

Theme A: Relationships and Families

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.

They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (**Christianity**) and one or more other religious traditions, which for us is **Islam**:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

Sex, marriage and divorce:

- Human sexuality including: heterosexual and homosexual relationships.
- Sexual relationships before and outside of marriage.
- Contraception and family planning.
- The nature and purpose of marriage.
- Same-sex marriage and cohabitation.
- Divorce, including reasons for divorce, and remarrying.

Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

Families and gender equality:

The nature of families, including:

- the role of parents and children
- extended families and the nuclear family.

The purpose of families, including:

- procreation
- stability and the protection of children
- educating children in a faith.

Contemporary family issues including:

- same-sex parents
- polygamy.

The roles of men and women:

- Gender equality.
- Gender prejudice and discrimination, including examples.

Theme B: Religion and Life

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.

They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (**Christianity**) and one or more other religious traditions, which for us is **Islam**:

- Abortion.
- Euthanasia.
- Animal experimentation.

The origins and value of the universe

The origins of the universe, including:

- religious teachings about the origins of the universe, and different interpretations of these
- the relationship between scientific views, such as the Big Bang theory, and religious views.

The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.

The use and abuse of the environment, including the use of natural resources, pollution.

The use and abuse of animals, including:

- animal experimentation
- the use of animals for food.

The origins and value of human life

The origins of life, including:

- religious teachings about the origins of human life, and different interpretations of these
- the relationship between scientific views, such as evolution, and religious views.

The concepts of sanctity of life and the quality of life.

Abortion, including situations when the mother's life is at risk.

Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.

Euthanasia.

Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Theme D: Religion, Peace and Conflict

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world.

They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (**Christianity**) and one or more other religious traditions, which for us is **Islam**:

- Violence.
- Weapons of mass destruction.
- Pacifism.

Religion, violence, terrorism and war

The meaning and significance of:

- peace
- justice
- forgiveness
- reconciliation.

Violence, including violent protest.

Terrorism.

Reasons for war, including greed, self-defence and retaliation.

The just war theory, including the criteria for a just war.

Holy war.

Pacifism.

Religion and belief in 21st century

Religion and belief as a cause of war and violence in the contemporary world.

Nuclear weapons, including nuclear deterrence.

The use of weapons of mass destruction.

Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.

Religious responses to the victims of war including the work of one present day religious organisation.

Theme E: Religion, Crime and Punishment

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (**Christianity**) and one or more other religious traditions, which for us is **Islam**:

- Corporal punishment.
- Death penalty.
- Forgiveness.

Good and evil intentions and actions, including whether it can ever be good to cause suffering.

Reasons for crime, including:

- poverty and upbringing
- mental illness and addiction
- greed and hate
- opposition to an unjust law.

Views about people who break the law for these reasons.

Views about different types of crime, including hate crimes, theft and murder.

The aims of punishment, including:

- retribution
- deterrence
- reformation.

The treatment of criminals, including:

- prison
- corporal punishment
- community service.

Religious views on:

- Forgiveness
- The death penalty

Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.