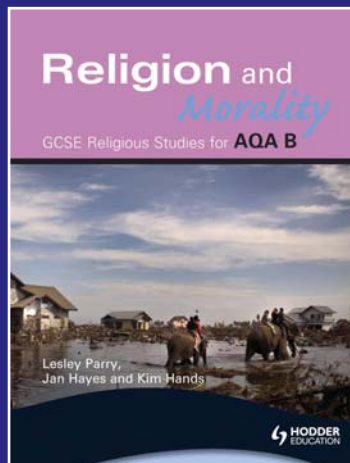
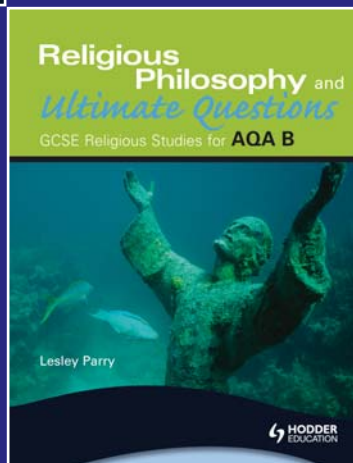
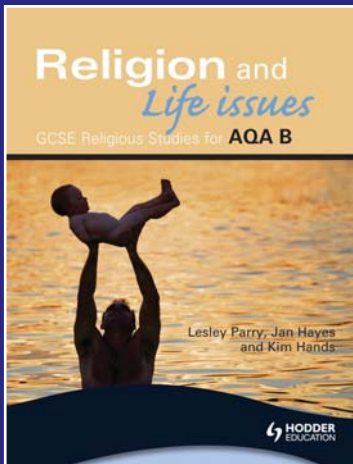


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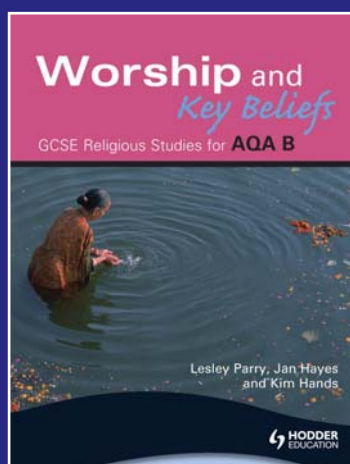
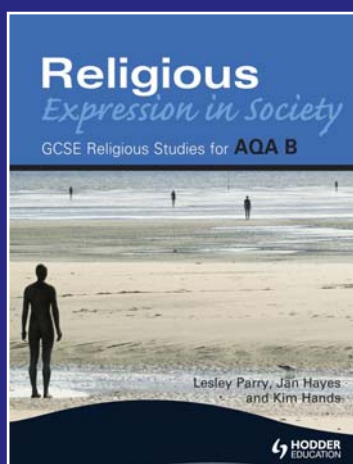
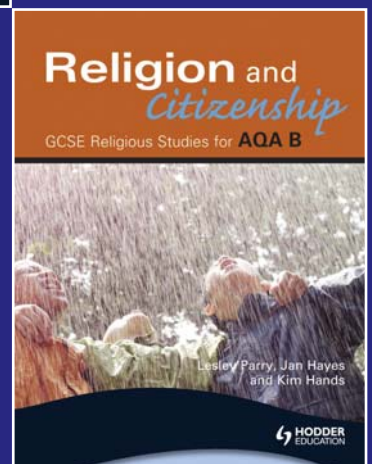
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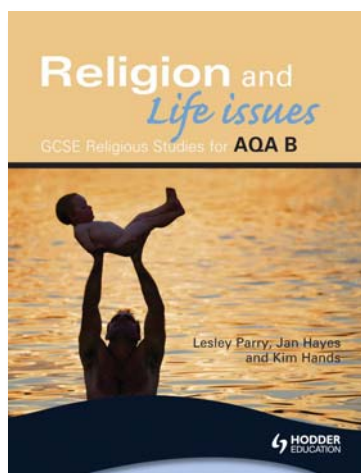
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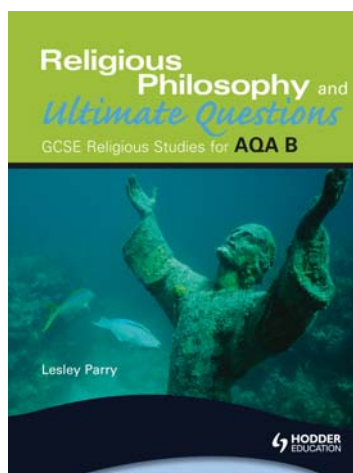
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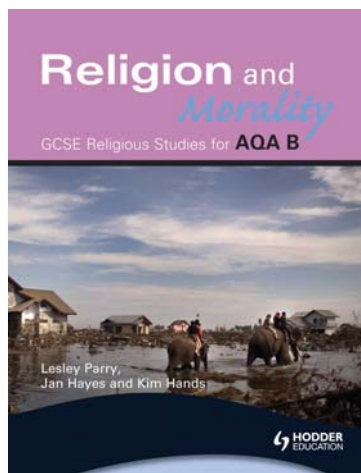
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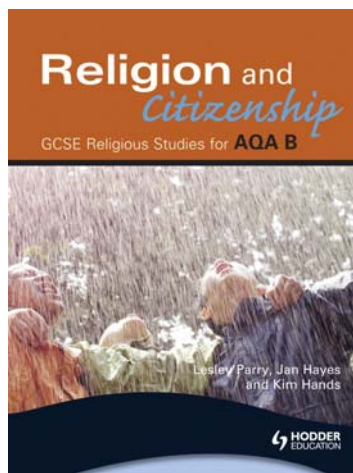
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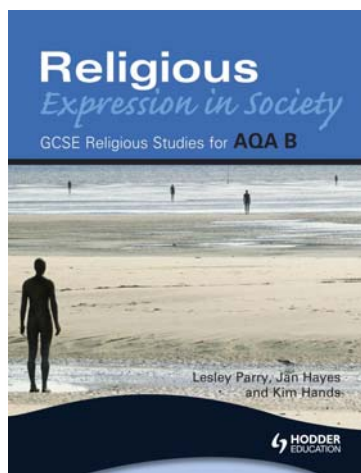
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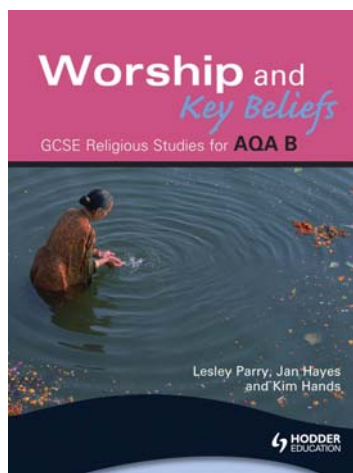
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Pages from Religion and Life Issues

Topic One Religion and animal rights

This topic starts the course, and will start the exam paper. It has always been a popular exam choice on other courses, so let's enjoy it. We need to check out – the different ways humans use animals (the rights and wrongs of that usage; the status and rights animals (should) have; and what the religions think about the use of animals.

How do we make use of animals?

On this page, there are lots of ideas of how humans use and interact with animals. You could be asked about specific uses of animals as well as attitudes generally.

Let's take some time to think of the ways humans use animals – with a partner, come up with a list. Now decide which ones are good for us, and which are good for the animals. Are any of them exploitative? In other words, do humans take advantage of animals? Why do you think this happens?

What rights do animals have?

Have a look at this attitude line, which gives answers to this question from one extreme to the other – where are you, and why?



Research Task

There are lots of animal rights organisations, many of which have websites. The following give religious attitudes to the status of animals, and lots of information about the issues to do with animal rights and our use of animals. Write a report on one of the websites – its accessibility, presentation, and how clear the info is. Then check out the religions you are studying from the notes it has.

- www.animalaid.org.uk
- www.animalethics.org
- www.animalsuffering.com/religion.html

Now you know what we are trying to do in this topic.

Revision Tips

As you go through this course, collect stories and images from newspapers and the internet. These give you real examples to use in your answers. They give you images to help remember. They also give you a chance to ask yourself what the religion(s) you are studying would say about the situations. This reinforces what you have learned, especially if you make notes with the clippings you take.

Any of these attitudes could be the statement you have to argue about in evaluative questions on the exam. Let's think them through – for each attitude, try to give some reasons and examples why a person might say these.

Exam – the ladder to success

Exam Practice

This page contains a number of ideas that you could try, and which would help you to revise.



- Revision Tip 1:** Lots of religions share the same key terms or ideas. Learn these terms and use them regularly in your exam. If you can only remember the list, you will still get about half the available marks. For example, religious beliefs about prejudice always come down to life being sacred, respect for God's creation, justice for all, and the equality of all. These ideas cross religions and topics of course.
- Revision Tip 2:** Make a set of flashcards, and get someone to test your knowledge regularly with them. Put images and words on to the cards, such as examples of prejudice to name, or words to define, or religious ideas to link to prejudice. Someone holds up a flashcard, and you talk about it.
- Revision Tip 3:** Collect pictures of as many of the things you study as you can. A picture with a caption sticks better in many people's heads. Take just writing. Then you can think of the image in the exam and it will help you remember. For example, pictures of people fighting prejudice with key words around the person.
- Revision Tip 4:** Bellmark marking: After you've done a test and before it is marked, ask your teacher to tell you exactly what the marks were for in each question, and judge your answers from THAT. Compare your questions with your real mark when you get your marked paper back. This makes you analyse your work more than you would if you just got it back marked. This makes you understand better for where you went wrong and how to improve.
- Revision Tip 5:** Create an A4 sized thought map with the key issues this topic has covered. See page 29 for an example. If you do this for each full topic you will end up with four pages to learn for the final exam. Psychologically this is good because it means that you are not faced with endless pages of notes to learn. Your full notes are a reference to check the details. When it is done, try a five-minute focus on the diagram. Then see how much you can reproduce – on average 75 per cent of it.
- Revision Tip 6:** These tests are good for improving your thinking. Here's a set of questions. Give yourself 25 minutes (with no book!).
 1. Explain how religious believers have fought against prejudice and discrimination. (3 marks)
 2. What do religions teach about prejudice and discrimination? (6 marks)
 3. Discrimination is worse than prejudice. What do you think? Explain your opinion. (3 marks)
 4. Some religious people have argued that it is not always wrong to discriminate against other peoples. It depends on the circumstances. Do you agree? Give reasons and explain your answer, showing you have thought about more than one point of view. (6 marks)

Research Tasks provide opportunities for web-based investigation

Clear explanations of what students precisely need to know

Exam support comes in a variety of forms, from traditional exam-style questions to creative and inspiring revision ideas

Sections on religious teachings demonstrate the varying attitudes to topics featured in the specification

Introducing the elements of this topic

This topic isn't just about how we use and treat animals. The examiner is going to ask you about specific ways we use and treat animals. He or she might ask you to describe or compare those ways, and to explain the issues caused by each. They will certainly want you to be able to write about a range

of ways, and bring ideas from all of those into your exam answers – especially for the evaluative answers. So the next few pages are going to take each way that is listed in the course information, and make you think about it.

The bits to learn

- A definition/description of each, including an example
- Why some people might see them as good.
- Why some people might see them as bad.
- What the religions might say

Have a look at the uses of animals that the course mentions. Do you understand what each is about? Go through them, and write down, or discuss with your partner/group what you know. See if you can already say something for each of those bits to learn about each of the elements listed below.

- Saving animals from extinction.
- Animals as companions.
- Animals in sport.
- Transport and work animals.
- Farming of animals.
- Zoos.
- Hunting.
- Bull fighting.
- The fur and ivory trades.
- Genetic modification of animals.
- Cloning animals.
- Treatment of wildlife.

What the religions say

You already know that they think animals were either specially made, or are part of the same cycle of rebirth that humans are in. This gives them a special status. Even if we believe humans are better or superior, animals still have value. From that we can guess that if we abuse animals in how we use them or treat them, there might be a consequence. Well, let's look more closely at what the religions say. You can then apply their attitudes each time you meet an element. This is a really good way to reinforce the knowledge in your head, and so have a clear idea about their attitudes to animals overall.

From the next few pages, choose the religion(s) you have studied, and make notes on their religious attitudes to animals. You need to note:

- an overview of each religion's attitude to animals. (Christians think animals were...)
- three to five teachings to use in exams. (The Bible says 'God created everything'.)
- an explanation of how each teaching applies to the issue of animals. (When the Bible says 'God created everything', that includes animals, so they must be special.)

Now you know what this topic is about

Religious attitudes to animal use

Buddhism

Buddhism teaches compassion and non-violence. Intention behind any act is very important; if it is not compassionate, bad karma will result. Animals are part of the whole cycle of rebirth, and have a future as a human. It is important to show respect to all life.

Buddhism teaches:

- So long as sentient beings suffer, I will be there to help as much as I can (Bodhisattva's Vow).
- To not hurt other sentient beings (First Precept).
- Right Livelihood includes not having a job that exploits animals.
- All living things fear being put to death. Putting oneself in the place of another, let no one kill nor cause another to kill (Dharmapada).
- In some of his many lifetimes, the Buddha gave up his life to help animals.

Buddhist attitudes often come down to intention – why you do something. Do it for a positive reason, compassion, for example, and it is good, so long as the good outweighs any suffering. Do it for a negative reason, greed, for example, and it is bad. All this generates good or bad karma and that is what shapes our future lifetime(s).

Buddhists should try not to harm other beings. They should not have jobs or roles that causes suffering. They should also show respect to animals (as sentient beings) in any situation. This doesn't mean they can't kill or eat animals; many Buddhists around the world do. Some monks elsewhere will only eat meat if it is offered to them as alms. A Buddhist would accept the killing of an animal in pain or suffering where there was no other option. For sport, it is always wrong.

Christianity

Christians believe God gave humans dominion over the world and all in it. This gives them license to use it as they wish, bearing in mind that God wants them to look after the world (stewardship), and will expect it back in good condition on Judgement Day.

Christianity teaches:

- God made the world and gave humans dominion over it (Genesis).
- Scientists must abandon laboratories and factories of death (Pope John Paul II).
- Animals are a part of God's creation and as such deserve respect and protection (St Francis of Assisi).
- Jesus said that God cares about even the sparrows.
- The earth and everything in it is the Lord's (Bible).

Christians believe that because all life was created by God, it should be protected and looked after. The developed world, which is mainly Christian, is the biggest consumer of meat, has many battery farms, sees hunting as a sport, and leads the world in using animals in medical research. At the same time, its zoos commonly protect endangered species, most families have pets, and animals are used as support for humans – police horses, guide dogs for the blind, and so on. Many Christians today choose to eat organic and free range meat, if they are not vegetarian. Many actively campaign against hunting as sport. Many agree only with the use of animals in medical experiments, and encourage research in methods that do not use animals. There is a dilemma. For many Christians, use of animals is acceptable if they have been looked after well – humane treatment is the key.

On the Day of Judgement, they believe they will be called to account for their actions including how they treated animals, and if they fought or supported the systems that cause animals to suffer.

Let's debate! There are statements on the next few pages for you to discuss in groups. Write each statement on a big sheet of paper, each group adds the points they think of. Swap the sheets until everyone has seen each point. If you agree with a point, tick it. If you disagree, put a cross and a reason why.

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Lesley Parry is also the author of the best-selling and highly regarded **Thinking about God and Morality** textbook for the previous AQA B specification.

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