iGCSE Religious Studies

Matters of Life and Death

Name:

Edexcel International GCSE in Religious Studies Specification

**Section 2: Life and Death**

Students will study topics from the perspective of at least one major world religion. Along with the skill of evaluation, they will gain knowledge and understanding of key ideas which are not specific to any one religion (and which may not be found in all religions) and non-religious, differing beliefs and values.

It is important to note that ‘differing’ attitudes or responses to the issues covered in this section include differing attitudes or responses within particular religious traditions, as well as the differing attitudes or responses of religious and non-religious people.

**What students will learn**

* A range of religious and non-religious beliefs and values relating to life and death
* How to apply this knowledge and understanding in order to analyse questions related to

religious beliefs and values

* How to construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

**2.1  Death and Life After Death**

Religious and non-religious beliefs/teachings, and (differing) views about death and human destiny; whether or not there is an afterlife; and why some people believe in life after death, while others do not. Religious beliefs/teachings about the nature of life after death; linear and cyclical views of human existence; immortality of the soul; resurrection; rebirth; judgement; and the law of cause and effect in relation to life after death.

**2.2  The Meaning and Purpose of Life**

Religious beliefs/teachings about the meaning and purpose of life; salvation; liberation; and how these goals may be achieved. (Differing) views about whether life can have meaning and purpose only for religious people. Non-religious ideas about the meaning and purpose of life. The view that questions about the meaning and purpose of life get in the way of living it to the full and making the world a better place.

**2.3  Sanctity of Life, Abortion and Euthanasia**

Religious beliefs/teachings about the sanctity of life; non-religious beliefs about the value of life; the particular value that religious and non-religious people attach to human life; and religious beliefs/teachings and non-religious beliefs about the importance of relieving suffering. The nature of abortion and euthanasia; current legal arrangements (in any named country) that permit or prohibit them; differing attitudes to abortion and euthanasia among religious and non-religious people and within particular religious traditions.

**2.4  Human Relationships**

Religious and non-religious beliefs/teachings about, and the (differing) attitudes of religious and non-religious people to: human sexuality and its purposes; and relationships between the sexes, including heterosexuality and homosexuality. (Differing) religious and non-religious responses to changing patterns of relationships between the sexes.

**2.5  Marriage and Partnership**

Religious and non-religious beliefs/teachings about, and the (differing) attitudes of religious and non-religious people to: marriage and its purposes; the roles and status of partners within marriage/civil partnerships; same-sex marriages and religious and non-religious attitudes to it; and the importance and role of marriage in religious communities and society. (Differing) religious and non-religious attitudes towards sex outside marriage (pre- marital sex, promiscuity and adultery) and to couples living together, including in long-term relationships, without being married (cohabitation).

**2.6  Divorce and Remarriage**

Religious and non-religious beliefs/teachings about, and the (differing) attitudes of religious and non-religious people to, divorce and remarriage. (Differing) religious and non-religious attitudes to the breakdown of marriage, and its implications for the individuals concerned, religious communities and society.

**2.7  Family Structures and Responsibilities**

Religious and non-religious beliefs/teachings about, and the (differing) attitudes of religious and non-religious people to: family life and its importance; responsibilities within the family, including those between different generations; the rights of children; the changing nature of family life (nuclear, extended, single-parent and reconstituted families) and of the roles of men and women in the family, and the consequences for the individuals concerned, religious communities and society, when family life breaks down. Ways in which religious communities and society can help to sustain family life, support the upbringing of children and keep families together.

**2.8  Childless- ness and Celibacy**

Religious and non-religious beliefs/teachings about, and the (differing) attitudes of religious and non-religious people to: childlessness; decisions not to have children (and the reasons for such decisions); forms of genetic engineering and fertility treatments to support successful conception; contraception; celibacy (including reasons for and against it, and differing attitudes to it); adoption and fostering, including religious and non-religious attitudes to them.

Our main text book is ‘Christianity in Today’s World’.

 This topic is all about people, living and big decisions about life and death. This subject is Ethics.

So you will need to keep up with the news, either on your phone, tablet, lap top or in the news paper.

Any key news stories that you find, read, print out and bring in to our lessons.

This topic also touches on very sensitive issues. As a class, we must agree to look after each other as we discuss these areas, as we don’t always know what our colleagues might have had to deal with in life. No one is expected to have to talk personally about these issues, unless they want to. If they do, their views and contributions are valued and respected.

iGCSE matters of life and death

What do these pictures tell you about different beliefs about life?









If life (and death) could be drawn as a shape, what shape would you draw?

## Life, C.N.Premkumar

Life, the wonderful dream
Never meets with reality
Till its final moment
Called death
Every day we dream of
Conquering new continents
And kingdoms
Without realising
All are illusions
And without realising
The final reality
Will one day envelop us
So finality is the true reality

* From ‘The Rhythm of Life’ lyrics.

And the rhythm of life is a powerful beat
Puts a tingle in your fingers and a tingle in your feet
Rhythm in your bedroom, rhythm in the street
Yes, the rhythm of life is a powerful beat

* ‘Death is a comma, not a full stop’ Anon

TASK; Which of these three sources best explains your own view of life and death? Why? Give reasons and show that you have thought of different points of view.

KEY WORDS: Resurrection, Reincarnation, cyclical, linear, secular, rebirth, judgement, paradise, heaven hell, soul, the law of Karma.

Task: The Three ‘R’s: ***how*** do they sum up different beliefs about life and death? ***Why*** might someone believe this?

**Resurrection:**

This means the belief that…..

The main religions that believe this are….

They believe this because……

**Reincarnation:**

This means the belief that…..

The main religions that believe this are….

They believe this because……

**Rot:**

This means the belief that…..

The main people who believe this are….

They believe this because……

Task: Ask at least three different people which view idea best sums up their view. Remember to ask why. Try not to have the same people as your friends.

What did they say?

|  |  |
| --- | --- |
| Name: age gender or background detail. | View on the three ‘r’s |
|  |  |
|  |  |

Record the class data and decide on the strength of their arguments:

**Life after death?**

Life after death is a fundamental belief in most religions. What form life after death takes is different in each religion and sometimes there is a difference of belief between members of the same religion. Some people without a religious belief also believe in life after death while others believe that there is no sort of existence after death.

Ways of thinking about life after death include:

* Reincarnation; …………………………………………………………………………
* Resurrection: …………………………………………………………………………..
* Rebirth; …………………………………………………………………………………
* immortality as a **legacy;** ……………………………………………………………..
* **immortality** as a memory of others; ………………………………………………..
* nothing; ………………………………………………………………………………..

# **Evidence of life after death**

There is no scientific evidence for life after death, but the belief in an afterlife is strong among religious and also some non-religious people.

## Belief in life after death in religions

For most religious people, belief in life after death is based on teachings in their scriptures or traditions. The sacred texts in Western religions such as Christianity, Judaism and Islam talk of an afterlife, so for followers of these faiths life after death has been promised by God. The belief in Eastern religion is that the soul or spark of life is trapped in the cycle of life and death and can only be released through lives of good Karma.

 

Which picture sums up Eastern religions and which Western religions? Why?

Task: What comparisons can you make between Eastern and Western religious views on life after death? Remember to use key words including ***cause and effect, liberation, salvation***

|  |  |
| --- | --- |
| Eastern religions | Western religions |
|  |  |

## Belief in life after death among non-religious people

Not all people who believe in life after death would call themselves 'religious'. For example, some people believe in the concept of reincarnation but are not necessarily Buddhist, Hindu or Sikh. Others feel *natural justice* requires good to be rewarded and evil punished but do not hold one of the traditional faiths that promise an afterlife.

What do you think ‘Natural Justice’ means?

Give an example

For some people, near-death experiences (NDEs) a sense of déjà vu  or witnessing ghosts, perhaps through a medium, convince them there is life beyond death.

What are NDE’s?

What is déjà vu?

What is a Medium?

**Task:** Analyse the strengths and weaknesses of using these experiences as evidence of life after death.

|  |  |
| --- | --- |
| strengths | weaknesses |
|  |  |

Task: Watch the first episode of BBC ‘Life’ series. What non-religious ideas about life after death does it offer?

*(Extra notes: what is the first law of thermo-dynamics and how might it be useful here? Ask you science teacher…)*

Discuss: Are there any similarities or differences between religious views about life and death and non-religious views? Record them in this Venn diagram.

Evaluation Questions:

‘Religious views about life after death stop people living life fully’ Do you agree? Give reasons for your answers and show that you’ve thought of different points of view.

‘Studying ultimate questions about life after death get in the way of living it and making the world a better place’ Do you agree? Give reasons for your answers and show that you’ve thought of different points of view.

‘Only religious people have meaning and purpose in their lives’ Do you agree? Give reasons for your answers and show that you’ve thought of different points of view.

Notes:

Notes:

# **What does Christianity say about life after death?**

Christian beliefs about life after death are based on the **resurrection** of Jesus Christ. Christians believe that Jesus’ death and resurrection are part of God’s divine plan for humankind. Through his death on the cross, Jesus pays the penalty for mankind's **sin** and mankind's relationship with God is restored. This is called **atonement.**

Christians believe that three days after the crucifixion, God raised Jesus from the dead and he once again appeared to his disciples. This is taken to mean that Jesus’ sacrifice was a victory over sin and death. Although physical death still happens, those who believe in Christ and live good lives will be given eternal life in Heaven.

Many Christians believe that after death, they will be taken into the presence of God and they will be judged for the deeds they have done or failed to do during their lifetime. Some of the guiding principles for what will happen upon death include:

## Judgement

Some Christians believe that this judgement will happen when they die. Others believe that there will be a **Day of Judgement** at the end of time, when everybody will be judged at the same time. Some believe that judgement will happen in two stages: an initial **personal judgement** when you die, followed by the **definitive judgement** at the end of time.

## Hell

Since God has given human beings free will, there must be an opportunity for people to reject God. This is the basis of the idea of Hell.

Hell has traditionally been depicted as a place of eternal fire that symbolises  **pain** and **suffering**. This is seen as the result of the refusal to accept the happiness that God wants people to share with him.

## Purgatory

The Roman Catholic Church teaches that after death there is a state of **Purgatory**. This is a place where some people who have sinned are purified in a 'cleansing fire', after which they are accepted into Heaven.

All who die in God's grace and friendship, but still imperfectly purified, are indeed assured of their eternal salvation: but after death they undergo purification, so as to achieve the holiness necessary to enter the joy of Heaven.

**Catechism of the Roman Catholic Church para 1030, 1992**

Most Christian churches do not accept the idea of Purgatory, believing instead that once judgement happens, people will either be in Heaven or Hell for all eternity.

The Christian creeds teach:

I believe in the resurrection of the body and life everlasting.

**Apostles Creed**

There is no clear explanation of how this belief will come into practice. Some Christians say that at the end of time, everybody will be raised up in a physical state on a new Earth. Some people feel that this simply refers to the idea that the whole person will be present in Heaven.

# **Why do Christians believe in life after death?**

The main [source of authority](https://www.bbc.com/education/guides/zj7tb9q/revision) for Christians is the Bible.

Christians find many reasons in the Bible to believe in life after death. They include:

1. **Eternal life** - Jesus promised that his followers would have eternal life.

Jesus said, I am the resurrection and the life. He who believes in me will live, even though he dies’

J**ohn 11:25-26**

1. **Jesus' life as an example** - God sent Jesus to Earth in order that humans could overcome death and have eternal life.

God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.’

**John 3:16**

1. **Resurrection of the body** - when Jesus rose from the dead he rose with a body. St Paul teaches in the Bible that people will have resurrection bodies like that of Jesus:

So will it be with the resurrection of the dead. The body that is sown is perishable, it is raised imperishable; it is sown in dishonour, it is raised in glory; it is sown in weakness, it is raised in power; it is sown a natural body, it is raised a spiritual body.’

**1 Corinthians 15:42-44**

1. **Immortality of the soul** - Jesus told the criminal crucified with him that he would go straight to paradise.

And he said, "Jesus, remember me when you come into your kingdom." And he said to him, "Truly, I say to you, today you will be with me in Paradise."

**Luke 23:39-43**

Christians interpret the teachings of the Bible on life after death to mean that humans will have a ***spiritual*** existence after death, rather than a physical one.

Belief in life after death ***may be influenced*** by the meaning and purpose that it gives to the lives of Christians.

# **What does this mean in practice?**

The guiding principle of life after death for Christians is that Heaven is seen as a reward for those who have been faithful. Teachings are interpreted in the following ways:

* Christians **do not** believe that they should do good actions just to be rewarded but rather because they are the right things to do. However, the consequence of good actions will be a place in Heaven.
* Christians try to build up a relationship with God during their lives through prayer and [worship](https://www.bbc.com/education/guides/zwkjpv4/revision). This relationship is also shown in living by God's laws, as expressed in the Ten Commandments.

Most Christians reject the idea of reincarnation. For Christians, God makes each individual unique and he loves them as they are. This unique individual is made up of body and soul. When this earthly life is over, this person will continue into eternal life, not come back to this Earth in a different body.

*Top tip to remember the key word*;

**Atonement** = ‘**at – one – ment’** ; the Christian belief that Jesus mended our relationship with God. God and people are ‘**at one’** again.

**Salvation.** Christians believe Jesus was God’s walking talking *revelation*: God showing them salvation (saving them )

Task:

1. Read through the information about ***what*** Christians believe about life after death, and the passage about ***why*** they believe this. Annotate the passages, explaining what it says in your own words. Addideas from class discussion too. Add in the definitions and meanings of each key highlighted word.
2. Create a set of flash cards or mind map or spider diagram containing the key ideas, words, technical terms suitable for you to use for revision.
3. Summarise what this belief means for Christians in practice. E.G. how this belief might change the way they think about life and death.

**Check the Spec.!**

**You have made notes on the first two sections of this topic. Check the Spec. to make sure you understand the key ideas, words and concepts:**

**2.1  Death and Life After Death**

Religious and non-religious beliefs/teachings, and (differing) views about death and human destiny; whether or not there is an afterlife; and why some people believe in life after death, while others do not. Religious beliefs/teachings about the nature of life after death; linear and cyclical views of human existence; immortality of the soul; resurrection; rebirth; judgement; and the law of cause and effect in relation to life after death.

**2.2  The Meaning and Purpose of Life**

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**Happy?**

**Now on to the next section.**

**2.3  Sanctity of Life, Abortion and Euthanasia**

We have completed looking at what religions, in particular Christianity, believes about life, the purpose of life, and what happens after it finishes.

This section takes that belief and applies it to ethical dilemmas.

Ethics – Working out what we think is good or bad and why.

Dilemma – a problem.

Play the board game: Doctors Dilemma.

What is the Hippocratic Oath?

What are the key issues you discovered in the game?

‘Every existing thing is born without reason, prolongs itself out of weakness, and dies by chance’

Jean Paul Sartre, philosopher, 1905-1980

*How far* do you agree?

We all make judgements about each other. We judge some people to be more valuable than others.

What do Christians believe about the Sanctity of Life and why?

* Complete task 1 on page 14 of the text book ‘Christianity in Todays World’

You will need the ‘Sanctity of Life’ worksheet, scissors, glue and a text book to complete this group work exercise.

Christians, along with many non- religious people, believe in the sanctity of life.

However, believing it is one thing, applying this belief to life and death situations is more difficult.

**Class task:** Page 15 text book, Read and complete the ‘Discuss’ exercise.

GCSE Question:

 Outline the teaching on the sanctity of life in the religion you have chosen. (4)

When does life begin?

* **ISSUE 1:** Complete worksheet 2.6
* **ISSUE 2:** What did Rev. Joanna Jepson do and why? Use page 21.
* **Watch** ‘What are the rights and wrongs about abortion? This film is on BBC bitesize GCSE Religious studies class clips. Note down the different views of both case studies and the different religious and non-religious views expressed.

Facts and Figures.

# **What is an abortion?**

An abortion is the medical process of ending a pregnancy so it doesn't result in the birth of a baby.

## What does the law say about abortion?

The Abortion Act 1967, as amended by the Human Fertilisation and Embryology Act 1990, allows termination of a pregnancy by a registered medical practitioner, subject to certain conditions. This applies to England, Scotland, Northern Ireland and Wales.

Under the Act an abortion must be carried out in a hospital or specially licensed clinic, and normally before 24 weeks of pregnancy. Before a legally induced abortion can take place, two doctors must agree that the operation is less risky for the woman than continuing the pregnancy, and that one or more of the following grounds for abortion apply:

* it is necessary to save a pregnant woman's life
* it is necessary to prevent grave, permanent damage to the woman's physical or mental health
* there is substantial risk that the child will be born with physical or mental abnormalities and be seriously disabled

(Source: Department of Health, Abortion Statistics England and Wales, May 2012)

The law outlined above does not apply to Northern Ireland or the Republic of Ireland.

# **What are the alternatives to abortion?**

In 2011 there were 202,402 abortions in England, Wales and Scotland, an increase from 119,000 in 1974.

To avoid an unwanted pregnancy, the following options can also be considered:

* **Contraception** - education about contraception for any sexually active individual helps them to take responsibility and avoid an unwanted pregnancy. Contraceptive advice is freely available from family doctors and family planning clinics.
* **Avoiding sexual activity** - avoiding sexual activity until the person is ready for parenthood is thought by some to be effective, particularly if there are issues with using contraception. Some people, and many Christians, wait for marriage before beginning a sexual relationship.

When a pregnancy is unwanted, the following options can be considered:

* **Adoption** - an individual or a couple become a child's legal parent(s) after its birth. The adopted child usually takes on the surname of the adoptive parent(s) and they also inherit from them. The child's birth parents no longer have any rights or responsibilities towards the child. Adoption is usually the preferred option if the child's birth parents are not able to look after the child.
* **Practical support to keep the baby** - some organisations provide new mothers with financial support for housing and to buy baby clothes and food. This is to encourage the mothers to have the child rather than to have an abortion. This might mean that the child can be brought up by its birth mother.
* **Counselling** - this can support an individual faced with an unexpected pregnancy in coming to terms with the situation, and thinking through the options calmly before making a decision. Counselling may be available for the wider family as well.

# **Arguments for and against abortion**

There are many powerful arguments for and against abortion.

**People with different beliefs may agree with many of these arguments**.

Many religious believers are likely to have great sympathy with the arguments that a person should be able to decide what happens to their own body, but for them the idea that life is sacred may outweigh other arguments, however good.

## Arguments for abortion

* A woman has the right to choose whether or not she wants to have the baby. It is her body.
* In the case of rape, it would be lacking in compassion to deny a woman the right to an abortion.
* The woman might be too young, or have work or family commitments which make bringing up a child difficult or impossible for her.
* The pregnant woman's health and welfare are more important than that of the embryo or fetus.
* The pregnant woman's life is more important than that of the embryo or fetus.
* The embryo or fetus does not have the same rights as the mother.
* The quality of life of the unborn child or the woman's existing children could be adversely affected by the birth.
* Stopping legal abortions would mean a return to 'back street' abortions, causing a great deal of suffering to the health and wellbeing of the woman. Abortion could therefore be the lesser of two evils.

## Arguments against abortion

* Roman Catholics believe that life begins at conception and therefore abortion is morally wrong. Most Protestant churches in Britain also view abortion as a moral wrong, but concede that there are some limited conditions when it can be allowed.
* Every human being, including an embryo or fetus, has the right to live and to reach their potential.
* There are alternatives to abortion, eg adoption.
* The unborn child is denied choice.
* Abortion destroys human life and makes life appear cheap and disposable. This affects the quality and value of life.
* People born with disabilities can live full and happy lives.

# **What does Christianity teach about abortion?**

For Christians, human life is sacred and is a gift from God which is to be respected and protected. This teaching is called **The Sanctity of Life**. The Bible teaches that human beings are created in the image of God. It also teaches that murder is forbidden. Jesus reminded his followers that each person is precious to God, so much so that God has counted every hair on their head.

Jesus also taught the importance of loving your neighbour. In the case of abortion, the fetus could be thought of as the neighbour, and so could the mother.

Jesus said, 'The second most important commandment is this: Love your neighbour as you love yourself.'**Mark 12:31**

## What does this mean in practice?

Christians understand and apply the guiding principle of the sanctity of life in a variety of ways to the issue of abortion. Within the same church, views may differ. The four main positions are as follows:

* **Pro-life** - some Christians, including many Roman Catholics and Orthodox Christians, believe that abortion is morally wrong because of their belief that human life begins at conception. They may make an exception if an abortion is essential in order to save the life of the mother (the 'principle of double effect'), assuming all efforts have been made to save the fetus.
* **Pro-choice** - it is up to the woman to decide whether it is right for her to have an abortion because it is her body. Some Christians believe that a woman has a right to a safe abortion, and that it shows compassion if the law allows this.
* **Absolute moral** - abortion is wrong in every circumstance.
* **Relative moral** - abortion is permitted in certain circumstances.

Question: What does the Church of England believe?

Task:

* 1. Make a note of the key words (highlighted). Make sure you understand what they mean and can use them in a written argument.
	2. Using pages 16-18 of the text book, outline the pro-choice and pro-life arguments about abortion. *Remember to use key vocabulary –* ***absolute morality, relative morality, love, free-will.***

# **Case study - India's missing girls**

On 23rd May 2011, the BBC published [an article](http://www.bbc.co.uk/news/world-south-asia-13264301) asking 'Where are India's millions of missing girls?' based on the figures of the 2011 Indian census which showed a serious decline in the number of girls under the age of seven. Activists feared that eight million female fetuses may have been aborted from 2001-2011.

The figures show that for every 1000 boys born in India, there are only 914 girls which campaigners put down largely to the increased availability of antenatal sex screening. Although India outlawed sex-selective abortion in 1994, campaigners argue that this is not being strictly implemented. In south west Delhi for example, there are dozens of ultrasound clinics. This area has the worst child sex ratio in the capital with 836 girls for every 1000 boys. Delhi is not alone in this, with sex ratios declining in 17 states in India in the past decade.

All this has occurred regardless of the Pre-Natal Determination Test (PNDT) Act of 1994, which outlawed sex-selective abortion, and which was amended in 2004 to include gender selection even at the pre-conception stage.

## For reflection and discussion

* Are there any differences in the ways in which children of different genders have been raised in your own family?
* How might Christians defend abortion generally, and specifically in relation to gender selection?
* What arguments might they use against abortion?

**GCSE Question**

(d) Abortion should be banned everywhere. Do you agree?

Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion.

**(12)**

**Pearson Edexcel IGCSE Religious Studies 9-1 long answer mark schemes**

**Part c (6 mark questions): answer mark scheme**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Descriptor** |
|  | 0 | No rewardable material |
| Level 1 | 1-3 | * Limited use of religious terms (AO1)
* Description of relevant religion, beliefs and values is mostly satisfactory (AO2)
* Gives a partial explanation of the significance and influence of beliefs and values (AO2)
 |
| Level 2 | 4-6 | * Use of religious terms is appropriate and shows understanding (AO1)
* Explanation of relevant religion, beliefs and values is comprehensive (AO2)
* Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2)
 |

**Part d (12 mark questions): answer mark scheme**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
|  | 0 | No rewardable material |
| Level 1 | 1-3 | * Demonstrates isolated elements of understanding of religion and belief
* Identifies information/issues and makes superficial connections between a limited range of elements in the question.
* Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
 |
| Level 2 | 4-6 | * Demonstrates limited understanding of religion and belief.
* Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question
* Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
 |
| Level 3  | 7-9 | * Demonstrates accurate understanding of religion and belief.
* Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many but not all of the elements in the question.
* Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
 |
| Level 4 | 10-12 | * Demonstrates sustained accurate and thorough understanding of religion and belief.
* Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.
* Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
 |

Facts and Figures

What do these key words mean?

Use page 43, 44 in your text book to help.

Euthanasia

Voluntary Euthanasia

Involuntary Euthanasia

Suicide

Terminal illness

Hospice

Denomination

Doctrine of Double Effect

Palliative care

* Watch the BBC Bitesize clip ‘Should assisted suicide be legalised? Note down the different views of both case studies and the different religious and non-religious views expressed.

Complete worksheet 2.9, The Euthanasia balance. You will need scissors, glue and leave space to add some more views!

**Task:** Page 24, ‘Christianity in todays world’ Answer the activity questions. You will need to apply the key Christian beliefs to the three sources and explain what arguments the writers are using.

 Most people’s beliefs about the end of life revolve around the big question – does their life have a good quality? Are they in pain?

Quality of life vs Quantity of life.

Is there an alternative? Many Christians and non -religious people would say yes.

The Hospice movement.

**Task:** Use page 26-27 in your text book.

* 1. What is a Hospice? Why were they set up and by whom? Give at least one example.
	2. Read and complete the worksheet 2.11. A Day at a Hospice.

What are Christian views on Euthanasia?

Watch the BBC Clip ‘Christian views on Euthanasia and Assisted Dying’.

It shows two opposing Christian views.

Note down their arguments.

1)

2)

**Facts and Figures**

# **What is euthanasia?**

**Euthanasia** means 'gentle and easy death'. The term is used to describe the deliberate ending of a person's life for compassionate reasons because they are suffering, eg from a painful or incurable disease.

## What does UK law say about euthanasia?

Euthanasia is illegal in the UK. Euthanasia is punishable by law and can carry a maximum penalty of life imprisonment.

Assisted suicide is also illegal in the UK. It is punishable by law and can carry a penalty of up to 14 years' imprisonment.

# **Types of euthanasia**

There are various types of euthanasia:

* **Active euthanasia** - something is done to a person to make them die more quickly, eg giving drugs with the intention of bringing about death.
* **Passive euthanasia** - any form of treatment that might extend a person's life is withdrawn, eg a life support machine is turned off, or a feeding tube is removed. This is legally allowed in the UK, and so would not be called euthanasia.
* **Voluntary euthanasia** - a person asks for their own life to be ended.
* **Non-voluntary euthanasia** - a person cannot make a decision about euthanasia or cannot make their wishes known, and so someone else, eg a doctor or a family member, decides that it would be in the person's best interest if their life was ended. For example, if the person is in a coma.
* **Involuntary euthanasia** - a person wants to live, but someone else, eg a doctor or a family member, decides that it would be in the person's best interest if their life was ended. For example, if a person has had an accident that will lead to imminent and painful death, a decision might be made to end their life even if the person wanted to live.
* **Assisted suicide** - deliberately assisting or encouraging another person to end their own life.

## What are the alternatives to euthanasia?

There are two main alternatives to euthanasia:

* **Hospice** - this is where specialist medical staff look after the terminally ill. Palliative drugs are used to help ensure that the person does not suffer any more pain than is absolutely necessary. Staff are able to talk with patients about death and dying and any fears they may have. They are also available to support the family of the dying person.
* **Refusing treatment** - in the UK all adults have the right to refuse treatment as long as they have the capacity to understand the situation they are in and to make an informed decision.

There are many powerful arguments for and against euthanasia.

**People with different beliefs may agree with many of these arguments**. For example, an atheist may recognise that there are dangers in allowing euthanasia (the slippery slope argument), but they might argue that an individual's right to direct their own life outweighs other good arguments.

Many religious believers are likely to have great sympathy with arguments that a person should not have to live in agony, but for them, the idea that life is sacred may outweigh other arguments, however good.

## Arguments for euthanasia

Some arguments in favour of euthanasia include:

* Human beings should have the right to be able to decide when and how they die (self-determination).
* Euthanasia enables a person to die with dignity and in control of their situation.
* Death is a private matter and the state should not interfere with the individual's right to die.
* It is expensive to keep people alive when there is no cure for their illness. Euthanasia would release precious resources to treat people who could live.
* Family and friends would be spared the pain of seeing their loved one suffer a long-drawn-out death.
* Society permits animals to be put down as an act of kindness when they are suffering; the same treatment should be available to humans.

## Arguments against euthanasia

Some non-religious arguments against euthanasia include:

* euthanasia would weaken society's respect for the value and importance of human life
* proper palliative care is available which reduces or removes the need for people to be in pain
* it would lead to worse care for the terminally ill
* it would put too much power in the hands of doctors, and damage the trust between patient and doctor
* some people may feel pressured to request euthanasia by family, friends or doctors, when it isn't what they really want
* it would undermine the commitment of doctors and nurses to save lives
* it would discourage the search for new cures and treatments for the terminally ill
* some people unexpectedly recover
* some people may change their mind about euthanasia and be unable to tell anyone
* voluntary euthanasia could be the first step on a slippery slope that leads to involuntary euthanasia, where those who are undesirable or seen as a problem could be killed

# **What does Christianity teach about euthanasia?**

There is no single Christian teaching on euthanasia - different Christian denominations take different views.

Most Christians believe that life is sacred and given by God, and therefore only God can decide when life ends. This means that many Christians trust God to end life when the proper time comes and would not accept any intervention that would end a life before God decides.

Christians follow the Ten Commandments, one of which says:

You shall not murder.**Exodus 20:13**

The deliberate ending of a life could be classed as murder.

However, another key Christian teaching is:

Love your neighbour as yourself.**Luke 10:27**

Some Christians believe that ending pain and suffering, even if this means ending a life before God decides, to be an act of love and compassion.

When Jesus was being crucified on the cross, we are told in the Gospel of Mark (Mark 15:23) that he refused the mixture of 'wine and gall' which could have eased his pain. Following this example, many Christians believe that suffering is an inevitable part of life that should be endured and offered up to God in union with Jesus's suffering.

## What does this mean in practice?

Different denominations interpret the teachings differently, with very different results.

The Roman Catholic Church teaches that no person has the right to deliberately end the life of another person, or his or her own life. However, it also teaches that it is not acceptable to unquestioningly prolong the life of a dying person.

In February 2009, Pope Benedict XVI, the former leader of the Roman Catholic Church, made that Church's position on euthanasia very clear: Euthanasia is a false solution to the drama of suffering, a solution unworthy of man.

The Catechism of the Catholic Church states:

Whatever its motives and means, direct euthanasia consists in putting an end to the lives of handicapped, sick or dying persons. It is morally unacceptable.

Paragraph **2277**

Most Protestant denominations also teach that euthanasia and assisted suicide are unacceptable solutions to the problem of suffering.

Some Christians, however, accept that if a person is terminally ill and in extreme pain or distress, euthanasia may be an act of compassion, provided the dying person requests it and fully understands the consequences of their request. They may also use the teaching on free will to justify the right to choose to die. However, those Christians who support euthanasia only do so if it is voluntary and passive, and never if it is involuntary or active.

Many Christian denominations support the hospice movement. Hospices provide palliative care and support for a dying person and their families to help ease the pain of death and allow them to come to terms with the death.

# **Case study - Tony Nicklinson**

[Tony Nicklinson](http://www.bbc.co.uk/news/uk-england-wiltshire-19341571), a man with a condition called locked-in syndrome, who fought for the right to legally end his life, died on 22 August 2012.

The 58 year old was paralysed from the neck down after suffering a stroke in 2005 and described his life as a 'living nightmare'. In the week before his death, Mr Nicklinson lost his High Court case to allow doctors to end his life. From that point he refused food.

Mr Nicklinson had said he was heartbroken by the High Court decision that he could not end his life at a time of his choosing with the help of a new doctor. He had thought that his legal argument would succeed but conceded that he had forgotten about the emotional component to what he was asking.

Mr Nicklinson had made an advanced directive in 2004 refusing any life-sustaining treatment.

**Questions:**

* 1. What advice do you think a Roman Catholic priest would have given Tony Nicklinson?
	2. Explain how Christian teachings and principles could support the use of euthanasia in Tony Nicklinson's case.
	3. Explain how Christian teachings and principles could reinforce arguments against the use of euthanasia in Tony Nicklinson's case.

GCSE Question

 A society that really cared about the terminally ill would allow euthanasia. Do you agree? Give reasons for your answer, showing you have considered another point of view. In your answer you should refer to at least one religion. **(12)**

**Pearson Edexcel IGCSE Religious Studies 9-1 long answer mark schemes**

**Part c (6 mark questions): answer mark scheme**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Descriptor** |
|  | 0 | No rewardable material |
| Level 1 | 1-3 | * Limited use of religious terms (AO1)
* Description of relevant religion, beliefs and values is mostly satisfactory (AO2)
* Gives a partial explanation of the significance and influence of beliefs and values (AO2)
 |
| Level 2 | 4-6 | * Use of religious terms is appropriate and shows understanding (AO1)
* Explanation of relevant religion, beliefs and values is comprehensive (AO2)
* Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2)
 |

**Part d (12 mark questions): answer mark scheme**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Descriptor** |
|  | 0 | No rewardable material |
| Level 1 | 1-3 | * Demonstrates isolated elements of understanding of religion and belief
* Identifies information/issues and makes superficial connections between a limited range of elements in the question.
* Judgements are supported by generic arguments to produce a conclusion that is not fully justified.
 |
| Level 2 | 4-6 | * Demonstrates limited understanding of religion and belief.
* Deconstructs religious information/issues and makes superficial connections between many, but not all, of the elements in the question
* Judgements of a limited range of elements in the question are made. Judgements are supported by an attempt to appraise evidence, much of which may be superficial, leading to a conclusion that is not fully justified.
 |
| Level 3  | 7-9 | * Demonstrates accurate understanding of religion and belief.
* Deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between many but not all of the elements in the question.
* Constructs coherent and reasoned judgements of many, but not all, of the elements in the question. Judgements are supported by the appraisal of evidence, some of which may be superficial, leading to a partially justified conclusion.
 |
| Level 4 | 10-12 | * Demonstrates sustained accurate and thorough understanding of religion and belief.
* Critically deconstructs religious information/issues, leading to coherent and logical chains of reasoning that consider different viewpoints and make connections between the full range of elements in the question.
* Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive appraisal of evidence, leading to a fully justified conclusion.
 |

The Life and death Debate.

You are going to receive a slip of paper with an argument on it.

Whatever your own personal views, you have to stick to the argument you have been given!

First, read it, and decide what the key points of the argument are. You may be able to add some good references and views to it to make it stronger.

You will be asked to stand up and read out your argument. Then the rest of the class will debate with you.

We will have time for you to give your own views at the end!

Notes

**Check the Spec.!**

**You have made notes on the first two sections of this topic. Check the Spec. to make sure you understand the key ideas, words and concepts:**

**2.3  Sanctity of Life, Abortion and Euthanasia**

Religious beliefs/teachings about the sanctity of life; non-religious beliefs about the value of life; the particular value that religious and non-religious people attach to human life; and religious beliefs/teachings and non-religious beliefs about the importance of relieving suffering. The nature of abortion and euthanasia; current legal arrangements (in any named country) that permit or prohibit them; differing attitudes to abortion and euthanasia among religious and non-religious people and within particular religious traditions.

**Our last section is on relationships and family life.**

So lets start.

Are YOU the marrying kind???

Use the questionnaire on page 30 of the text book. Once you’ve completed it, You will be given what the ‘magazine’ decides is your best answer. Do you agree with them?!

**Group task:** Read through the cartoon showing how the idea of marriage has changed through time. What are the key changes, and what might have caused them?

Do you agree with their modern view of marriage?

**Prep. Task:** You are a consultant with a Wedding Planner business. You have been asked to produce a service sheet and guide for a couple who are getting married in a Church of England Church. You need to:

* Go online to the Church of England website. This will take you to the wedding planning site with an online service sheet that you can print off. You will have to make some decisions along the way.

What Bible reading and other readings will you choose? Which vows? What hymns, and prayers will you use? Your ‘clients’ are Christian and a member of the Church of England, but they are also young and want a contemporary celebration.

Facts and Figures: Marriage in a Christian Church

For Christians, marriage is the uniting of one man and one woman to form one body in love and commitment.

Christian marriage takes place in the presence of a priest or minister who represents the presence of God, leads the couple in expressing their commitment to each other through the taking of vows, and blesses their union.

As marriage is a legal joining of two people, even in a church, a registrar has to be present to ensure that the signing of the marriage register is done properly and within the law.

Many priests or ministers are licensed as registrars, so at a wedding where they lead the ceremony, no additional registrar is required.

While there are variations within the marriage service of different Christian denominations, the following features are common:

* the couple meet in the presence of a minister, often in a church or place of worship
* readings from the Bible take place
* the bride and groom take their marriage vows
* the bride and groom often exchange rings as a sign of their endless love

For Catholics and for Orthodox Christians, the presence of a priest or minister is essential for the marriage to be valid. For many other Christian denominations, it is the couple’s love and intention that are important and the minister is only there to oversee the ceremony.

## Same-sex marriage and cohabitation

## Where a couple is of the same sex, until recently they were only able to enter into a civil partnership. However, a [recent change in UK law](http://www.bbc.co.uk/news/uk-26793127) now gives them equal marriage rights, although they still cannot marry in a church.

**Cohabitation** is when a couple lives together without being married.

Some Christian denominations, eg Roman Catholics, do not accept any relationship that includes sex outside of marriage. They regard the sexual union as the final element of the marriage service.

**Hand your completed work in on**

**…………………………………………………………..**

Being Human.

‘You know, it’s a radical thing…. Arafat and Sharon, Bush and Bin Laden all belong in God’s family. Our faith says we are made in God’s image. To treat one such person badly is very blasphemous, almost as if you are spitting on the face of God. Faith teaches us that we all make a family. That rich, poor, white, black, red, yellow, educated, not educated, gay, lesbian, so-called straight – all are held in his embrace’

*Archbishop Desmond Tutu*



‘Human beings are fundamentally all the same. We are made of human flesh, human bones, and blood. What is more, our internal feelings – desires, hopes and ambitions are the same: we all want to avoid suffering and achieve happiness. And we all have an equal right to be happy. In other words, we are all part of one big human family, which includes all of humankind on this planet.’

*His Holiness the Dalai Lama.*

What key beliefs about humans do these two quotations show?

What are the difficulties with living according to these beliefs?

What advice might Archbishop Desmond Tutu and His Holiness the Dalai Lama give?

* **The Relationships circle.**

How might a Christian, like Desmond Tutu, see the important relationships in his life?

Use the **task** sheet to reflect on how faith in God affects the important relationships a practising Christian might have.

* Perfect Partners.

How might our values and beliefs affect the partnerships we make?

Play the ‘Perfect Partners game.

**Task:** What were your groups top three qualities they want in a perfect partner?

1)

2)

3)

Did you agree with them? Why/why not?

Compare these top three with the Christian marriage vows. What do you notice?

**Debate**: ‘Marriage is out of date’

What key issues should be included? What side of the debate are you?

Notes:

# What it means to be human

Religious ideas about humanity usually include the belief that God created all human beings. Many religious people see a human being as a combination of a body and a soul. All religions value human life and believe that it always deserves respect.

## Sexuality

Human beings are a combination of different characteristics. These include:

* the **physical**, or bodily
* the **spiritual**, or what goes beyond the body to give a deeper sense of existence
* the **emotional**, which guides the way a person responds to situations, eg anger, hatred
* the **mental**, which is how a person's mind works and responds
* the **sexual**, which deals with sexual instincts, physical attraction and sexual interactions with others.

All of these aspects are fundamental to someone's personality. Each person has a different type of combination, but everyone has some element of each aspect. Sexuality is as important to the individual as any other of these features and it never leaves the individual.

### Heterosexuality

'Hetero-' is a Greek prefix meaning '**different**'.

**Heterosexual** is the word to describe people who are sexually attracted to people of the opposite gender.

### Homosexuality

'Homo-' is a Greek prefix meaning '**same**'.

**Homosexual** is the word used to refer to people who are sexually attracted to people of the same gender. Men who are attracted to each other are often referred to as gay men and females who are attracted to each other as lesbians.

Notes:

# What is the legal age of consent for sexual relationships?

### Heterosexuality

The legal age of sexual consent for heterosexuals in the UK is **16**. Consent means **agreeing** to something, in this case to having sexual intercourse.

Statutory rape is when one or both of the parties engaging in sexual activity are below the age of consent. Statutes are laws. This law means that a 14-year-old girl cannot legally consent to have sex with her 16-year-old boyfriend. This act would be considered unlawful.

### Homosexuality

Homosexuality used to be illegal in the UK. The Sexual Offences Act 1967 made changes so that homosexual men over age 21 could have sexual relationships, in private.

In 1994 a further change saw it reduced to those aged over 18.

The Sexual Offences (Amendment) Act 2000 made the ages of legal consent for heterosexuals and homosexuals **equal** and the legal age of consent for homosexual people was changed to **16**. This change came to effect in Northern Ireland when the Sexual Offences Order was passed in 2008.

## Other key terms:

## Virginity: A ****virgin**** is somebody who has not had sex. Once a person has had sex, he or she is no longer a virgin.

## Chastity: Chastity is generally understood as the act of saving yourself sexually for a particular time or person. Some people take a vow of chastity because they believe that it keeps them sexually pure. The vow may be taken for religious reasons.

## Celibacy: Celibacy is generally understood as abstaining from sexual activity. Most people practise celibacy for religious reasons.

# Sexual Relationships.

# **Task: Fill out the worksheet 3.3, What is sex?**

Now compare our class response to what Christianity says about sexual relationships.

# What does Christianity say about sexual relationships?

The starting point for a Christian understanding of human sexuality is the belief that all humans are made 'in the image of God'.

God created man in His own image, in the image of God created He him; male and female created He them.'**Genesis 1:27**

The creation story in Genesis shows how male and females are intimately connected to each other:

So the Lord God caused a deep sleep to fall upon the man, and while he slept took one of his ribs and closed up its place with flesh; and the rib which the Lord God had taken from the man He made into a woman and brought her to the man. Then the man said, "This at last is bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man." Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh.**Genesis 2:21-24**

This story suggests that man and woman unite to become complete.

St Paul reminds Christians that: Do you not know that your body is a temple of the Holy Spirit within you, which you have from God? You are not your own; you were bought with a price. So glorify God in your body. 1 Corinthians 6:19-20

This teaching is important because it refers to the responsibility Christians have for what they do with their body and how they treat it. The teaching has a strong implication for a Christian's sexuality.

The Roman Catholic belief is that when a man and woman connect to each other in a sexual way, it is the most intimate physical expression of their total union. For this reason, the Roman Catholic Church teaches in Familiaris consortio that this union is sacred and is a key element in marriage.

Most Christians accept the teaching that sexual relationships should only happen in marriage. This is supported by one of the Ten Commandments in Exodus:

You shall not commit adultery.**Exodus 20:14**

Christians believe that this commandment shows that God wants people to exercise sexual fidelity within marriage and chastity before marriage.

**Task: Why do many Christians keep sex for marriage?**

Use page 33 and the following to fill out worksheet 3.4. Include reasons and examples that you could use in a GCSE question.

Do you think it is right for Christian parents to influence their children in their sexual lives?

Facts and Figures.

**Chastity** is generally understood as the act of saving yourself sexually for a particular time or person. For many Christians, this means not having a sexual relationships outside marriage. While many Christians recognise that people often do enter into a sexual relationship before they get married, most believe that this is not an ideal situation.

The American Baptist Churches sponsor a movement called 'True Love Waits' which supports young people who want to remain virgins until they marry.

**Task: Should the Roman Catholic Church change its teaching on contraception?**

Use the following and page 34-35 to construct a plan to answer this 12 mark GCSE question. You could use a mind map, use colour to show different views, and write quotes and key words clearly. Use a template if you would like.

‘Christian teaching is against the use of condoms in any circumstances’ Do you agree? Give reasons for your answer and show that you have thought of different points of view. (12)

Facts and figures.

**Contraception** is an umbrella term that includes any way to prevent a pregnancy as a result of sexual intercourse. There are different beliefs about how contraception should be used, depending on what denomination or church a Christian belongs to.

The Roman Catholic Church teaches that the act of sex is a way of showing true love and it is through this expression of love that God works to create new life. Since one of the purposes of sex is to procreate, the use of artificial methods of contraception interferes with God's creative act and is not acceptable.

Most Protestant Christian groups believe that sex is an important way to show love and affection in a marriage but it is not exclusively for procreation. Therefore many allow the use of artificial contraception as it allows a couple to show their love for each other and to regulate the size of their family.

The Quaker stance on sexual relationships is:

Sexual activity is essentially neither good nor evil; it is a normal biological activity which, like most other human activities, can be indulged in destructively or creatively.**Towards a Quaker view of sex, 1963**

Quakers are happy for each couple to decide for themselves on whether or not they wish to use contraception.

The Methodist Church holds the view that contraception can be a way to enable a couple to reach fulfilment in their marriage for the good of the family.

## What does this mean in practice?

Most Protestants are happy to follow the guidance of their church, especially over the use of contraception. There has been a great increase in the number of children that are born outside marriage. This reflects the fact that many people are having sex before marriage, which goes against one of the main principles taught by the Christian community.

Despite the Church's teaching on contraception, many Roman Catholics do use contraception to regulate the size of their families, which suggests that they reject the principles the rule is based on. However, the Catholic Church insists that it cannot water down the fundamental truths of the faith simply in order to be popular.

Task: Answering a 6 mark question at GCSE.

**Part c (6 mark questions): answer mark scheme**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Descriptor** |
|  | 0 | No rewardable material |
| Level 1 | 1-3 | * Limited use of religious terms (AO1)
* Description of relevant religion, beliefs and values is mostly satisfactory (AO2)
* Gives a partial explanation of the significance and influence of beliefs and values (AO2)
 |
| Level 2 | 4-6 | * Use of religious terms is appropriate and shows understanding (AO1)
* Explanation of relevant religion, beliefs and values is comprehensive (AO2)
* Explanation of significance and influence of beliefs and values is assured and comprehensive (AO2)
 |

For this you will work with a partner, preferably someone you don’t usually work with.

Using your notes, the following information and the text book, plan out your answer to this 6 mark question.

(c) Explain why there are different attitudes to homosexuality in the religion you have chosen. **(6)**

# What does Christianity say about homosexuality?

Most Church statements that deal with homosexuality only refer to male homosexuality but the same principles can apply to lesbians.

There are great divisions within the Christian community on this issue, with the Roman Catholic Church and some sections of the evangelical churches holding very similar views.

## The main arguments for and against homosexuality

### Arguments against homosexuality

* God made male and female according to the Book of Genesisto complete each other and to procreate. Even if the couple are unable to have children, the sexual union is theoretically open to the production of children.
* The natural order represented in nature is for male and female to unite. This is often linked to the natural law argument.
* Homosexual practice is forbidden in the book of Leviticus: If a man lies with a male as with a woman, both of them have committed an abomination; they shall surely be put to death.(Leviticus 20:13).
* In some of St Paul's letters included in the Bible, he condemns homosexuality as 'unrighteous' and claims that men who practise homosexuality will not inherit the kingdom of God.

### Arguments in favour of homosexuality

* Simply because a sexual union cannot result in children, it is not right to forbid any action that is a physical expression of genuine love.
* Homosexuals are simply following their natural instincts. This is how God created them, so they should not be condemned.
* There is evidence of homosexual activity throughout the animal kingdom.
* There are many laws in the Bible that would not be accepted now because the nature of society has changed, eg capital punishment and slavery. We should not be restricted by ancient standards.
* Some people believe that St Paul's comments were about male prostitutes, not homosexuality in general.

## What does this mean in practice?

Most Christian churches hold the position that you should 'Love the sinner, but hate the sin'. This is generally interpreted to mean that Christians should show love and compassion to homosexuals, but that homosexuals should not engage in sexual activity. This is because most churches teach that sex should only happen within marriage, which the Church defines as being between a man and a woman.

The Roman Catholic Church states:

This inclination, which is objectively disordered, constitutes for most of them a trial. They must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided...Homosexual people are called to chastity.**Catechism of the Catholic Church 1992, paras 2358-9**

The Quaker view on homosexuality is accepting:

Where there is a genuine tenderness, an openness to responsibility, and the seed of commitment, God is surely not shut out. Can we not say that God can enter any relationship in which there is a measure of selfless love? ...To reject people on the grounds of their sexual behaviour is a denial of God's creation.**Towards a Quaker View of Sex, 1963**

Most Christians will take a position somewhere between these two views. Some churches offer support to homosexuals in leading a chaste life, while others readily accept openly homosexual people in positions of authority. However, few Christian groups will give a definitive statement on the issue as it would cause divisions within the community.

Christians don’t always agree. Read the chart ‘Christianity, approaches to marriage and sexual relationships. It shows liberal Christian views, in comparison with traditional Christian views. You will find both within the Church of England so you will need to be able to write about their similarities and differences.

* 1. Highlight
		+ A piece of information you already know
		+ A new piece of information
		+ Something you agree with
		+ Something you disagree with.

Now compare it to you neighbour.

Are you more liberal or traditional in your views?

Use the chart to compare liberal and traditional Christian views on marriage and sexual relationships in this diagram.

Families

There are many and varied types of family in the UK.

* **Nuclear family** - a family unit consisting of two adults and any number of children living together. The children might be biological, step or adopted.
* **Extended family** - grandparents, aunts, uncles, and cousins, either all living nearby or within the same household, eg if a married couple lives with either the husband or wife's parents, the family changes from a nuclear to extended household.
* **Reconstituted family** - also known as a 'step family'. A family where one or both adults have children from previous relationships living with them.
* **Single parent family** - consists of a parent not living with a partner, who has most of the day-to-day responsibilities for raising the children. The children will live with this single parent for the majority of the time but may still have contact with their other parent.
* **Same-sex family** - since civil partnerships were legalised in 2005, the number of same sex families has been growing (same-sex marriage was legalised in 2014). Same-sex couples cannot conceive together, so their children may be adopted or be the biological children of one member of the couple. They may also be from a sperm donor or a surrogate birth mother.

**Task: As a class you are going to create a poster to display and explain the changes to family life over the past century. You will also suggest ethical questions this has raised.**

Each of you will take one of the ten key points. Write it in your own words, including any examples you can.

Cut it out ready to be put on the display. Once it is up, look at all the key points of information it gives. Think of where the changes and challenges to families might mean difficult ethical decisions. Jot down your questions and bring them to the class discussion. We will choose which ethical questions we think are important and will put them on the display.

Facts and figures

# How and why has family life changed over the past century in the UK?

The nature of family and family life has changed considerably during the past century. Attitudes towards marriage, divorce, family life and homosexuality in the UK have all changed too.

* **Marriage** - in 1971 around 405,000 people married. This number had dropped to 275,000 in 2011. Some of the reasons include the cost, the shift in society's attitude that people should marry, and women's financial independence from men. As society becomes more secular, the sanctity of marriage has lost its importance. In 2011 only one in three marriages involved a religious ceremony, half as many as in 1991.
* **Cohabitation** - the act of living together in a sexual partnership without being married. Today, around 60 per cent of all marriages are preceded by a period of cohabitation. It is also an option for people not able to marry for financial or social factors, eg inter-religious relationships. Sex before marriage is now socially acceptable.
* **Effective contraception** - many people now wait longer to become parents and instead concentrate on their profession. With the increase in effective contraception, the UK now has smaller families, a decrease in birth rate, an ageing population and some may claim an increase in promiscuity.
* **Divorce** - in 1970, 22 per cent of marriages ended in divorce. In 2010 this percentage had risen to 33 per cent. Some claim this is due to the fact that divorce is now a very easy process taking as little as six weeks. Other reasons include the social stigma of divorce no longer being an issue and increasing financial independence for women.
* **Role of women** - the 1901 census recorded fewer than 100 registered female doctors in the UK. At this time, going to university was difficult and expensive, with many not even admitting women. The dependence on female labour in the Second World War and the suffragette movement meant that the roles of women changed significantly. The Equal Pay Act (1970) and Sex Discrimination Act (1975) gave women full rights. Women were no longer solely the home-maker.
* **Same sex marriage** - granted to gay and lesbian couples under the Marriage (Same Sex) Couples Act 2014. It gives same-sex couples marriage rights, including property rights, pension benefits and inheritance. It also allows parental responsibility for a spouse's children.
* **Globalisation** - has transformed virtually all aspects of modern life, including family life, with the number of international and cross-border relationships increasing. More people are travelling away from their families and countries of origin.
* **Impact of media** - the media reflects and shapes our cultural expectations and standards. Traditionally the media held up family as being that of the nuclear model. Many TV shows now reflect the broader idea of family life, eg same-sex or reconstituted families, and many believe this has added to the increase in acceptance of different types of family units.
* **Adoption law** - the Adoption and Children Act 2002 allows either a single person or a couple, including same-sex, to apply to adopt a child in England and Wales. Supporters stressed that adoption is about providing children with a stable family environment. Opponents raised doubts over the stability of relationships outside marriage, and the effects of having same-sex parents on the child's welfare.
* **Religious values** - research suggests that church attendance has experienced a decline of approximately 60 per cent since 1985. This impacts family life, eg the increase in divorce, cohabitation, sex outside marriage, and the decrease in the number of people who see marriage as a something sacred and important in a religious sense.

# What does Christianity say about family life?

Christians believe that children should be brought up in a loving and supportive family, founded on marriage and that the Church should be a model of family life.

## Roles of men and women

## Jesus and early Christians lived in a male-dominated society and the Bible reflects this. The belief that men and women should have different roles is still common in some Christian communities today. This is because they believe that God made men and women differently.

Wives, submit to your husbands as to the Lord. For the husband is the head of the wife as Christ is the head of the church, his body, of which he is the Saviour. Now as the church submits to Christ, so also wives should submit to their husbands in everything.**St Paul's letter to the Ephesians 5:21-22**

Other Christians believe that men and women were both made in the image of God and should be treated equally – they should share responsibilities and privileges.

There is neither Jew nor Greek, slave nor free, male nor female for you are all one in Christ Jesus.**St Paul's letter to the Galatians 3:28**

Many Roman Catholics believe husbands and wives should respect each other's roles within a marriage and value both equally. These roles include those of care within the home, and that of earning money to provide for the family.

Men should truly esteem and love women with total respect for their personal dignity, and society should create and develop conditions favouring work in the home.**Pope John Paul II**

The book of Genesis gives different accounts of the order of creation of men and women which have been interpreted differently.

The Lord God said 'It is not good for the man to be alone. I will make a helper suitable for him'**Genesis 2:8**

In the Roman Catholic Church only men can become priests and bishops. They have to remain celibate because their position means they are married to the Church and need to be free of family responsibilities to be able to perform their duties fully. Women have different roles in the Roman Catholic Church. In 2014 the Church of England finally voted, after years of debate, to allow women to become bishops and the first women bishops were ordained in 2015.

**GCSE Questions:**

**3** (a) Identify **three** types of family. **(3)**

(b) Outline the roles of men and women in the family. **(4)**

There are many ways in which a Christian community care for each member of its family and supports the different types of families that are members.

**Task: What evidence of Christian views on family life do you find at St Denys church?** For example, coffee mornings for the elderly to prevent loneliness. Use the check list below to help you.

Create a leaflet that the church could use to show their support of families and advertise the opportunities they offer.

## Facts and Figures.

## Protection and nurture

Christian love is sacrificial. As Jesus demonstrated this by dying on the cross, parents and children are called to make sacrifices for each other. Family is the first place where children can find out about **love, companionship and forgiveness**. Parents can set children a good example of how to live a Christian life.

Families can play an important role in the community. They can provide support for other families, care for the elderly, and adopt children. **Responsibility** towards elderly family members is especially important.

If anyone does not provide for his relatives, and especially for his immediate family, he has denied the faith and is worse than an unbeliever.**1 Timothy 5:8**

## Parent and child relationships

Christianity teaches that children should treat their parents with honour and respect. They should consider their parents' wishes and be obedient.

Many Christians believe that children are a gift from God, and that parents have responsibilities towards them that include:

* caring for them properly
* teaching them how to live and to accept authority
* teaching them about God
* taking them to be baptised and promising to bring them up in a loving home

Children, obey your parents...Parents, do not exasperate your children; instead, bring them up in the instruction of the Lord.**Ephesians 6:1-4**

## Spiritual development

Christian parents play a significant role in the process of spiritual development of children. They have the opportunity to develop a Christian worldview in the child. This can be achieved in different ways. These include:

* teaching their children to pray
* taking their children to church
* sending their children to a church school or Sunday school
* encouraging their children to be baptised or confirmed

These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.**Deuteronomy 6:5-6**

The ways that Christians celebrate and mark stages in life or rites of passage vary between different Churches and denominations.

## Baptism

Baptism is the sign that someone belongs to Christ, which is why it is sometimes known as a christening.

In the Church of England a baptism shows that the child is a member of the Church family but if parents believe the child should make their own promise, they can have a 'Service of Thanksgiving'.

## The marriage ceremony and its significance

Many Christians believe that [**marriage**](https://www.bbc.com/education/guides/z7w2fg8/revision) is the foundation of family life. It is a sacrament and is intended as a lifelong commitment. It is intended that marriage will bring children into the world and that they will be brought up in a Christian family.

Some of the main features of a Christian wedding ceremony are:

* Bible readings on the nature of Christian marriage.
* An exchange of vows.
* The exchange of rings, to symbolise the eternal nature of marriage.
* Prayers asking for God's blessing on the couple.

## Care for the elderly

Many Christians believe that the commandment to honour your father and your mother means you should help them if they are elderly and in need. This is supported in some New Testament texts:

The Church should care for any widow who has no one else to care for her. But if she has children or grandchildren, their first responsibility is to show godliness at home and repay their parents by taking care of them. This is something that pleases God very much.**1 Timothy 5:3-4**

Christians are urged to:

* support the elderly, who are vulnerable and should be respected
* allow the elderly to keep their independence
* consider the options carefully in order to provide the best for them, including the possibility of looking after them themselves
* provide facilities, social activities and pastoral care for elderly people through local churches

## What happens when things go wrong?

## Divorce

An increasing number of marriages now break down and end in divorce. Most religious traditions recognise that divorce is sometimes unavoidable. Attitudes to remarriage after divorce vary within and between religious traditions.

# What does Christianity say about divorce and remarriage?

Divorce is mentioned in the Bible, the main [source of authority](https://www.bbc.com/education/guides/zj7tb9q/revision) and guidance for Christians, many times. Jesus’s teaching on divorce is that it is adultery, which is forbidden in the Ten Commandments, but he did allow for divorce in the case of a partner’s infidelity.

I tell you that anyone who divorces his wife, except for marital unfaithfulness, and marries another woman commits adultery.**Matthew 19:9**

This is interpreted in different ways by the various Christian churches:

* The Roman Catholic Church does not recognise divorce. A marriage can only end when one partner dies or if there are grounds for an annulment. A couple may be granted a civil divorce and be divorced in the eyes of the state, but their marriage will continue 'in the eyes of God'. This means that neither of the partners can remarry in a Catholic church.
* The Church of England does not advocate divorce but it is allowed if the marriage has truly broken down and cannot be repaired. Someone who is divorced can now remarry in an Anglican church.

Many Christians experiencing marital difficulties will try to work through them as they have promised before God to stay together for the rest of their lives. A couple may go to their church to ask for advice and support. However, sometimes a couple might feel that divorce is the only option.

## What does this mean in practice?

Most Roman Catholics will try to resolve problems in their marriage to avoid divorce as it is forbidden by their Church. If the marriage has irretrievably broken down, they can get a civil divorce but they will be unable ever to remarry in the eyes of the Roman Catholic Church. This is because they made an everlasting covenant in church during their original marriage ceremony.

In some instances the Roman Catholic Church will grant an annulment to a couple whose marriage is not working out, if it can be shown that the marriage is not ‘valid’. For a marriage to be valid three conditions must apply:

* the couple must marry freely and without reservation
* they must love and honour each other for life
* they must accept children lovingly from God

If it is shown that any of these conditions is not being met in the marriage, then one or both of the partners may ask for the marriage to be declared null and void. If a decree of nullity is granted, the couple is free to remarry and do so in church.

Most members of the Church of England will also try to work through any problems in their marriages to avoid divorce. However, if they cannot resolve these issues, they can get a divorce and they may remarry in the church.

**Task: Read source U and V on page 41 of your text book.**

What feelings do these people express about their divorce? How might the Church respond? Why?

Adoption, Fostering and Fertility treatment: an individual investigation.

References: BBC bitesize Religious studies

**Task:** Choose one of these individual investigations.

You will present your findings in class on ……………………… Remember, other students will be relying on the notes that you produce!

* + 1. Scientists have developed techniques that can help infertile couples have children. A key principle for Christians is the sanctity of life. What treatments are acceptable and which cause ethical challenges for Christians?
		2. Find out about adoption and fostering services available for the South West of England. What is involved for people who wish to adopt or foster? Are there any restrictions? Why might some Christians support Adoption and fostering as part of their Christian duty? Remember to find key references to back up your view.

Check the Spec.

2.1  Death and Life After Death

2.2  The Meaning and Purpose of Life

2.3  Sanctity of Life, Abortion and Euthanasia

2.4  Human Relationships

2.5  Marriage and Partnership

2.6  Divorce and Remarriage

2.7  Family Structures and Responsibilities

2.8  Childless- ness and Celibacy