Scheme of work

**Component 1: The study of religions - beliefs, teaching and practices: Catholic Christianity (Option 2)**

**Introduction**

This SOW offers a route through the GCSE Religious Studies Specification A (8062) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

**General timings**

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

* Each of the religions studied should be covered in approximately 30 hours.
* Teach alongside: The second religion studied for Component 1 and the four thematic studies from Component 2.l

Version 1.1

September 2023

**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link)

|  |  |
| --- | --- |
| Section | Page |
| [One God as a Trinity of persons](#one) | 3 |
| [Creation](#three) | 5 |
| [Incarnation](#five) | 7 |
| [Redemption](#six) | 9 |
| [Eschatology](#eight) | 11 |
| [The meaning and significance of ‘sacrament’](#ten) | 13 |
| [The sacrament of baptism](#eleven) | 14 |
| [The names, meanings and effects of the seven sacraments](#twelve) | 15 |
| [Prayer](#twenty) | 24 |
| [Pilgrimage](#twentythree) | 28 |
| [Funerals](#twentyfive) | 30 |
| [‘Love your neighbour’](#twentysix) | 31 |
| [The work of Catholic agencies (globally)](#twentyseven) | 32 |
| [The work of Catholic agencies (locally and nationally)](#twentyeight) | 33 |
| [The work of Catholic agencies](#twentynine) | 34 |
| [Assessment](#thirty) | 35 |

Lesson 1

Topic title

One God as a Trinity of persons.

Specification content

The Father, Son and Holy Spirit, as expressed in the Nicene Creed; the scriptural origins of this belief and its development at the Council of Nicaea.

Learning outcomes

Students should know the meaning of the word ‘Trinity’ and understand why it is an important belief and teaching in the Catholic Church.

Possible teaching and learning activities

* Working in small groups students could describe the Trinity using drawings, diagrams and pictures.
* Students could explore the Rublev icon as a way to explain the meaning of the Trinity.
* Students could use St. Patrick as an example of someone who explained the meaning of the Trinity.
* Students could explore several examples of biblical passages that explore the meaning of the Trinity. These passages explain some of the roles of the Father, Son and Holy Spirit.
* Students could be given a historical overview of how and why the Nicene Creed was created. They could focus on the role of the Emperor Constantine. Students may explore the meaning of the term *‘*homoousios’.

Differentiation and extension

Students could discuss whether or not it is helpful that the Catholic Church has a Creed that summarises and defines the faith.

Resources

* Guided worksheets on the meaning of the Trinity.
* Catholic prayers.
* Images, eg Rublev’s icon of the Trinity paintings.
* Access to the internet to research St. Patrick.
* A handout with some biblical references and explanations, eg Matthew 28:19, Mark 1:9-11.
* The Bible.
* Textbook.

Lesson 2

Topic title

One God as a Trinity of persons.

Specification content

The Father, Son and Holy Spirit, as expressed in the Nicene Creed; the scriptural origins of this belief and its development in the Council of Nicaea.

Learning outcomes

* Students should understand the oneness of God.
* Students should be able to know and understand the unique roles of the Father, the Son and the Holy Spirit.

Possible teaching and learning activities

* Students could be given a copy of the Nicene Creed as used by the Catholic Church today. They could be asked to highlight in different colours the key beliefs about the Father, the Son and the Holy Spirit.
* Students could focus on the teaching that Catholic Christianity is a monotheistic faith – belief in one God.
* Students could compare and contrast this belief with other world faiths, and particularly with the other faith studied.

Differentiation and Extension

Students could compare and contrast the creed used in Mass today to that of the original Nicene Creed that was put together at the Council of Nicaea.

Resources

* Textbook.
* Internet research on the beliefs of other faiths about the nature of God, or a handout on the views of God found in other world faiths: as not existing, as one or as in many forms.

Lesson 3

Topic title

Creation.

Specification content

Biblical accounts of Creation (Genesis 1 and 2) and their significance for an understanding of the nature of God, the dignity of human beings and of humanity’s relationship with creation.

Learning outcomes

Students should have knowledge of Genesis 1 and 2.

Possible teaching and learning activities

* Students could be asked to read Genesis 1 and 2.
* Students could be asked to complete a worksheet on the story of Creation, reinforcing knowledge of the contents of Genesis 1 and 2.
* The use of coloured posters and worksheets to explain Genesis 1 and 2.
* Students could discuss the role of humans in the story of Creation. Focus on the reasons why God created humans last.

Resources

* The Bible (Genesis 1 and 2).
* Worksheets on Creation.
* Video clips.
* Posters.
* Textbook.

Lesson 4

Topic title

Creation.

Specification content

Biblical accounts of Creation (Genesis 1 and 2) and their significance for an understanding of the nature of God, the dignity of human beings and of humanity’s relationship with creation.

Learning outcomes

* Students should understand how God can be described as omnipotent.
* Students should understand Catholic beliefs that:
* God can be seen as a great architect and an overseer of His creation.
* God is benevolent.
* God gave humans a role within creation and what that role/responsibility is
* Humans are God’s creation and therefore have dignity.
* Students should understand the meaning of ‘stewardship’.

Possible teaching and learning activities

* From the story of Creation students could examine and explore different ways of understanding the nature of God. They could do this in paired work, as a preparation for the discussion that follows below.
* As a class, students could discuss and debate the following questions:

1. Did God have a design in mind before he started?
2. Is God someone who is all powerful?
3. Is God someone who continues to watch over creation?
4. Is God benevolent?
5. What does it mean to be a steward of the world?
6. How do humans show respect for their own creation and the creation of the world?

* Students may start to create their own glossary of terms to learn and use (eg stewardship, omnipotent and benevolent). They could then add to this throughout the course.

Differentiation and Extension

* Students may be asked to make a written response to the questions above.
* Students could attempt an exam question.
* Give two beliefs about human beings found in the Genesis creation stories. [2 marks]

Resources

* Worksheets on Genesis 1 and 2 as a resource for the paired discussion.
* Textbook.
* Glossary of key terms.
* Exam question.
* Success criteria.

Lesson 5

Topic title

Incarnation.

Specification content

The belief in Jesus as the incarnate Son, divine Word, both fully God and fully human and the scriptural origins of this belief.

Learning outcomes

* Students should understand the meaning of the term ‘Incarnation’ for Catholics, that God chose to come to earth as a human being. He was born of Mary and is now called Jesus.
* Students should understand how Jesus is the fulfilment of God’s promise.
* Students should understand the nature of Jesus as both human and divine.

Possible teaching and learning activities

* Students could learn how Catholics use the rosary as a way of understanding the Incarnation, particularly with the Joyful Mysteries. The aim is to show students that Catholics believe the Incarnation is the most wonderful event in human history.
* Students may research and understand John 1:14 and Philippians 2: 5-11.
* Students could explore and examine Luke’s account of the Annunciation; the Visitation and the Birth of Jesus. They could discuss in pairs and then note down what each of these texts state about Jesus.
* They could look at a range of paintings depicting these events and discuss in class what points about the Incarnation the painters were trying to convey.

Differentiation and Extension

* Students should look at scriptural evidence to prove that Jesus was human. This could be seen through his friendships with others; the feelings of love towards his neighbour; his humble beginnings; the desire to help others; times of loneliness, sadness and pain.
* Students should look at scriptural evidence to prove that Jesus was divine. This could be seen through his miracles; his connection with God his Father at his baptism; the Transfiguration; the Resurrection of Jesus; the appearances of Jesus after his death.
* Students may attempt an exam question.
* Explain two Christian teachings about the Incarnation of Jesus. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]
* Students could be given the success criteria beforehand. They could also be given key words to use in their answer.

Resources

* The Bible.
* Worksheet on the Incarnation.
* Rosary Beads.
* Textbook.
* Religious art work, paintings and statues.
* Worksheet on the human and divine nature of Jesus.
* Exam question.
* Success criteria.
* Glossary of key terms.

Lesson 6

Topic title

Redemption.

Specification content

The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace.

Learning outcomes

* Students should understand the link Catholics make between the Incarnation and Redemption: that once God became man through Jesus the plan was for him to suffer and die, showing God’s love for his people.
* Students should understand the meaning of the terms ‘salvation’ and ‘grace’ and their connection to Jesus’ life, death, resurrection and ascension.

Possible teaching and learning activities

* Students might examine the Nicene Creed in order to explore this belief and teaching.
* They could research different images of crosses/crucifixes and create a worksheet, explaining what each is trying to ‘say’ about the death of Jesus.

Differentiation and Extension

* Students might look at the words of the Liturgy of the Eucharist. Students should focus on the meaning of the word ‘covenant’.
* Students could attempt an exam question.
* Explain the importance of the death of Jesus for Catholics.
* Students could be given a structure to follow when answering this question.

Resources

* The Nicene Creed.
* Worksheet on Redemption.
* Textbook.
* The Bible.
* Internet research on the symbolism contained in different crosses/crucifixes.
* Exam question.
* Success criteria.

Lesson 7

Topic title

Redemption.

Specification content

The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace.

Learning outcomes

* Students should understand the link Catholics make between the Incarnation and Redemption: that once God became man through Jesus the plan was for him to suffer and die, showing God’s love for his people.
* Students should understand the meaning of the terms ‘salvation’ and ‘grace’ and their connection to Jesus’ life, death, resurrection and ascension.

Possible teaching and learning activities

* Students could be divided into three groups and read one of the following: an account of the empty tomb (Mark 16:1-8), the journey to Emmaus (Luke 22:13-35) and the ascension (Acts 1:6-11). They could then give to the rest of the groups a presentation (spoken, using ICT or acting) summarising the account and what it is teaching about Jesus.
* Students could draw the lessons on Redemption together by exploring why the crucifix and the empty tomb are seen as important symbols and why they are central to the Catholic faith. Students could use this to help them understand Catholic beliefs about God’s love and how through Jesus God reached out to save his people.

Differentiation and Extension

* Explain two ways in which belief in the resurrection of Jesus’ influences Christians today. [4 marks]
* Consider whether the accounts of the empty tomb, journey to Emmaus and the ascension are best taken as accounts of what actually happened or as myth (stories created to express a profound truth).

Resources

* The Bible.
* Textbook.
* Internet research on the symbolism contained in the crucifix/the empty tomb.

Lesson 8

Topic title

Eschatology.

Specification content

Beliefs about life after death: resurrection, judgement, heaven, hell and purgatory.

Learning outcomes

* Students should understand Catholic beliefs about life after death.
* Students should know and understand Catholic teaching on heaven and hell and on judgement.

Possible teaching and learning activities

* Students could read the Parable of the Sheep and Goats (Matthew 25:31-46).
* Students could also read Jesus’ conversation with the thief on the cross (Luke 23:40-43).
* Students should research other relevant biblical examples that explain the belief in judgement (eg the Unmerciful Servant Luke 18:21-35).

Differentiation and Extension

* Students could attempt an exam question.
* What did Jesus mean when he warned his disciples “and so my heavenly Father will judge you”?
* Students could be given a writing frame and key terms to use to help with the extension activity.

Resources

* The Bible.
* Worksheet setting out Catholic beliefs about life after death and tying the biblical texts into them.
* Textbook.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 9

Topic title

Eschatology.

Specification content

Beliefs about life after death: resurrection, judgement, heaven, hell and purgatory.

Learning outcomes

Students should understand the Catholic doctrine on purgatory.

Possible teaching and learning activities

* Students could work in small groups and discuss purgatory and why it is important in the Catholic faith.
* Students in their groups could also focus on the month of November as a special time for Catholics to pray for those who have died.
* Students in their groups could also discuss and explain why Catholics visit their loved ones’ graves, especially during the time when the priest would bless all the graves in the cemetery.

Differentiation and Extension

Students could also link in the purpose of the Sacrament of the Sick for Catholics, researching the meaning of the term viaticum.

Resources

* Worksheet on purgatory.
* Textbook.
* Internet research.

Lesson 10

Topic title

The meaning and significance of ‘sacrament’ and the importance of the sacramental nature of reality. The names, meanings and effects of the seven sacraments.

Specification content

* The meaning of the word ‘sacrament’.
* The meaning of the idea of the ‘sacramental nature of reality.’

1. Baptism.
2. Confirmation.
3. Reconciliation.
4. Eucharist.
5. Anointing of the Sick.
6. Matrimony.
7. Holy Orders.

Learning outcomes

Students must know and understand the meaning of the word ‘sacrament.’

Possible teaching and learning activities

* As a group, students could create a definition of the word ‘sacrament’ to refer back to when discussing and exploring the seven sacraments (eg an outward sign of an inward grace). Teachers could display the definition in the classroom. Students could then create their own poster, containing the definition in the centre and the seven sacraments (either the names,symbols or both).
* Students could create a poem, rhyme or a story board that would help them remember the names of the seven sacraments.

Resources

* Poster paper.
* Coloured pencils.
* Paper for posters or internet access.
* Textbook.

Lesson 11

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The sacrament of baptism.

Learning outcomes

Students must know the meaning and effect of baptism.

Possible teaching and learning activities

* Students could examine and explore what happens during the sacrament of baptism.
* Students may identify some of the symbols of baptism (eg oils, white garment and candle) and explain why they are important.
* Students could fill in the explanations for the important symbols used in baptism on an illustrated worksheet.

Differentiation and Extension

* Students could debate and later record their views on whether infants should be baptised or whether the sacrament of baptism should be left until a later stage in their life when they can choose themselves.
* Students could debate whether or not parents should only have their child baptised if they are serious about their faith and that they promise to bring their child up in the Catholic faith and whether if they cannot make this commitment, then they shouldn’t have their child baptised.
* Students could write their own response to this issue.

Resources

* Worksheet testing knowledge and understanding of the rite of baptism.
* Textbook.
* Clips from a baptism on the internet.
* An illustrated worksheet on the meaning of baptism with the important symbols.

Lesson 12

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The sacrament of confirmation.

Learning outcomes

Students should know the meaning and effect of confirmation.

Possible teaching and learning activities

* Students could study Acts 2:1-4 and discuss how the experience at Pentecost relates to the sacrament of confirmation.
* Students could examine and explore what happens during the sacrament of Confirmation. They could watch a video clip of the sacrament being administered or recall their own experiences if they have been confirmed.
* Students may identify some of the symbols of Confirmation (eg the oils and laying on of hands) and explain what they mean. They could set this out in an illustrated worksheet.
* Students could be asked to focus on the role of the bishop.
* Students could explore the role of the person receiving Confirmation and compare this to the sacrament of Baptism.

Differentiation and Extension

* Students could be given a worksheet with the important symbols illustrated in images along their explanations.
* Students could debate in groups whether young people today see any value in this sacrament, particularly considering the promises that are made.

Resources

* The Bible.
* Video clip of confirmation ceremony.
* Worksheet on the rite of Confirmation.
* Textbook.
* Worksheet on the meaning of Confirmation.
* Exam question.
* Success criteria.

Lesson 13

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The sacrament of reconciliation.

Learning outcomes

Students should have knowledge and understanding of both the meaning and effect of the sacrament of reconciliation.

Possible teaching and learning activities

* Students could define the word ‘reconciliation’ and give examples from their own experience.
* Students may look at other religious words associated with reconciliation, eg confession and penance.
* Students could be given an outline of what happens during the sacrament of reconciliation and colour code the four elements of the sacrament.

Resources

* Poster paper.
* Outline of the rite of Reconciliation.

Lesson 14

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The sacrament of reconciliation (continued).

Learning outcomes

Students should be able to explain the effect of the sacrament of reconciliation.

Possible teaching and learning activities

* Students could examine the historical background to this sacrament. Perhaps study how in the Early Church baptism was the only way to have sins forgiven.
* Students could evaluate whether or not it is right that the Church allows believers to have their sins forgiven more than once.
* Students could explore why Catholics believe this is an important sacrament. Focus on the Catholic idea of guarantee that, through the priest, Catholics know that their sins have been forgiven and the belief that this assurance cannot be given in any other way.
* Students could look at the role of conscience and the need to admit wrong doing. Also students could look at what motivates sinners to make amends for their wrong doing.
* Students could discuss the meaning of penance. They could look at types of penance issued by the Church in the past (eg sackcloth and ashes).
* Students could examine modern ways for Catholics to show God and others that they are sorry for their sins.

Differentiation and Extension

* Students could examine modern ways for Catholics to show God and others that they are sorry for their sins.
* Students could evaluate whether Catholics today still see the sacrament of Reconciliation as important.
* Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* Worksheet on the effect of the sacrament of Reconciliation.
* Textbook.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 15

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The sacrament of the Eucharist; its status as ‘the source and summit of Christian life’; different Christian views about its meaning and importance.

Learning outcomes

* Students must have knowledge and understanding of both the meaning and effect of the Eucharist.
* Students must understand the status of the Eucharist as ‘the source and summit of Christian life.’

Possible teaching and learning activities

* Students may explore other religious terms associated with the Eucharist, eg Holy Communion, Liturgy and Mass, including Lord’s Supper, the Breaking of the Bread and Divine Liturgy (used in other Christian Churches).
* Students could look up a Biblical account of the Last Supper (eg Mark 14:12-26) and write a short summary of Jesus’ words and actions. They could be asked to explain their significance in the context of a Passover meal and the forthcoming events of Jesus’ suffering and death.
* Students may be given a worksheet that outlines what happens during the Mass, exploring the Liturgy of the Word and Liturgy of the Eucharist. This worksheet could also illustrate the various important symbols in this sacrament.
* Students could explore the meaning of transubstantiation for Catholics and compare this belief with other Christian understandings of the Eucharist.

Differentiation and Extension

* Students could research how the Eucharist as a sacrament has developed in the Christian community from the Last Supper.
* Students may attempt an exam question
* Explain two ways in which the Eucharist influences the lives of Catholics. [4 marks] Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* Worksheet on the rite of the Eucharist.
* Textbook.
* Students could create a poster: symbols of the Eucharist in the centre, the different names around, together with what they mean and which Christians might use them.
* Worksheet on the Last Supper.
* Worksheet on the meaning of transubstantiation.
* Textbook.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 16

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The Eucharist (continued).

Learning outcomes

* Students must have knowledge and understanding of both the meaning and effect of the Eucharist.
* Students must understand the status of the Eucharist as ‘the source and summit of Christian life.’

Possible teaching and learning activities

* Students could discuss why it is essential for Catholics to gather as a community.
* Students could attempt an exam question:

‘Without the Eucharist there could be no other sacraments.’

Evaluate this statement. In your answer you should:

* + refer to Catholic teaching
  + give developed arguments to support the statement
  + give developed arguments to support a different point of view
  + reach a justified conclusion. [12 marks]

Differentiation and Extension

Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* Textbook.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 17

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

The anointing of the sick.

Learning outcomes

Students must have knowledge and understanding of both the meaning and effect of the anointing of the sick.

Possible teaching and learning activities

* Students could examine the reasons why caring for the sick is important by looking at the example of Jesus, eg Mark 1:40-44; 5:25-34; Luke7:1-10. They could select one and write a newspaper article on it.
* Students could research Jesus’ commission of the disciples (Mark 16:15-18). This would help students understand why the anointing of the sick is an important sacrament.
* Students may be given a worksheet that explains what happens during this sacrament. Focus should be on the special symbols within this sacrament. The worksheet could have illustrations of the important symbols and students could be asked to write in their meanings.

Differentiation and Extension

In small groups, students could discuss the reasons why people may be given this sacrament and the effects it would have on them. (Some effects might be negative, ie frighten someone into thinking that they were dying when they might recover etc).

Resources

* The Bible.
* Textbook.
* Worksheet on the rite of the Anointing of the Sick.

Lesson 18

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

Matrimony.

Learning outcomes

Students must have knowledge and understanding of both the meaning and effect of the sacrament of matrimony.

Possible teaching and learning activities

* Students could be given a suitable worksheet on the sacrament of matrimony outlining what happens during it and the symbols that are special to Catholics.
* Students could discuss in what ways marriage is a covenant that is everlasting, permanent and life-giving.

Differentiation and Extension

* Students could be given a written task to outline and explain the marriage vows.
* Students could debate whether or not Catholics should be allowed to remarry after divorce.
* Students could discuss why many Catholics choose to get married in church.
* Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* Worksheet on the rite of Marriage.
* Textbook.
* Video clip of a wedding.
* Written question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 19

Topic title

The names, meanings and effects of the seven sacraments.

Specification content

Holy Orders.

Learning outcomes

Students should have knowledge and understanding of both the meaning and effect of the sacrament of Holy Orders.

Possible teaching and learning activities

* Students may be given a worksheet that explains the orders of ministry in the Catholic Church.
* Students may research the roles of the bishop, priest and deacon.
* Students may watch a video showing the Catholic ceremony of ordination to the priesthood and engage in a class discussion of the key points, aimed at understanding its significance.
* Students may also explore the vows of poverty, chastity and obedience. (But they will need to know that this does not apply to all priests.)

Differentiation and Extension

* Students could investigate apostolic orders and contemplative orders.
* Students may be given specific examples of orders to research.

Resources

* Worksheet on Holy Orders.
* Textbook.
* Internet.
* Video.
* Internet research.

Lesson 20

Topic title

Prayer.

Specification content

Prayer as ‘the raising of the mind and heart to God’; formal prayers and informal prayer; the meaning and importance of the Lord’s Prayer; the role and importance of forms of popular piety including the Rosary and the Stations of the Cross.

Learning outcomes

* Students will be able to explain the term ‘prayer’.
* Students will be able to describe and explain how for Catholics prayer is a way to connect with God.
* Students will be able to use examples of prayer during the life of Jesus to help them fully appreciate the importance for Catholics of having this type of relationship with God.
* Students should know the Lord’s Prayer and why Jesus taught Christians to pray in this way.

Possible teaching and learning activities

* As a group students could create a mind map on the term ‘prayer’.
* As a group students could explore the reasons why Catholics pray.
* Students could read the Lord’s Prayer and discuss the reasons why Jesus taught his followers this prayer (Matthew 6:5-15).

Differentiation and Extension

* Students may explore other times in the life of Jesus when he prayed to God, eg Mark 1:35; 6:46; 14:32-42; 15:34 and discuss what passages such as these suggest about prayer. They might also discuss some of Jesus’ teaching on prayer, eg Matthew 5:5-8; 7:7-11; Luke 11:5-18.
* Students may attempt an exam question:

‘The best way for Catholics to reach an understanding of God is by practising prayer.’

Evaluate this statement. In your answer you should:

* + refer to Catholic teaching
  + give developed arguments to support the statement
  + give developed arguments to support a different point of view
  + reach a justified conclusion. [12 marks]
* Students could be given a writing frame and key terms to use for the exam question.

Resources

* Poster paper.
* Textbook.
* The Bible.
* Worksheet showing examples of Jesus praying and the Lord’s Prayer.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 21

Topic title

Prayer.

Specification content

Prayer as ‘the raising of the mind and heart to God’; formal prayers and informal prayer; the meaning and importance of the Lord’s Prayer; the role and importance of forms of popular piety including the Rosary and the Stations of the Cross.

Learning outcomes

* Students should understand the differences between informal and formal prayers.
* Students should examine and explore the different reasons why Catholics pray (eg petition, adoration and thanksgiving).
* Students should appreciate that prayer in the Catholic Church is taught at a young age by parents, priests, grandparents, godparents and teachers. Students should understand that prayer teaches the faith of the Church and is believed to help believers during each and every moment of their life.
* Students should be aware of popular piety, including the Rosary and the Stations of the Cross.

Possible teaching and learning activities

* Students could compile a list of formal prayers in the Catholic Church.
* Students could focus on the reasons why Catholics use these prayers (eg petition, adoration and thanksgiving).
* Students could be given an example of a prayer of adoration, petition and thanksgiving.
* Students could find out about the meaning and use of the Rosary and create an illustrated information sheet intended to teach someone who was not a Catholic about the Rosary.

Differentiation and Extension

* Students could attempt an exam question.
* Explain two ways in which the Rosary is important in Catholic worship. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]
* Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* Examples of Catholic prayers.
* Prayer books.
* Prayer cards.
* Textbook.
* Worksheet on the meaning of adoration, petition and thanksgiving.
* Internet research and use of Word or Publisher for the information sheet.
* Exam questions.
* Success criteria.
* Writing frame
* Key terms.

Lesson 22

Topic title

Prayer.

Specification content

Prayer as ‘the raising of the mind and heart to God’; formal prayers and informal prayer; the meaning and importance of the Lord’s Prayer; the role and importance of forms of popular piety including the Rosary and the Stations of the Cross.

Learning outcomes

Students should be aware of popular piety, including the Rosary and the Stations of the Cross.

Possible teaching and learning activities

* Students could list the Stations of the Cross and then in small groups make posters of them, each group taking a different Station.
* Students could visit their local church to see the Stations of the Cross.

Differentiation and Extension

As a group the class could debate the following statement: “It is better to talk to God using your own words, as it means more to him.”

Resources

* Internet or text book research.
* Paper and coloured pens or internet access.
* Visit to church local to school.

Lesson 23

Topic title

Pilgrimage.

Specification content

The role and importance of pilgrimage; a study of one place of Roman Catholic pilgrimage; different Christian views about the importance of pilgrimage.

Learning outcomes

* Students should understand why Catholics believe it is important to go on pilgrimage.
* Students should explore one place of Roman Catholic pilgrimage (eg Knock, Lourdes, Medjugorje, the Holy Land or Vatican City).

Possible teaching and learning activities

* As a class group students could explore the meaning of the term ‘pilgrimage’.
* Students might be asked what distinguishes a pilgrimage from a holiday.
* Students could be given information on several places of pilgrimage. Students could choose one to explore and investigate.
* Students could investigate what event made this place of pilgrimage important and the person associated with the place.

Resources

* Poster paper.
* Textbook.
* Worksheet on places of pilgrimage.
* Internet access.
* Video clips.

Lesson 24

Topic title

Pilgrimage.

Specification content

The role and importance of pilgrimage; a study of one place of Roman Catholic pilgrimage; different Christian views about the importance of pilgrimage.

Learning outcomes

Students should also look at the reasons why Catholics go on pilgrimage (eg to pray for someone who is sick, to make a special connection with God or the hope for a miracle).

Possible teaching and learning activities

* Students may give a presentation to the class on their chosen pilgrimage.
* Students could be given a list of reasons why Catholics go on pilgrimage and in groups put them in order of importance. They could share their ideas with the rest of the class.
* Students could discuss in pairs whether pilgrimage is important and if so, how. Why might some Christians think that pilgrimage is not important?

Differentiation and Extension

* Students may research examples of people who were cured as a result of going on pilgrimage and how the Church decides if their healing was the result of a miracle.
* Students may attempt an exam question.
* Explain two contrasting Christian views about the importance of pilgrimage. [4 marks]
* Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* List of reasons why Catholics go on pilgrimage.
* Internet.
* Exam question.
* Success criteria.
* Internet research ([The Lourdes site](https://www.lourdes-france.org/en/) is very useful for this.)
* Writing frame.
* Key terms.

Lesson 25

Topic title

Funerals.

Specification content

The funeral rite and its significance.

Learning outcomes

Students should know and understand what happens during the funeral rite (the wake, the funeral Mass and the burial).

Possible teaching and learning activities

* A Catholic priest might be invited to come and explain what happens during the funeral rite and its significance
* Students may attempt an exam question.
* Explain two Christian beliefs about funeral rites. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]

Differentiation and Extension

* Students might be given the success criteria beforehand, along with the key terms they should use for the exam question.
* Students might explore another world faith and what happens when someone dies.

Resources

* Visit by priest.
* Textbook.
* Exam questions.
* Success criteria.
* Key terms.
* Internet research.

Lesson 26

Topic title

‘Love your neighbour’.

Specification content

* Catholic beliefs about the duty to ‘love your neighbour’ in concrete ways locally, nationally and globally.
* How these beliefs are reflected in Catholic social teaching, including Gaudium et Spes paragraph 26.
* Catholic teaching on justice, peace and reconciliation.

Learning outcomes

* Students should know understand what it means by ‘love your neighbour’.
* Students should be able to use relevant examples from the life of Jesus to give meaning to ‘love your neighbour’.
* Students should be able to research Catholic social teaching that supports the teaching of the Catholic Church on justice, peace and reconciliation.

Possible teaching and learning activities

* Students could suggest various interpretations of the meaning of ‘love your neighbour’. They should define this teaching and give examples of how this can be put into practice.
* Students could read the parable of the Good Samaritan (Luke 10:25-37). How can this story help Christians understand the meaning behind Jesus’ teaching?
* Students to read Gaudium et Spes paragraph 26. On their own they could identify what the Catholic teaching is on justice, peace and reconciliation.

Differentiation and Extension

* Students to read Gaudium et Spes paragraph 26. On their own they could identify what the Catholic teaching is on justice, peace and reconciliation.
* Students could be given a summary of Gaudium et Spes.
* Students could read about Pope Francis and look at his understanding of loving your neighbour. Students could explore the Jesuit way of giving practical help to the poor and bringing peace and justice to the world.
* Students may suggest modern examples of people that they know who put this teaching into practice. Students could write about the work that they do.

Resources

* Poster paper.
* The Bible.
* Video clips.
* Textbook.
* *Gaudium et Spes.*
* Promulgated by His Holiness, Pope Paul VI on December 7, 1965 Handout on Gaudium et Spes.
* Internet access.
* Newspaper articles.

Lesson 27

Topic title

The work of Catholic agencies (globally).

Specification content

The work of CAFOD, Trocaire, Missio.

Learning outcomes

* They should know when and why these agencies were created.
* Students should understand the work these agencies undertake in the long-term and in the short-term.
* Students should be able to look at ways in which these agencies help in the world today.
* Students should understand why the Catholic Church believes that work to help the poor must include those who live beyond our town, city and country.

Possible teaching and learning activities

* Students could be shown a presentation on the work of CAFOD, Trocaire and Missio.
* Students could be given a presentation by a representative from Cafod, Trocaire or Missio.
* Students could research their work on the internet.
* Students could create a table of examples of short-term and long-term aid.

Differentiation and Extension

* Students could attempt exam questions on the work of Trocaire, Cafod and Missio.
* Explain the work of one Catholic agency that puts Jesus’ teaching to love one’s neighbour into practice.
* Students might be given a writing frame to use when answering or discussing the extension activity.

Resources

* PowerPoint presentation on the work of [CAFOD - Catholic international development charity](https://cafod.org.uk/), [Trocaire](http://www.trocaire.org) and [Home - Missio](https://missio.org.uk/).
* Posters/leaflets about the work of CAFOD, Trocaire and Missio.
* Textbook.
* Exam question.
* Success criteria.
* Writing frame.
* Key terms.

Lesson 28

Topic title

The work of Catholic agencies (locally and nationally).

Specification content

* The meaning and significance of mission and evangelism for Catholics locally, nationally and globally.
* The work of the Society of Saint Vincent de Paul (SVP).

Learning outcomes

* Students should know the meaning of the terms ‘mission’ and ‘evangelism’.
* Students should know when the SVP was established.
* Students should know the type of work that the SVP do within their community and the type of people they help.
* Students could look at some of Jesus’ actions towards helping the poor and outcasts.

Possible teaching and learning activities

* Students could be given a presentation by a local volunteer of the SVP.
* Students could prepare questions to ask the volunteer.
* Students may use the internet to research the SVP and perhaps look at the work it would do at Christmas time and throughout the year.

Differentiation and Extension

* Students could create a poster for their school that explains the work of the SVP.
* Students may attempt an exam question.
* Give two aims of the Society of Saint Vincent de Paul (SVP). [2 marks]

Resources

* Local SVP volunteer.
* Worksheet on SVP.
* Internet access.
* Leaflets, posters and booklets about SVP.
* Poster paper.
* Coloured pencils.
* Markers.
* Glitter.
* Glue.
* Exam question.
* Success criteria.

Lesson 29

Topic title

The work of Catholic agencies.

Specification content

The aims and importance of the Corrymeela community or Pax Christi.

Learning outcomes

* Students should know when either community was established and the purpose behind the work that it undertakes.
* Students should relate the work of these organisations to Jesus’ teaching to support the idea of working for peace.
* Students should be able to explain the importance of one of these organisations for the mission and evangelism of the Catholic Church.

Possible teaching and learning activities

* Students could research the Corrymeela or the Pax Christi community.
* Students could read the Beatitude, ‘Blessed are the peacemakers’ and see how this applies to the work of the Corrymeela community or Pax Christi.
* Students could be asked to explain in writing the (a) aims and (b) importance of one of these communities.

Resources

* Internet.
* Use of video clips that show the work of the Corrymeela or the Pax Christi community.
* Suitable leaflets or booklets about the Corrymeela community or Pax Christi.
* The Bible.
* Suitable worksheet.

Lesson 30

Topic title

Assessment.

Specification content

Layout of question paper and of questions.

Learning outcomes

Students should know what an exam paper for this unit looks like and how it will be marked.

Possible teaching and learning activities

* Students could be shown one part (beliefs or practices) of a previous paper for this unit and be taken through how it is marked.
* Students could then complete the other part as a test

Resources

* Specimen paper.
* Laptops for those with special needs who use them for exams.