

# Scheme of Learning: Christian Beliefs

## Topic Sequence:

1	2	3	4	5	6	7	8
<b>CHRISTIAN BELIEFS</b>	<b>CHRISTIAN PRACTICES</b>	<b>ISLAMIC BELIEFS</b>	<b>ISLAMIC PRACTICES</b>	<b>RELATIONSHIPS</b>	<b>LIFE AND DEATH</b>	<b>GOOD AND EVIL</b>	<b>HUMAN RIGHTS</b>

## Topic Overview:

This is the first of the eight units that make up the RS GCSE Course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues in society. This unit takes a much deeper dive into the beliefs of Christianity than studied at KS3, beginning with the Nature of God in Christianity, specific Christian beliefs about The Trinity including Jesus Christ, the life/death/resurrection beliefs and culminates with the study of how these beliefs link to Christian beliefs about Salvation and the afterlife. The study of these beliefs is essential for pupils not just in terms of their understanding of this particular unit but also as the basic for much of the behaviour/moral choices made by Christians in the Philosophy/Ethics units of the course (Topics 5-8 above)

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of the beliefs of Christianity and how these affect the behaviour and moral decisions of Christians in the world today.

The first series of lessons explore an understanding the Nature of God in Christianity, such as the belief in God's omnipotence and omniscience and the Creation story, focusing on how this affects Christian attitudes to the environment such as Stewardship and Dominion. We then move on to study specific Christian beliefs about God, such as The Trinity and Jesus as Messiah, studying the gospel accounts of the birth, life, death and resurrection. As the Abrahamic religions (Judaism, Christianity and Islam) worship the same God, it is essential to study how the specific Christian beliefs about the nature of God differ to Jewish/Islamic beliefs in order for pupils to understand the essential differences between these religions.

The lessons continue with the study of the Christian belief in Jesus as the Incarnation of God, studying examples of miracles recorded in the Gospels as the Christian evidence for this belief.

Having studied the life/death/resurrection of Jesus in detail, the next sequence of lessons explores how these events recorded in the gospels influence Christians today, focusing on how beliefs about these events will affect beliefs and actions in the world relating to Salvation and the Afterlife in Christianity.

The unit concludes with a knowledge test and an exam question to assess the application of this knowledge, specifically focusing on the knowledge and understanding required to argue for and against the statement that 'Jesus was just an ordinary man' which centres around the classic theological debate regarding the 'Historical Jesus' versus the 'Christ of Faith'.

Having completed this unit on the beliefs of Christianity, pupils should be well prepared to move onto the next unit which focuses in greater detail on how these beliefs influence actions/behaviour with the study of specific Christian practices.

## Sequence of Lessons:

<b>1</b>	Nature of God
<b>2</b>	Creation
<b>3</b>	The Trinity
<b>4</b>	The incarnation of Jesus
<b>5</b>	Miracles of Jesus
<b>6</b>	The Crucifixion
<b>7</b>	Resurrection and Ascension
<b>8</b>	Salvation
<b>9</b>	The Afterlife
<b>10</b>	Revision
<b>11</b>	Assessment
<b>12</b>	Feedback and Response
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	
<b>17</b>	
<b>18</b>	

## Topic Resources:

<b>Knowledge Map:</b>	Christian Beliefs	<b>Any other Resources:</b>	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	'Jesus was just an ordinary Man'. Discuss. (15)

## Supportive Reading:

<b>Bible</b>	Gospels of Matthew, Mark, Luke and John.
<b>Whose Word Is It? Bart Ehrmann</b>	The Story Behind Who Changed the New Testament and Why.

# Scheme of Learning: Christian Practices

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIAN BELIEFS	CHRISTIAN PRACTICES	ISLAMIC BELIEFS	ISLAMIC PRACTICES	RELATIONSHIPS	LIFE AND DEATH	GOOD AND EVIL	HUMAN RIGHTS

## Topic Overview:

This is the second of the eight units that make up the RS GCSE Course. It builds on the previous unit on Christian beliefs with a deeper study of the Christian practices that stem from these beliefs. Beginning with an introduction to the concept of worship in general and moving on to specific examples of Christian worship practices including prayer, sacraments, pilgrimage and celebrations/festivals. The unit goes on to include the study of Christianity in the world today. This study of the size and influence of Christianity is developed in the next lessons with a study of the Christian practice of Mission/Evangelism. The unit concludes with a study of the Ecumenical movement. The study of these practices is essential for pupils not just in terms of their understanding of this particular unit but also as the basic for much of the behaviour/moral choices made by Christians in the Philosophy/Ethics units of the course (Topics 5-8 above)

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of the practices of Christianity and how these affect the behaviour and moral decisions of Christians in the world today.

The unit begins with an introduction to the concept of worship in general (eg liturgical and informal worship) and moving on to specific examples of Christian worship practices including prayer, sacraments including baptism and the eucharist, differing Christian attitudes to sacraments (eg consubstantiation/transubstantiation and infant/adult baptism), pilgrimage (including Lourdes, Jerusalem, Taize and Walsingham) and celebrations/festivals such as Christmas and Easter (including Lent, Holy Week, Maundy Thursday).

Lessons go on to include the study of Christianity in the world today, in the UK and around the world in order to understand the continuing significance and influence of Christianity. This study of the size and influence of Christianity is developed in the next lessons with a study of the Christian practice of Mission/Evangelism that aims to increase/maintain this size and influence in the future as well as specific organisations such as Open Doors which supports Christians persecuted for their beliefs/practices worldwide.

The unit content concludes with a study of the Ecumenical movement and how this aims to reduce conflict/misunderstandings between Christians today based on differing interpretations of the beliefs and practices studied so far. There follows a knowledge test on the unit content and an exam question to assess the application of this knowledge, comparing the relative importance of the many different forms of worship/practice studied.

Having completed this unit on the practices of Christianity, as well as the previous unit on the beliefs of Christianity, pupils should be well prepared to move onto the next units which focus on the Beliefs/Practices of Islam, enabling them to draw similarities and differences between what are currently the world's two largest religions comprising over 50% of the world's population.

## Sequence of Lessons:

1	Forms of Worship
2	Sacraments: Baptism
3	Sacraments: Eucharist
4	Pilgrimage
5	Celebrations
6	Christianity in Britain
7	Mission and Persecution
8	The Ecumenical Movement
9	Revision
10	Assessment
11	Feedback and Response
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## Topic Resources:

<b>Knowledge Map:</b>	Christian Practices	<b>Any other Resources:</b>	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	'Sacraments are the most important form of worship'. Discuss. (15)

## Supportive Reading:

<b>Bible</b>	Gospels of Matthew, Mark, Luke and John.
<b>Nothing to Envy by Barbara Demick</b>	Life in North Korea, persecution.