

Starters and Plenaries

For GCSE OCR Religious Studies
Component 6: Christianity

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Teacher's Introduction

This resource has been designed to support the learning and teaching of GCSE OCR Religious Studies Component 6: Religion, Philosophy and Ethics from a Christian perspective. All areas of the specification are covered.

Different activities provide a way into new topics or allow students to reinforce and consolidate their learning – there is also some assessment content. Some activities can be done individually, others in groups, or with the entire class; and there is flexibility to adapt this.

The starters and plenaries in this resource are designed to help teachers allow learning to continue continuously by providing short activities which can be slotted in at the beginning or end of a lesson. Each activity should take between 5 and 15 minutes to complete, though some may be a longer main-lesson activity if desired.

A plan of the activities with teacher's notes is provided at the beginning of the resource to show how to teach the content. Answers, or possible answers, are included at the end of each activity, with student or teacher marking, and in some cases it may be helpful to distribute additional resources.

This resource should be informative and educational, and hopefully also encourage students to support teachers with a base which they can build on when teaching additional topics.

The topics force students to consider different arguments and philosophical positions, exploring how different views and arguments impact on the modern world. Ideally, this will help the students to develop reasoning skills as well as learn to think critically. It is important to remember that this course contains material of a sensitive nature, including sexuality – which some students might find upsetting or controversial. The resource has been designed to allow students to discuss these issues in a controlled way.

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Topic Coverage

Specification Area	Topic	Activity Description	Suggested Use	
Relationships and Family	Activity 1 – Role and Purpose of Family	Noughts and crosses	S or P	Class
	Activity 2 – Types of Family	“Who am I?”	S or P	Class
	Activity 3 – Religious Upbringing	Card/Hat Game	S or P	Class
	Activity 4 – Nature and Purpose of Marriage	Circle the odd one out and explain	S or P	Individual
	Activity 5 – the Marriage Ceremony	Fill in the blanks, match up the Bible verses to the vows and fill in the boxes of different practices.	S or P	Individual
	Activity 6 – Homosexuality	Discussion questions	S or P	Group
	Activity 7 – Heterosexual, Homosexual Relationships and Same-Sex Marriage	Discussion questions	P	Group
	Activity 8 – Sexual Relationships	Multiple-choice questions	S or P	Individual
	Activity 9 – Sexuality, Sex, Contraception, Marriage and Cohabitation	Match the Group to the views and give a reason for your answer	S or P	Individual
	Activity 10 – Contraception and Family Planning	Cut out and place the types of contraception along the line	S or P	Individual

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Specification Area	Topic	Activity Description	Suggested Use	
Relationships and Family	Activity 11 – Divorce and Remarriage	Fill in the table with the arguments	S or P	Individual
	Activity 12 – The role of men and women in the family	Fill in the indicated parts of the spider diagram	S or P	Individual
	Activity 13 – The Role of Men and Women in the Christian Community	Circle the mistakes and write out corrections below	S or P	Individual
	Activity 14 – Men and Women Exam question	Annotate and evaluate the example exam style question	P	Individual Group
	Activity 15 – Gender Equality	Correct the mistakes in the sentences	S or P	Individual
	Activity 16 –Gender Prejudice and Discrimination (1+2)	Battleships (1 and 2)	S or P	Pair
	Activity 17 – Revision Spider Diagram	Revision question options to be answered (6) in the spider diagram	S or P	Individual
Existence of God	Activity 18 – Different Ideas about God	Unjumble the words and define them. Then find three Bible quotes to relate to the definitions.	S or P	Individual
	Activity 19 – God’s Relationship with Nature	Fill in the Bubble with what the indicated Bible verses tell Christians about God.	S or P	Individual

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Specification Area	Topic	Activity Description	Suggested Use	
Existence of God	Activity 20 – God’s Relationship with Humans	A game of Taboo	S or P	Class
	Activity 21 – God’s Goodness	Define and describe the images and answer the questions.	S or P	Individual
	Activity 22 – Human Suffering as an Argument Against the Existence of God	Annotate and evaluate the example exam style question	S or P	Individual
	Activity 23 – Design Argument (1)	Cut out the boxes and re-arrange into an order which makes sense.	S or P	Individual
	Activity 24 – Design Argument (2)	Add the words to the Venn diagram then answer the questions	S or P	Individual
	Activity 25 – Cosmological Argument	Arrange the sentences/fallen tiles then answer the questions.	S or P	Individual
	Activity 26 – The World for Humanity and Soul-Making	Essay chain!	S or P	Class
	Activity 27 – Revelation as a Source of Knowledge about the Divine	True/False and correction	S or P	Individual
	Activity 28 – Meeting Inspirational People from History	Fill in the boxes next to the pictures who each figure is and why they would be inspirational for a Christian to meet	S or P	Individual
	Activity 29 – Revelation through Scripture	Arrange the given words into the Liberal/Conservative columns	S or P	Individual

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Specification Area	Topic	Activity Description	Suggested Use	
Existence of God	Activity 30 – God Acting in the World and Soul-Making	Fill in examples of God's actions in the world and non-religious responses. Then fill in the blanks.	P	Ind
	Activity 31 – Conscious	Situation questions	S or P	C
	Activity 32 – Conversions	Bible reading and questions, followed by video and questions.	S or P	
	Activity 33 – Miracles	Answer the questions within the boxes	S or P	Ind
	Activity 34 – Visions (Special Revelation)	Match-up activity	S or P	Ind
	Activity 35 – Worship and Sacraments	Fill in the blanks and then add information to the boxes	S or P	Ind
Religion, Peace and Conflict	Activity 36 – Teachings on Violence	Match the Bible verses to the content. Extension discussion questions for partners.	S or P	Ind
	Activity 37 – Terrorism and Causes of Terrorism	Answer the questions about the case study example.	S or P	Ind
	Activity 38 – Religion and Politics as a Cause of War and Violence in the 21st Century	Vote with their feet activity	S	
	Activity 39 – Just War Theory	Fill in the blanks	S or P	Ind
	Activity 40 – Holy War	Circle the odd one out in each group! Then explain why it's the odd one out.	S or P	Ind
	Activity 41 – Conventional Warfare	Re-arrange the tiles. Extension questions on CCND.	P	Ind

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Specification Area	Topic	Activity Description	Suggested Use
Religion, Peace and Conflict	Activity 42 – Pacifism	Annotate and evaluate the example exam style question	P
	Activity 43 – Absolute and Conditional Pacifism	Agree/Disagree reaction to Absolutist statements	S
	Activity 44 – Religious Teachings on Peace	Paired discussion of Bible passage and branch of Christianity	S or P
	Activity 45 – Religion and Peace-making in the Contemporary World	Noughts and Crosses. Extension – YouTube Video examples.	P
	Activity 46 – Peace, Justice, Forgiveness, Reconciliation	Complete the flow chart	S or P
	Activity 47 – Non-Violent Action	Answer the question. Extension task is discussion questions.	S or P
	Activity 48 – Social Justice	Answer the questions in the quiz about Social Justice.	S
	Activity 49 – Forgiveness and Reconciliation	Case Study: Apartheid. Read the case study and answer the questions.	S or P
Dialogues between religious and non-religious beliefs and attitudes.	Activity 50 – How Christian is the UK?	Discussion questions for pairs, taking notes.	S
	Activity 51 – The Role of Christianity in the UK	Complete the spider diagram	S or P
	Activity 52 – Secularism	Unjumble the words and define them in the table.	S or P
	Activity 53 – Legal challenges to Church and State	Tweet the Lesson	P

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Specification Area	Topic	Activity Description	Suggested Use	
Dialogues between religious and non-religious beliefs and attitudes.	Activity 54 – Faith Schools	Complete both sides of the debate. Then discuss the given question with your neighbour.	P	
	Activity 55 – Religious Tradition and Secular Law	A Game of Taboo – difficulty levels indicated on card.	S or P	
	Activity 56 – Clashes between Religion and Scientific Developments	Discussion questions	S or P	
	Activity 57– Christian Attitudes towards Other Religious Groups	Tweet the Lesson	P	1
	Activity 58 – The Importance of Interfaith Dialogue	Answer the given exam question as a class. Extension activity includes link to a discussion point.	P	
	Activity 59 – Religion and Wider Society	Describe the religious connotations in every flag. Then Answer the questions.	S	1
	Activity 60 –Non-Religious Worldviews	Describe each worldview, then answer the question. Extension discussion is optional.	S or P	1
	Activity 61 – Shared Values	As a class, come up with examples to annotate the Venn diagram with	S or P	
	Activity 62 – Disagreements With Different Secular Groups	Fill in the reasons on the table as to why there might be differences.	P	1

Activity 1 – The Role and Purpose of Family

Play noughts and crosses with the class on the board. Split the class into two teams. Ask each side of the room a question from the list, about Christianity and family. They must answer correctly before allowing them a nought/cross. Some questions have multiple answers – it may be worth playing at the beginning of the lesson, and at the end. This allows students to have new answers, or asking each team the same question for fairness.

- 1) Give a Bible passage involving, or referring to, family.
- 2) What is the purpose of family for Christians?
- 3) Why is family important to Christians?
- 4) How does the Church support families?

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Activity 2 – Types of Family

What Am I? Cut up cards and stick onto a volunteer's forehead or back, and then ask the class yes/no questions to work out what type of family they are (some may be 'maybe' depending on how you view them).

Once they guess, they, with the help of the class, should give at least one reason to approve, and one reason why they may disapprove of this type of family.

You can allow more-able students to try to ask appropriate questions themselves using the sheet of questions if they get stuck / need more assistance.

✂	Nuclear Family	Single-parent Family	Same-sex Parents Family	Extended Family
---	-------------------	-------------------------	----------------------------	--------------------

Am I likely to contain two parents who are the biological parents of all the children?

Am I likely to contain two parents?

As they are, is it possible for the parents in the family to conceive naturally?

Does this type of family involve extra relatives than parents and children?

Does this family contain children who are not / are highly unlikely to be related to the parents?

Am I possibly formed due to bereavement?

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Activity 3 – Religious Upbringing

The cards contain some features which may be present in a Christian upbringing. One reason for raising children as Christians is Proverbs 22:6 (NRSV): *‘Train up a child in the right way, and when old, they will not stray.’*

Cut up the cards and place them in a hat, jar, or other container. Get the students to pass the hat around. Get them to take it in turns to take out a card and explain how Christian upbringing might lead to belief in God. Each student could take a card, or you could play music and get a student to take a card if the music stops when it reaches them. Add extra cards if desired.

Extension: Ask more-able students to think of reasons why a religious upbringing might lead to rejection of the existence of God.

✂	
1) Reading the Bible	2) Going to church
3) Being part of a Christian family	4) Knowing people who are Christians
5) Celebrating Christian celebrations	6) Being taught to follow (Christian) rules
7) Attending a church school	8) Attending a church
9) Being told that God exists	10) Seeing the example of Jesus
11) Going to a Christian activity group (e.g. Brownies or Scouts), or a Christian youth club	12) Being told that God loves you
13) Being taught to follow (Christian) rules	

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Activity 4 – Nature and Purpose of Marriage

In each box, spot and circle the odd one out – the statement that is NOT correct according to Christian teachings about marriage.

1. What marriage is to Christians:

- a) Some Christians see it as a sacrament, and those that don't still see it as an important part of life
- b) Monogamous – between two people
- c) A legal contract no different to civil partnerships
- d) A gift from God
- e) For many Christians, marriage is a union of a man and woman – two heterosexual people. Some Christians accept homosexual marriages

2. Christianity teaches that the purposes of marriage include:

- a) Procreation and raising a family
- b) Friendship and love
- c) Being able to have sex
- d) Financial security
- e) Symbolising the relationship of God and the Church

3. The New Testament says about marriage:

- a) 'When a man is newly married, he shall not go out with the army or be charged with public duty, but be free at home one year, to be happy with the wife whom he has married.'
- b) 'But from the beginning of creation, God made them male and female. For this reason, a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh. So they are no longer two but one. Therefore what God has joined together, let no one separate.'
- c) '... when [people] rise from the dead, they neither marry nor are given in marriage, but will be like the angels in heaven.'
- d) '... he who marries his fiancée does well; and he who refrains from marriage will do better.'
- e) 'Wives, be subject to your husbands... Husbands, love your wives...'

Explain why the odd one out is not correct.

1.
.....
2.
.....
3.
.....

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Activity 5 – The Marriage Ceremon

1) Fill in the blanks:

Christian marriage ceremonies generally take place in a _____.
 The couple exchange vows in the presence of _____ and their guests, who serve as _____. The vows are a series of _____ made by the couple which reflect the ideas of _____ marriage. The minister officiates as the couples also exchange _____, which symbolise their marriage. After exchanging rings and vows, the minister will pronounce the couple _____ and _____, and they are considered married.

2) Below is a form of the standard wedding vows and set words used with wedding service. Using a Bible, look up the verses given in the table below and write the verse or saying to a Bible verse you think it is most likely to come from the same vow(s).

Genesis 2:22–25	'to love and to cherish, till death us do part'
Matthew 5:31–32	
Exodus 20:14	'Marriage is a sign of unity and loyalty which binds the couple together for life'
Matthew 19:4–6	'Will you love her, comfort her, honour and cherish her as your body'
Mark 10:11–12	'With my body I honour you'
1 Corinthians 7:10–11	
Ephesians 5:25	'...forsaking all others, be faithful to her as the church is to herself, the body of which she is a part, and which she cleans with water by the word, that she may present herself to him a holy and blameless church, not having spot or wrinkle or anything of the kind, that she may present herself to him in order to glorify him without stain or anything of the kind'

3) Below in the boxes are some examples of other Christian denominations. Write down specific differences in the practices of each denomination within the wedding service. How they are different.

Quakers	Catholic	

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Activity 6 – Homosexuality

Separate the class into five groups, and give each group a question to discuss and write bullet points about. Then bring the class together to have a class discussion about homosexuality, and different Christian attitudes and non-religious attitudes. Give each group feed back answers to their question, and other students can add more if they wish.



- 1) Why does the Catholic Church, and some other churches, forbid homosexuality and encourage people to try not to be homosexual?

-
-
-

- 2) Why do some evangelical Christians think homosexuals should try to cease their homosexual behaviour?

-
-
-

- 3) Why do some Protestants accept couples in loving homosexual relationships?

-
-
-

- 4) Why will some Protestant denominations which accept loving homosexual relationships not accept gay marriage?

-
-
-

- 5) Why are atheists and humanists likely to have no problem, or less problem, with homosexuality?

-
-
-

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Activity 7 – Heterosexual and Homosexual Relationships & Same-sex Marriage

Separate the class into five groups, and give each group a question to discuss and write bullet points about. Then bring the class together to have a class discussion about different sexualities, and different Christian and other religious attitudes. Give back answers to their question, and other students can add more if they have any.

✂	<p>1) Give different Christian responses to, and opinions about, heterosexual relationships.</p> <ul style="list-style-type: none">
	<p>2) Why does the Catholic Church, and some other churches, forbid homosexuality? Why do some Christians encourage people to try not to be homosexual?</p> <ul style="list-style-type: none">
	<p>3) Why do some evangelical Christians think homosexuals should try to change their sexuality?</p> <ul style="list-style-type: none">
	<p>4) Why do some Protestants accept couples in loving homosexual relationships?</p> <ul style="list-style-type: none">
	<p>5) Why will some Protestant denominations, which accept loving homosexual relationships, not accept same-sex marriage?</p> <ul style="list-style-type: none">
	<p>6) Why might some Christians accept homosexual marriage?</p> <ul style="list-style-type: none">

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Activity 8 – Sexual Relationships

Answer the multiple-choice questions about Christian and non-religious re

- 1) What is forbidden in the seventh of the Ten Commandments (**hint:** Ex

A	Promiscuity
B	Adultery
C	Premarital sex
D	Homosexuality

- 2) Why might some Christians accept sex/cohabitation before marriage?

A	There is nothing against sex before marriage in the Bible
B	The Church is not concerned about sex
C	They think love is the most important thing
D	With contraception, there is no chance of getting pregnant

- 3) What did St Paul suggest was better than sex within marriage (hint: 1 C

A	Becoming a priest
B	Remaining unmarried and celibate
C	Celibacy within marriage
D	Sex outside of marriage

- 4) Which of these is **not** a reason Christians might give in response to a re suggesting that cohabitation, and sex before marriage are acceptable?

A	Being able to cohabit or have sex before marriage might mean co relationship without giving it sufficient thought before getting to
B	Sex before marriage is wrong because the Bible teaches that sex sh place within marriage
C	Sex before marriage and cohabitation are a bad idea, because if th relationships end this can be emotionally damaging, and financial problematic in the case of cohabitation
D	Sex before marriage and cohabitation are a bad idea because if ch born into unstable relationships, and these end, this is bad for the
E	Cohabitation is a bad idea because it means someone might go on because of their bad habits before they are married to them

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- 5) What did St Paul suggest about the amount of sex a married couple should have? (hint: 1 Corinthians 7:5)

A	They should have as much sex as they want
B	They should have as little sex as possible
C	They should have the amount of sex they want, unless they decide to temporarily refrain from sex for the purpose of prayer
D	They should never have sex

- 6) Which of these is **not** taught about sex within Christianity, or a branch of Christianity?

A	Wives should have sex as much as their husbands want, and have the right to decide when to have sex
B	Sex is given by God to strengthen the bond between a married couple
C	Sex is designed to be enjoyed within marriage
D	Sex is given for the procreation of children, and God commanded Adam and Eve to be fruitful in Genesis

- 7) Which of these is **not** a reason that many Christians object to adultery? (hints: Exodus 20, 1, Corinthians 5–6)

A	They think they will never be forgiven by God
B	They are forbidden in the Bible
C	Adultery will likely hurt the spouse who is cheated on, and promote emotional pain and also emotionally hurt those involved
D	Unlawful sexual relationships may harm someone's relationship with God

- 8) Which of these is **not** a reason for cohabiting?

A	It helps people to decide if they really want to get married
B	It avoids divorce if the relationship breaks down
C	If there is no belief in God, there is no need to marry for religious reasons
D	Cohabiting is more stable than marriage for children

- 9) Which of the following is **not** the teaching of St Paul?

A	It is preferable to remain celibate and not marry, but it is better to marry than to have sex outside marriage
B	All sex is wrong and will distract you from worshipping God
C	All Christians should marry otherwise they will burn with passion

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Activity 9 – Sexuality, Sex, Contraception, Marriage

There are different views within Christianity and society about sexuality, sex and cohabitation (couples living together before marriage).

Match each point of view to which group of people is likely to hold it by putting it in the empty boxes.

A Sex should only take place within heterosexual marriage, but contraception is acceptable. Marriage is important for a stable society.

B Sex is fine within a committed and committed. (Some feel any consensual sex is important, and should be available for all. Contraception is also fine.

C Sex is the decision of those involved. If that involves having sex with someone you don't love, or having multiple sexual relationships over time, this is fine if the sex is consensual. Different sexualities are fine and homosexuals are just as entitled to consensual sex and marriage. Contraception is a good thing.

Cohabitation is fine, and marriage is unnecessary if the people involved do not want to get married.

D Sex should take place within marriage, but sex before marriage is accepted as a step towards marriage. Contraception is not used as a commitment. Cohabitation is fine.

E Sex should only take place within marriage, and no artificial contraception should be used, as sexual acts are seen as a possibility of new life. Marriage is a sacrament and a stable society.

Traditional Catholic View		Traditional Protestant View		
Modern Christian View		Modern Secular View		

Extension: Give two reasons for one of these views.

-
.....
.....
-
.....
.....

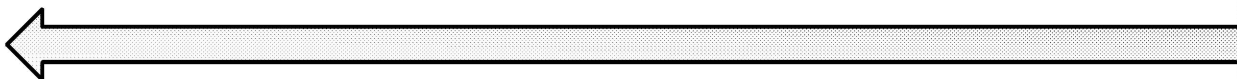
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Activity 10 – Contraception and Family Planning

1. Cut out and place the types of contraception / family planning along the line, depending on your opinion.
2. Next to each, give at least **one** reason why a Christian might approve, **or** disapprove, of each type of contraception / family planning from the perspective of Christianity (Catholic and Protestant) if relevant. Give at least **one** opinion someone from your own faith might have.

Most Acceptable



✂ Hormonal contraception,
e.g. the pill

✂ Sterilisation

✂ Barrier
contraception

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Activity 11 – Divorce and Remarriage, including

Fill in the table about divorce and remarriage. Remember to give ethical arguments for and against.

Advantages to divorce and remarriage / Reasons divorce and remarriage are acceptable			Reasons divorce and remarriage are not acceptable
Christian	Non-religious	Christian and Non-religious	

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Activity 12 – Role of Men and Women in the Family

Give one Bible verse that might support the traditional role of men and women.

Give two examples of the traditional role of men and women within Christianity.

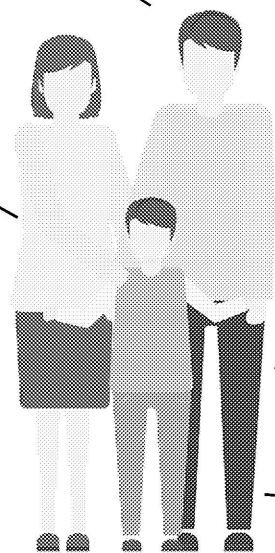
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What is the traditional role of men in the family?

Give two examples of the traditional role of women within Christianity

-
-

Within the Christian faith, who has the responsibility for raising children?



Give two reasons why the traditional role of the family is wrong?

-
-

Give one Bible verse that might support the equality of men and women in the family.

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Activity 13 – Role of Men and Women in the Christian Church

Circle the mistakes and write the correction in the lines provided below.

- 1) All Christians believe that women should not lead the Christian community.
.....
.....
- 2) Jesus had disciples of both genders.
.....
.....
- 3) Jesus had traditional attitudes towards women in his day, refusing to talk to them and refusing to discuss things with them.
.....
.....
- 4) St Paul encourages women to have authority over men, so this is an argument for the ordination of women.
.....
.....
- 5) UK laws about discrimination based on gender apply to religious organisations.
.....
.....
- 6) In traditional thought in the Catholic church, the priests serving at the altar are seen as a representative of Jesus, who was male, so women cannot do this job.
.....
.....
- 7) Some Christians who oppose the ordination of women argue that Jesus broke down barriers regarding things such as gender, so we should do the same.
.....
.....

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Activity 14 – Men and Women Exam Q

Have a look at this example answer to an exam-style question. Annotate the text well, and make at least three major or five minor alterations or additions with marks which this answer could expect. You could highlight or underline the text where you would make an alteration and list the alterations underneath so that you can learn from others' ideas about how to create a good exam answer.

'Christians who think there should be gender roles are justified'

Discuss this statement. (15 marks)

In your answer you should

- Draw on your learning from across your course of study, including teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the people

Some Christians think that women should be subordinate to men because St Paul says that men should be in charge of their wives, and Genesis 2 says that woman was created after man. The woman's role is in the home and as a mother, because this is traditional and she is an important figure within Christianity and she is important because she was Jesus' mother.

Some Christians believe that women should not be ministers because St Paul wrote that men should have authority over women. Other Christians think it is fine for women to be ministers in the church community, as the Bible has examples of women in leadership, such as Phoebe.

Some Christians do not think that men and women should have different roles because St Paul said that gender does not matter to Jesus/God and because

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Activity 15 – Gender Equality

Correct the mistake in all of these statements about gender equality.

- 1) All Christians treat women equally to men.

.....

.....

Bonus: Give a Bible verse which provides a reason for this (the correct

.....

- 2) Women are seen as spiritually unequal in Christianity.

.....

.....

Bonus: Give a Bible verse which provides a reason for this (the correct

.....

- 3) Mary is important to many Christians because of her role as Jesus' priest.

.....

.....

- 4) Galatians 3:28 claims that there is no longer male or female.

.....

.....

- 5) Genesis 2 says that men and women were both created in the image of God.

.....

.....

- 6) Teaching in the New Testament from St Paul about the different roles of men and women is aimed at people in the 21st century.

.....

.....

- 7) Men and women can do all of the same things physically.

.....

.....

- 8) The Catholic Church has led the way with promoting gender equality.

.....

.....

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Activity 16 – Gender Prejudice and Discrimination

- Pair up with someone with Battleships 2.
- Hide a 1-square, a 2-square and a 3-square battleship on your grid.
- Take it in turns to ask the other person a question from your sheet. Suggested answers are given below the questions for checking. Questions can be used multiple times (there are multiple answers).
- If someone answers a question well, they can try to sink one of the opponent's battleships by guessing a square, e.g. C4. Guessing one square of a battleship sinks it. Whoever sinks the most ships in the time given, wins!

1. a) What is gender prejudice?

When someone thinks that someone cannot or should not do so because of their gender; a biased belief about someone due to their gender.

b) Why might Christians be opposed to gender prejudice and discrimination?

Galatians 3:28 says that gender does not matter to God; Jesus came to save everyone regardless of gender; because Jesus taught to love one's neighbour (Matthew 7:12); prejudice and discrimination are not loving...

c) Give examples of Christians opposing gender prejudice and discrimination.

Many churches allow women to be ordained; many Christians support equal roles in the home; many Christians have campaigned for equality...

Your grid

	A	B	C	D	E
1					
2					
3					
4					
5					

Guess

	A	B
1		
2		
3		
4		
5		

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Activity 16 – Gender Prejudice and Discrimination

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- Hide a 1-square, a 2-square and a 3-square battleship on your grid.
- Take it in turns to ask the other person a question from your sheet. Suggested answers are given below the questions for checking. Questions can be used multiple times (there are multiple answers).
- If someone answers a question well, they can try to sink one of the opponent's battleships by guessing a square, e.g. C4. Guessing one square of a battleship sinks it. Whoever sinks the most ships in the time given, wins!

1. a) What is gender discrimination?

When someone forces someone to do, or will not allow them to do, something because of their gender; acting differently towards someone because of their gender.

b) Why might Christians be prejudiced because of, or discriminate against, women?

The doctrine of the Fall and its basis in Genesis portrays woman as the first sinner and a temptress; Jesus and the 12 disciples were men, so some Christians oppose female ordination; St Paul taught that women should be subordinate to men in Ephesians 5...

c) Why do some Christians not accept female ordination?

There is teaching in the Bible that women should not speak in church; there is teaching in the Bible in 1 Timothy 2 that women should be subordinate to men; the Catholic Church believes in male apostolic succession; Jesus and his apostles were male and the priest represents Jesus at the Eucharist...

Your grid

	A	B	C	D	E
1					
2					
3					
4					
5					

Guessing grid

	A	B
1		
2		
3		
4		
5		

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Activity 17 – Revision Questions

Choose at least six questions, and write the answers to these questions on the back of the page. Write your answers in full sentences. If you have spare time, answer more questions.

* Easier Question

** More Challenging Question

If you are unsure about this topic, answer the easier questions, or if you're confident in your knowledge then challenge yourself by choosing some harder questions.

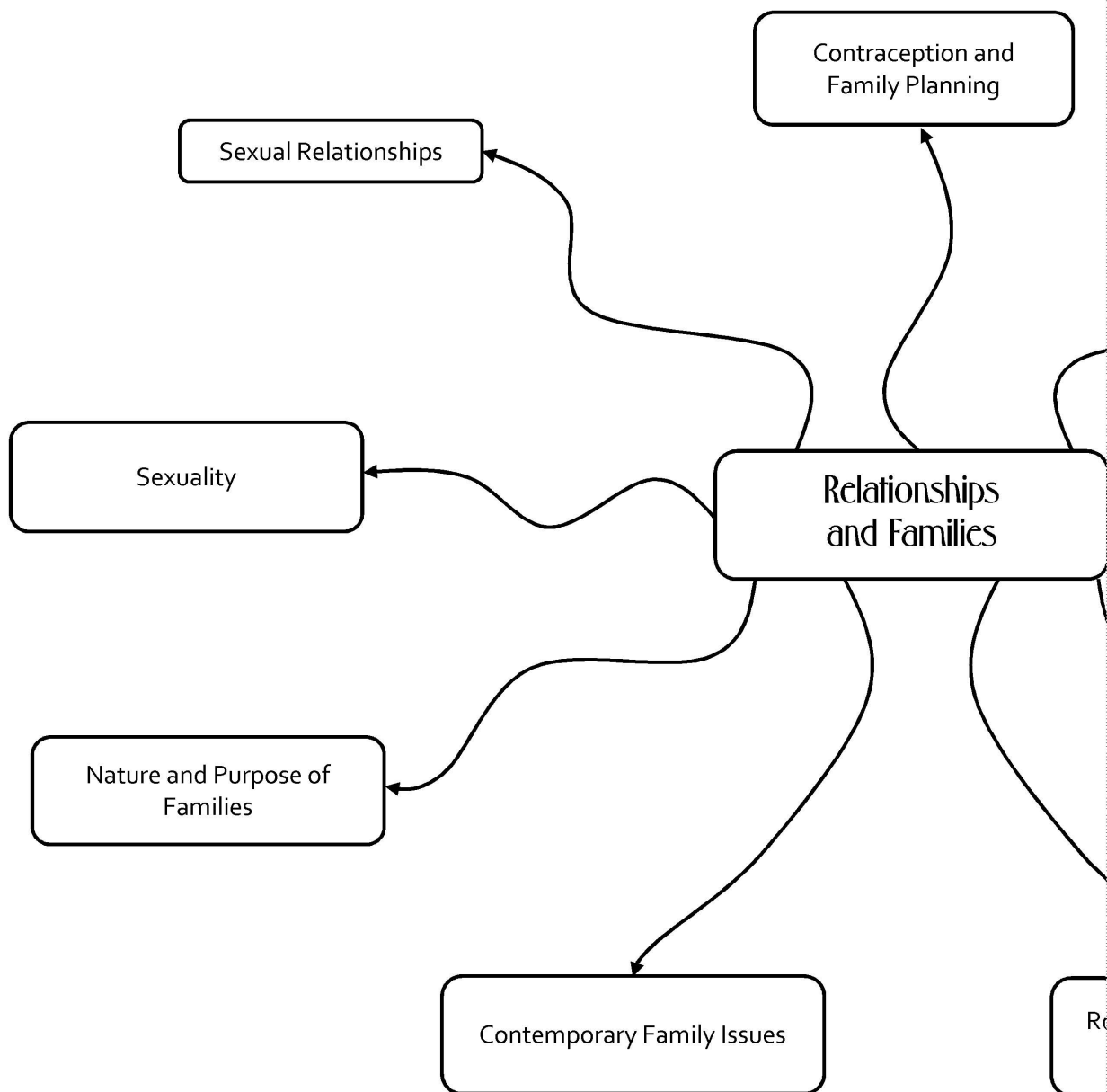
- 1) ** What types of sexual relationships might Christians disapprove of, and why?
- 2) * Why might Christians allow contraception?
- 3) * Why might Christians not allow contraception?
- 4) * Give two purposes of marriage for Christians.
- 5) * Why might Christians think cohabitation is a bad idea?
- 6) ** Give one advantage and one disadvantage to divorce for Christians.
- 7) ** What is the purpose of the family for Christians?
- 8) * What is a nuclear family?
- 9) * What is polygamy?
- 10) ** Why might Christians think that women and men have different roles in the family?
- 11) ** Why might Christians think men and women should be treated equally?
- 12) ** Why might Christians disapprove of gender prejudice and discrimination?

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Activity 17 – Revision Spider Diagram – Relationships and Families



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Activity 18 – Different Ideas about God

Unjumble these words on different ideas about the divine. Define each word.

For each one, explain one reason a religious person might believe the divine.

Different Ideas about God

mrsanliepo

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ntmamine

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.....

optnetinmo

.....
.....

decnatstenr

.....
.....

sitoncinme

.....
.....

rapnosel

.....
.....

Extension: Find three Bible quotes which relate to any of these ideas about God.

(**Hint:** You could try looking in the gospels, or searching in an online Bible for 'power'.) These Bible quotes will be useful when answering exam questions.

.....
.....
.....
.....
.....
.....

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Activity 19 – God’s Relationship with Nature

Fill in these bubbles with what each of the Bible verses in each bubble tells you about the relationship between God and Nature.

Genesis 1:31

Ecclesiastes 3:1

Psalms 147:8

Romans 1:20

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Activity 20 – God’s Relationship with H

A game of taboo! Cut out the card below and put them in a hat or a bowl. Members of the class should discuss the concept presented on the card without using the words on the card, as these are ‘taboo’.

The class member who guesses the word correctly should then take a turn.

Imageo dei	created
Exodus 20	Head of creation
Salvation	Ten Commandments
Children	Atonement
Breathes Life	Sin

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Activity 21 – God’s Goodness

- 1) Below are some images of three different ways in which Christians believe in God's goodness to humanity. Define what each of the images represents in the space provided. Include three bullet points about Christian beliefs about each of these views.



- 2) In the order of the ways descending shown above, use the bullet points to explain how someone might challenge these ideas about God's goodness.

-
-
-

- 3) How might a Christian see God's goodness at work within their own personal nature of the relationship Christians believe they have with God?

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Activity 22 – Human Suffering as an Argument against

Have a look at this example answer to an exam-style question. Annotate the text well, and make at least three major or five minor alterations or additions with marks which this answer could expect. You could highlight or underline the text where you would make an alteration and list the alterations underneath so that you can learn from others' ideas about how to create a good exam answer.

'Evil and suffering do not disprove the existence of God.' Evaluate this statement.

In your answer you should

- Draw on your learning from across your course of study, including teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the perspective of different Christians

Some Christians argue that it may be more loving for God to allow the existence of evil and suffering than for him not to. He has allowed humans free will and they can choose to do good or evil. If God stopped suffering, but this might be better than humans being puppets and having no free will.

Some Christians argue that God may be unable to stop evil and suffering because of his nature. He is omnipotent but there are some things which he cannot do.

Overall, there may be reasons for God allowing evil and suffering, and so the existence of God.

Activity 23 – Design Argument (1)

Cut these boxes out and rearrange them into a sensible order to create a piece that revises the design argument. There are several acceptable versions.

A version of the Design Argument for the existence of God

Also, while the world may be similar to a designed object, it is not identical and is not certain to be identical. It could have come into being through some process other than a designer.

Another illustration was given by the scientist Isaac Newton, who argued that if the world and humans had been designed, because they show that humans would seem to be no natural reason for humans to have different thumbprints.

Another strength is that humans may like to believe that they have a purpose. If the world was designed by a God, this gives them more purpose than if they were the product of chance.

Christians believe they were designed by God, and, therefore, that he is powerful and good to them, and he is creative because he designed an interesting world. They believe that God is good because he designed a beautiful world for them to enjoy. Christians may feel closer to God through his creation and its beauty and awesomeness.

One example used to illustrate this argument was given by a philosopher called William Paley. He illustrated it by saying that if you saw a watch and a rock, you would know that the rock was not created but the watch was created. This is because the watch contains organised parts that have a purpose to be created, and the rock does not. Paley said that the world is like a watch and has a purpose (to allow life), so it would also seem to have been designed. This is the design argument from analogy because it is a comparison (in this case between a watch and the world).

One weakness of the design argument is that the world does not actually seem to be designed. There are many parts of life which do not seem optimal.

One strength of the design argument is that there are many things which exist on earth. For example, the elements oxygen and carbon are essential for life and they do have to interact in a particular organised way for everything to be as it is. It is much more likely to be designed than to be chance. This is an example of a fine-tuning argument. The world appears to be fine-tuned.

The world resembles a designed object.
Humans design many objects.
Therefore, the world is similar to objects designed by humans.

Where there is a similar outcome, there is often a similar cause.
Human designers are the cause of most designed objects.
Because the world is similar to objects designed by humans (from the parallel between a watch and the world),
The world has a similar designer... which is God.

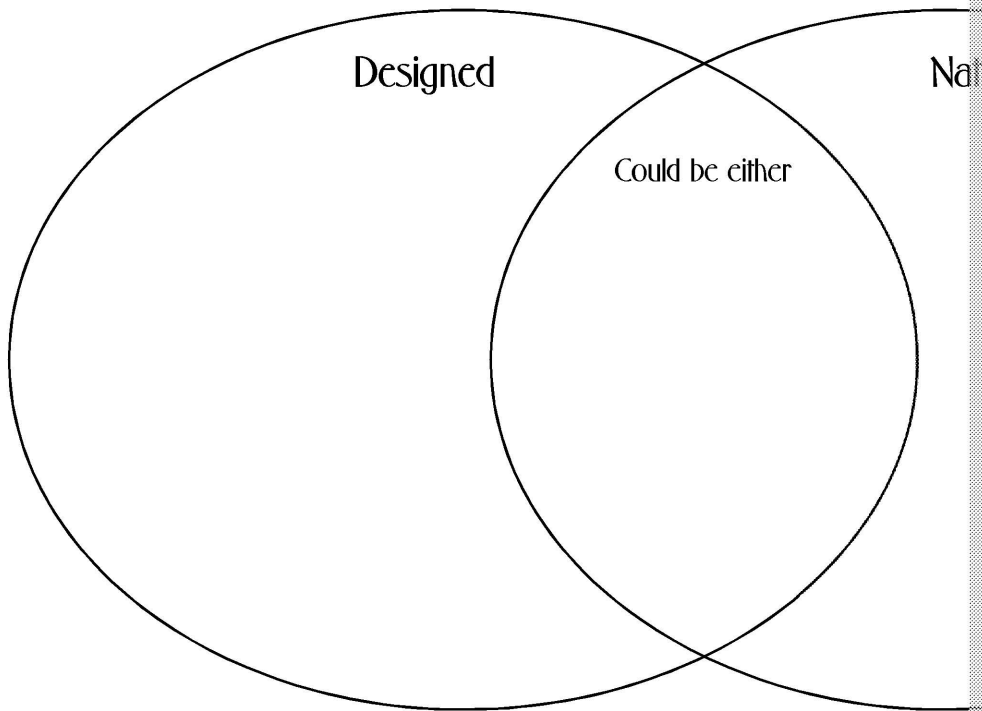
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Activity 24 – Design Argument (2)

- a) Add the words below to the diagram to show what is designed, what is designed or natural.



Humans	Watch	Sewing Machine	Rock
Book	Windows	Sand	Planet Earth
Flowers	Universe	Apple	Pencil

- b) Explain what designed objects have in common with each other.

.....

.....

- c) Explain what natural objects have in common with each other.

.....

.....

- d) What might someone who believes the world is designed say about the world?

.....

.....

Extension: How might someone criticise the design argument using the idea of ...

1. Suffering

.....

.....

2. Evolution

.....

.....

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Activity 25 – Cosmological Argument

A cosmological argument is an argument for the existence of God because there is a world. One famous example of a cosmological argument is St Thomas Aquinas' first way.

- a) Rearrange the fallen tiles to create a paraphrased version of Aquinas' first way. Reorganise the sentences in the space below the mixed-up words.

cause	a	Everything
-------	---	------------

a	and	be	cause	causes	effects	first	no	no	other
---	-----	----	-------	--------	---------	-------	----	----	-------

There	the	moment	effects	causes	a
-------	-----	--------	---------	--------	---

a	Therefore	cause	God	people	there	first
---	-----------	-------	-----	--------	-------	-------

- b) Then give a **strength** or piece of **evidence** which supports this argument.

Extension: What does this show, or not show, about the nature of God?

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Activity 26 – The World for Humanity and S

Essay chain! Pass the table below around the class. Each student should add a 'essay' in answer to the following question:

'John Hick's theory of "soul making" effectively solves the problem of evil for religious people.'

Evaluate this statement.

[illegible]

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Activity 27 – Revelation as a Source of Knowledge

Special revelation describes instances where the divine, or God, are believed to have revealed themselves physically, or God is believed to have spoken to humans, or been sensed in other ways.

Decide whether the statements about special revelation are true or false, and write your answer in the box.

		True or False	
1	Miracles are a type of special revelation.		
2	Experiencing God through nature is a type of special revelation.		
3	In the Old Testament, God revealed himself to Noah because he wanted to save Noah when he destroyed the rest of humanity.		
4	In the Old Testament, God promised Abraham that he would have as many descendants as the stars in the sky.		
5	Christians believe that God did not reveal himself to anyone else in the Old Testament after giving Moses the Ten Commandments.		
6	Most Christians believe the person of Jesus to have been a special revelation of God.		
7	Christians believe Jesus was a special revelation because he talked to God.		
8	Many Christians believe that examples of special revelation in the Bible provide evidence for the existence of God, because the Bible reports people experiencing him.		
9	Visions are evidence for the existence of God because they always confirm Christianity.		
10	Visions are evidence for the existence of God because they sometimes convert people to religion, or a new religion.		
11	Atheists believe in visions of God.		
12	Atheists believe that visions can be explained, e.g. by hallucinations.		
13	Christians believe that they can communicate with God through prayer.		
14	Special revelation is the only kind of revelation.		

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Activity 28 – Meeting Inspirational People from Christianity

Some Christians would find it very inspiring to meet famous Christians or people who were outspoken and lived out their faith. Below are some examples of famous Christians. Next to each of these inspirational people, write down why you think Christians might find them inspiring. Include at least four bullet points for each.



Mother Teresa

Desmond Tutu



Pope Francis

Martin Niemöller

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Activity 29 – Revelation through Scrip

- 1) In the table below there are a series of beliefs about the Bible, as well as denominations. Cut these out and stick each into the correct column below.

LIBERAL

CONSERVATIVE

Amish	Literal word of God	
Infallible	Fundamentalist	
Metaphorical/Moral	Genesis 1 as myth	
Protestant	Influenced by	


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Activity 30 – God Acting in the World and S

- 1) In the left-hand box below, fill in some ideas about ways in which Christ acting in the world as proof of his existence. Then, in the opposite box, who argues against the existence of God might give for each event.

God's Actions	
	

- 2) Fill in the blanks! Use your knowledge about the soul-making argument. The theory of _____ -making is proposed by theologian John Hick. He believes that the way we _____ in life is _____ explained the existence of _____ and _____ as human beings can learn how to act _____ in the eyes of God. Hick thinks human beings can become more like _____. His process does not _____ at the point of death, but that human _____ . It is through these _____ because of the _____, that human _____ develop, which is what the _____ -making argument.

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Activity 31 – Conscience

Discussion

Divide the class into four groups and give each group one of the situations below. Then ask them to discuss the following questions:

- What would you do in this situation?
- Why?
- How do you think a Christian would approach this situation?

Situation One:

You are walking along a corridor and see a 20-pound note.
You know you should hand it in to a teacher, but equally you'd quite like it.
What should you do?

Situation Two:

You notice someone has left a really mean comment on a classroom noticeboard.
You feel you should tell someone, or do something, but you are worried about what they will say to you. What do you do?

Situation Three:

The person in front of you on the bus gets off, but you notice they have left their bag on the bus.
You get off and catch up with them in order to return the phone, or do you leave it?
Have you been more aware of their own possessions and it's not your responsibility?

Situation Four:

You are walking along the street in a big rush to meet your friends at the cinema.
You see an elderly woman crying as she is fumbling with lots of shopping bags. Do you stop, help and ask her what's wrong, or do you keep on going, otherwise you will miss the movie?

Finally, ask the class the following question to discuss in their groups:

How do you think a Christian might use their conscience as evidence for their faith?

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Activity 32 – Conversions

Read the story of the conversion of the Apostle Paul (formerly Saul) in Acts and answer the following questions.

- 1) What religious experience did Saul encounter which caused him to believe in Jesus?

.....

- 2) How might a Christian be inspired by the story of Paul?

.....

Your teacher will show you a video (zzed.uk/9080-mcgrath) of an interview with a famous Christian convert. He is a biochemist and proponent of scientific truth and an outspoken intellectual opponent of Richard Dawkins.

- 3) What was McGrath's original viewpoint on religion?

.....

- 4) How does he describe his conversion?

.....

- 5) What does he state about the role of science in his belief?

.....

- 6) What are the two points he underlines?

.....

.....

- 7) How does his conversion differ to that of St Paul?

.....

.....

- 8) What does this demonstrate about the nature of conversion?

.....

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Activity 33 – Miracles

Miracles are extraordinary happenings which do not appear to be explainable in natural terms which may be attributed to the divine.

Write down some useful information about the argument from miracles. This will be useful for your purposes later.

Briefly explain the argument from miracles:

Give three examples of miracles:

What beliefs might non-religious people such as atheists and humanists have about miracles?

Give two strengths of the argument from miracles:

Give two weaknesses of the argument from miracles:

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Activity 34 – Visions (Special Rev

Visions are a type of special revelation where someone sees, and often hears, something which is an apparition of a saint, angel, Jesus or God. People who see visions are called visionaries.

Match up these visions with the person who claimed to have experienced them, and with the in

Extension: Colour-code whether these visions are recorded in the Old Testament, the New Test

Visions of an angel and saints instructed the visionary to help reconquer France from the English.

Peter, James and John

The Virgin Mary appeared and said 'I am the Immaculate Conception [conceived without sin]', before others also saw visions.

Joan of Arc

An angel of God appeared in a burning bush. God said 'I will send you to Pharaoh to bring my people, the Israelites, out of Egypt.'

Abram/Abraham

A light flashed from heaven, blinding the visionary, and a voice was heard saying '...why do you persecute me? ... I am Jesus whom you are persecuting'

Bernadette of Lourdes

Jesus was transfigured (his appearance changed miraculously) and his face and clothes shone. Moses and Elijah appeared with him, and God's voice spoke approval from heaven.

Saul/St Paul

The word of God appeared to the visionary and spoke with him, telling him that he would be rewarded and have as many descendants as stars in the sky.

Moses

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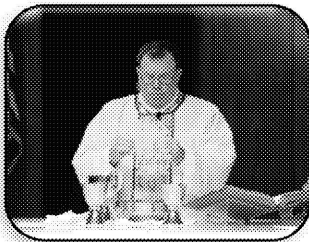
Activity 35 – Worship and Sacrament

- 1) Fill in the blanks with the words in the boxes below.

One of the ways in which Christians experience God is through practising
specifically in the form of the taking of _____ within some
The practice of worship differs hugely within different _____
most Christians believe that they can _____ God through
ways of worship have different benefits. More structured, _____
a Christian to focus on God by the carrying out of a set of movements
_____ worship affords the believer to freely _____
way, as they do not have specific movements or _____

denominations	liturgical	experience
worship	venerate	sacrament

- 2) Below, fill in the details of what each denomination believes about the



The Catholic Church



Protestant churches

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Activity 36 – Teachings on Violence

Below are a series of Bible verses in a table. See if you can match up the verses with their content – you will need a Bible for this. Then cut out the boxes and reassemble them so that the name and number is with its correct content.

Exodus 20:13	'Whoever sheds human blood, by him shall his blood be shed, for in the image of God has God made man.'
Matthew 5:9	'He will judge between the nations and will beat their swords into ploughshares and their spears into plunging hooks. He will put sword against nation, nor will they train against nation, nor will they make war against nation.'
Matthew 26:52–54	'Blessed are the peacemakers, for they will be called sons of God.'
Genesis 9:16	'You shall not murder'
Isaiah 2:4	Thus says the Lord: Do justice and righteousness, and do not oppress the widow and the orphan, do no wrong or violence to the resident alien, do not oppress the widow, nor shed innocent blood, for I am God, not man.
Romans 12:17–21	Then Jesus said to him, 'Put your sword away. All who take the sword will perish by the sword. I cannot appeal to my Father, and I have not more than twelve legions of angels? But how can the Scriptures be fulfilled, that it must be so?'
Jeremiah 22:3	Repay no one evil for evil, but give thanks to the Lord always. For this is what is honourable in the sight of all. If possible, live peaceably with all. Beloved, do not avenge yourselves, but leave it to the wrath of God, for it says, 'Vengeance is mine, I will repay, says the Lord.' If your enemy is hungry, feed him; if he is thirsty, give him to drink; for by so doing you will heap coals of fire on his head.' Do not be overcome by evil, but overcome evil with good.
Proverbs 3:31	'Do not envy a man of violence and do not desire his wealth.'

Extension Task:

Once you have rearranged the boxes, discuss with your neighbour what Christians believe about violence?

- How do you think Christians could interpret these verses differently?
- To what extent do you think that scripture can affect beliefs regarding violence?

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Activity 37 – Terrorism and Causes of Terrorism

Read the case study and consider the points below. Discuss and/or make suggestions.

September 11th 2001

One of the largest terrorist attacks took place on 11th September 2001 in the USA. Planes were hijacked and flown into the World Trade Center and the Pentagon.

Around 3,000 people died, most of them civilians. A group called al-Qaeda, led by Osama bin Laden, claimed responsibility, claiming that the attack was in response to the USA's involvement and relationship with certain countries, e.g. its position on Israel.

- 1) Why is this attack generally classed as terrorism? (Hint: those it targeted and its motives.)

.....

.....

- 2) Governments order wars which kill many people – why is this not considered terrorism?

.....

.....

- 3) Some people claim that this attack was motivated by religion – think of an attack which is not associated with religion.

.....

.....

- 4) How did al-Qaeda defend these attacks (or think of how they might defend them)?

.....

.....

- 5) What other causes might motivate a person to commit an act of terrorism?

.....

.....

.....

.....

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Activity 38 – Religion and Politics as a Cause of War in the Twenty-first Century

Let the class vote with their feet for this activity – are the statements true or false?

- Establish an area where students should go for True, and another for False.
- If they're true, ask one student for an extra fact, or further explanation. If they're false, ask a student how they could be corrected.

- 1) There are no conflicts influenced by religion or belief in the world today.
- 2) The conflict between Israel and Palestine can be said to be influenced by religion.
- 3) Religion and belief were sources of tension during the Northern Irish Troubles.
- 4) Religion only causes violence when people think that others should be treated differently.
- 5) Fighting over land can be influenced by religion.
- 6) Modern politics is influenced by religion worldwide.
- 7) Religious conflicts have caused more deaths than non-religious ones.
- 8) If there were no religion, certain conflicts which are motivated by religion would not have occurred.

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Activity 39 – Just War Theory

Fill in the gaps about Just War Theory.

Just War concerns when it is just to go to war, and what it is just in words, when war, and actions in war, are fair and right.

There are several conditions which may be considered if one is to go to war; it must be started by the right person or organisation; someone with There must be a just cause to go to war, e.g. to defend people, and also an acceptable motive for going to war with a country which is oppressing its people if its real reason is to

Further, there must be the expectation that the war will do more than harm and also that there is a good chance that the war will go according to It is not a just war to send an army of 100 against an army of 10,000, because if you go to war, it will probably result in the smaller army being killed or captured. Importantly, non-violence must be tried first – tactics such as must be tried first.

There are also a couple of conditions which may be considered necessary when going to war to ensure that it remains just. The fighting must be – the amount of violence must be acceptable compared to the wrongs which need to be righted; armies should aim to do the minimum necessary to achieve their goal. Also, a just war should only target those who are on the enemy side, and not who are not involved in the conflict.

Some may feel that a war is just if it achieves more pleasure (in the long term) than pain.

Just War Theory can be confusing, and it can be objected that it is impossible to know in advance whether it will do more good than harm, or whether it will be It is difficult to know about the true motivations of a country going to war. Therefore, it is very hard to know in advance if a war will be just, and very hard to calculate afterwards if what was intended was compared to the result achieved.

plan	good	negotiation	steps
successful	proportional	utilitarians	civilian
authority	Theory	necessary	war

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Activity 40 – Holy War

Circle the odd one out in each group! Then explain why it's the odd one out.

The Crusades • WW2 • Lesser Jihad

Prime M
Pop

Spread Religion • Claim Holy Land
Avenge Sin • Rescue Members of the Faith
Self-defence

Purification

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Activity 41 – Conventional Warfare

Within the modern world, there is a variety of new and potentially dangerous weapons.

Rearrange the tiles and write the reorganised sentences in the space below.

- a) A reason Christians might disagree with new weapons of mass destruction is:

harm	of	justified	never	caused	be	caused
------	----	-----------	-------	--------	----	--------

.....

- b) A reason Christians might disagree with using nuclear weapons:

and	destroy	harm	people	They	environment	may
-----	---------	------	--------	------	-------------	-----

.....

- c) A reason a Christian might disagree with armed combat:

Bible	human	another	killing	evil	that	The
-------	-------	---------	---------	------	------	-----

.....

- d) A Christian argument against surgical strikes:

judgement	and	great	to	human	could	They	cause	civilian
-----------	-----	-------	----	-------	-------	------	-------	----------

.....

Extension:

The CCND (Christian Campaign for Nuclear Disarmament) campaigns against nuclear weapons.

- What are its arguments?
- Why do you think Christians specifically would desire nuclear disarmament?
- What actions is the CCND taking?

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Activity 42 – Pacifism

Have a look at this example answer to an exam-style question.

- 1) Annotate things which the answer does well.
- 2) Make at least three alterations or additions which would raise the number of marks the answer could expect.

You could highlight or underline good features, and number the text with an alteration and list the alterations underneath.

- 3) Feedback to the class so that you can learn from others' ideas about how to improve your answer.

'People should not be pacifists.'
Discuss this statement. (15 marks)

In your answer you should

- Draw on your learning from across your course of study, including teachings and practices within Christianity
- Explain and evaluate the importance of points of view from the different branches of Christianity

Argue for and against this statement. Give religious and (preferably) secular arguments. Reach a conclusion which follows from your argument.

Pacifism may be a bad idea, because sometimes people may not be able to protect themselves, or others, from violence.

Also, The Jewish/Christian God orders violence in the Old Testament. The Bible suggests that violence should be carried out in some circumstances. This is not acceptable in others, so the Abrahamic religions do not promote pacifism. Christian anti-Nazi preacher Dietrich Bonhoeffer took part in a plot to kill Hitler due to his treatment of the Jewish people and other minorities in the Third Reich. In this case, Bonhoeffer used violence rather than pacifism.

On the other hand, pacifism may be good, because it can be a peaceful way of life. It does not solve anything, and that there is no justification for violence, even if someone has attacked you.

Overall, pacifism seems to be a bad idea.

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Activity 43 – Absolute and Conditional Pacifism

Get the class up and out of their desks and to stand at the front of the classroom. Instruct them that the left-hand wall of the classroom represents the phrase 'I agree', whereas the right-hand wall represents 'I disagree'. Students move to the right-hand or left-hand wall if they absolutely agree or disagree. Alternate statements and have students position themselves in between the two walls of the classroom depending on their view (e.g. if 75% agree, so they should position themselves halfway between the middle and the left-hand wall).

Then, read out each of the following 'controversial' statements, which are statements designed to get the students to think about absolute and conditional pacifism. After students have made their decision following each statement, ask a few to voice their choice they did.

This activity is designed to make the students think about absolute and conditional pacifism issues, with those statements unrelated to pacifism helping to break the ice.

- 'Pineapple belongs on pizza'
- 'Winter is the best season'
- 'Maths is better than English'
- 'Pacifism is the only moral stance on war'
- 'Marmite is delicious'
- 'Violence is always wrong'
- 'Savoury is better than sweet'
- 'Sometimes, violence is necessary to achieve peace'
- 'War is always wrong'
- 'Pink Starbursts are the best'
- 'Dogs are better than cats'
- 'Some wars are justifiable and necessary'

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Activity 44 – Religious Teachings on Peace

- 1) Divide the class into pairs and hand out to each pair one of the Bible verses below. Get them to think about ways in which these teachings might impact on how Christians think about the concepts of peace and war.

Matthew 5:9	Colossians 3:15	Hebrews 12:14
1 Peter 3:11	Matthew 5:38–42	Mark 9:41
James 3:18	Luke 1:79	Exodus 23:1

- 2) Now, give the pairs one example each of different branches of Christianity. Ask each of these branches of Christianity how it has interpreted the above teachings.

Quakers	Baptists	Seventh-day Adventists
Catholics	Church of England	Orthodox

- 3) Ask the class to discuss within their pairs any examples they can think of of Christians who have been involved in violent conflicts. Give them two minutes to list as many as they can. Then ask them to list any examples of Christians who have tried to help, involve, or have involved, Christian individuals or communities.

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Activity 45 – Religion and Peace-making in the Com

Play noughts and crosses with the class on the board.

- Split the class in two, and ask each side of the room a question from the list below before allowing them a nought/cross.
- Some questions have multiple answers, and can be asked multiple times at the beginning of the lesson, and the end of the lesson to see if students are remembering. Asking each team the same question for fairness.

- 1) Why might religious people want to work for peace?
- 2) Who might religious people help to make peace between?
- 3) How might religious people / the Church work for peace?
- 4) Give a religious figure who has worked for peace in the contemporary world.
- 5) Give a *way* in which a religious figure has worked for peace in the contemporary world (from the previously mentioned).

Extension Task:

Show the class this short video from the Desmond Tutu Peace Foundation about the Truth and Reconciliation Commission of South Africa as an example of a Christian response to violence.

[zzed.uk/9080-forgiveness](https://www.zzed.uk/9080-forgiveness)

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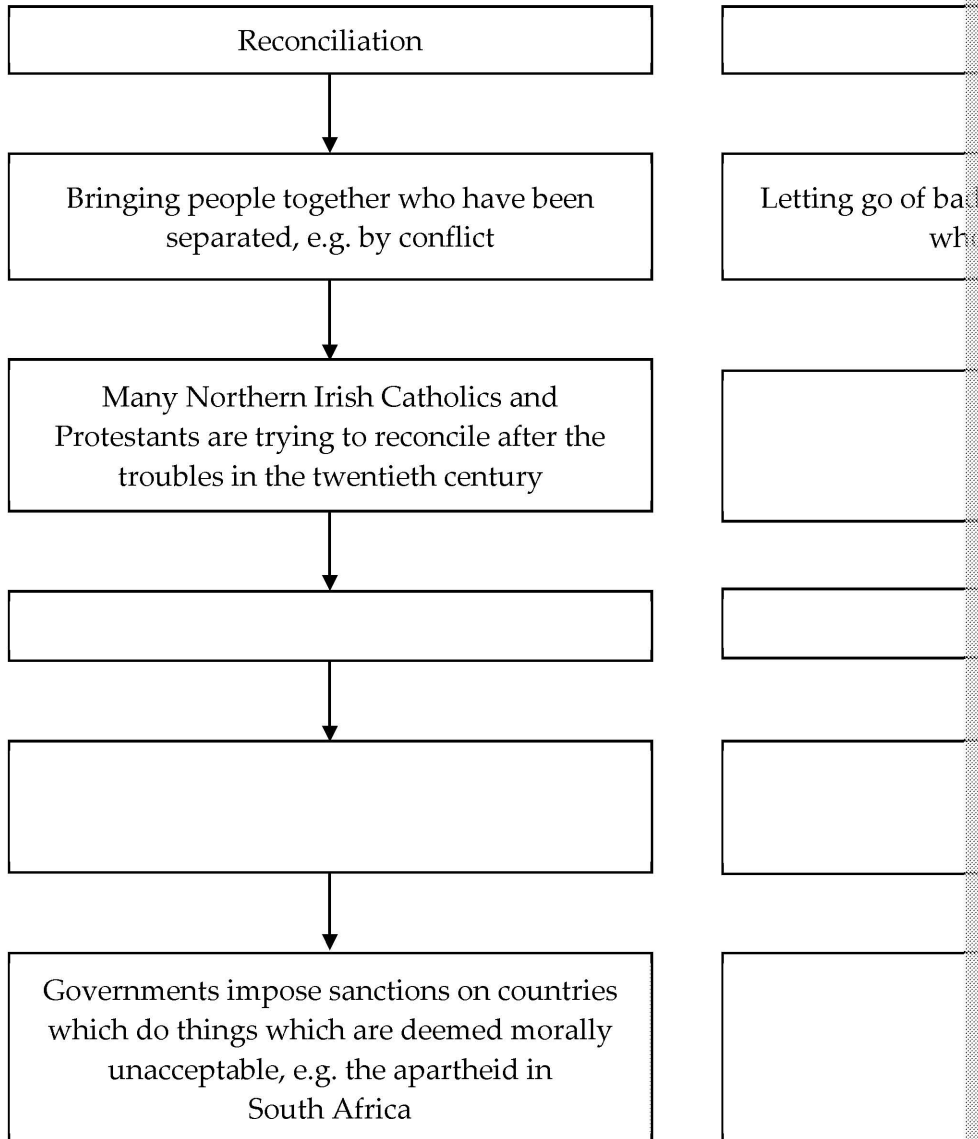


Activity 46 – Peace, Justice, Forgiveness, Reconciliation

Complete the flow chart with:

- 1) The correct term;
- 2) The meaning of the term; and
- 3) An impact of this concept being applied in the world.

The first one is done as an example, and some boxes are filled in for you.



Extension: Exam-style Question:

Using examples, explain why Christians might consider working towards most important activities in the modern world.

.....

.....

.....

.....

.....

.....

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Activity 47 – Non-violent Action

Below is a picture of the Rev. Dr Martin Luther King Jr. Answer the questions to test your ability.



- 1) What injustices was Dr King facing?
.....
- 2) How did he respond?
.....
- 3) Did he espouse violent action or non-violent action?
.....
- 4) How effective were his methods?
.....
- 5) How do you think his religious views influenced his ideas?
.....
- 6) How do you think his views and example might influence Christians?
.....
- 7) Can you think of any other proponents of non-violence action?
.....

Extension:

Take the examples of Rev. Dr Martin Luther King and Dietrich Bonhoeffer – two men who both saw issues within their society regarding social injustices and the vulnerable. One chose non-violent protest, the other chose to pursue a violent path. Write their names next to each other on a separate page and list the pros and cons of each thought regarding each of these methods. This will be useful for revision.

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Activity 48 – Social Justice

Quiz! Answer the questions below to the best of your ability.

1) What is social justice?

.....

2) Why might a Christian put special emphasis on helping the vulnerable?

.....

3) What example did Jesus set regarding social justice?

.....

4) Give an example of a Bible verse which instructs Christians to pursue social justice.

.....

5) Give an example of a historical Christian figure who fought for social justice.

.....

6) What injustices did they see in society, and what did they do to challenge these?

.....

7) How does this reflect the Christian view of social justice?

.....

8) Give an example of a Christian organisation which fights for social justice.

.....

9) What injustices does it see in society, and how does it challenge these?

.....

10) How does this reflect the Christian view of social justice?

.....

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CASE STUDY: APARTHEID AND THE TRUTH AND RECONCILIATION COMMISSION

Apartheid was a system of social injustice affecting the nation of South Africa from 1948 until the 1990s. This was a system of white supremacy under which all non-white citizens suffered great human rights injustices.

The term came from an Afrikaans word meaning 'separateness'. There was segregation. The minority ruling white class forced black Africans from the townships into tribe-like 'bantustans'. They were stripped of their citizenship and rights. Marriages and romantic relationships were outlawed. Education and employment were controlled, resulting in gross amounts of exploitation of the non-white population with violence and oppression.

It was a hugely oppressive regime under which many people suffered. It lasted for a period of years in the early 1990s.

In the interest of moving forward as a country healing from such a hard legacy, the Truth and Reconciliation Commission of South Africa was set up in 1996 in order to investigate and, as the title would suggest, reconciliation. This is a practice of restoration based style or system. It allowed those who had suffered under the regime to speak about the injustices they suffered. It also allowed a space for those who had been perpetrators to openly speak about their actions and ask for amnesty.

DISCUSSION QUESTIONS

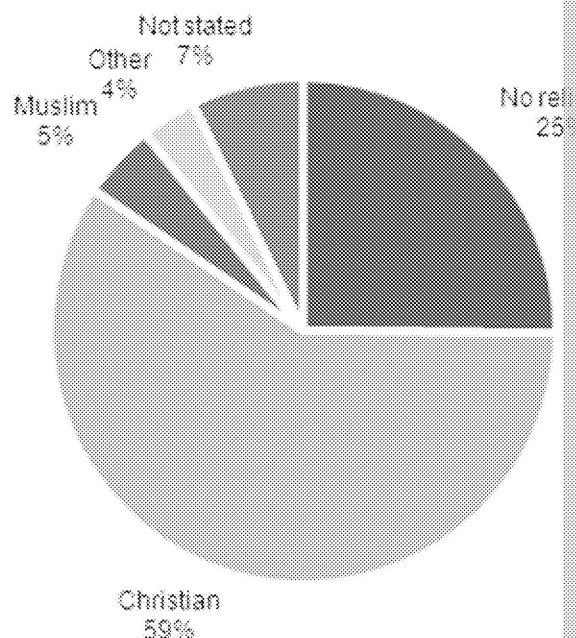
- 1) How effective do you think the reconciliation process is?
- 2) What biblical teachings would apply to a situation such as this?
- 3) What did Jesus say about forgiving others even if they have mistreated you?
- 4) Can you think of any similar examples?
- 5) Do you think reconciliation and forgiveness are possible on a scale like this?
- 6) In such situations, do you think forgiveness is preferable? Or is justice more important?

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Activity 50 – How Christian is the U



Above is a representation of the 2011 census about how the British public identifies themselves. In your group, discuss the questions below, jotting down your ideas.

- 1) Are you at all surprised by these statistics?

.....

.....

- 2) If so, what would you have expected to see?

.....

.....

- 3) What role do you see Christianity playing in current-day Britain?

.....

.....

- 4) How does this differ to the statistics about the decline in church attendance?

.....

.....

- 5) How do you think this will change in the next census in 2021?

.....

.....

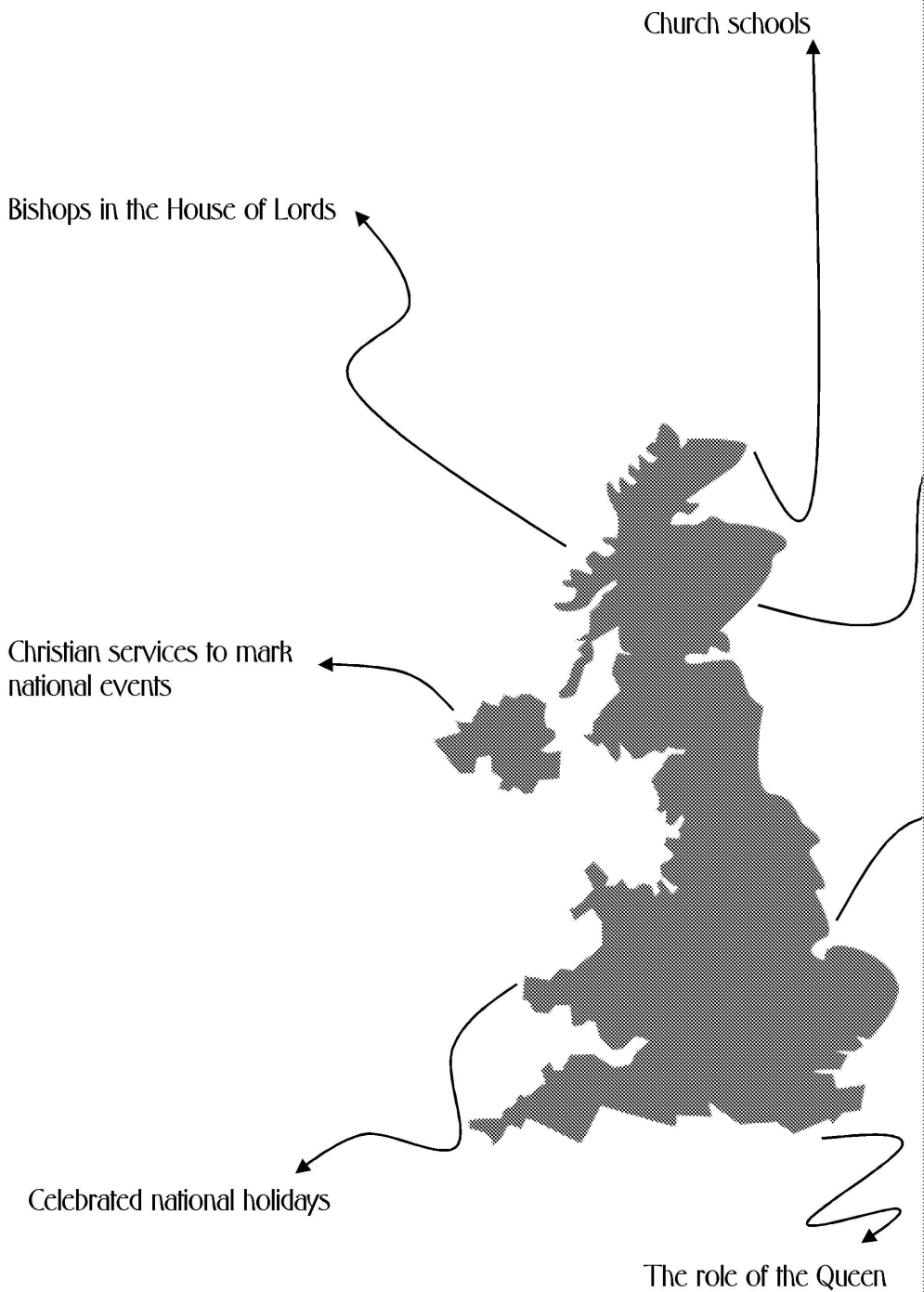
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Activity 51 – The Role of Christianity in

Add notes under each title on the mind map below to indicate the different ways Christianity has affected, and continues to affect, the UK.



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Activity 52 – Secularism

Unjumble the words below. Write the correct word in the second column and explain what each of these words means – or who the person is!

OLUISSANRITCEA		
ATAOLNIN UCALRES TIYCSOE		
AITMSORILNA		
NCIDEEL FO TCROSNOAGIENG		
SHMNMIAU		
ITASHEM		

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Activity 53 – Legal Challenges to Church

Tweet the lesson! Sum up what you have learnt about Legal Challenges to characters! Tip: Use a pencil!



@

[illegible]

2438 RETWEETS



Tweet the lesson! Sum up what you have learnt about Legal Challenges to characters! Tip: Use a pencil!



@

[illegible]

2438 RETWEETS



Tweet the lesson! Sum up what you have learnt about Legal Challenges to characters! Tip: Use a pencil!



@

[illegible]

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Activity 54 – Faith Schools

Complete the below debate with the arguments on both sides of the

For Faith Schools

Against Faith Schools

What issues do you think might come up for Christians regarding public
secular ethics which might clash with Christian values?

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Activity 55 – Religious Tradition and Secu

Below is a list of topics regarding potential clashes between religious tradi
the current practice of secular law.

- Cut these out and put them in a bowl or similar container.
- The students should nominate a classmate to take the first turn.
- Give the student whose turn it is one of the pieces of cut-out paper.
- They will describe the word or phrase on the card without using any o
their fellow classmates attempt to guess the correct word or phrase.
- The pupil who guesses correctly what is on the card will then have the

Marriage *	Christian marriage **	
Civil ceremony *	Catholic Church weddings **	
Annulment *	Child marriage **	
Arranged marriage *	Consent **	
Forced marriage *	Age of marital consent **	
Ordination of women *	Church of England **	

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Activity 56 – Clashes between Religion and Science

Cut out the speech bubbles below and divide the class into groups. Give each group a statement to discuss; they should think about what kind of person might make that statement and what objections might be made by a person on the other side of the argument.

1. 'The decision to end one's life is a human right, and it should be up to the individual who makes the choice'.

2. 'The Bible teaches that life begins at conception. Both abortion and embryonic stem cell research are morally wrong and playing God'.

3. 'Genetic manipulation is morally wrong – it is playing God against groups of people.'

4. 'Religion has no place in the debate about things such as nuclear power and climate change. It is outdated.'

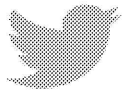
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Activity 57 – Christian Attitudes towards Other Religions

Tweet the lesson! Sum up what you have learnt about Christian attitudes to different groups, in up to 140 characters! Tip: Use a pencil!



Twitter

@

[illegible]

2438 RETWEETS



Tweet the lesson! Sum up what you have learnt about Christian attitudes to different groups, in up to 140 characters! Tip: Use a pencil!



Twitter

@

[illegible]

2438 RETWEETS



Tweet the lesson! Sum up what you have learnt about Christian attitudes to groups, in up to 140 characters! Tip: Use a pencil!



Twitter

@

[illegible]

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Activity 58 – The Importance of Interfaith

Present this question to the class. Give them a few minutes to jot down their thoughts and then ask them to volunteer suggestions about how they would answer this if it was a group effort.

**‘Interfaith dialogue is the best way to unify those
without in today’s society’**

Extension Task:

Look at the website of the InterFaith Network for the United Kingdom. Discuss how such an organisation might impact on a local, national and global level.

[zzed.uk/9080-InterFaith](http://www.zzed.uk/9080-InterFaith)

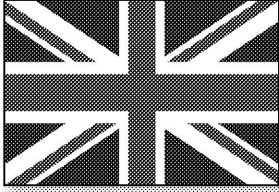
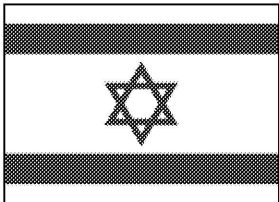
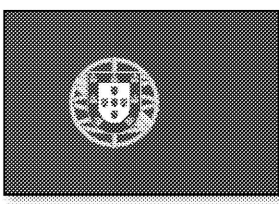
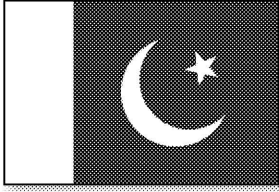
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Activity 59 – Religion and Wider Society

- 1) Below is a series of flags for nations which contain within them a strong religious symbol. Within these flags there are religious symbols. Identify below each flag the symbol included.

- 2) Fill in the blanks of the following passage:

'Go and make _____ of all people in the _____. Baptise them in the _____ and the _____ and the Holy Spirit. Teach them to obey _____ everything that I have told you so to do.'

Matthew 28:19–20

- 3) What kind of actions do you think this verse will inspire Christians to do?

.....

.....

- 4) In what situations do you think this might become problematic?

.....

.....

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Activity 60 – Non-religious World Views

- 1) Complete the below diagram with what you think is the best definition of each non-religious world view given.

HUMANIST	ATHEIST
AGNOSTIC	SECULARIST

- 2) Answer the following questions:

- a) Where do non-religious world views get their morals from?

.....

.....

- b) What attitudes towards special provisions for religious groups do you think non-religious world views have?

.....

.....

- c) What is the overall Christian attitude towards the morality of these world views?

.....

.....

Extension Task:

Discuss the following questions with your neighbour.

Where do you think each group of people get their morals from?

Can you see any problems arising from these sources?

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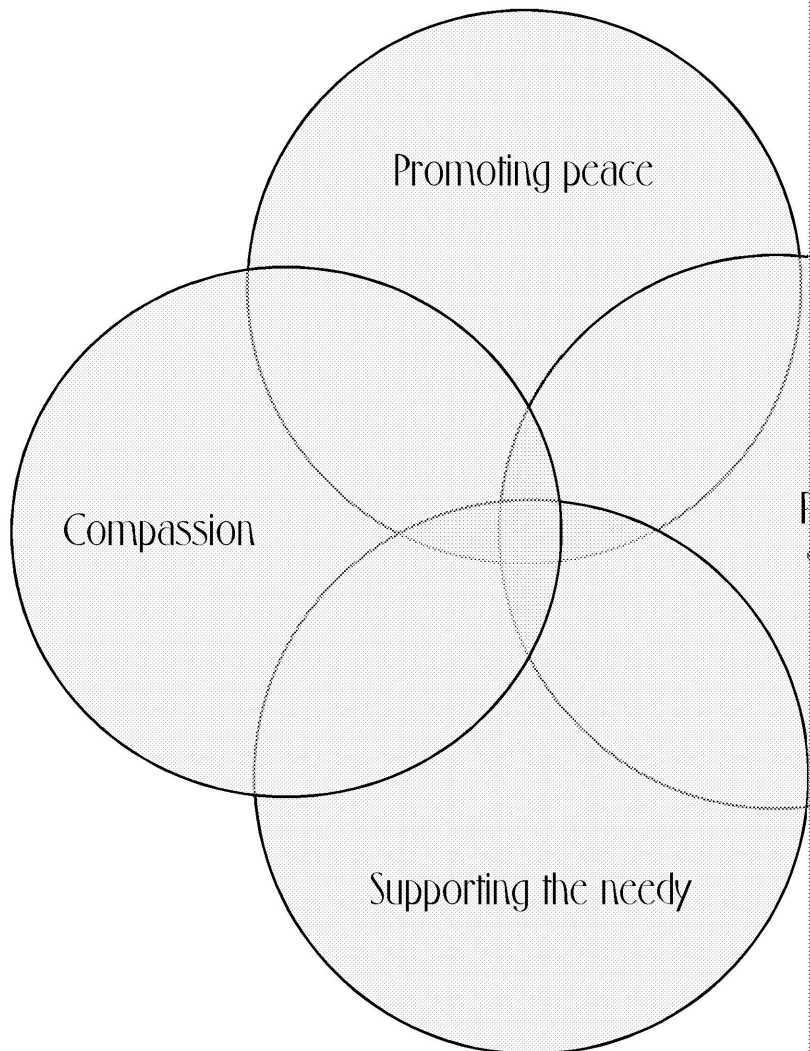
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Activity 61 – Shared Values

Below is a series of examples of shared values between non-religious and Christians and humanists. Your teacher will lead a class discussion in which you will think of and volunteer examples to share with the class. Examples could include laws which would support these ideas, secular laws or statements which support these ideas.

You could also include examples of Humanist actions or Christian actions which support these aims. Remember these examples for exam purposes – they will be useful.



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Activity 62 – Disagreements With Different Sec

Below is a series of examples of values or practices which Christians might be being commonplace within secular society (as secularism would take no issue with) and in the second column jot down at least two ideas for each of which Christians might differ from secular groups in their views.

Example	Reason for difference
Divorce rates	
Sex before, or outside, marriage	
Children without married parents	
Single parenthood	
Same-sex parents	
Modern materialism	

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Answers for OCR Christianity Starters and Plenaries

Section One: Relationships and Families

Activity 1 – Role and Purpose of Family

Possible answers:

- 1)
 - Families are important in the Old Testament, e.g. Adam and Eve had a son, Joseph was sold into slavery in Egypt as a slave, Solomon's wives drew him away from God... There are many other examples.
 - Jesus' parents are very important in the birth stories at the start of Matthew and Luke.
 - Jesus travels with his family to Jerusalem for the Passover in Luke 2.
 - Christians are described as 'God's family' in several New Testament letters.
 - Ephesians 6:1–4 talks about family – children obeying parents and parents loving children.
- 2)
 - To procreate, to have children, because God told people to be fruitful in Genesis 1:28.
 - To provide a safe and caring environment in which to raise children (statutory duty of parents).
 - To bring children up in the Christian faith.
 - To care for the members of the family, to love and support each other.
- 3)
 - So that children are safe and well looked-after.
 - Because the family provides a basis for a stable society.
 - Because it provides a loving environment for all.
 - Because the human family reflects God's family.
 - Because Jesus took part in family life, showing he approved of the family.
- 4)
 - It provides all-age worship so that families can worship God and live out their faith.
 - It provides Sunday schools to help teach children about God and the Bible.
 - It provides baptism or thanksgiving services to celebrate the birth of children.
 - It provides support at marriages and funerals and other family occasions.
 - It may provide parenting courses or family counselling.
 - Members of the Church may help families with childcare responsibilities.

Activity 2 – Types of Family

Am I likely to contain two parents who are the biological parents of all the children in the family?

Yes Nuclear, Extended

No Single-parent (not two); Same-sex (impossible to procreate without male partner); Blended (each parent may have their own children, but at least one has had a child from a previous relationship)

Am I likely to contain two parents?

Yes Nuclear, Same-sex, Extended, Blended

No Single-parent

As they are, is it possible for the parents in the family to conceive naturally?

Yes Nuclear, Extended, Blended

No Single-parent (needs a partner/fertility treatment); Same-sex

Does this type of family involve extra relatives than parents and children?

Yes Extended (grandparents, etc.)

No Nuclear, Single-parent, Same-sex, Blended

Does this family contain children who are not / are highly unlikely to be related to the other children in the family?

Yes Same-sex, Blended (parents have children from previous relationships)

No Nuclear, Extended, Single-parent

Am I possibly formed due to bereavement?

Yes Single-parent (may have lost partner); Extended (a family member may have lost a partner, e.g. a grandparent or aunt/uncle); Blended (a bereaved partner may have children from a previous relationship)

No Nuclear, Same-sex

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Activity 3 – Religious Upbringing

These are possible reasons why these features which can be part of a Christian upbringing and/or lead to belief in God.

- 1) Children who are read, or read themselves, the Bible may become interested in the stories, and if they believe the stories, they may also believe in God, and what God has done for humanity.
- 2) If children attend Sunday school and learn about God, they may believe in God because of what is taught about him, and because they believe those who teach them.
- 3) Children often adopt the beliefs of their parents, and if their parents believe in God for a good reason to believe in God (consciously or subconsciously).
- 4) If, through their family or church, children meet people who claim to have experienced God, they may be drawn to a belief in God because they are likely to trust the experiences of people they know.
- 5) If children celebrate Christian celebrations this may bring religion to life for them, and provide a basis for belief in God, because God may be associated with enjoyable celebrations.
- 6) If children are taught to pray, this may be a particularly strong reason for forming a belief in God. If they may automatically assume there is a God if they are taught to pray to him, and their prayers are answered, this will make them feel that there is a God answering them.
- 7) If children attend a Christian school, this may reinforce belief in God due to the emphasis placed by the school on teaching Christianity and celebrating Christmas.
- 8) If children attend church services, this may lead to belief in God because they hear about God, and they will be surrounded by people who do believe in God, which may encourage them to believe.
- 9) If children are told to believe in God by their parents, belief in God may be accepted as one of the beliefs they form about the world through what their parents tell them, such as the Bible, which may be dangerous.
- 10) If children think that their parents are good people, and put this down to their faith, they may enforce a belief in God.
- 11) If children attend Christian activities, these may affirm their belief in the same way that they also encourage them to believe in God because they are surrounded by other people who believe.
- 12) Being baptised may encourage children to believe in God, because they know that they are in God's hands, or that their parents are aiming to raise them as Christians.
- 13) Being taught to follow rules, such as the Ten Commandments, may form a basis for belief. If children understand to follow the rules and think they are a good idea, they may think that such rules is worth believing in, and they may respect authority figures, such as their parents, and be encouraged to believe in God.

Extension: (Possible Answers)

- Children may find the Bible contradictory.
- Children may feel that religious people they know are hypocritical / not loving.
- Children may feel that their prayers have not been answered.
- Children may feel that Christian rules/expectations are unreasonable.

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Activity 4 – Nature and Purpose of Marriage

1. c) A legal contract no different to Civil Partnerships is the odd one out because marriage is a holy state or institution with some Christians view it as a sacred covenant rather than a contract, which makes marriage wholly different from the others.
2. d) Financial security is the odd one out. This is because marriage is not about money or Christianity, but about love and family. The purposes of marriage have been defined by the Church.
3. Quote a) is the odd one out, because it comes from the Old Testament, as part of the Law of Moses. The next two are attributed to Jesus, and the last two to St Paul.

Bible Quote References:

‘When a man is newly married, he shall not go out with the army or be charged with public duties; he shall be free at home one year, to be happy with the wife whom he has married.’

‘But from the beginning of creation, God made them male and female. For this reason the father and mother and be joined to his wife, and the two shall become one flesh and one flesh. Therefore what God has joined together, let no one separate.’

‘... when [people] rise from the dead, they neither marry nor are given in marriage; they are like the angels in heaven.’

‘... he who marries his fiancée does well; and he who refrains from marriage will do well.’

‘Wives, be subject to your husbands... Husbands, love your wives...’

Activity 5 – The Marriage Ceremony

- 1) ‘Christian marriage ceremonies generally take place in a **church**. The couple exchange vows in the presence of **God** and their guests, who serve as **witnesses**. The vows are a series of **promises** that reflect the ideas of **Christian** marriage. The minister officiates as the couples exchange rings and symbolise their marriage. After exchanging rings and vows, the minister will pronounce them **husband and wife**, and they are considered married.’
- 2) As many of the Bible verses listed apply to the lifelong commitment of marriage, match them up with any of the following options, or any reasonable combination of the verses:

‘to love and to cherish, till death us do part, according to God’s Holy Law’	Matthew 19:4–6, Matthew 22:19
‘Marriage is a sign of unity and loyalty, which all should uphold and honour’	Genesis 2:22–25
‘Will you love her, comfort her, honour and protect her’	Ephesians 5:25
‘With my body I honour you’	Exodus 20:14
‘... forsaking all others, be faithful to her as long as you both shall live?’	Mark 10:11–12, 1 Corinthians 7:3–4, Matthew 19:4–6

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Quakers:

- 3) Quaker weddings noticeably are not taken by a priest or minister. It is believed only God can join people together in marriage, so it would not be appropriate service.
- 4) Quakers will worship in silence with their congregation until the couple get to exchanging vows.
- 5) They will say: 'in the presence of God and these our friends I take thee, _____ promising with divine assistance to be unto thee a loving and faithful wife/husband for life.'

Catholics:

- 6) Marriage is considered a sacrament, so this is expressed within the marriage ceremony.
- 7) Both members of the couple must be baptised into the Catholic Church in order for marriage to be considered a sacrament and take place.
- 8) Frequently a form of mass, called nuptial mass, will be taken during the service.

Non-conformist churches:

- Far less structured than that of larger denominations such as the Catholic Church.
- Couples may exchange their own vows written by themselves, without the need for a minister guiding the ceremony.
- This can make the ceremony more personalised about the individual couple, their beliefs and their relationship with God.

Activity 6 – Homosexuality

Possible discussion points:

- 1)
 - Homosexual activity is prohibited in the Old Testament (e.g. Leviticus 18:22)
 - Sexual immorality is prohibited in the New Testament letters, and some Christians consider immorality as including homosexual sex. Anal sex and male prostitutes are mentioned (1 Corinthians 6:9)
 - Being homosexual is not seen as a sin, if people do not act on their inclination
 - Sex is for procreation, and homosexual couples cannot procreate naturally
 - Homosexual couples will undermine the role of the traditional family in society
- 2)
 - Some see homosexuality as a sin in itself (see above paragraph)
 - Evangelical Christians may believe that if people pray to God, he will help them overcome their homosexual inclination
- 3)
 - Some Protestants (and other Christians) may feel that being loving is the most important thing in the Golden Rule (Matthew 7:12)
 - Some Christians may feel that everyone sins against God, and homosexuality should not be stigmatised, as Jesus taught not to judge others ('Or how can you say to your brother, "speck out of your eye," while the log is in your own eye?' (Matthew 7:4))
 - Some Christians may think that the commandments against homosexuality are no longer needed, as Jesus fulfilled the law – Christians are not bound by the law's requirements and many of the other laws
 - Jesus did not say anything against homosexuality
- 4)
 - Even if homosexuality should be allowed, marriage is between a man and a woman in the Bible, including Jesus in Mark 10
 - If churches allow homosexual marriage, this may mean that vicars/pastors may be forced to perform homosexual marriages or face lawsuits
- 5)
 - If homosexuality is not seen as a sin against God, there is no reason to prohibit it
 - Homosexuals can have consensual sex, the same as anyone else, and this is not a sin

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Activity 7 – Heterosexual and Homosexual Relationships & Same-sex Marriage

Possible discussion points:

- 1)
 - Heterosexual relationships are good, as God intended men and women to be together
 - Many Christians believe that heterosexual relationships should be monogamous, life-long, and sex should take place within marriage
 - Some Christians believe that it is better not to have romantic/sexual relationships and devote their life to God instead
- 2)
 - Homosexual activity is prohibited in the Old Testament (e.g. Leviticus 18:22)
 - Sexual immorality is prohibited in the New Testament letters, and some Christians see homosexuality as including homosexual sex
 - Being homosexual is not seen as a sin, if people do not act on their inclination
 - Sex is for procreation, and homosexual sex cannot lead to procreation
 - Homosexual couples will undermine the role of the traditional family in society
- 3)
 - Some see homosexuality as a sin in itself (see above paragraph)
 - Evangelical Christians may believe that if people pray to God, he will help them overcome their homosexual inclination
- 4)
 - Some Protestants (and other Christians) may feel that being loving is the most important thing in the Golden Rule (Matthew 7:12)
 - Some Christians may feel that everyone sins against God, and homosexuality should not be stigmatised, as Jesus taught not to judge others (“Or how can you say to your brother, ‘speck out of your eye,’ while the log is in your own eye?” (Matthew 7:4)) and the adulterous woman in John 8)
 - Some Christians may think that the commandments against homosexuality no longer need to be followed anymore because of Jesus fulfilling the law – Christian moral requirements and many of the other laws, for example
 - Jesus did not say anything against homosexuality
- 5)
 - Even if homosexuality should be allowed, marriage is between a man and a woman in the Bible, including Jesus in Mark 10
 - The Catholic Church believes one important purpose of marriage is procreation
 - If churches allow homosexual marriage, this may mean that vicars/pastors may be forced to perform homosexual marriages or face lawsuits
 - (Some Christians feel that Church teaching is out of date, and same-sex ministers should be able to celebrate loving same-sex relationships.)
- 6)
 - Islam condemns homosexuality and those who have homosexual relationships
 - The Qur’an and shari’ah law forbid homosexual activity and it is punishable
 - Some modern Muslims accept homosexuality and homosexual relationships, but see homosexuality as out of date

Activity 8 – Sexual Relationships

- 1) b Adultery
- 2) c They think love is the most important thing
- 3) b Remaining unmarried and celibate
- 4) e Cohabitation is a bad idea because it means someone might go off their moral habits before they are married to them
- 5) c They should have the amount of sex they want, unless they decide to temper it for the purpose of prayer
- 6) a Wives should have sex as much as their husbands want, and have no say in the matter
- 7) a They think they will never be forgiven by God
- 8) d Cohabiting is more stable than marriage for children
- 9) a It is preferable to remain single and not marry, but it is better to marry than to be unmarried

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Activity 9 – Sexuality, Sex, Contraception, Marriage & Cohabitation

Traditional Catholic View	E	Traditional Protestant View	A	T
Modern Christian View	B	Modern Secular View	C	

Extension:

Possible answers:

- The tolerant Protestant view is held because tolerant Protestants think that sex with multiple partners is acceptable for married couples because this is taught in the Bible, but the most important thing is to follow the Golden Rule.
- Many non-religious people do not think sex with multiple partners is a problem because they have no concept of 'sinful' sex, if the sex is consensual. Because they are not trying to impose their views on the decision of those involved, rather than due to God's decision as to whom we should have sex with, they may not see marriage as important because cohabiting couples can also provide a stable environment for society.

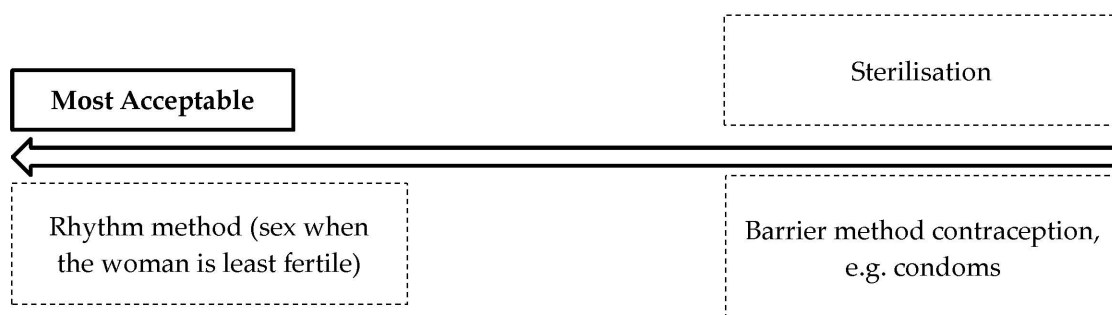
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Activity 10– Contraception and Family Planning

The Catholic Church forbids **sterilisation**, as an artificial means of contraception. However, if a necessary medical procedure produces sterilisation as a side effect (ovaries being removed due to ovarian cancer for example), this is acceptable. Many Protestant Christians feel that sterilisation is acceptable, especially if they are not planning to have a family, but others may disagree if they think there should always be a possibility that conception could take place in the future. Many Protestant Christians agree with forms of contraception because they believe God created sex for married couples to enjoy and because they think they should be able to plan the size of their family. There is nothing in the Bible which forbids contraception.



The **rhythm method** is the most acceptable method of contraception within Christianity, as it does nothing to actively stop conception; it just makes it statistically less likely. The Catholic Church teaches that all sexual acts be open to the possibility of new life. **Pope Paul VI** continued the Church's stance against artificial contraception in his encyclical *Humanae Vitae* (1968), but the rhythm method is not artificial contraception.

Barrier methods of contraception are acceptable to most Christians who do not disagree with artificial contraception (so they are not acceptable to the Catholic Church or some conservative evangelicals and Protestants). They are a more acceptable form of artificial contraception as they aim to stop conception, but would not do anything to cause miscarriage if conception did take place.

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Activity 11 – Divorce and Remarriage

Example answers:

Advantages to divorce and remarriage / Reasons divorce and remarriage are acceptable			
Christian	Non-religious	Christian and Non-religious	
<ul style="list-style-type: none"> • God is forgiving and will forgive mistakes and failings, such as marrying the wrong person and divorce. • Situation ethics promotes whatever is loving, and allowing divorce and remarriage is often loving. • While churches such as the Church of England expect people to be serious about marriage, they will accept divorce and allow remarriage. • Jesus seemed to accept divorce and remarriage in the case of unfaithfulness (e.g. Matthew 19:9). 	<ul style="list-style-type: none"> • People should be able to be with whom they want to be with, and should never feel tied to anyone, even if they made a commitment. • People should be free to remarry when they want to, there is no reason not to make new commitments. • Utilitarianism promotes the greatest good for the greatest number. If divorce and remarriage will make people happy, this is good. 	<ul style="list-style-type: none"> • It may be better to be divorced than to live in a loveless relationship. • It may be better to be divorced than to live with an unfaithful or abusive partner. • Remarrying can be beneficial, as it allows people another chance at a relationship. • Remarrying can be beneficial because it provides stability for children. 	<ul style="list-style-type: none"> • Jesus taught that divorce was acceptable if they were separated (e.g. Matthew 19:9). • The Catholic Church teaches against divorce, but some Catholics have the cancelled marriage in some circumstances (e.g. if the marriage was forced). • Certain churches accept divorcees. • If marriage is a sacrament, God, as we understand God, is not God. • If marriage is a sacrament, divorce is a severe sin.

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Activity 12 – the Role of Men and Women in the Family

Give one Bible verse that might support the traditional role of men and women:

- 1) Genesis 2:18
- 2) Genesis 3:16
- 3) 1 Peter 3:1–7
- 4) Or any other relevant Bible verse

Give two examples of the traditional roles of women within Christianity:

- 1) Helper
- 2) Mother
- 3) Wife

What is the current Catholic view of the role of men and women in family life?

- 1) That men and women are different, created differently and with different gifts, but are equal in the eyes of God and, therefore, should be treated with dignity and respect.

Within the Christian faith, who has the responsibility for raising children?

- 1) Both men and women have the responsibility to put in effort to raise their children.

Give one Bible verse which might support the equality of men and women in the family:

- 1) Galatians 3:28
- 2) Any other relevant Bible verse

Give two reasons why some Christians think the traditional role of men and women is still valid:

- 1) It has historically been misused by some men to oppress women
- 2) There is no specific ruling in the Bible which says women have to be mothers and provide for their families.
- 3) Any other relevant reason will be acceptable

Give one Bible verse that might support the equality of men and women in the family:

- 1) Genesis 1:27–28
- 2) Any other relevant Bible verse

Activity 13 – Role of Men and Women in the Christian Community

Incorrect parts of the sentences are represented in bold and the corrected statements are in italics.

- 1) **All** Christians believe that women should not lead the Christian community.
Some Christians believe that women should not lead the Christian community; however, others believe they should.
- 2) Jesus had disciples **of both genders**.
Jesus had only male disciples.
- 3) Jesus had **traditional** attitudes towards women in his day, **refusing** to allow women to participate in church activities, **refusing** to discuss things with them.
Jesus had untraditional attitudes towards women in his day, allowing women to follow him and participate in church activities, and allowing them to discuss things with him.
- 4) St Paul **encourages** women to have authority over men, so this is an argument in favour of women.
St Paul stated women should not have authority over men, so this is an argument used by some Christians against women's ordination.
- 5) UK laws about discrimination based on gender regarding job roles **apply** to religious organisations.
UK laws about discrimination based on gender regarding job roles do not apply to religious organisations.
- 6) In traditional thought in the Catholic Church, the priests serving **hot cross buns** at Maundy Thursday are **all men**, so women cannot do this job.
In traditional thought in the Catholic Church, the priests serving communion at Maundy Thursday were all men, so women cannot do this job.
- 7) Some Christians who **oppose** the ordination of women argue that Jesus broke down barriers regarding things such as gender, so we should do the same.
Some Christians who support the ordination of women argue that Jesus broke down barriers regarding things such as gender, so we should do the same.

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Good reference to Mary and her role as a real-life example

Good to give different attitudes, rather than just one point of view

'Christians who think there should be gender roles justified in thinking this.' Evaluate this statement. (15 marks)

¹ Some Christians think that women should be **subordinate** to men because St Paul said that husbands should be in charge of their wives ², and **Genesis 2** says that woman was created after man ^{3,4}. They also think that the woman's role is in the home and as a mother, because this is traditional and because she is an important figure within Christianity and she is important because she was Jesus' mother. ⁵

Some Christians believe that women should not be ministers because St Paul wrote that it is not permitted for women to have authority over men. Other Christians think it is fine for women to lead in a Christian community, as the Bible has examples of women in leadership, such as Phoebe. ^{7, 8, 9}

Some Christians do not think that men and women should have different roles in the family because St. Paul said that gender does not matter to Jesus/God ⁶ and because **Jesus** was born to women. ^{10, 11, 12, 13, 14}

Possible annotation, and possible alterations and additions to improve the answer

- 1) The answer could refer to the term 'gender role' more explicitly in the answer by saying 'Some Christians think that men and women have different gender roles that women should be subordinate to men...'
- 2) The answer could add that St Paul said husbands should be in charge of their wives
- 3) The answer could explain why woman being created after man was important as a companion for man.
- 4) It might be worth saying that in Genesis 1 there is no mention of man being created first
- 5) It is very important that the answer says whether the roles are justified! The traditional Christian attitude seems justified because Christians follow the teachings of the Bible which assign men and women different roles.'
- 6) It would be good to clarify what St Paul said, with a reference to Galatians 3:28 'all are one in Christ Jesus' (NRSV), and use this to say that if there is no difference to God, then gender should not affect someone's role.
- 7) It is good to mention that some, not all, ministers hold this view.
- 8) Backing up this idea with where it comes from within the scripture, e.g. stating that the teaching of St Paul is good. It would be even better to include the Bible verse here to support this.
- 9) Again, pointing out that there is division in thought in this way is good. Adding a reference to within the Bible would be helpful towards expanding the answer.
- 10) It would be good to give an example of Jesus interacting with women in a family context, e.g. Jesus supporting a woman called Mary listening to him rather than helping him with his tasks in Luke 10:38-42.
- 11) Again, it is important to justify that these Christian attitudes to gender roles are justified.
- 12) The answer could refer to non-religious views, e.g. gender roles are justified due to biological differences between genders, or there is no reason for gender roles as religiously.
- 13) This answer only talks about gender roles in the family – it could also refer to gender roles in the church, and whether they should be allowed to be ordained or not.
- 14) There is no conclusion, or personal opinion, which is asked for in the question – a good end to the question would be to say 'Christian attitudes which support different gender roles are justified' – a good end to the question would be to say 'Christian attitudes which support different gender roles can both be seen as justified' – a good end to the question would be to say 'Christian attitudes which support different gender roles can both be seen as justified' – a good end to the question would be to say 'Christian attitudes which support different gender roles can both be seen as justified'.



Getting the word 'equal' or 'equality' into the answer would be good. Also, the student understands the relevant terminology, as would using any other key words.

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Activity 15 – Gender Equality

Possible answers:

- 1) **Not all / some** Christians treat women equally to men.
Bonus example: 'Wives, be subject to your husbands as you are to the Lord. For the church is the body of which he is the head, the body of which he is the Savior, who saves the church with his blood, the word of water by the word, that he might cleanse the church by the word of water, that he might present it to himself, a holy church, without stain or wrinkle or anything of the kind, that he might present it to himself, a holy church, without stain or wrinkle or anything of the kind, that he might present it to himself, a holy church, without stain or wrinkle or anything of the kind.' (Ephesians 5:22–25 NRSV) (for 'not all' Christians treat women equally)
- 2) Women are seen as spiritually ~~unequal~~ **unequal** in Christianity.
Bonus example: 'So God created humankind in his image, in the image of God he created them.' (Genesis 1:27 NRSV)
- 3) Mary is important to many Christians because of her role as Jesus' **mother**.
- 4) Galatians 3:28 claims that there is no longer male or **female**.
- 5) Genesis 1 says that men and women were both created in the image of God. / ~~and women were both created in the image of God.~~
- 6) Teaching in the New Testament from St Paul about the different roles of men and women in the 21st century.
- 7) Men and women **cannot** do all of the same things physically. (e.g. childbirth)
- 8) The Catholic Church has **not** led the way with promoting gender equality. / ~~The Catholic Church has not led the way with promoting gender equality.~~

Activity 17 – Revision Spider Diagram

Possible answers:

- 1) Christians might disapprove of promiscuous relationships, because the Bible teaches about monogamous commitment. Christians might disapprove of adultery because it may hurt the spouse of the unfaithful person, and because faithful Christians disapprove of homosexual relationships, if they think they are sinful because they cannot naturally produce children.
- 2) Christians may allow contraception because they believe that sex is given for pleasure and that people should be able to plan the size of their family.
- 3) Christians might not allow contraception if they believe that sex was given by God and sex should be open to the possibility of conception.
- 4) Christians may marry to procreate and in order to enjoy lawful sex.
- 5) Christians might think that cohabitation is a bad idea because couples may become pregnant easily without necessarily thinking about the future of their relationship.
- 6) One advantage to divorce for Christians is that it might free them from an unhappy marriage. One disadvantage to divorce for Christians is that Jesus taught against divorce.
- 7) The purpose of the family for Christians is procreation, looking after children and maintaining faith.
- 8) A nuclear family is a family made up of two parents and their children (who are not married to each other).
- 9) Polygamy is marrying more than one person.
- 10) Christians might think that women and men have different roles in the family because wives should submit to their husbands in Ephesians 5.
- 11) Christians might think that men and women should be treated equally because men and women were created in the image of God.
- 12) Christians might disapprove of gender prejudice and discrimination because it is not matter to God in Galatians 3.

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Section Two: Existence of God

Activity 18 – Different ideas about the Divine

Possible answers:

Different Ideas about the Divine:

Impersonal – unknowable – A Christian might believe God to be (partly) impersonal and ultimately unknowable.

Immanent – present in the world – Many Christians believe God to be immanent and interacts with the world now, and came to Earth as Jesus.

Omnipotent – all-powerful – Many Christians believe God is omnipotent because of the Bible which say this, and believe he created the world.

Transcendent – outside the world and time – Many Christians feel that God is transcendent of the world as outside of time and space and the Bible says that he is transcendent.

Omniscient – all-knowing – Some Christians feel that God is omniscient because he answers their silent prayers.

Personal – knowable – Most Christians feel that God is personal because they believe in a relationship with him through prayer and the Holy Spirit.

Extension:

- ‘And the Word became flesh and lived among us, and we have seen his glory, full of grace and truth.’ (John 1:14 NRSV)
- ‘But Jesus looked at them and said, “For mortals it is impossible, but for God all things are possible.” (Matthew 19:26 NRSV)
- ‘... God is greater than our hearts, and he knows everything.’ (1 John 3:20 NRSV)

Activity 19 – God’s Relationship with Nature

Genesis 1:31	This tells Christians that the world, creation and everything in it is good. It also tells Christians that God was happy with what he created and deemed it to be “good”.
Ecclesiastes 3:1	This verse tells Christians that within the natural cycle of nature, God is at work – for example, it was his intention to create the seasonal example in the verse.
Psalms 147:8	This verse refers to the continual and ongoing action of God in nature; it shows God who is still at work within nature.
Romans 1:20	This verse tells Christians how the natural world reveals God’s power and divine status) within nature so that humans can know him better.

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Activity 21 – God’s Goodness

- 1) Any of the following, or similar examples would be acceptable:
 - Lamb of God:
 - Christians believe that the death of Jesus on the cross meant that he took mankind for our sins, affording salvation for humans.
 - Christians believe Jesus acted as a sacrificial lamb in order to take away the Jewish traditional practice at Yom Kippur.
 - Christians believe that in doing this God demonstrates his goodness in his son for mankind.
 - The World:
 - Provision of creation as a good home for humans to inhabit.
 - Provision in the world of food and shelter
 - The beauty of creation
 - Revelation of the Bible:
 - Provides guidance
 - Allows humans to get to know God and his story
 - Provides comfort in times of hardship
- 2)
 - Non-Christians might argue that the need for someone to die in atonement work of a good, kind God.
 - Non-Christians might point to the many issues there are within the world creation – why, for instance, are there natural disasters?
 - Non-Christians might point out that the Bible is a document written by men to find this as proof of God’s goodness.
- 3) Any example which demonstrates a Christian belief of a personal God would include alleviation from suffering, various blessings, getting better from an illness, hardship etc.

Activity 22 – Human Suffering as an Argument Against the Existence of God

Possible annotation, and possible alterations and additions to improve the answer

‘Evil and suffering do not disprove the existence of God’
Evaluate this statement. (15 marks)

^{1,2} Some Christians argue that it may be more loving for God to allow the existence of evil and suffering than for him not to. God has allowed humans free will and they can choose to do good and cause suffering, but this might be better than humans being puppets and having no control of their actions. ³

² Some Christians argue that God may be unable to stop evil and suffering – he is loving and powerful, but there are things which he cannot do. ^{3,4}

⁵

Overall, there may be reasons for God allowing evil and suffering, and so they do not disprove the existence of God.

Good to argue from a Christian point of view

Good to give two different arguments

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- 1) The answer could begin by giving a short explanation of ideas used in the question. People argue that the existence of evil and suffering disprove the existence of God. They argue to be loving and powerful – they feel that a loving and powerful God would not allow suffering, and so he cannot exist.'
- 2) The answer must refer to arguments in opposition to the statement. Here, it is non-religious arguments:
 - A loving God would surely not allow suffering – if you love someone, you would not allow them to suffer. The fact there is suffering means that there is no God – as religious people believe in a powerful God.
 - An all-powerful God could stop evil and suffering, and so the fact that there is evil and suffering means there is no God – as religious people believe in a powerful God.
- 3) The answer should link back to the question here, e.g.
 - 'Therefore evil and suffering do not disprove the existence of God because a loving God would allow evil and suffering'
 - 'So the existence of God is not disproved by evil and suffering, only (possibly) by an all-powerful God.'
- 4) The answer could refer to other solutions to the problem of evil and suffering, e.g. free will.
- 5) The answer could give counter arguments to the religious arguments in favour of God's existence.



It's great that the answer gives a conclusion. To make it better, it could be stated earlier in the answer.

Activity 23 – The Design Argument (1)

The most important things are to have the design argument correct, and have the two illustrations together; to have the points in favour of the design argument together, and the points against the design argument together. (However, it would be acceptable to have the points not being well-designed immediately after the paragraph on fine-tuning.)

A version of the Design Argument for the existence of God might read:

The world resembles a designed object.

Humans design many objects.

Therefore, the world is similar to objects designed by humans.

Where there is a similar outcome, there is often a similar cause.

Human designers are the cause of most designed objects.

Because the world is similar to objects designed by humans (from the paragraph above), the world has a similar designer...

...which is God.

One example used to illustrate this argument was given by a philosopher called William Paley, saying that if you saw a watch and a rock, you would know that the rock was natural.

This is because the watch contains organised parts **and** had a reason, or purpose to exist. Paley said that the world also contains organised parts and has a purpose (to be used by humans). Therefore, the world has been designed. This is called an argument from analogy because it is a comparison between the world and a watch).

Another illustration was given by the scientist Isaac Newton, who argued that the universe and humans had been designed, because they show that humans are unique and different from other natural reasons for humans to have different thumbprints.

Christians believe they were designed by God, and, therefore, that he is powerful and creative because he designed an interesting world. They also believe he is loving and kind because he made a world for them to enjoy. Christians may feel that they can come closer to God through prayer and awe.

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One strength of the design argument is that there are many things which have to be in a particular organised way for everything to be as it is, and it can seem more like chance. This is an example of a fine-tuning argument, because the world appears to be designed.

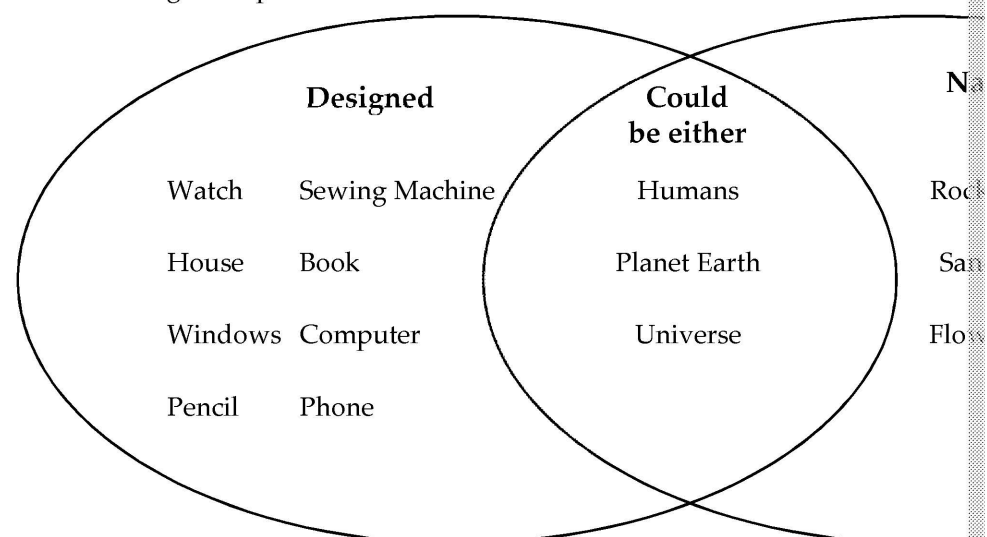
Another strength is that humans may like to believe that they have a purpose, and this gives them more purpose than if they were the product of chance.

One weakness of the design argument is that the world does not actually seem well designed in parts of life which do not seem optimal.

Also, while the world may be similar to a designed object, it is not identical. There are many things which are not identical. It could have come into being through some process which did not involve a designer.

Activity 24– Design Argument (2)

It would also be acceptable to place flowers and apples in the middle, as they could be designed by farmers, using cross-pollination.



What the objects have in common: (Possible responses)

- Natural objects all occur in the world.
- Designed objects have been manufactured, and usually contain several components for a purpose.
- Humans, etc. are one entity, but they have many parts. It would make sense to think of them as designed. However, scientific research suggests they have evolved naturally.

If someone takes the view that the world was designed by God, then natural objects are not designed, but in everyday terms, they are 'natural'.

Extension: Possible responses:

1. Suffering – The world contains suffering, and so it does not seem to be well designed by a loving God. The design argument suggests that the world appears to be designed for a purpose, but if God designed the world for humans to live in, then the existence of problems, then it is either badly designed, or not designed at all. Things which are designed with a purpose, but if God designed the world for humans to live in, then the existence of earthquakes and viruses seems to counter that purpose.
2. Evolution – Christians might argue that animals appear to be designed well; for example, they can camouflage themselves, and humans are intelligent. However, the theory of evolution can explain why these things occur; in short, because genes which make animals better adapted are passed on to their offspring. This may remove the need for a designer, and show that they are 'designed' as they are now.

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Activity 25– Cosmological Argument

Everything				has			a		
Without	a	first	cause	there	would	be	no	other	
There		are		causes		and		effects	at
Therefore	there	is	a	first	cause	which			

Activity 27– Special Revelation as a Source of Knowledge about the Divine

1)	True	
2)	False	Experiencing God through nature is a type of general revelation.
3)	True	
4)	True	
5)	False	Christians believe that God revealed himself to many people in the many after Moses.
6)	True	
7)	False	Christians believe Jesus was a special revelation because they believe
8)	True	
9)	False	Different visions appear to confirm different religions.
10)	True	
11)	False	Atheists do not believe in visions of God.
12)	True	
13)	True	
14)	False	Special revelation is not the only kind of revelation. There is also general

Activity 28 – Finding Out about Inspirational People from History

Examples should reflect general knowledge of who the individuals are and how they are inspirational to Christians. Any answer along these lines is acceptable. Examples are given below.

Mother Teresa:

- Some Christians consider her Saint Teresa of Calcutta; saints are venerated with Catholics will endeavour to follow their faithful example.
- She is known for her life as a Catholic nun and her missionary work.
- She is remembered for her dedication to the poor of India and the work she did serving that community.
- Meeting her would, for many Christians, be a very emotional and spiritual experience because of her saintly status, but also because of her reputation as being a good servant of the poor.

Desmond Tutu:

- South African Anglican cleric associated with the apartheid struggle in South Africa.
- He is remembered for his role within the negotiations which ended apartheid, which oppressed many non-white Africans within South Africa over half a century.
- His work towards peace, forgiveness and reconciliation within the country is considered in light of the teachings of Jesus in the New Testament.
- Meeting him would be for many Christians an emotional and spiritual experience because of his forgiveness and commitment to peace.

Pope Francis:

- Pope Francis is the current Pope of the Catholic Church. For this very reason, meeting him is an incredibly emotional experience for Christians of the Catholic faith who believe in the authority on Earth.
- Many have credited him with trying to make the Catholic Church more progressive. Meeting him would make meeting him even more emotional – meeting the Pope who has a more open attitude towards some groups such as LGBT+ might be very emotionally impactful for a person, who would be feeling more welcomed by his teaching.
- He has emphasised to Christians in his teachings the importance of Christian values.

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Martin Neimöller:

- Neimöller was a Lutheran minister who lived in Germany during the Third Reich.
- He is known for his poem 'First they came...' which has served as a warning for people oppressed by those in power.
- He was one of the founding members of the Confessing Church, a Christian church that opposed the Nazi regime during its reign.
- He was imprisoned for eight years during the Third Reich for being outspoken against the state, attempting to protect Jewish converts to Christianity within his church, having written a letter against the state.

Activity 29 – Revelation through Scripture

1)

Liberal	Conservative
Charismatic Cultural context Metaphorical/Moral Genesis 1 as myth Inspired by God Influenced by flawed human writing	Amish Literal word of God Infallible Fundamentalist

Activity 30 – God Acting in the World and Soul-making

1) Below are a few examples of answers that could be given by pupils:

God's Action	Reason
<ul style="list-style-type: none"> • Miraculous healings • Beauty of creation • Helping individuals in their lives • Provision for those in need 	<ul style="list-style-type: none"> • Non-believers will not accept a logical explanation • Beauty of the world suggests that there is a God • Humans can help God • What could be seen as a provision could be kindness by a human

2) The theory of **soul-making** is proposed by theologian John Hick. He believes that this is how our life after death. He explained the existence of **evil** and **suffering** as being processes by which we learn how to act **morally** in the eyes of God. It is a **process** by which Hick thinks human beings learn. Hick also argues that this process does not **end** at the point of death, but that human beings learn through these **changes** because of the experience of **suffering**, that human **souls** develop. This is called the **soul-making argument**.

Activity 31 – Conscience

One:

- Some students might suggest that they would hand the money in because it is theirs, they have not earned it. Others might express a concern about getting caught.
- Some students might suggest that they wouldn't hand the money in because there is nothing wrong in finding the money and it benefits them to keep it.
- Students might suggest that a Christian might be concerned that this money came from the person who has lost it, and so hand it in and endeavour to find the right person to give it to charity.

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Two:

- Some students might suggest leaving this situation alone as it is none of their business.
- Some students might suggest they should tell someone as they should look out for each other.
- Students might suggest that a Christian might identify this person as being vulnerable and help them. Jesus taught people to help the vulnerable in the Gospels, so they might be expected to help.

Three:

- Some students might suggest that they would leave the phone as it would be inconvenient to carry it on the bus, and the person who has lost it can always contact the bus company.
- Some students might suggest that they would return the phone as the inconvenience of carrying it outweighs the inconvenience of returning it.
- Students might suggest that a Christian would follow the Golden Rule and treat others as they themselves would like to be treated – by returning the phone.

Four:

- Some students might suggest that they would leave the woman as there are many people who might help her, who don't have the time constraint that the student does.
- Some students might suggest that they would stop and help because a film is being made of someone who is distressed and vulnerable.
- Some students might suggest that a Christian would employ the teachings of the Samaritan and help the old lady.

Extension Question:

In discussion, relevant ideas and examples about why Christians might believe that the existence of God is demonstrative of God's existence should be accepted. Examples could include the existence of guilt as a natural reaction/emotion.

Activity 32 – Conversions

- 1) Saul had a religious experience in the form of a vision of bright light during which he was converted to Christianity. Having addressed Saul, enquiring as to why he was persecuting the Christians, he enquires as to why Saul is persecuting him).
- 2) A Christian might be inspired by the complete change in the person of Saul. Following his conversion, St Paul (as he became known) changed from active persecutor of Christians to preaching the Gospel and eventually becoming a martyr for his faith.
- 3) McGrath's original viewpoint on religion when he was younger before he converted to Christianity was that atheism was the only logical way of approaching the world.
- 4) He describes his conversion as a gradual process, a gradual realisation that his previous assumption regarding atheism was incorrect.
- 5) Science, he argues, fills in part of the picture – it has limitations. Science does not provide insight that science cannot provide in order to achieve a complete understanding of the world.
- 6) The two points he underlines are:
 - Science and faith are not completely opposite and he wishes to look at how they can work together.
 - Science only works on one level – to go beyond that level to another layer is to go beyond science.
- 7) His conversion differs to that of St Paul in that St Paul had a one-off religious experience which converted him to Christianity in one moment, whereas McGrath's experience was a gradual conversion over a period of years.
- 8) This demonstrates that conversions can be drastically different in the way in which they occur, while all ending up in the same place – a belief in God.

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Activity 33 – Miracles

Possible answers include:

Briefly explain the argument from miracles:

The argument from miracles is the argument that there are unexplainable and amazing events which appear to break natural laws – miracles – in the world, and that as these occur, there must be a cause for them: God.

Give three examples of miracles:

- The parting of the Red Sea
- Jesus healing the blind
- Jesus' resurrection

What beliefs might non-religious people such as atheists and humanists have about miracles?

- There is no God/gods, so there are no such things as miracles.
- The philosopher David Hume said there is never enough evidence for a miracle to be believed in, it is more likely that people are mistaken or lying.
- It is much more likely that 'miracles' can be explained by science than that there is a God.
- Miracles cannot prove God as they are inconsistent – they appear to prove that some people are saved by 'miracles' while others are not...

Give two strengths of the argument from miracles:

- People claim to have experienced things which seem to be unexplainable without a supernatural explanation. (Miracles are reported in the Bible.)
- Some miracles seem to occur in response to prayer, or the need of a religious community.

Give two weaknesses of the argument from miracles:

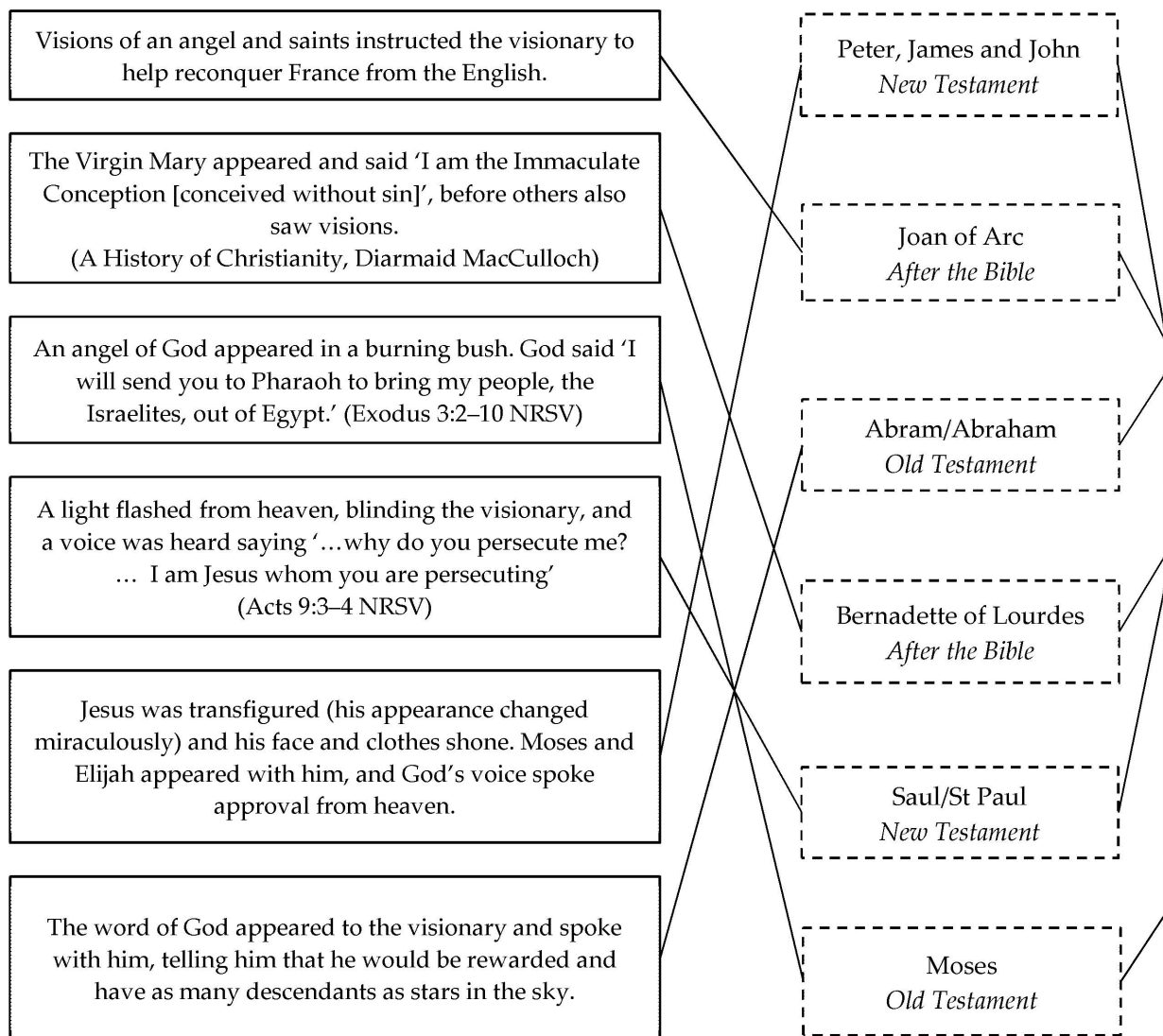
- Miracles may have a natural explanation.
- Miracles may be hoaxes.

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Activity 34 – Visions (Special Revelation)



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Activity 35 – Worship and Sacraments

- One of the ways in which Christians experience God is through practising worship. The taking of **sacraments** within some churches.
The practice of worship differs hugely within different **denominations** of Christianity. Christians believe that they can **experience** God through worship. These different ways of worship offer different benefits. More structure, **liturgical** worship might help a Christian to focus on the meaning of movements, sayings or songs. More **charismatic** worship affords the believer the freedom to worship in their own way, as they do not have specific movements or **requirements** involved in the worship.
- The Catholic Church:** Within the Catholic Church, they practice transubstantiation, which means that the bread and wine literally become the person of Jesus for believers to eat and drink in the Eucharist. This means that no crumbs or drops of wine can be wasted. This is because Jesus is present in the elements.
Protestant churches: Generally most Protestant churches – for example, the Anglican Church – practice consubstantiation, which means they believe that Jesus is present in the elements of the Eucharist rather than physically as is believed within the Catholic church.
Baptist churches: Within most Baptist churches it is considered that the bread and wine are symbols of Jesus' blood and body. This is because they believe that they were commanded to do this by Jesus at the Last Supper. As this was before his death, it does not logically follow that Jesus would have been present in the elements then. Therefore, this is not part of the worship.

Section Three: Religion, Peace and Conflict

Activity 36 – Teachings on Violence

Exodus 20:13	'You shall not murder'
Matthew 5:9	'Blessed are the peacemakers, for they will be called Children of God'
Matthew 26:52–54	Then Jesus said to him, 'Put your sword back into its place. I do not want to use the sword. I am the Son of the Father. I cannot be killed. Who then would kill me? But the Father who sent me has fulfilled, that it must be so.'
Genesis 9:6	'Whoever sheds human blood, by humans shall their blood be shed; for in the image of God has God made mankind'
Isaiah 2:4	'He will judge between the nations and will settle disputes for many peoples. They will beat their swords into ploughshares and their spears into plunging tools. No nation will raise up sword against nation, nor will they train for any war'
Romans 12:17–21	Repay no one evil for evil, but give thought to do what is good in the sight of the Lord. As far as possible, so far as it depends on you, live peaceably with all. Do not take revenge, for it is written, 'I will repay,' says the Lord. To the contrary, 'if your enemy is hungry, feed him; if he is thirsty, give him something to drink; for by so doing you will heap coals of fire on his head. Do not be overcome by evil, but overcome evil with good.'
Jeremiah 22:3	Thus says the Lord: 'Do justice and righteousness, and deliver the oppressed from the hand of the oppressor. Do not oppress the widow or the fatherless, the poor or the needy. Do not shed innocent blood in this land, for I am God, and you are my people.'
Proverbs 3:31	'Do not envy a man of violence and do not choose any of his ways.'

Extension Task:

Listen for discussions between students addressing issues such as potential conflict resolution and whether humans should retaliate as posited in Genesis 9:6 against more peace making.

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Activity 37– Terrorism

Possible answers:

- 1) This attack is generally classed as terrorism because it targeted civilians and w legitimate authority (in many people's opinions), and because it had a political motive.
- 2) Governments are deemed by many to be legitimate authorities, who are allowed to use violence, and war targets soldiers and the military (or should do) – this is why terrorism is often seen as a war crime.
- 3) Anders Breivik was a Norwegian terrorist who was not motivated by religion.
- 4) Those defending the attacks claimed that they were justified because of what the US did in 9/11, because the civilians killed were responsible for the US's actions because they were in the wrong.
- 5) Personal – different acts are portrayed as terrorism in different places, which shows that culture and religion can be used as a justification for terrorism, or a reason to oppose it. Terrorism can scare society and result in stricter security restrictions.

Activity 38 – Religion and Politics as a Cause of War and Violence in the World

- False – Conflicts between Israel and Palestine, or the conflict involving Islam and belief.
- True – Israel is a Jewish State, fighting predominantly Muslim Palestine because it is entitled to, because of the belief it was given to the Jewish people by God, and they are the chosen people.
- True – Northern Irish Protestants and Catholics were in conflict with each other because of religion.
- False – Religion can influence violence for many reasons, e.g. a desire for religious freedom, or a desire for land.
- True – Islamic State, and Israel and Palestine are fighting (in part) over land.
- True – Modern politics continues to be influenced by religion.
- False – More people died in the Second World War than in all religious conflicts combined.
- Trick Question! (Possibly true, but not for all conflicts.) It's hard to know – if it was not for religion, it may never have happened, but some conflicts are only partly motivated by religion, and some probably still occur, e.g. due to greed, or dislike of non-religious differences.

Activity 39– Just War Theory

Just War **Theory** concerns when it is just to go to war, and what it is just to do with war, and actions in war, are fair and right.

There are several conditions which may be considered **necessary** if one is to start a war. The war must be started by the right person or organisation; someone with **authority**. There must be a just cause for war, e.g. to defend people, and also an acceptable motivation, e.g. someone cannot start a war if its real reason is to **steal** that country's oil.

Further, there must be the expectation that the war will do more **good** than harm. If there is a good chance that the war will go according to **plan** and achieve its purpose, e.g. an army of 100 against an army of 10,000, because whatever the reason for the war, the smaller army being killed or captured. Importantly, just wars are a last resort – tactics should be tried first.

There are also a couple of conditions which may be considered necessary when acting in war to ensure that it remains just. The fighting must be **proportional** – the amount of violence must be acceptable compared to the wrongs which need to be righted; armies should aim to achieve their goal. Also, a just war should only target those who are **fighting** on the side of the enemy, and not those who are not involved in the conflict.

Some **utilitarian's** may feel that a war is just if it achieves more pleasure (in the long term) than pain.

Just War Theory can be confusing, and it can be objected that it is impossible to tell if a war will do more good than harm, or whether it will be **successful**. It is also impossible to know the true motivations of a country going to **war**. Therefore, it may be impossible to ever know if a war is just, and very hard to calculate afterwards if what was done was acceptable compared to the harm done.

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Activity 40 – Holy War

WWII – The Crusades and lesser jihad are examples of what can be classed as holy war.

- Prime Minister of the UK – God and the Pope are people who might be responsible for ordering a holy war – the Prime Minister of the UK could order a non-religious war.
- Self-defence – The others are religious motivations for holy war, but this is a good one.
- Money – People may expect the others as a reward (purification to enter paradise) for participating in a holy war, but though participants in a holy war might involve religious primary motivation; and money is earned in non-religious wars, though the other

Activity 41 – Conventional Warfare

- The level of harm caused could never be justified.
- They harm many people and destroy the environment disproportionately.
- The Bible teaches that killing another human being is evil.
- They lack human judgement and could potentially cause great harm to civilian

Extension task:

- Their arguments are... that the world would be a safer place without nuclear weapons, and less damage to humans and the environment. They also argue that the Bible teaches passages such as Romans 12:9, 17–18 and Colossians 1:16–17.
- A Christian would specifically desire nuclear disarmament because... nuclear weapons cause widespread damage to human beings and to the environment, both of which we are supposed to look after the world we have been given.
- The actions the CCND is taking are... campaigning for the UN to prohibit nuclear weapons, stopping of Trident, and also raising awareness about the issue, and attempting to get governments discuss the issue.

Activity 42 – Pacifism

Possible annotation, and possible alterations and additions to improve the answer

‘People should not be pacifists.’ Evaluate this statement. (15 marks)

Argue for **and** against this statement. Give religious (preferably) non-religious arguments. Reach a conclusion that follows from your argument.

Good to reference the Bible

¹ Pacifism may be a *bad idea*, because sometimes people may need to defend themselves, or others, from violence. ²

Good to reference another religion

Also, The Jewish/Christian God orders violence in the *Old Testament* and the *Qur'an* suggests that violence should be carried out in some circumstances, and is acceptable in others, so the Abrahamic religions promote pacifism. ⁴ For example, Christian anti-Nazi preacher Dietrich Bonhoeffer took part in a scheme to assassinate Hitler due to his persecution of the Jewish people and other minorities during the Third Reich. In this case, he conspired to use violence rather than pacifism to try and

Good to come to a conclusion

On the other hand, pacifism may be good, because it can be argued that violence does not solve anything, and that there is no justification for violence, because it is wrong, even if someone has attacked you. ⁶

Overall, pacifism seems to be a bad idea. ⁷

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- 1) Importantly, this answer needs to link back to the question – throughout it does not explicitly with whether people should, or should not, be *pacifists*. To be sure, read along these lines: ‘It may be a bad idea to be a pacifist... the Abrahamic religions do not be pacifists... On the other hand, x suggests people should be pacifists...’
- 2) It might be worth developing this point: ‘...if good people are pacifists and want to avoid violence, then bad people may be free to kill and enslave as they wish, and this is a problem’
- 3) The answer could specify an example: ‘e.g. God sent the Jewish people to war’
- 4) It would be good to qualify: ‘so *some* people feel that the Abrahamic religions do not be pacifists’
- 5) Using an example like this is good to back up the idea that situational violence is acceptable.
- 6) The answer should give a religious argument for pacifism as well, ideally refer to religious teaching. It needs more religious content and more arguments to receive high marks. For example, Jesus’ teaching against violence, even telling his disciples not to fight back when he was arrested, or the principle of ahimsa (non-violence)’... ‘so this is a religious reason for people to be pacifists’
- 7) The argument does come to a conclusion, but it needs to be a justified conclusion. For example, ‘Overall, people should not be pacifists because there are reasons why violence is necessary in some situations, and some religions do not conclusively teach against violence’ or a conclusion arguing against the statement!

Activity 44 – Religious Teachings on Peace

1)

Matthew 5:9 – this verse teaches Christians that peacemakers are blessed, so it is best to try to keep the peace.	Colossians 3:15 – this verse talks about the peace of Christ which is manifest in the oneness of the Church. It could be used to teach how the unified Church body should aim to achieve peace.
1 Peter 3:11 – this verse preaches the pursuit of peace as being a ‘must’ for Christians.	Matthew 5:38-42 – this verse directly preaches forgiveness instead of the Old Testament practice of ‘an eye for an eye’.
James 3:18 – this verse implies that those who work towards peace will have a harvest of righteousness.	Luke 1:79 – this verse teaches that to follow Jesus is to walk the path of peace.

2) Students may be able to come up with their own examples or ideas.

Quakers – most Quakers are pacifists, as peace is a central tenet of Quaker beliefs.	Baptists – are generally opposed to violence but members may support a just war.	Seventh-day Adventists – most are pacifists but some carry out military service.
Catholics – are generally opposed to violence but members may support a just war as is specified in the Catechism of the Catholic Church.	Church of England – are generally opposed to violence but members may support a just war.	Orthodox – are generally opposed to violence but some support a just war.

3) Any examples of Christians who have been involved within world conflicts are acceptable.

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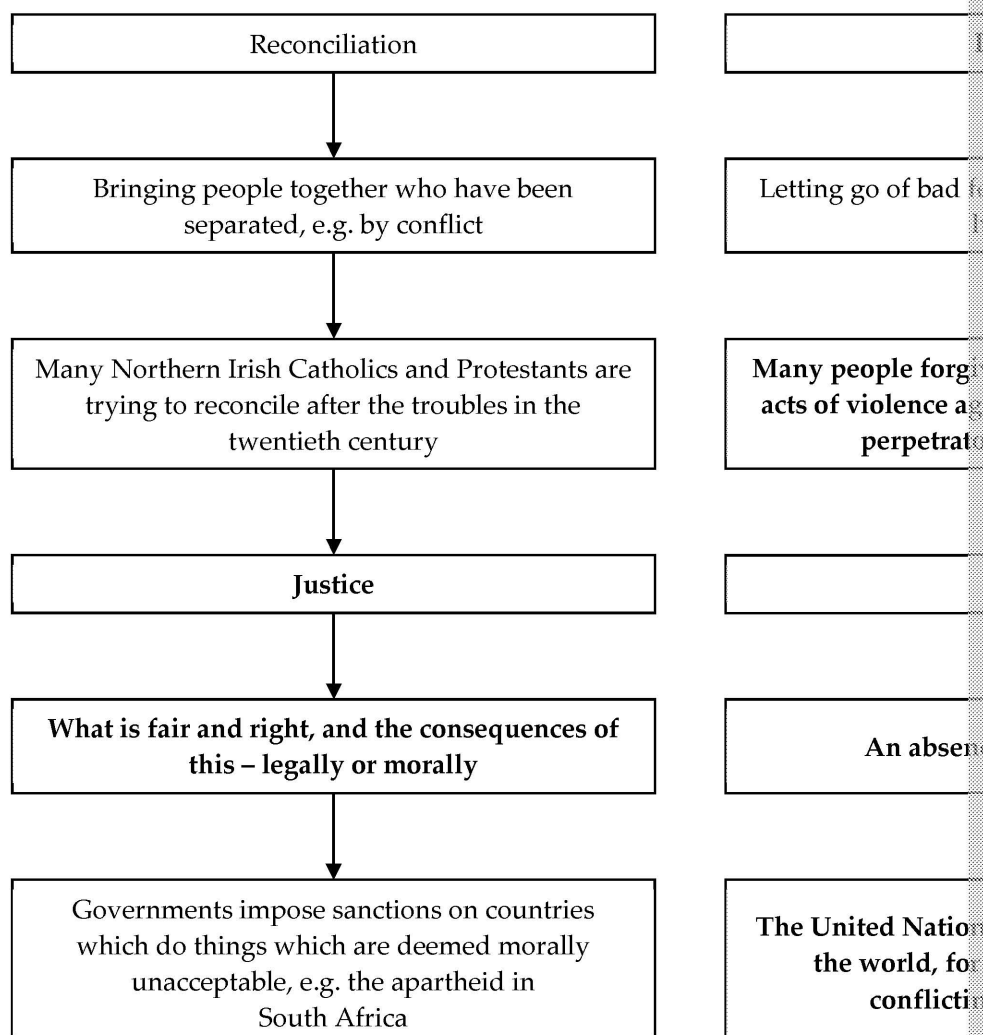
Activity 45 – Religion and Peace-making in the Contemporary World

Possible answers:

- 1)
 - Hindus believe in ahimsa (non-violence) so making peace helps to promote this.
 - Many Muslims believe that Allah desires peace, and that Islam should be a religion of peace.
 - Jesus said that peacemakers were blessed by God.
 - Jesus taught against violence, and that people should reconcile with others.
- 2)
 - Different countries
 - Different religious groups
 - Any groups of conflicting people
- 3)
 - They may speak out about peace.
 - They may help organise negotiations in an aim to solve conflict peacefully.
 - They may donate money to help those who have been victims of violence.
 - They may protest against war.
- 4)
 - Gandhi
 - The Dalai Lama
- 5)
 - Gandhi tried to negotiate a free India peacefully, and to negotiate peace between the British and the Indians.
 - The Dalai Lama has encouraged Tibetans not to fight against the Chinese.

Activity 46 – Peace, Justice, Forgiveness and Reconciliation

Possible answers:



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Extension: Give a religious reason for implementing each concept (1 mark per reason)

Possible answers:

- Jesus said that peacemakers were blessed by God.
- The Bible teaches to do what is right and just, and God gives the Jewish people wisdom.
- Jesus said to forgive people seventy-seven times.
- Christians may believe that if they do not reconcile with others, then God will not forgive them.

Activity 47 – Non-violent Action

- 1) He was facing the systematic oppression of African Americans following their arrival in America. The 1960s saw a movement to achieve civil rights for African Americans. In attempting to achieve these rights and free African Americans from institutionalised racism, he was arrested many times.
- 2) Martin Luther King was at the heart of organising a large series of peaceful protests and boycotts. He organised the march on Washington and the Montgomery Bus Boycott.
- 3) He is remembered specifically for his promotion of non-violent protest.
- 4) His methods were very effective – he is remembered as being a key player in the struggle for African Americans in the USA.
- 5) His religious beliefs (he was a preacher) inspired his peaceful attitudes towards his opponents.
- 6) His example and views are still heavily influential today, especially among Christians. His example is used to campaign for issues of social justice today. Words from his famous 'I Have a Dream' speech are commonly quoted.
- 7) Other proponents of non-violence action could include any relevant examples of people who have used non-violent methods to achieve social change.

Activity 48 – Social Justice

- 1) Social justice is defined by the Oxford English Dictionary as 'justice in terms of the distribution of wealth, opportunities and privileges within society'.
- 2) Jesus emphatically instructed his followers to help the needy in society. In one example, a Christian might put special emphasis on helping the vulnerable, such as the poor. For example, in the Sermon on the Mount in Matthew 25:40 Jesus says, 'The King will say to them, "I tell you the truth, whatever you did for one of the least of these brothers and sisters of mine, you did for me."'
- 3) Jesus spent his life helping those within society who were considered lesser and less valued. He wanted to follow his example in helping those in need – eating with the social outcasts, the blind and lepers who would have lived in squalor and as social outcasts. This is a key example of Jesus helping those less fortunate and teaching others to do so also.
- 4) Any relevant Bible verse which demonstrates this will be acceptable. Examples include:
 - Matthew 9:9
 - Matthew 6:12
 - Matthew 6:14
 - Matthew 18:35
 - Psalm 11:7
 - Amos 5:21
- 5) Examples could include any Christian figure, e.g. Martin Luther King Jr, Martin Luther, Dietrich Bonhoeffer.
- 6) The relevant events and observations to the Christian figure chosen here will be used to support answers.
- 7) Students should here be able to draw a comparison between the actions of the figure and the teachings found in the Gospel regarding social justice. Specific passages used to support answers are useful but not essential.
- 8) Any relevant example would work here – for example, the Salvation Army.
- 9) The relevant issues and observations to the Christian figure chosen here will be used to support answers.
- 10) Students should here be able to draw a comparison between the actions of the figure and the teachings found in the Gospel regarding social justice. Specific passages used to support answers are useful but not essential.

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Activity 49 – Forgiveness and Reconciliation

- 1) Students will express their own viewpoint on whether or not they think this might highlight that giving people a discussion platform might be a good way. A different viewpoint might be that by offering amnesty justice is never served.
- 2) Examples could include any of Jesus' teachings on forgiveness. Alternatively, Old Testament teaching about justice, such as exacting 'an eye for an eye'.
- 3) *'You have heard that it was said, "An eye for an eye and a tooth for a tooth." But I say to you that whoever slaps you on the right cheek, turn to him the other also.'* Matthew 5:38-39. The extract verse does not need to be given here; however, an awareness that Jesus encouraged followers to turn the other cheek rather than seek out revenge is important.
- 4) Any relevant examples of a process of forgiveness between two groups will be relevant. Examples could include ongoing race relations within the US, reparations following the Holocaust and within Palestinian–Israeli relations.
- 5) Students will express their own personal viewpoint on whether or not they think forgiveness on this scale is possible. They might point towards other examples of reconciliation achieved following maltreatment as examples.
- 6) Students here will express their personal viewpoint on whether or not they think forgiveness is preferable. An example could be – 'I think that forgiveness is preferable because it allows a country to move forward'.

Section Four: Dialogue between Religious and Non-religious

Activity 50 – How Christian is the UK?

- 1) Students will state whether they were surprised, most likely based on their own expectations. Some might be surprised because I do not know many people who believe in Christianity today.
- 2) A student might express what they would have expected to see – e.g. 'I would expect to see more people who identify as non-religious.'
- 3) Examples could include the role of the Queen or the religious aspects of some public events.
- 4) A student might express that the high percentage of those identifying as Christian is surprising given the current statistics that show that church attendance has gone down.
- 5) Students here will express their ideas about how the next census will go. For example, some might have an expectation to see a decline in those who identify as Christian within the next census.

Activity 51 – The Role of Christianity in the UK

Bishops in the House of Lords

- The Parliament of the United Kingdom is where UK laws are made. Within Parliament are the House of Commons and the House of Lords. The House of Lords keeps the government accountable for various governmental issues such as government spending.
- There are 26 Spiritual Lords within the House of Lords, who are bishops of the Church of England. They cannot be elected.
- Therefore, the Church of England does have some stake in the ruling of the UK.

Church schools

- The Church within the UK has historically provided schools. However, over time the role of the government rather than the church has increased.
- There are today around one-third of Government-run schools which have a faith ethos. These schools are still government-funded.
- Some religious groups contribute to the funding of these schools also.

Architecture

- Some of the biggest and most impressive feats of British architecture.
- Examples of these include Winchester Cathedral.
- Westminster Abbey is the heart of many national events, such as the 2011 Royal Wedding.

Christian services to mark national events

- It is common for religious services to mark national events within the UK.
- Often there will be a religious tone to national events, such as Remembrance Day.

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Celebrated national holidays

- Some bank holidays occur on Good Friday, Easter Monday, Christmas Day, etc. due to their religious background.

The Role of the Queen

- The Queen is the monarch of the United Kingdom and the Commonwealth.
- Part of this role involves the Queen being the head of the Church of England.
- She was crowned, as all monarchs are, by the Archbishop of Canterbury.
- Part of the vows she undertakes as monarch is not just to rule over the country but to 'preserve the inviolable the settlement of the Church of England'.
- This raises potential questions about the separation between church and state.

Structure of the calendar year

- The British calendar year is to some extent structured around the Christian liturgical year.
- For example, there is usually a break around Easter and Christmas.

Activity 52 – Secularism

OLUISSANRITCEA	Secularisation	Secularisation is the process by which society becomes increasingly secular over the past 100 years.
ATAOLNIN UCALRES TIYCSOE	National Secular Society	The National Secular Society campaigns against the influence of the Church of England and against privileges that it enjoys.
AITMSORILNA	Rationalism	This is the belief that all things can be explained by reason.
NCIDEEL FO TCROSNOAGIENG	Decline of congregations	The past 100 years has seen a decline in the number of people attending church, especially in the UK.
SHMNMIAU	Humanism	Humanism is a secular philosophy focused around the dignity of human beings and animals.
ITASHEM	Atheism	Atheism is the firm belief that there is no God. The number of people who are atheists has grown in recent years, especially with scientific developments.

Activity 53 – Legal Challenges to Church and State

Answers will vary between students and should include anything that a student finds interesting/useful and has learned within the lesson. For example:

'Groups campaign for the removal of Bishops from the House of Lords #churchandstate'

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Activity 54 – Faith Schools

Arguments for Faith Schools	Arguments against Faith Schools
<ul style="list-style-type: none"> The state should recognise that people want to learn in a particular way, and as the state serves the public, this should be catered for. Usually, religious schools attain good exam results as they are more selective. Some faith schools have faith groups which contribute to their costs (around 10%) which could be argued as religious people supporting the public education system more than required via taxation. Parents should have a role in deciding what kind of school their children go to. Some parents who are religious might be very wealthy and, therefore, pay a lot of tax. It could be argued that this is a form of religious expression, which is a human right. 	<ul style="list-style-type: none"> The question could be asked whether a secular state should actively promote religion. There might be a risk of religious discrimination which might impact on the development of the state – for example, a religious state might not evolve from the secular state. Faith schools select children based on faith, which could lead to religious segregation. This could mean that children are not comfortable doing things that are not part of their faith. Promotes segregation and does not give children a balanced experience of different religions.

Activity 56 – Clashes between Religion and Scientific Developments

This activity is designed to be an open discussion between students.

- This could be a humanist view, or it could be a liberal Christian view. They may believe that bodily autonomy (the right to do what one wills with one's own body) is a fundamental right. An opposing view would be that it is not the place of humans to decide when something is created or destroyed.
- This is a Christian view, because the person who holds this view lays a large emphasis on the moral teaching and authority of the Bible. Someone who has an opposing view might not hold the Bible to be an authority, and it should not hold any authority over them.
- This viewpoint could be held by a humanist, atheist or Christian; it is not exclusively religious. This belief might be worry that this will result in undue discrimination against certain groups of people. An opposing view would be that if such things have the power to help people, then science has the capability to do these things, then there should be no issue in doing so.
- This is an atheist or humanist viewpoint, because they do not believe in God and therefore religious beliefs should not impact on the way in which secular society debates medical issues. An opposing view would be that religious people are still a part of society and have the right to have their views heard.

Activity 57 – Christian Attitudes towards Other Religious Groups

Answers will vary between students and should include anything that a student has learned that is interesting/useful and has learned within the lesson. For example:

Inclusive Christians might accept that other religions take a different path to the same God.

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Activity 58 – The Importance of Interfaith Dialogue

Some answers that the students might give could include:

- By having dialogues, different religious groups and non-religious people might find this helps society to be a happier, more peaceful and productive place.
- This could also unite religious and non-religious people in fighting against issues – for example, combating poverty – which could result in the betterment of society.
- Dialogue between groups helps society to function more harmoniously.
- If there is dialogue between people of varying religious or non-religious backgrounds, conflict between differing groups is avoided.
- Discourages discrimination between people of differing viewpoints.
- Maintains the peace within a country, as segregation and lack of understanding can lead to serious conflict.
- Dialogue might help both groups reach a compromise or a solution which both can accept, considering issues of law – if both groups must live in a country, then discuss a medium of sorts regarding how this country is governed according to the principles of both faiths.
- Dialogue helps to put a human face on groups of differing viewpoints.

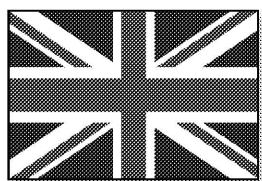

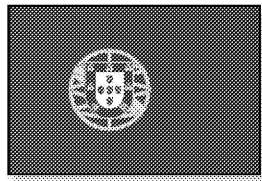
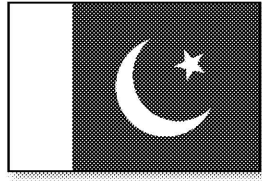
Extension task:

Examples could include:

- **Local** – Activities and events which bring people of different faith backgrounds together and improving community, e.g. activities weeks
- **National** – Advocacy for interfaith policy
- **Global** – Fostering a society which could have a positive global impact on the world of faiths

Activity 59 – Religion and Wider Society

1)

	This is the Union Jack of the United Kingdom. It represents the countries of the UK are united. The flag combines the red and white of England, Scotland and Ireland which all have their own patron saints.
	The Israeli flag is heavily representative of the Jewish faith. The blue at the top and the bottom of the flag represent the stripes on the Tallit – a Jewish prayer shawl. In the center of the flag there is a Star of David, which is a well-known symbol of Judaism.
	This is the Portuguese flag. On the flag there is a shield which is symbolic of the five wounds inflicted on Jesus during his crucifixion.
	This is the Pakistani flag. The dark green colour is representative of Islam and the commitment to the faith. The white is considered representative of the people who also live there. The star and crescent are known symbols of the Ottoman Empire and by proxy symbolic of the Islamic faith.

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- 2) 'Go and make **disciples** of all people in the **nations**. Baptise them in the name of the Holy Spirit. Teach them to **obey** everything that I have told you so to do.
- 3) This verse will inspire Christians to tell others about their faith, which is known as the hope that others will come to believe in God too, and become disciples. It will start teaching others about the moral beliefs they believe Jesus taught in the Bible.
- 4) This might cause issues within a society as those who do not identify as Christians have their own views and moral imposed upon them. Examples of this on a large scale are debates such as abortion and marriage laws.

Activity 60 – Non-religious World Views

- 1) Humanists – a secular, non-religious group who promote ethical treatment of others based on their moral principles from human reason.
Atheists – a group of people who emphatically do not believe that there is a God.
Agnostics – a group who hold the view that the existence of God cannot be proven or disproven and that this can never be known.
Secularists – a group of those who do not believe in God, and who believe in the separation of church and state.
- 2)
 - a) The majority of non-religious people will derive their moral principles from human reason.
 - b) Groups such as humanists and secularists are opposed to and, in some cases, challenge the provisions given to religious bodies; for example, tax exemptions for the Church of England.
 - c) While some Christians might hold that these groups are immoral as they do not follow the Church, which they would consider to be the correct moral principles, others might see other groups to be moral human beings.

Extension task:

In general, you should expect to hear good discussion from your class regarding how different groups derive their morals from different sources, e.g. traditions from culture, from human reason, or from utilitarianism. Generally, they should be able to identify that issues arising from the same and very variable source, morals will differ culturally and one culture's morals can be different to others with a different moral heritage.

Activity 61 – Shared Values

Examples will vary depending on the ideas of the class; however, a few ideas are as follows:

Promoting peace – the Stop the War Coalition is a large group of British people with no religious affiliation who campaign for peace and against just wars. They have in the past teamed up with Muslim peace groups.

Protecting the environment – there is a large number of secular environmentalists who share the same shared value of decreasing the levels of pollution and cleaning up the planet for mankind.

Supporting the needy – religion does not have a monopoly on helping those in need. There are many charities which aim to help those in need without a religious slant; for example, UK Aid.

Compassion – compassion for others is at the heart of the values of secular groups.

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Activity 62 – Disagreements With Different Secular Groups

Example	Reason for difference
Divorce rates	Divorce rates are higher among non-religious people on due to not seeing marriage as a covenant between two people (as a sacrament), but rather a legal contract, couples are less likely to encounter difficulty.
Sex before, or outside, marriage	Non-religious people are less likely to wait until marriage designed or intended to take place within a marriage relationship. They have no issue with a sexual relationship outside of marriage that is consensual.
Children without married parents	Non-religious people are in the modern day less likely to have children. As a result, there are many families that have children within the nuclear family have not seen the need to get married, so have simply chosen not to marry.
Single parenthood	Due to the higher divorce rates in the modern day, or perhaps there are a number of single parents within today's society due to a stigma around single parents; however, in modern secular society, single-parent families have become commonplace.
Same-sex parents	Same-sex parents would be something that some Christians might disagree with based on biblical teaching regarding homosexuality being a sin. However, in a secular age, homosexuality is accepted within society as a natural and expression of sexuality. The Equality Act 2010 in the UK has given legal meaning that same-sex parents could marry and create families within the legal framework. In general, a secular viewpoint would have no issue with a same-sex couple.
Modern materialism	Some Christians might reject modern materialism as Jesus taught to not be attached to possessions and advocated giving away one's wealth to the poor. Christians who do not hold this viewpoint might have no issue with earning money and spending it how they see fit – indeed, modern materialism has become a feature of modern society. Some secular viewpoints might disagree with materialism due to the impact it can have on some societies – for example, fast fashion and sweatshops located in developing countries.

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