

Collins

Key Stage 3

Christianity

Teacher Material

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Published by Collins
An imprint of HarperCollins*Publishers*
The News Building
1 London Bridge Street
London SE1 9GF

Text © Robert Orme 2017
Design © HarperCollins*Publishers* 2017

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A catalogue record for this book is available from the British Library

Publisher: Joanna Ramsay
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Introduction

Knowing Religion provides an overview of the origins and development of religions over the course of history, as well as how they are lived and the challenges they face in the modern world. The books are designed to build students' thinking from the bottom up, with subject knowledge providing a gateway to a rich and rewarding understanding of religion and religions.

Recent work by cognitive scientists has shown that students need to have a large amount of subject knowledge stored in their long-term memory in order to become competent at any subject. Students are far more capable of thinking critically when faced with topics they know and understand. For this reason, *Knowing Religion* is designed to teach about religions in a clear and cumulative way, where content knowledge is secured before complex tasks are undertaken.

Like all subjects, religion is best understood by relating new information to prior knowledge. For example, students will better understand the significance of Constantine's conversion to Christianity if they have previously learnt about the persecution faced by Christians in the first three centuries. Therefore, it is useful to recap information and vocabulary from previous topics before each new one is introduced.

The *Teacher Guide* suggests a range of activities designed to consolidate and enhance learning from the Student Books. It includes evaluative tasks and those intended to provide both additional support and extra challenge to allow for differentiation in the classroom. Resources are suggested to support some specific activities, and some general resources are provided in addition to these, which may be useful for a range of activities and scenarios to support learning. These have been carefully chosen to seize students' interest and complement the material in the Student Book.

In each topic, a core narrative or set of ideas is presented. For ease of reference, in the Student Books key content is collected in a 'Knowledge organiser' at the end of each unit. Knowledge organisers allow students to test themselves. They also allow teachers to design quick factual recall tests, ensuring that all students master important knowledge at an early stage. To assist in this, the key vocabulary and key people are reproduced in the *Teacher Guide* too.

Knowing Religion provides an essential framework for students to learn about religions, but it does not pretend to be exhaustive. It should be complemented with as many activities and texts from other sources that you – the teacher – see fit.

Lesson structure

The recommended lesson structure for teaching from *Knowing Religion* is based on cognitive science and research into highly effective teachers, adapted for use in the RE classroom. It follows a structure of **recap, pre-teach, read, condense, apply, review**.

1 RECAP previous learning: Start lessons with a short review of previous learning. This serves two purposes:

- Frequent review of subject content strengthens its place in students' long-term memory and helps make the recall of words, people, events and concepts automatic.
- It brings to the front of students' minds the relevant prior knowledge that they need to draw upon to understand the new content. This may come from the immediately preceding topic, or from earlier in the book. For the benefit of teachers who have not covered all the previous topics, essential knowledge and key words are noted in this guide.

Recap material could be covered through a starter activity, a short quiz or oral question and answer.

2 PRE-TEACH difficult new material: Before reading the text, you may want to 'pre-teach' any particularly challenging new material. This could include key terms, complicated geography or a difficult concept.

3 READ new material: Each topic is around 800 words. You may wish to ask students to read sections of the text independently or choose to read it as a whole class. Along the way, make sure that you are continually asking questions, illustrating important points and explaining anything that students may be confused about.

4 CONDENSE new material into an easily understood format: Students should then reproduce the information in a new format that will aid their understanding. This can be something as simple as answering comprehension questions, but activities could also include annotating maps, images or pieces of text.

These activities should be followed by a whole-class check, to ensure that students have completed the task correctly and to clarify any confusion that may have arisen. This can be done through self-assessment, peer-assessment or simple question and answer.

5 APPLY new knowledge: Having acquired new knowledge, it is then time to apply it. This could take place at the end of the lesson or during a following lesson. Ways to apply new knowledge include:

- further reading: once students have mastered the basic concepts of a topic in *Knowing Religion*, you may want to introduce a more complex or detailed text. This could include a passage from a holy text, an article from a newspaper or magazine, an extract from a book or from a reputable online source.
- extended writing: answering a well-designed question encourages students to think more deeply about the content they have studied. The five 'Check your understanding' questions at the end of each topic can be used as a basis for such questions. Extended writing should encourage students to make links between different religions they have studied, building increasingly complex networks of understanding.

6. REVIEW material learnt: Lessons should be interspersed with quick diagnostic checks, to ascertain the level of understanding that students have achieved. The quiz questions included in the *Teacher Guide* (20 per unit) can help with this. Such activities are crucial in helping to strengthen student memory: the more students rehearse and review information, the stronger their memory becomes.

End of unit essays: You may want to end each unit with a piece of extended writing, answering a question that draws upon knowledge from all the topics or scatter these through the 16 topics. The fifth 'Check your understanding' question regularly provides students with opportunity and flexibility to do this.

Further reading

Daniel T. Willingham, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works*, 2009

Peter C. Brown (*et al*), *Make It Stick: The Science of Successful Learning*, 2014

Barak Rosenshine, 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know' in *American Educator*, 2012

Shaun Allison and Andy Tharby, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*, 2015

Knowing Religion Teacher Guide

Christianity

Activities

- 1 To develop students' evaluative writing, discursive statements are frequently used in the fifth 'Check your understanding' question in each topic. These can form the basis of paired/class debate as well as offering an opportunity to work on students' extended writing and prepare them for the demands of evaluative questions asked at GCSE. To add support, it might be useful to show students sample paragraphs of model answers with different elements of the paragraph (e.g. point, evidence, evaluation, link to question) colour coded so that students can see how good paragraphs are structured or formed. You could support students by providing sentence starters and examples of subject-specific vocabulary to be used in answers, as well as non-subject specific vocabulary – for example, give them different connectives that could be used in writing. After completing essays, photocopy the best answer for all students to read through. Annotate strengths and weaknesses as a class so that students can see how to improve their work.
- 2 Students who have studied religions other than Christianity in the *Knowing Religion* series will be able to draw comparisons between them on various issues. This could form the basis of discussion or written activities. For example, students could write the script of a discussion/debate between followers of two or more religions on questions such as:
 - What is God like?
 - What happens when we die?
 - Why is there suffering in the world?
 - Should religions adapt over time or stay the same?
 - Does gender matter?
 - Is it ever right to fight?

Alternatively, they could look at different perspectives on a topic within one religion – for example:

- Should women lead the Church?
- How should Christians worship God?

This will help develop students' understanding of diversity within religion and religions, and enhance their skills in evaluating differing views.

Resources

<http://www.theologynetwork.org/>

This is a Christian website containing a wide range of articles about Christian history, doctrine and responses to modernity.

- 3 In Unit 1 in particular, students will encounter many key dates, which can be found in the Knowledge organiser at the end of the unit. As a recap exercise at the start of lessons – and to consolidate students’ understanding of chronology – give them either the key dates or events and ask them to draw a timeline matching the event to the date, or vice versa. A similar activity could be done by placing the key people from the Knowledge organiser in the order that they lived.
- 4 To further consolidate understanding of chronology based on the topics in Unit 1, ask students to create a picture storyboard / cartoon strip showing key moments in the development of Christianity in eight captioned images. To add support, students could be given the dates of the events on which each image should be based, for example, CE 33, CE 64, CE 312, CE 325, 1054, 1517, 1534, 1875.
- 5 Using one or both of the book’s Knowledge organisers, create a crossword to test students’ knowledge of key vocabulary and people. Crosswords can be made by entering the words into an online crossword-maker and writing appropriate hints for each word/person to reflect student ability.
- 6 To add greater challenge, give students extracts to read from other texts / news sources / online sources to build on and deepen their understanding of the topics covered in the book. For example:
 - **Topic 1.4:** Give students a printed copy of the Nicene Creed to annotate and write out in their own words.
 - **Topic 1.4:** Students could read Eusebius’ account of Constantine’s conversion experience.
 - **Topic 2.4:** Show students selected quotes or extracts from the writings of the feminist theologians Mary Daly and Rosemary Radford Ruether to analyse, or news reports of the 2015 ordination of Libby Lane as the first bishop in the Church of England.
 - **Topic 2.8:** Students could be given quotes from Jesus in the Bible about persecution or newspaper/magazine articles on the persecution of Christians. They could visit the website of the Christian charity Open Doors and write a report summarising their findings.

Resources

<http://anglicanonline.org/basics/nicene.html>

The Nicene Creed.

<https://www.christianhistoryinstitute.org/study/module/constantine/>

Eusebius’ account of Constantine’s conversion.

<http://www.opendoorsuk.org/>

The website of the Christian charity Open Doors containing up-to-date information about persecution of Christians around the world.

- 7 To add greater support, after reading the text, you could give students a printout of a shorter, simplified version of it, with key information missing. They could fill in the gaps by finding the information in the book.

To add greater challenge and help students distil key learning from a topic, ask them to sum up a topic in a set number of words, for example, 50, 20 and then 10.

8 Fast-paced, whole-class recap questioning at the start of lessons will inject energy and focus, and help students commit prior knowledge to memory. Regularly setting revision of key vocabulary definitions and key people descriptions as homework also helps students remember what they have learned. This can be monitored by quick quizzes at the start of lessons. These quizzes could contain ten questions, with difficulty levels adapted to match class abilities. A quick and efficient way to do these quizzes is as follows:

- Give students half a piece of lined paper when they arrive at the lesson and ask them to write their name and the numbers 1–10 on it. (Alternatively, you can give students a printed copy of questions.)
- Read out each question twice. Questions with one or two short, clear answers are better than those with a variety of possibilities that students will want to check.
- Ask them to peer mark in a different colour pen. (Silently swapping papers with someone who is not sitting next to them will help avoid talking/disputes!)
- Whilst marking, students should correct any wrong answers. This will reinforce the answers and help students remember for future quizzes.
- Students can stick their quizzes in a book and record their scores with a date in a table at the back. You can also collect scores. The whole process should take no longer than 10 minutes.

Another way of doing this is to give students a list of key words with definitions missing, or vice versa, and ask them to fill in the gaps. To add greater support, give students both the key words and definitions and ask them to match the key words with the correct definitions.

General resources

<https://www.truetube.co.uk/>

Videos designed for use in RE lessons on a range of issues relating to Christianity.

<http://www.bbc.co.uk/religion>

A range of articles relating to Christianity.

Quizzes

Unit 1: History and belief

- 1 Approximately how long ago did Christianity begin?
- 2 What claim did the early Christians make that led to the beginning of Christianity?
- 3 What is the name given to the doctrine that God exists as both one and three?
- 4 Who was the early Christian missionary who originally persecuted Christians?
- 5 Which Roman emperor blamed Christians for the great fire in Rome in CE 64?
- 6 Give one example of how the Early Church was persecuted.
- 7 Name one thing that the Early Church used the catacombs for.
- 8 What does the Greek word *ichthus* mean?
- 9 In what year did Constantine convert to Christianity following his victory at the Battle of Milvian Bridge?
- 10 In CE 325, Constantine called a meeting of bishops to deal with the problem of heresy. What was the meeting known as and what was the name of the creed that was written?
- 11 In 1054, the Church in the East and the West split. What was this split called?
- 12 State two Catholic doctrines or practices that are not shared by Protestants.
- 13 Which of Jesus' disciples did Pope Leo claim was the first Bishop of Rome, or Pope?
- 14 What is the meeting called where cardinals elect a new Pope?
- 15 What did the German monk Martin Luther put on the door of a church in CE 1517?
- 16 State two reasons why Luther did this.
- 17 What two names are given to the church set up by Henry VIII in CE 1534?

- 18 Which denomination of Christianity was set up by William Booth to convert people in poor parts of British cities?
- 19 State two differences between a Quaker meeting and a meeting of other denominations.
- 20 State two ways that Amish life is different to your own life.

Unit 2: Christianity in the modern world

- 1 What are the two sections of the Christian Bible called?
- 2 What are the Gospels?
- 3 Some Christians believe that the Bible is 'infallible'. What is meant by 'infallible'?
- 4 How might a liberal Christian interpret the creation story in Genesis?
- 5 Approximately how long ago did Christianity arrive in Britain?
- 6 Give two reasons why someone might say Britain *is* a Christian country.
- 7 Give two reasons why someone might say Britain *is not* a Christian country.
- 8 Who is the leader of the Church of England?
- 9 What prayer featured in the Church of England's banned cinema advert in 2015?
- 10 Name one denomination in which women cannot be ordained as priests or bishops.
- 11 Give one reason why someone might say that the Bible encourages patriarchal societies.
- 12 Give one reason why someone might say that the Bible encourages gender equality.
- 13 What is meant by the 'sanctity of life'?
- 14 Which pacifist denomination's members had white feathers put through their doors because they refused to fight in the First World War?

- 15** State two things that Christians were involved in in the past that most Christians today would consider to be wrong.
- 16** Name one Christian who campaigned against inequality in the past.
- 17** State two ways a Christian might respond to the problem of evil.
- 18** What name is given to the people attending a religious service?
- 19** Name two spiritual gifts that Charismatic Christians might believe in.
- 20** Name two countries where Christians are persecuted today.

Key vocabulary

Unit 1: History and belief

- baptism** A ritual in which people are immersed in water to symbolise turning away from sin and following God
- bishop** A Christian leader with authority over the priests and churches in an area
- cardinals** The most senior members of the Catholic Church, after the Pope
- catacombs** Tunnels full of tombs underneath Rome
- circumcision** The removal of a male's foreskin
- conclave** The meeting at which a new pope is elected
- confessional** A booth where Catholics ask a priest to grant them God's forgiveness
- creed** A statement of belief
- denomination** A group within Christianity
- disciples** 12 men that Jesus chose to be his followers
- doctrine** A belief held and taught by a particular denomination
- Early Church** Christians in the first three centuries CE
- Eucharist** The practice of eating bread and drinking wine during a church service
- evangelism** Spreading the Christian message in order to convert people
- excommunicated** Expelled from the Church
- Gentiles** A name given to non-Jews in the Bible
- heresy** Beliefs that are opposed to those of the Church
- indulgences** Certificates that people bought from the Church so they would spend less time in purgatory when they died
- martyred** When someone is killed for their beliefs

- missionaries** People who spread the Christian message
- monotheist** Someone who believes in one God, not lots of different gods
- penance** Prayer or some other action to show that one is sorry for sinning
- persecution** Discrimination against a group of people
- Protestant** A form of Christianity that began in the sixteenth century as a protest against the Catholic Church
- Reformation** A movement to reform the Church resulting in the division of the Western Church into Catholicism and Protestantism
- resurrected** Brought back to life after dying
- scriptures** Religious texts, such as the Bible
- transubstantiation** The belief that the bread and wine become the actual body and blood of Jesus during the Eucharist
- Trinity** The belief that God is three as well as one – Father, Son and Holy Spirit
- worship** To show the highest respect or adoration for someone or something

Unit 2: Christianity in the modern world

- Apocrypha** A collection of books that were not included in the Bible
- atheist** Someone who does not believe in God or gods
- authoritative** Describing something that can be trusted to be truthful and accurate
- congregation** People who attend a religious service
- free will** The ability to choose between right and wrong

Gospels The first four books of the New Testament, about the life and teachings of Jesus, possibly named after their authors Matthew, Mark, Luke and John

infallible Containing no faults or errors

liberal Open to new ideas and less concerned with tradition

militants Individuals or groups who use violence to spread their ideas

New Testament The last 27 books of the Bible, written shortly after Jesus' lifetime.

Old Testament The first 39 books of the Bible, written before the birth of Jesus

ordained Made a priest in a special ceremony

patriarchal A way of describing a culture that is dominated and controlled by men

pilgrimage A journey taken to a place of religious importance

sanctity of life The belief that all life is God-given and sacred

secular Non-religious

spiritual gifts Supernatural abilities given by God, for example, the ability to prophesy or speak in tongues

Ten Commandments Laws for how people should live, given to Moses by God in the Old Testament

Key people

Unit 1: History and belief

Arius A heretic (someone who has committed heresy) whose ideas were condemned at the Council of Nicea

William Booth The founder of the Salvation Army

Constantine A Roman emperor who converted to Christianity in CE 312

Emperor Nero The Roman emperor during the fire in Rome in CE 64

Emperor Trajan A Roman emperor who wrote to Pliny with advice on dealing with Christians

George Fox English founder of the Society of Friends, or Quakers, in 1650

Henry VIII The King of England who founded the Church of England in 1534

Jesus A Jewish man, believed by Christians to be the Messiah and son of God

Martin Luther A German monk who led the Reformation

Mary The mother of Jesus; she is especially important to Roman Catholics

Paul A travelling preacher and author of letters in the New Testament

Peter Jesus' disciple, whom Catholics believe was the first bishop of Rome

Pliny A Roman governor who persecuted early Christians

Pope Francis The current Pope

Pope Leo The Pope in CE 440 who said that the Pope should lead the whole Church

Unit 2: Christianity in the modern world

Archbishop of Canterbury The leader of the Church of England

Augustine Monk who led a team of missionaries to Britain

Martin Luther King An American civil rights leader and Christian who argued that racism was wrong

Pope Gregory The Pope who sent Augustine and missionaries to Britain in CE 590

Pope Urban II The Pope who launched the first crusade in 1095

Justin Welby The current Archbishop of Canterbury

Answers to ‘Check your understanding’ questions

1.1 What is Christianity?

1 How many Christians are there in the world today?

There are 2.2 billion Christians in the world.

2 What do Christians believe about Jesus?

Christians believe that Jesus is the son of God. They believe that three days after dying on a cross, he was resurrected and appeared to many people before ascending to heaven.

Christians think that Jesus died so that people who believe in and follow him can be forgiven for their sins and have eternal life.

3 Explain what Christians believe about God.

Christians are monotheists, which means that they believe in one God. However, Christians also believe that God is three. This distinctive belief of Christians – that God is both one and three – is called the Trinity. The three different aspects of the Trinity are God the Father, God the Son and God the Holy Spirit. God the Father is in heaven, God the Son is Jesus who lived on earth as a human and is now in heaven, God the Holy Spirit is God working in the world. Christians think that God is the creator of the world and that he is eternal, which means he has no beginning or end. They also think that he is omnipotent (all powerful), omniscient (all knowing) and omnibenevolent (all good). Christians think that it is impossible to fully describe God.

4 How is the Bible structured?

The Bible is divided into two sections, the Old Testament and the New Testament. Each book is also divided into chapters and verses.

5 Explain different Christian beliefs about life after death and evangelism.

Some Christians believe that after people die, they will be judged by God based on their faith and how they have lived their lives. Most Christians think that some people will be rewarded in heaven and others will go to hell. However, Christians disagree about whether heaven and hell are real places, or whether they are metaphors or spiritual states of being that no one can fully understand.

Many Christians believe that the only way to get to heaven is by having faith in Jesus and following his teachings. For these Christians, spreading the Christian message (evangelism) is an important part of their faith. Other Christians believe that an omnibenevolent God would not send somebody to hell for not believing in him, so they place less emphasis on evangelism.

1.2 How did Christianity begin?

1 What are missionaries?

Missionaries are people who travel around, spreading the Christian message.

2 List the difficulties Paul faced when spreading his message.

Paul was whipped and stoned. He also was involved in three shipwrecks and at one point he spent 24 hours in the water. He was also in danger of floods, robbers, Jews and Gentiles, and he often had little food, shelter or clothing. He also felt concerned that the new churches were not strong and would sin.

3 Before converting to Christianity, which religion did the first Christians follow?

The first Christians followed Judaism before they converted to Christianity.

4 What was decided at the Council of Jerusalem?

At the Council of Jerusalem, it was decided that Jesus had died so that *all* people would be forgiven for their sins, not just Jews. Both Jews and Gentiles could be followers of Jesus. They also agreed that non-Jewish people who became Christians did not need to be circumcised.

5 What sort of character was Paul? Give evidence to support your points.

Drawing on the evidence in this passage, students should consider the characteristics shown by Paul. This may include making inferences from his life both before and after his conversion to Christianity.

1.3 What was life like for the Early Church?

1 What did Emperor Nero blame on Christians in CE 64? What happened to the Christians?

Nero blamed Christians for the great fire of Rome in CE 64. He gave orders that they should be rounded up and put to death. Some were set on fire; others were killed by dogs.

2 What rumour was spread about Christian meetings?

A rumour was spread that Christian meetings involved eating and drinking the body and blood of Jesus so they thought that Christians were involved in cannibalistic feasts. In fact, the Christians were eating bread and drinking wine to remember Jesus's last supper and his death.

3 Describe how Pliny and Trajan treated Christians.

Pliny chose two Christian girls from a list and tortured them so they would give him information about what Christians believed and how they worshipped. This helped him devise a test. To find out if someone was a Christian, he made them worship Roman gods, offer incense and wine to a statue of Emperor Trajan and deny following Jesus. If his prisoners did these things they were freed. If they refused, they were executed as Christians. Trajan said that if somebody was accused and found guilty of being a Christian, then they should be killed, but ordered that Christians should not be hunted down.

4 Explain what the quote from Tertullian means.

The quote from Tertullian means that although Christians were martyred in the first three centuries, their deaths helped publicise Christianity, and it continued to spread across the Roman Empire. In the same way as a plant grows from seeds, the Church grew from their deaths.

5 Give three reasons why the Early Church used the catacombs.

- a) To bury their dead because they were not allowed to use land in Rome.
- b) To hold their meetings together secretly.
- c) To hide from the Roman authorities during times of persecution.

1.4 Constantine and the Council of Nicea

1 Why did the Early Church use signs? Explain the meaning of a popular sign used.

Signs were used as a way for Christians to show devotion to God and communicate with each other during times of persecution. One of the most popular signs was a fish. The Greek word for fish is *Ichthus*. Each letter stands for a different word in Greek. I stand for Jesus, C for Christ, Th for God, U for Son and S for saviour.

2 Why was Christianity unappealing for Roman emperors in the first three centuries?

Christianity was unappealing for emperors in the first three centuries because it was the Roman authorities that had been responsible for Jesus' execution, and emperors did not want to follow a religion that worshipped an executed Jewish criminal.

3 Why did Constantine convert to Christianity?

Constantine converted to Christianity because he believed that the Christian God had granted him victory in battle against his enemy Maxentius. According to legend, while Constantine was praying before the battle, he looked up to the clouds and saw a bright cross bearing the words 'conquer by this'. The next day, Constantine sent his army into battle carrying a cross and his men defeated Maxentius's army.

4 Make a table showing what life was like for Christians before and after Constantine's conversion.

Before Constantine's conversion	After Constantine's conversion
<ul style="list-style-type: none">• Christians were persecuted, e.g. burned and fed to dogs.• Christians could not own land or property.• Christians could not meet and worship freely and so some met in the catacombs.• Christians were forced to follow Roman religion under some emperors.	<ul style="list-style-type: none">• Christians could meet and worship freely and churches were built.• Christians could not be owned as slaves.• Confiscated property was returned to Christians.• Constantine gave his wife's palace to the Bishop of Rome.• Constantine ordered more copies of Christian scriptures to be made.• Christians were offered good jobs and given special treatment in court. Church leaders were not required to pay certain taxes.• Sunday was declared a Christian day of rest, when markets and workplaces were closed.• Within 100 years, Christianity was the official religion in the Roman Empire.

5 What was the Arian controversy and how was it settled?

The Arian controversy was the arguments in the Christian community caused by Arius, who claimed that God had created Jesus, so Jesus must be a lesser being than God. Constantine was afraid that these ideas might split the Christian Church so he called a meeting of bishops at Nicea to discuss them. The bishops at the Council agreed that Arius's ideas were heresy and wrote the Nicene Creed, outlining the beliefs that all Christians should hold. The creed stated that Jesus is 'true God' and 'of one substance with the Father'.

1.5 The Great Schism and the Catholic Church

1 What was the Great Schism and why did it happen?

The Great Schism was the split of the Church in 1054 into the Eastern Orthodox and the Catholic Church. It happened because Christians in the East no longer wanted to be led by the Bishop of Rome (the Pope). In addition, Christians in the West wanted to change the wording of the Nicene Creed, which Christians in the East did not want.

2 What do Catholics believe happens during the Eucharist?

Catholics believe that when the priest repeats Jesus's words from the Last Supper during the Mass, the bread and wine turn into the body and blood of Jesus (although their outward appearance stays the same). This is called transubstantiation.

3 How do Catholics receive forgiveness for their sins?

In order to be forgiven for their sins, Catholics go to confession. They sit either face to face with a priest or in a confessional, and explain how they have sinned. If someone is genuinely sorry for what they have done and wants to change, the priest will give them penance – a prayer or some other action to show that they are sorry for sinning.

4 How do Catholic beliefs about life after death differ from those of other Christians?

Most Christians believe in heaven and hell. Catholics believe in these, but they also believe in purgatory, which is not mentioned in the Bible. Catholics believe that purgatory is where souls are purified before going to heaven. A soul cannot go from purgatory to hell. By praying for a dead person's soul, Catholics believe that they can speed the passage from purgatory to heaven.

5 Why is Mary important in Catholicism?

Catholics place greater importance on Jesus' mother, Mary, than many other Christian denominations. They believe that unlike all other humans, Mary was born into the world without sin. Catholics believe that when Mary died, her body and soul were taken to heaven. They pray to Mary because they believe that she will act on their behalf before God when they reach heaven.

1.6 Who is the Pope?

1 How many Catholics are there in the world?

There are approximately 1.1 billion Catholics in the world today.

2 What do Catholics believe about the Pope?

Catholics believe that the Pope is chosen by God through a meeting of cardinals called a conclave.

3 Explain in detail how the Pope is chosen.

All cardinals under 80 years old meet in Vatican City to discuss which of them will be the next Pope. They are not allowed any contact with the outside world during this time. All newspapers, TV, radio and mobile phones are banned. After the discussion, a secret vote is held in the Sistine Chapel. A cardinal needs two-thirds of all the votes to become Pope, so it can take a few days for a final decision to be reached. After each vote, the ballot papers are read and then burned, giving off black smoke from the chimney of the Sistine Chapel. When a new pope has been chosen, chemicals are added to the papers, causing the smoke to turn white. A bell is also rung from St Peter's Basilica.

4 What is the significance of Pope Francis's name?

Pope Francis named himself after the twelfth-century Saint Francis of Assisi, who was very concerned about the poor and caring for the natural world. This shows that these things are very important to him also and that he will follow the example of St Francis.

5 Explain three ways in which Pope Francis has broken with tradition.

- a) He prefers not to travel in the Popemobile, because he feels that it separates him from people.
- b) He does not live in the palace where the Pope traditionally lives. He lives in a small flat that is normally used by guests who are visiting the Pope.
- c) He has performed the traditional Maundy Thursday ritual of washing and kissing 12 people's feet in a prison and a refugee camp, kissing the feet of women and followers of other religions.

1.7 The Reformation and the Salvation Army

1 Who was Martin Luther and why was he unhappy with the Catholic Church?

Luther was a German monk and one of the leaders of the Reformation. He believed that the Catholic Church had strayed from the teachings of the Bible. To draw attention to this issue, in 1517 he nailed a list of 95 theses (complaints) to the door of his church in Wittenberg. Luther was against the selling of indulgences. He believed that people could pray to God directly for forgiveness – they should not have to buy it from their priest. Luther also taught that the Bible, rather than the Pope, should be the greatest source of guidance for Christians. Any rule or teaching that was not in the Bible did not need to be followed, even if the Pope said it should.

2 What was the result of Martin Luther's protests?

Luther's protests resulted in the Pope issuing a document accusing him of heresy, but Luther simply burned it. In response the Pope excommunicated Luther. Despite this, his ideas continued to spread. New Churches were created based on his teachings. They were known as Protestant churches because they protested against the ideas of the Catholic Church.

3 What did Henry VIII do and why?

Henry VIII broke with the Catholic Church and made himself head of the new Church of England. This was because he no longer wanted to be married to his wife, Catherine of Aragon, but the Pope would not arrange this for him.

4 How did people react to the Salvation Army in its early years?

People responded negatively to the Salvation Army in its early years. In 1882 alone, more than 600 members of the Salvation Army were physically assaulted. People also shouted abuse at them and so they started playing music on their missions to drown out what people were shouting and diffuse tension.

5 Describe how the Salvation Army helps people in need today.

Every night, the Salvation Army provides more than 3000 homeless people with a bed in one of their 50 shelters. It also works with prisoners and helps people with addictions.

1.8 Quakers and the Amish

1 What happens at a Quaker meeting?

In a Quaker meeting, members sit silently in a circle or a square, usually for an hour. The silence is only broken if someone feels that the Holy Spirit is leading them to say something. They might read a passage from the Bible or another book, or they might pray or speak about an experience that they have had. Discussions and arguments are not allowed during the meeting and there is always a period of silence after someone has spoken, to allow others to reflect on what has been said. The meetings do not follow any fixed structure and sometimes nobody will speak for the whole hour.

2 Why do Quakers not use music and creeds in their meetings?

Quakers do not use music or creeds in their services because they believe that these things can be an obstacle to experiencing God directly. Quakers think that faith is personal and should not rely on someone else’s ideas or words. They believe that people should find spiritual truth in their own experience.

3 Why do Amish people not have technology in their homes?

The Amish have no electricity in their homes, and no technology such as televisions, radios or computers, because they feel that technology can damage the community.

4 How do church services work in Amish communities?

There are no church buildings in Amish communities; instead people take it in turns to host the church service at their house. These services can last up to three hours and are followed by a meal together. Services are held in a German dialect (the language that the Amish people use to communicate with each other).

5 Explain five ways that Amish life is different to your own life.

Students may draw on any information in the chapter to illustrate how Amish life is different to their own.

2.1 What is the Bible?

1 Where does the word ‘Bible’ come from?

The word Bible comes from the Greek word *biblia*, which means ‘books’, because it is made up of several different books.

2 When and by whom was the Bible written?

No one knows for sure who wrote some of the books or exactly how long ago they were written, but there seem to have been about 40 different authors who wrote over a period of many centuries. Most of the books in the New Testament were written within 70 years of Jesus’ death.

3 Why was it important for Christians to agree on the contents of the Bible?

It was important for Christians to agree on the contents of the Bible because heresy was a constant threat to the unity of Christianity during the time of the Early Church.

4 Create a table showing the differences between literal and liberal views of the Bible.

Literal interpretations	Liberal interpretations
God dictated the words to the authors and they recorded them with perfect accuracy.	God inspired and directed the authors of the Bible; he left them free to express themselves in their own way so there may be human errors.
The Bible is infallible and contains <i>literal</i> truth.	The Bible was written by ancient people living in very different societies to Christians today so it can be interpreted in ways that are more appropriate for modern views.

Literal interpretations	Liberal interpretations
Every part of the Bible is historically and scientifically accurate, so if scientists or historians say something that contradicts the Bible, they must be wrong (e.g. the creation story in Genesis).	Parts of the Bible are myths or metaphors, containing <i>spiritual truth</i> about God and humans, without being factually accurate.

5 'The Bible is infallible.' Discuss this statement.

In agreement with the statement, students might argue that:

- the Bible was dictated by God
- the life of Jesus was recorded by eyewitnesses shortly after his death
- if God exists then he would want to give a clear and accurate message to people
- the Bible has been influential through time because it is God's word
- the stories in the Bible have had a deep impact on many people's lives
- the Bible has been used to justify bad things, but that is a result of people's interpretation rather than the message of the book itself.

In disagreement with the statement students might argue that:

- the Bible was written by people, not God, and we are unsure who all the people were
- we do not have the original of the Biblical writings so things may have changed when being copied
- the books were written by people who did not see the world in the modern, scientific way that we do today
- there is not one Bible – the Bible has been translated into different languages
- it contains stories that could be seen as implausible
- Catholics and Protestants disagree about what books should be in the Bible.

2.2 Is Britain a Christian country?

1 Why were missionaries surprised when they arrived in Britain? What happened?

Missionaries were surprised when they arrived in Britain because on their journey there they had heard stories about how fierce the British people were, but they were warmly welcomed and were surprised to find that there were already many Christians living there. Within a year of their arrival, around 10,000 people had been baptised, including the King of Kent, Ethelbert. Ethelbert gave Augustine a gift of land in Canterbury, and this became the site of the country's first cathedral. It was not long before most people in Britain were Christians.

2 In what ways could you say that Christianity is influential in Britain today?

The influence of Christianity in Britain today can be seen in many ways:

- in the number of churches across the country
- in the education system, where 30 per cent of children attend a Christian faith school
- when someone becomes king or queen, they also become head of the Church of England and are given the title 'Defender of the Faith'
- in the national anthem, which refers to God
- in the fact that two of the main holiday periods in Britain – Christmas and Easter – are Christian festivals
- the king or queen is automatically the head of the Church of England
- more people in Britain follow Christianity than any other religion.

3 What do the censuses show about belief in Britain?

The censuses show that between 2001 and 2011, the percentage of people describing themselves as Christian decreased from 72 per cent to 59 per cent. The percentage of people following no religion increased from 15 per cent to 25 per cent. In 2011, 10 per cent of the population followed religions other than Christianity. According to the 1841 census, around 40 per cent of people attended church regularly. Today, this is only 5 per cent.

4 Explain how different Christians might respond to declining church attendance.

Some liberal Christians argue that people are put off going to church because Christianity seems old-fashioned and has too many rules; they might think it should adapt to become more appealing to young people in the modern world. Others say that Christian beliefs and teachings should not be changed but churches could perhaps change the style of their services to attract more people by, for example, including modern music or meeting in less formal venues.

5 'Britain is a Christian country.' Discuss this statement.

In agreement with the statement, students might discuss:

- the history of Christianity in Britain
- the number of churches across the country
- the education system
- the monarch's title of 'Defender of the Faith' and the English national anthem
- the holiday periods in Britain (especially Christmas and Easter) that are Christian festivals.
- that more people in Britain follow Christianity than any other religion.

In disagreement with the statement, students might discuss:

- the decrease in the percentage of people describing themselves as Christians in censuses
- declining church attendances and decreased use of churches for weddings and baptisms
- the increase in religious diversity in Britain
- the increase in people following no religion in Britain
- the question of whether it is helpful to describe a country as Christian and what consequences this might have
- the reliability of census data.

2.3 Prayer and publicity

1 What is the Lord's Prayer?

The Lord's Prayer is prayer found in the Bible that Jesus taught to his disciples.

2 What happened in the Church of England advert?

In the Church of England advert, different people said a line from the Lord's Prayer. The people praying included weightlifters at a gym, a sheep farmer, a gospel choir, the Archbishop of Canterbury, refugees and a grieving son. After the prayer, the advert claimed that 'prayer is for everyone' and showed the address for the new website.

3 Why did DCM refuse to allow the advert to be shown in its cinemas?

DCM refused to allow the advert to be shown in its cinemas because they thought it might offend people of differing faiths and no faiths. Also, their policy is not to show adverts about personal beliefs, especially those related to politics and religion.

4 Explain two different atheist responses to the ban.

a) The atheist Richard Dawkins believed that the advert should not be banned on the grounds that it might offend people. He said that if people were offended by something so trivial as a prayer, they deserved to be offended.

b) The president of the National Secular Society, Terry Sanderson, thought that the Church of England was being arrogant in thinking it had the right to force its opinions on a captive audience who had paid money for a different experience. He also felt that Christians were being hypocritical because the Church does not hesitate to ban things that it does not like from its buildings, like yoga, and cinemas were just doing the same.

5 'The Church of England's advert should have been banned from cinemas.' Discuss this statement.

In agreement with the statement, students might argue that:

- Britain is a religiously diverse country and this advert was potentially offensive
- people go to the cinema for entertainment, not to think about religion
- the ban was a business decision; it was not to discriminate against Christianity
- the DCM was simply following its policy and allowing this advert could set a precedent
- the Church bans things it does not like from its buildings
- religion is a private not a public matter.

In disagreement with the statement, students might argue that:

- the Church of England is the official religion of Britain and so should be allowed to advertise
- the advert was not offensive and could be ignored by people who did not want to watch it
- what is offensive is subjective – there are many adverts that people find offensive, but they are not banned
- banning the advert limited free speech
- the advert was educational
- banning the advert showed intolerance of religion and promoted secularism.

2.4 Should women lead the Church?

1 How do attitudes to female leadership differ between denominations?

In the Catholic Church, women have never been allowed to become priests, bishops, cardinals or the Pope. Many Christians argue that the Bible was written in a patriarchal culture and that first-century views should not be continued in a modern world where gender equality is highly valued. In the Church of England, women are allowed to be priests and bishops.

2 Why might someone say that Genesis suggests women are weaker than men?

In Genesis God creates the first man and then the first woman. Some people argue that this means that women are inferior to men – women are described as men's 'helpers'. Furthermore, when God created Adam and Eve he warned them not to eat the fruit from one particular tree. However, Eve sinned by eating the fruit and then tempting Adam to do the same. Some Christians have interpreted this to mean that women are the weaker sex.

3 Explain how two contrasting quotes from Paul could be interpreted.

Students should explain how two verses could be interpreted as promoting equality between men and women or different roles.

4 Why was Jesus's attitude to women surprising?

Jesus' attitude towards women was radical because at that time, men did not discuss religious ideas with women. Jesus openly spent time talking with women, even those who were known to have lived sinful lives. The first people that Jesus appeared to after his resurrection were women. Jesus told them to spread the message that he was alive. Some Christians think this shows that Jesus viewed women as reliable and trustworthy.

5 'Men and women are not viewed as equal in Christianity.' Discuss this statement.

In agreement with the statement, students might argue that:

- women cannot become priests, bishops, cardinals or Pope in the Catholic Church
- the teachings of Genesis could be interpreted as suggesting that women are inferior

- some of Paul's teachings seem to suggest that women should not have the same roles or rights in church as men.

In disagreement with the statement, students might argue that:

- women are able to lead their Church in some denominations
- Jesus' attitude towards women was radical
- some of Paul's teachings stress the equality of both genders.

2.5 Slavery and the Crusades

1 Where do different Christians find guidance on moral issues?

Protestants believe that the Bible tells them how they should live. For Catholics, the teachings of the Church and the Pope are also important.

2 What is meant by the sanctity of life and the Golden Rule?

The sanctity of life is the idea that life is sacred or special. When Jesus was on earth, he taught his followers the Golden Rule: 'Do for others what you want them to do for you: this is the meaning of the Law of Moses and of the teachings of the prophets.'

3 How were Christians involved in maintaining and abolishing slavery?

Between the seventeenth and nineteenth centuries, white Americans captured black Africans and transported them to the USA in terrible conditions. Those that survived the journey were forced to work for wealthy white Christians. Some slave-owners tried to justify slavery by saying that in Paul's letters in the Bible he refers to slaves and masters, showing he accepted slavery. However, other Christians thought that slavery went against the Bible's teachings about the sanctity of life. Christians led campaigns to abolish slavery in many countries, including the USA and Britain.

4 Describe the events of the First Crusade.

In 1095, Pope Urban II called for an army of 'soldiers of Christ' to take part in the First Crusade, to defend Constantinople and conquer Jerusalem. The Pope promised that the Crusaders would be forgiven for their sins and guaranteed a place in heaven. Approximately 60,000 crusaders began the journey. To avoid starvation, some of them ate dogs, rats and perhaps even human flesh. The Crusaders looted villages and killed Jews. Only 15,000 crusaders survived the four-year journey to Jerusalem but they still managed to conquer the city. They looted the Dome of the Rock and massacred the Muslim and Jewish population.

5 'Christians always value human life.' Discuss this statement.

In agreement with the statement, students might argue that:

- the Bible teaches Christians about the sanctity of life and says murder is wrong
- Jesus taught his followers the Golden Rule
- Christians led campaigns to abolish slavery in the USA
- Christians today condemn the crusades and some are pacifists (e.g. Quakers).

In disagreement with the statement, students might argue that:

- Christians have not always followed the Bible's teachings
- Christians were involved in the Crusades
- Christians were involved in the slave trade
- Christians are not all pacifists.

2.6 What is the 'problem of evil'?

1 What is the 'problem of evil'?

The problem of evil is an argument or theory that states:

- If God is omnibenevolent, he would have the desire to get rid of evil and suffering because it causes so much unhappiness.

- If God is omnipotent, he would have the ability to get rid of evil because he can do anything.
- If God is omniscient, he would know how to get rid of evil, because he knows everything.
- There is evil in the world, so God either does not exist or he is not omnipotent, omniscient and omnibenevolent.

2 Explain the free will defence.

Even though there is evil and suffering in the world, God can still be omnipotent, omnibenevolent and omniscient because he has given humans free will – the ability to make their own choices. Some people choose the path of evil, which causes suffering. The only way that God could get rid of evil and suffering would be to get rid of free will.

3 Why might someone disagree that suffering is a test of faith?

They might argue that suffering does not strengthen people's faith or give them patience or courage – often it has the opposite effect on people and the good achieved does not outweigh the pain experienced. They may also argue that if God is omnibenevolent and omnipotent, he would find a more loving way to develop people's faith and virtues than making them suffer.

4 How else might a Christian explain why God allows evil and suffering?

Students might refer to the ideas that evil and suffering are caused by the devil, they are a punishment from God or that they are a mystery that humans cannot understand.

5 'The existence of evil proves that the Christian God does not exist.' Discuss this statement.

Students might discuss the problem of evil, the free will defence, the possible involvement of the devil and the ideas that suffering is a test of faith, a punishment and a mystery.

2.7 What is Charismatic Christianity?

1 How is a Charismatic church service different from some other church services?

Christians worship God in many different ways. Some church services are quiet, formal events where people perform rituals and recite prayers and creeds. In Charismatic churches, however, services are less formal and Christians are said to be led by the Holy Spirit.

2 What might happen during Charismatic worship?

In a Charismatic church, a leader plans the service, but this plan might change if the leader thinks that the Holy Spirit is taking the service in a different direction. Services usually begin with a period of worshipping God through song. Musicians often play modern worship songs with guitars, drums and keyboard. The words of the songs are displayed on a big screen so that the congregation can sing along. Worship can be very emotional and people may be expressive in their body movements, clapping, waving or dancing. They may also cry or laugh.

3 Explain two of the spiritual gifts in Charismatic Christianity.

Students might describe speaking in tongues, prophesy or healing.

4 Why might someone be critical of Charismatic Christianity?

Some Christians think that Charismatic Christianity is too focused on spiritual experiences and has lost sight of what the religion is really about, such as the teachings of the Bible.

5 Explain how Christians have been persecuted in Nigeria and how some churches have responded.

In December 2011, a militant Islamic group called Boko Haram told Christians in northern parts of Nigeria that they had three days to leave the area. There followed two days of bombings in which 26 Christians died and eight more were injured. Some Nigerian churches have banned women from carrying handbags to church because they are afraid that a terrorist might pretend to be a Christian and bring in a bomb. Other churches have installed metal detectors to prevent anyone from entering with a gun.

2.8 The persecution of Christians

1 In how many countries were Christians persecuted between 2006 and 2010?

Christians were persecuted in 139 different countries between 2006 and 2010.

2 Approximately how many Christians are martyred each year?

Experts think that as many as 8000 Christians are martyred every year, but it might be far more.

3 Why and how are Christians persecuted in North Korea?

Christians are persecuted in North Korea for refusing to worship the country's leader Kim Jong-Un. Hundreds of thousands of Christians in North Korea have disappeared, but there may be 200,000–400,000 still living in the country. Around 25 per cent of these Christians are held in prison camps, where they are tortured and made to do difficult work in terrible conditions.

4 What was the report in Myanmar called and what did it say?

In 2007, a report appeared in Myanmar called 'Programme to Destroy the Christian religion in Burma'. It gave guidance on what must be done to get rid of Christianity saying, 'The Christian religion is very gentle – identify and utilise its weakness'. The guidance said that anyone who spread the Christian message should be put in prison.

5 How are Christians being persecuted by Islamic militants?

Christians are being persecuted by Islamic militants in Nigeria and Iraq. In 2011 in Nigeria, a group called Boko Haram bombed churches and shot Christians. In Iraq, 40 out of 65 churches have been bombed since 2003 and there are few Christians remaining in the country.