



GCSE AQA A Worksheets

Component 2: Thematic Studies

Theme B: Religion and Life

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Teacher's Introduction

The worksheets in this pack are designed to support the GCSE AQA A Religious Studies specification (2016), specifically **Component 2: Theme B: Religion and Life**.

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

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

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

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

February 2022

Worksheet Overview

| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|-------------------------|----------------------------------|--|---------------------|------------------------------------|---|
| Introductory activities | Worksheet 1: Intro activity 1 | <p>Partner, discuss some of the keywords below. Discuss what they could mean, and write some words that you think of when reading these concepts.</p> <p>Take it further: Can pupils think of any more words relating to the theme of Religion and Life? Add the definitions.</p> | Individual Pairs | Discussion Listening Written | <p>Weaker: Pupils to be given simple definitions and asked to add an example for each.</p> <p>Stronger: Pupils to give the definition and add an example of how this is shown in the world today.</p> |
| | Worksheet 1: Intro activity 2 | <p>Label the images below to reveal some of the topics you will be studying in this unit of work. Extension: choose one of the images below and write a short paragraph about it to your partner.</p> | Individual | Visual Listening | |
| | Worksheet 1: Intro activity 3 | <p>Read the list of topics this worksheet pack covers. In the 'Start of worksheets' column, write either 'Red', 'Amber' or 'Green' next to each topic (or colour-code the boxes) to show your understanding of that topic. Use red if you have no knowledge of the topic; use amber if you have some knowledge of the topic; use green if you are confident about the topic.</p> | Individual | Visual | |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|--------------------------------------|--|--|------------------------|-------------------------------|--|
| The origin and value of the universe | Worksheet 1: Origins of the universe | Write the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given definitions and asked to put them into their own words. Weaker: Pupils could watch a video of creation and be asked to jot down the day of creation to help them. Stronger: Pupils to explain how the creation story may influence/impose on Christians, Muslims and Jews today. |
| | | Explain what happened in each of the creation stories as found in the Islamic, Christian and Jewish (and Judaism). Draw an image for each one. | Individual Pairs | Visual Creative Written | |
| | | Explain the origins of the universe from an Eastern religious perspective. | Individual | Written | Weaker: Pupils to be given stories of creation from Eastern religions to explain them to each other. Stronger: Evaluate the Western and Eastern stories and explain similarities/differences. |
| | | Explain the scientific Big Bang theory and how the Big Bang led to the origins of the universe. | Individual | Written | Stronger: Pupils to evaluate the likelihood of the Big Bang theory vs religious stories of creation. |
| | | Take it further: If the universe began with the Big Bang, where did the particles come from that began the universe? Who/what created the Big Bang? Discuss. | Individual Group | Discussion Listening | Weaker: Give one reason either for or against the idea that the Big Bang was created by someone. Stronger: Make links to the first creation argument, the teleological argument, the problem of evil. |
| | Worksheet 2: The origin and value of the universe | Label the statements in the table below as either for or against the statement 'Religious people should not believe in the Big Bang'. | Individual Pairs | Visual | Weaker: Pupils to be given the definitions of each concept. Weaker: Pupils can work in pairs to identify the answers. Stronger: Pupils to give an additional argument for/against the statement. |
| | | Which argument from the table above is the strongest , and why? Use the sentence starters below to justify your structure. | Individual Pairs | Written | Weaker: Pupils to use the first two sentence starters. Stronger: Pupils to use all of the sentence starters. |
| | | Explain the difference between the world as it was made? Does any aspect of the world show that it was 'designed' or planned? | Individual Pairs Group | Discussion Written | Weaker: Pupils to be given examples of design, e.g. watch, thumbprint |
| | | | | | |
| | | | | | |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|--------------------------------------|--|--|------------------------|------------------|---|
| The Origin and Value of the Universe | Worksheet 1: The value of the world and the duty of humans to protect it. | Write the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given definitions asked to put them into their own words. Stronger: Why does God invoke a feeling of awe/wonder for religious people? |
| | | What are some of the feelings of awe/wonder you have experienced? Or you? Give answers below. | Individual | Discussion | |
| | | Choose one of the events below and write a diary entry explaining how it may lead to a feeling of awe or wonder: | Individual Pairs | Creative Written | Weaker: Instead of writing a diary pupils could list keywords as to why chosen event invokes awe/wonder. Stronger: Pupils could connect the event to religious teachings, e.g. Numinous. |
| | | <ul style="list-style-type: none"> Holding a newborn baby Standing at the edge of the Grand Canyon Seeing the Northern Lights | Individual Pairs | Creative Written | |
| | | Take it further: Can man-made wonders, e.g. the Pyramids, inspire awe and wonder? | Group | Written | |
| | Worksheet 3: The value of the world and the duty of humans to protect it. | Explain why Christians believe in stewardship. | Individual | Written | |
| | | List 5 ways that people can be better stewards of the world. | Individual Pairs Group | Written | Weaker: Pupils could discuss environmental efforts around the world. Stronger: Pupils to discuss how they can be better stewards. |
| | | Take it further: Research a charity that is about saving/helping the environment. How does the charity help? | Individual Pairs Group | Creative | Weaker: Pupils to work with a partner to research a charity and to be given an individual aspect of the charity to research. |
| | | Explain the concept of stewardship in the context of one of the religions you have studied; for example, the Jewish teaching of tikkun olam. How does it relate to the concept of stewardship? | Individual Pairs | Written | |
| | | Explain the concepts of stewardship using the images below to help the environment. | Individual Pairs | Visual Written | Weaker: Pupils to be given the title of each image, e.g. windmills, solar panels, and asked to plant trees. Stronger: Pupils to connect to the concept of stewardship and dominion. |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|--------------------------------------|---|---|------------------|------------------------------------|---|
| The origin and value of the universe | Worksheet 3: The value of the world and the duty of humans to protect it | Explain why some Christians believe in dominion and how this may relate to the environment. | Individual Pairs | Written | Stronger: Explain what Adam and Eve did to show their dominion in the Garden of Eden. |
| | | What does dominion mean you want? Justify reasons for YES and NO below. | Pairs | Discussion Listening Written | Weaker: Pupils to be given arguments for and against and asked to match them to the correct side. Stronger: Pupils to apply religious teachings to each side of the argument. |
| | | Read the quotes below. Identify whether they show stewardship, dominion, awe or wonder. | Individual Pairs | Written | Stronger: Pupils to explain why each quote connects to the key term. |
| | | Research a denomination within the religion you are studying – how does their treatment of all animals indicate that they are good stewards? | Individual | Individual Written | Stronger: Pupils to give examples of different religious tradition. |
| | | What key words do you think the definition should include the correct term. <i>Protecting and preserving natural resources and the environment.</i> | Individual | Visual | Stronger: Pupils to link the keywords to the keyword stewardship. |
| | Worksheet 4: The use and abuse of the environment | Write the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given the definitions and asked to put them into their own words. Weaker: Pupils to work in pairs and discuss each type. |
| | | Colour-code the examples below as renewable resources and non-renewable resources . | Individual Pairs | Visual | Stronger: Pupils to explain why each example is either a renewable or non-renewable source of energy. |
| | | Take it further: What do pupils consider to be the most useful form of renewable energy for our society and environment? | Group | Discussion Listening | Class discussion: Pupils to build on each other's ideas and each pupil says. |
| | | Interpret the table on pollution. | Individual Pairs | Written | Weaker: Pupils to work in pairs/groups and each person to complete one row of the table. Stronger: Pupils to explain what the different types of pollution people would say about pollution. |
| | | | | | |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|--------------------------------------|--|--|------------------------|-----------------------------|--|
| The origin and value of the universe | Worksheet 4: The use and abuse of the environment | Research the work of Greta Thunberg and her argument for saving the environment. Pupils to write a 200 word speech to persuade the government to put in place to save the environment. | Individual Pairs | Creative Written | Weaker: Pupils to create a presentation on how to save the environment. Stronger: Pupils to include religious teachings in their answers. |
| | | Take it further: Research the measures that China put in place to reduce the pollution at the Beijing 2008 Summer Olympics. What did they do? How did this help? | Individual Pairs | Creative Discussion | Weaker: Explain how the curfew Chinese factories helped reduce pollution in Beijing. |
| | | Explain the meaning of the 3Rs. Give an example of how each one can be used. | Individual Pairs Group | Written | Weaker: Pupils to work in groups each person to complete one section of the table and teach the others in the group. |
| | | Correct this definition of conservation: <i>Protecting and preserving unnatural resources and the environment.</i> | Individual | Written | Stronger: Pupils to link this idea to stewardship. |
| | | Explain the causes of global warming. | Individual | Written | Stronger: Explain how these causes global warming. |
| | Worksheet 5: The use and abuse of animals | How may the concepts of stewardship and dominion influence religious believers today? | Individual | Written | Weaker: Give pupils the definition of stewardship and dominion. |
| | | Write the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given the definitions and asked to put them into their own words. |
| | | Research the experiments done on animals. Explain the experiment and what the experiment led to. | Individual Pairs | Creative Discussion Written | Weaker: Pupils could be given information sheets to meet their level of each experiment. |
| | | Complete the table and explain the ethical issues. | Individual Pairs | Written | Weaker: Pupils could work in pairs person to give the pros side and another person to give the cons side. Stronger: Pupils to include religious arguments in the pros/cons. |
| | | | | | |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|--------------------------------------|--|---|------------------------|---------------------------------|---|
| The origin and value of the universe | Worksheet 5: The use and abuse of animals | Do you think animal experimentation is acceptable? Justify your answer. | Individual | Written Discussion Listening | Stronger: Pupils to explain why some people would disagree with them |
| | | Task 1: Would you ever experiment on animals? Justify your answer. | Individual | Written Discussion | |
| | | What is the difference between veganism and vegetarianism? | Individual Pairs Group | Discussion | This could be completed as a class discussion. |
| | | Give three reasons why someone may choose to be vegan. | Individual Pairs | Discussion Listening | This could be done as a class discussion. |
| | | Give three reasons why someone may choose to eat meat. | Individual Pairs Group | Written | This could be done as a class discussion. |
| | | Answer the questions in the table below. | Individual | Written | Weaker: Give the meaning of the ethically – ask pupils to explain the meaning of the statement in their words. |
| | | Use the quotes from the Bible to explain Christian beliefs about eating meat. | Individual | Written | |
| | | | | | |

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| Spec area | Topic | Activity description | Group size | Task type | Adapting to weaker/stronger learners |
|-------------------------------------|--|---|------------------|-------------------------------|---|
| The origins and value of human life | Worksheet 6: The origins of human life | Give the definitions of the keywords: Conceive God created human life according to the Christian creation story. | Individual | Written | Weaker: Pupils to be given the definitions and asked to put them into their own words. Weaker: Pupils could be given the first of each missing word. Stronger: Pupils to not be given the missing words. |
| | | Explain what the quote below teaches about the origin of human life. | Individual | Written | Stronger: Does the quote show evolution is incorrect? |
| | | Explain another religious belief about the origins of life. How important is it to know where people came from? | Individual | Written | Weaker: Pupils to discuss why it is important to focus on the here and now and not origins of the world. Stronger: Pupils to evaluate why know where people came from may shape their views. |
| | | Explain the meaning of the image below. | Individual | Visual | Stronger: Pupils to give examples of the in which humans have developed, e.g. opposable thumbs. |
| | | Complete the worksheet on Darwin and the theory of evolution. | Individual | Written Visual Creative | Weaker: Pupils to be given an information sheet and be expected to pick out answers. |
| | Worksheet 7: The sanctity and quality of life | Is it possible to be religious and believe in evolution? Justify both sides of the argument next to the image below. | Individual Pairs | Written Discussion | Weaker: Pupils to work in pairs; each to do one side of the argument. Stronger: Pupils to include religious concepts and scriptures, e.g. liberal Christianity their answers. |
| | | Give the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given the definitions and asked to put them into their own words. |
| | | Why do religious beliefs affect their decisions? | Individual Pairs | Written | Stronger: Pupils to use the keywords and wonder to support their explanation and to other areas of the specification. |
| | | | | | |
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| Spec area | Topic | Activity description | Group size | Task type | Adapting to weaker/stronger learners |
|-------------------------------------|--|---|------------------------|-------------------------------|--|
| The origins and value of human life | Worksheet 7: The sanctity and quality of life | Read the quote and explain what this teaches about Christianity's view of life. | Individual Pairs | Written | Stronger: Pupils to explain how the quote links to this quote and the sanctity of life. |
| | | Choose a religion and explain its view on the sanctity of life, for example, the Jewish concept of pikuach nefesh. | Individual Pairs | Written | Weaker: Pupils to be given the definition of pikuach nefesh. |
| | | Take it further: Is 'saving a life' a guarantee of a good quality of life? Is there any scenario where it is better to not save a life? Discuss with a partner. | Pairs Group | Discussion Listening | Weaker: Pupils to be given scenarios to discuss. |
| | | What things make a good quality of life? Add examples to the mind map. | Group | Written | Stronger: What would a religious belief make a good quality of life (e.g. pray walking with God)? |
| | Worksheet 8: Abortion | Take it further: Research Paul Alexander, the Iron Lung man, and his life. How would he think he would want to live? What quality of life? | Individual Pairs | Creative Discussion Listening | Pupils to complete this in pairs. |
| | | Colour-code the scenarios to identify those relating to sanctity of life and those relating to quality of life. | Individual Pairs | Visual | Weaker: Pupils could discuss this in pairs. |
| | | Take it further: Does the sanctity of life / quality of life refer to animals? Explain your answer. | Individual Pairs Group | Discussion Listening Written | This could be completed as a class discussion. Stronger: Consider the concept of animals and how it may relate to this question. |
| | | Give the definitions of the keywords. | Individual | Written | Weaker: Pupils to be given the definitions and asked to put them into their own words. |
| The origins and value of human life | Worksheet 8: Abortion | Pupils to decide which statement on each row is true, and indicate their choice by marking column A or B. | Individual Pairs Group | Visual | This can be done individually, in pairs or in groups. |
| | | Read the case studies. Would the abortion be granted in these circumstances? | Individual Pairs Group | Discussion Listening | This can be done individually, in pairs or in groups. |

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| Spec area | Topic | Activity description | Group size | Task type | Adapting to weaker/stronger learners |
|-------------------------------------|--|--|------------------------|--------------------|--|
| The origins and value of human life | Worksheet 8: Abortion | What are some of the reasons why people choose to abort? List 5 below. | Individual Pairs | Written | |
| | | What is pro-choice and what is pro-life? | Individual | Written | Weaker: Pupils to be given one of the definitions and asked to explain the other. Stronger: Pupils to explain which is the most important, and why. |
| | | Research the number of weeks each phase occurs below using the NHS website. Then, place each stage of foetal development onto the timeline and indicate where the legal limit for abortion is in the UK. | Individual Pairs | Visual Discussion | Stronger: Pupils to explain why some might consider life beginning at each stage of development. |
| | | Take it further: Pupils to explain the difference between when life begins, and why. | Individual | Written | Stronger: When do religious believers think life begins, and why? |
| | | Why do some people say that life begins at conception? Why do some people say that life begins at birth? | Individual Pairs Group | Written Discussion | This can be done individually, in pairs or groups. |
| | Worksheet 9: Ethical arguments relating to abortion | Explain how abortion may link to the sanctity of life. | Individual | Written | Weaker: Pupils to be given the definition of the sanctity of life. Stronger: Explain how abortion may link to the quality of life. |
| | | Why might some people choose pro-choice and pro-life? Give 3 arguments for each. | Individual Pairs | Written | Weaker: Pupils to be given the definitions of pro-choice and pro-life. Stronger: Give a religious belief for pro-choice and pro-life. |
| | | Create a pro-choice and a pro-life protest slogan on the templates below. | Individual Pairs | Creative Visual | Weaker: Pupils to work in pairs to create the protest slogans. Stronger: Pupils to include a speech within their protest slogan. |

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| Spec area | Topic | Activity description | Group size | Task type | Adapting to weaker/stronger learners |
|-------------------------------------|---|--|------------------------|-------------------------|---|
| The origins and value of human life | Worksheet 9: Ethical arguments related to abortion | Read the religious quotation about abortion. Are they for or against abortion? Tick the correct box. | Individual Pairs Group | Discussion Listening | Weaker: Pupils to work in pairs to discuss meaning of the quotes. Stronger: Pupils to give a counterargument to the quote. |
| | | Should the sanctity of life apply to the mother or the foetus? Discuss as a group and write your answer below. | Group | Discussion Written | |
| | | When do Muslims believe the soul enters the body? How does this affect their view of abortion? | Individual | Written | Pupils to consider: Are you alive without a soul? |
| | | What is the Islamic keyword for when a soul enters the body? Tick the correct answer. | Individual | Written | |
| | | What is euthanasia? Define the concept of life and sanctity of life relate to euthanasia? | Individual | Written | Stronger: Pupils to include a reference to scripture to support sanctity/quality of life. |
| | Worksheet 10: Euthanasia | Why do some people choose euthanasia? List reasons below. | Individual Pairs | Written Discussion | Weaker: Pupils could work in pairs to discuss ideas. Stronger: Pupils to explain whether they think the reasons are valid. |
| | | Match the types of euthanasia to the definitions. | Individual Pairs | Visual | Stronger: Pupils to give examples for each definition. |
| | | Take it further: Should any forms of euthanasia be legal? Explain your answer. | Individual Pairs | Written Discussion | Stronger: Pupils to justify their answer from a religious perspective. |
| | | Complete the table about euthanasia. | Individual Pairs | Written Visual Creative | Weaker: Pupils to be given an information sheet about Brittany Maynard. |
| | | Explain why some people agree or disagree with euthanasia. | Individual Pairs | Discussion Written | Weaker: Pupils to work in pairs, with each person completing a different side of the table. Stronger: Pupils to add a religious view to side of the table. |

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| Spec area | Topic | Activity description | Group size | Task type | Adapting to weaker/stronger learners |
|-------------------------------------|---|---|---------------------------|-------------------------|--|
| The origins and value of human life | Worksheet 10: Euthanasia | Choose two religions and explain how they view death. | Individual Pairs | Written | Weaker: Pupils to work in pairs; each to write one religious belief and teach their partner. Stronger: Pupils to include a reference to sacred writings in their answer. |
| | | Choose two of the religions you are studying. For each religion you have chosen, fill in the corresponding box with information about that religion's belief in the afterlife. To challenge yourself, research other religious beliefs about the afterlife for homework. | Individual Pairs Group | Written | Pupils can work in groups – each group member to research one of the religions and its views. |
| | | Explain your views on life after death. | Individual | | |
| | | Based on the image, write a short story about the Christian belief in the afterlife. | Individual | Visual | Stronger: Pupils to analyse this belief using terms such as purgatory and resurrection. |
| | Worksheet 11: Beliefs about death and the afterlife | Write a further: Pupils to draw their own image of the afterlife and explain why they have drawn it in this way. Extension: how does this image relate to a religious / a non-religious view of the afterlife? | Individual | Visual | |
| | | Write an article describing how a religious believer finds comfort in their religion when a family member passes away. Include specific religious beliefs about the afterlife. Pupils to speak for 2 minutes about a religious view on death and the afterlife. They then self-assess their speech. | Individual Pairs | | Weaker: Pupils to 'hot-seat' stronger pupils and ask questions related to the topic. Stronger pupils will give stronger pupils the opportunity to revise and practise their knowledge while helping weaker pupils to learn. |
| | | | Pairs | Discussion Listening | Weaker: Pupils to create a presentation of one of the religious views of the afterlife. |

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| Spec area | Topic | Activity description | Group size | Type of activity | Adapting to weaker/stronger learners |
|---------------|--------------------------|---|------------------------|--------------------|---|
| Consolidation | Consolidation worksheets | Hot-seating! In groups of four, each pupil takes a turn to ask a question from their peers about one topic. Each person is to take a different topic. | Group | Creative Listening | Weaker: Pupils to be given preparation time and to be allowed notes when questioned. |
| | | As a class or group, complete the quiz about the origin and value of human life. | Individual Pairs Group | Creative Listening | |
| | | Based on the results of the quiz, pupils to choose their three weakest topics and create a summary page on each one. | Individual | Written | Pupils can work in pairs to help develop summary pages. |
| | | Complete the 'End of worksheets' section of the table on the 'intro' worksheet. | Individual | Written | |

Introductory Activities Works

Worksheet 1: Introductory activities

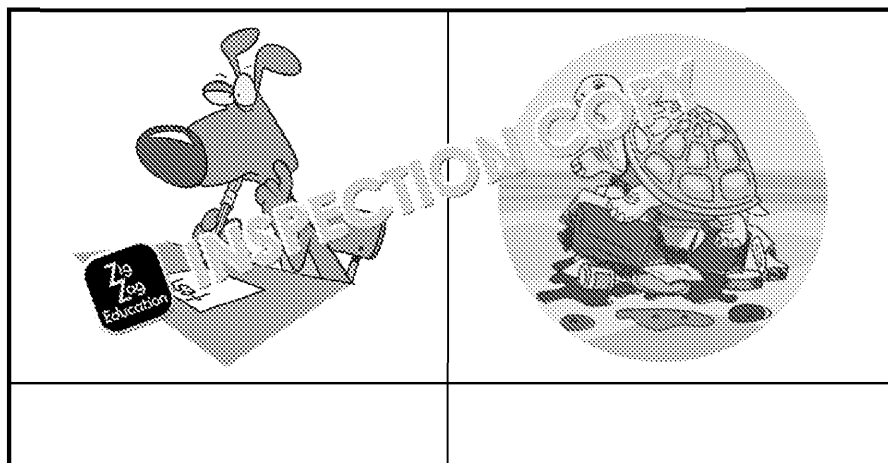
- With a partner, discuss each of the keywords below. Discuss what they could mean and what you think of when reading these concepts.

| Concept | What does it link to / are associated with |
|------------------------|--|
| Sanctity of life | |
| Stewardship | |
| Animal experimentation | |
| Pollution | |
| Evolution | |
| Liberal Christian | |
| Big Bang theory | |

Take it further:

Can you think of any more words relating to the theme of Religion and Life?

- Label the images below to reveal some of the topics you will be studying in the course.
Extension: choose one of the images below and give a one-minute speech about it.



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3. Read the list of topics this worksheet pack covers. In the 'Start of worksheet' 'Amber' or 'Green' next to each topic (or colour-code the boxes) to show your progress. Use red if you have **no knowledge** of the topic; use amber if you have **some** knowledge; use green if you are **confident** about the topic. Once you have completed the worksheet, show your progress!

| Topic | Start of worksheet | End of worksheet | What knowledge can you recall? |
|---|--------------------|------------------|--------------------------------|
| Origins of the universe | | | |
| The value of the world and the duty of humans to protect it | | | |
| The use and abuse of the environment | | | |
| The use and abuse of animals | | | |
| The origins of life | | | |
| The quantity and quality of life | | | |
| Abortion | | | |
| Ethical arguments related to abortion | | | |
| Euthanasia | | | |
| Beliefs about death and the afterlife | | | |


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1. Write the definitions of the keywords.

| Keyword | Definition |
|---|------------|
| ex nihilo | |
|  Christian | |
| Fundamental Christian | |
| The Big Bang | |

2. Explain what happened on each of the days of creation as found in the Abrahamic religions (Christianity, Islam and Judaism). Draw an image for each one.

| | | |
|---|--------|--------|
| Day 1: | Day 2: | Day 3: |
|  | | |
| Image | | |
| Text: | | |
| Day 5: | Day 6: | Day 7: |
|  | | |
| Image | | |
| Text: | | |

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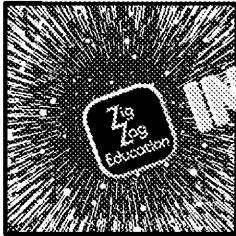
3. Explain the origins of the universe from an Eastern religious perspective.

.....

.....

.....

4. Explain the scientific Big Bang theory and how the Big Bang led to the origin



The Big Bang theory is

.....

.....

The Big Bang led to the origins of the universe because

.....

.....

.....

.....

.....

Take it further (class discussion).

If the universe began with the Big Bang, where did the particles come from? Who/what created the Big Bang?



5. Different types of Christians have different ideas about creation. Colour-code ideas below into **liberal Christians** and **fundamental Christians**.

Everything that is written in the Bible is literally true.

God gave the authors of the Bible the words to write, so the Bible is accurate.

The Bible was *inspired* by God. Humans are fallible so it is possible that mistakes were made.

The world was created in six days, as explained in the creation story.

The creation story is a metaphor for evolution. The six days could be referred to as six ages that took place over millions of years.

The finding of fossils shows that creation took place over millions of years.

God is all-powerful and has the power to make the world in the way the Bible describes.



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6. Label the statements in the table below as either for or against the statement 'I believe in the Big Bang'.

| For/Against | Statement | For/Against | |
|-------------|--|-------------|-------------------------------|
| | God created the world – it is not for man to understand how or why. God's powers are beyond our understanding. | | The dev peo writ But |
| | The Bible is the Word of God and is, therefore, completely true. | | The diffe |
| | There is no proof that the story of creation happened. | | The |
| | The creation story took place over six time periods. | | The six c |

7. Which argument from the table above is the **strongest**, and why? Use the strategies you learned in this unit to support your conclusion. **Structure your conclusion.**

The strongest argument is...

This argument is strong because...

The evidence to support this argument is...

This is a logical argument because...

Criticisms of the

The criticisms

invalid because

Overall, I think

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Take it further (paired discussion):

Is there evidence that the world was made? Does any aspect of the world appear to be planned? Justify your answer.

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Worksheet 3: The value of the world and the duty of hum

1. Write the definitions of the keywords.

| Keyword | Definition |
|-------------|------------|
| Awe | |
| Wonder | |
| Stewardship | |
| Dominion | |

2. What are some things in the world that evoke a feeling of awe and wonder below.

1.
2.
3.

3. Choose one of the prompts below and write a diary entry explaining how it may wonder.

- Holding a newborn baby
- Standing at the edge of the Grand Canyon
- Seeing the Northern Lights

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Take it further:

Can man-made things, e.g. the Pyramids, inspire awe and wonder?



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4. Explain why Christians believe in stewardship.

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5. List ways in which people can be good stewards of the world.

1.
2.
3.
4.
5.

Take it further:

Research a charity that is about saving/helping the environment. How do

6. Explain the concept of stewardship in the context of one of the religions you have studied (e.g. Christianity); for example, the Jewish teaching of tikkun olam. How does it relate to the environment?

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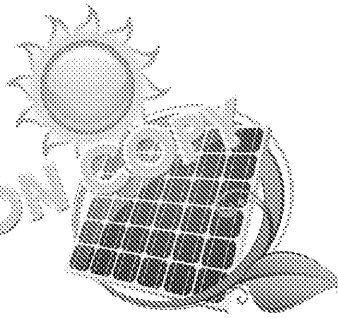
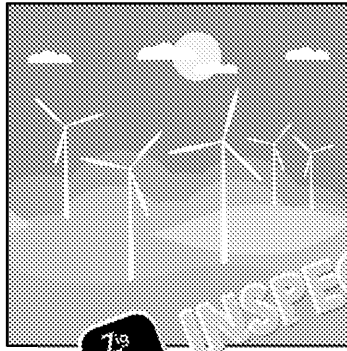
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7. Explain how the concepts pictured in the images below help the environment



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8. Explain why some Christians believe in dominion and how this may relate to

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9. Does dominion mean you can treat the world however you want? Justify re

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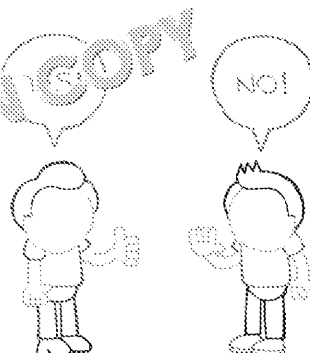
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10. Read the quotes below. Identify whether they show stewardship, dominion or both. Complete the table for you.

| Keyword | Quote | Keyword | |
|---|---|-------------|--|
| | When I consider your heavens, the work of your fingers, the moon and stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them (Psalm 136:5-6 <i>NIV</i>) | Stewardship | The Lord has made him and to him he belongs (Psalm 136:1-3) |
|  | God blessed them and said to them, 'be fruitful and multiply; fill the earth and subdue it. Rule over the fish in the sea, the birds in the sky and over every living creature on the ground (Genesis 1:28 <i>NIV</i>) | | Let all the people of the earth be fruitful and multiply (Genesis 9:1) |

Take it further:

Research a denomination within the religion you are studying – how does it indicate that they are good stewards?



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Worksheet 4: The use and abuse of the environment

1. What keyword matches the definition below? Tick the box next to the correct answer.

Protecting and preserving natural resources and the environment

- ☐ Reservation
- ☐ Conservation
- ☐ Protection
- ☐ Renewable energy

2. Write the definitions of the keywords.

| Keyword | Definition |
|-------------------------|------------|
| Renewable resources | |
| Non-renewable resources | |
| Pollution | |
| Global warming | |

3. Colour-code the examples below as **renewable resources** and **non-renewable resources**.

| | |
|---------------|--------------|
| Solar panels | Fossil fuels |
| Wind turbines | Coal |
| | Hydropower |

Take it further:

What do you consider to be the most useful form of renewable energy in the world?

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4. Complete the table below. One has been done for you.

| Cause of pollution | How does it harm the environment? | |
|-----------------------------|--|---|
| The burning of fossil fuels | This emits harmful gases into the atmosphere, which can lead to illness in people and damages the ozone layer. | Switch to renewable energy sources such as solar panels |
| Sewage run-off into lakes | | |
| Pesticides | | |
| Landfills | | |
| Nuclear waste | | |

5. Research the work of Greta Thunberg and her arguments for saving the environment. Write a speech to the government about measures that could be put in place to save the environment.

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Take it further:

Research the measures that China put in place to reduce the pollution at the Olympics. What did they do? How was it successful?

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6. Explain the meaning of the 3Rs. Give an example of how each one can be used.

| REUSE | RECYCLE | |
|---------------------|---------------------|---|
| Meaning: | Meaning: | M |
| Example in society: | Example in society: | E |
| Personal example: | Personal example: | P |

7. Correct definition of conservation:
Protecting and preserving unnatural resources and the environment

8. Give two causes of global warming.

1.
2.

9. How may the concepts of stewardship and dominion influence religious beliefs?

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Worksheet 5: The use and abuse of animals

1. Write the definitions of the keywords.

| Keyword | Definition |
|------------------------|------------|
| Animal experimentation | |
| Vegan | |
| Vegetarian | |

2. Research the following experiments done on animals. Explain the experiments. One has been done for you.

| Experiment | Explain | |
|----------------------------------|--|---------------------------|
| Vacanti mouse | | |
| Dolly the sheep | | |
| Harry Harlow and the wire monkey | This experiment was trying to measure affection in animals. It used a monkey and created two fake mothers in a cage. One was covered in cloth and the other made out of wire which provided food for the monkey through a feeding bottle attached to the wire. The monkey was then exposed to loud noises to see if so that the researchers could see which 'mother' it went to when scared – food or comfort. | The experiment was deemed |

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3. Complete the pros and cons table for animal experimentation.

| Pros | |
|------|--|
| | |

4. Do you think animal experimentation is acceptable? Justify your answer.

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Take it further:

Would you class animal experimentation as abuse? Justify your answer.

5. What is the difference between veganism and vegetarianism?

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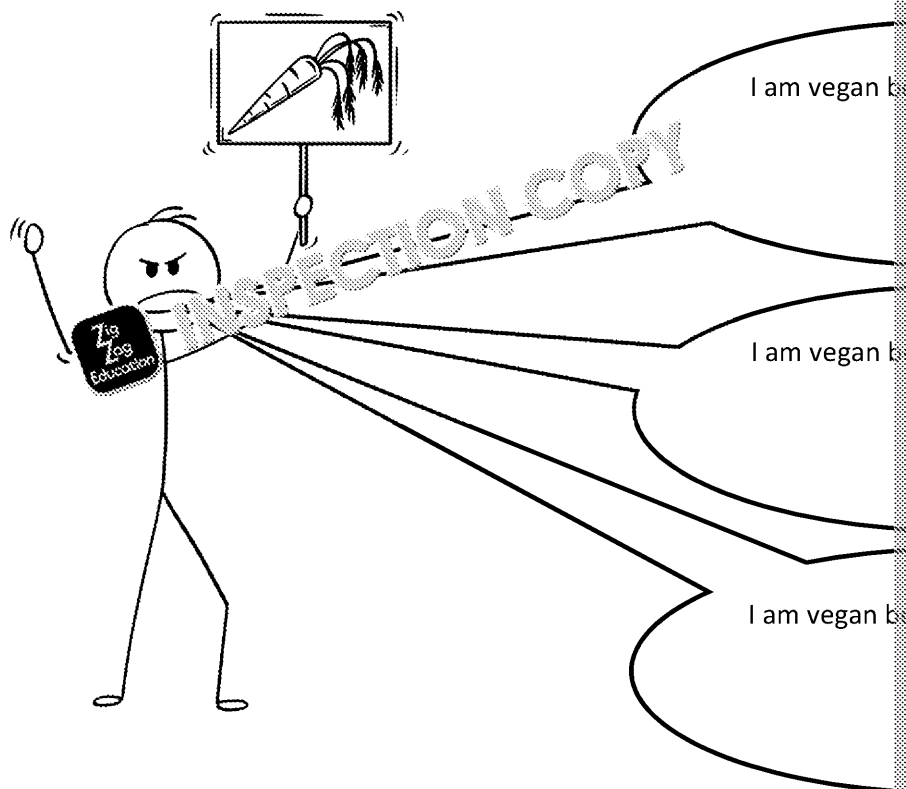
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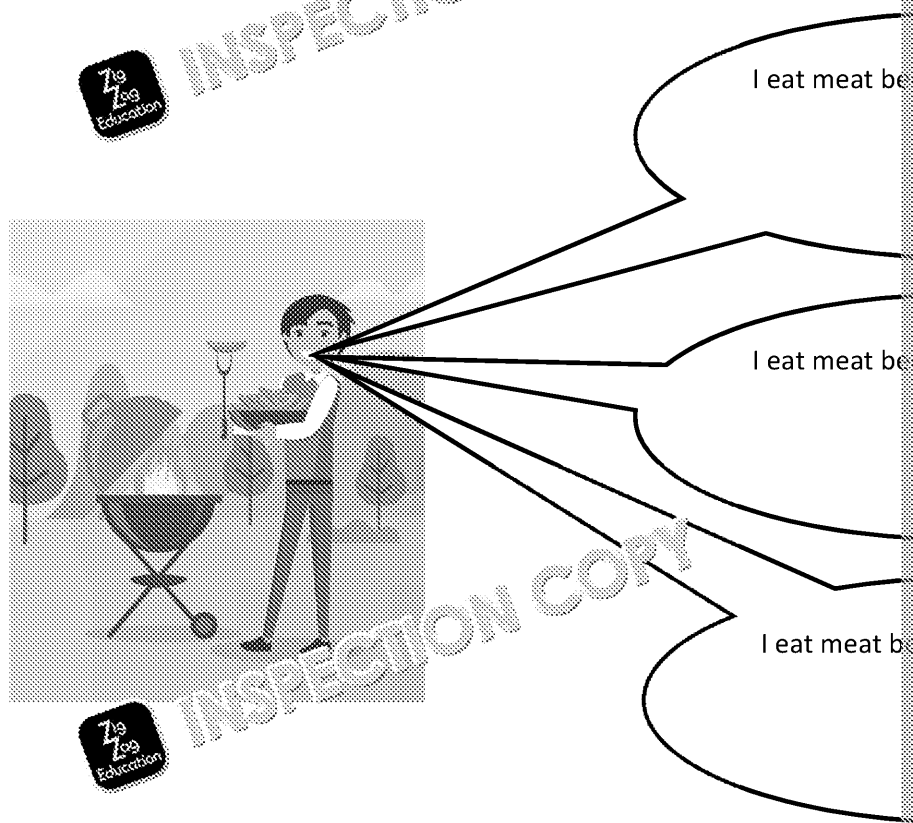
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6. Give three reasons why someone may choose to be vegan.



7. Give three reasons why someone may choose to eat meat.



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8. Answer the questions in the table below. One has been done for you.

| ‘Eating meat is acceptable if the meat is ethically sourced’ | |
|--|---|
| 1. What is the meaning of the statement above? | The statement is saying that it is OK to eat meat if it is sourced in a humane way and if it was treated well before death. |
| 2. Give a reason to agree. | |
| 3. Give a reason to disagree. | |
| 4. What would a religious person say? | |
| 5. Give your own opinion of the statement. | |

9. Use the following quotes from the Bible to explain Christian beliefs about eating meat.

‘It is better not to eat meat or drink wine.’

Romans 14: 21 (NIV)

‘But you must not eat meat that still has the lifeblood still in it.’

Genesis 9:4 (NIV)

‘The one who eats everything must not treat with contempt the one who does not, and the one who does not eat everything must not judge the one who does, for God has accepted them.’

Romans 14:3 (NIV)

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The Origins and Value of Human Life

Worksheet 6: The origins of life

1. Give the definitions of the keywords.

| Keyword | Definition |
|------------|------------|
| Evolution | |
| Adaptation | |

2. Complete the word fill to show how God created human life, according to the Bible.
- On the _____ day, God created _____ and _____ the _____ of the earth. God decided that man needed a companion, so from Adam, God created Eve. God instructed Adam and Eve to _____ the Garden of Eden and to _____ over the animals He created. Adam and Eve could eat from any tree in the Garden except for the _____ tree. They disobeyed God's command and were _____ from the Garden.

| | |
|-------|-------------------|
| _____ | tree of knowledge |
| sixth | rule |
| Adam | exiled |

3. Explain what the quote below teaches about the origin of human life.

'Then the LORD God formed the man out of the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.'
Genesis 2:7 (NIV)

This means.....

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4. Explain another religious belief about the origins of life. How important is it to you?

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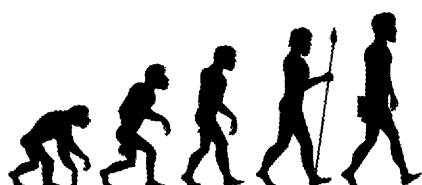
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5. Explain the meaning of the image below.



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6. Complete the fact file about Charles Darwin and his theory of evolution.

| | |
|---|--|
| | <p>On which group of islands did Charles Darwin study animals?</p> |
| | <p>What is the name of Charles Darwin's book?</p> |
| | <p>On the O _____</p> |
| <p>What is meant by the term 'survival of the fittest'?</p> | |

Explain what Charles Darwin concluded about adaptation. Use his example of the finches.



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7. Is it possible to be religious and believe in evolution? Justify both sides of the argument.

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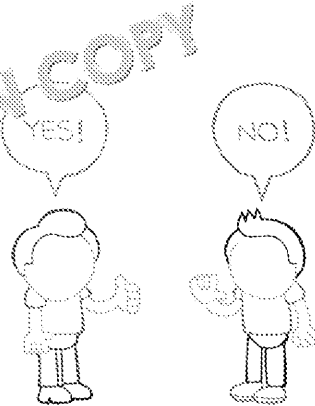
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Worksheet 7: The sanctity and quality of life

1. Give the definitions of the keywords.

| Keyword | Definition |
|------------------|------------|
| Sanctity of life | |
| Quality of life | |

2. Why do religious believers think life is sacred?

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3. Read the following quote. Explain what this teaches Christians about the sanctity of life.

'So, God created mankind in his own image
in the image of God he created them;
male and female he created them.'
Genesis 1:27 (NIV)

This scripture means.....

.....

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4. Choose a religion and explain its view on the sanctity of life; for example, the Jewish view.

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Take it further (partner discussion):

Is 'saving a life' a guarantee of a good quality of life? Is there any scenario where saving a life does not lead to a good quality of life? Discuss with a partner.

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5. What things make a good quality of life? Add examples to the mind map. Do



What things make a good quality of life?

Take it further:

Research Paul Alexander, the man in the iron lung. Explain what his life is like. Do you think he has good quality of life?



6. Colour in the scenarios to identify those relating to sanctity of life and the

| | | |
|--|---|----|
| Some people believe that war is wrong because it is the killing of lives that God created. | Simone is a Paralympic athlete; she is blind and plays Blind Football. | st |
| The concept of stewardship says we should look after life that God created. | Diane does not want to get an abortion because she believes all life is precious. | |

Key: Sanct

Take it further:

Does the sanctity of life / quality of life differ for animals? Explain your an




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Worksheet 8: Abortion

1. Give the definitions of the keywords.

| Keyword | Definition |
|---|------------|
| Conception | |
| Abortion | |
|  Foetus | |
| Viability | |

2. Read the statements in the table below. For each row, decide which of the 'True' in either Column A or Column B to indicate your choice.

| Column A | Law? | Column B | |
|---|---|----------|---|
| | A pregnant woman can have an abortion before the pregnancy is 29 weeks. | | A pregnant woman can have an abortion before the pregnancy is 24 weeks. |
| | Two doctors have to agree to the abortion. | | One doctor has to agree to the abortion. |
| | The mother's health is a factor in whether an abortion can take place. | | The mother's health is not a factor in whether an abortion can take place. |
|  | The health of the foetus should not be considered when deciding on an abortion. | | The health of the foetus should be considered when deciding on an abortion. |
| | The impact of a new child on existing children in the family should not be considered when considering an abortion. | | The impact of a new child on existing children in the family should be considered when considering an abortion. |

3. Read the case studies below. Would the abortion be granted in these circumstances?

| | | |
|---|---|-----------------------------|
| Janine is 28 weeks pregnant; she and her husband are going through a divorce; she does not think she can cope with a new baby and wants an abortion. | Shannon has five children, two of which have long-term disabilities. She has just found out that she is 10 weeks pregnant; she does not think she can afford another child; she does not think she has enough time for another child. | Abortion should be granted. |
| Victoria is 10 weeks pregnant; she has learned that her baby will be born with severe disabilities and the child's quality of life will be severely affected. She doesn't think she could cope. | Louisa is 23 weeks pregnant; she has learned that carrying the baby to term has risks to her health, and decides to terminate the pregnancy. Two doctors agree. | Abortion should be granted. |
| | | |

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4. What are some of the reasons why someone may choose to have an abortion?

1.
2.
3.

5. What is pro-choice and what is pro-life?

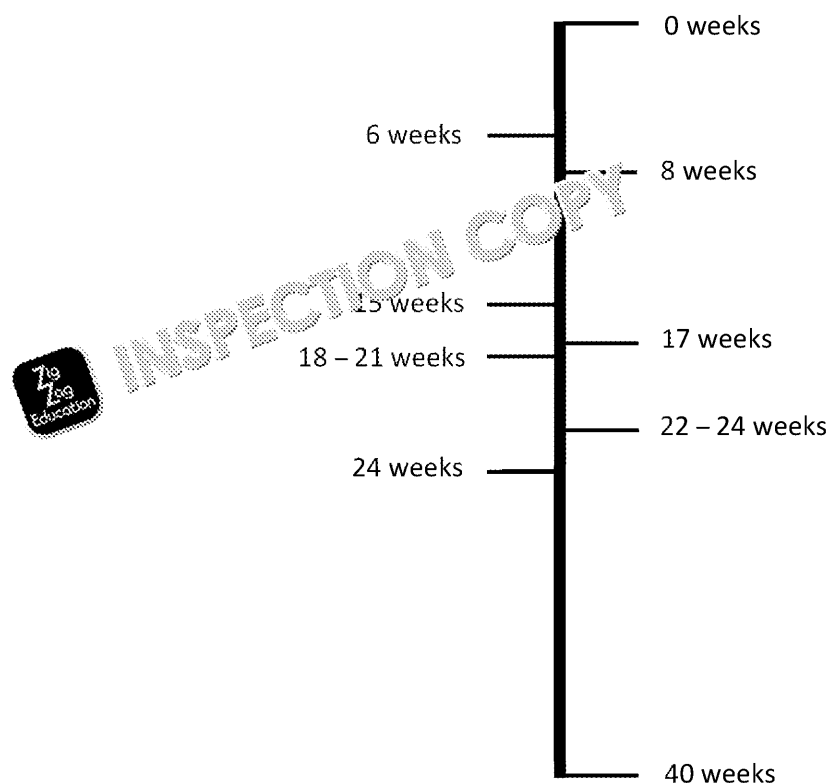
Pro-choice means

.....

Pro-life means

.....

6. Research the number of weeks each phase occurs below using the NHS web foetal development onto the timeline and indicate where the legal limit for



| | | |
|---|---|----------|
| Heartbeat can be detected on ultrasound | The foetus is viable – can live if born prematurely | ca th |
| Has fingerprints | The foetus begins to hear | |
| Legal limit for abortion in the UK | Birth | |

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Take it further:

At what stage do you think life begins, and why? Explain your answer.



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7. Why do some people say that life begins at conception? Why do some people say that life begins at birth?

Some people say that life begins at conception because

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Some people say that life begins at birth because

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8. How does your religion link to the sanctity of life?



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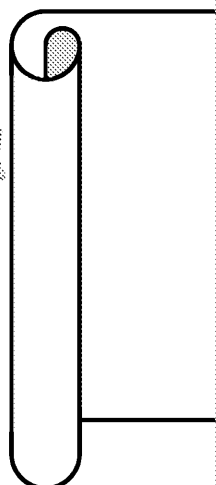
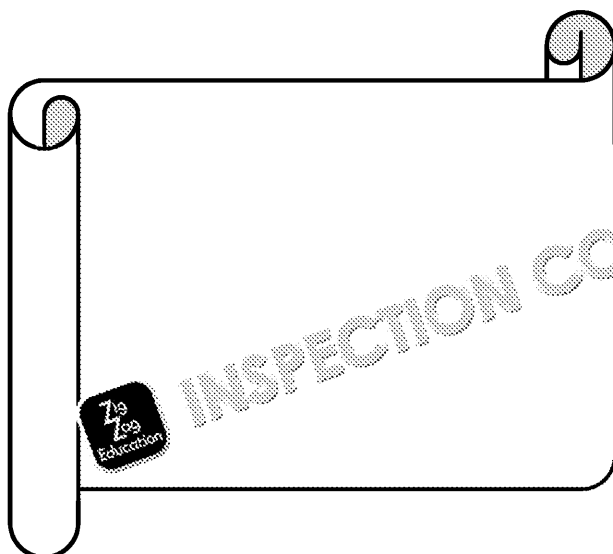
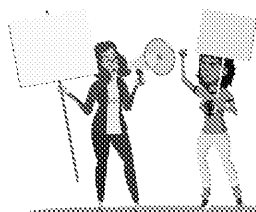


Worksheet 9: Ethical arguments related to abortion

1. Why might some people choose pro-choice/pro-life? Give reasons in the table

| Pro-life | |
|---|--|
|  | |

2. Create a pro-choice or a pro-life protest slogan on the templates below.



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3. Read the religious quotes below. Are they for or against abortion? Explain how it relates to abortion.

| Religious quote | For/ Against | Meaning |
|--|-----------------|---------|
| 'You shall not murder.' Exodus 20:13 (NIV) | | |
| 'Then the Lord God formed man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.' Genesis 2:7 (NIV) | | |
| 'Do not judge, or you too will be judged. For in the same way you judge others, you will be judged,' Matthew 7 (NIV) | | |
| 'Before I formed you in the womb, I knew you.' Jeremiah 1:5 (NIV) | | |

4. Should the sanctity of life apply to the mother or the fetus? Discuss as a group.

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5. When do Muslims believe the soul enters the body? How does this affect the

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6. What is the Islamic keyword for when a soul enters the body? Tick the correct

- ☐ Asouling
- ☐ Insouled
- ☐ Embellment
- ☐ Onsoulment

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Worksheet 10: Euthanasia

1. What is euthanasia?

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2. How do the concepts of quality of life and sanctity of life relate to euthanasia?

| Quality of life | Sanctity of life |
|-----------------|------------------|
| | |

3. Why do some people choose euthanasia? List reasons below.

1.

2.

3.

4. Match the types of euthanasia to the definitions.

| Types of euthanasia | |
|--------------------------|---|
| Voluntary euthanasia | When medical professionals help someone, e.g. using a life support machine / remove painkillers |
| Non-voluntary euthanasia | Helping someone who is not conscious to end their life |
| Active euthanasia | The painless taking of someone's life from a terminally ill person |
| Passive euthanasia | Administering drugs to someone who is terminally ill to ease their pain |
| Euthanasia | When someone helps someone to end their life |
| Assisted suicide | When someone helps someone to end their life – usually a doctor |

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Take it further:

Should any forms of euthanasia be legal? Justify your answer.



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5. Complete the fact file about Brittany Maynard.

Complete a mind map showing reasons for/against euthanasia.

Who

Why

What
Con



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Explain why euthanasia brings comfort to families and friends of the person




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6. Explain why some people agree or disagree with euthanasia.

| Agree | |
|---|--|
|  | |

7. Choose two religions and explain what they believe about euthanasia.

| Religion 1: | Religion 2: |
|---|-------------|
|  | |







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Worksheet 11: Beliefs about death and the afterlife

1. Choose two of the religions you are studying. For each religion you have chosen, write down below with information about that religion's belief in the afterlife. To challenge your understanding of religious beliefs about the afterlife for homework.

| | |
|--|--|
| <p>Sikhism</p>   | |
| <p>Christianity</p>   | |
| <p>Buddhism</p>   | |

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2. Explain your views on life after death.

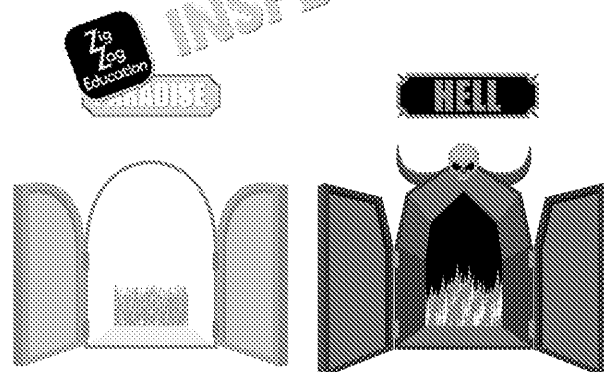
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3. Based on the image below, what is Christian heaven/hell like?



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Take it further

Draw your own image of the afterlife. Explain why you have drawn it in this way.
 Extension: How does this image relate to a religious / a non-religious view of the afterlife?



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4. Write an article describing how a religious believer finds comfort in their religion when a loved one passes away. Include specific religious beliefs.

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5. In pairs, take it in turns to speak for **2 minutes** about a religious view on death. When you have finished, self-assess your speech.

One thing I did well was.....

Next time I can improve.....

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Consolidation Worksheet

Worksheet 12: Consolidation worksheet

1. Hot-seating! In groups of four, each person is to take the hot seat and answer about one topic. Each person is to take a different topic. The topics for you are:
 - a. The origins of the universe
 - b. The value of the world and the duty of humans to protect it
 - c. The use and abuse of the environment
 - d. The use and abuse of animals
2. As a class group, complete the quiz about the origin and value of human life.
 - a. True or false – evolution is about the survival of the fittest?
 - b. Which type of Christian is able to accept that God created evolution?
 - c. What is the quality of life?
 - d. What is the meaning of assisted suicide?
 - e. At what point of pregnancy does the foetus become viable?
 - f. What is meant by the sanctity of life?
 - g. What do Buddhists say about the origin of life?
 - h. What is the difference between pro-choice and pro-life?
 - i. When do Muslims believe the soul enters the body?
 - j. State three beliefs about the afterlife.
3. Based on the results of the quiz, choose your **three weakest** topics and create a presentation on each.
4. Complete the 'End of worksheets' section of the workbook or the introductory worksheet.

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Answers

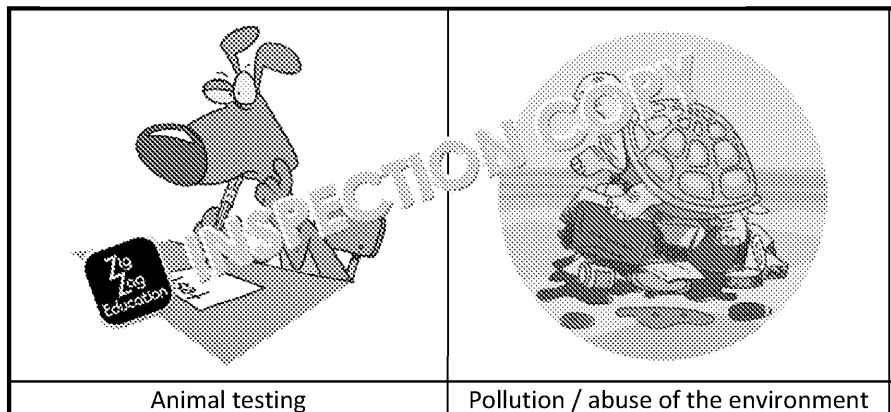
Worksheet 1: Introductory activities

1. With a partner, discuss each of the keywords below. Discuss what they could mean, think of when reading these concepts.

| Concept | Words that link to / are associated with |
|-------------------------------|---|
| Sanctity of life | Life is precious because it was made by God |
| Stewardship | The responsibility of humans to look after the world as it was created |
| Animal experimentation | Testing products, medicines or theories on animals to measure effectiveness |
| Pollution | Damage to the environment caused by various things such as oil being poured off into water, etc. |
| Evolution | The adaptation of species to suit their environments |
| Liberal Christian | A Christian who believes that the Bible was inspired by God and that it should be interpreted in a way that is relevant to the modern world |
| Big Bang theory | The idea that atoms collided and matter formed over billions of years |

Take it further: Can you think of any more words relating to the theme of Religion and Personal response.

2. Label the images below to reveal some of the topics you will be studying in this unit. Label the images below and give a one-minute speech about it to your partner.



3. Read the list of topics this worksheet pack covers. In the 'Start of worksheets' column, 'Green' next to each topic (or colour-code the boxes) to show your understanding of knowledge of the topic; use amber if you have some knowledge of the topic; use green for the topic. Once you have completed the worksheets, come back and check your progress. Personal response.

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Worksheet 2: The origins of the universe

1. Write the definitions of the keywords.

| Keyword | Definition |
|-----------------------|---|
| ex nihilo | From nothing – the idea that God created the world from nothing. |
| Liberal Christian | A Christian who sees stories in the Bible as metaphors and not as literal history. They believe the world was created over millions of years. |
| Fundamental Christian | A Christian who believes that the events of the Bible are literally true. They believe the world was created over six days. |
| The Big Bang | The theory that the world began with atoms colliding and matter forming, evolving into the life we see today. |

2. Explain what happened on each of the days of creation as found in the Abrahamic religions (Judaism). Draw an image for each one.

Day 1: God created the heavens and the earth, he created light and dark.

Day 2: God separated the waters of the earth and created sky.

Day 3: God created land, formed the seas, and created the plants and the trees.

Day 4: God created the sun, moon and stars.

Day 5: God created the fish in the sea and the birds of the sky.

Day 6: God created the beasts of the ground and humans.

Day 7: God rested.

Extension Task: What does the quote teach religious believers about the creation of the world? It teaches that the world was perfect when God made it.

3. Explain the origins of the universe from an Eastern religious perspective.

Hinduism: Hindus believe that the universe has been remade many times over. They believe this is not the first earth and that the earth has been reincarnated many times. Hindus believe that the universe is a cycle of creation, preservation, and destruction. They believe that the universe is a cycle of creation, preservation, and destruction.

Sikhism: Sikhs believe in a god named Waheguru. They believe that Waheguru is the creator of the universe and that the universe is a cycle of creation, preservation, and destruction.

Buddhism: Buddhists do not believe in a creator or origin of the universe. They believe that the universe is a cycle of creation, preservation, and destruction.

4. Explain the Big Bang theory and how the Big Bang led to the origins of the universe. The Big Bang theory is the idea that the world began with atoms colliding and matter forming, evolving into the life we see today. This led to the origins of the universe as nothing – no life. After the Big Bang the atmosphere formed, and life began to evolve.

Take it further (class discussion): If the universe began with the Big Bang, where did it start? Who/what created/caused the Big Bang?

Some religious people may argue that the Big Bang was caused by God.

Philosophers such as Aquinas may also argue that the universe was caused by God.

Scientists argue that there have always been particles in the universe / space, and that they have been bound together.

5. Different types of Christians have different ideas about creation. Colour-code the ideas of the fundamental Christians.

Everything that is written in the Bible is literally true.

God gave the authors of the Bible the words to write. The Bible is accurate of its account of creation.

The Bible was inspired by God. Humans are fallible so it is possible that mistakes were made.

The world was created in six days as explained in the creation story.

The creation story is a metaphor for evolution. The six days could be referring to over millions of years.

The finding of fossils is proof that creation took place over millions of years.

God is omnipotent and has the power to make the world in the way the Bible says.

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6. Label the statements in the table below as either for or against the statement 'Religion and the Big Bang'.

| For/ Against | Statement | For/ Against | |
|-----------------|--|-----------------|---|
| FOR | God created the world – it is not for man to understand how or why. God's powers are beyond our understanding. | AGAINST | The Bible was written long after the Big Bang theory. The Bible and the Big Bang theory were just theories. But this is not true. |
| FOR | The Bible is the word of God and is true, therefore, completely different from the Big Bang theory. | AGAINST | The Genesis story is completely different from the Big Bang theory. |
| AGAINST | There is no evidence for the story of creation. | AGAINST | The Big Bang theory is based on scientific evidence. |
| FOR | The creation story took place over six thousand years. | FOR | The creation story is based on religious belief. |

7. Which argument from the table above is the **strongest**, and why? Use the sentence 'I think this conclusion...' to start your answer.

ONE answer has been included below as an example.

The strongest argument is 'The Genesis story is completely different from the Big Bang theory'.

This argument is strong because the Big Bang theory does not explain the existence of the world. The world does not follow the same structure as found in the Genesis story.

The evidence to support this argument is the Bible, which says that the first things to be created were light and darkness. The Big Bang theory suggests that when the universe began there was an explosion and the universe had to cool. Therefore, light was not the first part of the universe, which is evidence against the Big Bang theory.

This is a logical argument because the difference between the Genesis story and the Big Bang theory is clearly seen.

Criticisms of the argument may include that the Genesis story could have followed the Big Bang theory. It assumes that the Genesis story took place over a long time, as the general development of the universe took place over a long time; for example, the development of life could be compared to the development of the universe.

The criticisms do not make the argument invalid because the Big Bang theory does not explain the development of the universe, which the Genesis story does not.

Overall, **there is no argument for this as it is personal opinion.**

Take it further (paired discussion): Is there evidence that the world was made? Does it seem to be 'designed' or planned?

Philosophers such as William Paley argued that the watch/clock is evidence of a designer.

Paley argued that a watch is so complex that one must assume that someone has designed it. The universe – the universe is so complex that it must have been planned by a master designer.

Isaac Newton argued that the thumbprint is evidence of a designed universe. The thumbprint is individual and the patterns are so complex. This must have had a designer – so too must the universe have been designed.

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Worksheet 3: The value of the world and the duty of humans to protect it

1. Write the definitions of the keywords.

| Keyword | Definition |
|--------------------|---|
| Awe | Having great respect for nature with a small aspect of fear |
| Wonder | Having amazement at the complicated nature of the universe |
| Stewardship | The duty of humans to protect the world as God made it |
| Dominion | The power over nature that humans have. Christians believe |

2. What are some things in the world that evoke a feeling of awe and wonder for you? Personify your answers.

3. Choose one of the events below and write a diary entry explaining how it may lead to

- Holding a newborn baby
- Standing at the edge of the Grand Canyon
- Seeing the Northern Lights

Possible answers include:

Knowing that life has been created. Seeing how complex a newborn life is and marriage life. Seeing how large nature can be, such as the Grand Canyon and the Northern Lights of huge natural wonders.

Take it further: Can man-made wonders, e.g. the Pyramids, inspire awe and wonder?

Possible answers include:

The man-made wonders are so large that they may inspire a feeling of awe. Knowing them can make people feel impressed or inspired. Some people may say that God made wonders, which also inspires awe.

4. Explain why Christians believe in stewardship.

Christians believe that God instructed Adam and Eve to take care of the world when Adam and Eve to take care of the animals he created also.

5. List ways in which you can be good stewards of the world.

- Use sustainable materials
- Use slower transportation methods, e.g. walking/cycling for shorter journeys
- Use renewable energy sources, e.g. solar panels on buildings
- Dispose of waste correctly
- Use electric vehicles instead of petrol/diesel vehicles
- End fast fashion
- Eat sustainable food
- Volunteer for work cleaning up litter
- Plant trees

Take it further: Research a charity that is about saving/helping the environment. How? Examples of charities: WWF, Green Alliance, Rainforest Alliance, Greenpeace, Ocean

6. Explain the concept of stewardship in the context of one of the religions you have studied. teaching of tikkun olam. How does it relate to the concept of stewardship?

Example answer: Tikkun olam is the idea of healing the world. Jewish people believe it relates to the idea of stewardship as they are looking after the world that God made.

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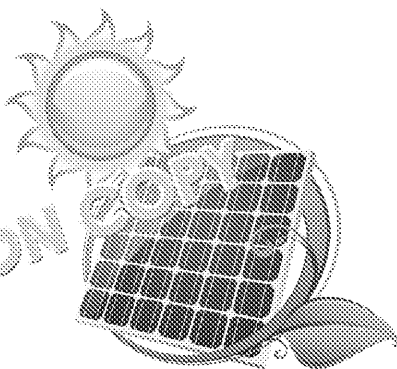
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7. Explain how the concepts pictured in the images below help the environment.



This image is of wind turbines, which use wind energy to generate electricity. This is a renewable source of energy that does not rely on fossil fuels.



This image is of solar panels, which use sunlight to generate electricity. This is a renewable source of energy that does not rely on fossil fuels. People can use solar energy to power their houses.

8. Explain why some Christians believe in dominion and how this may relate to the environment. Dominion is the idea that humans are in charge of the environment. Christians, Jews and Muslims believe dominion was given to Adam and Eve in the Garden of Eden when God asked Adam to look after the animals.
9. Does dominion mean you can treat the environment however you want? Justify reasons for YES: The world belongs to the church, therefore, humans can use it however they want. NO: It is the responsibility of all to help each other and future generations live a good life. God gave the world to us, and, therefore, they can decide how to treat it.
10. Read the quotes below. Identify whether they show stewardship, dominion, awe or wonder.

| Keyword | Quote | Keyword | |
|-----------------|--|--------------------|---|
| Wonder | When I consider your heavens, the work of your fingers, the moon and stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them (Psalms 8:3–4 <i>NIV</i>) | Stewardship | The LORD is in the care of the world. |
| Dominion | God blessed them and said to them, 'be fruitful and multiply; fill the earth and subdue it. Rule over the fish in the sea, the birds in the sky and over every living creature on the ground' (Genesis 1:28 <i>NIV</i>) | Awe | Let all the people of the world be in awe of the LORD (Psalm 133:3) |

Take it further: How does a denomination within the religion you are studying – how do they indicate they are good stewards?

Example from Jainism: Jains believe in the principle of non-violence for humans and animals. They go barefoot in front of them before walking to ensure that they do not harm any insects. This is an example of stewardship as they are taking care of the animals and Earth.

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Worksheet 4: Use and abuse of the environment

- What keyword matches the definition below? Tick the box next to the correct term.
Protecting and preserving natural resources and the environment
Conservation
- Write the definitions of the keywords.

| Keyword | Definition |
|-------------------------|--|
| Renewable resources | Energy sources that are restored naturally. This means the resources are not used up. |
| Non-renewable resources | Energy sources from a finite source. These energy sources cannot be replaced. |
| Pollution | Damage to the environment caused by various things such as chemicals being poured off into water, etc. |
| Global warming | The heating up of the atmosphere leading to damage to the environment. |

- Colour-code the examples below as **renewable resources** and **non-renewable resources**.

Solar panels

Fossil fuels

Fracking

Wind turbines

Coal

Nuclear energy

Hydropower

Take it further: What do you consider to be the most useful form of renewable energy? This is subjective. Possible answers may include:

- Solar panels use sunlight to produce energy, which is a great source as this is not harmful to the environment or causing any damage. Countries with minimal cloud coverage are ideal for solar panels.
- Wind turbines use the wind to provide energy. On windy days this is a great way to produce energy, but this may not be a widespread solution as it depends on having windy days regularly.

- Complete the table below. One has been done for you.

| Cause of pollution | How does it harm the environment? | |
|-----------------------------|--|---|
| The burning of fossil fuels | This emits harmful gases into the atmosphere, which can lead to illness in people and damages the ozone layer. | Switch to renewable energy such as solar. |
| Sewage run-off into lakes | This leads to pollutants infecting water and the environment of fish and other aquatic animals. This can cause them to become sick or die. This can also contaminate the water supply so that humans and animals are unable to drink clean water from that area. | Dispose of waste properly so that the system is not contaminated. |
| Pesticides | Pesticides kill insects that damage crops, but they can also kill animals that eat the insects, living in that environment. | Use pesticides responsibly and encourage natural predators. |
| Landfill | Landfill is a waste that people throw away. This waste can contain plastic, metal, wood, food. The build-up of waste leads to harmful gases when it is decomposing. | Create a recycling system to reduce waste and ensure that materials are recycled without polluting the environment. |
| Nuclear waste | Nuclear waste is harmful because it is radioactive. Radioactive waste can cause humans and animals to become sick. | Ensure that nuclear waste is properly stored and that the system is checked regularly. |

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5. Research the work of Greta Thunberg and her arguments for saving the environment. Write a letter to your local government about measures that could be put in place to save the environment.

Possible answers include:

- Develop a recycling incentive system which rewards people for recycling plastic bottles. For example, people could be given a discount on their shopping for returning plastic bottles to a recycling machine. This has increased the amount of recycling that is happening.
- Develop education of the damage that is being caused to the environment so that people are more aware of the environment.
- Ban petrol/diesel vehicles and introduce more eco-friendly electric vehicles.
- Introduce tolls for cars driving into city centres to reduce the amount of traffic.
- Invest in infrastructure to ensure that renewable energy can be applied to cities instead of fossil fuels.

Take it further Research the measures that China put in place to reduce the pollution ahead of the Beijing Olympics. What did they do? How did this help?

Ahead of the Beijing Olympics, China introduced restrictions for vehicles and factories. Only even-numbered cars were allowed to operate after a certain time. This helped to minimise the pollution. This helped to improve the air quality score so that the Olympics could be held in Beijing.

6. Explain the meaning of the 3Rs. Give an example of how each one can be used.

| REUSE | RECYCLE | |
|---|---|---------------------|
| Meaning: People should find other uses for the items they have so they are not single-use. | Meaning: People should give their recyclable waste to a recycling centre so that the item can be repurposed into a new item. | Meaning: |
| Example in society: Using a plastic box from a takeaway as storage. | Example in society: Recycling a drinks can so it can be made into another can. | Example in society: |
| Personal example: Subjective, no answer provided. | Personal example: Subjective, no answer provided. | Personal example: |

7. Correct the definition of conservation:
Protecting and preserving unnatural resources and the environment
The definition should read: Protecting and preserving **natural** resources and the environment.
8. Give two causes of global warming.
- Gases generated from landfill
 - Pollution from factories/vehicles
9. How may the concepts of stewardship and dominion influence religious believers to take care of the environment?
- The concepts may influence religious believers to take greater care of their environment as they believe it is a gift from God. An example of how they may take care of the environment is by following the Ten Commandments.

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Worksheet 5: The use and abuse of animals

1. Write the definitions of the keywords.

| Keyword | Definition |
|-------------------------------|--|
| Animal experimentation | Testing products, medicines or theories on animals to measure |
| Vegan | Someone who does not eat or use animal products |
| Vegetarian | Someone who does not eat meat but may still eat dairy products |

2. Research the following experiments done on animals. Explain the experiment and what has been done for you.

| Experiment | Explain | |
|----------------------------------|--|---|
| Vacanti mouse | This experiment was trying to grow cartilage for human ears on the body of a mouse. | The idea was to use cartilage to help with the experiment was |
| Dolly the sheep | Dolly the sheep was the successful cloning of a sheep. | Other animals in research of Dolly also led to a great |
| Harry Harlow and the wire monkey | This experiment was trying to measure affection in animals. It used a monkey and created two fake mothers in a cage. One was covered in cloth and the other made out of wire which provided food for the monkey through a feeding bottle attached to the wire. The monkey was then exposed to loud noises to scare it so that the researchers could see which 'mother' it went to when scared – food or comfort. | The experiment showed that comfort was largely unethical |

3. Complete the pros and cons table for animal experimentation.

| | |
|---|---|
| <ul style="list-style-type: none"> Can lead to advanced medical treatments Can lead to approval of vaccinations and medicines Can help provide answers about animal behaviour Means humans do not have to risk themselves Some animals are similar to humans | <ul style="list-style-type: none"> What may work on humans, e.g. thalidomide Animal cruelty There are other ways to grow skin for use Animals cannot be replaced Animal testing does not always work |
|---|---|

4. Do you think animal experimentation is acceptable? Justify your answer.

This is subjective. Possible answers may include:

Yes, because animal experimentation can save lives if it leads to the production of new drugs that help us to develop an understanding of the world we live in.

No, because animals and humans are different, so anything tested on animals will not work on humans. It is inhumane. There are other ways to test theories.

Take it further: Would you class animal experimentation as acceptable? Justify your answer. This is a subjective answer. Pupils may refer to their own opinions.

5. What is the difference between vegetarianism and veganism?

Vegans will not eat or use any animal products and will consume a plant-based diet. Vegetarians will not eat animal products, such as meat, but may still consume dairy products, providing it has been ethically sourced. Vegans and vegetarians both believe in the ethical treatment of animals.

6. Give three reasons why someone may choose to be vegan.

- Do not agree with the way animals are treated, e.g. battery farms
- There are other ways to get protein; one does not need to kill animals for this
- Do not agree with the idea of killing animals for food
- Medical reasons, e.g. allergic to dairy
- Do not like the taste of meat
- Meat industry damages the environment

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7. Give three reasons why someone may choose to eat meat.
- Humans need to eat, and meat provides sustenance
 - Meat includes protein, which the body needs / which is one of the main nutrients
 - Like the taste of meat
 - Do not believe it is wrong to eat meat
8. Answer the questions in the table below.

| 'Eating meat is acceptable' if the meat is ethically sourced | |
|---|---|
| 1. What is the meaning of the statement above? | The statement is saying that it is OK to eat meat if it is sourced in a humane way and if it was treated well before being killed. |
| 2. Give a reason to agree. | The animal has not suffered. |
| 3. Give a reason to disagree. | It is still killing a living being. |
| 4. Would a religious person say? | Christians would say it is acceptable to eat meat if it is sourced in a humane way. Muslims would say it is wrong to harm any life. |
| 5. Give your own opinion of the statement. | This is subjective. No answer provided. |

9. Use the following quotes from the Bible to explain Christian beliefs about eating meat.

'It is better not to eat meat or drink wine.'

Romans 14: 21 (NIV)

'But you must not eat meat that still has the lifeblood still in it.'

Genesis 9:4 (NIV)

'The one who eats everything must not treat with contempt the one who does not, and the one who does not eat everything must not judge the one who does, for God has accepted them.'

Romans 14: 1-10 (NIV)

Some Christians believe that meat with blood in should not be eaten. Many Christians believe that it is acceptable to eat meat as long as people don't judge others for what they eat.

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Worksheet 6: The origins of life

1. Give the definitions of the keywords.

| Keyword | Definition |
|-------------------|---|
| Evolution | The adaptation of species to suit their environments |
| Adaptation | The development of organisms to better suit the environment |

2. Complete the word-fill to show how God created human life, according to the Christian Bible. In order: sixth, Adam, Eve, dust and clay, serpent, rule, tree of knowledge, exiled
3. Explain the meaning of the quote below teaches about the origin of human life.



'Then the LORD God formed the man out of the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.'
Genesis 2:7 (New International Version)

This means that God created humans. The quote explains that humans did not evolve but were formed out of the dust of the ground.

4. Explain another religious belief about the origins of life. How important is it to know the origins of life? **Example from Buddhism:** Buddhists consider the origin of the world to be an unimportant question. They do not consider the origins of the universe to be important; instead, they believe it is important to stop suffering.
5. Explain the meaning of the image below.



This image demonstrates human evolution. It is showing the idea that humans evolved from apes.

6. Complete the fact file about Charles Darwin and his theory of evolution.

| | |
|---|---|
| | On which group of islands did Charles Darwin study different species? The Galapagos Islands |
| | What was the name of Charles Darwin's book? On the Origin of Species |
| | What is meant by the term ' survival of the fittest '? The term refers to the idea that species adapt to best suit their environment. Only those with the best adaptations help them to survive in their environment. Only the fittest survive. |
| Explain what Charles Darwin concluded about adaptation using his example of finches. Darwin observed that the finches on the islands had slightly different beaks according to the food they ate. He concluded that they had adapted to suit their food availability. | |

7. Is it possible to be religious and believe in evolution? Justify both sides of the argument. **YES:** Some religious believers argue that God created the universe by creating the Big Bang. They believe that the steps of evolution follow the steps of the Bible. They show that the creation story is true. Liberal Christians believe that the creation story is true over time instead of days.

NO: Some religious believers argue that evolution is not true as their holy books do not support it. Fundamental Christians argue that the creation story in the Bible is literally true, and that the world was created in six days.

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Worksheet 7: The sanctity and quality of life

1. Give the definitions of the keywords.

| Keyword | Definition |
|-------------------------|---|
| Sanctity of life | The idea that life is sacred/precious because it was made by God. |
| Quality of life | The idea that the value of life is dependent on how good the life is. |

2. Why do religious believers think life is sacred?
Religious believers think life is sacred because it was made by God.
3. Read the following passage. Explain what this teaches Christians about the sanctity of life.



'So, God created mankind in his own image,
in the image of God he created them;
male and female he created them.'

Genesis 1:27 (NIV)

This quote teaches Christians that God made humans to be like him. This makes humans sacred. This shows that as God made people, they are sacred.

4. Choose a religion and explain its view on the sanctity of life; for example, the Jewish view.
Example from Judaism: Pikuach nefesh is the idea that saving a life is the most important thing. This shows the sanctity of life as it shows that life is special and important enough that one can break the laws to save a life.

Take it further: Is 'saving a life' a guarantee of a good quality of life? Is there any such thing as a good quality of life? Discuss with a partner.

This is subjective. No answer provided.

5. What things make a good quality of life? Give examples to the mind map. Discuss with a partner.
This is subjective. Possible answers may include: happiness, exercise, health, family, environment, passion.

Take it further: Research Paul Alexander, the man in the iron lung. Explain what his life is like. Do you think he has good quality of life?

Paul Alexander has spent most of his life in an iron lung, having contracted polio at age 12. He has authored a book and graduated from university, and he has a job. Although he has a physical disability, he lives a happy life.

Do you think he has good quality of life?

This is subjective. No answer provided.

6. Colour-code the scenarios to identify those relating to sanctity of life and those relating to quality of life.

| | | |
|--|--|----------------------|
| Some people believe that war is wrong because it is the killing of lives that God created. | Simone is a Paralympic athlete; she is blind and plays Blind Football. | Good quality of life |
| The concept of stewardship says we should look after life that God created. | Diane does not want to get an abortion as she believes all life is precious. | Sanctity of life |

Take it further: Does the sanctity of life / quality of life refer to animals? Explain your answer. Some people would say that animals are important and are still God's creation so they have the sanctity of life. Some people would say the sanctity of life refers only to humans.



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Worksheet 8: Abortion

1. Give the definitions of the keywords.

| Keyword | Definition |
|-------------------|--|
| Conception | The moment the sperm fertilises the egg |
| Abortion | The termination of a pregnancy |
| Foetus | An unborn child |
| Viability | When the foetus is able to live outside the womb, if necessary |

2. Read the statements in Column A below. For each row, decide which of the two statements in Column B is correct. Write A or B to indicate your choice.

| Column A | Law? | Column B | |
|-------------|---|-------------|---|
| | A pregnant woman can have an abortion before the pregnancy is 29 weeks. | TRUE | A pregnant woman can have an abortion before the pregnancy is 29 weeks. |
| TRUE | Two doctors have to agree to the abortion. | | One doctor has to agree to the abortion. |
| TRUE | The mother's health is a factor in whether an abortion can take place. | | The mother's health is not a factor in whether an abortion can take place. |
| | The health of the foetus should not be considered when deciding on an abortion. | TRUE | The health of the foetus should be considered when deciding on an abortion. |
| | The impact of a new child on existing children in the family should not be considered when considering an abortion. | TRUE | The impact of a new child on existing children in the family should be considered when considering an abortion. |

3. Read the case studies below. Would the abortion be granted in these circumstances? Write YES or NO.

| | | |
|---|---|---|
| Janine is 28 weeks pregnant; she and her husband are going through a divorce; she does not think she can cope with a new baby and wants an abortion. NO | Shannon has two children, two of which have long-term disabilities. She has just found out that she is 10 weeks pregnant; she does not think she can afford another child; she does not think she has enough time for another child. YES | Abortion would be granted in these circumstances. |
| Victoria is 20 weeks pregnant; she has just learned that her baby will be born with severe disabilities and the child's quality of life will be severely affected. She doesn't think she could cope. YES | Louisa is 23 weeks pregnant; she has learned that carrying the baby to term has risks to her heart, and decides to terminate the pregnancy. Two doctors agree. YES | Abortion would be granted in these circumstances. |

4. What are some of the reasons why someone may choose to have an abortion? List them.

Possible answers may include:

- They may not be able to afford a child.
- They may not want a child.
- They may be unable to look after a child due to their own health.
- The child may be born with severe health issues.
- There may be other children at risk.
- The pregnancy may be too risky for the mother.

5. What is pro-choice and what is pro-life?

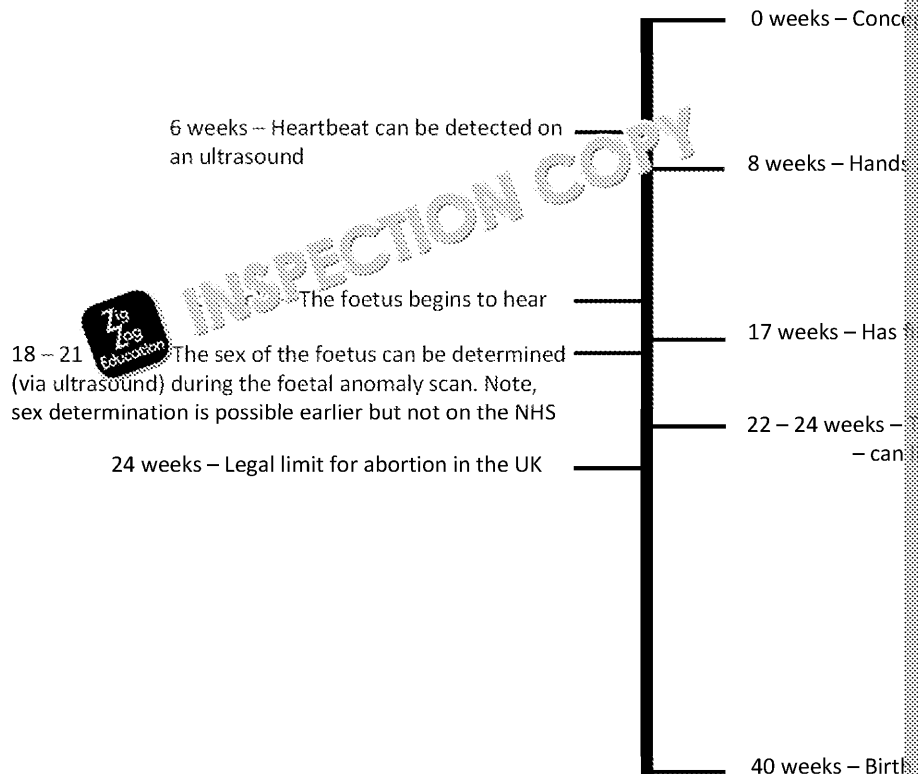
Pro-choice is the idea that people have the right to choose whether they want to continue a pregnancy.
Pro-life is the idea that abortion is wrong because the foetus is a child – a life – that

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6. Research the number of weeks each phase occurs below using the NHS website. Then development onto the timeline and indicate where the legal limit for abortion is in the



Take it further: At what stage do you think life begins and why? Explain your answer. This is subjective based on pupil opinion. Answers provided.

7. Why do some people say that life begins at conception? Why do some people say that life begins at birth? Some people say that life begins at conception because the moment the sperm reaches the egg, the egg will start developing into a baby. Some people say that life begins at birth because this is when the child enters the world outside the womb.
8. How might abortion link to the sanctity of life? Abortion links to the sanctity of life because some people believe that abortion is what God has created and only God should take that life away.

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Worksheet 9: Ethical arguments relating to abortion

1. Why might some people choose pro-choice/pro-life? Give reasons in the table below.

| Pro-life | Pro-choice |
|--|--|
| <ul style="list-style-type: none"> They may believe that life begins at conception, so abortion is the taking of a life. They may believe all life is created by God, so only God can take it away. All life is precious, even if it is short-lived. There may be a medical reason for abortion, e.g. a woman with a heart condition, or a foetus with a serious health problem. | <ul style="list-style-type: none"> Every woman has the right to control her body. The woman should have the choice of whether to have a pregnancy and give birth, or not. If she doesn't want to, she should be able to abort. The mother's health may be at risk. The child may have a serious health problem, for example, they may be born with a serious physical or mental condition. |

2. Create a pro-choice and a pro-life protest slogan on the templates below. **Possible answers:**

Abortion is murder!
Think of the baby!
Life is precious!
Let little ones live!

My body, my choice!
Everyone has the right to control their own body.
My choice, my life!

3. Read the religious quotes below. Are they for or against abortion? Explain the meaning of the quote.

| Religious quote | For/Against? | Meaning |
|--|--------------|---|
| 'You shall not murder' Exodus 20:13 (NIV) | Against | It means that people should not kill. Some people consider a foetus as a human being, therefore, believe that abortion is murder. |
| 'Then the Lord God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.' Genesis 2:7 (NIV) | For | Some people believe that life begins at birth; the baby is not a human being until birth, and, therefore, abortion is acceptable. |
| 'Do not judge, or you too will be judged. For in the same way you judge others, you will be judged.' Matthew 7 | For | This suggests that people should not judge what other people choose to do. If people judge abortions or not, people will be judged. |
| 'Before I formed you in the womb, I knew you.' Jeremiah 1:5 | Against | This suggests that God knew people before they are born. If God knew people before they were born, then people were created by God and should be treated as human beings. This is why some people believe that abortion is wrong. |

4. Should the sanctity of life apply to the mother or the foetus? Discuss as a group and provide an answer for both sides of the argument.

Mother: Some people argue it should apply to the mother as the foetus is only the potential for life. The mother is currently a life. Any harm that comes to the mother could potentially be life-threatening. Therefore, the sanctity of life should focus on the mother's life.

Foetus: The sanctity of life should apply to the foetus when the mother's life is not at risk. If the mother's life is at risk, she should give the baby up for adoption once it has been born, rather than abort.

Both: Doctors should make a decision that is in the best interest of both the child and the mother.

5. When do some people believe the soul enters the body? How does this affect their view on abortion? Some say 40 days into pregnancy; some say at 120 days into pregnancy. This affects their view on abortion for specific reasons, e.g. if the mother's health is at risk, as some Muslims believe that the soul enters the body.

6. What is the Islamic keyword for when a soul enters the body? Tick the correct answer.
☐ Ensoulment
☒ Enslavement

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Worksheet 10: Euthanasia

1. *What is euthanasia?*
The painless taking of the life of someone suffering from a terminal or incurable illness.
2. *How does the concept of quality and sanctity of life relate to euthanasia?*

| Sanctity of life | |
|--|---|
| All life is sacred because it was made by God. Only God can take life away; therefore, euthanasia should not be legal. | The measure of how good a person's life is; therefore, if someone has a low quality of life, it may be acceptable to access euthanasia. |

3. *Why do people choose euthanasia? List reasons below.*
 - They are in constant pain and would like their pain to end.
 - They would like to choose the manner in which they die.
 - They want to be able to die with dignity.
4. *Match the types of euthanasia to the definitions.*

| Types of euthanasia | Definitions |
|--------------------------|--|
| Voluntary euthanasia | When someone asks for someone to end their life. |
| Non-voluntary euthanasia | When someone does not / is unable to ask for euthanasia. |
| Active euthanasia | Administering the drugs / lethal force for the purpose of ending life. |
| Passive euthanasia | When medical care is withdrawn from someone, e.g. support machine / removing a feeding tube. |
| Euthanasia | The painless taking of a life of those suffering from a terminal illness. |
| Assisted suicide | Helping someone to commit suicide. |

Take it further: *Should euthanasia be legal? Explain your answer.*
This is subject to debate. No answer provided.

5. *Complete a fact file about Brittany Maynard.*

| | |
|--|--|
| <p><i>Complete a mind map showing reasons for/against euthanasia.</i></p> <p>Possible answers include:</p> <p>FOR:</p> <ul style="list-style-type: none"> Allows a dignified death People can choose how they die Allows people to end their suffering <p>AGAINST:</p> <ul style="list-style-type: none"> Slippery slope argument – what if euthanasia is used to kill someone who is not terminally ill? Research into cures for terminal illnesses/diseases may be stopped Sanctity of life – it is wrong to take another life <p>Credit other answers</p> <p><i>Explain how euthanasia brings comfort to family and friends of the person who is dying.</i> It may allow the family feel comforted to know that the person does not have to suffer.</p> | <p>Who was Brittany Maynard? Brittany Maynard was a woman who had been diagnosed with terminal cancer. She was 39 years old when she was diagnosed. She was prompted to consider euthanasia.</p> <p>Why did she choose euthanasia? She wanted to die with dignity. She didn't want to be a burden on her family. She wanted to die before she became too frail.</p> <p>What do you think the aim of the film was? The film aims to raise awareness of the importance of dignity and quality of life in the context of euthanasia.</p> |
|--|--|

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6. Explain why some people agree or disagree with euthanasia.

| Agree | |
|--|---|
| <ul style="list-style-type: none"> Stops people from dying in pain. Allows people to choose when they will die. Animals are euthanised when in pain and dying; humans should be given the same freedom. The government should not have a say in what happens to people's bodies. | <ul style="list-style-type: none"> Hospice care allows people to die and in comfort. New treatments can be developed before they die. All life is sacred and should not be taken away. Euthanasia may be used to euthanise for reasons e.g. depression. |

7. Choose a religion and explain what they believe about euthanasia.

- Christianity:** Some Christians believe euthanasia is wrong as it is the taking of a life. They believe in the sanctity of life, which says that life is sacred as it was given by God. Taking a life is murder, which means that euthanasia is wrong. Some Christians believe that in some situations as Jesus said to love thy neighbour and, therefore, it is the most loving thing to do.
- Judaism:** Some Jews believe euthanasia is wrong as saving a life is one of the key commandments. Life is sacred as it was given by God. Taking a life is wrong. Some Jews believe that in some situations as loving kindness is one of the key commandments, someone's suffering is a loving thing to do (in the same way that Jews believe that when they are close to death as it is seen as a great kindness to be with them).
- Hinduism:** Some Hindus believe euthanasia is wrong as it breaks the principle of ahimsa (non-violence). All living beings have a right to life. Some Hindus believe that ending suffering is a kindness and is acceptable in some situations.
- Buddhists:** Some Buddhists believe euthanasia is wrong as it breaks the principle of ahimsa (non-violence). All living beings have a right to life. Some Buddhists believe that ending suffering is a kindness and is acceptable in some situations.
- Islam:** In Islam, euthanasia is wrong as it is the taking of a life that Allah has given. Life is sacred and only Allah can take life away.

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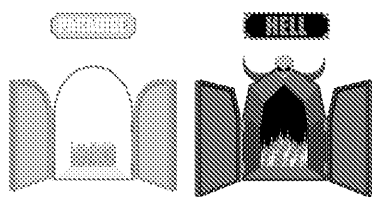


Worksheet 11: Beliefs about death and the afterlife

- Choose two of the religions you are studying. For each religion you have chosen, fill in information about that religion's belief in the afterlife. To challenge yourself, research afterlife for homework!

| | |
|---|--|
| <p>Sikhism</p> <p>Sikhs believe in reincarnation. They believe a person's soul is continually reincarnated until they can be reunited with Waheguru.</p> | <p>Muslims believe that they will be judged on the lives they lived until the Day of Judgement. After their actions they will either go to heaven or hell.</p> |
| <p>Christianity</p> <p>Christians believe in heaven and hell. They believe if someone believes in Jesus and follows the laws of God then they will go to heaven. If they do not commit to God and gain salvation, they believe they will go to hell.</p> | <p>Hindus believe in rebirth. The atman – soul – is reborn until it achieves moksha.</p> |
| <p>Buddhism</p> <p>Buddhists believe in rebirth. They believe in karma and that if someone does skilful actions, they will have a more favourable rebirth, so they are in a better position to attain nirvana.</p> | <p>Jews believe that people who do not follow the seven laws of Moses will live wickedly in Gehinnom which is a place of punishment. Gehinnom lasts for 40 years. After either go to heaven or hell.</p> |

- Explain your view on life after death. This is subject to pupil opinion. No answer provided.
- Based on the image below, what is the Christian heaven/hell like?



This image shows that heaven is a perfect, happy place of fire and burning.

Take it further: Draw your own image of the afterlife. Explain why you have drawn this image relate to a religious / a non-religious view of the afterlife? This is subject to pupil opinion. No answer provided.

- Write an article describing how a religious believer finds comfort in their religion. Include specific religious beliefs. Religious believers find comfort in the idea that their friends / family members may be reunited with God. They know that they will one day see them again based on this idea.
- In pairs, take it in turns to speak for **2 minutes** about a religious view on death and the afterlife. self-assess your speech. Answers to this have been provided above for task 1. No answer provided for the second.

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Worksheet 12: Consolidation worksheets

1. *Hot-seating! In groups of four, each person is to take the hot seat and answer questions on a topic. Each person is to take a different topic. The topics for your group are listed below. Personal response.*
2. *As a class or group, complete the quiz about the origin and value of human life.*
 - a. True or false – evolution is about the survival of the fittest? **True**
 - b. Which type of Christian is able to accept that God created evolution? **Liberal**
 - c. What is the quality of life? **The quality of how good/bad someone's life is**
 - d. What is the meaning of assisted suicide? **Helping someone to commit suicide**
 - e. At what point of pregnancy does the foetus become viable? **22 weeks**
 - f. What is meant by the sanctity of life? **Life is sacred because it was made by God**
 - g. What do Buddhists say about the origin of life? **It is unimportant; a person should not worry about it**
 - h. What is the difference between pro-choice and pro-life? **Pro-choice is the idea that people have the right to do with their bodies. Pro-life is the idea that abortion is wrong.**
 - i. When do Muslims believe the soul enters the body? **40/120 days into pregnancy**
 - j. State three beliefs about the afterlife. **Heaven, hell, reincarnation, rebirth**
3. *Based on the results of the quiz, choose your **three weakest** topics and create a summary. No answer provided.*
4. *Complete the 'End of worksheets' section of the table on the introductory worksheet. No answer provided.*

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