

# Scheme of Learning: Islamic Beliefs

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIAN BELIEFS	CHRISTIAN PRACTICES	ISLAMIC BELIEFS	ISLAMIC PRACTICES	RELATIONSHIPS	LIFE AND DEATH	GOOD AND EVIL	HUMAN RIGHTS

## Topic Overview:

This is the third of the eight units that make up the RS GCSE Course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues in society. This unit takes a much deeper dive into the beliefs of Islam than studied at KS3, beginning with the Nature of God in Islam, beliefs about prophethood, Prophet Muhammad, Angels, Predestination, Afterlife, differences in Sunni/Shia beliefs and finally beliefs about other scriptures. The study of these beliefs is essential for pupils not just in terms of their understanding of this particular unit but also as the basic for much of the behaviour/moral choices made by Muslims in the Philosophy/Ethics units of the course (Topics 5-8 above)

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of Islamic beliefs and how these affect the behaviour and moral decisions of Muslims in the world today.

The first series of lessons explore an understanding the Nature of God in Islam, such as Tawhid and the 99 Names of Allah. As the Abrahamic religions (Judaism, Christianity and Islam) worship the same God, it is essential to study how the specific Islamic beliefs about the nature of God differ to Jewish/Christian beliefs in order for pupils to understand the essential differences between these religions.

The lessons continue with the study of specific Islamic beliefs about the nature and importance of prophethood, initially focusing on Adam, Ibrahim (Abraham) and Isa (Jesus) and then moving on to deeper study of the life/importance/influence of Prophet Muhammad including revelation/Qur'an. Next we study the importance of angels in Islam, linking beliefs about the revelation of the Qur'an to Muhammad by the angel Jibril to further study of other angels in Islam including Mika'il and Israfil. Study of Islamic beliefs about the afterlife begin with the concept of predestination and how it relates to beliefs about Akhirah and the Day of Judgement, with detailed study of Heaven/Jannah and Hell/Jahannam and how these beliefs influence the actions of Muslims in the world today

The lesson content ends with study of the beginnings of the split between Sunni and Shia Muslims including the Six Articles of Faith and the Five Roots of Usul ad-Din followed by study of the Islamic attitudes to other scriptures such as the Tawrat and the Injil.

The unit concludes with a knowledge test and an exam question to assess the application of this knowledge, specifically focusing on the knowledge and understanding required to argue for and against the statement that 'Tawhid is the most important belief in Islam' which gives pupils the opportunity to show their knowledge and understanding of the importance of the various Islamic beliefs studied.

Having completed this unit on the beliefs of Islam, pupils should be well prepared to move onto the next unit which focuses in greater detail on how these beliefs influence actions/behaviour with the study of specific Islamic practices.

## Sequence of Lessons:

1	Nature of Allah
2	Prophethood
3	Prophet Muhammad
4	Angels
5	Predestination
6	Heaven and Hell
7	Sunni and Shia: Foundations of faith
8	Islamic attitudes to other scriptures
9	Revision
10	Assessment
11	Feedback and Response
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## Topic Resources:

<b>Knowledge Map:</b>	Islamic Beliefs	<b>Any other Resources:</b>	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	'Tawhid is the most important belief in Islam'. Discuss. (15)

## Supportive Reading:

<b>Qur'an</b>	
<b>Muhammad: A Biography of the Prophet by Karen Armstrong</b>	A life of the prophet Muhammad

# Scheme of Learning: Islamic Practices

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIAN BELIEFS	CHRISTIAN PRACTICES	ISLAMIC BELIEFS	ISLAMIC PRACTICES	RELATIONSHIPS	LIFE AND DEATH	GOOD AND EVIL	HUMAN RIGHTS

## Topic Overview:

This is the fourth of the eight units that make up the RS GCSE Course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues in society. This unit takes a much deeper dive into the practices of Islam than studied at KS3, beginning with The Five Pillars and the Ten Obligatory Acts. There follows a deeper study of the pillars of the Shadah, Salah, Sawm, Zakat/Khums and Hajj. Then moving on to study of Jihad and concluding with study of some of the main Islamic festivals/celebrations. The study of these practices is essential for pupils not just in terms of their understanding of this particular unit but also as the basic for much of the behaviour/moral choices made by Muslims in the Philosophy/Ethics units of the course (Topics 5-8 above)

## Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of Islamic practices and how these affect the behaviour and moral decisions of Muslims in the world today.

The first series of lessons explore an understanding the The Five Pillars and the Ten Obligatory Acts of Sunni/Shia Muslims. It is essential to study and understand the differences in beliefs/practices between these two sects of Islam in order to appreciate the richness and diversity of the religion of Islam as a whole.

The lessons continue with a more detailed study of some of the most important Islamic practices and how they can differ between Sunnis and Shias. These lessons begin with study of the Shahadah, moving on to the nature and importance of prayer, donation to charity, fasting during the month of Ramadan and the Hajj pilgrimage to the holy city of Makkah.

The lessons then continue with study of some of the key differences between the Five Pillars and the Ten Obligatory Acts, followed by deeper study of the practices of Greater and Lesser Jihad in Islam. The lesson content of this unit concludes with the study of some major Islamic festivals such as Id-ul-Adha, Id-ul-Fitr and the differing Sunni/Shia practices around the festival of Ashura.

The unit concludes with a knowledge test and an exam question to assess the application of this knowledge, specifically focusing on the knowledge and understanding required to argue for and against the statement that 'Zakat is the most important practice in Islam'. which gives pupils the opportunity to show their knowledge and understanding of the importance of the various Islamic practices studied.

Having completed this unit on the practices of Islam, pupils will have studied the beliefs and practices of both Christianity and Islam, which should prepare them well to move onto the next units which focus in greater detail on how these beliefs influence actions/behaviour in the world today.

## Sequence of Lessons:

1	The Five Pillars/Ten Obligatory Acts
2	Shahadah and Salah
3	Sawm
4	Zakat/Khums
5	Hajj
6	Encouraging good and duty to the friends of Allah
7	Jihad
8	Id-ul-Adha and Id-ul-Fitr
9	Ashura and the Night of Power
10	Revision
11	Assessment
12	Feedback and Response
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## Topic Resources:

Knowledge Map:	Islamic Practices	Any other Resources:	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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## Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	'Zakat is the most important practice in Islam'. Discuss. (15)

## Supportive Reading:

Qur'an	
The Autobiography of Malcolm X: As Told to Alex Haley	Story of the Civil Rights Leader, links to Hajj pilgrimage and beliefs about equality of all races/people