it was good. And there was evening, and there was morning—the fifth day.

God said, 'Let the land produce living creatures according to their kinds: the livestock of the earth, and the wild animals, each according to its kind.' And God saw that it was good. And there was evening, and there was morning—the sixth day.

By the seventh day God had finished the work he had been doing; so, on the seventh day, God rested from all his work. And God blessed the seventh day and made it holy, because on it he rested from all the work of creation.

2. Label the interpretations of the creation story below; are they liberal beliefs or fundamentalist beliefs? Write 'Liberal' or 'Fundamentalist' in the space provided.

'The story of creation actually happened as it is described in the Bible. The Bible says God created the world in six days and rested on the seventh. This is what I believe. God is omnipotent, he can do anything.'

'The creation story in the Bible is a metaphor for evolution. The "six days" in which God created the world are not literal days, but represent the millions of years of evolution, with each stage of evolution being a different "day".'

'Fossil fuels do not disprove the creation story! They were put here as a test of faith. The creation story is the only correct version.'

3. Explain two contrasting views about creation. Write 'Liberal' or 'Fundamentalist' in the space provided.

- God created the world in six days vs six time periods.
- The creation story is literally true vs a metaphor to show God's omnipotence.
- The creation story was written by God vs inspired by God.

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Worksheet 6: Afterlife

- Here are the words in the order they appear in the word-fill: death, afterlife, resurrection, God, purgatory, cleansed, heaven, immediately, Day of Judgement, judge, actions, the saints.
- 'Christians should focus more on what is happening now than the afterlife.'
Evaluate this statement.

<p><i>Reasoned arguments to support this statement:</i></p> <p>The afterlife is a reward/punishment for actions while alive; Christians should focus on taking the right actions. Jesus gave commands for things the disciples should do while on earth – several of them include making sure that God's kingdom is realised on earth.</p>	<p><i>Reasoned arguments of view:</i></p> <p>Jesus mentions heaven while on earth; he gives advice on how to get to heaven. Jesus also talks about the afterlife.</p>
<p><i>Christian teaching to support the statement:</i></p> <p>'Do this in remembrance of me.' 1 Corinthians 11:24 (NIV)</p> <p>'Therefore go and baptise disciples of all nations, baptising them in the name of the Father, the Son, and the Holy Spirit.' Matthew 28:19 (NIV)</p> <p>'Your will be done on Earth as it is in heaven.' Matthew 6:10 (NIV)</p>	<p><i>Christian teaching to support the statement:</i></p> <p>'Today you will be with me in paradise.' Luke 23:43 (NIV)</p> <p>'It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.' Matthew 19:24 (NIV) – Jesus is talking about the afterlife.</p>
<p><i>Justified conclusion.</i></p> <p>Students' own conclusion. Possible sentence starters could include:</p> <ul style="list-style-type: none"> The strongest argument is... The evidence shows... 	

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Worksheet 7: The incarnation

1. The Word in this scripture is referring to Jesus. It shows that Jesus came to earth and

2.

<p>'When his mother Mary had been betrothed to Joseph, before they came together, she was found to be with child from the Holy Spirit.'</p> <p>Matthew 1:18 (NIV)</p>	<p>This proves to Christians because...</p> <p>The scripture shows Mary was a virgin. This shows that Jesus' birth was a miracle.</p>
<p>'Now after Jesus was born in Bethlehem of Judea in the days of Herod the king, behold, wise men from the east came to Jerusalem, saying, "Where is he who has been born king of the Jews? For we saw his star when it rose and have come to worship him."'</p> <p>Matthew 2:1-2 (NIV)</p>	<p>This proves to Christians because...</p> <p>Christians believe that Jesus' birth made the stars align, which is a sign that Jesus is God incarnate.</p>
<p>'As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. And a voice from heaven said, "This is my Son, with whom I love; with him I am well pleased."'</p> <p>Matthew 3:16-17 (NIV)</p>	<p>This scripture is important because...</p> <p>God announces that Jesus is his Son, which shows that Jesus comes from God.</p>
<p>'But I want you to know that the Son of Man has authority on earth to forgive sins.'</p> <p>Mark 2:10 (NIV)</p>	<p>This proves to Christians because...</p> <p>Christians believe that Jesus has the authority to forgive sin. As Jesus is God, this shows that Jesus is God.</p>
<p>'Jesus answered, "I am the way and the truth and the life. No one comes to the Father except through me."'</p> <p>John 14:6 (NIV)</p>	<p>This proves to Christians because...</p> <p>The scripture shows that Jesus is the only way to the Father. The reference to the Father shows that Jesus is God's son.</p>
<p>Why is it important to Christians that Jesus is the Son of God? (Think about the purpose of Jesus' incarnation.)</p> <p>Christians believe that Jesus came to earth to atone for sin and provided salvation for all. He was able to do this as he was born without original sin as he was God incarnate. Therefore, he was able to fulfil his purpose on earth.</p>	

3. Explain two similar views about the incarnation.

- Jesus came to earth as God in human form – relates to the Trinity; 'This is my Son, with whom I am well pleased.'
- **Matthew 3:17 ESV**
- Born of a virgin, Mary, in Bethlehem. Joseph was betrothed to Mary.
- Had to come to atone for sins – salvation through Christ.
- Demonstrated his power through miracles.

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Worksheet 8: The Crucifixion, resurrection and ascension

Create a timeline of the events of the crucifixion, resurrection, and ascension.

Before the crucifixion:

Jesus had a final meal with his disciples. This is known as the Last Supper. He breaks bread and calls this as the body and blood of him. With this he enters a new covenant with mankind and a ceremony in remembrance of him. Later that evening, Jesus prays in the Garden of Gethsemane. Jesus is brought before Pontius Pilate, who determines that Jesus should be crucified.

Crucifixion:

Jesus is beaten badly, and a crown made from thorns is pushed onto his head. Jesus is forced to the crucifixion site; he is mocked by the crowd as he walks. Part way there he falls, unable to get up longer. The soldiers make Simon of Cyrene carry the cross to the crucifixion site of Golgotha, 'the skull'.

Jesus is nailed to the cross; the nails are placed in his wrists and ankles and a sign that reads 'Jesus of Nazareth' is placed at the top of the cross. Jesus' cross is placed between two other criminals. He is offered wine and vinegar to drink it. One criminal mocks Jesus and asks him why he cannot save himself. The other criminal says, 'Tonight, you will be with me in paradise.' **Luke 23:43 NIV**

Some accounts describe Jesus as asking why God has forsaken him. Another account describes Jesus' spirit to God before dying. At the moment of Jesus' death, the sky goes dark and the curtain of the temple is torn. A Roman centurion who is a witness to Jesus' death says, 'Surely this man was the Son of God'.

Jesus' body is recovered from the cross; soldiers pierce Jesus' side with a spear to ensure he is dead. The tomb is sealed and the entrance is sealed with a large heavy stone in front of the entrance.

Resurrection:

Jesus died on the Friday, and the Sabbath took place Friday evening to Saturday evening. The women who followed Jesus could not go to prepare his body until Sunday morning. There are different accounts of the resurrection. In Matthew – an angel appears to the women and tells them that Jesus is alive. Then Jesus appears to them. In Mark – a man is sitting in the tomb and tells the women that Jesus has been raised. In Luke – two men appear to the women and tell them that Jesus has risen. The women tell the disciples and commands them to wait for him in Jerusalem.

In John – Mary Magdalene finds the empty tomb and sees two angels sitting in the tomb. She tells the disciples and Thomas (who disbelieves that Jesus is alive) feels the holes in Jesus' wounds.

Ascension:

Jesus spends 40 days with his disciples after the resurrection. Before he leaves, he tells them to wait for the Holy Spirit. He then rises to heaven to be seated next to God.

2. Read the story of the resurrection (**Matthew 28 NIV and Luke 24:13–42**) and answer the following sentences. Add as much detail as you can.
 - a) He commanded the disciples to break bread and drink wine to symbolise the body and blood of Jesus. He commanded them to do that in his memory.
 - b) Judas
 - c) He told Judas to do what he needed to do.
 - d) He gave the crowd a choice of whether Jesus or Barabbas should go free; the crowd chose Barabbas and sent Jesus to be killed.
 - e) Jesus was crucified on Friday. This is significant as it is the Jewish Sabbath day and the Sabbath was over.
 - f) The sky went dark, there were earthquakes, some people who had died were raised from the dead and the temple was ripped in two.
 - g) He saw the sky go dark when Jesus died, and this proved to him that Jesus was dead.
 - h) As the Saturday was the Sabbath day.
 - i) The stone rolled away, and angels told them that Jesus had resurrected.
 - j) He ran to the tomb where Jesus' body was laid to rest and saw that it was empty.
 - k) 40 days
 - l) To go and make disciples of all nations and to baptise people in the name of the Father, Son and Holy Spirit.
 - m) He had completed his task on earth, he went to sit with his Father in heaven.
 - n) God the Holy Spirit
 - o) The gift of speaking in other languages, and prophecy.

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Worksheet 9: Sin

1. An act that breaks the rules/laws given by God, e.g. murder, theft, lying.
2. Create a storyboard explaining the story of the Fall (found in Genesis chapter 3 (NV)) another in the third row. Underneath each picture explain what is happening in the story. Answers could include:
 - God told Adam and Eve not to eat from the tree of knowledge.
 - The serpent spoke to Eve.
 - Eve told the serpent that if they ate the fruit they would die.
 - The serpent said they would not die. Eve saw the fruit was good and ate.
 - She took the fruit to Adam and he also ate.
 - Adam and Eve saw they were naked, so they covered themselves with leaves.
 - They heard God walking through the garden; they were scared so they hid themselves.
 - God found out they had eaten the fruit; he was angry with them.
 - God punished Adam; he said he would have to work the land for food and would be cursed.
 - God punished Eve; he said she would have pain in childbirth.
 - God punished the serpent; he said the serpent would crawl on its belly and eat dust.
 - God expelled Adam and Eve from the garden.
3. Original sin is the sin that all humans inherit due to Adam and Eve disobeying God in the Garden of Eden. It is the first sin that all people separate from God as God is a perfect being and sin cannot enter heaven; therefore, the original sinners are barred from heaven and, therefore, God.

Take it further: Make notes underneath each subheading about the picture.

WHO? This is a picture of Adam and Eve.

WHAT? They are being expelled from the Garden of Eden after disobeying God and eating the forbidden fruit, which was good and evil.

WHERE? Outside of the Garden of Eden.

WHEN? In the beginning after God created the earth. This story is told in Genesis.

WHY? Adam and Eve disobeyed God, and this led to them being expelled from the Garden of Eden. They are shown in the sadness on their faces and in their clothing. The fruit from the tree of knowledge was good and evil, and this made them ashamed.

4. Adam was told he would have to work hard in order to produce food from the land and the serpent. Eve was told that she would have pain in childbirth. They were both expelled from the Garden of Eden. They were both told that they would eventually die, 'for dust you are and to dust you will return'.
5. Explain how the story of the Fall influences Christians today.
 - Original sin affects everybody – Christians are aware that everybody has sinned.
 - Baptism washes away original sin.
 - The Fall means that people can be tempted into sin. Christians need to repent.

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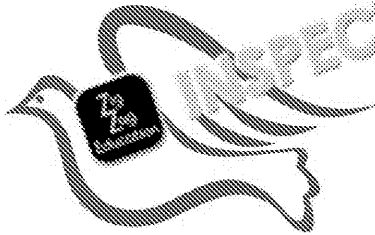


Worksheet 10: Salvation through law, grace and spirit

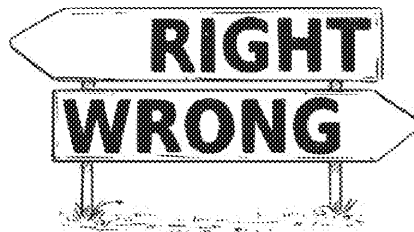
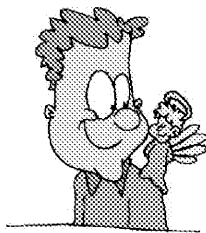
- Salvation means to be saved from sin. Christians believe that people can be saved through the grace and mercy of God. They also believe that the grace and mercy of God can lead to salvation.
- Law – possible images:



Grace – possible images:



Spirit – possible images:



3.

<p>'... if it had not been for the law, I would not have known sin. For I would not have known what it is to covet if the law had not said, "You shall not covet."' Romans 7:7 NIV</p> <p>LAW</p>	<p>'But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you.' John 14:26 NIV</p> <p>SPIRIT</p>
<p>Christians believe the Holy Spirit helps guide people towards salvation. Many Christians believe the Holy Spirit acts as a conscience and encourages them to follow God's laws and live in the right way.</p> <p>SPIRIT</p>	<p>'For by grace you have been saved through faith, and this is not your own doing; it is the gift of God, not by works, so that no one can boast.'</p> <p>GRACE</p>
<p>Christians believe God gives salvation to those who have faith in him. They believe that God's love for his people is unreserved and that he is willing to forgive the sins of those who have done through his grace. Christians believe that it is due to God's mercy that they have been saved.</p> <p>GRACE</p>	<p>Christians believe God's laws should follow, e.g. the Ten Commandments. They believe they must follow these laws in order to be saved. Following the laws shows them what actions are right and wrong.</p> <p>LAW</p>
<p>'He saved us because of his mercy, by the washing of regeneration and renewal of the Holy Spirit...' Titus 3:5 NIV</p> <p>GRACE/SPIRIT</p>	<p>'For the grace of God is for all people...' Titus 2:11 NIV</p> <p>GRACE</p>
<p>'This is the covenant I will establish with the people of Israel after that time, declares the Lord. I will put my laws in their minds and write them on their hearts. I will be their God, and they will be my people.' Hebrews 8:10 NIV</p> <p>LAW</p>	

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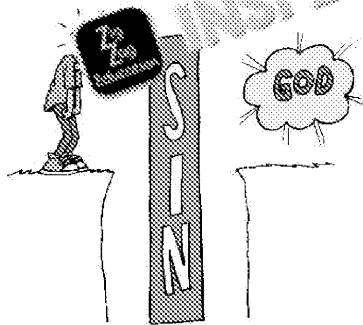
Worksheet 11: Salvation through Christ

1. **WHITE HAT:** Salvation through Christ is the idea that due to his sacrifice on the cross is the relationship with God. Jesus said, 'I am the way the truth and the life, no one may come to the Father except through me.'

YELLOW HAT: Possible answers: Christ is the only path to salvation as if he didn't die he would not have cleansed of original sin. Jesus said, 'I am the way the truth and the life, no one may come to the Father except through me.' This shows that Jesus is the only way to be saved from sin. The Bible also states (Jesus) shall not perish but shall have eternal life.' This shows that people must believe in Jesus. **Mark other relevant answers as correct.**

RED HAT: Possible answers: Some Christians will pray to Jesus and repent their sins on the crucifix/cross to remember that Jesus died on the cross. Some Christians will work to live by his teachings as they believe this is what Jesus did when he died on the cross. Christians believe that by having faith as belief in him and his sacrifice is the way to salvation. **Mark other relevant answers as correct.**

GREEN HAT: Possible answers: Instagram post:



Jesus' sacrifice bridged the gap between man and God. #saved #salvation #atonement #for

BLACK HAT: Possible answers: There are other ways to achieve salvation; for example, the idea that if people follow God's law and do good works then they may be saved. Another idea is that God gives mercy to people and gives the Holy Spirit and Jesus to people out of love. **Mark other relevant answers as correct.**

Take it further:

Nature of God:

This shows that God is omnibenevolent as he was willing to sacrifice his son to save the world.

Trinity:

This scripture shows that Jesus is the Son, the second member of the Trinity, and that his father is God.

Afterlife:

This scripture shows that if people believe in Jesus then they will go to heaven and live for ever. If they do not believe in Jesus then they will die.

Salvation through Christ:

This scripture shows that people must believe in Jesus in order to be saved forever and go to heaven. Jesus said that those who believe in him shall not perish (shall not perish) through Jesus.

2. **Atonement:** The idea of paying for sins. Jesus died on the cross for the sins that have been committed by all people. This allowed the gap between God and people to be closed.

Take it further:

Saved from sin.

Atone through good works.

Law can be salvation too.

Value the sacrifice Jesus made.

Ask forgiveness.

Thank God for the grace of the spirit.

Incarnation of God died on the cross to atone for the sins of mankind.

Obey God's commands.

Never forget the cross.

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Worksheet 12: Forms of worship

1. **NON-LITURGICAL WORSHIP:** Worship that does not have a set structure or pattern of prayer, music, sermons, etc. These can be done using a person's own words as opposed to a set form.

LITURGICAL WORSHIP: This is worship that follows a set structure or pattern. An example of a set prayer has specific words that many Christians use. Some Christians believe that liturgical worship is important to be closer to God as they are doing the same rituals with other Christians all over the world as they are doing the same rituals.

DIFFERENT FORMS OF WORSHIP: There are different ways that Christians worship. These can be public, informal, formal, liturgical and non-liturgical.

SYMBOLS OF WORSHIP: One symbol used in worship is the cross or the crucifix. This represents the sacrifice on the cross.

Another symbol used in worship is the icons of saints. These are used in Orthodox Christianity to represent the saints for intercession. Some Christians will use images of saints as a focus of prayer. Another symbol used in worship is rosary beads. Rosary beads are a focus for Christians to pray to the Virgin Mary.

PRIVATE WORSHIP: This is worship done individually and can be personal to the worshipper. You pray, go into your room, close the door. (NIV) The Bible can also be used in worship to find guidance in the lives; they may also study sections of the Bible to gain a deeper understanding of God's word.

PUBLIC WORSHIP: This is worship done with other people. This can be done in a church or a public place. There can be Bible readings, prayer, sermons and sacraments completed during public worship. Public worship is important to be closer to God. In the Bible it says, 'For where two or three are gathered in my name, I will be there with them.' (NIV)

Worksheet 13: Prayer

1. Informal prayer is where the worshipper uses their own words to talk to God. A set prayer is where the worshipper will use the same words every time they say this prayer. The Lord's Prayer is an example of a set prayer.
2. **Intercession** – Asking God to help others. When Christians know that someone is struggling, they can ask God to help them. **Example** – Praying for God to heal a friend who is ill.
Confession – Telling God that one is sorry and what one is sorry for. One will ask God for forgiveness. **Example** – If someone has stolen something, they may ask God to forgive them.
Adoration – Praising God and marvelling at his creation and his work and to let God know how much they love him. **Example** – A Christian may thank God for their life and the things God has done for them.
Thanksgiving – Being grateful to God for what he has done for humanity and what he has done for them. **Example** – A Christian may thank God for the things he has done for them.
Petition – Asking God for help in their own life. A person may be asking for guidance or help. **Example** – A Christian may ask God to help them decide what to do in their life.

3.

The prayer	What does the line mean / teach
Pray then like this:	This is an example of a command from God. Jesus says to pray like this.
'Our Father in heaven...	God the Father (first in the Trinity) lives in heaven.
hallowed be your name...	Jesus wants God to be glorified and holy.
Your kingdom come...	People to follow God and the world to be godly.
your will be done...	God's will must be followed by all people.
on earth as it is in heaven...	Heaven is a place where God's wishes and commands should be like this also.
Give us this day our daily bread...	Help people to continue to be spiritual and give thanks for their food.
and forgive us our debts...	Forgive people their sins.
as we also have forgiven our debtors...	People must forgive others for the things they have done to them.
And lead us not into temptation...	Help people to avoid things that might tempt them away from God, as it says earlier in the prayer.
but deliver us from evil.	Save people from sin and forgive people if they come back to God.

4. The picture is displaying rosary beads. Rosary beads are used by some Christians to pray to the Virgin Mary and to remind them of set prayers to say; for example, Hail Mary.

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Worksheet 14: The role and meaning of sacraments

1. An important Christian ritual.
2. **FOR:** Baptism is a command from God as told in the Great Commission.
Baptism allows original sin to be washed away.
Baptism welcomes someone into the faith.

AGAINST: Eucharist is also a command from God. Jesus commanded this at the Last Supper.
Eucharist is a way of remembering Jesus' sacrifice and that salvation comes from this.
Some Christians believe the bread is the actual body of Christ.
3. Write a justified conclusion to the statement above. Which is the strongest view, and why?
No answer provided, subject to pupils' answers.
4. **Take it further:**
'Baptism washes away original sin.' 'It allows children to get into heaven if they die before they are baptised.' 'It allows children to join the Christian community and not be excluded.' **Infant baptism. Catholic/Protestant.**
'Jesus was baptised as an adult; therefore, we should follow his example.' **Believer's baptism. Protestant.**
'Jesus told his disciples to baptise people.' **Infant / believer's baptism. Catholic/Protestant.**
'People should make their own choice about their faith and whether they want to be baptised.' **Protestant.**
'People should make their own choice about their faith and whether they want to be baptised.' **Protestant.**
5. We believe that the bread and the wine change into the body and blood of Christ. **Catholic**
We believe that the spirit of Jesus is present at Eucharist. **Anglican**
We eat the bread and drink the wine at the same time to show we are all one in Jesus. **Methodist**
We use non-alcoholic wine in our communion service. **Methodist**
We mix the bread and wine together. **Orthodox**
6. Here are the words in the order they appear in the word-fill: Eucharist, bread, wine, denomination, Quaker, Salvation Army

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Worksheet 15: Pilgrimage

1. To visit places where holy figures have been.
To feel spiritually closer to God.
To be cleansed of sin / ask for forgiveness from sin.
To be healed.
To strengthen faith.
To reflect on life.
To spend time reflecting on the awe and wonder of God.

2. Think about:

Where is Lourdes?

Lourdes is in France at the bottom of the Pyrenees mountain range.

What is special about Lourdes?

Lourdes is a place where the Virgin Mary was spotted by Bernadette. There is a spring where people believe brings healing.

Who goes? Why do they go?

Many Christians visit Lourdes; there are approximately 6 million people visit Lourdes each year. They go to see the place where the Virgin Mary was seen, also to feel closer to God, and to take water from the spring which is believed to have healing properties.

What do people do when they are there?

People visit the church at Lourdes to pray. People light candles at the grotto next to the spring. People take water from the spring as the water is believed to have healing properties.

3. Create a diary entry explaining what is like to visit Iona.

Where is Iona?

Iona is an island found in Scotland.

What is special about Iona?

Iona is an island steeped in nature. It is a place for Christians to meditate and reflect. A monastery was created there for Christians to live together in a small community.

Who goes? Why do they go?

Approximately 130,000 people visit Iona every year. This may be to visit the monastery, to reflect on their lives and to spend time in prayer.

[zzed.uk/11195-lona](http://www.zzed.uk/11195-lona)

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Worksheet 16: Festivals

1. **What is the symbol?** This is the Advent wreath.
What does the symbol mean? Some Christians light the Advent candles each week for Christmas. Sometimes there is a fifth candle in the middle, which represents the birth of Jesus.

2. **WHO?**
Mary, Joseph and Jesus.

WHAT?

The Nativity scene; Jesus is resting in the manger. Jesus was born in the stables because there was no room in Bethlehem for Mary and Joseph to stay in.

WHERE?

This took place in a stable in Bethlehem.

WHEN?

Christians believe this happened around AD 0.

WHY?

Christians believe Jesus was born as the incarnation of God to save people from sin. Mary was in Bethlehem while Mary was heavily pregnant; there wasn't anywhere for them to stay. This is where Jesus was born.

Take it further:

Mary and Joseph were engaged to be married when an angel appeared to Mary and told her she was to call him Jesus. Mary and Joseph married. King Herod called for the baby Jesus and wanted to kill him. Mary and Joseph had to travel to their home towns to be registered. As Joseph was from Bethlehem, they had to travel to Bethlehem. In Bethlehem, there was no place for them to stay, and they had to stay in a stable at this time and laid him in the manger. They were visited by wise men who had followed the star to Jesus' birthplace. They were also visited by shepherds who had been told by angels to go and see the baby Jesus.

3. **Palm Sunday:** Jesus rode into Jerusalem; people welcomed him into the city waving palm leaves.
Monday: Jesus was angry at the corruption in the Temple. He overturned the money tables and drove out the people who were making a profit in the Temple.
Tuesday/Wednesday: Jesus spent time spreading the message of Christ.
Maundy Thursday: Jesus and the disciples had the Last Supper. At this time, Jesus took bread and drink the wine in remembrance of him. He also washed the disciples' feet.
Good Friday: Jesus was crucified.
Holy Saturday: The day after Jesus' crucifixion.

- 4.

Palm Sunday	Maundy Thursday	
Some Christians may make crosses out of palm leaves to commemorate the day people laid palm leaves in Jesus' path to welcome him to Jerusalem. The cross symbolises Jesus' death.	Some Christians will take part in the Eucharist / Holy Communion. They may remember the Last Supper that Jesus had with the disciples.	Christians may go to special church services for Easter Sunday. At the services they sing hymns. A sermon may be taught to the congregation. Some Christians may have a special egg. The egg may be decorated. In the Orthodox Church, eggs are dyed red to symbolise Jesus' blood.

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Worksheet 17: The role of the church in the local community

1. There may be social events to meet other Christians.
There may be Bible readings/studies held there.
There are services for Christians to attend.
Resources are provided for people in need.
2. Jesus provided food for many people who were hungry and were in need. Christians follow Jesus' example by donating to and volunteering at food banks. This would mean that

Take it further: Research a food bank in your local area. Who runs the food bank? How many people annually?

Possible answers could include: In x county there is a food bank run by the Trussell Trust, which is across the country, and gives many parcels to people in need every year. It gives food to people on the cost of all their bills, people who may have lost their job, due to illness or an accident, people who

3. Give water to drunk people to help them sober up.
Give lollipops or sugar to drunk people to provide them with energy and clarity.
Give first aid to people who need it.
Try to calm down or aggressive situations.
Give food to homeless people.
Provide blankets to homeless people.
Give flip flops to women who are walking home in heels and are struggling to walk.
4. **Parable of the sheep and the goats:** In the parable it says that those who help others. Street pastors help people in need, as per the parable. They give food to the homeless. 'If you were hungry you fed me.' Street pastors also give flip flops to protect people's feet on the pavement. Scripture as it says: 'I needed clothes and you clothed me.'

Parable of the good Samaritan: The lesson of the good Samaritan is to help others who are in need, like them. Street pastors regularly help people that they do not know. They spend time with people who are looked after, just as the Samaritan did in the story. The Samaritan sacrificed his time and money. The Samaritan was attacked. Street pastor teams volunteer their time to help people and may spend time with those in need.

'Faith without action is dead.' This scripture means that if someone is a believer, they should help others. Jesus helped others in the Bible; he performed miracles, and helped the poor. If people believe in God and Jesus, they should try to follow his example.

Take it further: Is there a street pastor team in your area? Research the team and find out more.

Possible answer: There is a street pastor team in Manchester. They were established in 2001. There are two teams known as the Village Angels and the Street Angels. They work together to ensure that people are safe in Manchester. They spend time near clubs and help people who may be too inebriated to get home. They provide medical attention if needed.

Worksheet 18: The place of mission, evangelism and church growth

1. Jesus, Heaven, disciples, Holy Spirit, always.
2. The Great Commission tells Christians that they need to spread the message of Christianity to all people. Their local community could be internationally. This is because Jesus said 'of all nations you should be witnesses to all peoples about God.'

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Worksheet 19: The importance of the Worldwide Church

1. Holding events and organising activities that encourage people to visit churches.
Help local charities.
Give speeches in schools.
Alpha courses are designed to teach Christians how to evangelise.
Missionary work.
2. FOR:
 - Evangelising is a command from Jesus.
 - Evangelism helps the church to grow.
 - Evangelism allows people to be saved from sin and hell.
 - Evangelism follows the example of key figures from Christianity such as Jesus and Paul.AGAINST:
 - Some Christians may argue that baptism is more important.
 - Some Christians may argue that helping others is more important than evangelising and the goats. The Bible teaches that to go to heaven Christians must help others.
 - The love of one's neighbour could be considered more important as when Christ said that was the most important command.
 - Worship may be considered more important as in the Bible in the Book of Isaiah to worship (Isaiah 43:7 and Isaiah 43:21).
3. Write a justified conclusion to the statement above. Which is the strongest view, and why?
No answer provided, subject to pupils' answers.
4. Being reunited with someone one was estranged from.
5. Research a Christian charity that works for reconciliation.
Possible answer: The Corrymeela foundation brings together communities which were once at war on bringing families through difficult times and help promote positive citizenship with them.
6. Being treated badly; for example, due to religious beliefs.
7. Forbidden from practising their faith, refused access to Bibles, violence against them.
8. They may try to forge links with countries to encourage reconciliation. Churches may be seen as a bridge between different cultures.
9. Jesus may have meant that those who are persecuted / suffer due to their faith will be rewarded in heaven.
10. Christian Aid supports people in need by providing resources.
Christian Aid offers long-term aid to support development of poverty-stricken areas.
Christian Aid offers emergency support to those living in crisis conditions, e.g. earthquakes.
Christian Aid fights for change in countries to bring equality to the world.

Worksheet 20: Consolidation activities

Answers are not provided to the consolidation activities as they are designed for revision and varied.

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