

Suggested Outline Framework for Unit 1:  
Religion and Philosophical Themes

**Islam**



## Suggested Outline Framework for Unit 1: Religion and Philosophical Themes

### Islam

Unit 1 comprises 50% of the GCSE qualification. Therefore the scheme of learning proposed below is intended **only as a guide** based on approximately three hours of RS per fortnight over in an academic year. The total number of lessons in this scheme is fifty-five based on one hour per lesson. The recommendation is that the **whole** of the course is **always** taught.

Assessment should be formative **and** engaging. Where possible, try and use the same or similar format to the final examination. Always share mark schemes with students. Ideally this should be towards the end of the unit so that they have had time to assimilate and engage in the work first.

The Moral Maze on Radio 4 is an excellent resource for those who are interested, as is The Infinite Monkey Cage (also on Radio 4). Both are available as podcasts thus making it easier to select relevant episodes.

#### **Part A: Core beliefs, teachings and practices (lessons 1-13)**

Lesson	Area of Study	Specific Content	Concepts	Resources	Possible Learning Activities
1	Beliefs	The nature of God: Allah as one God (no feminine or plural in Arabic); Qur'an 3:18	Tawhid; Qur'an; shirk; Shahadah	<p>Interactive whiteboards; online Qur'an; a list of the quotes from this part of the course could be put together and students could stick them in their books/use Google classroom or other similar resources.</p> <p>Individual whiteboards; <b>when using hard copies of the Qur'an it could be useful to explain how an Arabic version is treated with great respect (kept in high places, placed on a kursi etc.)</b></p> <p><a href="http://www.religionfacts.com/islam">http://www.religionfacts.com/islam</a></p> <p><a href="http://muslimcouncilwales.org.uk/">http://muslimcouncilwales.org.uk/</a></p> <p><a href="http://www.bbc.co.uk/wales/history/sites/themes/religion/religion_multicultural_wales.shtml">http://www.bbc.co.uk/wales/history/sites/themes/religion/religion_multicultural_wales.shtml</a></p> <p>NB: There is also plenty of material on Sadiq Khan, Mayor of London, who is a good example of a Muslim in public life. The first Muslim to be directly elected to such a major post in Europe is useful to remember throughout the course.</p>	Using hard copies of the Qur'an students could be taught how to use it (surah, verse)
2	Beliefs	The qualities of Allah in the Qur'an	Tawhid; Shahadah	<p><a href="https://www.truetube.co.uk/film/how-islam-began-ten-minutes">https://www.truetube.co.uk/film/how-islam-began-ten-minutes</a></p> <p><a href="https://www.truetube.co.uk/film/alien-abduction-islam">https://www.truetube.co.uk/film/alien-abduction-islam</a></p> <p>Key words such as immanence, transcendence, omnipotence, beneficence, merciful (Qur'an 46:33) need explaining; 99 names of Allah could involve a game of identifying names from pictures. This has the added advantage of being a good place to introduce the idea of no humans or animals being drawn in religious contexts.</p>	An understanding of the importance of the Qur'an is crucial to underpinning Muslim belief

3	Beliefs	The meaning of Islam	Salat;	<p>Islam means 'submission': the prayer movements of a rakat indicate this – the idea of the forehead touching the floor is central to the idea of submission;</p> <p><a href="https://www.truetube.co.uk/film/what-jihad">https://www.truetube.co.uk/film/what-jihad</a></p>	Try a rakah in class; get the class to explain what each movement symbolises
4	Beliefs	Shahadah; shirk; reasons for prohibitions of images of Allah or any human figure	Shahadah; shirk	<p><a href="https://www.youtube.com/watch?v=R0yJRoCchIA">https://www.youtube.com/watch?v=R0yJRoCchIA</a> – a short, clear explanation leading to other principle Muslim beliefs;</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/death/islambeliefre v3.shtml">http://www.bbc.co.uk/schools/gcsebitesize/rs/death/islambeliefre v3.shtml</a>;</p> <p><a href="http://www.religionfacts.com/islam/art">http://www.religionfacts.com/islam/art</a> - possibly a little complex but good for teachers and/or the more able: the idea of the Qur'an not forbidding the making of images but worshipping them is worth exploring</p>	Watch the video and ask students to make a list of core Muslim beliefs; how might the Shahadah be a guide to Muslims prohibiting images of Allah?
5	Beliefs	The Qur'an	Qur'an; Hadith	<p>How is the Qur'an treated both when in use and <b>not</b> in use?</p> <p><a href="http://www.religionfacts.com/islam/texts">http://www.religionfacts.com/islam/texts</a> Use a Qur'an with English and Arabic text and explain how it is not regarded in the same way as an Arabic only version; use a kursi</p>	Using the index ask students to research names they will have heard of such as Jesus and Abraham
6	Beliefs	The Qur'an	Qur'an; Hadith	<p>Qur'an 2:97-98 – explain the revelation (think of who Jabril is and how students may have hear of him already)</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/god/isrevelationrev 3.shtml">http://www.bbc.co.uk/schools/gcsebitesize/rs/god/isrevelationrev 3.shtml</a> Arrange for a local imam to come in and talk; the South Wales Islamic Centre is also very welcoming: <a href="http://www.southwalesislamiccentre.com/">http://www.southwalesislamiccentre.com/</a></p> <p>Cardiff has one of the most longstanding Muslim communities in the UK</p>	Explain the hierarchy of revelation and authority between Qur'an, Hadith and Sunnah

7	Practices	The Five Pillars of Sunni Islam	Shahadah; Salat, Zakat, Sawm	<a href="https://www.truetube.co.uk/film/shia-sunni">https://www.truetube.co.uk/film/shia-sunni</a> ; <a href="http://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnihia_1.shtml">http://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnihia_1.shtml</a> ; <a href="https://www.truetube.co.uk/film/holy-cribs-mosque">https://www.truetube.co.uk/film/holy-cribs-mosque</a> ; <a href="https://www.truetube.co.uk/film/five-pillars-islam">https://www.truetube.co.uk/film/five-pillars-islam</a> ; <a href="http://www.religionfacts.com/islam/practices">http://www.religionfacts.com/islam/practices</a> ;  An understanding of the centrality of the mosque will be helpful	Watch the video and do a Q&A on the differences between Sunni and Shia Islam; then focus on the teachings of Sunni Islam
8	Practices	Prayer/Salat	Salat; Adhan; Du'ah	Refer to lesson 3 (Core beliefs, teachings and practices) on Salat and advice on rakat; centrality of Shahadah in the Adhan (call to prayer):  <a href="https://www.youtube.com/watch?v=4_LN0hznp-A">https://www.youtube.com/watch?v=4_LN0hznp-A</a> – listen to the Adhan and ask students what they feel about this; Qur'an 15:98-99, 29:45;  <a href="http://www.thebcom.org/mosquetour/">http://www.thebcom.org/mosquetour/</a> ;  <a href="http://www.bbc.co.uk/religion/galleries/wudhu/">http://www.bbc.co.uk/religion/galleries/wudhu/</a> ; why is intention (niyyah) so important? Why might private prayer be important? (Du'ah) The importance of prayer at home and elsewhere; prayer mats, compasses and the use of prayer beads (misbaha).	Examine the frequency of each of the Five Pillars; which is the only one that is not compulsory? Why?
9	Practices	Obligatory acts - Shahadah	Shahadah	<a href="https://www.truetube.co.uk/film/god-religion-or-queen-country">https://www.truetube.co.uk/film/god-religion-or-queen-country</a> ; <a href="http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml">http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml</a> ;  <a href="http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.sht">http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.sht</a>	Explain how someone can become a Muslim

				<a href="#">ml</a>	
<b>10</b>	Practices	Obligatory acts - Zakat	Zakat; Saddaqah	<a href="https://www.muslimaid.org/zakat-charity/?gclid=CjwKEAiAjcDBBRCJxouz9fWHynwSJADaJg9BGaOkx4W4LJJSU-er-szvKaZ92hYJhzCY6NoKdJ9IkBoCK-jw_wcB">https://www.muslimaid.org/zakat-charity/?gclid=CjwKEAiAjcDBBRCJxouz9fWHynwSJADaJg9BGaOkx4W4LJJSU-er-szvKaZ92hYJhzCY6NoKdJ9IkBoCK-jw_wcB</a> ;  <a href="http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml">http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml</a> ;  <a href="http://www.islamic-relief.org.uk/about-us/what-we-do/zakat/zakat-calculator/?gclid=CjwKEAiAjcDBBRCJxouz9fWHynwSJADaJg9B7CsGDUVgrWBWhAQ9hNDRlioCF_4w3Lz05Krer5hxPBoCt5Xw_wcB">http://www.islamic-relief.org.uk/about-us/what-we-do/zakat/zakat-calculator/?gclid=CjwKEAiAjcDBBRCJxouz9fWHynwSJADaJg9B7CsGDUVgrWBWhAQ9hNDRlioCF_4w3Lz05Krer5hxPBoCt5Xw_wcB</a>	Make a list of the things Muslim Aid does with Zakat
<b>11</b>	Practices	Obligatory acts - Sawm	Sawm; Halal	<a href="http://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml">http://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml</a> ;  <a href="http://www.dailymail.co.uk/news/article-2674988/As-Algerias-manager-hits-media-asking-players-observing-Ramadan-questions-remain-World-Cups-Muslim-stars-fasting-remainder-tournament.html">http://www.dailymail.co.uk/news/article-2674988/As-Algerias-manager-hits-media-asking-players-observing-Ramadan-questions-remain-World-Cups-Muslim-stars-fasting-remainder-tournament.html</a>	Make a list of those exempt from fasting and explain why in each case; explain the difference between halal and haram
<b>12</b>	Practices	Obligatory acts - Hajj	Saddaqah; Halal	<a href="http://www.channel4.com/programmes/the-hajj-the-greatest-trip-on-earth/episode-guide/">http://www.channel4.com/programmes/the-hajj-the-greatest-trip-on-earth/episode-guide/</a>	Examine the ultimate example of the Halal lifestyle
<b>13</b>	Assessment			<a href="https://www.truetube.co.uk/interactive/aliens-islam-quiz">https://www.truetube.co.uk/interactive/aliens-islam-quiz</a>	