

Component 1 –

Theme 1: Issues of Relationships

This theme requires learners to consider characteristics of relationships, marriage and family life. Through a study of beliefs and teachings, questions relating to issues of relationships in the twenty-first century will be considered, including same sex relationships and gender roles. Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Christian Perspective

Content

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> ➤ Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation ➤ The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod ➤ Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9
Sexual relationships	<ul style="list-style-type: none"> ➤ Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept ➤ Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> ➤ Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue ➤ Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29

Concepts:

From the study of the above areas learners will gain an understanding of the following concepts:

- Adultery
- divorce
- cohabitation
- commitment
- contraception
- gender equality
- responsibilities
- roles

Learners should be able to explain and apply these concepts in relation to the theme.

Content from an Islamic Perspective

Content

Areas of Study	Specific Content
Relationships	<ul style="list-style-type: none"> ➤ Islamic beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century: families, roles of women and men, marriage outside the religious tradition and cohabitation: Hadith Sahih Bukhari 9:89:252 ➤ The nature and purpose of marriage as expressed through the Muslim marriage ceremonies and teachings: Qur'an 30:21 ➤ Diversity of beliefs between Shi'a and Sunni Muslims regarding temporary unannounced marriage ➤ Islamic attitudes towards adultery, divorce, separation and re-marriage. Qur'an 4:35, 4:128-130, 2:229 ➤ Arranged marriage in Britain
Sexual relationships	<ul style="list-style-type: none"> ➤ Islamic teachings about the nature and purpose of sex and the use of contraception. Qur'an 17:32 ➤ Islamic attitudes towards same sex relationships: Qur'an 7:80-81
Issues of equality: gender prejudice and discrimination	<ul style="list-style-type: none"> ➤ Diverse attitudes within Islam toward the roles of women and men in worship and authority ➤ Teachings: Qur'an 2:228, 40:40, 4:1

Issues of Relationships: Example questions

- (a) What is meant by 'vows' in a religious marriage service? [2]
- (b) Describe ways in which families are important in a faith community. [5]
- (c) From two different religions or two religious traditions, explain attitudes to same sex relationships. [8]
- (d) "Sex outside marriage is always wrong." [15 + 6] Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer.)

Theme 2: Issues of Life and Death

This theme requires learners to consider religious and non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. Learners are expected to make relevant references to scripture and other sources of authority as well as the beliefs of Humanists and Atheists.

Content from Christian and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> ➤ Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2 ➤ The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang ➤ Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, sustainability, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanists for a Better World'
The origin and value of human life	<ul style="list-style-type: none"> ➤ Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5 ➤ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➤ Diverse Christian attitudes towards abortion and euthanasia ➤ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➤ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	<ul style="list-style-type: none"> ➤ Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44 ➤ Diverse Christian beliefs about the afterlife ➤ How Christian and Humanist funerals in Britain reflect beliefs about the afterlife

Content from Islamic and Non-Religious Perspectives

Content

Areas of Study	Specific Content
The world	<ul style="list-style-type: none"> ➤ Islamic beliefs, teachings and attitudes about the origin of the universe: Qur'an 36:81 ➤ The relationship between Islamic views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang ➤ Islamic and non-religious beliefs, teachings and attitudes about fitra, khalifah, environmental responsibility, sustainability, and global citizenship: Qur'an 7:54. 'Humanists for a Better World'
The origin and value of human life	<ul style="list-style-type: none"> ➤ Islamic beliefs, teachings and attitudes toward the origin and sanctity of human life: Qur'an 5:32, 6:151 ➤ Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins ➤ Islamic attitudes towards abortion and euthanasia; Qur'an 30:40 ➤ Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' ➤ Humanist 'Dignity in Dying' Movement
Beliefs about death and the afterlife	<ul style="list-style-type: none"> ➤ Islamic beliefs and teachings about life after death, including soul, judgement, akhirah, heaven and hell: Qur'an 46:33, 3:16 ➤ How Islamic and Humanist funerals in Britain reflect beliefs about the after life ➤ Diversity of views between Shi'a and Sunni Muslims regarding worship at graves

Concepts: From the study of the above areas learners will gain an understanding of the following concepts:

- afterlife
- environmental sustainability
- euthanasia
- evolution
- abortion
- quality of life
- sanctity of life
- soul

Learners should be able to explain and apply these concepts in relation to the theme.

Issues of Life and Death: Example questions

- (a) What is meant by 'sanctity of life'? [2]
- (b) Why might there be differences of belief about creation within the same religion? [5]
- (c) From two different religions or two religious traditions, explain beliefs about life after death. [8]
- (d) "It is a woman's right to choose abortion." Discuss the statement showing that you have considered more than one point of view. (You must refer to religious and non-religious beliefs, such as those held by Humanists and Atheists, in your answer.) [15]

Theme 3: Good and Evil

This theme requires learners to consider philosophical questions concerning the origins and nature of good and evil. Through a study of teachings and beliefs, questions relating to the causes of crime and attitudes towards the aims of punishment and treatment of criminals will be considered. Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Christian Perspective

Content

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> ➤ What makes an act 'wrong'? ➤ Religious and ethical responses: relative and absolute morality, conscience, virtues, sin ➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation ➤ The treatment of criminals and the work of prison reformers and prison chaplains ➤ Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47
Forgiveness	<ul style="list-style-type: none"> ➤ Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6:14-15 ➤ Examples of forgiveness arising from personal beliefs.
Good, Evil and Suffering	<ul style="list-style-type: none"> ➤ Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick) ➤ Philosophical challenges posed by belief in God, free will and the existence of evil and suffering

Content from an Islamic Perspective

Content

Areas of Study	Specific Content
Crime and Punishment	<ul style="list-style-type: none"> ➤ What makes an act 'wrong'? ➤ Religious responses: relative and absolute morality, conscience, free will, doing the will of Allah ➤ Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation: Qur'an 16:90 ➤ The treatment of criminals and the work of prison reformers and prison chaplains ➤ Varied Islamic responses to the death penalty, including interpretations of Shariah Law
Forgiveness	<ul style="list-style-type: none"> ➤ Islamic teachings about forgiveness: Qur'an 42:30, 64:14 ➤ Examples of forgiveness arising from personal beliefs
Good, Evil and Suffering	<ul style="list-style-type: none"> ➤ Philosophical perspectives on the origin of evil: The Devil tests humans: Qur'an 2:34, 155 ➤ The belief in pre-destination (al Qadr) in relationship to free will

Concepts: From the study of the areas above learners will gain an understanding of the following concepts:

- good/evil
- forgiveness
- free will
- justice
- morality
- punishment
- sin
- suffering

Learners should be able to explain and apply these concepts in relation to the theme.

Issues of Good and Evil: Example questions

- (a) Giving one example, state what is meant by 'sin'. [2]
- (b) With reference to one religion you have studied, explain views about the use of the death penalty. [5]
- (c) From two different religions or two religious traditions, explain views about 'free will'. [8]
- (d) "The existence of suffering proves there is no God."
Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). [15]

Theme 4: Human Rights

This theme considers contemporary issues of human rights and social justice and their relationship with religion and belief. Learners will be expected to consider specific issues of wealth and poverty, racial prejudice and discrimination. Learners are expected to make relevant references to scripture and other sources of authority.

Content from a Christian Perspective

Content

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> ➤ Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27 ➤ Christian practices to promote human rights including equality: agape in action ➤ An example of conflict between personal conviction and the laws of a country ➤ Censorship, freedom of religious expression and religious extremism
Prejudice and discrimination	<ul style="list-style-type: none"> ➤ Christian beliefs, teachings and attitudes towards prejudice and discrimination: Galatians 3:27-29 ➤ Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality
Issues of wealth and poverty	<ul style="list-style-type: none"> ➤ Ethical considerations about acquisition and use of wealth: Luke 16:19-31 ➤ The actions and attitudes of Christian charities in twenty first century Britain whose aim is to alleviate poverty: Christian Aid

Content from an Islamic Perspective

Content

Areas of Study	Specific Content
Human Rights and Social Justice	<ul style="list-style-type: none"> ➤ Islamic beliefs, teachings and attitudes toward the dignity of human life: Qur'an 5:32 ➤ Islamic practices to promote human rights including equality: ummah in action ➤ An example of conflict between personal conviction and the laws of a country ➤ Censorship, freedom of religious expression and religious extremism (including Islamophobia)
Prejudice and discrimination	<ul style="list-style-type: none"> ➤ Islamic beliefs, teachings and attitudes towards prejudice and discrimination: Qur'an 5:8, 49:13 ➤ Islamic beliefs, teachings and attitudes towards racial prejudice and discrimination, including the actions of the Christian/Muslim Forum
Issues of wealth and poverty	<ul style="list-style-type: none"> ➤ Ethical considerations about acquisition and use of wealth: Qur'an 2:177 ➤ The actions and attitudes of Islamic charities in twenty first century Britain whose aim is to alleviate poverty: Islamic Relief

Concepts: From the study of the areas above learners will gain an understanding of the following concepts:

- censorship
- discrimination
- extremism
- human rights
- personal conviction
- prejudice
- relative and absolute poverty
- social justice

Learners should be able to explain and apply these concepts in relation to the theme

Issues of Human Rights: Example questions

- (a) Giving one example, state what is meant by 'discrimination'. [2]
- (b) Describe one example of when personal religious conviction has conflicted with the laws of a country. [5]
- (c) Explain from two different religions or two religious traditions, attitudes to gaining and using wealth. [8]
- (d) "Religions should do more to fight against racial prejudice and discrimination."
Discuss this statement showing that you have considered more than one point of view. (You must refer to religion and belief in your answer). [15]

Component 2 - Christianity

The compulsory nature of this component ensures that learners know and understand the fact that the religious traditions of Great Britain are, in the main, Christian, but also diverse and include the following religious and non-religious traditions: Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism. This knowledge may be applied throughout the assessment of the specified content. Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and teachings

Areas of Study	Specific Content
The nature of God	<ul style="list-style-type: none"> ➤ Omnipotent: Exodus 7-11, Exodus 14:21: Omni-benevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6 ➤ The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11
Creation	<ul style="list-style-type: none"> ➤ Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation. ➤ The role of Word and Spirit in creation: John 1:1-5
Jesus Christ	<ul style="list-style-type: none"> ➤ Beliefs and teachings about Jesus' incarnation: John 1:14, Luke 1:28-33 ➤ Crucifixion: Matthew 27:28-50; Salvation and Atonement : Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9. ➤ Resurrection: Luke 24:1-9, 1 Corinthians 15:3-8, 12-14 ➤ Ascension: Luke 24:50-53
Salvation	<ul style="list-style-type: none"> ➤ Law: Word of God; inspiration and revelation; differing ways of interpreting biblical writings; Bible in relation to other sources of authority. ➤ Sin as preventing salvation. ➤ Grace and the Spirit: Acts 2:1-6. The role of Holy Spirit in Evangelical worship.
The afterlife	<ul style="list-style-type: none"> ➤ Eschatological beliefs: John 11:25-26, John 14:2-7 ➤ Judgement: Matthew 25:31-46, Luke 16:19-31 ➤ Resurrection: 1 Corinthians 15:42-55 ➤ Traditional and contemporary beliefs about heaven and hell

Practices

Areas of Study	Specific Content
Forms of worship	<ul style="list-style-type: none"> ➤ The nature and significance of liturgical, informal and individual worship: Matthew 18:20 ➤ The nature and importance of prayer: The Lord's Prayer ➤ Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship
Sacraments	<ul style="list-style-type: none"> ➤ Diverse beliefs regarding Sacraments ➤ The role, meaning and celebration of Baptism and Eucharist: John 3:3-6 ➤ Diverse interpretations of Baptism and Eucharist with reference to the beliefs of the Catholic and Protestant Churches
Pilgrimage and Celebrations	<ul style="list-style-type: none"> ➤ The importance of pilgrimage: Walsingham, Taizé ➤ How Christians celebrate Christmas and Easter
Christianity in Britain and the Church in the local community	<ul style="list-style-type: none"> ➤ Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and non-religious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian ➤ U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures of other religious and non-religious traditions. ➤ The role of the Church in the local community; a place of worship, social and community functions
The worldwide Church	<ul style="list-style-type: none"> ➤ The importance of mission, evangelism and church growth. ➤ The work of Tearfund: Christian beliefs in action ➤ Persecution of Christians past and present ➤ Working for reconciliation: World Council of Churches, The Ecumenical Movement

From the study of the areas above learners will gain an understanding of the following concepts:

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| • omnipotent | • incarnation | • sacraments |
| • omnibenevolent | • atonement | • evangelism |
| • Trinity | • resurrection | |

Learners should be able to explain and apply these concepts in relation to the theme.

Component 3 – Islam

Learners should be aware that Islam is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Hinduism, Judaism, Sikhism, Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content. Learners must know, understand and express common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts.

Beliefs and teachings

Areas of Study	Specific Content
The Nature of Allah	<ul style="list-style-type: none"> ➤ The teaching about the nature of Allah: the belief in the oneness of Allah (Tawhid): Qur'an 3:18 ➤ Nature of Allah: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice: Qur'an 46:33 ➤ Adalat in Shi'a Islam
Prophet hood (Risalah)	<ul style="list-style-type: none"> ➤ The nature of prophet hood; why are prophets important? Qur'an 2:136 ➤ The importance of Adam as the first prophet ➤ Ibrahim as father of Isaac and Ishma'il and his significance for the Muslim religion ➤ Isa as a prophet for Muslims: Qur'an 2:87 ➤ Muhammad as the seal of the Prophets
Angels (Malaikah)	<ul style="list-style-type: none"> ➤ The significance of angels in Islam: Qur'an 2:97-98, Qur'an 2:285 ➤ Diversity in belief between Shi'a and Sunni Muslims regarding angels and free will ➤ The significance of Jibril's revelation of the Qur'an to Muhammad: Qur'an 2:97-98 ➤ The significance of Mika'il placed in charge of plants and rain ➤ The significance of Israfil to announce the Day of Resurrection
Akhirah (Afterlife)	<ul style="list-style-type: none"> ➤ Al-Qadr (Predestination): Implications for human freedom ➤ Akhirah: Human responsibility and accountability; Muslim beliefs and teachings about the afterlife ➤ Human Freedom and its relationship to Day of Judgement ➤ Heaven; Muslim beliefs about the nature, stages and purpose of heaven ➤ Hell; Muslim beliefs about the nature and purpose of hell
Foundations of faith	<ul style="list-style-type: none"> ➤ The six articles of faith in Sunni Islam ➤ The five roots in Usul ad-Din in Shi'a Islam ➤ Islamic attitudes towards Kutub (books), Sahifah (Scrolls), Injil (Gospel), Tawrat (Torah), Zabur (Psalms)

Practices

Areas of Study	Specific Content
The Five Pillars of Sunni Islam: practices in Britain and elsewhere	<ul style="list-style-type: none"> ➤ Shahadah: the Muslim statement of faith: Qur'an 3:18 ➤ Zakah: How Sunni Muslims make payment of charity tax, alms and how zakat money may be spent ➤ Sawm: How Sunni Muslims fast during Ramadan: Qur'an 2:184. Issues relating to Muslims fasting in Britain ➤ Hajj: How Sunni Muslims undertake pilgrimage to the Ka'ba in Makkah; Qur'an 2:125. Issues relating to Muslims in Britain undertaking Hajj ➤ Salah: the practices of prayer in Islam in the mosque and at home, including Jummah prayer: Qur'an 15:98-99, Qur'an 29:45
Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere	<ul style="list-style-type: none"> ➤ Salat: How Shi'a Muslims perform salat, observe sawm, pay zakat and pilgrimage to Makkah ➤ Khums: How Shi'a Muslims pay savings tax ➤ Hajj: Pilgrimage to Makkah: Qur'an 2:125 and pilgrimage to Shi'a shrines ➤ Jihad: The struggle to live as a Muslim ➤ Amr-bil-Marooif: How Muslims encourage others to do good ➤ Nahil Anril Munkar: How Muslims discourage bad actions ➤ Tawalia: The duty to love the friends of Allah ➤ Tabarra: The duty to express disapproval of evil-doers
Jihad	<ul style="list-style-type: none"> ➤ Greater jihad: The daily struggle to live as a good Muslim Issues regarding living as a Muslim in Britain today and maintaining a Muslim lifestyle ➤ Origins, influence and conditions for declaration of Lesser Jihad in the Qur'an and Hadith: Qur'an 2:190, 22:39
Festivals and commemorations: practices in Britain and elsewhere	<ul style="list-style-type: none"> ➤ Id-ul-Adha: The festival of sacrifice. How Muslims celebrate Idul-Adha in Britain and worldwide ➤ Id-ul-Fitr: The festival of fast-breaking following Ramadan. How Muslims celebrate Id-ul-Fitr in Britain and worldwide ➤ Ashura: The Day of Remembrance (Shi'a). How Shi'a Muslims celebrate Ashura in Britain and worldwide ➤ The Night of Power: the importance of the revelation of the Qur'an and how it is viewed and treated in Islam

From the study of the areas above learners will gain an understanding of the following concepts:

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| ● tawhid | ● haram (forbidden) | ● shariah (straight path) |
| ● prophethood | ● greater/lesser jihad | ● ummah |
| ● halal (permitted) | ● mosque | |

Learners should be able to explain and apply these concepts in relation to the religion.