



GCSE AQA A Worksheets

Component 2: Thematic Studies

Theme A: Relationships and Families

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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 2: Relationships and Families (Theme A)**.

The worksheets included in the pack enable pupils to demonstrate their understanding of the key concepts of this course. All worksheets in the pack 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, the activity type, and whether the activity is intended as individual, pair or group work. The grid also outlines any additional resources required, and whether each activity can be adapted for weaker or stronger groups.

'Taking It Further' tasks have also been included throughout the pack 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.

June 2022

Worksheet Overview Grid

Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Introductory Activities	Worksheet 1: Intro activity 1	1. Write a definition for each of the words presented below in the Relationships and Families unit. Take it further: Can you give any other words that may be related to this unit?	Individual Pairs	Written	Weaker: Pupils given simple definitions and they have to add an example for each one. Stronger: Pupils to give the definition and how this is shown in the world today.	Knowledge and understanding of key terms		10 minutes
	Worksheet 1: Intro activity 2	2. Label the pictures below to reveal some of the topics you will be studying in this unit of work.	Individual	Written Discussion		Knowledge and understanding of key terms		5 minutes
	Worksheet 1: Intro activity 3	3. Write as many words as you can to link to the following concepts.	Individual Pairs	Visual	Weaker: Pupils could be given the name for each image. Stronger: Write as much as they can about each of the topics/images.	Knowledge and understanding of key terms		5 minutes
Marriage and Divorce		1. Match up homosexual, heterosexual, asexual, polyamorous, monogamous definitions.	Individual Pairs	Written		Knowledge and understanding of key terms		5–10 minutes
		2. Research different views of what the Bible says about homosexuality. What conclusions, if any, can you draw?	Individual Pairs	Written Visual		Knowledge of views of sexual relationships		5 minutes
	Worksheet 2: Human sexuality		Individual Pairs	Written Creative	Weaker: Teachers could direct pupils to specific information for pupils to use. Stronger: Find references to sources of authority to support the views.	Knowledge of homosexual relationships	Interpretation of scripture	5–10 minutes
		Take it further: Research an						

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Sex, Marriage and Divorce	Worksheet 2: Human sexuality	3. Below is a template of the LGBT+ Pride flag. On the flag, write a short act / message of support on each of the stripes. Challenge: On two of the stripes, write a religious message of support using religious teachings/perspectives.	Individual Pairs	Creative Written	Weaker: Pupils to work in groups, each person to contribute to one stripe. Stronger: Pupils must complete the challenge activity.	Knowledge of support for homosexuality	Application of Christian beliefs	10–15 minutes
		4. Write a letter from the perspective of a religious person explaining their beliefs about homosexuality. You can write from a perspective of either for OR against homosexuality. Take it further: Write a response from the opposite perspective to the one above.	Individual Pairs	Written Creative	Weaker: Pupils could be given sentence starters / prompts. Stronger: Pupils to include specific quotes in their letter to explain their points of view.	Knowledge of beliefs	Application of beliefs	15 minutes
		1. Explain the meaning of the keywords.	Individual Pairs	Written Creative	Weaker: Pupils could match up with a partner who has written a response that is opposite to theirs. Stronger: Pupils to evaluate the beliefs written.	Knowledge of keywords	Contrasting views	5–10 minutes
	Worksheet 3: Sexual relationships	2. Complete the word-fill below about cohabitation in British society and religious views on this.	Individual Pairs	Written	Weaker: Pupils could be given examples for each of the keywords for them to deduce the definitions from those examples.	Knowledge of keywords		5–10 minutes
		Take it further: Research: How many people in the UK...	Individual Pairs	Written	Stronger: Remove the words so that pupils have to use their own knowledge to fill in the word-fill.	Knowledge of key terms		5–10 minutes
				Creative		Knowledge of		

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Sex, Marriage and Divorce	Worksheet 3: Sexual relationships before and outside marriage	1. Does religion / the church about adultery?	Individual Pairs	Written Discussion	Weaker: Pupils to put the scripture into their own words. Pupils to draw the scripture as a storyboard to illustrate the meaning. Stronger: Pupils to explain whether Jesus was being literal or metaphorical in the scripture.		Interpretation of scripture	5–10 minutes
		5. Explain what the quote below teaches about adultery.	Individual Pairs	Written	Weaker: Pupils to put the scripture into their own words. Pupils to draw the scripture as a storyboard to illustrate the meaning. Stronger: Pupils to explain whether Jesus was being literal or metaphorical in the scripture. Stronger 2: Pupils to explain the historical context of stoning.	Knowledge of the punishment of stoning and religious law	Interpretation of scripture	10 minutes
		6. 'People should not live together before marriage.' Give reasons for and against below.	Individual Pairs	Discussion Listening Written	Weaker: Pupils to work in pairs, one person to complete one side of the table and share their answers.		Evaluation of statement	15 minutes
	Worksheet 4:	1. Explain the meaning of the keywords.	Individual	Written	Weaker: Pupils could be given examples for each of the keywords for them to deduce the definitions from those examples.	Knowledge of keywords		5 minutes
		2. Match the type of Christian to whether contraception is acceptable, and why.	Individual Pairs	Visual Written		Knowledge of Christian denominations and views		5 minutes
		3. Fill in the speech bubbles below to give different viewpoints as to why people may choose to use contraception.	Individual Pairs	Written Creative	Stronger: Pupils to self-assess their answers.	Knowledge of contraception and family planning		5 minutes

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Sex, Marriage and Divorce	Worksheet 4: Contraception and family planning	6. Should Christians ever use family planning methods? Show, and explain both sides of the argument next to each character.	Pairs	Discussion Listening Written	Stronger: Pupils to include references to sources of authority in their answers.	Knowledge of contraception and family planning methods	Evaluation of religious attitudes to family planning methods	15–20 minutes
		1. Complete the spider diagram below with reasons why people get married.	Individual Pairs Group	Written Discussion Creative	This could be completed as a paired, group or class discussion. Stronger: Identify the religious reasons.	Knowledge of marriage and religious reasons for marriage		5–10 minutes
		2. What do you think religion other than Christianity may teach about marriage?	Individual	Written		Knowledge of religious views / diversity		5 minutes
		3. On the cone at below, write down one teaching from the six major religions that would be important in a marriage.	Individual Pairs Group	Creative Written Discussion	This can be completed as an individual, paired or group task.	Knowledge of marriage and views on each religion	Application of religious views	10–15 minutes
	Worksheet 5: The nature and purpose of marriage	4. What do the religions you are studying teach about the purpose of marriage?	Individual	Written	Stronger: Compare this to a different religion and what they believe is the purpose of marriage.	Knowledge of religious beliefs	Comparison of religious beliefs	5 minutes
		5. Read the religious teachings about marriage – what do they mean?	Individual Pairs	Written Discussion	Stronger: How may the scriptures be applied to divorce? (This is in preparation for their divorce topic.)	Knowledge of scriptures	Interpretation of scriptures. Application of scriptures to different concepts.	10 minutes
		Take it further: What do the above quotes teach about adultery?	Individual	Written	Weaker: Explain what is meant by adultery.	Knowledge of adultery		5 minutes

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Sex, Marriage and Divorce	Worksheet 6: Same-sex marriage and cohabitation	1. Research the laws on same-sex marriage – is it legal in the UK?	Individual	Creative		Knowledge of same-sex marriage in the UK		1 minute
		2. Explain what a civil partnership is and why a same-sex couple may have chosen to be in the past.	Individual	Written	Weaker: Write the definition. Stronger: Explain the difference between a civil partnership and marriage.	Knowledge of civil partnerships		5 minutes
		Take it further: Explain how civil partnerships have evolved to the present.	Individual	Written Discussion		Knowledge of civil partnerships	Evaluation of civil partnerships	5 minutes
		3. Explain why people today choose a civil partnership instead of marriage.	Individual	Written Discussion	Weaker: Define civil partnerships, define marriage. Stronger: Evaluate the terms – which is better, civil partnership or marriage?	Knowledge of civil partnerships	Evaluation of civil partnerships	5 minutes
		4. If a couple cohabits for many years, is this the same as marriage? Give reasons to agree and disagree in the statement.	Pairs	Discussion Listening Written	Weaker: Work in pairs; one person to complete the agree side, one person to complete the disagree side.	Knowledge of civil partnerships / marriage	Evaluation of civil partnerships	10 minutes
		5. Place the information on the timeline to show how the law has changed regarding homosexuality in the UK	Individual Pairs	Creative Visual	Stronger: Explain the most important developments within marriage and homosexuality.	Knowledge of marriage and laws		10 minutes
		6. Read the scenarios below: are they examples of same-sex marriage, cohabitation, adultery, or civil partnership? Label the boxes.	Individual Pairs	Written Discussion Listening		Knowledge of key terms		5 minutes

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Sex, Marriage and Divorce	Worksheet 7: Divorce	3. Explain the meaning of the Christian quotes below and whether they are FOR or AGAINST divorce.	Individual	Written Discussion	Stronger: Can they give other examples from religion of teachings about divorce?	Knowledge of Christian views on divorce	Interpretation of scripture	5 minutes
		4. Give arguments about divorce below are related to the concepts of compassion and the sanctity of marriage. Highlight the arguments to show which concept is being described.	Individual Pairs	Visual Discussion	Weaker: Work in pairs; each pair is given a definition of one of the concepts, each pupil is collating the answers for their concept. Stronger: Is compassion a valid argument for divorce? Should people stay married to preserve the sanctity of marriage?	Knowledge of key concepts	Is compassion a valid argument for divorce? Should people stay married to preserve the sanctity of marriage?	5–10 minutes
		5. Answer the questions in the table below to practise your analysis and evaluation skills.	Individual	Written Discussion	Weaker: Work in groups to fill in each of the boxes.	Knowledge of divorce	Evaluation of the key statement	20 minutes
		6. Why may some people choose to remarry? List 3 below.	Individual Pairs Group	Written Discussion Listening	Class discussion / debate.	Knowledge of remarriage		2 minutes
		7. Why may some people disagree with remarriage? Give a religious view.	Individual Group	Written Discussion Listening	Class discussion / debate.	Knowledge of remarriage	Application of religious views	5 minutes
		8. Answer the questions in the table below to practise your analysis and evaluation skills.	Individual Group	Written Discussion	Weaker: Work in groups to fill in each of the boxes.	Knowledge of divorce	Evaluation of the key statement	20 minutes
		1. Define the terms 'nuclear family' and 'extended family'.	Individual	Written	Stronger: Explain which type of family is most typical in the UK, and why.	Knowledge of key terms		5 minutes
		2. Explain why families are important to religious believers.	Individual Group	Written Discussion Listening	Larger class discussion – what might religious families do that non-religious families don't do?	Knowledge of religious families		5 minutes
Equality		3. What do you think the role of parents is? Put your ideas	Individual	Visual	Weaker: Work in pairs or groups, or have a class	Knowledge of		

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Families and Gender Equality	Worksheet 9: The purpose of families	1. Use the keywords: religion, stability, faith.	Individual	Written	Stronger: Discuss how this may relate to the family.	Knowledge of keywords		5 minutes
		2. Using the religions studied: what are the core responsibilities of parents to their children as they are growing up?	Individual Pairs Group	Written Discussion Listening	Weaker: Work in pairs/groups to discuss.	Knowledge of family		5 minutes
		3. Look at each of the purposes outlined below related to religion: upbringing and faith.	Individual Pairs Group	Written	Weaker: Work in groups, each person to take one concept and teach the others. Stronger: Which purpose of the family is most important, and why?	Knowledge of the purpose of family	Evaluation of the purposes of the family	10 minutes
		4. How does celebrating religious festivals such as Eid, Easter, Passover, Vaisakhi, etc. help religious families to educate their children in faith?	Individual Pairs	Creative Discussion Written		Knowledge of key festivals they may have studied in other units	Application of festivals to current topic	10 minutes
		Take it further: Choose one of the festivals mentioned above and create a fact file on it. Explain: what it is, why people celebrate it, what people learn from it.	Individual Pairs	Creative Written		Knowledge of key festivals they may have studied in other units		15 minutes

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Families and Gender Equality	Worksheet 10: Contemporary family issues	1. Complete the keyword gap below.	Individual	Written		Knowledge of keywords		5 minutes
		2. Explain why some people choose to have polygamous relationships.	Individual Group	Discussion Listening Written	Class discussion. Discuss why some people may be against polygamy. Discuss some of the difficulties with polygamous relationships.	Knowledge of key concept of polygamy	Discuss different viewpoints / analysis	5 minutes for first task; 10 minutes if having the discussion
		Take it further: Give reasons why polygamy is illegal in the UK.	Individual Group	Written	Class discussion.	Knowledge of key concept of polygamy		5 minutes
		3. Label the statements as for or against polygamy.	Individual	Written	Stronger: Which is the strongest argument, and why?		Evaluation of the arguments	2 minutes
		4. Explain a Christian view on polygamy.	Individual	Written	Stronger: Explain what a different religion may say.	Knowledge of religious views		5 minutes
		5. Give two contrasting views on same-sex parents.	Individual Pairs	Written Discussion	Weaker: Pupils could work in pairs, each partner to give one view and teach their partner the other view.	Knowledge of religious views		
		6. 'Same-sex parents are against Christian teachings on the family.' Write two paragraphs that AGREE with the statement and religious teachings. Then write two paragraphs that DISAGREE with the statement and religious teachings.	Individual Pairs Group	Written Discussion	Weaker: Pupils could work in pairs/groups, each person could be given a section of the essay to complete.		Evaluation of the statement	20 minutes

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives	Suggested Timing
Families and Gender Equality	Worksheet 11: The roles of men and women	1. Define keywords.	Individual Pairs	Written		Knowledge of key terms	5 minutes
		2. What are the stereotypical roles of men and women?	Individual Pairs	Discussion Written	Weaker: Write down any stereotypes and colour-code them to show whether they are men or women. Stronger: Explain why stereotypes may be damaging.	Knowledge of keyword stereotypes	5 minutes
		Take it further: How are these stereotypical roles changing in today's society?	Individual Pairs Group	Discussion Listening	Class discussion.	Knowledge of stereotypes	5 minutes
		3. Explain why the idea of stereotypical roles for men and women can be harmful.	Individual Pairs Group	Discussion Listening Written	Class discussion.		5 minutes
		4. In the grid below explain the different roles of men and women in Christianity. Explain the roles they have in the home, and the roles they have in the Church.	Individual Pairs	Written	Weaker: Work in pairs to complete the grid. Stronger: How have these roles developed throughout the centuries?	Knowledge of Christian roles of men and women	15 minutes
		5. Explain the meaning of the Christian teaching below and what it shows the roles of men and women are.	Individual	Written	Stronger: Compare the Christian view with another religious teaching.	Knowledge of Christian views	5 minutes
		6. Suggest ways in which society could become more equal for men and women.	Individual Pairs Group	Discussion Listening Written	Class discussion.	Knowledge of the roles of men and women	5–10 minutes
		Take it further: Explain why the inclusion of female priests is important.			Stronger: Explain why, according to Christian teaching, the inclusion of female priests is important.	Knowledge of Christian teaching	

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives		Suggested Timing
						AO1	AO2	
Families and Gender Equality	Worksheet 12: Gender equality, prejudice, and discrimination	1. Define the key terms. ways that gender prejudice may be learnt. An example has been given for you.	Individual	Written		Knowledge of key terms		5 minutes
		Take it further: Research the term 'glass ceiling'. How does it relate to gender prejudice and discrimination?	Individual Pairs Group	Discussion Listening	Weaker: Class discussion, teacher could give images/scenarios and ask how this teaches gender prejudice. Stronger: Explain the historical context / reasoning behind the glass ceiling.	Knowledge of key terms		10 minutes
		3. Create a poster for a campaign to promote gender equality. There is a template below.	Individual Pairs	Creative	The template is a guide for weaker students. Students can complete this in any way. They could create a presentation as a campaign or a poster or leaflet. They could write an article or prepare a speech.	Knowledge of gender equality	Application of key term to modern society	5 minutes
		4. Identify examples of gender prejudice and discrimination from the scenarios below. Include examples that are not prejudice/discrimination, so.	Individual Pairs	Discussion Listening	Stronger: Can they give their own scenarios?	Knowledge of gender prejudice and discrimination		15 minutes
		5. Choose one of the above scenarios and write a letter to the government explaining this example of gender prejudice and discrimination and why this is an injustice.	Individual	Written Creative	Weaker: Write a diary entry explaining how it may feel to be in that scenario.	Knowledge of gender prejudice and discrimination		10 minutes
		1. Create a revision guide for	Individual	Written Visual		Knowledge of topic 'Sex, marriage		20 minutes
								1 hour

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives	Suggested Timing
Consolidation	Worksheet 13: Sex, marriage and divorce	4. Create a mark scheme to assess your assessment.	Individual Pairs	Written		Knowledge of topic 'Sex, marriage, and divorce'	15 minutes
		5. Create a 'How to' guide for the nature and purpose of marriage.	Individual Pairs	Written Visual Creative		Knowledge of topic 'Sex, marriage, and divorce'	20 minutes
		6. Create a revision sheet on the concepts of: cohabitation, divorce, adultery, contraception, and family planning. Explain how each concept is viewed through a religious perspective – use the religions you are studying for your exam.	Individual Pairs	Visual Creative Written		Knowledge of topic 'Sex, marriage, and divorce'	1 hour
		7. Create a mind map that shows how the following concepts are linked: human sexuality, same-sex marriage, heterosexual relationships, and polygamy.	Individual	Creative Visual		Knowledge of topic 'Sex, marriage, and divorce'	20 minutes
		8. In pairs: debate the following divorce: one person to debate that Christians CAN divorce – include examples; the other person to debate that Christians CANNOT divorce – include examples.	Individual Pairs	Discussion Listening		Knowledge of topic 'Sex, marriage, and divorce'	15 minutes
		1. Create a quiz for this section.	Individual	Creative		Knowledge of topic	

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Spec Area	Topic	Activity Description	Group Size	Type of Activity	Adapting to Weaker/Stronger Learners	Assessment Objectives	Suggested Timing
Consolidation	Worksheet 1.3: Families and gender equality	5. Create a 'beginner's worksheet' for the topic you least confident with.	Individual	Written Creative Visual		Knowledge of topic 'Families and gender equality'	20 minutes
		Groups of five, take it in turns to give a five-minute presentation on one of the bullet points on the families and gender equality topic: The nature of families – including the role of parents and children; The purpose of families; The roles of men and women; Gender equality; Contemporary family issues including polygamy and same-sex parents.	Group	Discussion Listening Creative		Knowledge of topic 'Families and gender equality'	30 minutes (time to plan)

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Introductory Activities

Worksheet 1: Introductory activities

- Write a definition for each of the keywords presented below from the Relationships and Families theme.

Keyword	Definition
Cohabitation	
Divorce	
Contraception	
Adultery	
Gender equality	
Same-sex parents	
Heterosexuality	
Homosexuality	

Take it further:

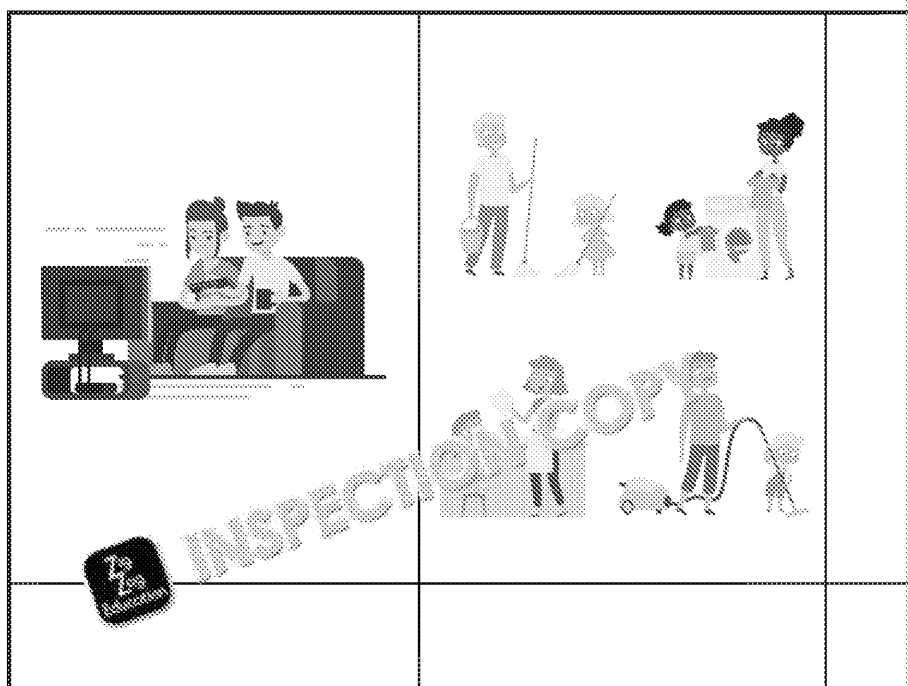
Can you think of any more words that are related to Relationships and Families?

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2. Label the images below to reveal some of the topics you will be studying in this unit.



3. Write as many words as you can related to each of the following concepts:

Marriage	Sexuality
Families	Equality
Divorce	The roles of men and women

Take it further:

Compare your ideas with your partner/class. Add to your answers in a discussion.

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Sex, Marriage and Divorce

Worksheet 2: Human sexuality including: heterosexual and homosexual relationships

- Match up homosexual and heterosexual, asexual, polyamorous, monogamous

Keywords
Homosexual
Heterosexual
Asexual
Polyamorous
Monogamous*

When someone has relationships with people of all involved
When someone has relationships with others.
When someone has relationships with people of the same sex.
When someone has relationships with people of different sexes.
When someone has relationships with people of the opposite sex.

**Please note: Traditionally monogamy related strictly to marriages, though nowadays the term is used for other relationships more generally.*

- Research different views on what the Bible says about homosexuality. What do you draw? Support your findings with examples and quotations.

Make sure you check reputable online sources such as BBC Bitesize and RE: Connect. Check denominations such as Roman Catholic, Church of England and Quakers.

- <https://www.bbc.co.uk/bitesize>
- <https://request.org.uk/>
- <https://www.quaker.org.uk>
- <https://catholicchurchofenglandandwales.com/>
- <https://www.churchofengland.org/>

Take it further:

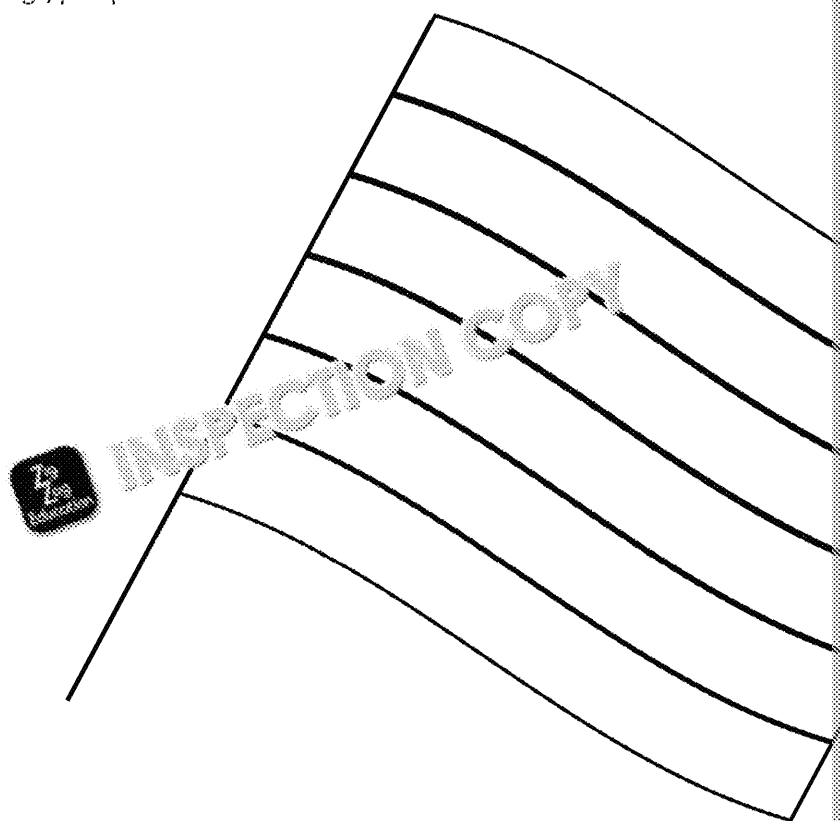
Research an example of another religion's beliefs on homosexuality and a partner. What similarities with or differences from Christianity are there?

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3. Below is a template of the LGBTQ Pride flag. Typically, each stripe is coloured and represents part of the LGBTQ community. On your flag write a fact / message on each stripe. **Challenge:** On two of the stripes write a religious message of support or opposition to LGBTQ teachings/perspectives.



4. Write a letter from the perspective of a religious person explaining their beliefs. You can write this from a perspective of for OR against homosexuality. Use one of the religions you have studied.

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Take it further:

Write a response from the opposite perspective to the letter above.



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Worksheet 3: Sexual relationships before and outside of marriage

1. Explain the meaning of the keywords below.

Keyword	Definition
Cohabitation	
Adultery	

2. Complete the word-fill below about cohabitation in British society and religion.

Cohabitation means living _____ with a partner when they are not _____ . Some people choose to do this as a _____ relationship to see if they are _____ . Some people do this _____ as they do not want to get _____ for _____ reasons. Christians believe that people _____ as this may lead to sex outside of marriage. Christians believe sex outside of marriage is _____ as sex should only take place in a committed relationship sealed in marriage before _____ .

Compatible	Should not	Living	Marriage
Married	God	Wrong	Commitment

Take it further:

Research: How many people in the UK cohabit? How many people commit to marriage? What is the public opinion on cohabitation?

3. Answer the multiple-choice question.

What do fundamental Christians believe is the purpose of sex inside of marriage?

- ☐ To get to know one's partner
- ☐ Procreation
- ☐ A duty
- ☐ A necessity

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4. What does Christianity / the Bible teach about adultery?

You have heard that it was said, 'You shall not commit adultery.' But who looks at a woman with lustful intent has already committed adultery with her in his heart. If your right eye causes you to sin, tear it out and throw it away. For it is better that you lose one of your members than that your whole body be thrown into hell. And if your right hand causes you to sin, cut it off and throw it away. For it is better that you lose one of your members than that your whole body go into hell. **Matthew 5:27-30 (NIV)**

This quote shows

This quote shows the Bible is **for/against (choose one)** adultery.


5. Explain how the quote below teaches about adultery

At dawn he appeared again in the temple courts, where all the people had gathered to hear him. He sat down to teach them. The teachers of the law and the Pharisees came to him, and a woman caught in adultery was brought to him. They made her stand before the group and said to Jesus, 'Moses commanded us in the Law to stone a woman who is caught in the act of adultery. Now what do you say?' ... But Jesus bent down and started to write on the ground with his finger. When they kept on questioning him, he straightened up and said to them, 'If any of you is without sin be the first to throw a stone at her.' **John 8:1-9**

This quote shows

This quote shows the Bible is **for/against (choose one)** adultery.

6. 'People should not live together before marriage.' Give reasons for and against this statement.

For	Against
	

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Worksheet 4: Contraception and family planning

1. Explain the meaning of the keywords below.

Keyword	Definition
Contraception	
Procreation	

2. Match the type of Christian to whether contraception is acceptable, and why.

Orthodox Christian

Catholic Christian

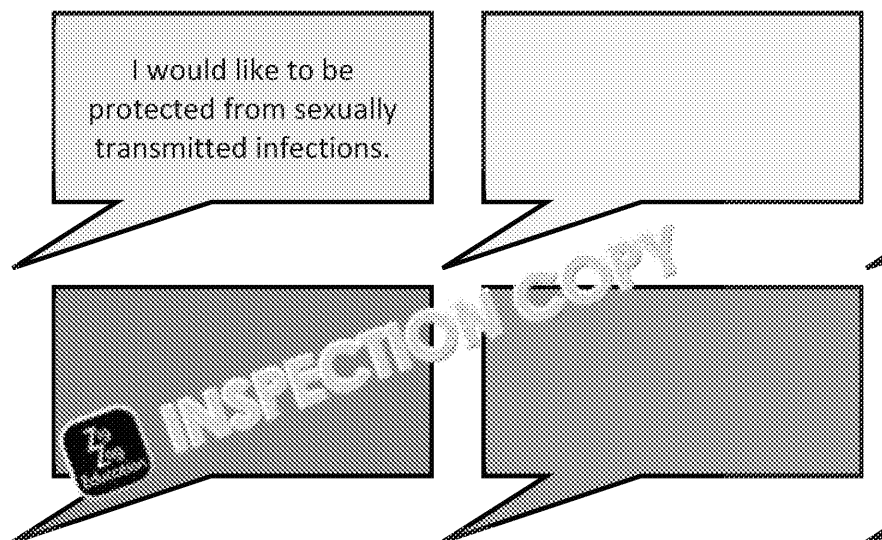
Anglican Christian

Orthodox Christian

Contraception IS acceptable

Contraception IS NOT acceptable

3. Fill in the speech bubbles below to give different viewpoints as to why people use contraception. One has been done for you.



4. Explain what is meant by the term 'family planning'.

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5. Read the types of contraception / family planning methods below. Explain why you would choose one type. One has been completed for you.

Contraceptive	Natural or artificial?	Why someone would choose
Condom		
Sterilisation		
IUD – also known as the coil	Artificial	They may want a long-term method that can reverse when they are ready
Rhythm method		

Take it further:

Explain why some Christians may choose the rhythm method of contraception.

6. Should Christians ever use family planning methods? Vote below, and explain your answer next to each character. **Paired work.**

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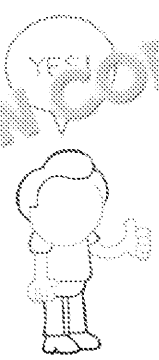
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YES!



NO!

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Worksheet 5: The nature and purpose of marriage

1. Complete the spider diagram below with reasons why people get married.



2. What does a religion other than Christianity teach about marriage?

.....

.....

3. Jewish people have a marriage contract when they get married. This outlines the promises made by the couple in their marriage. On the contract below, write down one thing that is important in a marriage. Include: Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism.

<i>Marriage Contract</i>	
Christianity:	Judaism:
Sikhism:	Islam:
Hinduism:	Buddhism:

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4. What do the religions you are studying teach about the purpose of marriage?

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5. Read the Christian teachings below about marriage – what do they mean?

A man will leave his father and mother and be united to his wife, and the two will become one flesh.

Matthew 19:5 (NIV)

Let marriage be held in honour among you, as in the Lord. Let each of you love his wife as himself, for the body is his, just as the body is part of himself, who saves it, washes it, cleanses it with the word, so that he may present the church to himself, having cleansed it by the water of the word.

Hebrews 13:1-2

The first quote teaches

.....

.....

The second quote teaches

.....

.....

Take it further:

What do the above quotes teach about adultery?

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6. Why might some people choose not to get married? List your answers below

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Take it further:

Why may some people choose to have an arranged marriage? Research arranged marriage.



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7. 'Only religious people should get married.' Give reasons for and against below have studied.

FOR	
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Worksheet 6: Same-sex marriage and cohabitation

1. Research the laws on same-sex marriage – is it legal in the UK?

YES ☐ NO ☐

2. Explain what a **civil partnership** is and why a same-sex couple may have chosen this.

A civil partnership is

.....

A couple may have chosen this because

.....

Take a note

Explain how civil partnerships have evolved today.

3. Explain why people today choose a civil partnership instead of marriage.

People today may choose a civil partnership instead of marriage because ...

.....

4. If a couple cohabits for many years, is this the same as marriage? Give reasons for your statement.

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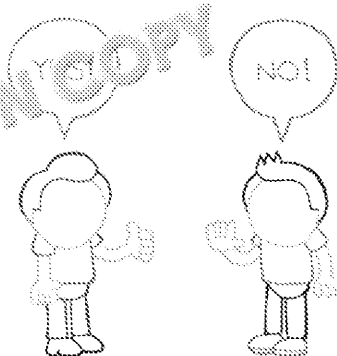
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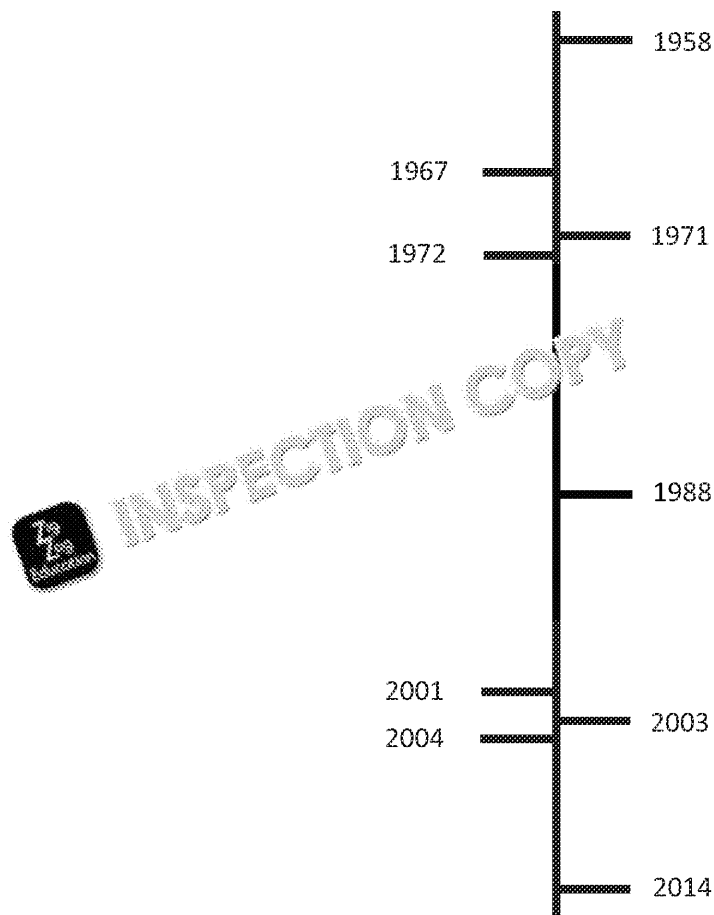


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5. Research how the law has changed regarding homosexuality in the UK and put it on the timeline below. There is one year that corresponds to two statements.



Homosexuality is now permitted to be represented in schools.	Same-sex marriage is now legalised.	Section 28 of the Local Government Act 1988. This law says that a council should not promote homosexuality or teach homosexual relationships as a 'real' family.	The Null Marriage Act passed stated that a council could not promote homosexuality if they were between the ages of 16 and 18.
The first Pride march takes place in London: https://prideinlondon.org/	The Civil Partnership Act is passed. This allows people in a civil partnership to have the same rights as people who are married.	The age of consent for same-sex relations is lowered to 16 – the same as heterosexual relations.	The Sexual Offences Act permits sexual relations between people of the same sex if they are over the age of 16.

6. Read the scenarios below: are they examples of same-sex marriage, cohabitation, or a civil partnership? Label the boxes below.

Two men decide to live together before getting married.	A woman proposes to her girlfriend. She says yes!	Two people choose to legally bind themselves but do not wish to be married.

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- | Keyword | Definition |
|----------------------|------------|
| Divorce | |
| Remarriage | |
| Sanctity of marriage | |
| Companion | |

- Why do people get divorced?

I have chosen _____



3. Explain the meaning of the Christian quotes below and explain whether they are **FOR** or **AGAINST** divorce.

'For I hate divorce!' says the LORD, *Malachi 2:16 (NLT)*

Anyone who divorces his wife, except on the ground of adultery, causes her to become an adulteress.

The first quote is **FOR/AGAINST** divorce.

It means

The second quote is **FOR/AGAINST** divorce.

It means

4. The arguments about divorce below are related to the key concepts of compatibility and the sanctity of marriage as ethical arguments around divorce. Colour-code the statements for compatibility and those for the sanctity of marriage in another.

People should not be forced to stay in an unhappy situation.	Christianity suggests that people should separate once they are unhappy.
People may want to keep their promise of the marriage vows as they believe marriage is sacred.	People may live the rest of their lives lonely if they divorce.
The Golden Rule suggests that religions would want to treat people getting divorced with understanding and care.	By divorcing and remarriage, people are committing adultery to their first partner.
People may be in abusive relationships and divorce could be the way to escape that.	The idea of holy marriage/union is broken.

5. Answer the questions in the table below to practise your analysis and evaluation about divorce. Include religious views from the religions you have studied.

'If someone stays in an unhappy relationship then they have broken the sanctity of marriage.'	
1. What is the meaning of the statement above?	
2. Give two reasons to disagree. Include religious reasons.	
3. Give two reasons to agree. Include religious reasons.	
4. Give your own opinion of the statement.	

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6. Why may people choose to remarry? List ideas below.

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-
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7. Why may some people disagree with remarriage? Give a religious view.

A person may disagree with remarriage because

.....

.....

8. Answer the questions in the table below to practise your analysis and evaluation.

 'Religious believers should not divorce'	
1. What is the meaning of the statement above?	
2. Give two reasons to agree. Include religious reasons.	
3. Give two reasons to disagree. Include religious reasons.	
4. Give your own opinion of the statement.	

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Families and Gender Equal

Worksheet 8: The nature of families, including the role of extended families and the nuclear family

1. Define the terms 'nuclear family' and 'extended family'.

Keyword	Definition
Nuclear family	
Extended family	

2. Explain why families are important to religious believers.

Families are important to religious believers because

.....

.....

3. What do you think the role of parents is? Put your ideas below into a mind map of children in a different colour.

Roles of parents and children in a family

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Take it further:

What might be the role of religious parents and how could they fulfil this? the religions you have studied.



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4. Read the quotes from the Bible below – what does this suggest about the role of parents?

Direct your children onto the right path, and when they are older, they will not leave it.

Proverbs 22.6

Honour

The quote suggests the role of children is to

.....

.....

.....

The quote suggests that the role of parents is to

.....

.....

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Worksheet 9: The purpose of families including: procreation; protection of children; educating children in a faith

1. Define keywords procreation, stability, faith.

Keyword	Definition
Procreation	
Stability	
Faith	

2. Using the religions you have studied: what are the core responsibilities of parents who are growing up?

-
-
-
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-

3. Look at each of the purposes outlined below related to religious upbringing

Purpose	What does this mean?	Example
Procreation		
Stability and protection of children		
Educating children in a faith		

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4. How does celebrating religious festivals such as Eid, Easter, Passover, Vaisakhi educate their children in a faith?

Celebrating religious festivals helps religious families to educate their children

.....

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Take it further:

Choose one of the festivals mentioned above and create a fact file on it. What people celebrate it, what people learn from it.



5. Do you think children should be raised in a faith? Explain your answer.

I think children should / should not (delete as appropriate) be raised in a faith

.....

.....

.....

Take it further:

What would someone who disagrees with you say?



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6. Answer the questions in the table below to practise your analysis and evaluation.

'Procreation should no longer be a purpose	
1. What is the meaning of the statement above?	
2. Give two reasons to agree. Include religious reasons.	
3. Give two reasons to disagree. Include religious reasons.	
4. Give two reasons to agree or disagree of the statement.	

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Worksheet 10: Contemporary family issues including: same-sex parents; polygamy

1. Complete the keyword match-up below.

Cohabitation
Same-sex marriage
Same-sex parents
Civil partnership
Polygamy

Being married to more
A couple are legally join
When people live toget
Marriage between two
A couple of the same s

2. Explain why some people choose to have polygamous relationships.

Some people choose to have polygamous relationships because

.....

Take it further:

Give reasons why polygamous marriage is illegal in the UK.

3. Label the statements as for or against polygamy.

People should commit to one person.	People should be able to love and be with as many people as they want.	People may feel that one relationship is enough to meet all their needs.

4. Explain the Christian view on polygamy.

Christians believe

.....

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5. Give two contrasting views on same-sex parents.

One view on same-sex parents is

.....

Another view on same-sex parents is

.....

6. 'Same-sex parents go against Christian teachings on the family.' Write two paragraphs that go against this statement and include religious teachings. Then write two paragraphs that support this statement and include religious teachings.

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Worksheet 11: The roles of men and women

1. Define the keywords stereotypical, feminism and equality.

Keyword	Definition
Stereotypical	
Feminism	
Equality	

2. What are stereotypical roles of men and women?

Stereotypical roles of
men and women

Take it further

How are stereotypical roles changing in today's society?

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3. Explain why the idea of stereotypical roles for men and women can be harmful


The idea of stereotypical roles for men and women can be harmful because

.....

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4. In the grid below explain the different roles of men and women in Christianity, the home, and the roles they have in the Church.

The role of men and women	
At home	In the Church
	

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5. Explain the meaning of the Christian teaching below and what it shows the

But I want you to realize that the head of every man is Christ, and the head of the woman is man, and the head of Christ is God.

1 Corinthians 11:3 NLT

This scripture suggests
women are:

6. Suggest ways in which society could become more equal for men and women.

Take it further:

Explain why the inclusion of female priests in Christianity was an important

7. 'Men and women are currently equal in society.' Justify reasons for YES and NO to each character below.

YES!

NOT

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Worksheet 12: Gender equality, gender prejudice and discrimination

1. Define the key terms below.

Keyword	Definition
Gender prejudice	
Gender discrimination	

2. Give ways that gender prejudice may be learned/taught. An example has been given.

- Children may be encouraged to play with toys depending on their gender given by parents. Girls may be given dolls to play with but not vice versa.

-
-
-
-

Take it further:





Research the term 'glass ceiling'. How does it relate to gender prejudice or discrimination?

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3. Create a media campaign to promote gender equality. There is a template to



<p>Religious views of gender equality</p> 	<p>What does it mean to be equal?</p> 
<p> GENDER EQUALITY </p>	
	<p>Examples of gender inequality</p>

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4. Identify examples of gender prejudice and discrimination from the scenarios. One has been done for you

Scenario	Is it an example of gender prejudice/discrimination? ✓ or ✗	Explain why it is/ isn't an example of gender prejudice/discrimination
A couple discuss their finances and decide they want one parent to stay at home to look after their child. They decide together that the woman should stay at home as she earns less and doesn't like her job.	✗	This is not an example of discrimination because they have decided to do what is best based on gender roles.
 A man is upset – a passer-by notices and tells him to 'man up'.		
A woman goes to a job interview. The interviewer asks her if she is planning to have children and how she will balance this with her work.		
A man decides to raise his child alone – he is told that he cannot because women are more caring/nurturing.		
A man and a woman get into a physical fight. The police arrive and arrest both of them for violence.		
 A man and a woman interview for the same job. The woman is given the job as she is better qualified.		

5. Choose one of the above scenarios which is an example of gender prejudice and write a letter to the government explaining the scenario and why this is an injustice.

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Consolidation Worksheet

Worksheet 13: Revision prompts

Sex, marriage and divorce

1. Create a revision guide for this part of the unit.
2. Create a 'Topic Overview' for this part of the unit on an A3 sheet of paper.
3. Design a GCSE assessment based on this unit. Include a 1-mark, 2-mark, 4-mark and 12-mark question.
4. Create a mark scheme to go with your assessment.
5. Create a 'How to' guide for the nature and purpose of marriage.
6. Create a revision sheet on the concepts of: contraception, divorce, adultery, cohabitation and premarital planning. Explain how each concept is viewed through a religious perspective studying for your exam.
7. Create a mind map that shows how the following concepts are linked: human sexuality, heterosexual relationships, and polygamy.
8. In pairs create the idea of divorce: one person to debate that Christians CAN divorce and the other person to debate that Christians CANNOT divorce – include examples.

Families and gender equality

1. Create a quiz for this section of the Scheme of Work.
2. Create a GCSE revision leaflet/poster for this part of the scheme of work.
3. Create a 'What a Good One Looks Like' 12-mark essay answer for one of the topics.
4. Create a 'textbook page' on the unit you feel the most confident with.
5. Create a 'beginner's worksheet' for the topic you feel the least confident with.
6. In groups of five, take it in turns to give a five-minute speech on one of the topics in the Families and Gender Equality topic.
 - The nature of families – including the role of parents and children
 - The purpose of families
 - The roles of men and women
 - Gender equality
 - Contemporary family issues including polygamy and same-sex parents

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Answers

Worksheet 1: Introductory Activities

1.

Keyword	Definition
Cohabitation	When people live together
Divorce	To legally end a marriage
Contraception	To prevent pregnancy
Adultery	When someone cheats on their partner
Gender equality	Treating people of equally regardless of gender
Same-sex parents	A couple of the same sex who have children
Heterosexuality	When someone is attracted to those of the opposite sex
Homosexuality	When someone is attracted to those of the same sex

Take it further: Can you think of any more words relating to Relationships and Families? No answer provided.

2.

Cohabitation	Types of families
--------------	-------------------

3.

Marriage Love Legal Forever Together Bride Groom Husband Wife Rings Ceremony	Sexuality LGBTQ+ Same sex Relationships Heterosexual Homosexual Homophobia
Families Children Home Parents Together Love	Equality Rights Men Women Same-sex marriage Racism Sexism Homophobia
Divorce Broken marriage No love Anger Pain Unhappiness Two households	The roles of men and women Stereotypes Cooking Vacuuming Cleaning Leader Inequality Unfair Sexism

Take it further: Compare your ideas with your partner/class. Add to your answers in the table. Subject to pupils' answers. No answer provided.

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Worksheet 2: Human Sexuality

1.

Keyword	Definition
Homosexual	When someone is attracted to those of the same sex.
Heterosexual	When someone is attracted to those of the opposite sex.
Asexual	When someone has little to no sexual attraction to others.
Polyamorous	When someone is in multiple romantic/sexual relationships.
Monogamous	When someone is in a sexual/romantic relationship with one

2. Some aspects of the Bible show that homosexuality is considered to be wrong. For example, Leviticus 20:13 also says that men who practise homosexuality are going against God as it considers the practice an abomination.

Some Christians, however, believe that these scriptures can be interpreted as the prohibition of homosexual acts, not being homosexual itself. Some Christians believe that God has made everyone different and everyone is acceptable, however, engaging in homosexual acts is wrong.

Some Christians believe they should not judge those who are homosexual as Jesus taught. Also 1 John 4:7-8 suggests that love comes from God, and, therefore, it can be interpreted as love between consenting adults no matter their gender.

Some Christians also believe that everyone is created in the image of God (Genesis 1:26-27) and that homosexuality is acceptable as God created everyone and loves everyone. These Christians believe that everyone should be treated with kindness and love and respect no matter their sexuality. This is because of the commandment to 'love your neighbour.' (Mark 12:31).

Take it further:

Here is a list of examples for Judaism. Please note this is not exhaustive and other examples exist.

- Orthodox Jews believe that homosexuality is wrong – the Torah suggests that it is.
- Reform and Liberal Jews believe that homosexuality is acceptable if it is in a loving marriage for love and company.
- In the Netherlands they have laid memorial stones for Jews who identified as gay or lesbian during the Holocaust.
- A senior rabbi was criticised by the Ultra Orthodox Jewish community for coming out, as he believed homosexuality is a great thing for society to have achieved.
- Given the divided opinion by Jews on whether homosexuality is acceptable or not, it shows that Judaism and Christianity share a disagreement on God's message about the nature of love and relationships.

3. Some examples of ideas below:

- Let people be who they are – homosexuality is not a choice.
- Do not judge other people for who they are.
- 'Love your neighbour' **Matthew 22:39 NIV**.
- Let's make the world a safe space.
- Same-sex marriage should be legalised everywhere.
- 'Before I formed you in the womb I knew you, before you were born I set you apart.'

4. Ideas in support of homosexuality can be found in Question 3.

Ideas against homosexuality are listed below:

- Some people believe it is a sin.
- Some people say it is unnatural.
- Some people believe that God created the family to be between a man and a woman.

Take it further: Write a response from the opposite perspective to the letter above. See answers above.

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Worksheet 3: Sexual relationships before and outside of marriage

1.

Keyword	Definition
Cohabitation	When people live together.
Adultery	When someone cheats on their married partner.

2.

- Living
- Married
- Test
- Compatible
- Cohabit
- Married
- Religious
- Should not
- Wrong

Take it further: How many people in the UK cohabit? How many people do you think should cohabit?

Cohabitation = 30-40% of young people cohabit.

Adultery = 30-40% of unmarried relationships and 18-20% of married relationships

3. Procreation

4.

'You have heard that it was said, 'You shall not commit adultery.' But I say to you that if a woman with lustful intent has already committed adultery with her heart before she is married, she is guilty of adultery while she is still a virgin. If you look at a woman with lustful intent, you have already committed adultery with her in your heart. If your right eye causes you to sin, tear it out and throw it away. For it is better that you lose one of your members than that your whole body be thrown into hell. And if your right hand causes you to sin, cut it off and throw it away. For it is better that you lose one of your members than that your whole body go into hell. Matthew 5:27-30

This quote shows that desiring other people is also a form of adultery and that you should avoid adultery or lusting after other people.

This quote shows the Bible is **against** adultery.

5.

At dawn he appeared again in the temple courts, where all the people gathered to teach them. The teachers of the law and the Pharisees brought in a woman and put her stand before the group and said to Jesus, 'Teacher, this woman was caught in the act of adultery. The Law Moses commanded us to stone such women. Now what do you say?' ... But Jesus did not answer him. Instead he wrote on the ground with his finger. When they kept on questioning him, he said to them, 'Let any one of you who is without sin be the first to throw a stone at her.' John 8:1-9

This quote shows people should not judge other people by what they do as everyone is wrong. Therefore, people cannot judge others.

This quote shows the Bible is **against** adultery.

6.

For	Against
<ul style="list-style-type: none"> • Some people choose to cohabit in order to ensure that the relationship is right and to know the habits of the partner before entering the long-term commitment of marriage. • Allows people to not be trapped in a relationship if they feel they can leave without needing a divorce. • Some people believe God made sex for pleasure not just procreation and, therefore, view cohabitation and sex outside of marriage as acceptable. 	<ul style="list-style-type: none"> • God created sex for procreation which is why they view cohabitation as wrong. • You can check the relationship by needing to cohabit.

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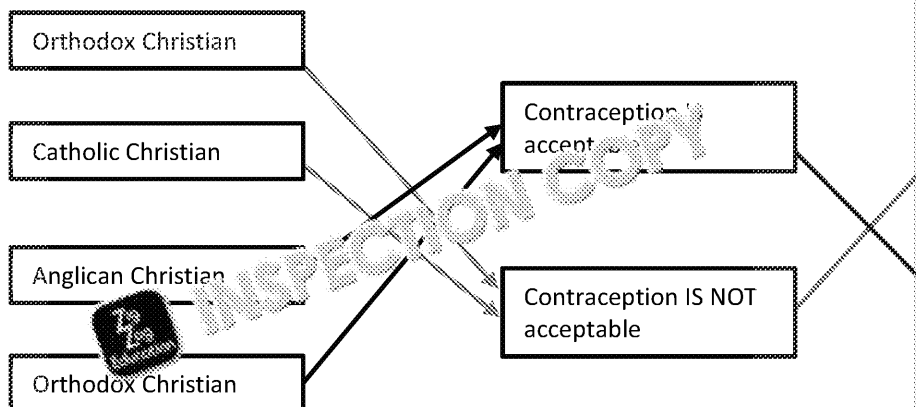


Worksheet 4: Contraception and family planning

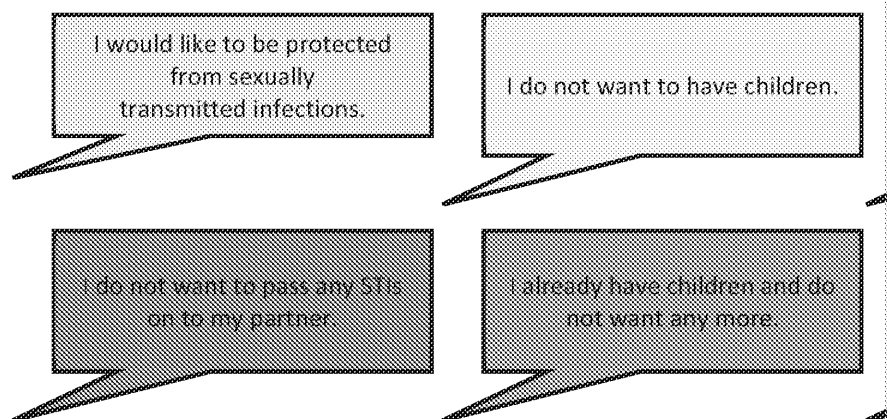
1.

Keyword	Definition
Contraception	Methods to prevent unwanted pregnancy or sexually transmitted infections.
Procreation	Creating children / new life.

2.



3. Possible answers below



4. Using artificial or natural contraception methods to control whether someone has or they may have. People may use family planning methods to control the timing of when they have children.

5.

Contraceptive:	Natural or artificial?	Why someone would use it
Condom	Artificial	They would like to protect themselves from sexually transmitted infections and would like to prevent pregnancy.
Sterilisation	Artificial	They would like to ensure they do not have any more children.
IUD – also known as the coil	Artificial	They may want a long-term contraceptive method that can be reversed when they are ready to have children.
Rhythm method	Natural	They may want to plan when they have children based on their natural rhythms to prevent pregnancy.

Take it further: Explain why some Christians may choose the rhythm method of contraception. They may feel that all life is a gift from God and that God should choose when people have children. Artificial methods of contraception are wrong. But using natural methods of contraception is acceptable as it allows people to plan the future.

6. **YES:** Using natural methods of contraception / family planning is using the body that God gave them and is, therefore, acceptable.

NO: They may feel that all life is a gift from God and that God should choose when people have children. Artificial methods of contraception are wrong.

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Worksheet 5: The Nature and Purpose of Marriage

1. Love, commitment, money, security, safety, to find happiness, forced marriage.
2. Judaism teaches that marriage is a serious commitment with expectations for both to sign the contract (ketubah) detailing the responsibilities of the couple.
3. **Christianity:** To follow the lead of the husband, the head of the household.
Judaism: Teach children the stories of the faith and share this at major festivals, e.g.
Sikhism: To work together as a unit – as one soul.
Islam: Raise children in the Islamic faith.
Hinduism: To be faithful to the partner for the rest of their lives.
Buddhism: To honour the marriage vows.

4. Example: Islam teaches that the purpose of marriage is procreation and to raise children.

5.

A man will leave his father and mother and be united to his wife, and the two will become one flesh.

Matthew 19:5 (NIV)

Let marriage be held in honour among you, as in the Lord. Let the marriage bed be holy, as you are holy. Whoever divorces his wife and marries another, he commits adultery against me.

Hebrews 13:4

The first quote teaches that men are expected to leave the family home to become a new family.

The second quote teaches that marriage is sacred/special. There should be no sexual immorality in marriage that negatively affects the relationship.

Take it further: What do the above quotes teach about adultery?

The quotes teach that adultery is wrong as it says that God will judge the adulterous person. It is sexually immoral.

6.
 - It may be too expensive.
 - They may not want to be legally bound to their partner.
 - They may not want a religious ceremony / sacrament.

Take it further: Why may some people choose to have an arranged marriage? Research the benefits of arranged marriage.

- Lower rate of divorce.
- Parents can find a good partner for their children.
- Religious/cultural practice of arranged marriage.

7.

For	Against
<ul style="list-style-type: none"> • It is a religious ritual / sacrament / covenant. • It is about promising God to be with someone forever. • Many cultures are filled with religious rituals. 	<ul style="list-style-type: none"> • It is accepted by society as a legal contract. • It allows people to have a stable relationship with their spouse.

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Worksheet 6: Same-sex Marriage and Cohabitation

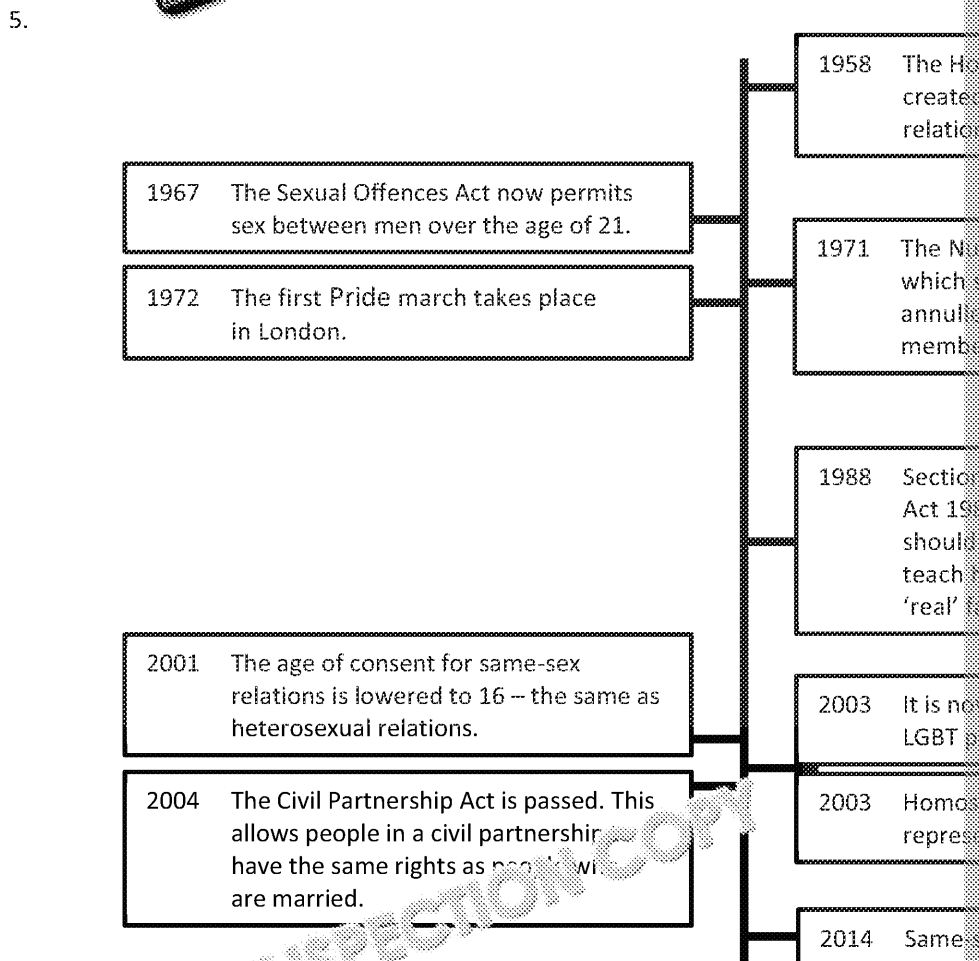
1. YES
2. A civil partnership is when a couple are legally joined together but are not married. They are not religious or are not allowed to be married such as when gay marriage was illegal.

Take it further: Explain how civil partnerships have evolved today.

Anyone can choose to be legally joined to their partner without being married. Gay civil partnerships are not the only option any more.

3. People today may choose a civil partnership instead of marriage because people may not want to be married as it is a religious ceremony/function.
4. **AGREE:** Marriage is a couple building a family together. If a couple is doing the same thing as marriage, they are married.

DISAGREE: Marriage is a promise between a couple that they will love each other and live together. Civil partnerships do not include such promises.



6.

Two men decide to live together before getting married. Cohabitation	A woman proposes to her girlfriend. She says yes! Same-sex marriage	Two people choose to legally bind themselves but do not wish to be married. Civil partnership
--	---	---

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Worksheet 7: Divorce

1.

Keyword	Definition
Divorce	To legally end a marriage.
Remarriage	To marry after a divorce.
Sanctity of marriage	The idea that marriage is special as it is a promise between two people.
Compassion	To feel sympathy/pity for the suffering of others.

- 2.
- No longer love their partner
 - Irreconcilable differences
 - Affairs / adultery
 - Finances
 - One may need to move for a job

Take it further: Rank the reasons you have written in your mind map from the most important to the least important for divorce. Justify your most and least important reasons. No answer provided.

3. The first quote shows that divorce is wrong as God hates it.

The second quote is FOR divorce, but only in cases of adultery.

4. Sanctity of marriage is in grey, compassion is white.

People should not be forced to stay in an unhappy situation.	Christianity suggests that marriage is a promise once they are married.
People may want to keep their promise of the marriage vows as they believe marriage is sacred.	People may live the rest of their lives together after they divorce.
The Golden Rule suggests that religions would want to treat people getting divorced with understanding and care.	By divorcing and remarriage, people are breaking their promise to their partner forever.
People may be in abusive relationships and divorce could be the way to escape that.	The idea of holy matrimony/marriage/union is broken.

5.

‘If someone stays in an unhappy relationship then they have already breached their promise’	
1. What is the meaning of the statement above?	That people are not keeping marriage a special and sacred thing as they are not happy with the relationship.
2. Give two reasons to agree. Include religious reasons.	Marriage is about being with someone you love and commit to before God. If someone stays in this situation, they are breaking the promises they have made to keep the relationship sacred. If people are unhappy in a relationship and are willing to commit adultery, then they are breaking the promises they have made to keep the relationship sacred and continuing to live in a broken relationship.
3. Give two reasons to disagree. Include religious reasons.	The Bible says that people should come together in marriage and this means working together to fix a relationship. The promises made in the marriage vows suggest that people should stay together for life. If they break this promise, they are breaking the vows. Staying in those times is not breaking the promise.
4. Give your own opinion of the statement.	No answer provided.

- 6.
- They have found another partner they love.
 - They are ready for a new relationship.
 - Their previous marriage ended due to adultery.
 - They want to be legally tied to their partner.

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7. A person may disagree with remarriage because they have committed to being with and by divorcing and remarrying they are breaking that promise.
- 8.

‘Religious believers should not divorce.’	
1. What is the meaning of the statement above?	It means that if you follow a religion, then you are not allowed to divorce.
2. Give two reasons to agree. Include religious reasons.	Jesus said that divorce is wrong except in the case of adultery. His commands should be followed. The Bible says that God hates divorce, which means people should not divorce because they want to please God.
3. Give two reasons to disagree. Include religious reasons.	If someone is unhappy in their marriage they should not be forced to stay. We should not judge other people as we do not know what is happening in their lives. If someone has cheated on their partner, then the Bible allows for divorce in that circumstance.
4. Give your own opinion of the statement.	No answer provided.

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Worksheet 8: The nature of families, including the role of parents and children in the nuclear family

1.

Keyword	Definition
Nuclear family	A family in which there are two adults and children living together in the same household.
Extended family	A family in which in addition to the parents and children, there are other relatives such as uncles living in this household.

2. Students' own findings. No answer provided.

3. Families are important to Christians because they have children. Children are a gift from God. Parents bring up their children in the faith.

4. **Role of parents:** Protection, stability of children, teaching them the faith, education, being effective members of society, procreation.

Role of children: To grow, learn, honour their parents.

Take it further: What might be the role of religious parents and how could they fulfil it? Teach children their faith. Ensure they are following religious teachings. Teach them scripture, etc. Celebrate religious festivals.

5.

'Direct your children onto the right path, and when they are older, they will not leave it.'

Proverbs 22.6

The quote suggests that the role of parents is to guide their children to the right actions.

'Honour your father and mother.'

Exodus 20:12

The quote suggests the role of children is to respect their mothers and fathers. This involves listening and following their instructions.

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Worksheet 9: The purpose of families

1.

Keyword	Definition
Procreation	The making/having of children.
Stability	In the context of the family: being fixed and not easily disturbed.
Faith	The belief in a god / gods.

- 2.
- Right from wrong
 - How the world works
 - How to look after yourself
 - Cooking
 - Cleaning
 - How to practise the faith

3.

Purpose	What does this mean?	Example	
Procreation	To make children. This may be to populate the earth.	One family may choose to have multiple children. Someone could have many siblings.	Chris then the after
Stability and protection of children	To keep children safe and happy. To ensure their needs are met and they feel fulfilled.	Teaching them how to cross the road. Teaching children that they can come to them as a safe place.	Chris gift this
Educating children in a faith	Teaching children about their parents' religion and the religious practices.	Teaching children how to pray, read scripture, celebrate key festivals.	Chris inst God the

4. Celebrating religious festivals helps religious families to educate their children in a way to show their children why the religion is important. It may also help the children to understand the festival – for example, Jews give their children four questions to ask during the festival which is very important for children.

Take it further: Choose one of the festivals mentioned above and create a fact file on it. Celebrate it, what people learn from it.

An example for the festival of Easter is below.

Easter: It is the festival that celebrates the resurrection of Jesus and the fulfilment of prophecy. It is a time to remember that Jesus died on the cross to save them from sin. People can learn to love and the nature of salvation.

5. **Take it further:** Some possible answers are:

- Teaches children about the religion / faith their family follow
- Allows children to be a part of the religious community
- Offers children a sense of belonging
- Children are free to change their religion when they get older.
- Children should be able to choose what religion they should be a part of
- Children should be taught a range of religions so they can make informed choices
- Some people believe that religion is indoctrination and that children should be free to choose

6.

'Procreation should no longer be a purpose of the family'	
1. What does the meaning of the statement above?	The statement means the point/goal of a family is to have children.
2. Give two reasons to agree. Include religious reasons.	1. There are more important goals of the family such as stability and protection. 2. Overpopulation means that people should not have so many children so the family can be procreation.
3. Give two reasons to disagree. Include religious reasons.	1. Many people want to raise children and it is allowed to make this a goal. 2. Christians believe they are instructed to have children.
4. Give your own opinion of the statement.	No answer provided.

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Worksheet 10: Contemporary family issues

1.

Keyword	Definition
Cohabitation	When people live together.
Same-sex marriage	Marriage between two people of the same sex.
Same-sex parents	A couple of the same sex who have children.
Civil partnership	A couple are legally joined together but are not married.
Polygamy	Being in a relationship with multiple people.

2. Some people choose to have polygamous relationships because

- They romantically love / want to be with multiple partners.
- They may have different needs fulfilled by different partners.

Take it further: Give reasons why polygamous marriage is illegal in the UK.

- Marrying more than one person is considered bigamy (an offence).
- The UK has laws based upon Christian values and the idea that people should only have one partner.

3.

People should commit to one person.	People should be able to love and be with as many people as they want.	People may feel that a relationship is not enough to meet all of their needs.
AGAINST	FOR	FOR

4. Christians believe that people should be married to one person. In the New Testament, polygamy is wrong.

5. One view on same-sex parents is that as long as people love each other and do their best, people should not judge others for their relationship.

Another view on same-sex parents is that people of the same sex should not be together and are viewed as wrong.

6. **Agree** – In the book of Genesis God instructs people to have children and to 'multiply'. Same-sex couples cannot do this and are, therefore, going against the teachings of God.

In the Bible in Leviticus, it shows that homosexuality is wrong and, therefore, same-sex parents are not planned the family to be.

Disagree – The Bible tells people not to judge others and, therefore, it is not for Christians to judge if same-sex parents are wrong or not.

Jesus taught that everyone should be loved and treated with kindness, even those who are different. Therefore, people should love others and show kindness to same-sex parents.

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Worksheet 11: The roles of men and women

1.

Keyword	Definition
Stereotypical	A simple and general view of a group.
Feminism	Aiming for women's rights and equality for all genders.
Equality	Being allowed the same rights and options.

2. The list below is not exhaustive, credit alternatives.

Men – To work, build, DIY, to be strong, sports.

Women – To look after children, cook, clean.

Take it further: How are these stereotypical roles changing in today's society?

Men and women are no longer limited to these roles. Everyone can choose what they want to be.

3. The idea of stereotypical roles for men and women can be harmful because people may feel they are not allowed to be what they want to be. It means some people may not see the value in their own roles.

4.

The role of men and women	
At home	
Men in traditional Christianity <ul style="list-style-type: none"> To be in charge of the household. To work 	Men: <ul style="list-style-type: none"> To lead the church
Women in traditional Christianity <ul style="list-style-type: none"> To listen to the husband To take care of the home 	Women: <ul style="list-style-type: none"> To be silent in the church
Many Christians today feel that everyone is equal and should have equal roles.	Many Christians today do not believe men should lead the Church.

5.

But I want you to realize that the head of every man is Christ, and the head of the woman is man, and the head of Christ is God.

1 Corinthians 11:3 NLT

This scripture suggests that the roles of men and women are: men should be in charge of their households.

- 6.
- Men and women being paid equally for the same jobs in every sector.
 - Men and women being allowed to work any job without stigma.
 - Men and women being able to open up with their feelings without stigma.

Take it further: Why do you think the inclusion of female priests in Christianity was an important step? It shows that the Church was placing more value in women as leaders of the Church. Women have power over their religious journey. This allowed the Church to be more equal.

7. **YES:** Men and women can work many jobs, both genders can vote, be paid the same.
NO: Women cannot be the Pope – the leader of the Catholic Church. Men face stigma. There are still some pay gaps between men and women.

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Worksheet 12: Gender Equality

1.

Keyword	Definition
Gender prejudice	Judging someone based on their gender.
Gender discrimination	Treating someone differently based on their gender.

- 2.
- Children may be encouraged to play with toys depending on their gender; for example, boys may be given building blocks and girls may be given dolls to play with.
 - People may tell boys that they should be tough and not cry or show weakness.
 - The media may always show images of men/women doing certain jobs. For example, men in construction.
 - Clothing is very gendered; boys and girls have different clothing that is considered acceptable.

Take it further: Research the term 'glass ceiling'. How does it relate to gender prejudice and discrimination? Glass ceiling refers to the idea that some people are stopped from being promoted in their careers. The reference to the ceiling being glass is that they can see higher-level opportunities but cannot reach them as they are blocked upwards through promotion. This is often discussed in the context of gender equality and it relates to gender prejudice and discrimination.

3.

Religious views of gender equality:

Christianity: Everyone was created by God and should be treated equally. God loves everybody equally.

What does it mean to be equal?

That everybody is given the same opportunities and are not treated differently based on characteristics such as gender.

GENDER EQUALITY

Examples of gender inequality

Please see scenarios above and below.

- The media may always show images of men/women doing certain jobs. For example, men always working in construction.
- Clothing is very gendered; boys and girls have different clothing that is considered acceptable.

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4.

Scenario	Is it an example of gender prejudice / discrimination? ✓ or ✗	Explain why it is / isn't
A couple discuss their finances and decide they want one parent to stay at home to look after their child. They decide the woman should stay at home as she earns less and doesn't like her job.	✗	This is not an example because the man and woman was best for their family.
A man is upset – a passer-by notices and tells him to 'man up'.	✗	This is an example of gender prejudice as men are being expected to be strong and women should always be weak.
A woman goes to a job interview. The interviewer asks her how she plans to have children and how she will balance this with her work.	✓	This is an example of gender prejudice as the interviewer is asking many women are asked about children and statistics regarding women's work.
A man decides to raise his child alone – he is told that he cannot because women are more caring / nurturing.	✓	This is an example of gender prejudice as men are not expected to be primary caregivers of children and women are.
A man and a woman get into a physical fight. The police arrive and arrest both of them for violence.	✗	This is not gender prejudice as both parties were treated equally.
A man and a woman interview for the same job. The woman is given the job as she is better qualified.	✗	This is not an example of gender prejudice because the woman was given the job due to her qualifications and not her gender.

5. No answers given as this has been explained in the table above.

Consolidation Worksheet

No answers provided as this is a series of revision tasks for the Relationships and Families

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