Scheme of work

**Component 2: Perspectives on faith**

**Section B: Theme A Religion, relationships and family**

**Introduction**

This SOW offers a route through the GCSE Religious Studies Specification B (8063) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

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

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-8063/specification-at-a-glance).

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

**General timings**

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that this scheme of work is covered in approximately 15 hours. Teach alongside: Catholic Christianity as studied for Component 1 and either Islam or Judaism and another Theme from Component 2.

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## Version 2.0

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**Lesson 1**

**Topic**

What makes a human?

**Specification content**

Foundational biblical understanding of human beings as sexual, male and female. The meaning and significance of Catholic teaching about the nature and purpose of sexual love as marital, unitive and procreative.

**Learning outcomes**

Students will be able to appreciate the importance of human sexuality, as one of the factors that make individuals both human and individual. They will understand the importance of biblical teachings on human sexuality and see how these underpin Church teachings on sex as marital, unitive and procreative.

**Possible teaching and learning activities**

* Students could be asked to make a list of what makes a human being? Which of these qualities is most important? How integral is sex when deciding what it means to be human? Students could be given extracts from Genesis 1 and 2 eg Gen1:27-28, Gen 2:18, 20b-24, to examine the importance of the two sexes in the biblical narrative.
* Students could be presented with the terms ‘marital’, ‘unitive’ and ‘procreative’ and be asked to work out definitions. They could be challenged to relate these words to the role of sex in human relationships.

**Differentiation and extension**

More able students could be given the terms and teachings and be encouraged to make the links themselves. Less able could be given the terms and teachings and clues to help them understand the meaning.

**Resources**

Extracts from Genesis 1 and 2 eg Gen1:27-28, Gen 2:18, 20b-24.

**Lesson 2**

**Topic**

Key features of the *Theology of the Body.*

**Specification content**

An examination of certain key features of John Paul II’s *Theology of the Body*.

**Learning outcomes**

Students will be able to appreciate the position taken by John Paul II in his lectures on the *Theology of the Body*. They should understand how this expresses Catholic teaching on the nature and importance of humans and their sexuality. They should appreciate how all Catholic teachings on this topic form an integral whole.

**Possible teaching and learning activities**

* Students could be given a series of quotes/paragraphs from John Paul II’s *Theology of the Body*. They could discuss the relative importance of each quote and establish links between all aspects of this teaching.
* This could lead to discussion on how to address an evaluation question on this topic.

**Differentiation and extension**

More able students could be encouraged to research the teachings of John Paul II on the *Theology of the Body* themselves. Less able students could be given a number of simple quotes to examine.

**Resources**

Quotes/paragraphs from John Paul II’s *Theology of the Body*.

**Lesson 3**

**Topic**

Perspectives on sex before marriage, adultery and homosexuality.

**Specification content**

Catholic, other Christian and non-religious perspectives on sex before marriage, adultery and homosexuality, particularly in relation to contemporary British society.

**Learning outcomes**

Catholic, other Christian and non-religious perspectives on sex before marriage, adultery and homosexuality, particularly in relation to contemporary British society.

**Possible teaching and learning activities**

Students could either examine these three areas (sex before marriage, adultery and homosexuality) as a whole and assess the underlying teachings that link them together, or they could analyse each aspect separately and then be shown how there are underlying principles that the Catholic Church teaches that link these areas together. They need to compare Catholic teachings with those of other Christian groups and to the customs and beliefs within contemporary British society.

**Differentiation and extension**

More able students will focus more on the strengths and weaknesses of each position. Lower ability students might need guidance in making the links between theory and practice.

**Resources**

Worksheets for lower ability students on sex before marriage, adultery and homosexuality.

**Lesson 4**

**Topic**

A valid marriage.

**Specification content**

Understanding of the meaning and importance of ‘valid marriage’. What the conditions for a ‘valid marriage’ are and why the Catholic Church teaches that two people of the same sex cannot contract a ‘valid marriage’.

**Learning outcomes**

Students will have knowledge and understand the importance to Catholics of the idea of validity in marriage. They will appreciate how specific the Catholic Church’s rules on validity are and why this is helpful for a married couple. They will understand the Catholic Church’s stance on same-sex marriage in light of the teachings on validity.

**Possible teaching and learning activities**

* Students could examine the terms ‘legal’ and ‘valid’ and work out in which ways they are different. They could be presented with an assortment of reasons why a marriage might not be valid, some right and others wrong, and they have to select which are considered wrong in relation to the Catholic grounds for validity, explaining their selection. They could then be presented with a series of increasingly more complicated scenarios and be asked to determine, according to the rules of the Catholic Church, whether the couple are married in a valid manner, justifying their responses.
* A discussion could follow on the ways in which knowing that their marriage is valid might help to strengthen a couple’s marriage.

**Differentiation and extension**

* Higher ability students could be given more complex choices and scenarios to comment on.
* Less able students might be asked to link up simple scenarios with a list of the grounds for a valid marriage.

**Resources**

* An assortment of reasons why a marriage might not be valid.
* A series of increasingly more complicated scenarios to determine whether a couple are married in a valid manner.

**Lesson 5**

**Topic**

The nature of marriage, marriage promises and co-habitation.

**Specification content**

Catholic teaching about what the nature of marriage is, how this is spelled out in the marriage promises and the grounds on which the Catholic Church disagrees with co-habitation.

**Learning outcomes**

Students should appreciate the nature of Catholic marriage and the commitment involved in Catholic married life. They should understand the way in which the couple accept this in the marriage promises. They should consider the arguments for and against co-habitation in light of Catholic teachings.

**Possible teaching and learning activities**

Students could complete a spider diagram on the nature of marriage, then discuss it in the light of Catholic teachings, adding to the points made. They could, in groups, examine the promises made by the couple at a Catholic marriage and explain how each of these promises might strengthen a marriage. They could then debate the arguments for and against co-habitation, ensuring that Catholic teaching is included in the discussion.

**Differentiation and extension**

Higher ability students could focus more on the theological aspects of marriage. Less able could focus on the wording of the promises.

**Resources**

Copies of the promises made at a Catholic marriage.

**Lesson 6**

**Topic**

Catholic teaching on annulment, divorce and remarriage.

**Specification content**

An understanding of what the Church teaches about annulment, divorce and remarriage. How this teaching can help a Catholic marriage.

**Learning outcomes**

Students will understand the teachings and the importance to Catholics of the teachings on annulment, divorce and remarriage. They will appreciate how these teachings can be perceived to strengthen a marriage.

**Possible teaching and learning activities**

Students could recap the grounds for validity in a marriage as an introduction to the idea of annulment. They could be given a series of marriage situations and be asked if there are grounds for an annulment in any of these situations. They can look at the differences between an annulment and a divorce, and be asked in groups to work out why the Catholic Church will not agree with a divorce leading to remarriage. They can examine the differences in the Catholic Church’s teaching on remarriage after the death of a spouse and after a divorce.

**Differentiation and extension**

Higher ability students could focus on the nature of marriage, divorce and annulment. Less able students could focus more on the practical aspects of what annulment, divorce and remarriage mean.

**Resources**

A series of marriage situations to examine if there are grounds for an annulment in any of these situations.

**Lesson 7**

**Topic**

Contrasting Catholic teachings with those of contemporary British society.

**Specification content**

Ethical arguments related to divorce, remarriage, co-habitation and homosexuality for people living in Britain, in a multi-religious and secular society.

**Learning outcomes**

Student will appreciate different ethical arguments, both religious and non-religious, related to divorce, remarriage, co-habitation and homosexuality for people living in Britain, in a multi-religious and secular society.

**Possible teaching and learning activities**

* Students could have a debate about the relevance of Catholic teachings for people living in Britain in contrast to other ethical arguments, eg the call for compassion related to divorce, remarriage, co-habitation and homosexuality.
* This could lead to discussion and eventual completion of an evaluation question on this topic.

**Resources**

A series of scenarios including divorce, remarriage, co-habitation and homosexuality. These could include newspaper articles and extracts from recent soap operas.

**Lesson 8**

**Topic**

Approaches to family planning.

**Specification content**

The Catholic teaching on the acceptance of children in marriage. Catholic approaches to family planning including its condemnation of artificial methods but its acceptance of natural family planning. Other religious and non-religious perspectives on all forms of contraception.

**Learning outcomes**

Students will understand what the Catholic teaching on the acceptance of children in marriage is and how this leads to the rejection of artificial contraception. students should know Catholic teachings about natural family planning and why the Church supports responsible parenthood. They should be able to contrast this position with other religious and non-religious perspectives on all forms of contraception.

**Possible teaching and learning activities**

* Students could start with a mind map looking at arguments for and against contraception. They could be presented with extracts from Church teachings eg *Familiaris Consortio 32* to use in connection with these ideas. Students could learn about different forms of contraception, including natural family planning, and they could be challenged to consider the arguments for and against each form.
* This could lead to an evaluation question about the validity of Catholic teaching for people in the 21st century.

**Differentiation and extension**

Higher ability students should be able to both research and present strong arguments themselves. Less able students might need cloze passages to be able to appreciate the Church’s arguments.

**Resources**

* Mind maps.
* Material about different forms of contraception, including natural family planning.
* Cloze passages on the Church’s arguments.

**Lesson 9**

**Topic**

The nature and purpose of the family in the 21st century.

**Specification content**

Catholic views on the nature and purpose of the family in the 21st century, including procreation, security and education of children. Contrasting views from other religious and non-religious perspectives.

**Learning outcomes**

Students will understand what the Catholic Church teaches about the nature and importance of the family, particularly in connection with procreation, security and education of children. They will be able to compare the strengths and weaknesses of this position with that of other religious and non-religious attitudes, including the acceptance of different types of family, eg single-parent, same-sex parents, etc.

**Possible teaching and learning activities**

Students could do a mind-map on ‘family’. They could examine the characteristics they come up with against some extracts from Catholic teachings on family eg *Familiaris Consortio 21, 26*. Students could debate on the importance of the family for procreation, security and education of children. They could examine different forms of family, including traditional, single-parent and same-sex parents and discuss the potential strengths and difficulties that might be found within each type of family unit.

**Differentiation and extension**

Higher ability students should be able to focus more on the theoretical arguments that underpin these areas. Less able students might need to examine the arguments through the use of many simple examples/cases.

**Resources**

* Mind map for ‘family’.
* Extracts from Catholic teachings on family eg *Familiaris Consortio 21, 26.*

**Lesson 10**

**Topic**

Teachings about roles in the family and the dignity of work in the home.

**Specification content**

The teachings of the Catholic Church on roles and responsibilities within the family. Catholic teaching on the dignity of work in the home.

**Learning outcomes**

Students will know what the Catholic Church teaches on roles and responsibilities within the family, including Ephesians 5:21-6:4. They will be able to contrast these teachings with other religious and non-religious approaches to roles within the family and work at home.

**Possible teaching and learning activities**

Students might start by examining Ephesians 5:21-6:4 and commenting on its relevance for families today. They could be presented with some Catholic teachings about the importance of the family eg Youcat 86, as starting points for a discussion on the relevance of these teachings for different types of families in Britain today. They could examine roles within the home and extend this to discuss whether the mother should stay at home for part of the children’s early life, or whether this role could be fulfilled equally by another relation.

**Differentiation and extension**

Higher ability students should be able to focus more on the general principles and apply them to different situations. Less able students might need to study this area through looking at typical family scenarios.

**Resources**

Copies of Ephesians 5:21-6:4 and Youcat 86.

**Lesson 11**

**Topic**

Gender equality in the Bible.

**Specification content**

To examine material in the Bible in relation to gender equality.

**Learning outcomes**

Students should appreciate the importance of gender equality in the Bible. They should know how this lays the foundation for Christian teaching.

**Possible teaching and learning activities**

Students could be asked what they think the Bible says about gender equality. They will probably reply that it is all about men. They could examine some passages that seem very discriminatory eg Ecclesiasticus 25:13-35 or 1 Corinthians 11:3-36. These might be related to the social position of women at the time the passages were written. These can then be countered by passages that show the importance and value of women eg Esther, Proverbs 31:10-31, the resurrection appearances of Jesus firstly to women, the role of women in the early Church eg Romans 16:1-2, 2 Timothy 1:5. These can lead into a discussion on the underlying principles regarding sexual equality found in Galatians 3:28 and Genesis 1:27 and 2:23-24.

**Differentiation and extension**

Higher ability students should be able to research passages themselves. Less able students might need to be directed to the more obvious passages

**Resources**

A selection of biblical passages for comparison.

**Lesson 12**

**Topic**

Catholic teachings on the equality of men and women.

**Specification content**

To appreciate the breadth of Catholic teaching on the equality of men and women.

**Learning outcomes**

Students will understand what the Catholic Church teaches about the equality of men and women. They will recognise why the Catholic Church believes that equality is not the same as uniformity and how this idea underlies the Church’s approach to equality.

**Possible teaching and learning activities**

Students could discuss the difference between equality and uniformity, and to what extent uniformity is desirable in the treatment of men and women. They could examine some extracts from Church teachings on women eg *Mulieris Dignitatem 6,7, Youcat 401.*They could examine ways in which the Church teachings strengthen equality and ways in which it does not appear to address the central issue of gender equality. This can be contrasted with other religious and non-religious approaches to gender equality. Students can be asked to examine practical cases where gender inequality has been overcome in Britain.

**Differentiation and extension**

Higher ability students should be able to focus more on the general principles and examine more thoroughly the differences between equality and uniformity. Less able students might use cloze passages to introduce the central ideas.

**Resources**

Copies of Church teachings on women eg *Mulieris Dignitatem 6,7, Youcat 401.*

**Lesson 13**

**Topic**

Gender prejudice and gender discrimination.

**Specification content**

Catholic teachings on gender prejudice and gender discrimination. How these contrast with other religious and non-religious approaches to gender prejudice and gender discrimination in Britain today, including arguments about positive action.

**Learning outcomes**

Students will understand Catholic teachings on gender prejudice and gender discrimination. They will appreciate how these contrast in theory and in practice with other religious and non-religious approaches to gender prejudice and gender discrimination in Britain today, including arguments about positive action.

**Possible teaching and learning activities**

Students could produce mind maps to differentiate between prejudice and discrimination. They could do diagrams to show the effects on individuals and on communities of both prejudice and discrimination. They could examine extracts from Catholic teachings eg *Compendium of the Social Doctrine of the Church 146, 295*. They might discuss areas in which there appears to be prejudice and discrimination in the Church eg the role of women in the ministries. They should compare these teachings with other religious and non-religious approaches to gender prejudice and gender discrimination in Britain today, including arguments about positive action, possibly in a chart formation.

**Differentiation and extension**

Higher ability students should be able to concentrate on Church teachings rather than merely definitions. Less able students might need some time to fully appreciate the differences between gender prejudice and gender discrimination. Then they could use simple cases to apply the Church’s central teachings.

**Resources**

* Mind maps.
* Extracts from Catholic teachings eg *Compendium of the Social Doctrine of the Church 146, 295.*

**Lesson 14 and 15**

**Topic**

Examination practice.

**Specification content**

To look at possible questions on the topic of relationships, sexuality, marriage, cohabitation, divorce, the nature of the family, roles within the family, and gender equality and discrimination.

**Learning outcomes**

Students will gain knowledge of how to answer exam questions and improve their answering technique.

**Possible teaching and learning activities**

* Students might attempt to answer various questions. This could be done in various ways eg write one sentence and then pass it on to the next person to complete the second, and so on. After an appropriate number, some answers could be read to the class. Using the levels of response, the completed work could be graded and the reasons for the marks awarded given.
* The individual students could entirely answer some questions. Instant feedback could be given if some of the answers are read out.
* Some could be collected in by the teacher for marking.

**Differentiation and extension**

The questions asked could be chosen as appropriate for the ability of the students attempting them.

**Resources**

* Exam questions.
* Mark scheme and levels of response.