

Pearson Edexcel
International GCSE Islamic Studies

How to use the scheme of work

This scheme of work (SoW) has been made available as a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and student needs.

International GCSEs have 120 guided learning hours.

Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches that centres can adapt to suit their particular context.

The following SoW is based on 1 hour lessons.

Additional 4 hours built in to reinforce subject knowledge, revision and additional assessment support = 40 hours

The course planner in our *Getting Started Guide* provides alternative recommendations on the order of approach across two years.

The columns in this lesson plan indicate:

- an overview of the time allocated to lessons
- which content area this lesson (or group of lessons) relates to
- the learning outcomes of those lessons
- related passage to be examined as part of the content
- Exemplar teaching activities
- Suggested questions and tasks to be explored through teaching and extension tasks
- transferable skills support (more information on this can be found below).

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in students.

Theme 1- Section A: The life, teachings and achievements of the Prophet Muhammad

Week/ Hour	Section	Content	Learning Outcomes	Related passage (Abstract version)	Exemplar teaching activities	Suggested questions/tasks to be explored through teaching	Extension Task	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
Week 1- 2 2x 2hour	1.1 Personal aspects of the Prophet's life	<p>a) The Prophet's ancestry and the main events of his early years from birth to parenthood, including:</p> <ul style="list-style-type: none"> - his parents and early influences, including Abu Talib and Bahira - his work and business before the revelation of the Qur'an - his relationship with his wives and children. <p>b) The importance of the Prophet's early life for his future work as the messenger of Allah.</p>	<p>Students will be able to:</p> <p>Know and understand the Prophet's ancestry and the main events of his early years from birth to parenthood.</p> <p>Know and understand how the Prophet was involved in business before the revelation of the Qur'an and analyse what impact it had in building a working relationship in the society.</p>	<p>Qur'an 66:1-3</p> <p>O Prophet, why do you prohibit [yourself from] what Allah has made lawful for you.</p>	<p>Prepare a family tree to show the Prophet's ancestry. (Group work)</p> <p>Early major events can be marked on this for example:</p> <ol style="list-style-type: none"> 1) The Prophet was born in the year of elephant - how was this significant? What can be learnt from this pre-birth event? What was the society like at the time? 2) Orphaned at young age - discuss the Prophet's parents, his uncle Abu Talib's role, who later becomes very influential and a guardian for him. 3) Wet nurse Halima - his respect for her. <p>Split the class in two and ask them to debate on why they think the Prophet was able to build his trust with the people & Lady Khadija during his business trips. What can be learnt from this?</p> <p>How can Muslims use this as an example in their daily dealings?</p> <p>Students are asked to write a small tweet message to show how Lady Khadija helped to support the work of the Prophet. (Remember a tweet message can have only 160 characters including commas) – this will help them to write precise answers when attempting the longer answers instead of getting off the text.</p> <p>Students are then asked to write a short paragraph to show what they have understood with this various sections from this topic. Teacher to provide sentence starters for those who require more support.</p> <p>A task with questions can be prepared where a section has 'fill in the blanks' followed by short answer questions similar to a & b questions.</p>	<p>What does the Prophet teach about respect for parents?</p> <p>Discuss specific teachings about respect for mothers/parents.</p> <p>What can be learnt about the Prophet's character building before his proclamation as the prophet? Look at key examples - his trading, the titles that he was given because of his truthfulness.</p> <p>How he helped to solve the replacing of the black stone when there was a disagreement amongst the tribes. What does this teach Muslims?</p> <p>Question from SAM – Section A 1c</p> <p>Use the students' work to model answers.</p> <p>Also use the model answers provided in the Getting Started Guide (GSG).</p>	<p>Students to examine how the Prophet had support from his immediate family and what impact does that make in his mission.</p> <p>This can then be turned into a short report which students are asked to present in front of their peers.</p> <p>A follow up can be that peers question the report presenter to understand how valuable the reporter feels this support was.</p> <p>Explain why the Prophet was given the titles of As- Sadiq and Al Ameen.</p> <p>'The Prophet had to build trust in the community before he could take the</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

			<p>Assess and analyse the Prophet's relationship with his family.</p> <p>Assess and analyse the impact of the message that was delivered to him as a guide to the people at the time.</p>	<p>More able Students can be given tasks that would require evaluation rather than just fill in the blanks. (see extension)</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 66:1-3</p> <p>Ask students to reflect on the meaning and then support them to analyse when this was revealed and why.</p> <p>What is the passage discussing? What qualities of Allah is the passage showing? How are individuals meant to reflect on this? Why? What message is given through this text?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p> <p>Some useful resources for this topic and the theme throughout:</p> <p>The Message - A film divided in parts. This can be used in various sections throughout the teaching. Let students view sections and discuss what they have seen. They could write a few points as a review about the section that they have seen. Alternatively select a section to focus on and prepare a few questions on it for the students to respond to after viewing it.</p> <p>https://www.youtube.com/watch?v=UfNP2g_Y4xs part 1 video ends when the journey to Madinah starts - Hijra to Madinah begins</p> <p>https://www.youtube.com/watch?v=Dq7IvGmUtQU part 2</p> <p>https://www.youtube.com/watch?v=cLg4IxCwwEY&t=3s shorter version entry to Makkah</p> <p>https://www.youtube.com/watch?v=EwEO4LbApV4 shorter version- shows Bilal as Muezin</p> <p>https://www.youtube.com/watch?v=oVGieYOW6IY&t=2880s - BBC 3-part documentary- can be used as a resource as well throughout the theme.</p> <p>Some books that are useful throughout the</p>	<p>How was the Prophet's uncle helping him in the society at the time?</p> <p>Why was it important for the Prophet to demonstrate his character before his mission started?</p> <p>More support can be given to students who need it through giving them stimulus words for example: honesty, justice, stability.</p> <p>Give two examples of what the Prophet's message was to the Muslim community at the time.</p> <p>Describe the event that took place in the year that Prophet Muhammad (pbuh) was born.</p> <p>These can be peer marked.</p>	<p>message of God to the people.' Assess this statement.</p>		
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<p>Week 3-4</p> <p>2x 2hour</p>	<p>1.2 The Revelation of the Qur'an</p>	<p>a) The events of the 'Night of Power' (Night of Decree):</p> <ul style="list-style-type: none"> - The details of the conversation with Jibrail in the cave at Hira. - The importance of this experience in the establishment of Islam. <p>b) The importance to Muslims of the revelation of the Qur'an.</p> <p>c) The way in which the Qur'an was compiled.</p>	<p>Students will be able to:</p> <p>Know and understand the events of the 'Night of Power'.</p> <p>Know and understand the importance to Muslims of the revelation of the Qur'an.</p> <p>Know and understand the way in which the Qur'an was compiled.</p> <p>Assess and analyse the importance of the events of the 'Night of Power' in the establishment of Islam.</p> <p>Assess and analyse the importance to Muslims</p>	<p>Qur'an 97:1-5</p> <p>Indeed, We sent the Qur'an down during the Night of Decree...Peace it is until the emergence of dawn.</p>	<p>Examine how the Prophet received his first divine message through angel Jibrail. This is when the Prophetic mission starts.</p> <p>The angel Jibrail commands Prophet Muhammad (pbuh) to "Read" (Surah Al Alaq 96: 1-5).</p> <p>Discuss how the Prophet used to spend his time in meditation and solitude. The cave of Hira was where he used to spend most of his time in remembrance of Allah. Only his wife Khadija and his cousin Ali could visit him there.</p> <p>Discuss how the society was at the time full of social evils, cruelty and injustice. Look at some examples.</p> <p>Students to write a report on the revelation from angel Jibrail to the Prophet in the cave at Hira.</p> <p>How was the divine command revealed to the Prophet?</p> <p>How does the Prophet take the message to the people?</p> <p>How is it received? Who responded positively?</p> <p>Activity: Ask students to make a list of all the things that they feel are positive in school. Next make a list of all the things that they would like to change in school. Collate them all as a class list and add all findings into different subheadings. Let students then vote on what their top three things might be that they would like to change in school. Students then write a message or draft a speech that they might present to the board of governors.</p> <p>A few students can present this in the class whilst a few become the panel of governors. Ask for opinions regarding the change. What might be easy? What might be the challenges?</p>	<p>Question from SAM – Section A 1b</p> <p>Give two ways how the divine commands were revealed to Prophet Muhammad.</p> <p>Indicate two reasons why it was important to compile the Qur'an.</p> <p>Describe how the Qur'an was compiled in order to preserve it for Muslims and to keep the words of Allah safe.</p> <p>Explain how the Qur'an can guide Muslims today.</p> <p>'A revelation to the Prophet in Makkah and a guide to all Muslims in all societies.' Assess this statement.</p> <p>'Muslims today do not have to struggle as much as the society during the Prophet's time had to.' Assess this statement.</p> <p>These can be peer</p>	<p>How did the revelation of the first command to preach to the community in Makkah help the Prophet in his mission?</p> <p>What are the key challenges that the Prophet faced in Makkah? Are similar challenges still around for leaders? How are they different? Produce a spider diagram to show this.</p> <p>The divine message was received by some and rejected by some. Write a letter to your friend showing how the Prophet must have felt at the time.</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

			of the revelation of the Qur'an.		<p>The night of Qadr when the Holy Qur'an was revealed - link back to the revelation of the Qur'an and the Prophetic mission in a society that has its own issues. How is the Qur'an helping the shaping of the society at the time? What is the importance of the divine messages? How do the Muslims at the time benefit? How does it help the Prophet in his mission?</p> <p>Activity: Ask students to draw around their hand on a paper. On the palm of the hand they need to write out how the revelation of the Qur'an helped Muslims grow in their faith. On each finger, they mention different aspects of Islam that was strengthened thorough the Night of Power.</p> <p>Consider how the Holy Qur'an was compiled as various verses were revealed over time. Some in Makkah whilst others in Madinah. How did Muslims receive the written version? What was the tool used for compiling the text? Who were the scribes? Why was it important to preserve it? How will it be useful for future generations? How will Muslims gain inspiration from the compilation of the Qur'an without the Prophet around?</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 97:1-5</p> <p>What is the passage discussing? What was sent down? What does 'better than a thousand months' mean? Why do the angels and the Spirit descend? What are Muslims encouraged to do on this night? What is the significance of this night?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>	marked.			
Week 5-6 2x 2hour	1.3 The Prophet-hood of Muhammad	a) The meaning of the title 'Seal of the Prophets'. b) The importance of Muhammad's role as prophet in the establishment of Islam.	Students will be able to: Know and understand the meaning of 'Seal of the Prophets'.	Qur'an 33:38-40 There is not to be upon the Prophet any discomfort concerning that which Allah has imposed upon	What does the title mean? Prophet Muhammad (pbuh) was not only a prophet for all mankind but also the last prophet in a long line of Prophets sent by Allah. Each was sent at different times to different societies. Prophet Muhammad (pbuh) has the title of 'Seal of Prophets' because of His unique position. There are no prophets or messengers after him. Whatever has been brought through the divine	Question from SAM – Section A 1d Give two examples showing Prophet Muhammad's role in establishing Islam. Describe the opposition faced by	Give two reasons why the Prophet did not preach to all the people immediately. Describe how the Quraish acted during	Development of knowledge and understanding ; analysis; evaluation	Creativity Communication Problem solving Discussion skills Collaboration Research skills

		c) The opposition faced in Makkah by the Prophet and his followers.	<p>Assess and analyse the importance of Prophet Muhammad's role as a prophet in the establishment of Islam.</p> <p>Assess and analyse the opposition faced in Makkah by the Prophet and his followers.</p>	<p>him.... And ever is Allah, of all things, Knowing.</p> <p>command stays. Prophet Muhammad (pbuh) through his teachings guided what is permitted and what is not. The Qur'an is the book of guidance and a new book will not be revealed. However, as knowledge increases there is room for new interpretations and understandings.</p> <p>Activity to help students understand the 'Seal of Prophets': create a table with rows to show how different leaders have different qualities. The task can look at political leaders in the country or inspirational leaders around the world today. What messages do the different leaders bring? Are there any that share similar messages? Ask students to choose the one leader that they might give their vote to and why? How is this person different? What changes will be brought as a result of this leader? Or how was this leader influential? The activity is to help them reflect on how a leader can change a society through various hurdles and challenges. – Link to the society in the time of Prophet Muhammad. His message was final and how his character-shaping was important before he could take up his Prophetic mission.</p> <p>What happens when the Prophet declares his mission in Makkah? Does everyone accept Islam readily? What are his challenges? Use the example of Abu Lahab. Also discuss other physical opposition – name-calling, rubbish thrown, mocking the Prophet, harassing him and also bribing with riches and power. How does the Prophet overcome this?</p> <p>Examine the teachings of Prophet Muhammad (pbuh).</p> <p>Oneness of God- link to the polytheistic society at the time- how was this received?</p> <p>Belief in the hereafter and the day of Judgment- (laws shaped for what is halal and what is haram to help with the accounting on the final day).</p> <p>Equality to all - the rich helping the poor, no one feels higher than the other - link to the system of master and slave, treatment of women, female infanticide.</p> <p>Discuss some of the followers of the Prophets and how some faced opposition and others were persecuted. Look at key examples: Bilal, Ammar Yasir and his parents- Yasir and Sumayya, AbuZAr</p>	<p>the early followers of Islam.</p> <p>Explain how the Prophet helped to teach equality in Makkah when establishing Islam.</p> <p>'Every society has its challenges and the people in Makkah were not ready for the message of the prophet.' Assess this statement.</p> <p>These can be peer marked.</p>	<p>the early days of the Prophet's mission.</p> <p>Explain how the role of the Prophet was different from the role of any other prophet in their time.</p> <p>'The Prophet was unique as he is a guide for all mankind and Muslims should follow his teachings.' Assess this statement.</p>		
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<p>Week 7-8</p> <p>2x 2hour</p>	<p>1.4</p> <p>Opposition and Hijrah</p>	<p>a) The events of the boycott and the Mi'raj.</p> <p>b) The plot to kill the Prophet and the details of the flight to Madinah.</p> <p>c) The welcome by the people of Madinah and the building of mosques on arrival there.</p> <p>d) The significance and importance of the events of the Hijrah in the life of the Prophet and the early</p>	<p>Students will be able to:</p> <p>Know and understand the events of the boycott faced by the Prophet and his family.</p> <p>Know and understand the event of Mi'raj.</p> <p>Know and understand about the plot to kill the Prophet and the Hijrah to</p>	<p>Hadith:</p> <p>"Actions are (judged) by motives (niyyah), his migration is to that for which he migrated."</p>	<p>The 7th year of Prophethood, the message was spreading and Abu Sufyan urges the Makkah unbelievers to isolate the Prophet and his family. A covenant is agreed amongst the chief of Makkah and a message is put up on the Kabaa. This begins with, "In the name of Lord." It is to impose the boycott by stopping all trade with the Prophet and his followers, his enemies to be supported in all ways, no inter marriages would be allowed.</p> <p>What leads to the boycott? Why are the Makkans threatened by the spread of Islam? What actions were part of the boycott? What part does Abu Lahab play?</p> <p>Ask students to reflect on how this might impact on the Prophet's mission and how it would impact on the lives of the followers too. Let them write out conversation bubbles in their books.</p> <p>What plan of action is taken by Prophet Muhammad (pbuh)? How long does this boycott continue? What role does Abu Talib, the uncle of the Prophet, play during this boycott? Where do they set themselves up for three years? What about the 'truce months'? The buying of food</p>	<p>Question from SAM – Section A 2a, b, c</p> <p>Give two reasons why the Quraish implemented the boycott on Prophet Muhammad (pbuh) and his family.</p> <p>Describe what the Muslims underwent during the period of boycott by the Quraish.</p> <p>Describe the heavenly journey of mira'j.</p> <p>Explain how Allah protected His prophet from the enemies when faced with persecution by the</p>	<p>How did the boycott impact on the mission of the Prophet?</p> <p>Consider the personal tragedies that the Prophet experienced. How was this a major impact on his prophetic mission? Write a condolence message to show how you would have supported the Prophet if you were there at the time.</p> <p>Design a logo to show Unity.</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

		<p>Islamic community.</p> <p>e) The support given to the Prophet during his lifetime by:</p> <ul style="list-style-type: none"> Abu Bakr Ali ibn Talib Uthman Umar. <p>f) The importance of the contribution of the Prophet's companions and helpers (Ansar) to the establishment of Islam.</p>	<p>Madinah.</p> <p>Assess and analyse the importance of Hijrah in the life of the Prophet and the early Islamic community.</p>	<p>during the truce months was meant to make purchases harder for the Hashemite family as it was sold at a higher price. In the valley of Abu Talib children's cries can be heard. After three years a meeting is held. The message on the Kabaa can be seen to have been eaten up except for, "In the name of the Lord". After a lot of discussion, the boycott is lifted.</p> <p>How does this impact on the people? What are the challenges for the Prophet? Students to write a small paragraph and then exchange with their peers to read their views.</p> <p>In the same year - 10th year of Prophethood, the Prophet suffers the loss of his uncle Abu Talib who has been his protector and guardian. This was closely followed by the loss of his wife Khadija. The year is known as 'year of sorrow'.</p> <p>How did this impact on the Prophet's mission? How would the Prophet feel about this personal loss? Describe this using less than 200 words. You must link to the impact on his mission of spreading the divine mission.</p> <p>What is the event of Mi'raj? What happened to the Prophet? How was the heavenly journey taken? Where does the journey take the Prophet? What does the Prophet see? Discuss the Prophet telling the unbelievers about the various caravans heading towards Makkah and also describing Masjid e Aqsa in Jerus Salaam when they do not believe about the heavenly ascension.</p> <p>Students could make a profile page about the heavenly journey with all the details and examine how it helped the Prophet in continuing his mission.</p> <p>In the 14th year of Prophethood the Quraish chiefs plan to kill the Prophet. A killer from each major tribe is chosen so that no single tribe would be blamed. On the 2nd of Rabi ul Awwal, Allah commands Prophet Muhammad (pbuh) to leave Makkah for Madinah. Ali sleeps in his bed and he is also instructed to return the people's deposits. He would join the Prophet in Madinah with the rest of the family. The enemies do not see Prophet Muhammad (pbuh) leave his house.</p> <p>He meets Abu-Bakr on the way and travels with him to Mount Thaur, south of Makkah.</p> <p>In the morning when the enemies discover that</p>	<p>Makkans.</p> <p>Explain how the Prophet created unity amongst the people in Madinah and those who had migrated there.</p> <p>Explain what the Hijrah tells us about early Muslims.</p> <p>"The Prophet migrated to save Islam and it is the duty of every Muslim to migrate." Assess this statement</p> <p>These can be peer marked.</p>	<p>This should incorporate what happened in Madinah and how the Prophet helped the Muslims to become brothers to each other.</p> <p>Discussion circle about the difference in environment between the two cities. How was Makkah different to Madinah? Teachers could divide the class into two.</p> <p>Each section has to speak about what was the best time that the Prophet enjoyed there. This will help to retrieve the subject knowledge about the Quraish in Makkah and the welcoming Ansar in Madinah. Students could use artefacts to create an ambience about the situations in various areas.</p>		
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					<p>the political, spiritual and social unity for all the Muslims in Madinah.</p> <p>Analyse the support given to the Prophet by his companions and helpers. How did they help in his mission? What different roles did they play? How was their role important in maintaining Islam's growth at the time?</p> <p>Students could create a timeline of events to show how the journey begins from Makkah and proceeds to Madinah. There should be key information on the timeline with reflective points to show what message this gives to Muslims today.</p> <p>Activity with the Hadith:</p> <p>Hadith</p> <p>What is the passage discussing? What does 'Actions are (judged) by motives (niyyah)' mean? What does the text discuss about migration? What are Muslims being reminded by "each man will have what he intended"? What is the significance of this passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 9-10</p> <p>2x 2hour</p>	<p>1.5 The Sunnah of the Prophet</p>	<p>a) The importance for Muslims of the teachings, deeds and sayings of the Prophet.</p> <p>b) The recording of the Sunnah.</p> <p>c) The role of the Sunnah in the establishment of Islamic belief and practice.</p>	<p>Students will be able to:</p> <p>Know and understand the importance for Muslims of the teachings, deeds and sayings of the Prophet.</p> <p>Know and understand the recording of</p>	<p>Qur'an 33: 36</p> <p>It is not for a believing man or a believing woman, when Allah and His Messenger have decided a matter...whoever disobeys Allah and His Messenger has certainly strayed into clear error.</p>	<p>Muslims believe that Prophet Muhammad (pbuh) is the 'final seal of the Prophets'. The Sunnah is the example or way of life, the teachings of the Prophet as recorded in Hadith. This will inform Muslims what to do when the Qur'an is not explicit about certain situations. There are many collections of the Hadith. Bukhari and Muslim (Sunni), Al-Kafi and Al-Istibsar (Shia) are the most popular.</p> <p>Also link 33:21- Prophet as an excellent model.</p> <p>Discuss how the examples of the Prophet helped in setting up the Islamic belief and its practices. Why was it important for the Prophet to be a role model?</p> <p>How can Muslims continue to imitate his teachings and way of life?</p>	<p>Question from SAM – Section A 2d</p> <p>Give two teachings of the Prophet on unity.</p> <p>Identify two books of the Sunnah.</p> <p>Describe why the actions of the prophet are important to Muslims.</p> <p>Explain how the Sunnah helps Muslims.</p> <p>'The Sunnah is the</p>	<p>Activity: Write a code of commands you would like to bring in if you were given the opportunity to be a leader in your school. What are the things that you would focus on? Why? What changes are you implementing? Why?</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

			<p>the Sunnah.</p> <p>Assess and analyse the role of the Sunnah in the establishment of Islamic belief and practice.</p>		<p>How is it possible to ensure that the hadith is authentic?</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 33: 36</p> <p>What is the passage discussing? What does 'strayed in error' mean? Why does the text discuss "believing men and women"? What are Muslims being reminded by Allah? What is the significance of this passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress</p>	<p>teachings of the Prophet and the Qur'an is the command from Allah. Both are not necessary for Muslims today.'</p> <p>Assess this statement.</p> <p>These can be peer marked.</p>	<p>How is it possible that the examples set by the Prophet many years ago can still be implemented by Muslims today? What are your thoughts?</p>		
<p>Week 11-12</p> <p>2x 2hour</p>	<p>1.6 Teachings and example of the Prophet on specific issues of justice and equality</p>	<p>a) The teachings and example of the Prophet on:</p> <ul style="list-style-type: none"> • Social and economic justice • Human rights • relationship with people of other religions • respect for mothers and for women. <p>b) The importance of the teachings in understanding the nature of Muslim beliefs about society.</p>	<p>Students will be able to:</p> <p>Know and understand the teachings and example of the Prophet on social and economic justice.</p> <p>Know and understand the teachings and example of the Prophet on human rights.</p> <p>Know and understand the relationship with people</p>	<p>Hadith:</p> <p>"The Dispensers of justice will be seated on the pulpits....those who do justice in their rules, in matters relating to their families and in all that they undertake to do."</p>	<p>How has the Prophet taught justice between each other? What specific examples can be found in his lifetime? Link to any incidents that directly show the teaching of the Prophet on how Muslims should conduct themselves on matters of social and economic justice, human rights, relationship with other religions, respect for mothers and for women.</p> <p>Consider the following:</p> <p>Religious freedom: how did the Prophet have a good relationship with the Christians of Najran. Use Qur'an 2: 256</p> <p>Racial equality: Bilal who was an Abyssinian and Salman Farsi, a Persian, were both slaves previously. The Prophet's teaching was: 'a white man has no superiority over a black man, nor does a black over a white, except by piety and good action'</p> <p>Human rights: How did the Prophet approach the rights of women in the society? How did he reform the treatment of widows? How did he help the orphans at the time and what example did he leave behind? Look at his approach to female infanticide. Examine his approach to education and the need to get everyone educated in the society irrespective of gender, class or status.</p>	<p>Give two teachings of the Prophet on human rights.</p> <p>Indicate two ways how Prophet Muhammad (pbuh) changed the treatment for women in the early days.</p> <p>Describe how the teachings of Prophet Muhammad (pbuh) influenced the early society.</p> <p>Explain How Prophet Muhammad's (pbuh) teachings reformed the society.</p> <p>Explain how the justice of Prophet Muhammad (pbuh) helped to shape the Muslim society.</p> <p>'To be just is important and Prophet Muhammad</p>	<p>How has the justice of the Prophet helped to shape the Muslim society today?</p> <p>What key things did the Prophet have to deal with then that still tends to occur now and how can Muslim leaders approach this?</p> <p>Write a letter to the President of a country to express your concern about matters of justice. Inform them of how the Prophet had dealt with Justice in his leadership. Give examples of</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

			<p>of other religions.</p> <p>Know and understand the respect for mothers and for women.</p> <p>Assess and analyse the importance of the teachings in understanding the nature of Muslim beliefs about society.</p>		<p>Analyse how all these teachings of the Prophet help to show Islam is a religion of unity where the society is cohesive. There are various rights in place for everyone so that no one is hindered in their personal growth. If everyone followed the teachings correctly, the rights of individuals would not be taken away.</p> <p>Activity: This is an article that students can read. Ask them to discuss views on it. How has the article helped them in understanding the topic that they have been learning about and what can be added further?</p> <p>http://www.huffingtonpost.com/amaar-ahmad/prophet-muhammad-the-social-reformer_b_3187443.html</p> <p>Let them work in groups to create their own article to show how the Prophet was a role model and a reformer in his society at the time and still continues to be an inspiration for all Muslims today. If you have a school magazine use the best articles to publish in the school magazine.</p> <p>Activity with the Hadith:</p> <p>Hadith</p> <p>What is the passage discussing? What does 'dispensers of justice' mean? Why does the text discuss "justice in their rules"? What are Muslims being reminded of through this passage? What is the significance of this passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>	<p>(pbuh) had a hard task in the early days of Islam.' Assess this statement.</p> <p>These can be peer marked.</p>	<p>how the Prophet approached key issues at the time.</p>		
<p>Week 13-14</p> <p>2x 2hour</p>	<p>1.7 The Prophet as leader</p>	<p>a) The role of the Prophet in the establishment of the Shari'ah.</p> <p>b) The consolidation and expansion of Islam after the Hijrah.</p> <p>c) The Prophet's treatment of</p>	<p>Students will be able to:</p> <p>Know and understand the role of the Prophet in the establishment of the Shari'ah.</p> <p>Assess and</p>	<p>Hadith:</p> <p>"It is obligatory for one to listen to and obey (the ruler's orders) unless these orders involve one disobedience (to Allah)...disobedience (to Allah) is imposed, he should not listen</p>	<p>Ask students to write as many qualities as they can find from the leadership of the Prophet. This can be through all the teaching they have had so far or any extra information that they may have. What are the main factors that they can recognize within the Prophet's leadership? How is he changing the society? What are his teachings doing at the time where polytheism is being practised? How does his teaching help to establish a code of conduct? How is the Shari'ah implemented? What does the Prophet use as a guide?</p>	<p>Give two examples showing the Prophet as a leader.</p> <p>Indicate two ways the Prophet showed how to treat prisoners of war.</p> <p>Describe how the Hijrah helped to expand Islam under the Prophet's</p>	<p>What are the qualities of a leader that any human being can adopt? Why would they adopt this? How does this help instill values in a person? What qualities as a leader were apparent in the</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

		<p>opponents and prisoners.</p> <p>d) The Prophet's relationship with other communities and countries.</p>	<p>analyse the importance of expansion of Islam after Hijrah.</p> <p>Assess and analyse the Prophet's treatment of opponents and prisoners.</p> <p>Assess and analyse how the Prophet maintained the relationship with other communities and countries.</p>	<p>to or obey it."</p>	<p>How does the Hijrah to Madinah help the Muslims? How does it help to gain further conversion to Islam? What particular teachings of Islam promote and encourage others to come and have discussions with the Prophet? How does the Prophet, as a leader, deal with different people?</p> <p>Activity: Ask students to reflect about what happens after a war. How are the war victims affected? What about prisoners of war? How are they treated? Let them look up case studies of recent day examples and write a brief of the after-effects of war especially for women, children and those who are injured or taken as prisoners.</p> <p>Look up the topic of human rights- focus on the rights of civilians - especially during the time of war. Ask students to draw up their own rights charter. What might they include if they had to build one with only ten rights?</p> <p>Draw round their hand in their books. On each finger, they need to explain what kind of leadership they might display if they were running a country. On the palm, they could write about the rights of the citizen and how they will ensure that the citizens are looked after in their country.</p> <p>Now link to how it is different to what the Prophet taught. Give examples using the battles and the treatment of opponents, prisoners, women and children.</p> <p>Examine how the Prophet maintains relationships by connecting with the other communities who may not share the same faith. Also how at the same time, he maintains similar relationships with others in other countries. What brings them together? How can each individual learn from this? Give some key examples.</p> <p>Activity with the Hadith:</p> <p>Hadith</p> <p>What is the passage discussing? What does 'one to listen to and obey' mean? Why does the text discuss 'but if an act of disobedience'? What are Muslims being reminded about through the</p>	<p>leadership.</p> <p>Explain how the leadership of the Prophet helped to expand Islam.</p> <p>Explain how the Prophet was an example to Muslims in conducting relationships with other faith communities.</p> <p>'A leader is chosen and the Prophet was divinely chosen. Muslims need to follow his teachings.' Asses this statement.</p> <p>These can be peer marked.</p>	<p>leadership of the Prophet? How can Muslims today adopt this?</p> <p>Create a Facebook profile to show the Leadership of the Prophet.</p> <p>Write a twitter message (limited characters) showing the Prophet's leadership style and values.</p> <p>What one key thing can you take away from the Prophet's leadership and instill in your life. Why?</p> <p>If you were a reporter for a newspaper how would your article discuss the Prophet's leadership? Write your article in less than 500 words.</p> <p>Students could debate about the different issues and discuss how Muslims can respond to them in their lives.</p>		
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					<p>concept of 'disobedience'? What is the significance of this passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress</p>				
<p>Week 15-16</p> <p>2x 2hour</p>	<p>1.8 Battles fought by the Prophet</p>	<p>a) The battles fought by the Prophet and his followers after the Hijrah:</p> <ul style="list-style-type: none"> • Badr • Ohud • Trench • Khyber. <p>b) The reasons the Prophet chose to fight the battles.</p> <p>c) The importance of the battles for the establishment of Islam.</p>	<p>Students will be able to:</p> <p>Know and understand the different battles that took place during the lifetime of the Prophet.</p> <p>Assess and analyse the reasons for these battles and what role they played in establishing Islam.</p>	<p>Qur'an 33:9</p> <p>O you who have believed, remember the favour of Allah... And ever is Allah, of what you do, Seeing.</p>	<p>Examine each of the battles separately: Badr, Ohud, Trench (Khandaq) and Kyber. Explore the reasons for why the battles were fought. What events led to the battle? (Use the 6 W's –where, what, why, who, which, when and also how) How many days did the battle take place? Where was it fought? Who took part in the battles? Who was the battle fought against? Why was it fought? How was victory gained? How were the war victims dealt with? How was the environment of the people?</p> <p>Activity: Ask students to prepare a fact file on each battle. Or alternatively they can work in groups where each group is allocated a battle and they have to research on the battle.</p> <p>Activity: Prepare a newspaper report on the battle.</p> <p>A word wall showing what can be learnt from each of these battles is useful for students and also to understand the leadership of the Prophet even further. The programme wordwall can be used for this. https://wordwall.co.uk/.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 33: 36</p> <p>What is the passage discussing? What does 'favour of Allah' refer to? Why does the text discuss 'a wind and armies (of angels)'? What are Muslims being reminded by Allah is 'seeing'? What is the significance of this passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their</p>	<p>Give two reasons why the battle of Badr was fought.</p> <p>Describe How the Battle of Trench was fought.</p> <p>Explain how the Prophet showed good conduct in battles.</p> <p>'Lesser Jihad is wajib when Islam is under attack and the Prophet chose to go to the battles in order to protect Islam.' Assess this statement.</p> <p>These can be peer marked.</p>	<p>Choose one of the battles and write a detailed account on it.</p> <p>Prepare an interview between a reporter and a victim of the war. Narrate how the victim must have felt and how were they dealt with.</p> <p>Imagine you are able to go back in time. How would you respond to the battles? What part did they play in the growth of Islam? Why do you think so?</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					independent learning in progress.				
Week 17-18 2x 2hour	1.9 The Prophet's final acts and his achievements	<p>a) The Prophet's final pilgrimage and sermon.</p> <p>b) The main themes and the importance of the Prophet's example and teaching in his later years.</p> <p>c) The significant achievements of the Prophet in the areas of society, religion and politics.</p> <p>d) The events at the Prophet's death in Madinah.</p>	<p>Students will be able to:</p> <p>Know and understand the Prophet's final pilgrimage.</p> <p>Assess and analyse the importance of the Prophet's example and teaching in his later years.</p> <p>Assess and analyse the importance of the Prophet's achievements in areas of society, religion and politics.</p> <p>Assess and analyse the events at the Prophet's death in Madinah.</p>	<p>Qur'an 5:3</p> <p>Prohibited to you are dead animals, blood, the flesh of swine, This day those who disbelieve have despaired of [defeating] your religion; so fear them not, but fear Me. This day I have perfected for you your religion and completed My favour upon you & have approved for you Islam as religion. ...</p>	<p>In 10 A.H Prophet did his farewell pilgrimage. Explore why the final pilgrimage is important.</p> <p>Prophet Muhammad (pbuh) delivered a historical sermon on the land of Arafah in which he reminded the people that he left behind two memorable things as a guide - the Book of Allah and his Sunnah. If Muslims abide by it, they will not be led astray.</p> <p>On the way back the Prophet stopped at Ghadir to deliver another sermon and reminded the people that he left behind the Book of Allah and his progeny –the Ahlulbayt. He also appointed Ali as his successor (Shia school of thought).</p> <p>Examine how the Quran and the Sunnah (Sunni school of thought) or the Quran and the family of the Prophet (Shia school of thought) are important to a Muslim in leading their Islamic daily lives. What guidance do they get? How does the Prophet's teachings help them lead their own lives?</p> <p>Look at examples of the Prophet's life in areas within the society and the changes that he had helped to bring. What were the positive effects? How did the Prophet manage political affairs? What example has he left for Muslims?</p> <p>Students could write a short report based on a certain topic that you could discuss in the class.</p> <p>What happened at the time of the Prophet's death? How was the atmosphere before Prophet's death?</p> <p>How was the succession handled?</p> <p>Examine both schools of thought so students can get both perspectives.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 33: 36</p> <p>What is the passage discussing? What does 'perfected for you your religion' mean? Why does the text discuss 'completed My favour'? What are Muslims being reminded? What is the significance of this passage?</p>	<p>Give two things that the Prophet left behind for Muslims.</p> <p>Describe the achievement of the Prophet in the early days of Islam.</p> <p>Explain how the Prophet's teachings were instrumental in guiding the Muslims.</p> <p>'The Prophet is an example for all Muslims and if Muslims follow the Quran too they will never be misguided.'</p> <p>Assess this statement.</p> <p>These can be peer marked.</p>	<p>Prepare a leaflet to give to a newly converted/reverted Muslim. How will this guide the person? Think of easy steps for carrying on the daily life as a Muslim.</p> <p>Write a short narrative about how the Prophet's teachings are influential for a Muslim and without it one cannot preserve their identity.</p>	<p>Development of knowledge and understanding ; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
Total guided learning hours for this Section: 40 hours- 36 timetabled plus 4 hours extra for recapping, revision & internal assessment									

Theme 2- Section B: The key, beliefs, practices and features of the early Muslim community founded by the Prophet									
Week/Hour	Section	Content	Learning Outcomes	Related passage (Abstract version)	Exemplar teaching activities	Suggested questions/tasks to be explored through teaching	Extension Task	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?
Week 1-2 2x 2hour	2.1 The nature of belief in Allah	<p>a) The meaning and importance of belief in the oneness of Allah (Tawhid).</p> <p>b) The meaning and importance of the attributes of Allah, including:</p> <ul style="list-style-type: none"> His omnipotence Allah as creator Allah as merciful and just. <p>c) The meaning and importance of the teaching about shirk and nifaq (hypocrisy).</p> <p>d) The characteristics of Allah as shown in the Qur'an.</p>	<p>Students will be able to: Know and understand the importance of belief in the oneness of Allah.</p> <p>Know and understand attributes of Allah.</p> <p>Assess and analyse the importance of teaching about shirk and nifaq.</p> <p>Assess and analyse the characteristics of Allah using the Quran.</p>	<p>Qur'an 112:1-4</p> <p>Say, "He is Allah, [who is] One...Nor is there to Him any equivalent."</p>	<p>The teaching could start with understanding Islam as a religion, which was revealed to Prophet Adam and completed by Prophet Muhammad (pbuh).</p> <p>Explore the meaning of tawheed where it requires a believer to fully submit in the belief of one God -only Allah. It forms part of the Shahadah and then teaching extends to not associating any partners to God. Use Qur'an 4:48 to further develop this.</p> <p>Look at how the belief in God requires a Muslim to practise the religious duties well. Worship Allah alone and He becomes the focal point in everything that a Muslim does in their life.</p> <p>Activity to support: Students could work in small groups and give examples of how a believer might practise religious duties well in order to be able to put Tawheed in action. Let students reflect on their personal daily lives and give examples. They can then extend to how the society also becomes part of a believer's focal point in ensuring their beliefs are practised well. So, for example, how do they</p>	<p>Question from SAM Section B 3d</p> <p>Identify two ways to show Allah is just.</p> <p>Give two examples to show Allah's mercy.</p> <p>Describe the characteristics of Allah.</p> <p>Explain the importance of Tawheed.</p> <p>Explain the nature of Allah.</p> <p>"To do shirk would be against the justice of Allah." Assess this statement</p> <p>"Allah's omnipotence means He can punish everyone" Assess this statement.</p> <p>These can be peer marked.</p>	<p>How can a believer understand the nature of Allah in their everyday life?</p> <p>How can human beings participate in Allah's characteristics?</p> <p>How does the belief in Allah further strengthen a person's faith?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>keep Allah in mind at all times and continue with their daily routine when outside in the wider community? What are the consequences that believers might be mindful of? Link to Allah's justice and His all hearing and all seeing power.</p> <p>Discuss how Islam as a religion requires fully submitting to the commands of Allah in order to attain the spiritual comfort. Students could create a word wall with ideas of how to maintain their spirituality.</p> <p>Ask students to mind map what attributes they think Allah has and why? Focus on the key ones – His power over everything – Omnipotence - How is this evident? Is this through His creation?</p> <p>Do Muslims believe in the idea of evolution? Or did Allah using His power make everything for a purpose?</p> <p>What about Omniscience? Allah's knowledge? Hearing- can Allah hear everything? Seeing? Can anything be hidden from him?</p> <p>Does Allah's knowledge mean everything is predestined? Does God control human beings or do they have a freewill?</p> <p>Does being all hearing and all seeing help to understand Allah's justice?</p> <p>Can a person be forgiven if they repent? Does Allah's justice allow that?</p> <p>Students to write</p>				
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					<p>independently their thoughts after having the discussions. Teachers can provide a framework for writing when looking at particular attributes of Allah.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 112:1-4 This passage is recited in salah everyday and so Muslims are constantly reminding themselves of the unity of Allah. It is the second shortest passage in the Qur'an and is also said to be the one third of the Qur'an. Ask students to examine what it means and use the opportunity to further analyse about the attributes of Allah.</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 3-4</p> <p>2x 2hour</p>	2.2 Risalah	<p>a) the nature and importance of Prophethood for Muslims.</p> <p>b) What the roles of prophets teach Muslims.</p> <p>c) The lives of prophets before Muhammad:</p> <ul style="list-style-type: none"> Adam Ibrahim Isma'il 	<p>Students will be able to: Know and understand the importance of Prophethood for Muslims.</p> <p>Assess and analyse the roles of prophets and what they teach Muslims.</p> <p>Assess and analyse the lives of prophets before Prophet</p>	<p>Qur'an 9:128-129</p> <p>There has certainly come to you a Messenger from among yourselves.and He is the Lord of the Great Throne."</p>	<p>Students need to know what Prophethood means. This can be approached through linking the concept of bringing the message of God to the people. Prophets are chosen leaders who have received the divine commands to bring to the people. These are through miracles or directly through an angel. Risalah is the revealed divine message of God.</p> <p>Teachers could explore how the divine messages were revealed. What differentiates a</p>	<p>Question from SAM Section B 3a</p> <p>Identify two ways to show the importance of Prophethood.</p> <p>Give two examples of what Muslims can learn from Prophet Muhammad's (pbuh) life.</p> <p>Describe the role a prophet plays in delivering the</p>	<p>How can the Prophet be an influence on Muslims over all generations?</p> <p>How has Prophet Muhammad (pbuh) given his message to Muslims?</p> <p>How are believers still able to connect</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

		<ul style="list-style-type: none"> Musa Dawud Isa. 	Muhammad.		<p>prophet? What are his responsibilities to the people? How does he deliver the message of God? How is the divine message received? Look at how the messages were revealed to various prophets. Students can have resources given to them about a few prophets and they have to look for key findings.</p> <p>What messages did the prophets bring to the people through the risalah? Ask students to prepare a memo or a speech to show how each prophet may have taught in their community.</p> <p>Activity: Ask students to research on a leader who they know about. What are the qualities of this leader? What makes the leader different to others? How has this leader been chosen? What messages does the leader give? The activity is shared in the class. Students can have a poll to decide who is the best leader out of all those who have been named. Each has to give their reasons for their choice.</p> <p>This activity will help to understand the roles different prophets played and how each prophet came for a different time with a message about one God, however the messages were either lost, distorted or even forgotten, and finally perfected by Prophet Muhammad.</p> <p>Look at the examples of the messages of the of prophets</p>	<p>risalah to Muslims today.</p> <p>Explain the importance of Prophethood.</p> <p>Explain importance of the message of prophets before Prophet Muhammad (pbuh)</p> <p>"Prophets are infallible and they receive the divine message" Assess this statement</p> <p>"Allah's message was finalised with the coming of Prophet Muhammad." Assess this statement.</p> <p>These can be peer marked.</p>	<p>to the message of Prophet Muhammad (pbuh) after nearly 1400 years?</p> <p>How can the Prophet be an example for all communities?</p>		
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					<p>before Prophet Muhammad:</p> <ul style="list-style-type: none">• Adam• Ibrahim• Isma'il• Musa• Dawud• Isa <p>What key things can be found in their lives?</p> <p>Did they receive a divine scripture?</p> <p>What were their messages?</p> <p>What can be learnt from their lives?</p> <p>How can Muslims today relate to the prophets in the past?</p> <p>What message do they give for Muslims in today's society?</p> <p>Divide students into groups for researching each prophet. Each group then has to come up with possible answers for the above questions for the allocated prophet. Arrange a roundtable activity so that one person is showing the findings of the group whilst others rotate around the class to look at the results of the other group.</p> <p>Create competition in the class by giving groups names of each prophet. Prepare a quiz with various topics included. This will help in scaffolding knowledge as well as team building.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 9:128-129 What does it mean by: "a Messenger from among yourselves." Students to analyse the passage and explain what role the prophets</p>				
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					<p>have in Islam. How is the link between Muslims and God made strong through the Prophet? What does bringing the command of the divine to the people mean for everyone? Is it everyone's duty to follow it? What are the consequences of disregarding commands?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 5-6</p> <p>2x 2hour</p>	<p>2.3 The holy books of Islam</p>	<p>a) The nature of the Islamic holy books, specifically:</p> <ul style="list-style-type: none"> • Tawrat • Zabur • Injil • Scrolls of Abraham. <p>b) The importance of the holy books in the establishment of Islam.</p>	<p>Students will be able to: Know and understand the nature of the Islamic holy books</p> <p>Assess and analyse the importance of the holy books in establishing Islam.</p>	<p>Qur'an 4:163</p> <p>Indeed, We have revealed to you, [O Muhammad], as We revealed to Noah and the prophets after him...and Solomon, and to David We gave the book [of Psalms].</p>	<p>Examine who the divine books were revealed to and why? What was the society like at the time? What was the teaching within the book? Where are the messages today? How did the message change from one to another? Was there a continuous cycle till the message of the Prophet Muhammad (pbuh)? How were the prophets selected in receiving the scriptures? What role did the books play in establishing Islam?</p> <p>Let students brainstorm how leaders communicate with their followers. Are the methods of communication changing as societies evolve? Do messages change? Do the leaders' messages change according to the event? Try and link this activity to how each prophet came for a</p>	<p>Identify two holy books that played an important role in establishing Islam.</p> <p>Give two examples of what the earlier holy books might teach.</p> <p>Describe the nature of the earlier books in establishing Islam.</p> <p>Explain the importance of Injil in establishing Islam.</p> <p>Explain importance of the Tawrat in establishing Islam.</p> <p>"Islam would not</p>	<p>Why was it important to have the earlier messages?</p> <p>'Distortion in the messages needed more Prophets and further divine guidance' Do you agree?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>particular time or society and brought divine message for the time. These were then distorted, lost, or even forgotten. However, the greatest miracle is the Qur'an, which is the divine message to Prophet Muhammad (pbuh), which set the seal. Thus, it meant the previous messages helped in playing an important role in bringing the message of God and the concept of the divine.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 4:163 What does it mean by: "We have revealed to you, [O Muhammad], as We revealed to Noah and the prophets after him...." Students to analyse the passage and explain what role the prophets have in establishing Islam as it is today. How is the link between Prophet Muhammad (pbuh) and other prophets made? What does 'revealed to you' mean? What is the Quran telling about the message of Prophet Muhammad (pbuh)?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>	<p>have been established without the earlier books." Assess this statement.</p> <p>"All books came for different times and the Qur'an is universal." Assess this statement.</p> <p>These can be peer marked.</p>			
<p>Week 7-8</p> <p>2x 2hour</p>	2.4 al-Qadr	<p>a) The nature and importance of predestination for Muslims.</p> <p>b) How al-Qadr and</p>	<p>Students will be able to: Know and understand the nature and importance of predestination</p>	<p>Hadith</p> <p>[The Prophet said], "There is none among you, and not a created soul, but has place</p>	<p>The concept that everything is predestined and human beings have no control in shaping their destiny. Ask students open-ended questions to help them reach higher-level</p>	<p>Identify two ways to show human beings are in control during suffering.</p> <p>Give two</p>	<p>Look at the suffering in the world. Is Allah allowing human beings to continue till</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p>

		<p>free will relate to the 'Day of Judgment'.</p> <p>c) The significance of belief in al-Qadr for the early Islamic community.</p> <p>d) The nature and significance of evil and suffering.</p>	<p>for Muslims.</p> <p>Know and understand how freewill relates to the Day of Judgement.</p> <p>Assess and analyse the significance of belief in al- Qadr for the early Islamic community.</p> <p>Assess and analyse the nature and significance of evil and suffering.</p>	<p>either in Paradise or in Hell assigned for him..... he will be among the blessed or wretched."..."As for him who gives ... (92:5-6)</p>	<p>thinking.</p> <p>Sample questions:</p> <p>How will human beings ever have everything correct?</p> <p>What if human beings make mistakes?</p> <p>If everything is predestined how will Allah show His justice?</p> <p>Introduce the concept of freewill. Human beings control their destiny through making their decisions.</p> <p>Link to Allah's attributes: All hearing, All seeing, All-powerful and how this shows He will use His justice.</p> <p>Give examples from life where direct consequences and rewards are linked for people for any good or bad actions. Similarly, how using the freewill, human beings can perhaps take control of their destiny.</p> <p>Ask students to create a list of good actions that are rewarded in society and a list of bad actions that are punished in society. Then look through the list and identify any actions that are on a personal level and those that involve others around. This activity will help in understanding how reward and punishment can be identified using the justice of Allah.</p> <p>There are clear signs in the Qur'an encouraging everyone to do good hence Muslims have been pre-warned and the</p>	<p>examples to show how a person can use their freewill.</p> <p>Describe what predestination is.</p> <p>Explain the importance of predestination for some Muslims.</p> <p>Explain importance of freewill.</p> <p>"Everything is predestined and Allah's justice is clear." Assess this statement.</p> <p>"Human beings can control their destiny using freewill and the justice of Allah allows this to happen." Assess this statement.</p> <p>These can be peer marked.</p>	<p>an appointed time? Or are human beings using their freewill in their decisions? Reflect on the suffering. Can you differentiate between manmade evil and natural suffering? Who is in control? Is it solely human beings? Or is nature to blame as well?</p> <p>For example, earthquakes, is it nature or are human beings harming the earth and creating consequences?</p> <p>Teachers can print out colourful pictures of various suffering around the world. These can be handed out within groups for students to discuss. The images are a useful resource to create discussion on predestination and freewill. For example, was it predestined for a young child</p>		Research skills
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					<p>consequences of doing evil has been discussed in the Qur'an using narratives from the past.</p> <p>Activity with the Hadith: [The Prophet said], "There is none among you, and not a created soul, but has place either in Paradise or in Hell assigned for him... "..."As for him who gives ...(92:5-6)</p> <p>Students to analyse the passage and explain what message is the Prophet telling the people? Is this a warning to human beings about their actions? What are the consequences of disregarding commands? Is the Qur'an verse promoting Muslims to enjoin in doing good for example giving charity? Is the passage encouraging Muslims to change their attitude/behaviour and use freewill to shape their destiny?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>		<p>to be born in a war zone area? Or did the actions of other human beings cause the child to have been born in that area?</p> <p>What about the victim who may have suffered as a result of poverty? Was this because of the environment? Did nature cause the drought? Was it predestined for the individual to go through this test? Is it a test for others in how helpful they are towards supporting the victims?</p>		
<p>Week 9-10</p> <p>2x 2hour</p>	2.5 Akhirah	<p>a) the nature and teachings about life after death, including:</p> <ul style="list-style-type: none"> • final judgment • paradise • (Jannah) and hell (Jahannam) • life in the 	<p>Students will be able to: Know and understand the nature and teachings about life after death. Know and understand how key things about Akhirah and how</p>	<p>Qur'an 101:1-11</p> <p>The Striking CalamityIt is a Fire, intensely hot.</p>	<p>Students need to examine what the final judgment means. How is this important for Muslims in their daily lives? Are people responsible for their actions? Who has to take the final responsibility for any good or bad action? What are the rewards/sanctions?</p>	<p>Question from SAM Section B 3b</p> <p>Identify two ways to show life in Barzakh</p>	<p>Muslims only take responsibility of their actions because of the fear of Jahannam. What is your opinion? Ask someone else</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity Communication Problem solving Discussion skills Collaboration Research skills</p>

		grave and Barzakh. b) how the Islamic teachings about life after death are expressed in the Qur'an.	it affects a Muslim. Assess and analyse Islamic teachings about Akhirah.		<p>What is Barzakh? What happens during Barzakh? Does the soul live on? Is the physical body attached to the soul?</p> <p>Why do Muslims visit graveyards? Does this help the deceased? Is it a reminder to those who are alive?</p> <p>How will the day of judgment come?</p> <p>Link to blowing of the trumpet Qur'an 39:68</p> <p>How will people know about their actions?</p> <p>Discuss the book of deeds and questioning on the day of judgment Qur'an 16:93</p> <p>An activity to help: Ask students to think about their assessments and how their grades matter. In a similar manner, whoever has lived as a good Muslim will be rewarded accordingly whilst those who have not conducted themselves well, will be accounted for as mentioned in the Qur'an.</p> <p>You could ask students to keep a log in a dairy of the activities they have done over one day and identify those that may be rewarded whilst those that may not be considered good to be reflected on, and how could they bring changes.</p> <p>Activity with the Qur'an passage: Qur'an 101:1-11 What does it mean by: "the Day when people will be like moths, dispersed." Students to analyse the passage and explain how the passage links</p>	<p>Give two descriptions of what Muslims learn about heaven from the Qur'an</p> <p>Give two descriptions of what Muslims learn about hell from the Qur'an.</p> <p>Describe what the Prophet teaches about life after death.</p> <p>Explain the teachings about Akhira.</p> <p>"The heavens and earth was created for human beings." Assess this statement.</p> <p>"It is the Day when people will be like moths,' and people have to take responsibility for their actions." Assess this statement.</p> <p>These can be peer marked.</p>	<p>in the class for their view.</p> <p>Link the topic of Allah's attributes and ask students to write a paragraph explaining 'why the stage of Barzakh is important.'</p>		
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					<p>to Akhirah. How is the link between life in the world and the day of judgment made? How is the questioning in the passage helping Muslims understand Akhirah? Is it everyone's duty to follow what has been asked of him or her by religion? What are the consequences of disregarding commands?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 11-12</p> <p>2x 2hour</p>	2.6 Malaikah	<p>a) The nature and importance of angels for Muslims.</p> <p>b) The roles and importance of the principal angels in Islamic belief, including:</p> <ul style="list-style-type: none"> • Jibrail • Mikail • Israfil • Izrael. 	<p>Students will be able to: Know and understand the nature and importance of angels for Muslims.</p> <p>Assess and analyse the roles and importance of some angels within Islam.</p>	<p>Qur'an 2:97-98</p> <p>Say, "Whoever is an enemy to Gabriel.... Whoever is an enemy to Allah and His angels and His messengers and Gabriel and Michael – then indeed, Allah is an enemy to the disbelievers."</p>	<p>Discuss what angels are and what roles they play. Why are they important in delivering divine messages? Do they have similar functions as a human being? Are they going to be accountable or do they play specific roles only?</p> <p>Discuss the specific roles played by each angel.</p> <p>Ask students to write a blog about the angels and their purpose. This can then be used in the next lesson as an activity to extend learning. Students are invited to carry on the blog of another peer.</p> <p>Activity using doughnut task. Ask students to write an analysis about why angels are important within the smaller circle of the doughnut.</p> <p>The outer circle can be used for students to write out other key information about angels that will help them understand the topic.</p>	<p>Question from SAM Section B 3c</p> <p>Identify two angels and the role they play.</p> <p>Give two examples of what angels can do.</p> <p>Describe the role of angel Jibrail in delivering the divine message to Prophet Muhammad.</p> <p>Explain the importance of angel Israfil for Muslims.</p> <p>"Angels cannot descend without Allah's permission and Jibrail brought the</p>	<p>How have the angels helped in ensuring the divine commands are delivered?</p> <p>What is the purpose of angels?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>Activity with the Qur'an passage:</p> <p>Qur'an 2:97-98</p> <p>What does it mean by: "by permission of Allah"? Students to analyse the passage and explain what role the angels have in Islam. Encourage students to use the passage well with the topic.</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>	<p>divine message to Prophet Muhammad."</p> <p>Assess this statement.</p> <p>These can be peer marked.</p>			
<p>Week 13-14</p> <p>2x 2hour</p>	2.7 Shari'ah	<p>a) The principal sources and establishment of Shari'ah law, the Qur'an and the Sunnah.</p> <p>b)The importance of the Shari'ah in the early Islamic community.</p> <p>c) Related sources of law, such as ijma (consensus) and qiyas (analogy).</p> <p>d) The meaning and importance, in Muslim acts, of the difference between 'halal' and 'haram', including the distinction between the five categories (Ahkam</p>	<p>Students will be able to: Know and understand the principal sources and establishment of Shariah law, the Quran.</p> <p>Assess and analyse the importance of the Shari'ah in the early Islamic community.</p> <p>Know and understand the various sources of law.</p> <p>Know and understand terminology and its importance in different actions.</p>	<p>Qur'an 5:48</p> <p>And We have revealed to you, [O Muhammad], the Book in truth, To Allah is your return all together, and He will [then] inform you concerning that over which you used to differ."</p>	<p>To help understand this topic design an activity that examines looking at laws of a country or rules in school. Ask students to look at the rules in school and choose those that they may like to change. Ask their reasons. This can be managed in a group. Let them come up with their proposed rules and why they think they might work. Examine why rules are important within the establishment or the country. How does it benefit the system? Can it be biased? Can the rules have hidden agendas? Who has the final say? Who makes the most benefit out of the rules being followed?</p> <p>Transfer this learning to students examining the Shari'ah as Islamic laws. These laws have been sent divinely through the</p>	<p>Question from SAM Section B 4a</p> <p>Identify the two sources of the Shar'iah.</p> <p>Give two examples of Fard actions.</p> <p>Describe the role of Shari'ah today.</p> <p>Explain the importance of following Shari'ah.</p> <p>Explain importance of the Qur'an within Shari'ah.</p> <p>"A society needs laws and Shari'ah helps Muslims." Assess this</p>	<p>Why would Allah need to give mankind laws?</p> <p>How do the laws help a person? Use the different terminology in your answer.</p> <p>How can a Muslim bring changes in their life?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

		<p>pentad):</p> <ul style="list-style-type: none">• Fard (compulsory)• Mandub (recommended)• Mubah (neither obligatory, recommended or disliked)• Makruh (disliked)• Haram (forbidden).			<p>messengers for mankind's guidance. Discuss how Prophet Muhammad (pbuh) was the last messenger of Allah and He brought the final and perfected laws from Allah.</p> <p>Ask students to work in pairs and examine how the laws made by human beings may be different to those sent divinely.</p> <p>Points to think about:</p> <p>Class where all are equal - as Islam teaches brotherhood.</p> <p>Racial prejudice- The Ummah is encouraged in Islam.</p> <p>Status of women - link to early society and the treatment of female infants, widows.</p> <p>After this activity, students can analyse the importance of Shari'ah within the early Muslim community and write a paragraph to express their opinion.</p> <p>Teachers can also examine the different schools of thought approach to Islamic law.</p> <p>Teaching should also include the sources of Shari'ah – Qur'an and the teachings of the Prophet – Sunnah.</p> <p>The terminology related to understanding how the rulings are made should be taught too: ijmaa, Qiyaas, Taqlid.</p> <p>Look at the difference between halal & haram. Ask students to make a list of actions that may be considered halal & haram respectively. What is guiding them? How do they make</p>	<p>statement.</p> <p>"Allah's message is in the Shari'ah and Muslims will be accountable." Assess this statement.</p> <p>These can be peer marked.</p>			
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					<p>their decisions?</p> <p>Are there other actions that can be termed differently?</p> <p>Link to compulsory and optional actions. How are these helping a person? How does a person decide what to do? How far can a person go in keeping up with their set of Islamic beliefs? Can they overstep the boundary? What are these actions known as? What about actions that are not liked? Students to give at least three different examples in each category with their reasons.</p> <p>Activity with the Qur'an passage:</p> <p>Qur'an 5:48</p> <p>What does it mean by: "is your return all together, and He will [then] inform you concerning that over which you used to differ." Students to analyse the passage and explain what it means when Allah will inform about that which you differed? How is the link between divine law and returning to Him helping mankind in this world? What does revealed to 'You the book' mean? Is it everyone's duty to follow it? What are the consequences of disregarding the commands?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
Week 15-16	2.8 Islamic	a) Islamic etiquette in	Students will be	Qur'an 49:11-13	Ask students to list out ways	Identify two ways to show how	Lying is permissible for	Development of knowledge	Creativity

2x 2hour	etiquette, attitude and manners	<p>relations with other people.</p> <p>b) Islamic attitudes to lying and harmful speech.</p> <p>c) Islamic manners when eating.</p> <p>d) The importance for Muslims of correct etiquette, attitudes and manners and the support for this found in the Qur'an and Sunnah.</p>	<p>able to: Know and understand Islamic etiquette in relating to others.</p> <p>Know and understand Islamic attitude to lying and its harmful effect.</p> <p>Know and understand Islamic eating manners.</p> <p>Assess and analyse the importance for Islamic etiquette, attitudes and manners using the Qur'an.</p>	<p>O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them.....Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.</p>	<p>that are acceptable in relating to various age groups.</p> <p>Let them identify if it is formal or informal.</p> <p>The list could also include different forms of communication tools and languages.</p> <p>Also ask students to make a list of non-acceptable communication tools and languages for various age groups.</p> <p>This activity is a preamble to help shape the lesson.</p> <p>The lesson needs to bring in the concept of treating everyone equally. This has to be addressed through linking the concept of justice and doing what is right and fair.</p> <p>The concept of equality and justice always work together.</p> <p>Injustice leads to oppression and this leads to disobedience towards the command of Allah.</p> <p>Students need to list on what basis could individuals be unjustly treated (skin colour, race, religion, gender etc.)</p> <p>Teaching Prejudice and Discrimination.</p> <p>What does prejudice mean?</p> <p>How does it happen?</p> <p>Why do people judge others?</p> <p>Why do people stereotype others?</p> <p>How do people learn to prejudice?</p> <p>Does Islam encourage prejudice?</p> <p>Islam is against prejudice (pre-judging) as the passage for this topic also points out 'Indeed, the most noble of you in the sight of Allah is the most righteous of you'.</p>	<p>prejudice can take place.</p> <p>Give two examples stereotyping.</p> <p>Describe how equality helps a Muslim in practising his or her faith.</p> <p>Explain the importance of Prophethood.</p> <p>Explain importance of the treating everyone equally.</p> <p>"Prejudice in society is evil and being noble is to obey Allah." Assess this statement.</p> <p>"Allah's message is followed regardless of the gender or tribe and this eliminates discrimination in society." Assess this statement.</p> <p>These can be peer marked.</p>	<p>a good cause as it can bring good results. What is your view?</p> <p>What is the passage referring to when discussing a backbiter? Why?</p> <p>Design a chart for a code of conduct suitable for a young person who wants to live his or her life as an ideal Muslim person.</p> <p>How will you guide them?</p>	<p>and understanding; analysis; evaluation</p>	<p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>
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					<p>What are the harms that can be created as a result of an individual lying either for themselves or about others? Students can make a comic strip to show this.</p> <p>Looking at eating manners, ask students to come up with what are acceptable and non-acceptable manners. They need to give their reasons for these.</p> <p>Look at the guideline given by Islam for what is permissible to eat and what is not.</p> <p>Halal foods are those that are permissible. The Qur'an guides a Muslim on what is permitted. Holy Qur'an 5: 1 Muslims eat only halal meat. Those that are forbidden are termed as Haram.</p> <p>Muslims are not allowed to drink alcohol. Holy Qur'an 2: 219, 5: 90</p> <p>Haram acts are punishable.</p> <p>Jai'z is another term. However, this carries neither a reward nor a punishment - for example drinking tea.</p> <p>Activity with the Qur'an passage: Qur'an 49:11-13 What does it mean by: "perhaps they may be better than them.." Students to analyse the passage and explain what are believers asked not to do and why? How is the link between backbiting and Allah's mercy made? What does the passage suggest when referring to being created as male and female, as well as in tribes? How does</p>				
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					<p>this help human beings? What is suggested through the passage?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 17-18</p> <p>2x 2hour</p>	<p>2.9 The early leaders of the Muslim community</p>	<p>a) The leadership of Islam following the death of the Prophet.</p> <p>b) The role and achievements of the early leaders.</p> <p>c) The importance of the period of the early leaders for the Islamic community.</p>	<p>Know and understand the leadership of Islam following the death of the Prophet.</p> <p>Know and understand the role and achievements of the early leaders.</p> <p>Assess and analyse the importance of the period of the early leaders for the Islamic community.</p>	<p>Qur'an 9:117</p> <p>Allah has already forgiven the Prophet and the Muhajireen and the Ansar Indeed, He was to them Kind and Merciful.</p>	<p>Examine the differing views of leadership after the death of Prophet Muhammad (pbuh). Sunnis believe leadership is chosen by agreement among other Muslims. Sunnis believe in the succession of Khilafat. Caliph Abu-Bakr as the first, Caliph Umar as second whilst Caliph Uthman was the third one and Imam Ali as the last in the Khilafat.</p> <p>The term 'Imam' for Shias is also used for the successor of the Prophet. Leadership is based on divine appointment. Imam Ali is the successor of the Prophet. There are 12 Imams divinely appointed and their Hadith is also accepted as part of the Shia Shariah.</p> <p>Students to research on the differences between Sunni and Shia on the concept of choosing the appointed leader after the Prophet.</p> <p>Study some of the key achievements within the life of the leaders. What role did they have during the time of the Prophet (pbuh)?</p> <p>What are their influences in the time after the Prophet (pbuh)?</p>	<p>Identify two ways to show the importance of leadership.</p> <p>Give two examples of what Muslims can learn from the early leaders.</p> <p>Describe the role played by Imam Ali in the battle of Badr.</p> <p>Explain the importance of Khilafat.</p> <p>Explain Sunni and Shia authorities.</p> <p>"Allah is all forgiving and a leader is there to guide." Assess this statement.</p> <p>"Prophet Muhammad (pbuh) is the seal of the prophets and the Shari'ah is a guide to mankind." Assess this statement.</p>	<p>The Qur'an is more important than Prophet Muhammad (pbuh). Give your opinion.</p> <p>Early leaders were important in helping the Prophet (pbuh) in spreading his message. Write a letter to your friend to explain this.</p> <p>Design a profile card with qualities of the leaders and the roles they played.</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>Examine the battles that took place at the time.</p> <p>Some of the main ones are: Badr, Uhud, Khandaq, Khyber, Conquest of Mecca, Siege of Ta'if, Expedition of Tab'uk, Jamal, Siffin, Naharwan</p> <p>What role did the leaders have?</p> <p>How did they live their lives?</p> <p>What did they achieve?</p> <p>How is each of the leaders seen as influential for the Muslim community?</p> <p>What key things can be learnt from their lives?</p> <p>Was their death a natural cause or were they killed?</p> <p>Examine the Day of Ashura and the sacrifice of Imam Hussain.</p> <p>What were the reasons for Kerbala to happen?</p> <p>Why did Imam Hussain refuse to bow to the demands of Yazid?</p> <p>https://whoishussain.org/who-is-hussain/the-day-of-ashura/ (copy and paste link into the search engine)</p> <p>How is Imam Hussain important as a leader for the Muslim community?</p> <p>How do all the leaders influence Muslims in all generations over time?</p> <p>What message can Muslims get from the leaders' experiences?</p> <p>Students can prepare a poster on leadership with key information on it.</p> <p>Arrange a round table discussion for students to discuss the different leaders and what can be learnt from their lives.</p>	<p>These can be peer marked.</p>			
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					<p>Activity with the Qur'an passage:</p> <p>Qur'an 9:117</p> <p>What does it mean by: "He forgave them." Students to analyse the passage and explain what role the leaders had during the migration to Medina. What is the passage telling Muslims? Should Muslims be continuing to listen to the commands of their leaders? What is the passage telling Muslims about Leadership?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
Total guided learning hours for this Section: 40 hours- 36 timetabled plus 4 hours extra for recapping, revision & internal assessment									

Theme 3 - Section C: Living the Muslim life today									
Week /Hour	Section	Content	Learning Outcomes	Related passage (Abstract version)	Exemplar teaching activities	Suggested questions/ tasks to be explored through teaching	Extension Task	Which transferable skills are explicitly assessed through examination?	Which transferable skills could also be acquired through teaching and delivery?

Week 1-2 2x 2hour	3.1 Shahadah	<p>a) The nature and role of Shahadah for Muslims.</p> <p>b) The importance of reciting Shahadah for Muslims.</p> <p>c) How the Shahadah is used in practice.</p>	<p>Students will be able to:</p> <p>Know and understand what the Shahadah is and what role it plays in a Muslims life.</p> <p>Assess and analyse the importance of reciting the Shahadah for Muslims.</p> <p>Know and understand how the Shahadah is used in practice.</p> <p>Assess and analyse how a Muslim practices Shahadah.</p>	<p>Qur'an 3: 17-19 Allah witnesses that there is no deity except Him...And whoever disbelieves in the verses of Allah, then indeed, Allah is swift in [taking] account.</p>	<p>Examine the Shahadah with the students. Ask them to write out 5 points why they think it is important in a Muslim's life. This can be as a think / pair & share activity.</p> <p>Explore this further using deeper questions:</p> <p>Why does a Muslim have to bear witness about God?</p> <p>Why does a Muslim have to bear witness that Prophet Muhammad (pbuh) is the prophet of Allah?</p> <p>How does this help to shape a person's life? What does a person have to do in order to put their beliefs in practice?</p> <p>Group tasks with an allocated leader where the students are expected to present a role-play showing Shahadah in practice.</p> <p>Students can also be asked to write a piece of article for a newspaper column to express the importance of reciting Shahadah.</p> <p>Students to write a paragraph on why Muslims must show they are following the Shahadah by how they live. This can include examples from their personal lives as well as from other Muslims.</p> <p>Ask students to identify occasions when part of the Shahadah is also recited: adhaan, when a baby is born, during a funeral. Why is it important? How does it help? This can be a discussion activity after which students are asked to write a small report to show how it might be recited during one of these occasions.</p> <p>Use the related passage Qur'an 3: 17-19 and discuss the meaning with the students.</p> <p>Students can be split into mini groups. Each group is given a paper with a large circle drawn onto and small circles around it. The large circle is meant to represent the essence of Shahadah- Ask students to write their understanding using the Qur'an passage and how does this then relate to individual's lives (the smaller circles).</p> <p>http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml</p> <p>Use this link to create a discussion within the classroom. The 1st part of the link deals with declaring the Shahadah. Teachers are encouraged to listen to the clip beforehand so that there is clarity within the classroom in order to create discussion. The clip is discussing about conversion to Islam and declaring Shahadah. It shows the key difference between Shahadah for a Muslim who is born and raised as a</p>	<p>Question from SAM Section C 5a</p> <p>Describe the impact of reciting Shahadah has in a Muslim's life.</p> <p>Explain the importance of Shahadah.</p> <p>These can be peer marked.</p>	<p>Questions to reflect:</p> <p>What are the consequences of not following the Shahadah?</p> <p>Can a Muslim pick and choose from religion?</p> <p>Why do Muslims give so much respect to Prophet Muhammad?</p> <p>The clip activity can be extended further with students given a written task.</p> <p>http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml</p> <p>A short report on the programme.</p> <p>Prepare a script for a meeting with the person who has converted. What would they ask and why? Best scripts will incorporate the ideas of Shahadah and how it is used</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>
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					<p>Muslim and Shahadah taken as a declaration by someone who converts or reverts to become a Muslim. This can be stressed within the classroom to show that individuals that are raised as Muslims start their journey when hearing the Shahadah when they are born, whilst those entering the fold of Islam later on, just need to declare the two lines to enter the faith. However, this has to be done willingly and the actions/ practices that follow will always be towards seeking nearness to God. (If teachers wish they can share the clip up to 7 mins).</p> <p>Writing the Shahadah in Arabic text for students to preserve- creative learning.</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>		in practice.		
<p>Week 3-4</p> <p>2x 2hour</p>	3.2 Salah	<p>a) The nature and significance of Salah for Muslims</p> <p>b) The importance of Salah in the life of Muslims.</p> <p>c) How Salah is performed:</p> <ul style="list-style-type: none"> • Ablution • Times • Direct-ions • Move-ment • Recitat-ions <p>d) Salah in the home and mosque and at Friday (Jummah) prayer.</p>	<p>Students will be able to:</p> <p>Know and understand the nature and significance of Salah for Muslims.</p> <p>Assess and analyse the importance of Salah in the life of Muslims.</p> <p>Know and understand how a Muslim prepares for Salah.</p> <p>Know and understand how to pray Salah at home.</p> <p>Know and understand</p>	<p>Qur'an 62:9-11</p> <p>O you who have believed, when [the adhan] is called for the prayer on the day of Jumu'ah [Friday] Say, "What is with Allah is better than diversion and than a transaction, and Allah is the best of providers."</p>	<p>Students are asked to brainstorm on 'Why Muslims pray?' This is then used as a discussion platform to understand the significance of Salah for Muslims.</p> <p>Some questions to engage the discussion:</p> <p>Why is Salah made obligatory five times a day especially when people have such busy lives?</p> <p>Why does Allah give human beings an opportunity to talk to Him?</p> <p>Why is Salah an act of worship? Does Allah need human beings to worship Him? Why is Salah in a prescribed method?</p> <p>Is spiritual nurturing important for Muslims on a daily basis? Can it not be done once a week?</p> <p>Discuss the ways an individual would prepare for Salah. Is there anything that is different and why does one need to prepare? Hot seat activity - Students share how they feel before, when preparing, after praying, any difficulties etc.</p> <p>Print out pictures of specific actions within Salah to give to students. Actions should be jumbled up, as they will have to reorder them to make into a full Salah or a Rakah. Students to research what happens at the selected action. This can be a pair/ group activity. This can also be extended to why each action is important and what does it signify.</p> <p>A similar activity using actions of ablution- actions are jumbled up and students have to put them in correct order.</p>	<p>Question from SAM Section C 5b</p> <p>Describe the actions of one unit of a Salah.</p> <p>Describe the actions of Wudhoo (ablution)</p> <p>Describe the importance of Salah in a Muslim's life.</p> <p>Describe how Salah is prayed in congregation</p> <p>Explain the importance of offering Salah daily in the life of Muslims.</p> <p>Explain how a Muslim prepares for Salah daily.</p>	<p>Why is Salah needed? Does God need human beings to pray to Him?</p> <p>Arrange a congregational Salah session after which students are asked to reflect their thoughts.</p> <p>Prepare a collage of various mosques around the world with information about activities that take place. Research using the internet. What is different?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

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			<p>Know and understand how to pray Salatullah and its importance.</p> <p>Assess and analyse</p>	<p>Send a Twitter message to your teacher “@Mr/MrsTeacher” about Salatullah (congregation) – (140-character limit for the message).</p> <p>Praying in the mosque- how is that different? What is the mosque like? Is it only a praying place? What are the features of the mosque both external and internal? What prayer aids to worship are available in the mosque? (Prayer mat, carpet laid facing Quiblah, Tasbeeh, Chadaar, Turbah (for some Muslims), Qur’an stand) If time allows students can draw the features together with the labels.</p> <p>Prayer mat activity- students make a prayer mat using A3 paper and creative resources. On this they can also add some facts about Salah.</p> <p>Compare praying in the mosque with the home environment- how is praying in the home different to praying in the mosque individually or in congregation? Is it the ambience of the place? Is it the spiritual feeling? Is it being part of the congregation that makes it different?</p> <p>Can Salah be prayed anywhere? What if one is travelling?</p> <p>Asking for personal prayers after the daily prayers- ‘Dua’- this opportunity is at home and at the mosque as well whether praying individually or in a congregation. Students can reflect on what they might ask Allah for and why. What connection does a Muslim feel with God after praying their Salah and then doing Dua?</p> <p>Activities with the following clips:</p> <p>https://www.youtube.com/watch?v=JYzA12pe_zY this Adhaan clip can be used at the beginning of the lesson. Students experience how it feels when Adhaan is recited and how it helps a Muslim to prepare for prayers. A link to the Shahadah can be made as it helps students to connect that the person is now disengaging from all worldly affairs and committing his/her personal time towards Allah. Ask students to write their feelings when hearing the Adhaan being recited. How would it help them in preparing for their prayers if they were in the mosque?</p> <p>https://www.youtube.com/watch?v=XnrAyaSpyho This clip also has Adhaan (Shia version) and also includes a complete Salah. Students to experience how it feels when Adhaan is recited and how it helps a Muslim to prepare for prayers. A link to the Shahadah can be made as it helps students to connect that the person is now disengaging from all worldly affairs and committing his/her personal time towards Allah. Ask students to write their feelings when hearing the Adhaan being recited. How would it help them in preparing for their</p>				
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			benefits of Salatul Jummah and the congregational benefits. Know and understand the exemptions from Salah.		<p>prayers if they were in the mosque? Within the clip the section on the Salah can be used when teaching the various actions in Salah. An activity can be prepared to ensure students are focused which can include true or false statements, fill in the blanks followed by open ended questions to allow Higher Order Thinking.</p> <p>Friday Prayers- use the clip below:</p> <p>https://www.youtube.com/watch?v=uWOKB5EzHSo</p> <p>How is Friday prayer offered? What preparation needs to be done? How is it different to other regular Salah? Why does the Imam give Khutba? What does the Khutba (sermon) consist of?</p> <p>During the teaching, concentrate on specific actions that form part of the Friday prayer.</p> <p>Exemptions from Salah- discuss how Salah can be offered in various different circumstances. For example: what ease is offered for those who cannot offer Salah in a standing position, what about those who have been taken ill, women in their monthly cycle do not need to offer their missed out prayers.</p> <p>Activity with the Qur'an passage Qur'an 62:9-11- Give students a flashcard on which they have to write a word they can quickly note from the text. Ask them for their reason – paired activity. The pairs then share with the class where each one has to report about the other one's choice.</p> <p>Discussion point using the passage - Why is Friday important for Muslims? Why does Friday prayer need to be offered in congregation? What does "Allah being the best of provider" mean for a Muslim? (relate this to daily lives).</p> <p>How does offering daily prayers in congregation help? Compare this to the Friday congregational prayer. Students can prepare a presentation in groups that can then be shared within the classroom.</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
Week 5-6	3.3 Sawm	a) The nature, role, significance and purpose of fasting during	Students will be able to: Know and understand the significance and purpose	Qur'an 2:183-185 O you who have believed, decreed upon you is	<p>Students work in pairs to prepare a booklet that can be given to people who want to know more about fasting. The booklet should include: Why Muslims fast? What is the length of a fast? What activities take place whilst fasting? What is encouraged to do whilst fasting? What should Muslims not do whilst fasting?</p>	<p>Question from SAM Section C 5c</p> <p>Describe the actions that can invalidate a fast.</p>	How does fasting help a Muslim bring changes in their personal development?	Development of knowledge and understanding; analysis; evaluation	Creativity Communication Problem solving Discussion skills Collaboration

2x 2hour		<p>Ramadan.</p> <p>b) Those who are exempt from fasting.</p> <p>c) The importance of Laylat al-Qadr for Muslims today.</p>	<p>of fasting.</p> <p>Know and understand the nature of fasting.</p> <p>Assess and analyse benefits of fasting in Ramadan.</p> <p>Know and understand those who are exempted from fasting.</p> <p>Assess and analyse the importance of Laylat al Qadr for Muslims today.</p>	<p>fasting.... So, whoever among you is ill or on a journey [during them] – then an equal number of days [are to be made up)</p>	<p>Prepare traffic signs leaflet: ‘What can break a fast?’ Students to prepare a creative poster which shows ‘No entry’ to mean ‘Do not’ for those things that can break a fast.</p> <p>Debate/Discussion within the classroom: “How does fasting in the month of Ramadan help a Muslim spiritually? Can the spirituality be kept up within the year?</p> <p>Analyse how fasting helps a Muslim. Is fasting about self-control or is it more than that? Also look at the concept of seeking Allah’s pleasure as well as reward for following what has been commanded. Students can prepare a radio or a live chat show as an activity to support this learning. This can be presented in the class where some students are the presenters whilst others can be the listeners/audience who have an opportunity to ask live questions.</p> <p>Discuss who is exempted from fasting and why? Is there a penalty to pay? Is this the same for everyone? Do individuals who have missed out the fasts have to pay the fasts back as qaza?</p> <p>Why are some days more important in the month? Analyse the importance of Laylatul Qadr by examining what it signifies. Why is it important to Muslims and how does it make an impact for Muslims today? What do Muslims achieve by celebrating the Layaltul Qadr? What difference should a Muslim bring to their life with the coming of Laylatul Qadr? Students can be placed into small groups to work on these questions. They are then expected to produce a PowerPoint. Every group has an allocated leader to ensure everyone has an opportunity to give an input.</p> <p>What happens after a month of fasting? Is Eid ul Fitr just meant to be a celebration? What is Fitra? How does it help in the society? Students to write a paragraph on why Eid ul Fitr is important to Muslims. This can be peer marked with formative comments. Teachers to provide structure for marking. (Can link to SAM question 5c -see marksheet).</p> <p>Activity with the Qur’an passage Qur’an 2:183-185 - Ask students to write what two things they can immediately find from the passage. This is then shared with the class. A scribe to write some points on the board. Teachers then takes the discussion forward with open-ended questions.</p> <p>Activity with the clip below - discuss after seeing the clip how fasting helps- does it help at a family level? Does it help to remember the pangs of the poor and needy? Is it good enough to be an observing Muslim during the month of fasting or does one need to continue?</p>	<p>Identify one action that Muslims cannot do when fasting.</p> <p>Explain the importance of fasting for Muslims.</p> <p>“All Muslims should fast as Allah has made it compulsory.” Assess this statement.</p> <p>These can be peer marked.</p>	<p>Why does fasting involve keeping away from food and water? How does that help a Muslim become closer to Allah?</p> <p>Design a fasting game. Teachers can use a board game concept for students to design on a paper.</p>		Research skills
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					http://www.bbc.co.uk/education/clips/zw37tfr Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning. Use the student tracker to help them keep their independent learning in progress.				
Week 7-8 2x 2hour	3.4 Zakah and Khums	a) The nature and purpose of Zakah b) The nature and purpose of Khums. c) The importance of Zakah and Khums for Muslims. d) The global importance of giving support to those in need.	Students will be able to: Know and understand what Zakah is. Know and understand what Khums is. Assess and analyse the importance of Zakah and Khums for Muslims. Assess and analyse global the importance of giving support to those in need.	Qur'an 9:58-60 And among them are some who criticize you concerning the [distribution of] charities... Zakah expenditures are only for the poor and for the needy...	<p>Students need to know what Zakah is, how it is practised - what Zakah is given as well, as understanding how Muslims should share their wealth with the less fortunate members of the Muslim Ummah. Students can be given an independent research task and are asked to produce a Zakah support leaflet.</p> <p>Zakah as an Islamic tax that is obligatory and purifies the wealth of Muslims. It helps to support the poor and needy. When paying Zakah, a Muslim shows thankfulness to Allah through sharing His blessings that he/she has been granted. It also shows a caring attitude by sharing their wealth with the less fortunate. It is a redistribution of wealth within society to help bring balance and harmony. It is only 2.5% of the individual's wealth.</p> <p>It is an Islamic tax practised by both the Sunni & Shia School of Thought. It is the second pillar within the Sunni School of Thought and the fourth branch (Furoo e Deen) within the Shia School of Thought.</p> <p>Students need to understand how Khums differs from zakah.</p> <p>Khums is also another Islamic tax mentioned in the Qur'an. Shia Muslims practise this as part of the fifth branch of religion. One-fifth (20%) tax upon an individual's annual surplus. By giving out Khums it purifies the wealth and also like Zakah helps to take care of the needy.</p> <p>Discuss with students to help them assess: Why are Zakah and Khums each obligatory? What are they used for? Why should Muslims keep up with the Islamic tax and help those in need? Why is it important for Muslims to show their thankfulness by obeying Allah's commands and practising either Zakah or Khums? Why is it important to give to those in need? How does this help the Muslim community, the Ummah? Teachers can start a whole class discussion on a couple of the points and then students are put into smaller groups so that they can produce a summary of the discussion through a written form. It can be a mind map or a news bulletin.</p> <p>Activity with the Qur'an passage Qur'an 9:58-60 Ask students to reflect on what the passage is talking about.</p>	<p>Question from SAM Section C 6b</p> <p>Describe the features of the payment of Khums by Muslims.</p> <p>Give two ways that Zakah can be used.</p> <p>Give two ways that Khums can be used.</p> <p>Explain the importance of Zakah.</p> <p>Explain the importance of Khums.</p> <p>"Zakah helps to share wealth within the Muslim Ummah and everybody becomes equal." Assess this statement.</p> <p>"Share your wealth and be thankful to Allah as HE has provided for you and your family." Assess this statement.</p> <p>These can be</p>	<p>How does Zakah help with financial stability for all?</p> <p>Is Zakah relevant for everyone today?</p> <p>Is poverty going to be eradicated by Muslims ensuring they give Zakah? Give your reasons.</p>	Development of knowledge and understanding; analysis; evaluation	Creativity Communication Problem solving Discussion skills Collaboration Research skills

					<p>Examine how the passage links to the use of Zakah for the poor and needy, therefore Allah is directly commanding believers to give from their wealth. Why is this being asked? How will this help the Muslim Ummah? Is the passage important for all Muslims?</p> <p>Ask students to draw a table to show this information. They need to develop their reasons.</p> <p>Activity using global pictures showing poverty- print out pictures from different parts of the world where poverty is evident. Show examples of children, young people and even families suffering in extreme conditions. This can be a group activity where students use the pictures as a stimulus and discuss what is happening in the picture and why the individuals have ended up in such situations. They are then expected to report back to the whole class in the form of an oral presentation. Allocate a leader who ensures all are involved in the discussion. Some questions to help the discussion: Is it because of the greed of other human beings? Is it because of the environment? Was it self-destruction? Or are there other reasons involved? What can be done to support? How and is it achievable? What is the duty of every individual Muslim? Are these short term/long term solutions? How should the Muslim Ummah respond to this? How do Zakah and Khums money help? What about giving out other types of Sadaqah?</p> <p>Finding out about the local centre/mosque and its support system for the less fortunate. Ask students to carry out an independent research using the internet. How are mosques or local centres using Zakah or Khums money?</p> <p>What other charities are around locally to support Muslims and non-Muslims? What about support from a national level?</p> <p>Is there an organisation that helps to look after the welfare of those less fortunate? How do they collect funds? Why is this important? How is it helping?</p> <p>Activity with the clip below: see classroom ideas tab on the link</p> <p>http://www.bbc.co.uk/education/clips/z4yjxnb</p> <p>Use the link below for more on Zakah. https://www.muslimaid.org/what-we-do/religious-dues/zakat-facts/</p> <p>Use the link below to find out more information about Khums. https://www.al-islam.org/khums-islamic-tax-sayyid-muhammad-rizvi/khums-quran-history</p>	peer marked.			
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					<p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 9-10</p> <p>2x 2hour</p>	<p>3.5 Hajj</p>	<p>a) The nature, role, origins and significance of Hajj.</p> <p>b) Key actions performed during Hajj.</p> <p>c) The importance of Hajj for Muslims</p> <p>d) Benefits and challenges of attending Hajj for Muslims.</p> <p>e) Exemptions from the performance of Hajj for Muslims.</p>	<p>Students will be able to:</p> <p>Know and understand what Hajj is.</p> <p>Know and understand the key actions performed during Hajj.</p> <p>Know and understand exemptions from the performance during Hajj.</p> <p>Assess and analyse the importance of Hajj for Muslims.</p> <p>Assess and analyse the benefits and challenges of going for Hajj.</p>	<p>Qur'an 2:197-199</p> <p>Hajj is [during] well-known months, so whoever has made Hajj obligatory upon himself therein [by entering the state of Ihram]...Then depart from the place from where [all] the people depart and ask forgiveness of Allah. Indeed, Allah is Forgiving and Merciful.</p>	<p>Ask students to reflect on a journey they may have taken recently. What preparations did they do? How long was this for? What was the need for this journey? What part of the journey do they remember most? What was very difficult? What did they enjoy the most? Were there any particular instances that they felt they missed home? Why? Students need to write a page of a reflective diary with all these responses. They are then invited to share with others about their experience.</p> <p>Link this to the special journey that Muslims have to go on; however, it has conditions attached to it. Look at what are the conditions, who is exempted and why. Students need to understand what Hajj is by knowing that it is an obligatory journey that requires a Muslim to enter the state of Ihram.</p> <p>Discuss what the Ihram is and what it means once an individual has made the niyyat (intention) of wearing Ihram on taking the journey of Hajj. What difficulties might they come across? What are their limitations? What are their expectations? What challenges will a Hajji or Hajja face when having to abstain from some actions whilst in the state of Ihram?</p> <p>Look at the various actions that are performed in Hajj.</p> <p>The Tawaaf of Holy Ka'baa, Saee (walking between Safa and Marwa, Taqseer (cutting of hair/ clipping nail), Spending night at Arafat to reflect and seek forgiveness, picking pebbles at Muzdalifa, stoning the pillars at Mina, sacrifice of an animal in Mina and shaving hair (men) in Mina, return to Mecca.</p> <p>Discuss about the well of zamzam and the black stone. What is their significance? Why is it still important?</p> <p>Students can prepare a fact sheet for each action that takes place in Hajj. Explain how pilgrims perform an Umrah before proceeding to Arafat.</p> <p>If time allows use a creative task where students prepare a 3D version of what happens in Hajj with useful information attached to it. This can be displayed for future use.</p> <p>Why is Hajj important? What happens after the Hajj? What does the Eid ul Hajj signify for the Haji/ Hajja? (Eid ul Hajj will be studied in depth). Does going for Hajj help the</p>	<p>Question from SAM Section C 6a</p> <p>Identify one thing that happens in Hajj.</p> <p>Give two conditions for when a Muslim can go for Hajj.</p> <p>Give two things that a person wearing Ihram cannot do.</p> <p>Describe what happens in Mecca.</p> <p>Describe what happens in Arafat.</p> <p>Describe what happens in Mina.</p> <p>Describe what happens in Muzdalifah.</p> <p>Describe why the water of zamzam is important to Muslims.</p>	<p>Ask students to draw round their hand and then on each of the five fingers they write out a key aspect about Hajj. Towards the palm they analyse what Hajj means to a Muslim today.</p> <p>Students can also interview someone who has taken the journey and write an interview script to retell the reflective journey. Questions that can be asked to the Haji/Hajja:</p> <p>How was your journey? Why did you go for Hajj? What was the most challenging action for you? How did you overcome this? Would you take the journey again? How has the Hajj benefitted</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

				<p>individual in strengthening their spirituality? Is there a significant change to the individual's life after Hajj? Link to Arafat and asking forgiveness, so does this mean a Muslim has a new opportunity and perhaps can rebuild their life again ensuring they are more focused in their Islamic belief. Students can be paired and each pair has to come up with their reasons/ opinions. Teacher then brings in it a whole class discussion and questions even deeper to enable higher order thinking.</p> <p>A newspaper with various articles on Hajj can be produced by students that look at the various different aspects of Hajj, challenges, importance of Hajj and also how Hajj brings unity amongst the Muslim Ummah. Teacher can allocate various sections to students to work on within small groups. Each group has a producer allocated to ensure everyone has an input into their article.</p> <p>The three clips below are useful to help students produce a colour coded mind map. View clips separately and after each clip has been thoroughly examined; students are split into smaller groups to produce the work. Work can be shared with others through a carousel show, an opportunity to add more information. Also see the classroom ideas tab for more activities.</p> <p>Activity with the clip below: see classroom ideas tab on the link</p> <p>http://www.bbc.co.uk/education/clips/zx8n34j day one</p> <p>Activity with the clip below: see classroom ideas tab on the link</p> <p>http://www.bbc.co.uk/education/clips/zs2b9j6 day two</p> <p>Activity with the clip below: see classroom ideas tab on the link</p> <p>http://www.bbc.co.uk/education/clips/zbpkq6f day three</p> <p>Activity with the Qur'an passage Qur'an 2:197-199 Ask students to reflect on what the passage is talking about. Examine how the passage links to Hajj and what is the deeper message. How can Muslims today live up to this message? What does entering the state of ihram mean? The Hajj journey is taken during a specific month only, why? What is forgiveness about? Can Muslims ask for forgiveness anywhere or do they need to go to Arafat only?</p> <p>Students write their own notes and then are expected to write an extended paragraph about Hajj. The work produced should also discuss about Allah being the most forgiving and</p>	<p>Explain the importance of wearing the Ihram.</p> <p>Explain the importance of sacrificing an animal during Hajj.</p> <p>Explain the importance of the Ka'bah.</p> <p>Explain the importance of Eid ul Hajj for Muslims.</p> <p>"Wearing the Ihram has responsibilities." Assess this statement.</p> <p>"Forgiveness from Allah can only be achieved on the land of Arafat." Assess this statement.</p> <p>These can be peer marked.</p>	<p>you?</p> <p>Find other passages from the Qur'an that discuss Hajj. What is the message for Muslims?</p>		
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<p>Week 11-12</p> <p>2x 2hour</p>	3.6 Jihad	<p>a) The origins, meaning and significance of jihad in Islam.</p> <p>b) The distinction between the greater (inner) jihad and the lesser (outer) jihad.</p> <p>c) The importance of the greater jihad in the life of Muslims.</p> <p>d) The conditions for declaration of lesser jihad, including reference to Surah 2: 190–194 and 22:39</p>	<p>Students will be able to:</p> <p>Know and understand what Jihad is.</p> <p>Know and understand the greater and lesser Jihad.</p> <p>Assess and analyse the importance of the greater jihad in the life of Muslims.</p> <p>Assess and analyse the conditions for declaration of the lesser jihad.</p>	<p>Qur'an 49:15</p> <p>The believers are only the ones who have believed in Allah and His Messenger and then doubt not but strive with their properties and their lives in the cause of Allah. It is those who are the truthful.</p>	<p>Students to learn about Jihad and its significance in Islam. They need to understand the term jihad as a sacrifice as well as understand the two types of jihad. They need to be able to distinguish between the greater and lesser Jihad with clear examples and what is necessary according to the individual's living environment and circumstances.</p> <p>Hexagon activity: Students use the hexagons on the paper to write their different thoughts about Jihad and its importance for Muslims. They incorporate the conditions for the lesser jihad for Muslims today, particularly if they are living in a non-Muslim country. Teachers need to make reference to Surah 2: 190–194 and 22:39 and discuss with the students what do the passages mean. Examine how the conditions of the lesser jihad are in place. Does that make it difficult? Is there a time when there is a need for the lesser jihad for Muslims? When is it necessary to pledge Muslim war- students to do further research on it.</p> <p>What is the greater Jihad? How is this important in society? How is this important for the individual? Organise a hot seat activity where students get to ask each other about what is the greater jihad in their opinion and why? Data is then gathered for students to reflect on and they analyse why it is important for Muslims to carry out the greater jihad. A follow up activity using the inner and outer circle, where the inner stands for the individual and what is important for him/ her whilst the outer are the factors that will help to ensure the greater jihad is carried out.</p> <p>Design a peaceful campaign for something you feel that needs to change. This can be an advert, poster or a newspaper insert.</p> <p>Examine jihad through Prophet Muhammad's teachings- What has the Prophet taught? - Use the knowledge from previous themes.</p> <p>Poll in the class- ask students to vote for what is most difficult – the lesser or the greater jihad? Select some</p>	<p>Question from SAM Section C 5d</p> <p>Describe what Jihad is.</p> <p>Explain the difference between the greater and the lesser Jihad.</p> <p>Explain the importance of carrying out the greater Jihad for Muslim's in today's society.</p> <p>"Believers should carry out both the inner and outer jihad." Assess this statement.</p> <p>These can be peer marked.</p>	<p>Look at news headlines where the term jihad is used. Now write a response to this article.</p> <p>Organise an event that will help others around to understand what jihad means to a Muslim. How are you going to plan this? What difficulties will you face? What will be your aim and how are you going to achieve this?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>students to give their views.</p> <p>Activity with the Qur'an passage Qur'an 49:15 Ask students to reflect on what the passage is talking about. Examine how the passage links to Jihad. What is the message for Muslims? How is the message clear about types of jihad? How do Muslims apply the message from this passage into their lives?</p> <p>Ask students to tweet (160 characters) @the Teacher with their understanding of Jihad.</p> <p>Activity using an online video. Teachers will have to sign up to this website. It is a free website. There is also a teacher's downloadable support. Please copy the URL into the search engine for access. https://www.truetube.co.uk/film/what-jihad</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
<p>Week 13-14</p> <p>2x 2hour</p>	<p>3.7 Islamic festivals</p>	<p>a) The origins and activities of the Islamic festivals:</p> <ul style="list-style-type: none"> Eid-ul-Adha Eid-ul-Fitr Ashura. <p>b) The meaning and significance of the Islamic festivals for Muslims.</p>	<p>Students will be able to: Know and understand the two Eids.</p> <p>Know and understand what Ashura is.</p> <p>Assess and analyse the importance of each occasion.</p>	<p>Hadith ".....As for the Day of Fitr, it is the day when you break your fast, and on the Day of Adha you eat the meat of your sacrifices."</p>	<p>Students need to learn that Eid- ul- Fitr not only marks the end of the month of fasting but is also seen as a marker for the spiritual uplift during the entire month. It is important to ensure that the Fitra tax has been paid to the poor. Muslims offer Salaatul Eid where the Imam (leading the prayer) would also deliver two sermons. One would remind Muslims to pay their Fitra and the rules for it whilst the second one will discuss about keeping up the spirituality that was practised over the month of Ramadhan.</p> <p>Families may gather for a meal, visiting each other, exchange presents especially for the children. Visit the graveyard to remember and pray for their deceased loved ones.</p> <p>Teachers may use the clip below and follow up with a classroom discussion. Teachers could also give out three questions about the clip so that students are independently looking for the information whilst the clip is running. http://www.bbc.co.uk/education/clips/zy6cd2p</p> <p>Students need to understand that Eid- ul- Adha is celebrated after the sacrifice in Mina. This is the one essential part of Hajj that every Muslim around the world celebrates with the Hajjis in Mecca. For those who are not at Mina doing Hajj, they can still offer a sacrifice of an animal in their hometown. All other activities that take place are similar to</p>	<p>Question from SAM Section C 6c</p> <p>Identify one lesson you can learn from Eid ul Adha.</p> <p>Identify one lesson you can learn from Eid ul Fitr.</p> <p>Give two teachings from Ashura.</p> <p>Explain the importance of Eid ul Adha.</p> <p>Explain the importance of Ashura</p> <p>Describe how Eid ul Fitr is celebrated</p>	<p>What key message can be picked up from the two festivals?</p> <p>How is Ashura helping to teach Muslims an effective lesson for their lives today? Write a paragraph showing this.</p> <p>Muslims need to show harmony through celebrating the festivals. Do you agree?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>Eid-ul- Fitr.</p> <p>Teachers could use this link for students to carry out a research on what this Eid means. Students then design a fact sheet to show the significance of the festival.</p> <p>http://www.bbc.co.uk/schools/religion/islam/eid_haj.shtm</p> <p>Students to produce a leaflet showing the importance of the two Eids and how it may help in creating harmony and unity not only within the family but the Muslim ummah as well.</p> <p>Teachers can deepen the learning through questioning: How is social cohesion promoted through the two Eids? How does the Muslim Ummah show care for each other in Eid?</p> <p>Students need to understand the significance of Ashura and why it is commemorated. What is the key message behind Ashura and what does Ashura teach Muslims today? What did Imam Hussain (the Prophet's grandson) stand against?</p> <p>Teachers could use the link below for students to carry out a research on what Ashura means. Students then design a fact sheet to show the significance of Ashura.</p> <p>https://whoishussain.org/who-is-hussain/the-day-of-ashura/</p> <p>Activity with the Hadith: Ask students to reflect on what the passage is talking about. Examine how the passage differentiates about the two Eids. What is it telling the Muslims? What is the duty of Muslims today? How are they supporting those who may not get to break their fasts nor will they eat the sacrifice due to the conditions of their surroundings? Why is there poverty if Muslims give their Islamic tax?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>	<p>Describe how Eid ul Adha is celebrated</p> <p>Describe how Ashura is commemorated.</p> <p>"Eid Festivals are mostly for children as they get gifts." Assess this statement.</p> <p>"Eid ul Fitr is more important than Eid ul Hajj." Assess this statement.</p> <p>"Ashura is a tragedy that cannot be forgotten." Assess this statement.</p>			
<p>Week 15-16</p> <p>2x 2hour</p>	<p>3.8Marriage and the family</p>	<p>a) The significance of marriage in Islamic life.</p> <p>b) Muslim teachings about marriage.</p>	<p>Students will be able to:</p> <p>Know and understand the significance of marriage in Islam.</p> <p>Know and</p>	<p>Qur'an 30:21</p> <p>And of His signs is that He created for you from yourselves mates that you may find tranquility in</p>	<p>Students need to understand the significance of marriage where both the man and woman share their lives with love and companionship. It is also a place where sex is enjoyed lawfully as the way God wanted. Procreation takes place and this in turn helps the Ummah as the children are brought up as good Muslims within the family setting. Prophet Muhammad (pbuh) has encouraged marriage amongst his Ummah in his saying: "Marriage is my practice, so whoever rejects my practice is not from me."</p>	<p>Question from SAM Section C 6d</p> <p>Identify one purpose of marriage.</p> <p>Give two reasons why Islam</p>	<p>How can the family continue to be a supportive system in today's modern life whilst still keeping up</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

		<p>c) Muslim teachings about the purpose of families.</p> <p>d) Ceremonies relating to birth and death and their meaning.</p> <p>e) The importance of procreation in the strengthening of the Ummah.</p>	<p>understand the Islamic teachings on marriage.</p> <p>Assess and analyse the Muslims teachings on the purpose of families.</p> <p>Know and understand ceremonies related to birth and death.</p> <p>Assess and analyse the importance of procreation in the strengthening of the Ummah.</p>	<p>them;</p> <p>Qur'an 46:15-18</p> <p>And We have enjoined upon man, to his parents, good treatment.But one who says to his parents, "Uff ...passed on before them of jinn and men. Indeed, they [all] were losers.</p>	<p>Ask students to discuss in small groups for 5 minutes what a marriage may mean to them. They then have a switchover where at least two students from each group move to the next group. This would help in sharing ideas. Continue this activity for at least three rounds then have a roundup of all the ideas/ discussions that have happened in the classroom. Use open-ended questions to encourage higher order thinking.</p> <p>Link for wedding rituals:</p> <p>http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml</p> <p>The Key essentials to a Muslim marriage:</p> <ul style="list-style-type: none"> • The wedding ceremony would differ with different cultures, however most would still have the couple taking their wedding declaration 'Nikaah' in front of witnesses. The most important requirement is that neither the groom nor the bride should have been forced to enter the marriage. • The groom gives a gift known as 'Mahr' to the bride, which is agreed upon before the Nikaah takes place. • Both of them may agree to draw up a marriage contract that would have details of what they are expecting from each other. This helps in the event of a breakdown in the marriage. • A celebratory feast – walimah is arranged by the families <p>Teachers can extend learning by looking at the different school of thought.</p> <p>Examine the above with the students with questions like: Why is it important to ensure that a person enters the marriage freely? Why is marriage celebrated? Ask students to prepare a marriage booklet for all the different information. This can be a guide to marriage in Islam.</p> <p>Link for marriage and divorce</p> <p>http://www.bbc.co.uk/education/guides/zd8qn39/revision/1</p> <p>Discuss what happens when a marriage breaks down. Divorce is a last resort after all negotiations have taken place and the couple cannot find any solution at all to save the marriage. Who has to take on the financial maintenance of the children? Why is divorce permissible? How long does a woman have to wait before they can remarry? Discuss how divorce takes place. Look at the difference between the</p>	<p>encourages family life.</p> <p>Describe a Muslim wedding ceremony.</p> <p>Describe what happens on an Aqiqah ceremony.</p> <p>Explain what happens when a Muslim dies.</p> <p>Explain how procreation helps to strengthen the Ummah.</p> <p>"Divorce should never happen as children suffer." Assess this statement.</p>	<p>within the Islamic code?</p> <p>"Divorces can happen, therefore couples should not put in their best effort into a marriage." Assess this statement.</p> <p>"Families provide the stability for the Ummah" What do you think?</p>		
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<p>Week 17-18</p> <p>2x 2hour</p>	<p>3.9 Muslim citizenship and religious and political leadership</p>	<p>a) Muslim beliefs about the nature of leadership and the responsibility of religious and political leaders.</p> <p>b) The challenges faced by leaders of Islam in the modern world.</p> <p>c) The challenges and responsibilities of citizenship for Muslims.</p> <p>d) The Prophet and his successors as models of leadership.</p>	<p>Students will be able to:</p> <p>Know and understand concept of care and guardianship</p> <p>Know and understand leadership and its responsibilities by looking at religious and political leaders.</p> <p>Assess and analyse the challenges faced by leaders of Islam within the present day.</p> <p>Assess and analyse the challenges and responsibilities of citizenship for Muslims.</p> <p>Assess and analyse the Prophet and his successors as models of leadership.</p>	<p>Hadith</p> <p>Every one of you is a guardian and is responsible for his charges. The ruler who has authority over people, is a guardian and is responsible for them, a man is a guardian of his family and is responsible for them;</p>	<p>Students need to understand the concept of care and guardianship. Teachers need to bring in the concept of how a society becomes cohesive and harmonious when individuals take responsibility as well as ensure their Islamic duty is being discharged. Ask students to brainstorm on how they can act as guardians - 'Khalifa' - within the family, community and the wider society.</p> <p>Look at examples of leaders around the world. What are the key characteristics? What makes an effective leader? How does a leader show care for the people? What are the differences between a political and a religious leader? Set a project for students to carry out a research on a political leader or a religious leader.</p> <p>Students working in small groups to come up with what challenges maybe faced by Muslim leaders today. Discussions could look at Terrorism, Radicalisation, Prejudice in society, Stereotypes.</p> <p>Why are these challenges there? What can be done to overcome such challenges? Are the challenges from Muslims or external? What support is available? Is the individual responsible? How can the mind frame be changed? Students can produce a mind map with their thoughts and share this with others in the class.</p> <p>Looking at the individuals' responsibilities in leading a responsible civic life. How do they overcome any challenges?</p> <p>What lessons can be learnt from the life of the Prophet and His successors? How can we use their leadership and role model in individual lives? How did the Prophet show his message of peace at all times?</p> <p>The links below are for Muslim organisations who are actively involved. Use the links to find information on how support is given.</p> <p>http://www.mcb.org.uk</p> <p>http://www.world-federation.org/wf-about</p> <p>Activity with the Hadith: Ask students to reflect on what the passage is talking about. Examine how the term guardian changes within the family, and when it is used as an authority as a leader over people.</p>	<p>Identify one characteristic that a religious leader should have.</p> <p>Give two examples to show how an individual can be a guardian in the society.</p> <p>Describe the responsibilities of a religious leader in the society today.</p> <p>Explain what challenges might be faced by Muslim leaders in the present day.</p> <p>Explain what are the responsibilities of every individual within society.</p> <p>Explain how the Prophet and His successors are role models for leadership.</p> <p>"No one can be like the Prophet, leaders need to build their skills and be a guardian." Assess this statement.</p>	<p>How is Islamic leadership different to a political leadership?</p> <p>How does being a Khalifa help to become a 'Good' Muslim?</p> <p>What can be done to strengthen the Ummah even further and overcome the recent challenges that Muslim leaders are facing?</p>	<p>Development of knowledge and understanding; analysis; evaluation</p>	<p>Creativity</p> <p>Communication</p> <p>Problem solving</p> <p>Discussion skills</p> <p>Collaboration</p> <p>Research skills</p>

					<p>What may be different? What remains the same? What support is necessary? How does it work?</p> <p>Encourage students to use specialist terms when writing any text. Also feel free to use other references from the Qur'an to extend learning.</p> <p>Use the student tracker to help them keep their independent learning in progress.</p>				
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