# Scheme of work

**Component 1: Catholic** **Christianity**

Introduction

This SOW offers a route through the GCSE Religious Studies (8063) course.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

This scheme of work is based on 120 guided learning hours for the full GCSE. Component 1: Catholic Christianity is divided into six topics.

Each of the topics studied should be covered in approximately 10 hours.

Teach alongside: The religion studied for Component 2 and the two themes from
Component 2.

**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 |
| --- | --- |
| [The depiction of God as creator](#l1) | 5 |
| [Other artistic presentations of God as creator and their contrast to Michelangelo’s ‘Creation of Adam’](#l2) | 6 |
| [The nature and qualities of God shown in the Genesis 1 and Genesis 2 stories](#l3) | 7 |
| [The importance of the teaching that humans are made in the image of God](#l4) | 8 |
| [The origins and structure of the Bible and the literary types of the two Genesis creation stories](#l5) | 9 |
| [The Bible as the revealed word of God](#l6) | 10 |
| [The goodness of creation and natural law](#l7) | 11 |
| [The harmony between science and religion](#l8) | 12 |
| [How caring for the environment is a Christian duty](#l9) | 13 |
| [An examination of CAFOD’s work on sustainability](#l10) | 14 |
| [The meaning of the Incarnation](#l11) | 15 |
| [The meaning of Jesus the Word made flesh](#l12) | 16 |
| [Jesus as fully God and fully man](#l13) | 17 |
| [The religious significance and relevance of three symbols](#l14) | 18 |
| [The use of statues to portray Jesus](#l15) | 19 |
| [Jesus the teacher of morality](#l16) | 20 |
| [How Jesus is the meeting point between God and humanity](#l17) | 21 |
| [The importance of maintaining the correct balance between the ideas of Jesus as full God and as full man](#l18) | 22 |
| [Grace and the sacramental nature of reality](#l19) | 23 |
| [The influence of imago dei on the protection of the unborn](#l20) | 24 |
| [The use of music in worship](#l21) | 25 |
| [Mass settings and the Eucharistic acclamations](#l22) | 26 |
| [The basis of belief in the Trinity found in the Bible and the Creed](#l23) | 27 |
| [The Trinity in creation](#l24) | 28 |
| [The significance and influence of belief in the Trinity today](#l25) | 29 |
| [God as Trinity shown in Mark 1:9-11 and Galatians 4:6-7](#l26) | 30 |
| [The intimacy of God’s love](#l27) | 31 |
| [The importance of magisterial authority with reference to Council teachings](#l28) | 32 |
| [The significance of baptism as participation in the life of the Trinity](#l29) | 33 |
| [The significance of prayer as a ‘raising of the heart and mind to God’](#l30) | 34 |
| [The architecture of Catholic churches](#l31) | 35 |
| [The importance of church features for understanding salvation](#l32) | 36 |
| [The death of Jesus as a restoration through sacrifice. The resurrection as a restoration through recreation. How the ascension restored the cosmic order](#l33) | 37 |
| [The significance of the crucifixion and death of Jesus](#l34) | 38 |
| [The significance of the resurrection and ascension of Jesus](#l35) | 39 |
| [A comparison of salvation metaphors and the idea of salvation as past, present and future, including the role of grace](#l36) | 40 |
| [The conscience as the voice of God](#l37) | 41 |
| [How far the story of redemption has influenced Catholic understanding of the liturgy](#l38) | 42 |
| [Redemption and the Mass, the source and summit of Christian life](#l39) | 43 |
| [Different Christian understandings of the Eucharist. Catholic belief in the Real Presence](#l40) | 44 |
| [The idea of ‘dramatised’ prayer’ and the pilgrim Church](#l41) | 45 |
| [The meaning and significance of pilgrimage](#l42) | 46 |
| [How Catholic understanding of mission and evangelism are expressed in drama](#l43) | 47 |
| [The Reign of God in the Lord’s Prayer](#l44) | 48 |
| [The hierarchy of the Catholic Church](#l45) | 49 |
| [Mary as a model of discipleship](#l46) | 50 |
| [The four marks of the Church and the Church as both pontifical and conciliar](#l47) | 51 |
| [How the command to love is expressed in the work of two Catholic agencies](#l48) | 52 |
| [How Kingdom values influence how Christians live out their vocation](#l49) | 53 |
| [How one important Catholic figure shows the importance of justice, peace and reconciliation](#l50) | 54 |
| [The Paschal candle and Michelangelo’s ‘Last Judgement’](#l51) | 55 |
| [How different beliefs about life after death are expressed in funeral monuments](#l52) | 56 |
| [Eschatology and how the Resurrection influences Christian beliefs about eschatology](#l53) | 57 |
| [The four last things](#l54) | 58 |
| [Catholic beliefs about purgatory. The difference between particular and final judgement. Different Christian beliefs about life after death](#l55) | 59 |
| [The religious significance of the parable of the Rich man and Lazarus (Luke 16:19-31)](#l56) | 60 |
| [Cosmic reconciliation](#l57) | 61 |
| [The importance of Church teachings on eschatology](#l58) | 62 |
| [The last rites and the funeral rite](#l59) | 63 |
| [The sanctity of life and euthanasia](#l60) | 64 |

Version 2.0

September 2023

Lesson 1

Topic title

The depiction of God as creator.

Specification content

How Michelangelo’s ‘Creation of Adam’ reflects Catholic understanding of the role of God in the creation of Man and of all things.

Learning outcomes

Students will be able to understand the symbolism contained in Michelangelo’s ‘Creation of Adam’.

Possible teaching and learning activities

Students might be asked to comment on what Michelangelo’s picture is showing about God and Adam. They could read verses from one of the Genesis accounts about the ‘Creation of Adam’ and compare this with the painting.

Differentiation and Extension

Those more able at art should be able to interpret the imagery being used. The less able should concentrate on knowing the main points of the painting and what it is showing. The higher ability students may wish to compare the strengths and weaknesses of any human attempt to depict the creation of man.

Resources

* A copy of [Michelangelo’s ‘Creation of Adam’](https://www.gettyimages.co.uk/search/2/image?family=creative&phrase=creation+of+adam+michaelangelo)
* Verses from Genesis 1 and Genesis 2.

Lesson 2

Topic title

Other artistic presentations of God as creator and their contrast to Michelangelo’s ‘Creation of Adam’.

Specification content

How different artists show the creation in different ways; the symbolism and meanings presented through the work of art.

Learning outcomes

Students will be able to compare at least one piece of artistic expression of creation with Michelangelo’s ‘Creation of Adam’.

Possible teaching and learning activities

Students might recap the strengths and weaknesses of Michelangelo’s ‘Creation of Adam’. Examining at least one other piece of art, they should be able to compare the strengths and weaknesses of this piece with Michelangelo’s work.

Differentiation and Extension

Those more able could compare three or more pieces of art. The less able should focus on the central points of a painting. The higher ability could examine the types of artistic symbolism and compare their use to the literary images of Genesis 1 and 2.

Resources

* Another artistic expression of creation eg [Creation of Man and Woman Fresco Giusto di Giovanni Menabuoi (op. 1363-1393/Italian) Baptistry of the Cathedral, Padua](https://www.superstock.com/stock-photos-images/263-465)
* Michelangelo’s ‘Creation of Adam’.
* Copies of Genesis 1 and 2.

Lesson 3

Topic title

The nature and qualities of God shown in the Genesis 1 and Genesis 2 stories.

Specification content

How the Genesis stories are ‘word paintings’ that show God as creator, transcendent and omnipotent.

Learning outcomes

* Students will be able to understand how the qualities of God are presented through the creation stories.
* Students will appreciate how these two stories reflect different ways in thinking about God at work in creation.

Possible teaching and learning activities

* Students need to read both accounts of creation and focus on the different ways in which they present God at work.
* Students then need to develop their understanding of these qualities to appreciate why they are significant for a Catholic understanding of God.

Differentiation and Extension

* More able students could be challenged to find creation stories from other religions and to compare what they say about the role of God in creation to the Genesis stories.
* Less able could be given a template that reflects the structure of each of the two stories to enable them to break the material down into manageable parts.

Resources

* Copies of Genesis 1 and 2.
* Access to other creation myths.
* Templates that present the structure of the two Genesis creation stories.

Lesson 4

Topic title

The importance of the teaching that humans are made in the image of God.

Specification content

Religious teachings contained in Genesis 1 and 2 about how humans are made in the image of God and share the breath/spirit of God.

Learning outcomes

Students will understand the importance of imago dei for an understanding of humanity. How this belief underlies teachings relating to the dignity of human beings, the sanctity of life, free will and stewardship.

Possible teaching and learning activities

Students need to identify how the creation stories show humans to be in ‘imago dei’ (the image of God) and to have free will. They need to develop their understanding of these ideas, as well as stewardship and the sanctity of life and give examples of how these qualities are shown/needed/need to be supported in everyday life.

Differentiation and Extension

Lower ability students might be given a list of simple everyday examples that they can use to apply the concepts of the dignity of human beings, the sanctity of life, free will and stewardship. Higher ability students can be expected to apply the principles themselves.

Resources

Copies of Genesis 1 and 2.

Lesson 5

Topic title

The origins and structure of the Bible and the literary types of the two Genesis creation stories.

Specification content

* How the Bible came to be formalised, the different literary types that it contains, their intention and purpose.
* How the appreciation of the literary forms of Genesis 1 and Genesis 2 affects Catholic understanding of these stories.
* Different Christian responses to the Genesis creation stories, including the literalist understanding.

Learning outcomes

Students will understand how the Bible needs to be read in light of the different literary form of each of the books. They should be able to appreciate the strengths and weaknesses of different ways of reading the Bible.

Possible teaching and learning activities

Students could explore extracts from different books in the Bible and compare them to short extracts from modern history writing, novels, poems, fables etc. This could lead students onto appreciating how the Bible needs to be valued and interpreted in the way it was written. This could then be applied to different ways modern Christians try to use the Bible.

Differentiation and Extension

* More able might be given a wider range of extracts eg 1 Corinthians 11 and asked to what extent the two sections (the role of women and the teaching on the Eucharist) should be applied in the same way today, and the reason for their decisions.
* The less able students might be given more obvious passages eg Jonah and the whale, as a starting point to enable them to appreciate how to read Bible stories.

Resources

A selection of extracts from different books in the Bible and also different pieces of English literature.

Lesson 6

Topic title

The Bible as the revealed word of God.

Specification content

What the inspiration of the Bible means and how it leads to the belief that the Bible is the word of God. What this means for the Catholic understanding of scripture. How the Catholic understanding of scripture contrast with other approaches.

Learning outcomes

Students will understand the importance of inspiration in the writing and reading of the Bible. They will appreciate the importance of the Bible as the word of God for the teachings of the Church.

Possible teaching and learning activities

Using a quote from *Dei Verbum 11 and 9* students can be led into a deeper understanding of how the Holy Spirit is the inspiration behind the Bible and its interpretation.

Differentiation and Extension

Higher ability might make greater use of Old Testament texts, such as Isaiah 7:10-16 to show how prophecy can have a double application, one for its own time and one for a later period. This can be an example of the Holy Spirit speaking to different ages. Lower ability students might just focus on what the idea of the Bible as the word of God means for the Catholic Church in contrast to a literalist interpretation.

Resources

* Extracts from papal and conciliar documents eg *Dei Verbum 11 and 9.*
* Extracts from the Bible that might be used for analysis of the idea of inspiration eg Isaiah 7.

Lesson 7

Topic title

The goodness of creation and natural law.

Specification content

Catholic teachings and beliefs about how God has shown all people how to fulfil themselves through his creation and how this is connected to the idea of natural law.

Learning outcomes

Students will be able to apply their appreciation of the goodness of God’s creation to an understanding of natural law and to questions relating to the sanctity of human life.

Possible teaching and learning activities

Students could be led from the earlier understanding of the dignity of human beings, the sanctity of life, free will and stewardship as shown in the creation accounts to an appreciation of how creation shows people how they should live, and to an understanding of natural law.

Differentiation and Extension

Lower ability students could be given specific examples of cases where the natural law might be applied to help people decide what to do from a Christian perspective eg an abortion or euthanasia situation. Higher ability students could be presented with the idea of God’s goodness shown in creation and can be asked to work out for themselves what this might mean in practice, which will probably result in them coming up with some version of the natural law which can then be refined.

Resources

* Exemplar cases where natural law might be applied.
* Brief overviews of the creation accounts which can be used to lead to the underlying principles of the goodness of creation and thence to the natural law via asking what these principles would mean in practice.

Lesson 8

Topic title

The harmony between science and religion.

Specification content

To appreciate how the Catholic Church values the role of scientists who they believe use their God-given talents to help all people to understand the nature of God’s creation better.

Learning outcomes

Students will appreciate that the Catholic Church is fully supportive of scientific advancements that help people to further understand creation, though the Church rejects scientific experiments that devalue any aspect of human life.

Possible teaching and learning activities

* Students could begin with studying what the Church says about the role and nature of science in *Gaudium et Spes 36*.
* Students can then apply these teachings to what the Church says about the origins of creation, thus reinforcing their appreciation of the mythological nature of the Genesis creation accounts.
* This would be a good opportunity for students to work on an evaluation question.

Differentiation and Extension

More able students could investigate ways in which members of the Church have played leading roles in scientific developments through the ages. Lower ability students might reinforce their appreciation of how the Church values the teachings of Genesis 1 and 2 in the light of scientific developments.

Resources

* Extracts from *Gaudium et Spes 36*.
* Examples of religious people who have been leading scientists would also be helpful.
* Exam question and marking criteria (including levels of response).

Lesson 9

Topic title

How caring for the environment is a Christian duty.

Specification content

How Christians are called to show their love for their neighbour and the duty of stewardship through caring for the environment at local, national and international levels.

Learning outcomes

Students should be shown the relationship between caring for the environment and loving their neighbour. They should also examine practical ways in which caring for the environment is a practical application of the command for humans to be stewards of creation.

Possible teaching and learning activities

* Students could examine cases where environmental damage is having a major impact on the lives of the people in a particular region. This could lead onto examining the command to love thy neighbour, and how this duty might be applied on a global scale. This links up to the idea of stewardship, which can be examined through asking students to devise simple and practical ways in which they themselves can help protect the environment locally, nationally and internationally.
* Students could debate to what extent they have a duty in each of these spheres.

Differentiation and Extension

Higher ability students might be able to start with the theories and come up with their own practical applications. Lower ability students might be better staring from examples, leading to the theories.

Resources

Realistic scenarios in which the debate is significant.

Lesson 10

Topic title

An examination of CAFOD’s work on sustainability.

Specification content

How CAFOD applies the ideas of the goodness of creation, caring for their neighbours and stewardship through the projects of sustainability that it supports.

Learning outcomes

Students should examine a range of projects that are focussed on sustainability. The effects of these projects and their relationship to the ideas of stewardship and love of neighbours should be a central feature of the study.

Possible teaching and learning activities

Students could work in small groups on a range of projects and give a brief report back towards the end of the lesson, to enable the whole group to appreciate how wide-ranging these projects are.

Differentiation and Extension

For lower ability, teachers could present simple projects that have one focus eg preservation of a clean water supply. Higher ability students could start from the theories and examine how the theories have a practical implication.

Resources

Access to a range of environmental projects supported by CAFOD.

Lesson 11

Topic title

The meaning of the Incarnation.

Specification content

The scriptural origins of belief in the incarnation, especially the annunciations to Mary and to Joseph.

Learning outcomes

Students should be able to analyse the passages Luke 1:26-38 and Matthew 1:18-24. They need to understand how these passages demonstrate the belief that Jesus is the Incarnate Son of God.

Possible teaching and learning activities

* Students could work in groups to examine the underlying message of the two passages. They might explain how the passages show that Jesus is God made man, born of a virgin, and the importance of this teaching for humanity. They could focus on how the message from God affected both Joseph and Mary in practical ways, but also how God needed human consent for his plan of salvation to begin to take place.
* This could lead to a class discussion defining what ‘incarnation’ means and why the concept is important.

Differentiation and Extension

The more able students could compare these accounts of the annunciation with other annunciations eg of Samson (Judges 13:1-7) and John the Baptist (Luke 1:5-25). Weaker students might just focus in the details of Luke 1:26-38 and Matthew 1:18-24 to ensure they know the accounts.

Resources

* Copies of Luke 1:26-38 and Matthew 1:18-24.
* Perhaps copies of Old Testament extracts that prophesize the incarnation.

Lesson 12

Topic title

The meaning of Jesus the Word made flesh.

Specification content

To examine the importance of the teachings contained in John1:1-4,14 and how this teaching reinforces the message of the two annunciation passages.

Learning outcomes

Students need to consider the relationship between the Word and God. This leads onto the discussion of what it means to say that the ‘Word was made flesh’ (John 1:14). What further insights into the nature of Jesus is given by this passage beyond that offered by Luke 1:26-38 and Matthew 1:18-24.

Possible teaching and learning activities

Students could begin by considering the relationship between themselves and the words they speak. How important are words? Where do they come from and what do they show about the speaker? The Word of God is an intimate expression of the Godhead.

Differentiation and Extension

* More able students might consider the parallels to the creation account in Genesis 1. Lower ability students might concentrate on the fact that spoken words do not exist in isolation but are an expression of who the speaker is.
* Opportunity for a comparative question between the two sets of passages.

Resources

* John 1:1-4, 14.
* Luke 1:26-38 and Matthew 1:18-24.
* Genesis 1:1-8.

Lesson 13

Topic title

Jesus as fully God and fully man.

Specification content

An examination of the way the gospels show Jesus to be both God and man, particularly through the terms ‘Son of God’ (Mark 14:61-62) and ‘Son of man’ (Mark 8:31).

Learning outcomes

Students should know the meaning of the terms ‘Son of God’ and ‘Son of man’ as used in the Bible. They need to focus on ways in which Jesus showed his fully human nature, to reinforce the idea that Jesus was born ‘as one of us, to save us all’. They also need to be aware of the claims about Jesus that show that he is also fully God, and the implications that these teachings have for an understanding of the importance of humanity in the sight of God.

Possible teaching and learning activities

* Students can start by examining what it means to be human and then, using biblical passages, explore how Jesus showed these qualities to the full. This could lead onto an examination of the importance of Mark 8:31.
* Students can then move to examining what it would mean to say Jesus is fully God, and ways that this was shown in the New Testament, focussing on the statement in Mark 14:61-62.

Differentiation and Extension

For higher ability students the focus might be on the deeper reality and implications of these teachings. Lower ability students might focus on the two set passages to appreciate the central points being made.

Resources

* Mark 14:61-62 and Mark 8:31.
* New Testaments for selections of other passages.

Lesson 14

Topic title

The religious significance and relevance of three symbols.

Specification content

The meaning and purpose of the Christian symbols: Ichthys (fish), Alpha and Omega, and Chi-Rho. To examine their origins and use today.

Learning outcomes

Students should be able to understand why symbols can be an important way to express faith. The inner meaning of the three specified symbols needs to be examined. Also, students need to consider whether symbols are a better way to convey truths than words.

Possible teaching and learning activities

* Students could begin by discussing the use of symbols in everyday life eg road signs, the alphabet, mathematical and scientific symbols. Once the idea of using symbols as a simple way of expressing greater truths is accepted, the use of the three symbols (the Ichthys, the Alpha and Omega, and the Chi-Rho) can be undertaken. Students can do research on the origins of each of these symbols, and can be challenged to find modern Christian uses for each one.
* An essay question can be discussed regarding the relevance and importance of using symbols instead of words when dealing with aspects of the divine.

Differentiation and Extension

Higher ability students can be challenged to find other similar symbols in Christianity. Lower ability students might make a collage of symbols that are important for Christians, bringing out the meaning of each of the symbols.

Resources

* Examples of everyday symbols eg road signs.
* Copies of the Ichthys (fish), Alpha and Omega, and Chi-Rho.

Lesson 15

Topic title

The use of statues to portray Jesus.

Specification content

Religious teachings, beliefs and attitudes about religious art and imagery, including the use of statues of Jesus. How the Incarnation has influenced Catholic teachings about these objects.

Learning outcomes

Students will compare Catholic teaching about the use of religious statues and imagery with the attitude of other Christian groups that reject the use of statues and images. They should also consider importance of the idea that God limited himself in the person of Jesus, and how this belief underlies Catholic teachings that the use of limited forms, like paintings and statues, are acceptable to depict Jesus and God.

Possible teaching and learning activities

Students need to study one statue representation of Jesus eg the ‘Sacred Heart’. They need to examine the symbolism used in the statue and consider in what ways this statue helps believers to get a better understanding of the person and message of Jesus. This practice needs to be compared with the Second Commandment and students should debate whether the Second Commandment is still valid in the light of the Incarnation: does the fact that God accepted human limitations mean that God can be depicted in a limited way?

Differentiation and Extension

Lower ability students might focus more on the way statues use symbols to convey teachings. Higher ability students might compare a range of statues and different styles of statues form different eras.

Resources

At least one statue of Jesus eg the ‘Sacred Heart’ – or, failing that, pictures of statues of Jesus.

Lesson 16

Topic title

 Jesus the teacher of morality.

Specification content

How Jesus fulfils the Law through his moral teachings. How Jesus is the authoritative source for Christian morality.

Learning outcomes

Students will be able to show how Jesus’ teachings, especially in the Beatitudes (Matthew 5:1-12) can be seen as the fulfilment of the Old Testament Law. They can also understand how the teachings of the parable of the Sheep and the Goats (Matthew 25: 31-46) show Christians how they should respond to those in need, following Jesus’ example.

Possible teaching and learning activities

Students might compare the teachings of the Beatitudes (Matthew 5:1-12) with the Ten Commandments (Exodus 20:1-17) and bring out the different types of emphasis in Jesus’ approach, particularly with the focus on attitudes more than actions. This could be developed through examples of Jesus’ own actions and attitudes, as he is the model of virtues, and the demands of the call to follow him. This might lead to a discussion on the possibility of Christians in the 21st century following Jesus’ actions, and in particular applying the teachings from parable of the Sheep and the Goats (Matthew 25: 31-46).

Differentiation and Extension

Those more able could develop the contrast between Jesus’ teachings and the Old Testament. Less able students might focus more on the parable of the Sheep and the Goats.

Resources

Copies of the Beatitudes (Matthew 5:1-12), the Ten Commandments (Exodus 20:1-17) and the parable of the Sheep and the Goats (Matthew 25: 31-46).

Lesson 17

Topic title

How Jesus is the meeting point between God and humanity.

Specification content

How the teaching of Irenaeus in *Adversus Haereses 4,20,7* shows the importance of the Incarnation, especially the idea that ‘the glory of God is a human being, fully alive’.

Learning outcomes

Students will be able to understand how tradition plays an important role in the development of Christian understanding of God. They will examine Irenaeus’ teaching in *Adversus Haereses 4,20,7* and examine the implications of this teaching for the role of Jesus as full God and full man.

Possible teaching and learning activities

* Students need to examine the role of tradition in handing on Christian beliefs. In groups they could discuss what Irenaeus is saying about Jesus’ role as the link between God and humanity – in what ways does Jesus present human nature to God the Father and in what ways does Jesus show humanity what God is like? This can link back to the idea of Jesus as the teacher and role model.
* This topic might present an opportunity for a developed essay answer, focusing on style and the choice of content.

Differentiation and Extension

More able students should be able to dissect Irenaeus’ message in small groups.

Less able students could be given extracts from the passage to focus on the central points. They could incorporate these ideas on a simple outline diagram that reflects the idea of the meeting point between God and man.

Resources

* Copies of *Adversus Haereses 4,20,7.*
* A simple outline diagram to reflect the idea of the meeting point between God and man.

Lesson 18

Topic title

The importance of maintaining the correct balance between the ideas of Jesus as full God and as full man.

Specification content

The importance of maintaining the correct balance between the ideas of Jesus as full God and as full man.

Learning outcomes

Students will understand the importance of not over-emphasising either that Jesus is fully God at the expense of denying the humanity or that Jesus is fully human, at the expense of denying his divinity.

Possible teaching and learning activities

Students need to be aware of how, down the centuries, heresies have arisen that either denied the humanity or the divinity of Jesus. A simple way to do this might be to present the students with a series of short quotes from heretics and from official church teachings and ask them to say which ones are heretical and which ones are orthodox. Sentences could come from the writings of Arius, Athanasius, Basil, Apollinaris, Leo etc. The students can examine the passages from *Dei Verbum 4* and *Verbum Domini 12* to see how these two extracts maintain the balance between the Godhead and manhood of Christ.

Differentiation and Extension

Lower ability students might be given simple extracts from *Dei Verbum 4* and *Verbum Domini 12*. Higher ability students can be expected to analyse the main ideas themselves.

Resources

* Copies of *Dei Verbum 4* and *Verbum Domini 12*.
* A selection of short extracts from the Book of Sentences could come from the writings of Arius, Athanasius, Basil, Apollinaris, Leo etc. to give some idea of how the wrong wording can lead into heresy and the right wording can be orthodox.

Lesson 19

Topic title

Grace and the sacramental nature of reality.

Specification content

How grace is the free gift of the Trinity bestowed on believers. How the Incarnation shows that the whole of creation has a sacramental aspect. How the seven sacraments sanctify life

Learning outcomes

Students should be able to understand the importance of the work of grace in the believer’s life. This leads to an appreciation that by becoming human God showed the importance of all his creation, ‘the sacramental nature of reality’. Through the seven sacraments the believer’s life is infused with the grace and power of the Trinity.

Possible teaching and learning activities

Students could begin by discussing the importance of a free gift, both for the giver and for the recipient. This will lead to an examination of the role of grace for the believer. Believers have to live in the world that is blessed by God, especially through the Incarnation. Students can be asked to work in groups to give examples of how this might be seen. Students can produce worksheets of the seven sacraments, providing the names, symbols and effects of each of the sacraments and showing how these are part of the sanctifying process of the believer.

Differentiation and Extension

Higher ability students can focus more on the idea of the sacramental nature of reality. Lower ability students might focus more on the effects of the seven sacraments for the individual and, through them, for the world.

Resources

Worksheets on the seven sacraments.

Lesson 20

Topic title

The influence of imago dei on the protection of the unborn.

Specification content

How the belief that humans are made in the image of God is an underlying principle for the Catholic opposition to abortion. How the message of Luke 1:44 reinforces this opposition.

Learning outcomes

Students will understand the idea of the imago dei as showing that all life has value from the moment of its conception. John the Baptist, while still in his mother’s womb, reacted to the presence of Jesus, who had only recently been conceived. These beliefs cause the Catholic Church to protect the unborn as they are the most vulnerable members of society.

Possible teaching and learning activities

* Students could examine the work of anti-abortion agencies in the light of Catholic teaching to see how far this work is supporting the dignity of all people, not just the unborn. Links should be made to the idea of the Incarnation, that Jesus went through the whole human condition, including nine months in the womb.
* This could lead to a discussion about how to answer an extended essay on this topic.

Differentiation and Extension

* More able students might be given arguments for and against the use of abortion and use these as the basis for their discussion, applying Catholic teachings to the arguments.
* Less able students might focus more on the development of the embryo in the womb to show how each stage is just a logical progression of the previous stage, at no time is there a major change in substance.

Resources

* Copies of Luke 1:44.
* Worksheets of pro-abortion/anti-abortion arguments.
* Worksheets on the development of the foetus.

Lesson 21

Topic title

The use of music in worship.

Specification content

How different styles of music help believers in their praise of God, including the psalms, plainchant, traditional hymns and contemporary worship songs.

Learning outcomes

Students will understand the role and importance of different types of music, how music enhances worship, and how music enables the community to praise God together. They should appreciate the varying nature of music and how each form of music can make a particular contribution to the Liturgy.

Possible teaching and learning activities

* Students can be asked to give examples of music and what each type of music contributes to a personal or community event. Why is music so important in many people’s lives? How might music help the Church community to express its praise of God?
* Students could compare different forms of religious music, notably the psalms, plainchant, traditional hymns and contemporary worship songs. They can assess why different people value each form.

Differentiation and Extension

Higher ability might make use of a wider range of examples and be encouraged to see in what ways the different forms of music are similar and in what ways discrete. Lower ability students might just focus on one example of each form of music and examine what is good or bad about this particular form.

Resources

There is a wide range of resources on YouTube that could assist here, eg:

* [Crown Him With Many Crowns - Westminster Abbey](https://www.youtube.com/watch?v=3kPkjghup8E&list=PLBBF0D4B572883CE1&index=5).
* [Be thou my vision - (with lyrics)](https://www.youtube.com/watch?v=6CMclLT_Hjg&list=PLBBF0D4B572883CE1&index=10).
* [Gregorian Chants (Ampleforth Abbey) part 2](https://www.youtube.com/watch?v=XoGLEMZ3qaY).

Lesson 22

Topic title

Mass settings and the Eucharistic acclamations.

Specification content

The significance and influence of different Mass settings, especially the Gloria, Alleluia, Sanctus and the Eucharistic Acclamations.

Learning outcomes

Students will be able to apply their awareness of different types of music to the major sung parts of the Mass. They should be aware of the reasons the Church encourages these parts of the Mass to be sung. They should appreciate how music can help the believer to raise the heart and soul in praise of God.

Possible teaching and learning activities

Students could be given different settings of one part of the Mass as an example (eg the Sanctus in plainsong, from the Missa Luba and from Gounod’s Mass of St Cecilia). Their responses to these settings could be used to assess the importance of liturgical music, with a focus on why the named parts of the Mass are special from a musical point of view.

Differentiation and Extension

Lower ability students could be given a limited range of examples of music from mass settings. Higher ability students could be invited to do research on their own selection and report back to the group what they have learned about the musical variety and importance of the Mass settings.

Resources

There is a wide range of resources on YouTube that could assist here, eg:

* [Jessye Norman sings Gounod's Sanctus from Messe solennelle.](https://www.youtube.com/watch?v=RszC42mAOtU)
* [Sanctus (Mass for the Dead)](https://www.youtube.com/watch?v=W7aAav4f4o0&list=PLk6izfW-zm0K1LKzoWHwbzQrDSlifO8Or&index=71).
* [Missa Luba 1965: Sanctus (B4)](https://www.youtube.com/watch?v=jIxEPYkXkU8).

Lesson 23

Topic title

The basis of belief in the Trinity found in the Bible and the Creed.

Specification content

The importance of Biblical passages, especially Deuteronomy 6:4, Matthew 3:16-17 and Galatians 4:6 for belief in the Trinity. How this belief is expressed in the Nicene Creed.

Learning outcomes

Students will appreciate the development in the understanding of the nature of God through studying the ideas of the oneness of God though Deuteronomy 6:4. The presence of the Trinity at the baptism of Jesus (Matthew 3:16-17) and Paul’s explanation of this belief in Galatians 4:6 show how Christians see God as Three Persons in One God. The Nicene Creed gives the fuller Christian understanding of this belief.

Possible teaching and learning activities

* Students could begin with studying the Old testament teaching of the nature of God and compare it with the New Testament passages. The use of common symbols for the Trinity, like an equilateral triangle or a shamrock, can help students understand more fully the idea of tree-in-one.
* Students can then examine how these insights from the New Testament find a definitive expression in the wording of the Nicene Creed.

Differentiation and Extension

More able students could investigate other Trinitarian passages from the Bible. Lower ability students might focus on the actual wording of the set passages and compare the meaning with Trinitarian symbols.

Resources

* Copies of Deuteronomy 6:4, Matthew 3:16-17 and Galatians 4:6.
* Common symbols for the Trinity, like an equilateral triangle or a shamrock.

Lesson 24

Topic title

The Trinity in creation.

Specification content

How belief in the Trinity affects the Christian interpretation of Genesis 1:1-3.

Learning outcomes

Students should appreciate the role of each of the persons of the Trinity in creation. Through this they will come to see how the Three Persons are united in their action but can be seen as performing different functions in creation.

Possible teaching and learning activities

* Students should examine Genesis 1:1-3 carefully. Making links with the earlier lessons on Jesus as the Word of God, they can examine the role of each of the Persons of the Trinity in creation. This could be developed into the study of how God is the Creator, Redeemer and Life-giver for all creation, not just in the beginning.
* Students could do a practice question on this topic, focusing on the use of the correct terms.

Resources

Copies of Genesis 1:1-3.

Lesson 25

Topic title

The significance and influence of belief in the Trinity today.

Specification content

How belief in the Trinity underlines the Catholic Church’s teaching on mission and evangelisation, as expressed in *DeusCaritas Est 19*.

Learning outcomes

Students should examine *DeusCaritas Est 19*. They should study how the principles laid down in this passage are reflected in the work of missionaries and evangelists, who seek to share the love of the life of the Trinity with all the people that they meet.

Possible teaching and learning activities

Students could start by looking at examples of missionaries and evangelists at work. This could lead them back to questioning why these people are prepared to give their lives to these difficult and sometimes dangerous tasks. An examination of *DeusCaritas Est 19* should help them to understand how the life force of the Trinity is at work in the Church, through grace, to enable this work to be accomplished.

Differentiation and Extension

For lower ability students, teachers could limit the range of missionary and evangelical work examined. Higher ability students could start from the theories laid down in *DeusCaritas Est 19* and examine how the theories have a practical implication.

Resources

* Copies of *DeusCaritas Est 19.*
* Examples of current missionary and evangelical activities.

Lesson 26

Topic title

God as Trinity shown in Mark 1:9-11 and Galatians 4:6-7.

Specification content

How the Bible shows God as Father, Son and Sprit and how this teaching leads to the understanding of God as Trinity.

Learning outcomes

Students should examine Mark 1:9-11, especially in comparison to Matthew 3:16-17, to see the Trinity at work in salvation history. Paul’s teaching in Galatians 4:6-7 should be studied in the light of how the relationship within the Trinity is shared with all believers.

Possible teaching and learning activities

* Students might compare the accounts in Mark 1:9-11 with Matthew 3:16-17. They should examine the role of each of the Persons of the Trinity in this scene and link this to their roles in creation and redemption.
* Studying Galatians 4:6-7 can lead to an analysis of what it means for believers to share the life of the Trinity.
* This might lead to the completion of an evaluation question.

Differentiation and Extension

Lower ability students could focus on the wording of the Bible texts. Higher ability students could analyse the passages without support to see how much of the symbolism they can appreciate on their own.

Resources

Copies of Mark 1:9-11, Matthew 3:16-17 and Galatians 4:6-7.

Lesson 27

Topic title

The intimacy of God’s love.

Specification content

A comparison of the teachings of St Augustine and Catherine LaCugna on the intimacy of God’s love.

Learning outcomes

Students will appreciate how God can be examined ‘from the inside’ looking at the interrelationship of the Three Persons, as Augustine does, or ‘from the outside’ as the focus is on the relationship within the Trinity that flows out to all people through redemption.

Possible teaching and learning activities

* Each student could begin by writing a definition of who they are. They can each then write about another member of the class. These two definitions can be compared, with the question: which is the true ‘me’? In fact, they both are true, different perspectives but combined they give a much better picture of ‘me’.
* Students can then look at short extracts from St Augustine and Catherine LaCugna’s writings and see how they are writing about the same Person but from different perspectives. Together these two theologians help Christians to get a better idea of the life of the Trinity.

Differentiation and Extension

More able students could do this with less guidance. Lower ability students might need writing frames or cloze passages to enable them to access the central points.

Resources

Copies of extracts from St Augustine and Catherine LaCugna’s writings on the Trinity.

Lesson 28

Topic title

The importance of magisterial authority with reference to Council teachings.

Specification content

Why the Church needs the Magisterium, what it is and where its authority comes from. A brief study of the dogma of the Trinity in the teachings of the Councils of Nicaea and Constantinople.

Learning outcomes

Students should appreciate the role of the Pope and Bishops who exercise Magisterial authority, following the commission of Peter by Jesus and in the light of the working of the Holy Spirit. The need for this authority in the Church. How the Councils of Nicaea and Constantinople came to define the teaching about the Trinity and its authority for Catholics.

Possible teaching and learning activities

* Students could make parallels between the Church and most organisations – the need for leadership, why people need leaders, how they select the best leaders. This leads onto a study of how the Church is different, how the authority is from Jesus through the apostles and is guided by the Holy Spirit. This will lead them to see how the authority of the church is of a different order.
* A brief historical study of the Councils of Nicaea and Constantinople, done either with a time chart (for less able students) or by groups subdividing and looking at the various positions held by groups at the Councils (for more able students), will help them understand the role of Councils in Church teachings.
* Students could do a practice question on this topic, focussing on the use of the correct terms.

Resources

* Copies of the creeds of the Councils of Nicaea and Constantinople.
* Time charts of these Councils.
* Brief accounts of the positions held by various groups at the Councils.

Lesson 29

Topic title

The significance of baptism as participation in the life of the Trinity.

Specification content

The meaning and significance of baptism as a sign of initiation into the Church and participation in the life of God the Father, the Son and the Holy Spirit.

Learning outcomes

Students should examine the relationship between the baptism of Jesus and the baptism of Christians. How the symbolism used in baptism reinforces the idea of the believer becoming a member of the Church and a sharer in the life of grace, the life of the Father, Son and Spirit.

Possible teaching and learning activities

Students could start by looking at a short video of infant baptism, focussing on the symbols used. This could then be compared to the accounts of Jesus’ baptism and the command in Matthew 28:19-20 to baptise those who believe and to what Paul says in Romans 6:3-4.An examination of the belief that the child is now a child of God, a member of the Body of Christ, and can lead to a discussion on how this links to the life of the Trinity powerfully at work in and through the lives of all believers.

Differentiation and Extension

For lower ability students, teachers could focus more on the symbolism of baptism. Higher ability students could focus more on the theological aspects of baptism and link this back to the symbols used.

Resources

* Short video of an infant baptism.
* Worksheet on the symbols used in baptism.
* Copies of Matthew 28:19-20 and Romans 6:3-4.

Lesson 30

Topic title

The significance of prayer as a ‘raising of the heart and mind to God’.

Specification content

How different forms of prayers and different positions of prayer can assist the believer to ‘raise the heart and mind to God’ in prayer.

Learning outcomes

Students should examine the role of prayer in the life of the believer, particularly its importance as a ‘raising of the heart and mind to God’. They should examine different types of prayer including traditional and spontaneous prayers. They also need to examine how different postures in prayer can aid worship.

Possible teaching and learning activities

Students could start by examining a few traditional prayers, including their purpose and effectiveness to help the believer to ‘raise the heart and mind to God’. This could lead to an examination of the strengths and weaknesses of spontaneous prayers, possible in a short shared-prayer session, if the students are willing to take part in this. Starting from the position the students are already in, the teacher can lead them through an examination of different prayer postures, and ask them how helpful each posture might be as an aid to worship.

Differentiation and Extension

For lower ability students, teachers could focus more on the postures of prayer, and lead from these to the ideas behind traditional and spontaneous prayers. Higher ability students could focus more on the different types of prayer, including the positions that can be used as an aspect of their study.

Resources

* Examples of different types of traditional prayers.
* A sheet showing different postures of prayer.

Lesson 31

Topic title

The architecture of Catholic churches.

Specification content

How the architecture, design and decoration of Catholic churches reflect Catholic belief and aid worship.

Learning outcomes

Students will understand the importance of the architecture, design and features of a Catholic church. They will also appreciate the significance of changes in Catholic churches since Vatican II.

Possible teaching and learning activities

* Students might visit a Catholic church to see the design and lay-out for themselves. They can be shown pictures of different Catholic churches, particularly pre and post Vatican II. Using these images, they can focus on the desire to enable all believers to be near the altar, to share in the sacrifice of the Mass. They could be made aware of the reasons for older churches facing Jerusalem and often being in cruciform shape. They could assess the importance of colour, high decoration (or not), beauty and artefacts present that are intending to encourage believers to take part in both public and private worship there.
* This could lead to discussion of an evaluation question on church architecture.

Differentiation and Extension

Higher ability might make use of a wider range of examples and be encouraged to see in what ways the different forms of church architecture aim to encourage the same experience in believers. Lower ability students might just focus on two examples of church architecture and examine what is good or bad about each particular form.

Resources

A range of pictures of Catholic churches, eg:

* [alamy.com](https://www.alamy.com/stock-photo-the-interior-of-st-peters-and-st-pauls-catholic-church-in-wolverhampton-28242677.html)
* [gettyimages.co.uk](http://www.gettyimages.co.uk/photos/interior-of-catholic-church-in-england?family=creative&license=rm&phrase=interior%20of%20catholic%20church%20in%20england&sort=best&excludenudity=true)

Lesson 32

Topic title

The importance of church features for understanding salvation.

Specification content

How the lectern altar and tabernacle express different aspects of the mystery of salvation. How contrasting features found within and between churches can focus on specific aspects of salvation.

Learning outcomes

Students will extend their study of the architecture of a Catholic church to include a focussed study on the importance of the lectern, altar, crucifix and tabernacle. They should examine the importance of these features both for worship and for understanding the mystery of salvation. They should also examine how differences in approach to some of these items, like a table instead of an altar, or the presence of a plain cross or Risen Christ instead of a crucifix present alternative understandings of salvation.

Possible teaching and learning activities

Students could be given pictures of different forms of lecterns, altars, crucifixes and tabernacles and be asked to examine what these differences suggest and how they are present different aspects of salvation history. They should be introduced to the importance of the liturgy of the Word, the liturgy of the Eucharist, remembering the sufferings of Christ and the Real Presence. They should then be asked to assess how helpful each of these church features is to Catholic worship, both communal and personal.

Differentiation and Extension

Lower ability students could be given a worksheet that contains the central images and be guided through this to appreciate why these differences occur. Higher ability students could be invited to do research on their own selection and report back to the group what they have learned about these features of a Catholic church and the different approaches to salvation history that they indicate.

Resources

There is a wide range of resources on alamy.com, gettyimages.com, etc.

Also, many Catholic schools have chapels where these features will be available to study both in situ and in the classroom.

Lesson 33

Topic title

The death of Jesus as a restoration through sacrifice. The resurrection as a restoration through recreation. How the ascension restored the cosmic order.

Specification content

How the fall of man through the use of free will that brought sin is removed through the obedience of Jesus to the Father. How the resurrection brought about a new creation and how the ascension completes the cosmic renewal.

Learning outcomes

Students will review the fall of man from Genesis 3 and examine how this brought about the lack of harmony in the whole of creation. This will then lead to an examination of the suffering and death of Jesus, in total obedience to the will of God, which countered the effects of sin. The resurrection brings in a new world order which is fully restored in the ascension.

Possible teaching and learning activities

* Students need to be aware of the main ideas behind the suffering and death, resurrection and ascension of Jesus. This is better introduced before they study the relevant passages to enable them to appreciate the significance of the passages more fully.
* Students can be asked to explain why free will is important to human beings, but also why it can lead to sin and the rejection of God. Once the effects of sin are recognised, they can examine why Jesus needed to be totally obedient to God the Father even to the point of death, and how this obedience outweighed the effects of human sin. The resurrection and consequent ascension are evidence that the harmony of creation that god wished has been restored.

Differentiation and Extension

More able students could investigate the significance of the terms: death, resurrection and ascension on their own. Lower ability students would probably benefit from worksheets that contain cloze passages.

Resources

Definitions of the terms: death/resurrection/ ascension/free will/ restoration.

Lesson 34

Topic title

The significance of the crucifixion and death of Jesus.

Specification content

How the crucifixion of Jesus, especially as presented in Mark 15:21—39, shows the importance of Jesus’ obedience to the Father in redemption and where redemption themes appear in this passage.

Learning outcomes

Students should examine Mark 15:21—39. They should study what the crucifixion meant for Jesus and how it shows his obedience to the will of God. They should examine how this passage shows Jesus as the example, the victor and the restorer.

Possible teaching and learning activities

Students could examine the narrative of Mark 15:21—39.They can be given the words: ‘the example, the victor and the restorer’ and be asked to find examples for each within the gospel account. They need to bring out the importance of these events both in the life of Jesus and for all believers.

Differentiation and Extension

For lower ability students, teachers could focus on the use of cloze passages to ensure that the students are aware of the text. Higher ability students could be asked to explain the importance of the events without the trigger words.

Resources

* Copies of Mark 15:21—39.
* Worksheets containing cloze passages and the words: ‘the example, the victor and the restorer’.

Lesson 35

Topic title

The significance of the resurrection and ascension of Jesus.

Specification content

How the resurrection, especially as related in John 20:1-18, shows the idea of redemption through recreation. How the ascension and the coming of the Holy Spirit, especially as related in Acts 1:6-11 and 2:1-4, shows the idea of redemption through restoration of the cosmic order.

Learning outcomes

Students should examine John 20:1-18, to see the meaning and effects of the resurrection on believers and how the resurrection ushered in the perfected creation. Students should examine Acts 1:6-11 and 2:1-4, to see the meaning and effects of the ascension and the coming of the Holy Spirit and how these bring about the restoration of creation as God wants it to be, with the power and glory of God being experienced and acknowledged by all people.

Possible teaching and learning activities

* Students should examine the narrative of John 20:1-18 to see the proof of the resurrection and how it transformed the early disciples. The importance of this event in light of the fall, making all things new in Christ, should be the focus of discussion. This leads on to the examination of the meaning of the Ascension for the apostles and for all believers, including the hope that all people will join the ascended Christ in glory. The promise of the Holy Spirit made before the ascension is fulfilled at Pentecost and students should examine this passage in the light of the Spirit filling all creation.
* This might lead to a discussion of an evaluation question.

Differentiation and Extension

Lower ability students could focus on the wording of the Bible texts. Higher ability students could analyse the passages without support to see how much of the significance and symbolism they can appreciate on their own.

Resources

Copies of John 20:1-18, Acts 1:6-11 and 2:1-4.

Lesson 36

Topic title

A comparison of salvation metaphors and the idea of salvation as past, present and future, including the role of grace.

Specification content

A comparison of the salvation metaphors used by Irenaeus and Anselm. This will lead to an examination of ways in which salvation is a past, present and future event.

Learning outcomes

Students will appreciate different interpretations of salvation shown through the metaphors used by Irenaeus and Anselm. They will examine to what extent salvation is just a past, present and future event.

Possible teaching and learning activities

* Each student could be given a blank outline of Irenaeus’ two trees (tree of the knowledge of good and evil and the Cross) and be led through discussion to see the parallels that Irenaeus makes between Genesis 3 and the death of Jesus. Anselm’s image of a ransom being paid to free humans from the effects of their sin could be examined though use of an emotive image from the world today.. The strengths and weaknesses of these two images should be examined.
* To examine the idea of salvation as a past, present and future event, students could be given a blank time line, showing the death and resurrection of Jesus, the present moment and the end of time. They could fill each section with different arguments about the extent to which salvation is past, present and future. They could also link it to the idea of grace, given to people now so that they can allow the life of God to work in their lives to enable them to accept the gift of salvation.

Differentiation and Extension

More able students could do this with less guidance. Lower ability students might need writing frames or cloze passages to enable them to access the central points.

Resources

* Copies of blank outline of Irenaeus’ two trees (tree of the knowledge of good and evil and the Cross).
* Blank time lines, showing the death and resurrection of Jesus, the present moment and the end of time.

Lesson 37

Topic title

The conscience as the voice of God.

Specification content

The meaning and significance of the conscience as the voice of God and as a guide for the redeemed, with reference to *Gaudium et Spes 16* and the Catechism of the Catholic Church.

Learning outcomes

Students should appreciate the role of the conscience, where it comes from and what force it has for the believer. They should be aware of different interpretations of the conscience and how these different interpretations might give the conscience different types of value.

Possible teaching and learning activities

* Students could be given short definitions of the conscience and, in groups, work out the strengths and weaknesses of each definition. They could be presented with copies of *Gaudium et Spes 16* and the Catechism of the Catholic Church 2039, to compare their conclusions with. They might be presented with a series of real-life situations where people have to make quick decisions and discuss how helpful the conscience might be in each situation.
* This could lead into a discussion of an evaluation question on this topic.

Differentiation and Extension

More able students could do this with less guidance. Lower ability students might need simplified examples, where the choice for the conscience is limited.

Resources

* Short definitions of the conscience.
* A series of real-life situations where people have to make quick decisions.

Lesson 38

Topic title

How far the story of redemption has influenced Catholic understanding of the liturgy.

Specification content

The meaning and significance of the redemption in the understanding of the liturgy: how the Mass is the offering of Calvary; how Catholics receive the Body and Blood of Christ to take Christ out into the world; how the Mass is a foretaste of the heavenly banquet.

Learning outcomes

Students should examine the relationship between the suffering, death, resurrection and ascension of Jesus and the Mass. They should see the links between the Catholic beliefs about the Mass and the idea of redemption being a past, present and future event.

Possible teaching and learning activities

* Students could start by considering the believer’s need to join in with the sacrifice of Christ, to receive the benefits of his suffering, death, resurrection. A discussion on how the believer can be Christ in the world today, strengthened by receiving Christ in the Eucharist, could lead to how the Eucharist is a foretaste and promise of the heavenly banquet.
* This could lead to a discussion about preparing an essay on this topic.

Differentiation and Extension

For lower ability students, teachers could devise cloze passage worksheets on the Eucharist. Higher ability students could focus more on the theological aspects of the Eucharist and how it has past, present and future dimensions.

Resources

* Cloze passage worksheets on the Eucharist.
* Mind maps to show the links between the Eucharist and the suffering, death, resurrection and ascension of Jesus.

Lesson 39

Topic title

Redemption and the Mass, the source and summit of Christian life.

Specification content

How the different parts of the Mass present aspects of redemption. How the Mass is the sacrifice of Calvary, in which the believer joins in Christ’s offering of himself to the father and then receives Christ in Communion.

Learning outcomes

Students should examine the different parts of the Mass and appreciate the way that the Mass is structured to enable the believer to be caught up into the Paschal Mystery. Students should be aware of the meaning of the New Covenant that is sealed by Christ’s Blood and how they become part of this when they receive Communion.

Possible teaching and learning activities

Students could examine the structure of the Mass, at all times making explicit the links between the Mass and the last supper, death and resurrection of Jesus. Using blank grids, they could plot the links between each phase of the Mass, including the central words, and the last supper and death of Jesus. They could be given quotes eg Youcat 216 and be asked to show how this relates to the Mass and redemption.

Differentiation and Extension

For lower ability students, teachers could guide them through each part of the Mass, highlighting the essential points. Higher ability students could focus more on the importance of the offering of Calvary that is made real in the Mass.

Resources

* Blank grids to plot the links between each phase of the Mass and the last supper and death of Jesus.
* Quotes from Church documents eg Youcat 216.

Lesson 40

Topic title

Different Christian understandings of the Eucharist. Catholic belief in the Real Presence.

Specification content

A comparison of different Christian understandings of the Eucharist and how these affect worship in various denominations. How Catholic belief in the Real Presence is expressed in devotion and in Eucharistic texts.

Learning outcomes

Students should appreciate different Christian understandings of the Eucharist and how these affect worship in various denominations, particularly the Catholic, Orthodox, non-Conformist and Quaker understanding. They should study prayers used in the Mass and how these focus on the Real Presence, leading to a study of Eucharistic adoration.

Possible teaching and learning activities

* Students should compare the different denominations in their Eucharistic practices – perhaps using a blank worksheet where the differences are laid out in columns.
* They could be given sheets containing the main prayers of the Mass, eg the words of institution and *Agnus Dei* to help them focus on why the Eucharist is special.
* Pictures of Eucharistic devotion taking place eg Benediction (if it is not possible for them to take part in a Benediction service) could lead to discussion of the importance of the Real Presence for Catholics.

Resources

* Worksheets for the comparison of different denominations in their Eucharistic practices.
* Pictures of Eucharistic devotion taking place.

Lesson 41

Topic title

The idea of ‘dramatised’ prayer’ and the pilgrim Church.

Specification content

How ‘dramatised’ prayer, including the Stations of the Cross reflect Catholic beliefs about the people of God on a sacred journey of service.

Learning outcomes

Students will understand the idea that life is a pilgrimage to Heaven. They will consider how ‘dramatised’ prayer, particularly the Stations of the Cross, echo this idea and make it a reality to the believer.

Possible teaching and learning activities

Students might take part in a Stations of the Cross service so that they might appreciate what this form of prayer entails. Students should discuss the need for physical involvement in prayer. They should also examine ways in which life is a journey. Once these ideas are in place, the appreciation of the Church as the pilgrim people of God on the way to heaven, doing good as they make their way there, should become more easily understandable.

Differentiation and Extension

Higher ability students might focus more on the idea of life as a pilgrimage and, from this perspective, appreciate the role of dramatised prayer. Lower ability students might start with a simple Stations of the Cross and use this as a stepping-stone to appreciate how Christians are called to follow in the footsteps of Christ.

Resources

A set of the Stations of the Cross, eg the prayers of St Alphonsus Liguori.

Lesson 42

Topic title

The meaning and significance of pilgrimage.

Specification content

How pilgrimage is a dramatised journey. The meaning and significance of pilgrimage to holy sites including Jerusalem, Rome, Walsingham and Lourdes.

Learning outcomes

Students will appreciate the role of pilgrimage as a reflection of the Christian journey to heaven. They will examine the practices which believers share on a pilgrimage and appreciate the significance of pilgrimages to Jerusalem, Rome, Walsingham and Lourdes.

Possible teaching and learning activities

Students could be given a personal reflection on a pilgrimage undertaken and use this as a starting point to consider the meaning and importance of pilgrimages. They could do a drawing to represent the various stages of a pilgrimage being a miniature reflection of the stages of life. Students could work in small groups in which each member does a short research on one of the places of pilgrimage to be examined: Jerusalem, Rome, Walsingham and Lourdes, including a brief feed-back and sharing of notes to the whole group.

Differentiation and Extension

Lower ability students could be given a worksheet that contains images of places of pilgrimage and talk through the meaning and purpose of the actions and sites visible. Higher ability students could be invited to do research on a wider range of pilgrimages to focus on the similarities and differences.

Resources

Material on each of the places of pilgrimage: Jerusalem, Rome, Walsingham and Lourdes.

Lesson 43

Topic title

How Catholic understanding of mission and evangelism are expressed in drama.

Specification content

How pieces of drama and film can depict and influence the believer’s attitude towards the ideas of mission and evangelism. The effectiveness of these pieces of drama.

Learning outcomes

Students will examine how pieces of drama and film can present the ideas of mission and evangelism They need to examine how important the ideas of mission and evangelism are within the particular piece and how truthfully it is presenting a Catholic perspective on these duties. They also need to consider whether these pieces might affect other people in their attitudes to mission and evangelism.

Possible teaching and learning activities

Students could view (extracts of) films and plays that display Christian mission and evangelism eg *Molokai: the Story of Fr Damian, Les Miserable, The Mission.* After each excerpt or section, there could be a group examination of the role that mission and evangelism plays within the piece. Students could then discuss whether they have been moved to imitate the examples depicted in the film.

Differentiation and Extension

More able students could choose their own film with justification. Lower ability students would probably benefit from worksheets that contain cloze passages about the extracts shown.

Resources

(Extracts from) films that contain the idea of mission and evangelism eg *Molokai: the Story of Fr Damian, Les Misérables, The Mission.*

Lesson 44

Topic title

The Reign of God in the Lord’s Prayer.

Specification content

How the meaning and significance of the reign or Kingdom of God as expressed in the Lord’s Prayer. How this kingdom is built on the themes of justice, peace and reconciliation.

Learning outcomes

Students should examine the Lord’s Prayer, its structure and purpose. They should appreciate how the Kingdom of God is the central focus of the prayer and how Catholic teachings on justice, peace and reconciliation are signs of the Kingdom of God on Earth.

Possible teaching and learning activities

Students could analyse the structure and themes of the Lord’s Prayer. They might be given the words: ‘justice, peace and reconciliation’ and be asked to link the Lord’s Prayer with each of these themes. They could be asked to give practical examples of how the Kingdom of God can be seen as present on Earth and draw up a list of ways in which the Kingdom of God should be a central focus of Catholic teaching and practice.

Differentiation and Extension

For lower ability students, teachers could focus on the use of cloze passages to ensure that the students are aware of the different parts of the Lord’s Prayer and its meaning. Higher ability students could be challenged to make the links between the Kingdom of God on Earth and the Kingdom of God in heaven.

Resources

Copies of the Lord’s Prayer.

Lesson 45

Topic title

The hierarchy of the Catholic Church.

Specification content

How the hierarchy of the Catholic Church works. The role of the consultations that take place through councils, particularly Vatican II.

Learning outcomes

Students should be aware of the nature of the hierarchy of the Church, its purpose and guidance. They should examine why the Church needs this hierarchy and how the Pope consults the bishops, especially through Councils, including Vatican II. Students should be aware of the main documents of Vatican II: Dei Verbum, Lumen Gentium, Sacrosanctum Concilium and Gaudium et Spes.

Possible teaching and learning activities

Students could be given a blank diagram to represent the nature of the Church hierarchy. They could be given a short outline of the nature of the Catholic Church in the early 20th century to help them appreciate the changes that were made by Vatican II. They could be introduced to the main documents by name and by the salient points of each document. This could lead onto the discussion of an examination question, covering the need for the hierarchy and the Council.

Differentiation and Extension

Lower ability students could focus on the nature of the hierarchy. Higher ability students could examine extracts from the Council documents to see how the Church is led by the Pope and bishops in Council.

Resources

* Worksheets on the hierarchy.
* Worksheets on the Church in the early 20th century.

Lesson 46

Topic title

Mary as a model of discipleship.

Specification content

The meaning and significance of Mary as the model of discipleship. An examination of the controversial nature of the *Magnificat* (Luke 1:46-55).

Learning outcomes

Students will appreciate the role of Mary as the perfect disciple, open to the will of God. They will examine the qualities that Mary showed in her acceptance of the will of God, particularly as expressed in the *Magnificat*. They should understand how the *Magnificat* has been a controversial Kingdom prayer, and why certain governments have tried to ban the use of this prayer.

Possible teaching and learning activities

Students could do a mind map based on Mary, to build on material found earlier in the course. The qualities elicited by the mind map might be examined as signs of discipleship. Students can then study the *Magnificat*, going through each verse to show how these qualities are reinforced in this prayer and how this prayer shows what the Kingdom of God is like. Students could be presented with brief accounts of occasions when governments have tried to ban this prayer eg some people claim the government of Guatemala banned it in the 1980’s, others claim that the British government banned it in India in the 19th century.

Differentiation and Extension

More able students could do this with less guidance. Lower ability students might need writing frames or cloze passages to enable them to access the central points.

Resources

* Sheets for mind maps.
* Copies of the *Magnificat.*

Lesson 47

Topic title

The four marks of the Church and the Church as both pontifical and conciliar.

Specification content

The meaning and significance of the four marks of the Church; one, holy, catholic and apostolic. The importance of the apostolic succession for the Church. How the Church is both pontifical and conciliar. The role of the Church in providing Catholic social teaching, especially in *Gaudium et Spes 1* and *Evangelii Gaudium 53-54*.

Learning outcomes

Students should appreciate the importance of the four marks of the Church; one, holy, catholic and apostolic and the importance of the apostolic succession for the Church. They should appreciate the idea that the Church is both pontifical and conciliar and what this means for the decision-making process in the Church and the impact of the Church’s teachings. They should be able to appreciate this impact through a study of the Church’s social teaching.

Possible teaching and learning activities

Students could do a group analysis of the words: one, holy, catholic and apostolic. They might be challenged to find ways in which these terms apply to the Church and why they are so important for an understanding of the Church. The idea of apostolic succession could be presented through a timeline, possibly including the names of notable popes. The terms ‘pontifical’ and ‘conciliar’ could be explained and then students could be asked why each of these ideas is important within the Church. Students could be presented with *Gaudium et Spes 1* and *Evangelii Gaudium 53-54* and they can be asked to explain the importance of these teachings, both pontifical and conciliar, for the Church.

Differentiation and Extension

Lower ability students might need essential extracts from the documents rather than the full paragraphs.

Resources

* A time-line showing apostolic succession.
* Copies of *Gaudium et Spes 1* and *Evangelii Gaudium 53-54.*

Lesson 48

Topic title

How the command to love is expressed in the work of two Catholic agencies.

Specification content

The importance of the command to love in the work of two Catholic agencies, working locally, nationally and globally.

Learning outcomes

Students should examine how the chosen agencies work, the impact of what they do and how their inspiration comes from the command to love. They need to study one agency that works locally eg SVP, and one that works nationally/internationally eg CAFOD or Missio.

Possible teaching and learning activities

Students could do short individual projects on either one or two agencies and give short presentations. This could lead to a discussion on how important the command to love is in the work of these agencies, how it is the inspiration and the guiding force behind their actions.

Differentiation and Extension

For lower ability students, the use of videos produced by agencies like CAFOD might be more helpful. Higher ability students could focus more on the command to love and show how this is at the core of all these agencies.

Resources

* Reference links to various agencies for research work.
* Videos produced by agencies like CAFOD.

Lesson 49

Topic title

How Kingdom values influence how Christians live out their vocation.

Specification content

How Kingdom values have influenced the ways in which vocation is understood in Catholicism: through priesthood, religious life and community, and in family life.

Learning outcomes

Students should examine the importance of the idea of vocation. Different forms of vocation need to be examined: priesthood, religious life and community, and in family life. Students need to appreciate how Kingdom values underlie and are expressed in each form of vocation.

Possible teaching and learning activities

* Students could examine what is meant by the term ‘Kingdom values’, particularly linking them to the Beatitudes. They can be asked to define the idea of vocation and then to name different types of vocation. In groups they could make the links between the different forms of vocation and the list of Kingdom values.
* This could lead onto the discussion of an essay question on this topic.

Differentiation and Extension

For lower ability students, starting with the types of vocation and working back to Kingdom values might be easier. Higher ability students could focus more the role of Kingdom values in each form of vocation.

Resources

Sheets to draw up a list of Kingdom values and types of vocations.

Lesson 50

Topic title

How one important Catholic figure shows the importance of justice, peace and reconciliation.

Specification content

How belief in justice, peace and reconciliation is expressed in the life of one important Catholic figure.

Learning outcomes

Students should appreciate how the belief in the Kingdom values of justice, peace and reconciliation has affected the life and actions of one important Catholic figure.

Possible teaching and learning activities

Students should choose one important Catholic figure, like Pope John XXIII. Mother Teresa or Pope Francis and do a research project focussing on the qualities of justice, peace and reconciliation. They can then do a brief sharing/feedback of their findings with the whole group.

Differentiation and Extension

For lower ability students, the choice might be made in advance and relevant material for them to work with be selected. Higher ability students could focus more the qualities of justice, peace and reconciliation.

Resources

Access to research facilities and/or material.

Lesson 51

Topic title

The Paschal candle and Michelangelo’s ‘Last Judgement’.

Specification content

The features and significance of the Paschal candle as an artefact of the Resurrection. Michelangelo’s ‘Last Judgement’; the meaning and significance of its religious themes.

Learning outcomes

Students will appreciate the symbolism and significance, its role in the Easter Liturgy, as a sign of the presence of the Risen Christ, particularly when it is used at baptisms and funerals. They will understand the symbolic features of Michelangelo’s ‘Last Judgement’ and how it presents a Catholic understanding of the end of time.

Possible teaching and learning activities

Students could do a quick revision of the importance of symbolism, including the Alpha and Omega. They could examine the design of a Paschal candle and be presented with the words used during its blessing. They should be able to explain the symbolism involved in the blessing at the Easter Vigil, possibly with the help of a short video of this part of the service.

Students could then be presented with copies of Michelangelo’s ‘Last Judgement’ and be asked to describe the scene depicted. This could lead to an examination of the symbolism used and how it depicts the Day of Judgement.

Differentiation and Extension

Higher ability students might be able to develop the ideas of the use of imagery themselves. Lower ability students might begin by drawing the design of a Paschal candle, and through this be led to an understanding of the importance of this candle. For Michelangelo’s ‘Last Judgement’ they could be given a simple work sheet that draws their attention to the central figures.

Resources

* A Paschal candle.
* Video of the Easter Vigil service.
* Work sheet for Michelangelo’s ‘Last Judgement’.

Lesson 52

Topic title

How different beliefs about life after death are expressed in funeral monuments.

Specification content

How different Christian beliefs about life after death are expressed in different forms of memorial expression, eg tombstones, monuments and remembrance gardens.

Learning outcomes

Students will appreciate how different forms of funeral memorials reflect the beliefs of Christians. They should be able to compare the significance of these beliefs and how these beliefs give meaning and purpose to a Christian’s life.

Possible teaching and learning activities

* Students could be given pictures of an assortment of funeral furniture, eg tombstones, sarcophagi, monuments, gardens of remembrance. They can be asked in groups to decide what each picture presents about Christian beliefs about death. They could be asked to evaluate the relative effectiveness of each form as an expression of belief in the Resurrection.
* This could lead onto discussion about how to answer evaluation questions using this topic as the theme of the question.

Differentiation and Extension

Lower ability students could be given a worksheet that contains missing words/words to choose from to help them focus on the central points. Higher ability students could be invited to do research on a wider range of funeral furniture to focus on the similarities and differences.

Resources

Pictures of an assortment of funeral furniture, eg tombstones, sarcophagi, monuments, gardens of remembrance.

Lesson 53

Topic title

Eschatology and how the Resurrection influences Christian beliefs about eschatology.

Specification content

The importance of the belief in eschatology and life after death for Christians. How the teachings about resurrection, particularly the Resurrection of Jesus has influenced beliefs about eschatology with particular reference to 1 Corinthians 15:42-44.

Learning outcomes

Students will examine the meaning and significance of the idea of eschatology. They will analyse ways in which the resurrection of Jesus underpins beliefs in what will happen to the believer at death. They will examine 1 Corinthians 15:42-44 and appreciate the message being conveyed about the relationship between the earthly and the heavenly body.

Possible teaching and learning activities

* Students need to be introduced to the term ‘eschatology’. They might be asked to share what they already think about what happens at death and the end of time, before considering the term ‘eschatology’. They could be reminded of passages about Jesus’ Resurrection, eg John 20, and be asked to consider what this event suggests about the afterlife. They could examine 1 Corinthians 15:42-44 and be led to understand the implications of both Jesus’ Resurrection and this explanation of Paul for what will happen to the believer.
* This could lead to an AO1 question about how to answer questions that rely on understanding technical terms.

Differentiation and Extension

Higher ability students might be asked to research the term ‘eschatology’ for themselves and be allowed to develop their own insights between this and the required texts. Lower ability students would probably benefit from worksheets that contain cloze passages about the term and the passage.

Resources

Copies of 1 Corinthians 15:42-44.

Lesson 54

Topic title

The four last things.

Specification content

The four last things: the meaning and significance of death, judgement, heaven and hell.

Learning outcomes

Students should appreciate Catholic teachings about death, judgement, heaven and hell. They should understand the implications of these ideas for Christian living and for the believer’s relationship with God.

Possible teaching and learning activities

* Students could share their initial thoughts about the importance of the four last things for believers. They might consider the relative importance of each and examine ways in which Christians should be scared about the afterlife.
* This could lead to an AO2 question on the importance of the four last things.

Differentiation and Extension

For lower ability students, teachers could use illustrations that depict death, judgement, heaven and hell as a trigger point to help them consider the implications for believers. Higher ability students could be challenged to analyse the evidence for and meaning of each of the four last things.

Resources

* Illustrations that depict death, judgement, heaven and hell.
* An AO2 question on the importance of the four last things.

Lesson 55

Topic title

Catholic beliefs about purgatory. The difference between particular and final judgement. Different Christian beliefs about life after death.

Specification content

The meaning and significance of Catholic beliefs about purgatory. The difference between particular and final judgement, the evidence for and the implications of these differences. The meaning and significance of different Christian beliefs about life after death, including the evidence on which these are based.

Learning outcomes

Students should be aware of the nature and importance of Catholic beliefs about purgatory and its implications for teachings about the love of God. They should appreciate the differences between individual and final judgement, and the basis on which these beliefs are built. They should consider different Christian beliefs about life after death.

Possible teaching and learning activities

* Students could examine definitions of heaven and hell, and be asked to consider each one in light of the love of God. They could then be presented with a definition of purgatory and be asked to consider how this idea might complete the believer’s understanding of life after death and the love of God for the individual. They could then consider the implications of both individual and final or universal judgement in the light of Jesus’ teachings eg Rich man and Lazarus (Luke 16:19-31) and the Sheep and the Goats (Matthew 25:31-48).
* Students could complete short research on the beliefs of other Christian denominations eg there is no purgatory, there is only final judgement, etc.

Differentiation and Extension

Lower ability students could focus on the meaning of the terms. Higher ability students could do more individual and group research on these topics.

Resources

* Worksheets on the hierarchy.
* Worksheets on the Church in the early 20th century.

Lesson 56

Topic title

The religious significance of the parable of the Rich man and Lazarus (Luke 16:19-31).

Specification content

How the parable of the Rich man and Lazarus (Luke 16:19-31) guides Christian beliefs about life after death. The relationship between the way people live this life and the afterlife.

Learning outcomes

Students will examine the meaning and significance of the parable of the Rich man and Lazarus (Luke 16:19-31). They will analyse the message that Christ gave through this parable, what it teaches about the afterlife and also what it teaches about the relationship between this life and the afterlife.

Possible teaching and learning activities

* Students need to read the parable of the Rich man and Lazarus (Luke 16:19-31). In groups they could analyse the imagery used, discuss the message and comment on the effectiveness of this parable as a warning about living this life. They could do spider-grams about the nature of heaven and hell as presented in this parable.
* This could lead to an AO1 question about how to answer questions that rely on biblical texts for their information.

Differentiation and Extension

Lower ability students would probably benefit from worksheets that contain cloze passages about the parable.

Resources

Copies of the parable of the Rich man and Lazarus (Luke 16:19-31).

Lesson 57

Topic title

Cosmic reconciliation.

Specification content

The meaning and significance of the idea of cosmic reconciliation of all things with reference to Julian of Norwich *Revelations of Divine Love 32.*

Learning outcomes

Students will appreciate how sin and man’s fall disrupted the harmony of creation. They will consider how the death and Resurrection of Jesus brought about the defeat of sin and death, as exemplified in Colossians 1:15-20 and 1 Corinthians 15:21-28. They will examine the significance of Julian of Norwich’s Revelations of Divine Love 32 in the context of cosmic reconciliation.

Possible teaching and learning activities

Students could do a mind map about the effects of the fall of man and the effects of man’s rejection of God on the whole of creation, particularly as exemplified in Genesis 3. They could study Colossians 1:15-20 and 1 Corinthians 15:21-28 and show how the obedience, death and Resurrection of Jesus have implications for the whole of creation. They can analyse Julian of Norwich’s *Revelations of Divine Love 32* in this context and examine the meaning of the phrase ‘and all manner of things shall be well’.

Differentiation and Extension

More able students could focus on the meaning of cosmic reconciliation and how this is related to the life, death and resurrection of Jesus, bringing in reference to Julian of Norwich *Revelations of Divine Love 32*. Lower ability students might need writing frames or cloze passages to enable them to access the central points of both the extract from Julian of Norwich’s *Revelations of Divine Love 32* and the idea of cosmic reconciliation.

Resources

Copies of Colossians 1:15-20, 1 Corinthians 15:21-28 and Julian of Norwich - Revelations of Divine Love.

Lesson 58

Topic title

The importance of Church teachings on eschatology.

Specification content

The importance of Vatican II for a Catholic understanding of eschatology, with particular reference to *Lumen Gentium 48* and *Catechism of the Catholic Church 1037*.

Learning outcomes

Students should understand the implications of Catholic teachings on eschatology, especially on how people live this life and view the idea of hell. They should appreciate modern Church statements on this matter, particularly *Lumen Gentium 48* and *Catechism of the Catholic Church 1037.*

Possible teaching and learning activities

Students could be introduced to the idea of the three-fold dimension of the Church: militant, suffering and glorious, and be asked to examine the relationship between these three parts. They could analyse *Lumen Gentium 48* and use this passage to explain how Catholics need to live their lives in light of beliefs about the afterlife. They could also be given a mind map to see the relationship between free will, heaven and hell in light of *Catechism of the Catholic Church 1037.*

Differentiation and Extension

Lower ability students might need essential extracts from the documents rather than the full passages.

Resources

Copies of *Lumen Gentium 48* and *Catechism of the Catholic Church 1037.*

Lesson 59

Topic title

The last rites and the funeral rite.

Specification content

Identification and understanding of how the last rites are a sacramental expression of reconciliation, healing and hope. How the funeral rite and the prayers and actions contained therein are influenced by Catholic beliefs about life after death.

Learning outcomes

Students should examine the importance of the last rites as a sacramental expression of reconciliation, healing and hope, and appreciate why these qualities are needed by the dying and the bereaved. They should appreciate how the prayers and actions of the Catholic funeral rite express and are influenced by Catholic beliefs about life after death.

Possible teaching and learning activities

* Students could be shown a video of the last rites or be talked through the rite. They can analyse the symbolism and the meaning and purpose of the actions and prayers for each of the parts. They could draw up charts showing how important reconciliation, healing and hope are in these rites.
* Students could be shown an extract from a video of a Catholic funeral, especially the commendation. They could analyse the symbolism of the actions used and be asked to evaluate the usefulness of these symbols for the mourners.
* This could lead onto the discussion of an essay question on this topic.

Differentiation and Extension

For lower ability students, the rites could be broken down into their constituent parts for analysis. Higher ability students could focus on the symbolic value of these rites.

Resources

Videos or written accounts of the last rites and the funeral rites.

Lesson 60

Topic title

The sanctity of life and euthanasia.

Specification content

Examine the influence of the sanctity of life on Catholic views about the care of the sick and the dying.

Learning outcomes

Students should appreciate the meaning and importance of the idea of the sanctity of life and how this teaching influences Catholic attitudes to euthanasia.

Possible teaching and learning activities

* Students could do a mind map round the phrase ‘sanctity of life’. They could be given a selection of near-death situations where some people might support the need for euthanasia. In groups, they could analyse these situations in the light of Catholic teaching about the sanctity of life.
* This could lead to discussion of an evaluation question on this topic.

Differentiation and Extension

For lower ability students, the situations offered might be more limited and clearer in outcome. Higher ability students could be presented with a wide range of very difficult situations.

Resources

There is a variety of videos available both in favour of euthanasia and against it.