

Area of Study 1: Religion and Ethics – Christianity

Section 1: Christian Beliefs

| Week | Section Bullet | Skills | Knowledge (Content) | Exemplar resources |
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| 1 | Section 1:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed • Know and understand the nature and importance of each Person of the Trinity • Assess and analyse the importance of these beliefs for Christians | <p>Know and understand the nature, history and purpose of the Trinity as shown in the Nicene Creed and each person of the Trinity (AO1)</p> <p>Students should be given the opportunity to summarise the main beliefs about each of the persons.</p> <p>Students should be able to refer to the Nicene Creed, summarising the text as clearly as possible and knowing how it links to the Trinity.</p> <p>Students may wish to swap summaries written individually and assess each other's work.</p> <p>Students could also create their own questions relating to the bullet point.</p> <p>Assess and analyse the importance of these beliefs for Christians (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information about the Trinity can be found in various places including on the BBC website.</p> <p>Students could use a copy of the Nicene creed and highlight in three different colours the information about each of the Persons of the Trinity.</p> <p>Students could produce a consequence wheel for the beliefs, with the Trinity the central hob and how they are expressed in a ring around the central hob. Outside of this, in another ring, they could write why they are important.</p> <p>Student then need to produce a Fact File on each of the Persons of the Trinity, including the nature of the person, why they are important to Christians and biblical evidence including Matthew 3:13-17 as part of the information.</p> |

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| 2 | Section 1:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the biblical account of creation and the different ways it can be understood specifically as literal and metaphorical • Know and understand the role of the Word and Spirit in creation including John 1:1-18 and Genesis 1-3 • Assess and analyse the importance of these beliefs for Christians today | <p>Know and understand the biblical account of creation and the different ways it can be understood (AO1)</p> <p>Students should be able to find the biblical accounts and be able to both retell the accounts and explain them. They should know how each of the beliefs relate to worship, their view of authority, moral decision making and lifestyle.</p> <p>Know and understand the role of the Word and Spirit in creation including John 1 and Genesis 1-3 (AO1)</p> <p>Students should be familiar with and understand the biblical references to Creation in Genesis 1-3 and John 1:1-18.</p> <p>Students should note the use of the words 'Word' and 'Spirit' and what they show about God and creation.</p> <p>Assess and analyse the importance of the belief about the creation for Christians today (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information on the biblical creation can be found in various places including videos on TrueTube.</p> <p>Students could produce an image/storyboard/display of the biblical creation.</p> <p>Students could then discuss the different ways this is understood: literally true, ages=days, purely symbolic and the reasons for the different beliefs. They could summarise the reasons for these views in a table or spider diagram.</p> <p>Students could have copies of the required references and highlight in colours the information about creation by 'Word' in one colour and by 'Spirit' in another. They should discuss why the biblical accounts show creation in this way.</p> <p>Ask students to complete a consequence wheel (three concentric circles). In the centre write the words 'Biblical creation', in the next circle out write down different beliefs and in the outside row the impact of these.</p> |

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| 3 | Section 1:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God for Christians • Know and understand the biblical basis of the teaching about the incarnation including John 1:1-18 and 1 Timothy 3:16 • Assess and analyse the importance of the biblical basis of the teaching about the incarnation for Christians today | <p>Know and understand the nature and importance of the person of Jesus Christ as the incarnate Son of God (AO1)</p> <p>Students should be able explain why it is important for Christians to believe that Jesus is God made human (incarnate) (carne = meat on Italian menus = flesh, so it is literally God made flesh).</p> <p>Know and understand the biblical basis of the teaching about the incarnation including John 1:1-18 and 1 Timothy 3:16 (AO1)</p> <p>Students need to have studied the two references and be able to explain what they teach about the incarnation.</p> <p>Assess and analyse the importance of the biblical basis of the teaching about the incarnation for Christians today (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information about the incarnation can be found in various places including the BBC website and on YouTube.</p> <p>Students could start by finding out what the word incarnation means. The students could then investigate/research the incarnation as shown in the Bible, including John 1:1-18 and 1 Timothy 3:16 and in Church statement. They could work in groups and present their findings to the rest of the class or produce displays.</p> <p>Students should assess the importance of the incarnation by producing a list of how it impacts on the beliefs, worship and everyday life of Christians.</p> <p>Students should attempt some exam style questions and attempt to peer mark them.</p> |
| 4 | Section 1:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and importance of the last days of Jesus' life | <p>Know and understand the nature and importance of the last days of Jesus' life from the Last Supper to the resurrection and referring to the</p> | <p>Information about the last days can be found in the Bible but there are also very good videos of the last days available. Alternatively,</p> |

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| | | <p>from the Last Supper to the resurrection and referring to the ascension</p> <ul style="list-style-type: none"> • Know and understand how the last days of Jesus' life from the Last Supper to the resurrection and referring to the ascension were shown in the Bible including Luke 22-24 • Assess and analyse what the last days in the life of Jesus and the ascension show about the person of Jesus | <p>ascension (AO1) Students should know how the Bible records what happens in the last days of Jesus and who was involved. They might be able to link the events to Old Testament prophecies and why Christians might perceive the events in Jesus life as being predicted in the Old Testament.</p> <p>Know and understand how the last days of Jesus' life from the Last Supper to the resurrection and referring to the ascension were shown in the Bible including Luke 22-24 (AO1) Students should be given the opportunity to summarise the main events in the last days of Jesus' life according to the Bible. Students may wish to record the events and their significance for Christians, which they could primarily do individually and then assess each other's work.</p> <p>Assess and analyse what the last days in the life of Jesus and the ascension show about the person of Jesus (AO2) Students could create their own</p> | <p>students could look at a variety of paintings of Jesus and how they show his deity/humanity. Ask students to discuss the last days of Jesus using Luke Chapters 22-24 in pairs and then produce a timeline of the events in this time, including where it takes place, who was involved and what it shows about Jesus.</p> <p>Students could produce information cards about an event in the last days, mix them up and ask students to put them in order. Use these to discuss what the events show about a) Jesus and b) his followers. (Possibly in a 'Top Trumps' style if you have access to computers and a template.)</p> <p>Students could produce a number of pictures to show the events in chronological order and what they show about Jesus. These could then form a display around the classroom – this provides a visual reminder for them to revise from.</p> |

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| | | | <p>questions relating to the events in the Bible showing the last days of Jesus and decide what they think Christians might think they show about the person/nature of Jesus.</p> | |
| 5 | Section 1:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature of salvation and the role of Christ within salvation • Know and understand Christian teachings about atonement and how it links to salvation | <p>Know and understand the nature of salvation linked to: law, sin grace and Spirit and the role of Christ within salvation (AO1)</p> <p>Students should know what salvation means to Christians and how they think law, sin, grace and Spirit are linked to salvation.</p> <p>Know and understand Christian teachings about atonement and how it links to salvation including John 3:10-21 and Acts 4:8-12 (AO1)</p> <p>Students should understand why Christians believe in atonement and how it might lead to salvation. Students must study John 3:10-21 and Acts 4:8-12.</p> | <p>Using a search engine, divide up students and ask them to research one word from a list of law, sin, grace, Spirit, atonement and salvation. Ask students to write an information page, including information about what it is and why it is important for Christians. They can try to find evidence for the word in the Bible using the Bible Gateway search function.</p> <p>Organise a hot seat situation whereby students should question each other to find out about the other words that they have not investigated.</p> <p>Give students definitions for:</p> <p>Atonement - 'The teaching about the reconciliation of God and humankind, gained by the life, suffering, and death of Christ.'</p> <p>and</p> <p>Salvation - 'Being delivered from</p> |

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| | | | | <p>the results of sin’.</p> <p>Provide the Bible references John 3:10-12 and Acts 4:8-12.</p> <p>Ask students to explain the links between the references to the definitions and check understanding around the room.</p> |
| 6 | Section 1:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and importance of divergent Christian teachings about life after death • Know and understand the nature and significance of life after death for Christians • Analyse and assess the significance of beliefs about life after death for Christians • Compare and contrast beliefs in the afterlife and their significance with Christianity and the other religion studied (Buddhism, Hinduism, Islam, Judaism or Sikhism) | <p>Know and understand the nature and importance of divergent Christian teachings about resurrection, judgement, heaven, hell and purgatory with reference to the 39 Articles of Religion (AO1)</p> <p>Students should know what Christians believe happens after death and be aware that different groups of Christians have slightly different beliefs.</p> <p>Know and understand how beliefs about life after death are shown in the Bible (AO1)</p> <p>Students need to look at a number of biblical references and understand what Christians might believe it teaches about life after death. Include reference to 2 Corinthians 5:1-10.</p> <p>Assess and analyse the divergent understandings of why they are important for Christians today</p> | <p>Ask students to discuss the concept of life after death in pairs and then use either a list, spider diagram or mind map to record their ideas about resurrection, judgement, heaven, hell and purgatory.</p> <p>Give students a card with one of resurrection, judgement, heaven, hell and purgatory on them. They then have to research using a Bible (or search engine) and find out about that Christian belief. Students form groups of five, containing each Christian belief. They then need to share the information they have found out with the rest of the group, so all students have information about each belief.</p> <p>Ask students to identify divergent beliefs that they have discovered whilst doing their research. Ensure they understand that not all</p> |

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| | | | <p>(AO2)</p> <p>Students should assess why the beliefs are different to varying groups, include reference to the 39 Articles of Religion and the Catholic Catechism, and why they vary in importance. Link the importance to how the beliefs are expressed.</p> | <p>Christians believe the same things about life after death, especially differences concerning hell and purgatory.</p> |
| 7 | Section 1:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the problem of evil and a loving and righteous God and the nature of natural and moral evil • Know and understand the problems it raises for Christians about the nature of God • Analyse and assess the reasons why the problem of evil might cause believers to question their faith | <p>Know and understand the problem of evil and a loving and righteous God and the nature of natural and moral evil including Psalm 103 (AO1)</p> <p>Students should know what the classical problems of evil and suffering are, be aware of who has described them and understand the difference between natural and moral evil.</p> <p>Know and understand the problems it raises for Christians about whether Christians should believe God can be an omnipotent or benevolent God (AO1)</p> <p>Students should understand what problems the issue of evil and belief in God causes for Christians, especially when they consider the nature of God as being omnipotent and benevolent - Psalm 103.</p> | <p>Information about the problem of evil can be found on many websites and there are some useful YouTube/TrueTube clips.</p> <p>Ask students to discuss in small groups how they feel Christian beliefs in God might or might not be affected by the problem of evil. Ask them to focus on whether Christians should believe God exists and whether Christians should question whether God is omnipotent and benevolent (more able students should be asked to find out about the inconsistent triad).</p> <p>Students should summarise the discussions in the way they feel most suitable, such as a written paragraph or a table of the different arguments.</p> <p>They should then attempt an exam</p> |

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| | | | <p>Assess and analyse why the problem of evil might cause believers to question their faith (A02)</p> <p>Students should assess why the problem of evil and suffering might mean that Christians question whether they should believe that God exists and that God is all powerful and all loving.</p> | <p>style question from the Sample Assessment Materials.</p> |
| 8 | Section 1.8* | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand divergent Christian solutions to the problem of evil and suffering and a loving God • Know and understand the biblical, theoretical and practical solutions Christians have suggested to the problem • Assess and analyse how successful the various solutions are | <p>Know and understand the Christian solutions to the problem of evil and suffering and a loving God (A01)</p> <p>Students should know how Christians respond to the problem of evil. They should recognise that these are not solutions so that it is easy to believe in God, rather they are responses or - ways Christians react to the problem of evil and suffering.</p> <p>Know and understand the biblical, theoretical and practical solutions Christians have suggested to the problem (A01)</p> <p>Students should know how Christians respond, using biblical stories. Using theodicies, more able students might want to look at Augustine or Irenaeus and finally practical responses such as prayer and charity and what these might achieve.</p> | <p>Information about the solutions to the problem of evil can be found on many websites including the BBC and YouTube.</p> <p>Ask students to discuss the ways Christians respond to the problem of evil in pairs and then produce a mind map to record the main ideas.</p> <p>Give students a list of examples of Christian responses (note – not solutions) including reference to biblical responses like Psalm 119:66-71 and the story of Job, theoretical responses, the vale of soul-making and free will and practical responses like prayer and charity.</p> <p>Ask students to write a full letter response from a Christian</p> |

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| | | | <p>Assess and analyse the success of the various responses suggested by Christians and whether they solve the 'Problem of Evil' (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>perspective to someone who says that the problem of evil means Christians should not believe in God.</p> |

Section 2: Marriage and the Family

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|------|-------------------|--|---|---|
| 1 | Section 2:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the significance and purpose of marriage for Christians • Know and understand Christian teachings about the significance of marriage in Christian life • Assess and analyse the Christian responses to atheistic and Humanist attitudes towards the importance of marriage in society | <p>Know and understand the significance and purpose of marriage for Christians (AO1)</p> <p>Students should be introduced to and be given the opportunity to discuss the purpose of marriage for Christians:</p> <ul style="list-style-type: none"> • To form a family • To have sexual intercourse • To have children • To support each other's faith <p>Students should be given the opportunity to summarise the main purposes.</p> <p>Know and understand Christian teachings about marriage</p> <p>Students should be able to know how each of the references relate to the purpose of marriage.</p> <p>Suggestions for inclusion:</p> <p>Mark 10:6-9 (spec)</p> <p>Genesis 2:18</p> <p>Ephesians 5:31-33</p> <p>1 Peter 3:7</p> | <p>Information outlining the purpose of marriage for Christians can be found in various places including on the BBC website.</p> <p>Students could produce a diagram to record the various purposes (at least 4) and what they are.</p> <p>Students need to be aware of the contents of various Christian teachings about marriage.</p> <p>Divide up the references in class and ask students to</p> <ul style="list-style-type: none"> • list the main points it teaches linking them to the purpose of marriage • suggest quotations that can be used as development in questions about marriage and the family. <p>Students could produce a consequence wheel for the beliefs, with the purpose of marriage in the central hub and then write in how</p> |

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| | | | <p>Assess and analyse the importance of these beliefs for Christians. (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>they are expressed in a ring around the central hub. Outside of this in another ring they could write why they are important in Christian life.</p> |
| 2 | Section 2:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Christian teaching about the importance of sexual relationships • Know and understand divergent Christian teachings about sexual relationships outside marriage and homosexuality • Assess and analyse the Christian responses to atheist and Humanist attitudes to sexual relationships | <p>Know and understand Christian teaching about the importance of sexual relationships (AO1)</p> <p>Students should be introduced to Christian teachings about sexual relationships including 1 Corinthians 6:7-20 and then specifically</p> <ul style="list-style-type: none"> • Sex outside marriage (fornication) <ul style="list-style-type: none"> Exodus 21:14 Leviticus 18:20 Leviticus 20:10 1 Corinthians 6:16-20 • Homosexuality <ul style="list-style-type: none"> Leviticus 18:22 Leviticus 20:13 1 Corinthians 6:9-11 2 Samuel 1:26 <p>Students should be given the opportunity to summarise the main beliefs looking at various Christian teachings.</p> <p>Students may wish to swap summaries /</p> | <p>Students could produce a summary or mind map to record the Bible references and what they mean.</p> <p>Students could produce a four-column table to record Christian attitudes towards sex outside marriage in the first column, what they mean in the second column, why they are important in the third column and where Christian attitudes might be different in the fourth column.</p> <p>Help can be found on the Internet, including BBC BiteSize/BBC Class Clips.</p> <p>Discuss the non-religious attitudes to sex outside marriage and homosexuality, including the UK law. Maybe use a clip from a soap opera/film to illustrate (parts of EastEnders/Four weddings and a Funeral/BBC Class Clips) and help focus discussion about why they are</p> |

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| | | | <p>mind maps and assess each other's work.</p> <p>Know and understand divergent Christian teachings about sexual relationships outside marriage (A01)</p> <p>Students should be able to know Christian attitudes towards sex outside marriage, specifically sex before marriage and homosexuality.</p> <p>Assess and analyse the importance of these beliefs for Christians (A02)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> <p>Assess and analyse non-religious attitudes to sexual relationships, including the acceptance of sex outside marriage and homosexual relationships and Christian responses to them (A02)</p> <p>Students should be aware that many non-religious people accept premarital and homosexual sexual relationships and see them as equal to marital relationships.</p> | <p>acceptable to non-religious people. Make a list of reasons and examples then make a list/mind map/table of Christian responses to these reasons for acceptability.</p> |

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| 3 | Section 2:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Christian teachings about the nature and purpose of the family • Assess and analyse divergent Christian responses to the different types of families in the 21st century | <p>Know and understand Christian teachings about the nature and purpose of the family (AO1)</p> <ul style="list-style-type: none"> • Ephesians 6:1-4 (specification suggestion) • Exodus 20:12 • Familiaris Consortio 36 (Catholic Christianity) • Strengthening Family life 3b (1999 Church of England General Synod) <p>Know the different family types and the ways they are produced and the advantages and disadvantages of each from Christian and non-Christian perspectives (AO2)</p> <p>Students should know about the different family types and be aware that there are advantages and disadvantages to each type.</p> <p>Students should attempt some exam (b) style questions on this bullet and attempt to peer mark them.</p> | <p>Information about the nature and purpose of family life for Christians can be found in various places. An introduction can be found on TrueTube – What does family mean to you? and http://request.org.uk/ - Christian family life</p> <p>Students could start by making a list of all the Christian purposes of the family they are aware of (remind students to think about all the different relationships within the family).</p> <p>The students could then investigate/research Christian teachings about the purpose of the family prescribed by the specification, including procreation, security and education of children. Perhaps divide the class into groups and ask each group to produce a presentation on a particular purpose – they should include its meaning, how the characteristic is shown in the Bible (with quotes) and how it is shown in Christian life today. Use of an online Bible with a search facility might assist with this. Ensure the</p> |

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| | | | | <p>content is clearly about families – parents and children - rather than marriage and couples.</p> <p>Students need to know definitions for each of the family types (BBC education website has this information). They could then produce an image/symbol to remind themselves of what the family is and make a list or mind map with the image of the advantages and disadvantages of it from both a Christian and non-Christian perspective (maybe an image in the centre of a page divided into 4).</p> |
| 4 | Section 2:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand how and why the community supports the family • Assess and analyse the importance of this support for Christian families today | <p>Know and understand how and why the community supports the family (AO1)</p> <p>Students need to discuss what the local church (parish) community does for the family – things such as family worship, classes for rites of passage/sacraments, youth groups, Sunday School and counselling and why they do it, including Matthew 19:13-14.</p> <p>Assess and analyse the importance of this support for Christian family life (AO2)</p> <p>Students need to recognise the</p> | <p>Ask students to discuss what the local church (parish) community does to support families then use either a list, spider diagram or mind map to record ideas about community support.</p> <p>Information about what the community might do can be found on local church (parish) websites.</p> <p>Hold a class discussion about why families are supported by the local church community, the implications of families becoming divided and</p> |

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| | | | importance of the work of the local community for Christian families. | why it is important for religious communities to try and keep families together. |
| 5 | Section 2:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Christian teachings about contraception and family planning • Know and understand different non-religious attitudes to contraception and family planning • Know and understand ethical theories to contraception and family planning • Assess and analyse divergent Christian responses to the different types of families in the 21st century | <p>Know and understand divergent Christian teaching and attitudes towards contraception and family planning (AO1)</p> <p>Students should know the different Christian attitudes towards the use of contraception and family planning (use and don't use). They need to understand that these arise from religious teachings and cultural acceptances. Specifically, they need to study:</p> <ul style="list-style-type: none"> • Catholic teaching on artificial contraception – including <i>Humanae Vitae</i> • Protestant Church teaching on artificial contraception <p>Assess and analyse non-religious about the use of contraception and family planning and Christian responses to them (AO2)</p> <p>Students need to know about and analyse the importance of the use of contraception for non-religious people and the Christian responses to them.</p> | <p>Ensure student are aware of the different types of contraception and how they work - whether they prevent conception, work after conception are temporary or permanent, whether they have any health benefits or may cause health problems - as this will assist in the understanding of Christian attitudes to them.</p> <p>Using a search engine, ask students to write an information page on Christian attitudes to contraception. It should include identification of the different attitudes and a table to record the Christian teachings for these attitudes. Students should include:</p> <ul style="list-style-type: none"> • the references in the specification • ideas about permanent contraception and temporary • Catholic teaching on artificial contraception • Protestant Church teaching on artificial contraception |

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| | | | <p>Assess and analyse ethical teachings about the use of contraception and family planning and Christian responses to them (A02)</p> <p>Students also need to know about ethical attitudes to contraception and be able to assess the ethical stance towards contraception.</p> | <p>In groups ask student to record (mind map/spider) why contraception might be acceptable or might not be acceptable to Christians. Ask them to make a list of reasons and then highlight which reasons would apply only to Christian and which ones apply to all families (because they are essentially secular reasons).</p> <p>Students should be introduced to situation ethics. Good introductions can be found online e.g. www.bbc.co.uk/ethics/introduction/situation_1.shtml</p> <p>They should then add information to the mind map/spider (possibly using another colour) which would be the reasons used by situation ethics.</p> |
| 6 | Section 2:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand divergent Christian teachings about divorce and remarriage • Assess and analyse non-religious and ethical teachings about divorce and remarriage | <p>Know and understand divergent Christian teachings about divorce and remarriage (A01)</p> <p>Students need to discuss what the rules about allowing divorce are and why they are important. They need to know divergent Christian views on divorce.</p> | <p>For a starter, ask students to write a list of reasons why they think divorces happen and ask then to decide whether they think they are good reasons or not.</p> <p>Ask students to draw a table to show divergent Christian attitudes towards</p> |

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| | | and Christian responses to them | <p>Know and understand non-religious teachings about divorce and remarriage and Christian responses to them (AO1) Students should discuss non-religious reasons people accept divorce and might not accept divorce.</p> <p>Know and understand ethical teachings using situation ethics about divorce and remarriage and Christian responses to them Students should discuss reasons people accept divorce and be able to link them to situation ethics.</p> | <p>divorce e.g. Catholic reasons why it is not supported and Church of England reasons why it can sometimes be supported. Information can be found online in encyclopaedia type webpages.</p> <p>Use Matthew 19:1-12 to explain Biblical ideas about the laws behind divorce.</p> <p>Discuss the non-religious attitudes to divorce, including the UK law. Maybe use a clip from a soap opera/film to illustrate (parts of EastEnders / BBC Class Clips) and help focus discussion about why they are acceptable to non-religious people. Make a list of reasons and examples then make a list/mind map/table of Christian responses to these reasons for acceptability.</p> <p>Students should be introduced to situation ethics; good introductions can be found online e.g. www.bbc.co.uk/ethics/introduction/situation_1.shtml</p> <p>Discuss reasons why people think that that divorce and remarriage should be decided on a case by case/situation by situation basis</p> |

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| | | | | rather than sticking to rules that say whether it is allowed or not allowed. For each reason ask students to suggest responses from a Christian perspective. |
| 7 | Section 2:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand divergent Christian teachings about the equality of men and women in the family • Assess and analyse divergent Christian attitudes to the roles of men and women in the family | <p>Demonstrate knowledge and understanding of the divergent Christian teachings about the equality of men and women in the family (AO1)</p> <p>Students need to know and be able to explain different Christian teachings, especially in Genesis 1 -3 and Ephesians 5:21-30, about the roles that men and women have within the family and whether they show equality.</p> <p>Analyse and assess divergent Christian attitudes to the roles of men and women in the family (AO2)</p> <p>Students should be able to refer to the various roles in the family men and women are shown to have in the Bible, especially in Genesis 1 -3 and Ephesians 5:21-30, and the roles in the family they had in the time of Jesus.</p> | <p>Information about the roles of men and women in Christian families can be found on many websites. There are some useful YouTube clips about it and the BBC has published some helpful material in their educational resources. Alternatively, use an episode of the Simpsons (Homer the Heretic episode 62 is a good one) and discuss.</p> <p>Introduce the various roles of men and women in Christian families and the different Christian teachings (superiority of men over women – women to look after the children/men to provide for the family by going to work).</p> <p>Students should summarise the discussions in the way they feel most suitable, such as a written paragraph or a table of the different arguments.</p> <p>It is important that they do not</p> |

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| | | | | <p>confuse the roles men and women have in the family with those in society (which is not this bullet point and might cause student to lose marks).</p> <p>They should then attempt a (d) exam style question from the Sample Assessment Materials, including reference to the use of the words: protection, support, education, respect and obligation.</p> |
| 8 | Section 2.8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Christian teachings about gender prejudice and discrimination Assess and analyse Christian opposition to gender prejudice and discrimination | <p>Know and understand Christian teachings about gender prejudice and discrimination (AO1)</p> <p>Students need to know and understand Christian teachings about gender prejudice and discrimination, including:</p> <ul style="list-style-type: none"> Galatians 3:23-29 –required in the specification 1 Timothy 2:8-15 John 4:1-42 <p>Assess and analyse Christian opposition to gender prejudice and discrimination (AO2)</p> <p>Students should be able to recognise that although there are different attitudes to the roles of women, Christians are opposed to prejudice and discrimination.</p> | <p>Information about gender discrimination can be found on many websites, including online encyclopaedias, the BBC education website, http://request.org.uk/issues/social-issues/women-and-the-bible/www.rsrevision.com/GCSE/christian-perspectives/prejudice/sexism/sexist.htm and TrueTube.</p> <p>Ask students to look up the biblical references and find out what they teach about gender discrimination and prejudice and then produce a mind map to record the main ideas.</p> <p>Students could complete a list, diagram or consequence wheel of</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Assess and analyse divergent Christian attitudes to gender differences (A02)</p> <p>Students should be able to refer to the divergent views about women and the roles they should fulfil, with special reference to the role of women in the Church.</p> | <p>how divergent Christian teachings about gender prejudice and discrimination affect the lives of Christians. They will need to include Catholic Christian and Church of England teachings about women in the priesthood.</p> <p>Sample Assessment Materials.</p> |

Section 3: Living the Christian Life

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
|------|----------------|--|---|--|
| 1 | Section 3:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and purpose of Christian worship • Know and understand the divergent forms of Christian practice and significance of worship • Assess and analyse the value of liturgical and non-liturgical worship | <p>Know and understand the nature and purpose of Christian worship (AO1)</p> <p>Students should be given the opportunity to summarise the main beliefs about what worship is.</p> <p>Know and understand the divergent forms of Christian practice and significance of worship (AO1)</p> <p>Students need to know about the different forms of worship, liturgical and non-liturgical, they need to know when each form is used, by whom and why, including reference to the Book of Common Prayer.</p> <p>Assess and analyse the value of liturgical and non-liturgical worship (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information about forms of Christian worship can be found in various places including on the BBC website.</p> <p>Students could produce a summary or mind map to record definitions, examples of and information about</p> <ul style="list-style-type: none"> • Worship • Informal worship • Formal worship • Liturgical worship • Non-liturgical worship <p>Students could produce a Fact File on each of the liturgical and non-liturgical forms. They need to know when each form is used, by whom and why, including reference to the Book of Common Prayer and other evidence.</p> <p>They could then answer a (d) style question on liturgical worship to show reasons why it might be seen as important and why it might not be seen as important. They should attempt to peer mark them using the levels in the Sample Assessment Materials.</p> |
| 2 | Section 3:2 | Students will be able to: | Know and understand the role of | Information on the sacraments can be |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <ul style="list-style-type: none"> • Know and understand the role of sacraments in Christian life and their practice in two denominations • Know and understand the nature and practice of baptism and Eucharist in two denominations • Assess and analyse the divergent importance of sacraments in Orthodox, Catholic and Protestant Churches | <p>sacraments in Christian life and their practice in two denominations (AO1)</p> <p>Students should know about the nature and role of sacraments in Christian life.</p> <p>Know and understand the nature and practice of baptism and Eucharist in two denominations (AO1)</p> <p>Students should specifically know about baptism and the Eucharist in two denominations. It would be good to choose two that have different practices, such as Baptist and Catholic practice.</p> <p>Assess and analyse the divergent importance of sacraments in Orthodox, Catholic and Protestant Churches (AO2)</p> <p>Students should recognise the different attitudes to the validity and importance of sacraments in different denominations.</p> | <p>found in various places including videos on TrueTube, information on Baptist sacraments/ordinances www.baptistdistinctives.org/resources/articles/two-ordinances-baptism-and-the-lords-supper/ and Catholic sacraments www.vatican.va/archive/ccc_css/archive/catechism/p2s2c1a1.htm</p> <p>Students could produce an image/storyboard/display for each of the denominations. Baptists would have two ordinances and Catholics have seven sacraments.</p> <p>Students could be given a copy of 39 Articles XXV-XXXVI to lead into a discussion of why different groups of Christians have different numbers of sacraments and arrive at a list of at least four reasons why. Each should have an example or quote to go with them.</p> <p>Divide students into three groups. Ask one group they have to complete research about sacraments in the Orthodox tradition. Ask the second group they have to complete research about sacraments in the Catholic</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | <p>tradition. Ask the third group they have to complete research about sacraments in the Protestant tradition.</p> <p>They should then feed back to the class and each student should end up with information about each of the groups to assess why the sacraments are important to each denomination.</p> |
| 3 | Section 3:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and purpose of prayer • Know and understand examples of the different types of prayer • Assess and analyse divergent Christian attitudes to the importance of each type of prayer | <p>Know and understand the nature and purpose of prayer (AO1)</p> <p>Students should be able to explain what prayer is and why Christians pray.</p> <p>Know and understand examples of the different types of prayer (AO1)</p> <p>Students need to know about the different types of prayer, when is type is used and why.</p> <ul style="list-style-type: none"> • Set prayers • Informal prayer <p>Know about and understand use and importance of the Lord's prayer (AO1)</p> <p>Students should know what the Lord's Prayer is, they should understand the biblical basis of the prayer from Matthew 6:5-14 and</p> | <p>Information about Christian prayer can be found in various places including the BBC bitesize website and www.churchofengland.org/prayer-worship/worship/texts/daily2/lordsprayercreed.aspx. There are a number of YouTube clips showing the Lord's Prayer.</p> <p>Students could discuss and research prayer using the Internet or textbooks. They can find out:</p> <ul style="list-style-type: none"> • the different types of prayer with examples • who uses it • when they use it. <p>They can then produce a summary document/page or a mind map to record their findings.</p> <p>Students could be given a copy of Matthew 6:5-14 and a copy of the Lord's</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>how it is used by Christians.</p> <p>Assess and analyse divergent Christian attitudes to the importance of each type of prayer (AO2)</p> <p>Students should assess the divergent views that Christians have towards the different types of prayer.</p> | <p>Prayer to compare. They should then discuss the reasons why Christian use the prayer.</p> <p>In order to learn about the importance of the Lord's prayer they could look at the controversy caused by an advert about the Lord's prayer www.bbc.co.uk/news/uk-34891928.</p> <p>Students should assess divergent Christian attitudes towards each of the different types of prayer by producing two tables of reasons.</p> <ol style="list-style-type: none"> 1. Why set prayer is important and unimportant. 2. Why informal prayer is important and unimportant. <p>The table should include at least four reasons each with example/quotes.</p> <p>Students should attempt some (c) exam style questions and attempt to peer mark them.</p> |
| 4 | Section 3:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the | Know and understand the nature, history and purpose of | Information about pilgrimage can be found on the Internet, including |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>nature, history and purpose of pilgrimage</p> <ul style="list-style-type: none"> • Know and understand the significance of the places that people go on pilgrimage • Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today | <p>pilgrimage (AO1)</p> <p>Students should know what pilgrimage is, they should know about the history of pilgrimage as a whole, about specific places and why Christians go on pilgrimage today.</p> <p>Know and understand the significance of the places that people go on pilgrimage (AO1)</p> <p>Students should be given the opportunity to know about these places of pilgrimage and what happens there</p> <ul style="list-style-type: none"> • Jerusalem • Iona • Taize • Walsingham <p>Assess and analyse the importance of pilgrimage for Catholic and Protestant Christians today (AO2)</p> <p>Students should discuss why pilgrimage may or may not be important for Christians.</p> | <p>http://request.org.uk/life/spirituality/places-of-pilgrimage/.</p> <p>Ask students to research on the Internet and find information about what a pilgrimage is and why Christians go on them, including interpretations of Luke 2:41-43.</p> <p>Divide the class in four and instruct each group to look at one specific place of pilgrimage to find out its history and what happens there.</p> <ul style="list-style-type: none"> • Jerusalem • Iona • Taize • Walsingham <p>With this information they should write a summary about place of pilgrimage. Students can then do a hot seat session to share information about all four places.</p> <p>Students could do a media search (online or newspapers) for examples of Catholic and Protestant pilgrimage and then produce work (poster/PowerPoint/written summary) to show why pilgrimage may or may not be important for Christians.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| 5 | Section 3:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Christian religious celebrations • Know and understand the reasons why specific Christian religious celebrations are held • Assess and analyse the importance of specific Christian religious celebrations | <p>Know and understand Christian religious celebrations (AO1)</p> <p>Students should know the nature and history of festivals in the Church (liturgical) year.</p> <p>Know and understand the reasons why specific Christian religious celebrations are held (AO1)</p> <p>Students should understand why Christians celebrate Advent, Christmas, Holy Week and Easter. Students must study 1 Corinthians 15:12-34 and understand the importance of Easter, as shown in the passage.</p> <p>Assess and analyse the importance of specific Christian religious celebrations (AO2)</p> <p>Students should assess the importance of celebrating festivals for Christians, specifically analysing Christmas and Easter.</p> | <p>Information on Christian religious celebrations can be found in various places on the Internet including www.churchofengland.org/prayer-worship/worship/the-liturgical-year.aspx. A liturgical year chart can be found at www.patheos.com/blogs/markdroberts/pages/liturgical-year-chart/ or www.ocarm.org/en/content/ocarm/liturgical-year-2013-2014 (Catholic).</p> <p>Give students/or display a liturgical calendar and ask student what they know about it. Discuss the seasons in the Church year and which they think are important and why. Ask them to summarise (written or as a mind map) what the main festivals are and why they are celebrated.</p> <p>Divide up students and ask them to research one festival from a list of Christmas, Easter, Advent and Holy Week. Ask students to write an information page including information about what it is, examples of how it is celebrated and why it is important to celebrate. They should use biblical quotations to support the reasons why it is celebrated (including 1 Corinthians 15:12-34 for Easter).</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | <p>Organise a hot seat situation whereby students have to question each other to find out about the other celebrations that they themselves have not investigated.</p> <p>Ask students to discuss in small groups which celebrations they think are important and why.</p> <p>Divide the class with one half doing a consequence circle with 'Easter in the centre, two outer rings to help them think about the immediate consequences of celebrating and then the secondary consequences, helping them see why it is celebrated.</p> <p>The second half could do a consequence circle with 'Christmas' in the centre, with two outer rings to help them think about the immediate consequences of celebrating Christmas and then the secondary consequences, helping them see why it is celebrated.</p> <p>They should then explain their circles to each other.</p> |
| 6 | Section 3:6 | Students will be able to: <ul style="list-style-type: none"> Know and understand the | Know and understand the history and purpose of | Information on Christian missionary and evangelical work can be found in various |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>history and purpose of missionary and evangelical work</p> <ul style="list-style-type: none"> • Know and understand the divergent ways the Christian faith is spread locally, nationally and globally • Analyse and assess the importance of evangelising for the Church and the individual Christian | <p>missionary and evangelical work (AO1)</p> <p>Students should know that the Church has always been a missionary one since the Early Church and they must learn how this has continued and why, including referring to Mark 16:9-20 and John 20:21-22.</p> <p>Know and understand the divergent ways the Christian faith is spread locally, nationally and globally (AO1)</p> <p>Students need to know the different ways that Christianity is spread locally, nationally and globally.</p> <p>Assess and analyse the importance of evangelising for the Church and the individual Christian (AO2)</p> <p>Students should assess the importance of evangelisation, whether it works or whether it has little effect.</p> | <p>places on the internet including www.dioceseofshrewsbury.org/catholic-faith/the-new-evangelisation/what-is-the-new-evangelisation (Catholic) and https://www.churchofengland.org/our-faith/mission.aspx (Church of England).</p> <p>Ask students to research Church history and discuss the concept of missionary/evangelical work in church history in pairs. Then use either a list, spider diagram, mind map or consequence circle to record their ideas about the importance of missionary/evangelical work throughout Church history.</p> <p>Ask students to find out about the different ways that the Christian faith has been spread in the past and how it is still spread today. They need to find out what has been done locally in parishes, nationally and globally. They need to share their information and make a list of four ways, each with an example.</p> <p>Students should assess the importance of evangelising by producing a list of how it may impact on people locally, nationally and globally.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | Students should attempt some exam style questions and attempt to peer mark them. |
| 7 | Section 3:7 | Students will be able to: <ul style="list-style-type: none"> Know and understand how the local church helps the individual and the local community Analyse and assess the importance of the local church | <p>Know and understand how the local church helps the individual and the local community (AO1)</p> <p>Students should know how the local church helps the individual believer and the local areas by ecumenism, outreach work, being a focal point and providing a place of worship.</p> <p>Assess and analyse the importance of the local church (AO2)</p> <p>Students should analyse the need for the local church to provide for the individual and the local area, they should include reference to 1 Peter 5:1-4.</p> | <p>Information about the work of the local church can be found on many websites and there is some useful information on many parish websites which show what those churches do.</p> <p>Ask students to produce a mind map including all the work that a local church (parish) does and why they do it (who it helps and how).</p> <p>Ask students to discuss in small groups whether they feel the local church is important.</p> <p>Then ask them to draw a table recording reasons why it is important and reasons why it is not important. Ask them to develop each reasons with an example or quote.</p> <p>They should then attempt an exam style question from the Sample Assessment Materials.</p> |
| 8 | Section 3.8 | Students will be able to: <ul style="list-style-type: none"> Know and understand the | <p>Know and understand the role of the Church in the worldwide community and the problems it</p> | Information about the role of the Church in the worldwide community can be found on many websites including the |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>role of the Church in the worldwide community and the problems it faces</p> <ul style="list-style-type: none"> • Know and understand the work of Christian Aid • Analyse and assess the importance of the Church in the worldwide community | <p>faces (AO1) Students should know what the Church does in the world and what it aims to achieve, especially in terms of social justice and belief, including reference to 1 Corinthians 13 and Matthew 25:31-46. They should recognise that there is persecution of the Church in some parts of the world.</p> <p>Know and understand the work of Christian Aid (AO1) Students should know the work of Christian Aid, what they do and why.</p> <p>Assess and analyse the importance of the Church in the worldwide community (AO2) Students should assess why the Church is important in the worldwide community.</p> | <p>BBC, www.methodist.org.uk/mission/world-church and www.oikoumene.org/en/.</p> <p>Divide students into groups and ask them to research the work of the Church in the world to ensure that the faith spreads and that people are treated well (social justice) through charity work. Ask the groups to produce a mind map to summarise their ideas which they should then share with the class. They should ensure that they incorporate reasons why the Church works in this way into their mind map (1 Corinthians 13 and Matthew 25:31-46).</p> <p>Show students articles from the news which show that in some part of the world Christians are persecuted e.g. www.opendoorsusa.org/christian-persecution/ http://www.persecution.org/ http://www.independent.co.uk/voices/comment/christians-the-worlds-most-persecuted-people-9630774.html</p> <p>Students should discuss these and record in some way (mind map/poster/written work/ppt) how and why Christians are being persecuted in the world.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | <p>Ask students to find out about the work of Christian Aid. They need to find a minimum of four things they do and why they do them (there are a range of textbooks that have this information and it is readily available on the Internet on the Christian Aid website).</p> <p>Students should assess the importance of the Church in the worldwide community by producing a two column table to show reasons why the Church in the worldwide community is important and why the Church in the worldwide community is unimportant.</p> <p>The table should include at least four reasons each with examples/quotes.</p> <p>Students should attempt some (c) exam style questions and attempt to peer mark them.</p> |

Section 4: Matters of Life and Death

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
|------|-------------------|---|--|--|
| 1 | Section 4:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the Christian responses to the scientific explanations for the origins of the universe • Know and understand Christian teachings and the compatibility of the Bible and science • Assess and analyse the Christian teachings about the value of the universe and the idea that the universe can be used as a commodity | <p>Know and understand the Christian responses to the scientific explanations for the origins of the universe (AO1)</p> <p>Students should be introduced to the scientific explanations for the origins of the universe, especially the Big Bang theory and evidence for it in the form of the Red Shift. Students should be aware that there are other theories but this is the most widely accepted at present.</p> <p>The majority Christian response to this is that the Bible is compatible with this theory and that Allah can still be involved in the Big Bang.</p> <p>Students should be given the opportunity to summarise the main purposes.</p> <p>Know and understand Christian teachings and the compatibility of the Bible and science (AO1)</p> <p>Students should be able to know how Christians do not see any conflict between the scientific explanations and the Christian ones, including reference to Georges Lemaitre and Genesis 1-2.</p> | <p>Information outlining scientific explanations for the origins of the universe can be found in various places, including on various DVD's, television programmes and the BBC website.</p> <p>Students could produce a summary of the scientific explanation of the origins of the universe and list reasons why this might cause issues for Christians.</p> <p>Students need to be aware of the Christian responses to the scientific explanations. Give students information such as found on many Internet sites, including BBC Bitesize and BBC religions page and include reference to Georges Lemaitre and Genesis 1-2.</p> <p>Ask students to:</p> <ul style="list-style-type: none"> • list the main points about Christian responses to the scientific explanations • suggest quotations that can be used as development in questions about the scientific explanations of |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Assess and analyse the Christian teachings about the value of the universe and the idea that the universe can be used as a commodity (AO2)</p> <p>Students should assess whether the universe should be used as a commodity or not.</p> | <p>the origins of the universe.</p> <p>Students could produce a consequence wheel for the belief that the universe can be treated as a commodity, with 'Universe is a commodity' in the central hub and then write in a ring around the central hub the consequences of treating the world as a commodity. Outside of this in another ring, they could write the consequences of these consequences.</p> <p>This information could then be used to analyse whether it should be used as a commodity or not and the students can write a summary paragraph to explain why.</p> |
| 2 | Section 4:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Christian teaching about why life is holy and special • Know and understand divergent Christian teachings about the sanctity of life • Assess and analyse divergent understandings of sanctity of life for Christians today | <p>Know and understand Christian teaching about why life is holy and shown as special in the Bible (AO1)</p> <p>Students should be introduced to Christian teachings about why life is holy, including that it is made in the image of God as shown in Genesis 1-3.</p> <p>Students should be given the opportunity to summarise the main beliefs of Christian teachings.</p> <p>Students may wish to swap summaries/mind maps and assess each other's work.</p> | <p>Information outlining Christian teachings about why life is holy can be found in various places including on various DVD's, television programmes, the BBC website and any Unit 1-7 textbooks which covered this topic in the legacy/current specification.</p> <p>Students could produce a summary or mind map to record the Christian teachings about the sanctity of life, including Genesis 1:26-27, Psalm 139:13-16 and 1 Cor 2:16 and what they mean.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Know and understand divergent Christian teachings about the sanctity of life (AO1)</p> <p>Students should be able to know divergent Christian attitudes towards the sanctity of life, that in some situations it is acceptable to end or take life.</p> <p>Assess and divergent understandings of sanctity of life for Christians today (AO2)</p> <p>Students should assess the divergent views on the sanctity of life.</p> | <p>Students could produce a four-column table to record the main Christian attitude towards sanctity of life, with what this means in the first column and divergent attitudes and what they mean in the second column.</p> <p>Students could practice a (d) exam question with the stimulus, 'Human life should always be protected'.</p> <p>Students need to ensure they have four reasons supporting this and four reasons against it. Each reason should be developed with an example or a quote.</p> |
| 3 | Section 4:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Christian responses to scientific and non-religious explanations of the origins and value of human life Assess and analyse the significance of responses to scientific and non-religious explanations for Christians today | <p>Know and understand Christian responses to scientific and non-religious explanations of the origins and value of human life (AO1)</p> <p>Students should be introduced to the scientific explanations for the origins and value of human life e.g. evolution and natural selection and that human life is not more special than any other form of life.</p> <p>The majority Christian response to this is that the Bible is compatible with this theory and that God is involved in evolution.</p> <p>Students should know how many</p> | <p>Information about scientific and non-religious explanations for the origins of human life can be found in various places, including books for the legacy/present spec Units 1-7 and on the Internet.</p> <p>Students could then investigate/research the scientific explanation for the origins and value of human life and Christian teachings about them. Perhaps divide the class into four groups and ask each group to produce a presentation on either evolution, survival of the fittest,</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Christians do not see any conflict between the scientific explanations and the Christian ones, including reference as shown in Special Agenda IV Diocesan Synod motion compatibility of science and Christian belief (Diocese of Manchester).</p> <p>Assess and analyse the significance of responses to scientific and non-religious explanations for Christians today (AO2)</p> <p>Students should know the importance of scientific and non-religious explanations such as evolution and survival of the fittest for Christians today.</p> <p>Students should attempt some exam (c) style questions on this bullet and attempt to peer mark them.</p> | <p>Christian responses to evolution and Bible references which can be used to show that there is no conflict – they should include what it means and evidence to support it.</p> <p>Students could be given a copy of Special Agenda IV Diocesan Synod motion compatibility of science and Christian belief (Diocese of Manchester) and produce information posters about the scientific explanations for the origins of human life and add onto it how Christians would accept it.</p> <p>Students need to make a table to show why the non-religious arguments for the origins of human life (evolution and survival of the fittest) may be important for Christians today and why they may not be important for Christians today.</p> |
| 4 | Section 4:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the implications of Christian teachings about the value of life for the issue of abortion Know and understand divergent Christian | <p>Know and understand the implications of Christian teachings about the value of life for the issue of abortion (AO1)</p> <p>Students need to recap Christian teachings about the sanctity of life and then discuss Christian teachings about abortion.</p> | <p>Information about Christian teachings on abortion can be found in various places, including books for the legacy/present spec Units 1-7 and on the Internet.</p> <p>Ensure students are able to give definitions of what sanctity of life is</p> |

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| | | <p>teachings about the nature and use of abortion</p> <ul style="list-style-type: none"> Assess and analyse non-religious and ethical arguments about the use of abortion | <p>Know and understand divergent Christian teachings about the nature and use of abortion (AO1)</p> <p>Students need to know that there are divergent Christian views about the acceptability of abortion and when life begins and teachings within Humanae Vitae about abortion.</p> <p>Assess and analyse non-religious and ethical arguments about the use of abortion (AO2)</p> <p>Students need to recognise non-religious and ethical teachings about abortion and assess the Christian responses to them.</p> | <p>and what abortion is.</p> <p>Discuss the idea of the sanctity of life and what it means about the use of abortion for Christians then use either a list, spider diagram or mind map to record different Christian ideas about the acceptability of abortion and when life begins and teachings within Humanae Vitae about abortion.</p> <p>Remind students about the ethical theory of situation ethics.</p> <p>Divide the class in half. One half research non-religious attitudes to abortion. The other half research the response of situation ethics to abortion. Each half should teach the other half their findings, before all students write a summary, including what the Christian responses to them would be.</p> |
| 5 | Section 4:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Christian teachings about life after death Know and understand different Christian responses to non-religious arguments for life after | <p>Know and understand Christian teachings about life after death (AO1)</p> <p>Students should know Christian teachings supporting belief in life after death, referring to the resurrection of Jesus and Ephesians 2:1-10.</p> | <p>Information about Christian teachings on life after death can be found in various places, including books for the legacy/present specification Units 1-7 and on the Internet.</p> <p>Ask students to write an information page on Christian attitudes to life after</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>death</p> <ul style="list-style-type: none"> Assess and analyse the importance of belief in life after death for Christians today | <p>Know and understand different Christian responses to non-religious arguments for life after death (AO1)</p> <p>Students should know the divergent Christian responses to non-religious arguments including remembered lives, paranormal, logic, reward comfort and meeting loved ones.</p> <p>Assess and analyse the importance of belief in life after death for Christians today (AO2)</p> <p>Students need to know about and analyse the importance of belief in life after death in the lives of Christians.</p> | <p>death using resources you already have or online. They should include biblical references, including the resurrection of Jesus and Ephesians 2:1-10 and maybe extra ones such as John 3:16, John 11:25 and 1 Corinthians 15:51-57.</p> <p>In small groups ask students to record in a paragraph or poster why non-religious reasons including remembered lives, paranormal, logic, reward comfort and meeting loved ones, might lead to belief in life after death.</p> <p>Discuss why some Christians might agree with some of these reasons.</p> <p>Students could produce a consequence wheel for Christian belief in life after death with 'Life after death' in the central hub and then write in a ring around the central hub the consequences of belief in life after death. Outside of this in another ring they could write the consequences of these consequences.</p> <p>This information could then be used to analyse why belief in life after death might affect the life of a</p> |

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| | | | | Christian and the students can write a summary paragraph to explain why. |
| 6 | Section 4:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Christian responses to non-religious arguments against life after death Assess and analyse why Christians reject arguments against belief in life after death | <p>Know and understand Christian responses to non-religious arguments against life after death (AO1)</p> <p>Students need to discuss what the non-religious arguments against life after death are; source of comfort, lack of evidence, fraudulent accounts and social control.</p> <p>Assess and analyse why Christians reject arguments against belief in life after death (AO2)</p> <p>Students should discuss why Christians reject the non-religious arguments that are against belief in life after death - they should be able to link to the reasons why Christians believe in life after death including 1 Peter 3:18-22.</p> | <p>Information about Christian teachings on life after death can be found in various places including books for the legacy/present specification Units 1-7 and on the Internet.</p> <p>Ask students to make a list of the non-religious arguments against life after death:</p> <ul style="list-style-type: none"> source of comfort lack of evidence fraudulent accounts social control <p>Ask students to explain why each one could be used to argue that there is no such thing as life after death.</p> <p>Discuss reasons why Christians would reject the non-religious arguments. Make a list of the reasons and develop each of the reasons with an example or a quote.</p> |
| 7 | Section 4:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the implications of Christian | <p>Know and understand the implications of Christian teachings about the value of life for the issue of</p> | <p>Information about Christian teachings on euthanasia can be found in various places including books for the</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>teachings about the value of life for the issue of euthanasia</p> <ul style="list-style-type: none"> Know and understand divergent Christian teachings about the nature and use of euthanasia Assess and analyse non-religious and ethical arguments about the use of euthanasia and Christian responses to them | <p>euthanasia (AO1)</p> <p>Students need to recap Christian teachings about the sanctity of life and then discuss Christian teachings about euthanasia.</p> <p>Know and understand divergent Christian teachings about the nature and use of euthanasia (AO1)</p> <p>Students need to know that there are divergent Christian views about the acceptability of euthanasia and know about Job 2:1-10.</p> <p>Assess and analyse non-religious and ethical arguments about the use of euthanasia (AO2)</p> <p>Students need to recognise non-religious and ethical teachings about euthanasia and assess the Christian responses to them, including support for hospice care.</p> | <p>legacy/present spec Units 1-7 and on the Internet.</p> <p>Ensure students are able to give definitions of what sanctity of life is and what euthanasia is.</p> <p>Discuss the idea of the sanctity of life and what it means for euthanasia for Christians then either a list, spider diagram or mind map to record ideas about euthanasia and Christianity, including Job 2:1-10.</p> <p>Remind students about the ethical theory of situation ethics.</p> <p>Divide the class in half. One half research non-religious attitudes to euthanasia and the other half research the response of situation ethics to euthanasia.</p> <p>Students should then pair up with someone who did the opposite to themselves and all students should write a summary, including what the Christian responses to them would be.</p> |
| 8 | Section 4:8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand | Know and understand Christian teachings about threats to the natural | Information about Christian teachings about threats to the natural world can |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>Christian teachings about threats to the natural world</p> <ul style="list-style-type: none"> • Know and understand Christian teachings about animal rights • Know and understand ethical teachings about threats to the natural world e.g. the application of utilitarianism | <p>world (AO1)</p> <p>Students need to know and understand Christian teachings about threats to the natural world including:</p> <ul style="list-style-type: none"> • pollution • global warming • use of natural resources <p>Students should discuss the role of humans as stewards and that God entrusted the world to humans to care for. Include reference to The Christian Declaration on Nature, Assisi 1986.</p> <p>Know and understand Christian teachings about animal rights (AO1)</p> <p>Students need to know and understand Christian teachings about animal rights including:</p> <ul style="list-style-type: none"> • animal experimentation • the use of animals for food. <p>Know and understand ethical teachings about threats to the natural world e.g. the application of utilitarianism (AO1)</p> <p>Students need to know the response to threats using the ethical theory of utilitarianism.</p> | <p>be found on many websites including online encyclopaedias, BBC bitesize and the GreenFaith website.</p> <p>Ask students to find out what they teach about pollution, global warming and use of natural resources and then produce a mind map to record the main ways that these threaten the world. They can then add to their mind map the Christian responses to them, including:</p> <ul style="list-style-type: none"> • The Christian Declaration on Nature, Assisi 1986 • Genesis 1:28 • 2 Corinthians 9:6-7 • Matthew 25: 14-30 <p>Students could complete a list, diagram or information sheet about Christian teachings about animal rights. Students can research using the Internet or using materials for legacy specification Unit 8 or the old Unit H.</p> <p>Students should be introduced to the theory of utilitarianism at a basic level – an action should maximise the benefits available to human beings.</p> <p>www.bbc.co.uk/ethics/introduction/sequentialism_1.shtml</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | Students should list four results of applying utilitarianism to use of the environment – each of the outcomes should be developed. |

Area of Study 2: Religion, Peace and Conflict – Islam

Section 1: Muslim Beliefs

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
|------|-------------------|--|--|---|
| 1 | Section 1:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, history and purpose of the six beliefs of faith in Sunni Islam • Know and understand how the six beliefs are expressed in Sunni Muslim communities today • Assess and analyse the importance of these beliefs for Muslims | <p>Know and understand the nature, history and purpose of the six beliefs of faith in Sunni Islam (AO1)</p> <p>Students should be introduced to the six articles of faith (six pillars of iman)</p> <p>Introduce and discuss:</p> <ul style="list-style-type: none"> • Tawhid • Angels • Holy books • Prophets • The Day of Judgement • Predestination (qadr) <p>Bear in mind each of the beliefs will each be studied in depth in the next weeks. This week's lessons should study where these beliefs originated and why they are important in Muslim life as a whole.</p> <p>Students should be given the opportunity to summarise the main beliefs.</p> | <p>Information outlining the six beliefs can be found in various places including on the BBC website.</p> <p>Students could produce a diagram to record the six beliefs and what they are – an easy one to do is a six-petal flower, each petal containing the information or a hexagon with each triangle containing the information.</p> <p>Students need to be aware of the contents of Kitab al-iman 1:4. Explaining the faith by means of which a person is admitted into paradise and that the one who adheres to what is enjoined upon him will enter paradise.</p> <p>Find a copy such as from http://sunnah.com/muslim/1</p> <p>Divide up the reference in class and ask students to:</p> <ul style="list-style-type: none"> • list the main points it teaches, linking them to the six beliefs • suggest quotations that can be used as development in questions from within it. |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Students should be able to refer to Kitab al-iman 1:4 summarising the text as clearly as possible and knowing how it links to the six beliefs.</p> <p>Students may wish to swap summaries written individually and assess each other's work.</p> <p>Students could also create their own questions relating to the bullet point.</p> <p>Know and understand how the six beliefs are expressed in Sunni Muslim communities today</p> <p>Students should be able to know how each of the beliefs relate to worship, their view of authority, moral decision making and lifestyle.</p> <p>Assess and analyse the importance of these beliefs for Muslims (A02)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed</p> | <p>Students could produce a consequence wheel for the beliefs, with the six beliefs in the central hob, and then write how they are expressed in a ring around the central hob. Outside of this in another ring they could write why they are important.</p> |
| 2 | Section 1:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the nature, history and purpose of the five roots in Shi'a Islam | <p>Know and understand the nature, history and purpose of the five roots of Usul al-Din in Shi'a Islam (A01)</p> <p>Students should be introduced to the</p> | <p>Information outlining the six beliefs can be found in various places including http://shiastudies.org/article/principles-of-the-religion</p> <p>Students could produce a summary or</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <ul style="list-style-type: none"> • Know and understand how the five roots are expressed in Shi'a Muslim Sevens and Twelver communities today • Assess and analyse the importance of these beliefs for Muslims | <p>five roots of Usul al-Din (Principles of Religion)</p> <ul style="list-style-type: none"> • Tawhid – Oneness of Allah • 'Adl - Divine Justice • Nubuwwah - Prophethood • Imamah – Successors to Muhammad • Mi'ad - The Day of Judgement & Resurrection <p>Students should be given the opportunity to summarise the main beliefs looking at Surah 112.</p> <p>Students may wish to swap summaries/mind maps and assess each other's work.</p> <p>Know and understand how the five roots of Usul al-Din are expressed in different Shi'a Muslim communities today (AO1)</p> <p>Students should be able to know how each of the beliefs relate to worship, different Muslim ideas about view of authority, moral decision making and lifestyle.</p> <p>Assess and analyse the importance of these beliefs for Muslims (AO2)</p> | <p>mind map to record the five roots and what they are.</p> <p>Students could produce a table to record the five roots with the five roots in the first column, how they are expressed in the second column and why they are important in the third column.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | Students should assess why the beliefs are important and link the importance to how the beliefs are expressed. | |
| 3 | Section 1:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the characteristics of Allah • Know and understand how the characteristics of Allah are shown in the Qur'an • Assess and analyse why the characteristics of Allah are important for Muslims | <p>Know and understand the characteristics of Allah (AO1)</p> <ul style="list-style-type: none"> • Tawhid (oneness) • Immanence • transcendence • omnipotence • beneficence • mercy • fairness • justice - Adalat in Shi'a Islam <p>Know and understand how the characteristics of Allah are shown in the Qur'an (AO1)</p> <p>Students should be able to give examples of where each of the characteristics/attributes are illustrated in the Qur'an, including looking at Surah 16:35-36.</p> <p>Assess and analyse why the characteristics of Allah are important for Muslims (AO2)</p> <p>Students should attempt some exam</p> | <p>Information about the names and attributes of Allah can be found in various places including www.islam101.com/tauheed/AllahNames.htm</p> <p>Students could start by making a list of all the attributes/names of Allah they are aware of.</p> <p>The students could then investigate/research the eight that are prescribed by the specification. Perhaps divide the class into eight groups and ask each group to produce a presentation on a particular characteristic. They should include its meaning, how the characteristic is shown in the Qur'an (with quotes) and how it is shown in Muslim life today. Use of an online Qur'an with a search facility might assist with this.</p> <p>Students should assess how each of the characteristics might help Muslims in their understanding and worship of Allah. Reference to Surah 7:180 is useful.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | style questions and attempt to peer mark them. | |
| 4 | Section 1:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the nature and importance of prophethood for Muslims including Surah 2:136 Assess and analyse what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad | <p>Know and understand the nature and importance of Risalah (prophethood) for Muslims (AO1)</p> <p>Students need to discuss the implications of regarding a person as special, because Muslims believe that they proclaim the will of Allah/foresee the future/are inspired by God to teach.</p> <p>Assess and analyse what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad (AO2)</p> <p>Students need to recognise the roles of each of the prophets. In order to do this, they need to know about the lives of each of the prophets and the messages they taught. They then need to assess the relative importance of their messages for Muslims today.</p> | <p>Ask students to discuss the concept of prophethood in pairs and then use either a list, spider diagram or mind map to record ideas about prophethood.</p> <p>Information about each of the prophets and their lives can be found in various places, including www.islamreligion.com/category/53/stories-of-prophets/</p> <p>Students could produce an information card ('Top Trumps' style) about each of the prophets and use them to discuss the importance of what they taught.</p> |
| 5 | Section 1:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the nature, history, significance and purpose of Muslim holy books | <p>Know and understand the nature, history, significance and purpose of Muslim holy books (Kutub) (AO1)</p> <p>Students should know the different books, their history and be able to</p> | <p>Ask students to write an information page using a search engine on each of the five holy books. It should include its history and its contents and how it is used today. Students will need to know the references in the specification.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>(Kutub)</p> <ul style="list-style-type: none"> Assess and analyse the importance of the Muslim holy books for different Muslim groups today | <p>discuss the contents of:</p> <ul style="list-style-type: none"> the Qur'an Surah 53:4-18 Tawrat (Torah) Surah 5:43-48 Zabur (Psalms) Surah 4:163-171 Injil (Gospel) Surah 53:36 Sahifah (Scrolls) <p>Assess and analyse the importance of the Muslim holy books for Muslims today (AO2)</p> <p>Students need to recognise the importance of holy books for Muslims. In order to do this, they need to know about each of the books but also to recognise that they are all different and this is important. They then need to assess the relative importance of their messages for different Muslim groups today.</p> <p>Students should discuss why some prophets have different levels of importance for different Muslims.</p> | <p>Provide stimulus material – different kinds of books such as fictional, historical, comics, factual, exercise books, dictionaries.</p> <p>Ask students why they need different types of books why not just one?</p> <p>Ask students to write lists of the advantages and disadvantages of having lots of types of books.</p> <p>Then ask students to apply these to holy books. Which advantages and disadvantages still apply?</p> <p>Students may want to find out more about the importance of the Qur'an and this clip is helpful: www.bbc.co.uk/education/clips/z9sd2hv</p> |
| 6 | Section 1:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand the nature and importance of angels for Muslims Know and understand how angels are shown in the Qur'an including | <p>Know and understand the nature and importance of angels for Muslims (AO1)</p> <p>Use Qur'an 66:6 to explain why Muslims believe that angels are created to obey Allah and worship him - they have no free will.</p> | <p>Ask students to discuss the concept of angels in pairs and then use either a list, spider diagram or mind map to record ideas about the angels.</p> <p>Give students a card with either Jibril, Izra'il or Mika'il on them and ask them</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>reference to Jibril, Izra'il and Mika'il and Surah 19,32:11 and 2:97-98</p> <ul style="list-style-type: none"> Analyse and assess the significance of angels for Muslims today | <p>Students need to discuss what angels are and why they are important.</p> <p>Know and understand how angels are shown in the Quran including reference to Jibril, Izra'il and Mika'il and Surah 19,32:11 and 2:97-98 (AO1)</p> <p>Students should know who the different angels were and be able to provide Qur'anic references for the angels that are mentioned.</p> <p>Analyse and assess the significance of angels for Muslims today (AO2)</p> | <p>to research and find out about that angel. Then organise students into groups. Each group needs to have one of each of the angels. They then need to share the information they have found out with the rest of the group, so all students have information about all of them.</p> |
| 7 | Section 1:7 | <p>Students will be able to demonstrate their:</p> <ul style="list-style-type: none"> knowledge and understanding of the nature and importance of predestination (al-Qadr) for Muslims knowledge and understanding of how al-Qadr and human freedom relates to the Day of Judgement including Surah 78:685 Analyse and assess the implications of belief in | <p>Demonstrate knowledge and understanding of the nature and importance of predestination (al-Qadr) for Muslims (AO1)</p> <p>Students should be aware that this is mainly a Sunni belief and within Islam there are different understandings of how complete al-Qadr is; some feel that Allah completely controls a person's destiny and some do not.</p> <p>Demonstrate knowledge and understanding of how al-Qadr and human freedom relates to the Day</p> | <p>Information about al-Qadr can be in various places, such as: https://wikiislam.net/wiki/Free_Will_and_Predestination_in_Islam</p> <p>There are also some useful YouTube clips.</p> <p>Ask students to discuss in small groups how they feel life might or might not be affected by al-Qadr: If God wills everything how would they know or not know?</p> <p>Introduce the concept of the Day of Judgement and ask students to discuss</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | al-Qadr for Sunni and Shi'a Muslims today | <p>of Judgement (AO1) Students should discuss how the concept of al-Qadr might link to the Day of Judgement. Questions should be asked about how al-Qadr might impinge upon a Muslims choice to do good or evil. They need to examine Surah 78:685.</p> <p>Analyse and assess the implications of belief in al-Qadr for Muslims today (AO2) Students should understand how belief might affect day to day living.</p> | <p>whether Muslims need free will, going against al-Qadr, so that they can be judged.</p> <p>Students should summarise the discussions in the way they feel most suitable, such as a written paragraph or a table of the different arguments.</p> <p>They should then attempt an exam style question to 'Explain two reasons why al-Qadr may be important for Muslims', including reference to the use of the words Inshallah (Sample Assessment Materials).</p> |
| 8 | Section 1.8* | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Muslim teachings about life after death (Aakhirah) Know and understand how Aakhirah is shown in the Qur'an including Surah 17:49-72 Assess and analyse how Muslim teachings about life after death affect the life of a Muslim Compare and contrast beliefs in the afterlife and their significance with Christianity | <p>Know and understand Muslim teachings about life after death (Aakhirah) (AO1) Students should be introduced to the Muslim teachings about life after death (Aakhirah) Introduce and discuss:</p> <ul style="list-style-type: none"> the nature of judgement paradise hell <p>Know and understand how Aakhirah is shown in the Qur'an (AO1) Surah 17:49-72</p> | <p>Information about Aakhirah can be found on many websites including a good clip from the BBC www.bbc.co.uk/schools/gcsebitesize/rs/death/islambeliefrev2.shtml</p> <p>Ask students to discuss the concept of Aakhirah in pairs and then produce a mind map to record the main ideas.</p> <p>Give students a list of Qur'anic references and ask them to build a description of Aakhirah (either as individuals or as a group). Surah 17:49-72 is specified; other suggestions that could also be referred to are: 2:4, 3:22, 3:148</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Assess and analyse how Muslim teachings about life after death affect the life of a Muslim (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>6:32, 6:129, 6:160 10:45 2:57, 17:49</p> <p>Students could complete a list, diagram or consequence wheel of how beliefs affect the lives of Muslims.</p> <p>Students should also compare the Muslim beliefs in the afterlife with the beliefs in Christianity.</p> |

Section 2: Crime and Punishment

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
|------|-------------------|---|--|---|
| 1 | Section 2:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and purpose of justice for Muslims • Know and understand the Muslim reasons for the importance of justice for victims • Assess and analyse the importance of beliefs about justice for non-religious people | <p>Know and understand the nature and purpose of justice for Muslims (AO1)</p> <p>Students should be given the opportunity to summarise the main beliefs about what justice is and why it is regarded as important for people as individuals, especially victims and for society.</p> <p>Assess and analyse the importance for the importance of justice for victims (AO2)</p> <p>Students need to read and understand Surah 16:90-92 and what it teaches about justice and why it is important for the victims of crime.</p> <p>Assess and analyse the importance of justice for non-religious people (AO2)</p> <p>Students should assess why the beliefs are important for non-religious people and whether Muslims agree or disagree with their reasons.</p> <p>Students should attempt some exam (b) style questions on this bullet and</p> | <p>Information about Muslim attitudes to justice can be found in various places, including materials for the old Edexcel spec Unit 8 and on the BBC website.</p> <p>Students then need to produce a Fact File on why justice is important for Muslims and qur'anic evidence, including Surah 16:90-92 as part of the information.</p> <p>Students could produce a consequence wheel on why justice is important for Muslims, with 'Justice' as the title in the central hob and then write in how it affects Muslims in the next ring. Outside of this in another ring they could write why they are important/teachings to go with it.</p> <p>Students could produce a table with two columns. In one column record non-religious reasons for why justice is important and in the adjoining column write Muslim attitudes to the non-religious reason.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | attempt to peer mark them. | |
| 2 | Section 2:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings and responses to the nature causes and problems of crime • Know and understand what action is taken by Muslims to end crime • Assess and analyse the importance of these beliefs for Muslims today | <p>Know and understand Muslim teachings and responses to the nature causes and problems of crime (AO1)</p> <p>Students should know about the nature, causes and problem of crime as a background to the Muslim teachings about it.</p> <p>Know and understand the Muslim teachings about crime including Surah 16:90-92 (AO1)</p> <p>Students should specifically know about Muslims teachings about crime and working to end the causes of crime and help rehabilitate criminals.</p> <p>Assess and analyse the work and the action taken by Muslims to end crime (AO2)</p> <p>Students should assess the work of Muslim organisations which help to end crime and find out what they do and how important it is, including the work of the Muslim Chaplains Association and Mosaic.</p> | <p>Students could produce an image/storyboard/display about the nature, causes and problems of crime. Information can be found in books for the old Edexcel GCSE Unit 8 and videos on TrueTube.</p> <p>Students could then discuss the reasons why solving the problem of crime is difficult. They could summarise the reasons for these views in a table/spider diagram.</p> <p>Students could have copies of Surah 16:90-92. They should discuss what Islam teaches and why. They could then produce an advert using the teaching to encourage Muslims to end the causes of crime/help offenders.</p> <p>Ask students to complete some research about Muslim groups that try to end crime; the Muslim Chaplains Association and Mosaic. They should produce a presentation to teach the rest of the group about them.</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| 3 | Section 2:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings about good, evil and suffering • Know and understand non-religious attitudes about why people suffer • Assess and analyse divergent Muslim teachings about why people suffer | <p>Know and understand Muslim teachings about good, evil and suffering (AO1)</p> <p>Students should be able explain the nature of a good action and how they are rewarded and the nature of evil actions and how they are rewarded, including reference to Surah 76.</p> <p>Know and understand non-religious attitudes about why people suffer (AO1)</p> <p>Students need to know about non-religious reasons why people suffer, including that religion may cause suffering and also know Muslim responses to these ideas.</p> <p>Students should discuss why Muslims might have different views to why people suffer.</p> <p>Assess and analyse divergent Muslim teachings about why people suffer (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Students could start by finding out what the words good, evil and suffering mean.</p> <p>Information about Muslim teachings about good, evil and suffering can be found in various places, including the BBC Bitesize website. Surah 76 Al-Insan (Man or Time) can be found animated on many YouTube clips.</p> <p>The students could investigate/research Muslim teachings about good, evil and suffering. They could work in groups and present their findings to the rest of the class or produce displays.</p> <p>Students should assess the importance of the Muslim teachings about good, evil and suffering by producing a list of how it impacts on the beliefs and the everyday life of Muslims.</p> <p>Students should attempt some exam style questions on this bullet and attempt to peer mark them.</p> |
| 4 | Section 2:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the | <p>Know and understand the nature of punishment and Muslim attitudes</p> | <p>Information about the nature of punishment can be found on the</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>nature of punishment and Muslim attitudes towards punishment</p> <ul style="list-style-type: none"> • Know and understand the nature and meaning of qur'anic teachings about punishment • Assess and analyse the Muslim teachings about why punishment might be regarded as justice and why it might be needed by society | <p>towards punishment (A01)</p> <p>Students should know what punishment is and what the Muslim view of punishment is.</p> <p>Know and understand nature and meaning of qur'anic teachings about punishment including Surah 2:178 and Surah 4:44-46</p> <p>Students should be given the opportunity to learn about qur'anic teachings on punishment and summarise Surah 2:178 and Surah 4:44-46.</p> <p>Assess and analyse the Muslim teachings about why punishment might be regarded as justice and why it might be needed by society (A02)</p> <p>Students should discuss what justice is again as a reminder of the concept. They should then know why punishment might support justice or why it might be perceived as injustice.</p> | <p>Internet in revision sites, including the BBC Religion and ethics site.</p> <p>Ask students to research on the Internet and find Islamic quotes on punishment such as (or give them the quotes):</p> <p>Surah 2:178 Surah 4:44-46 Surah 6:151 Surah 42:40 Surah 57:25</p> <p>In groups, students should discuss the quotes and decide what they think the main message of the Qur'an is about punishment. They should then compare their answer with others and work out whether the Qur'an has more than one message about punishment. With this information, they should write a summarising paragraph about the Qur'an and punishment, using quotes to support.</p> <p>Students could do a media search (online or newspapers) for examples of punishment and then produce work (poster/ppt/written summary)</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | to show both why punishment supports justice and why it is needed and possibly why punishment might not be just. |
| 5 | Section 2:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim attitudes towards the aims of punishment • Know and understand Muslim teachings about the nature of punishment | <p>Know and understand the Muslim attitude towards the aims of punishment specifically protection, retribution, deterrence and reformation (AO1)</p> <p>Students should know what the different aims of punishment are, examples of them and Muslim attitudes towards them.</p> <p>Know and understand Muslim teachings about the nature of punishment including Surah 4:26-32</p> <p>Students should understand why Muslims may support the use of punishment. Students must study Surah 4:26-32 and understand the importance of accepting sorrow/repentance as shown in the passage.</p> | <p>Using a search engine, divide up students and ask them to research one word from a list of protection, retribution, deterrence and reform. Ask students to write an information page including information about what it is, examples of how it is used and the Muslim attitude towards the aim.</p> <p>Organise a hot seat situation whereby students have to question each other to find out about the other aims that they themselves have not investigated.</p> <p>Give students a copy of Surah 4:26-32. Ask students to identify the aim of punishment shown in the passage, check understanding around the room. Students could also be asked is there any more information in the passage that is advice to Muslims about how to avoid the need for punishment.</p> |
| 6 | Section 2:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the | <p>Know and understand the nature and importance of Muslim teachings</p> | <p>Ask students to discuss the concept of forgiveness in pairs and then use</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | <p>nature and importance of Muslim teachings about forgiveness</p> <ul style="list-style-type: none"> • Know and understand how offenders are forgiven by the community and restorative justice • Analyse and assess the significance of restorative justice | <p>about forgiveness (AO1)</p> <p>Students should know what Muslims believe about forgiveness and how the Qur'an shows forgiveness is important, including Surah 64:14.</p> <p>Know and understand how offenders are forgiven by the community and restorative justice(AO1)</p> <p>Students need to understand the nature of restorative justice and how it is part of forgiveness by the community. They must know examples of how restorative justice is used by Muslims.</p> <p>Assess and analyse the importance of restorative justice (AO2)</p> <p>Students should assess the importance of restorative justice, whether it works to heal communities or whether it has little effect.</p> | <p>either a list, spider diagram, mind map or consequence circles to record their ideas about the importance of forgiveness.</p> <p>Give students a card with one of 5 qur'anic references about forgiveness on it. e.g. Surah 64:14, Surah 4:116, Surah 42:37, Surah 2:263, Surah 42:40.</p> <p>Students should do research using a Qur'an (or search engine) and find out about what it teaches about Muslim attitudes to forgiveness. Students then need to join in groups. Each group needs to have one student with each reference. They then need to share the information they have found out with the rest of the groups so all students have information about all of them.</p> <p>Ask students to reach a definition of restorative justice e.g. a type of justice that focuses on the needs of the victims, the offenders and the community.</p> <p>Ask students to find out about Muslim organisations and other groups such as the Restorative</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | <p>Justice Council which encourage forgiveness and reconciliation between the victim and the offender. Find out what they do and why.</p> <p>Students should assess the importance of the use of restorative justice by producing a list of how it may impact on the lives of victims, offenders and the wider community. There is a good TED talk based on John Legend's Redemption Song which could encourage discussion.</p> <p>Students should attempt some exam style questions on this bullet and attempt to peer mark them.</p> |
| 7 | Section 2:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings about the treatment of criminals • Know and understand the divergent Muslim attitudes towards issues around the treatment of criminals • Analyse and assess the reasons why situation ethics might allow the use of different forms of punishment | <p>Know and understand Muslim teachings about the treatment of criminals including interpretations of Surah 76:1-12 (AO1)</p> <p>Students should know what Muslim teachings about treatment of criminals are. They should link Muslim ideas from other areas, such as forgiveness, justice and restorative justice, to how offenders should be treated. They should also know Surah 76:1-12 and its links to treatment of criminals.</p> <p>Know and understand the divergent</p> | <p>Information about Muslim teachings about the treatment of prisoners can be found on many websites. There is some useful information on the National Council for the Welfare of Muslim Prisoners and part of the work of the Muslim Youth Helpline.</p> <p>Ask students to discuss in small groups how they feel Muslims should treat Prisoners.</p> <p>Divide students in two groups. The first group should compile a consequence circle with 'Helping</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | <p>Muslim attitudes towards the use of torture, human rights, fair trial and trial by jury (AO1)</p> <p>Students should understand the problems and benefits of the use of torture, human rights for prisoners, fair trials and trial by jury.</p> <p>Assess and analyse why the application of situation ethics might affect the treatment of offenders (AO2)</p> <p>Students should be able to apply situation ethics to the use of torture, human rights for prisoners, fair trials and trial by jury.</p> | <p>offenders' in the centre with 2 outer rings, to help them think about the immediate consequences of helping and then the secondary consequences, helping them see the benefits.</p> <p>The second group should complete a consequence circle with 'Not helping offenders' in the centre, with 2 outer rings, to help them think about the immediate consequences of not helping and then the secondary consequences, helping them see the benefits.</p> <p>They should then explain their circles to each other.</p> <p>Students should summarise the discussions in the way they feel most suitable, such as a written paragraph or a table of the different arguments.</p> <p>Students could investigate the use and importance of torture, the effect on human rights of punishment, fair trials and trial by jury. They should do a for and against table for each of the issues and decide what the main problems and benefit of each is.</p> <p>Students should be introduced to situation ethics; good introductions</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | | | <p>can be found online e.g. www.bbc.co.uk/ethics/introduction/situation_1.shtml.</p> <p>Student should then think about whether any of the issues would be changed by applying situation ethics. In particular, they should write a paragraph arguing the use of torture on a prisoner if it is for the greater good from a Muslim and a situation ethics perspective.</p> <p>They should then attempt an exam style question from the Sample Assessment Materials.</p> |
| 8 | Section 2.8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim attitudes towards the death penalty • Know and understand divergent Muslim teachings about capital punishment • Assess and analyse non-religious attitudes to capital punishment and the Muslim responses to them including situation ethics | <p>Know and understand the nature and purpose of capital punishment (AO1)</p> <p>Students should know what capital punishment is and what it aims to achieve.</p> <p>Know and understand divergent Muslim teachings about capital punishment including Sahih Muslim Hadith 16:4152(AO1)</p> <p>Students should know the attitudes to capital punishment shown in the hadith, as expressed in the reference and understand the ways they are used by</p> | <p>Information about the nature and purpose of capital punishment can be found on many websites, including the BBC and The Guardian newspaper website, which also include many topical examples and discussions.</p> <p>Ask students to define capital punishment and then identify four things they think capital punishment aims to achieve.</p> <p>Divide students into groups and give them one reference (Sahih Muslim</p> |

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| | | | <p>Muslims today.</p> <p>Assess and analyse non-religious attitudes to capital punishment and the attitude of situation ethics towards capital punishment (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Hadith 16:4152, Surah 6:151, Surah 17:33, Surah 16:106). Ask them to discuss what it teaches about capital punishment. Ask the groups to then produce a mind map to summarise their ideas which they should share with the class, so they can all record the references and what they mean.</p> <p>Ask students to find out about capital punishment from a non-religious perspective. They need to find out four reasons why it might be supported and four reasons why it might not be supported (there are a range of textbooks that have this information and it is readily available on the Internet).</p> <p>Remind students about the principles behind the theory of situation ethics and ask them to explain four reasons, using situation ethics, why capital punishment might be supported and four reasons why it might not be supported.</p> |

Section 3: Living the Muslim Life

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| 1 | Section 3:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, history and purpose of the Ten Obligatory Acts of Shi'a Islam • Know and understand the Qur'anic basis of these beliefs • Assess and analyse divergent views, including those of Sunni Muslims, in the understanding of these beliefs | <p>Know and understand the nature, history and purpose of the Ten Obligatory Acts for Shi'a Muslims (AO1)</p> <p>Students should know what the Ten Obligatory Acts are: Salah, Sawm, Hajj, Zakah, Khums, Jihad, Amr-bil Maruf (Commanding what is good), Nahi-Anil-Munkar (Forbidding what is wrong), Tawalla (love of Islam) and Tabarra (Disassociation from those who hate Allah).</p> <p>Know and understand the Qur'anic basis for these practices (AO1)</p> <p>Students need to read and understand references which support the practices, including Surah 9:71-73 and what it teaches about what to do.</p> <p>Assess and analyse the importance of these beliefs for Muslims (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information about the Ten Obligatory Acts (Ten Beliefs/Ten Practices) can be found in various websites, including on al-Islam.org and shia.com.</p> <p>Students should learn the Ten Acts; they can do this by writing out the words as calligrams to help memory or there are quizlets of the Ten Acts which can be accessed online (and downloaded onto schools VLE's).</p> <p>Students could write a summary of what the Ten Obligatory Acts are and why they are needed. They could then swap summaries written individually and assess each other's work, trying to add something to improve it.</p> <p>Students could each be given a Qur'anic reference to one of the Ten Obligatory Acts. They should then look up the reference and explain it – students should then share their answers in the class so that all students have Qur'anic explanations for each of the practices. References</p> |

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| | | | <p>Students should attempt some exam (b) style questions and attempt to peer mark them.</p> | <p>could include:</p> <p>Salah – Surah 5:6 Sawm – Surah 2:183-185 Zakah – Surah 15:98-99 Khums – Surah 8:41 Hajj – Surah 2:124-130 Jihad – Surah 2:190 Amr-bil Maruf – Surah 3:104 Nahi-Anil-Munkar -Surah 3:104 Tawalla – Surah 42:23 Tabarra - Surah 9:1</p> <p>Students could produce a consequence wheel for the Ten Obligatory Acts. They need to insert Ten Obligatory Acts as the central hub and write how they affect Muslim life in a ring around the central hub. Outside of this in another ring they could write the consequences of living in this way.</p> <p>Use (b) questions from the Sample Assessment Materials. Provide each student with a sticky note, they should write a reason on the note which answers the question, then put the sticky note on a wall. When all students have put a note on the</p> |

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| | | | | <p>wall, they should take a different one and try to develop the reason written on the note with an example, a quote or some extra information that links to the question and to the reason given. They should then find a person in the room with different information on their note to the one they have and join both notes together to form a full mark (b) answer.</p> |
| 2 | Section 3:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and role of the Shahadah for Sunni and Shi'a Muslims • Know and understand the nature, role and significance of the Shahadah for Muslims • Assess and analyse the importance of the Shahadah for Muslims today | <p>Know and understand the nature and role of the Shahadah for Muslims (AO1)</p> <p>Students should know what the Shahadah is and when it is used.</p> <p>Students should specifically know about Surah 3:17-21 and what it teaches about belief in Allah.</p> <p>Assess and analyse the importance of the Shahadah for Muslims today (AO2)</p> <p>Students should assess the importance of the Shahadah in Muslim life today.</p> | <p>Information on the Shahadah can be found in many places on the internet and in most textbooks for the old Edexcel specification Unit 4 and 12 books.</p> <p>Students could produce a display using the Shahadah, to help them learn about it.</p> <p>Students could then discuss the way that the Shahadah is used (birth/death/declaration of faith/on the Saudi Arabian flag) with information from the Internet /textbooks. They could summarise the teachings in a table or spider diagram.</p> <p>Ask students to complete a mind map/information sheet/notes explaining why the Shahadah is</p> |

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| | | | | important for Muslims. |
| 3 | Section 3:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, history, importance and purpose of Salah for Muslims, including different ways of understanding them • Know and understand the way Salah is performed • Assess and analyse the importance of these beliefs for Muslims • Compare and contrast the practice and significance of worship with Christianity | <p>Know and understand the nature, history, importance and purpose of Salah for Muslims, including different ways of understanding them (AO1)</p> <p>Students should have a good understanding of what Salah is and why Muslims pray, including its history and the importance of Salah in Muslim life.</p> <p>Know and understand how the way Salah is performed (AO1)</p> <p>Students should know how Salah is performed, including ablution, times, directions, movements and recitations and what each part of Salah shows.</p> <p>Assess and analyse the importance of these beliefs for Muslims (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>Information outlining Salah can be found in various places including on the BBC website and a good summary can be found at www.namazzamani.net</p> <p>Students should be given the opportunity to summarise the main beliefs about Salah for Muslims.</p> <p>Students should be able to give a definition of Salah and be able to explain why Muslims perform Salah, including the history of it and why different groups of Muslims pray in different ways. Students need to be aware of Surah 15:98-99 and Surah 29:45, explaining why Muslims pray.</p> <p>Students may wish to swap summaries written individually and assess each other's work.</p> <p>Students could also create their own questions which they could swap with each other.</p> <p>Students could watch a video about Salah showing Salah – BBC Belief File Islam has a useful clip, and there are several showing Sunni and</p> |

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| | | | | <p>Shia Salah on YouTube. They could then explain the way Muslims prepare for Salah and participate in a story board to record all the elements of Salah, including the rak'ah and what they are.</p> <p>Students should be aware that there are differences in Salah for Sunni and Shia Muslims – there is a good description of this on differencebetween.net - please note they use the term Namaz instead of Salah.</p> <p>Students could produce a speech bubble summary of four reasons why Salah is important for Muslims. Each reason should be developed with an example or a quote.</p> <p>Students should also compare the practice and significance of worship with Christianity.</p> |
| 4 | Section 3.4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, role, history and purpose of sawm • Know and understand the importance of sawm in | <p>Know and understand the nature, role, history and purpose of sawm (AO1)</p> <p>Students should be introduced to a definition of sawm.</p> <p>Students should be given the</p> | <p>Information outlining beliefs about sawm and Laylat al-Qadr can be found in various places including the BBC Learning Zone and YouTube.</p> <p>Students could produce a summary</p> |

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| | | <p>Ramadan</p> <ul style="list-style-type: none"> • Know and understand the nature, history, purpose and importance of Laylat al-Qadr for Muslims • Assess and analyse the importance of these beliefs for Muslims today | <p>opportunity to summarise the main beliefs about sawm, especially during Ramadan looking at Surah 2:183-185.</p> <p>Know and understand the nature, history, purpose and importance of Laylat al-Qadr for Muslims (AO1)</p> <p>Students should be able to know why Laylat al-Qadr (Night of Power/Might of Decree) is important for Muslims and how they observe it.</p> <p>Assess and analyse the importance of these beliefs for Muslims (AO2)</p> <p>Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> | <p>or mind map to record nature, role, history and purpose of sawm. Students may wish to swap summaries/mind maps and assess each other's work.</p> <p>Students could record their ideas about the Qur'anic reference commanding Muslims to fast - Surah 2:183-185 - in the form of a poster with the reference written in the middle and their responses/ideas about it around the edge. This could be displayed in class as a memory jogger for students.</p> <p>Students could produce a table with three columns to record the events and importance of the Night of Power for Muslims with the events in the first column, how they are remembered today in the second column and why they are important in the third column.</p> |
| 5 | Section 3.5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, role, origins and importance of Zakah and Khums • Know and understand why Zakah is important for Sunni Muslims | <p>Know and understand the nature, role, origins and importance of Zakah and Khums (AO1)</p> <p>Students should know what Zakah and Khums are, how they are calculated and how they are used. They should know the historical reasons why Muslims give Zakah and Khums, including Surah 9:58 -60 and</p> | <p>Information about Zakah can be found in various places including the BBC website (including Bitesize under wealth and poverty), Islam 101 and Islamic Help websites.</p> <p>Information about Khums can also be found in many websites including al-islam.org and wikishia.</p> |

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| | | <ul style="list-style-type: none"> • Know and understand why Khums is important for Shi'a Muslims • Assess and analyse the benefits of giving and receiving Zakah or Khums | <p>Surah 8:36-42.</p> <p>Know and understand why Zakah is important for Sunni Muslims (AO1)</p> <p>Students should be able to explain the history of Zakah for Sunni (and Shia) Muslims and know why it is important to them.</p> <p>Know and understand why Khums is important for Shi'a Muslims(AO1)</p> <p>Students should be able to explain the history of Khums for Shia Muslims and know why it is important to them.</p> <p>Assess and analyse the benefits of giving and receiving Zakah or Khums (AO2)</p> <p>Students should assess how people benefit from the giving and receiving of Zakah or Khums.</p> | <p>Students could start by finding definitions for Zakah and Khums and making a list of similarities and differences between the two.</p> <p>The students could then divide into two groups to investigate/research either Zakah or Khums. Each group should produce a presentation on a particular characteristic – they should include its meaning, how it is shown in the Qur'an - with quotes - and how it is shown in Muslim life today. Use of an online Qur'an with a search facility might assist with this.</p> <p>Students should assess how giving or receiving Zakah or Khums might be important for Muslims. Looking at Muslim charities and their use of Zakah/Khums might be useful.</p> <p>Students should attempt some exam style questions from the Sample Assessment materials and attempt to peer mark them using the mark schemes.</p> |
| 6 | Section 3:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, role, origins and importance of Hajj • Know and understand how Hajj is performed | <p>Know and understand the nature, role, origins and importance of Hajj (AO1)</p> <p>Students need to discuss the nature, role, origins and importance of Hajj.</p> | <p>Information about Hajj can be found in various places including the BBC website www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html and</p> |

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| | | <ul style="list-style-type: none"> Assess and analyse the benefits and challenges from attending Hajj for Muslims | <p>Know and understand how Hajj is performed (AO1)</p> <p>Students should know the various parts of the Hajj, what Muslims do and why.</p> <p>Assess and analyse the benefits and challenges from attending Hajj for Muslims (AO2)</p> <p>Students need to recognise the benefits and challenges Muslims get by attending Hajj. They then need to assess the relative importance of attending Hajj for Muslims today.</p> | <p>http://performhajj.com/what_is_hajj.php.</p> <p>There are a number of excellent YouTube videos of Hajj in various levels of detail and from different perspectives. There are also YouTube clips about the problems that may occur on Hajj, such as stampedes and buildings collapsing.</p> <p>Ask students to discuss Hajj in pairs and then use either a list, spider diagram or mind map to record ideas about the nature, role, origins and importance of Hajj.</p> <p>Students could watch a video showing how the Hajj is performed. Most are narrated by Muslims explaining its importance. Students should record the events in the Hajj and what they mean to Muslims. They could draw a map to illustrate the events and label it with the reasons why Muslims would go there.</p> <p>Students should produce a list of benefits and challenges from going on Hajj. They should then write a paragraph explaining why Muslims</p> |

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| | | | | should go on Hajj. |
| 7 | Section 3:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, origins and importance of jihad in Islam • Know and understand divergent understandings of jihad including lesser and greater jihad • Assess and analyse the importance of jihad in the life of Muslims | <p>Know and understand the nature, origins and importance of jihad in Islam (AO1)</p> <p>Students should know the meaning of jihad and the difference between lesser (outer) and greater (inner) Jihad. They should understand the importance of jihad in the lives of Muslims.</p> <p>Know and understand divergent understandings of jihad including lesser and greater jihad (AO1)</p> <p>Students should be aware that there is some controversy about lesser and greater jihad – greater jihad is also known as holy war and has certain conditions which should be met in order for it to be a just war – students should be aware of them.</p> <p>Assess and analyse the importance of jihad in the life of Muslims (AO2)</p> <p>Students need to recognise the importance of jihad for Muslims. In order to do this, they need to know about jihad but also to recognise that there are different views about jihad</p> | <p>Information about jihad can be found in various places including the BBC website (www.bbc.co.uk/religion/religions/islam/beliefs/jihad_1.shtml), islam.about.com and BBC Bitesize under war and peace. There is also a great explanation of jihad on TrueTube.</p> <p>Using a search engine, ask students to write an information page on each of the lesser and great jihad. It should include definitions, history, why they are important today and will need to include the references in the specification to Surah 2:190-194 and Surah 22:39 (lesser jihad).</p> <p>Explain that there is disagreement about the relative importance of lesser and greater jihad and whether there should be lesser jihad at all. Explain the disputed quote from Muhammad and the consequences of accepting/not accepting it.</p> <p>Students could produce a consequence wheel for jihad. They need to insert jihad as the central hob and write how jihad affects</p> |

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| | | | and this is important. | Muslim life in a ring around the central hub. Outside of this, in another ring, they could write the consequences of living in this way. |
| 8 | Section 3:8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature, origins, activities, meaning and significance of specific Muslim festivals and commemorations • Know and understand how specific Muslim festivals and commemorations are remembered by different Muslim groups • Assess and analyse the importance of specific Muslim festivals and commemorations for Muslims | <p>Know and understand the nature, origins, activities, meaning and significance of specific Muslim festivals and commemorations (AO1)</p> <p>Students need to discuss the nature, origins, activities, meaning and significance of Id-ul-Adha, Id-ul-Fitr, Id-ul-Ghadeer and Ashura. They should refer to Surah 37:77-111 (Id-ul-Adha) and Surah 5:3 (Id-ul-Ghadeer)</p> <p>Know and understand how specific Muslim festivals and commemorations are remembered by different Muslim groups (AO1)</p> <p>Students should know how the specific festivals and commemorations are remembered.</p> <p>Analyse and assess the importance of specific Muslim festivals and commemorations for Muslims (AO2)</p> <p>Students should discuss the importance of the</p> | <p>Give students a card with either Id-ul-Adha, Id-ul-Fitr, Id-ul-Ghadeer or Ashura on them. Students have to research and find out about that festival/commemoration – what it is, its origins, what happens during it and why. Then organise students into groups, each group needs to be have one of each of the festival/commemorations. They then need to share the information they have found out with the rest of the groups, so all students have information about all of them.</p> <p>Ask students to discuss the importance of each of the festivals/commemorations and then use either a list, spider diagram or mind map to record why it is important to certain Muslim groups.</p> |

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| | | | festivals/commemorations in Muslim life today. | |

Section 4: Peace and Conflict

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| 1 | Section 4:1 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the nature and purpose of peace for Muslims • Know and understand Muslim teachings about peace • Assess and analyse the importance of peace for Muslims | <p>Know and understand the nature and purpose of peace for Muslims (AO1) Students should be given the opportunity to summarise the divergent Muslim beliefs about what peace is and why Muslims may regard it as important for people as individuals and for society.</p> <p>Know and understand Muslim teachings about peace (AO1) Students need to understand Muslim teachings about peace, including the concept of Islam as a religion of peace. They should study Surah 25:63.</p> <p>Assess and analyse the importance of peace for Muslims (AO2) Students should assess why the beliefs are important and link the importance to how the beliefs are expressed.</p> <p>Students should attempt some exam (d) style questions on this bullet and attempt to peer mark them using the levels in the Sample Assessment Materials.</p> | <p>Information about peace can be found in various places, including on the BBC website. It is a topic that was on the legacy/current specification in Unit 8 and materials for Unit 8 can be used.</p> <p>Students could discuss peace and decide upon a definition as to what peace is. They could then discuss why it is important for individuals and for society. They should record their findings, trying to write in mini paragraphs, including a reason, a development and an example.</p> <p>Give students a card with one of the following references about peace on it (or one of your choice):</p> <ul style="list-style-type: none"> • Surah 25:63 • Surah 49:13 • Surah 2:190 • Surah 8:61 <p>Students then have to research using a Quran (or search engine or online Qur'an) and find out about what the reference teaches Muslims about</p> |

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| | | | | <p>peace.</p> <p>Students then need to join in groups. Each group needs to have one student with each reference. Students then need to share the information they have found out with the rest of the groups so all students have information about all of them.</p> <p>Students should make a list of reasons why peace is important for Muslims and a list of why it might not be important.</p> <p>They could use the reasons in the lists to answer a (d) type examination question e.g. 'The main role of Muslims is to act as peacemakers'.</p> |
| 2 | Section 4:2 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the role of Muslims in peacemaking • Know and understand the work of one Muslim group working for peace today • Assess and analyse the importance of justice, forgiveness and reconciliation in | <p>Know and understand the role of Muslims in peacemaking (AO1)</p> <p>Students should know about why Muslims feel they should be involved in peacemaking. They should to link qur'anic teachings to the way Muslims should act today.</p> <p>Know and understand the work of Muslims working for peace today (AO1)</p> | <p>Information about Muslims and peacemaking can be found in various places, including on the BBC website. It is a topic that was on the legacy/current specification in Unit 8 and materials for Unit 8 can be used, including descriptions of organisations that work for peace.</p> <p>Students could recap what the teaching on peace were and make a list of things that this means Muslims</p> |

| Week | Section Bullet | Learning outcomes | Content | Exemplar resources |
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| | | peacemaking | <p>Students should specifically know about Muslims that work for peace and refer to Surah 42:31-38.</p> <p>Assess and analyse the importance of justice, forgiveness and reconciliation in peacemaking (AO2)</p> <p>Students should assess the work of Muslims who help to end conflict and bring peace and find out what they do about justice, forgiveness and reconciliation and how important it is.</p> | <p>should/shouldn't do in their lives. Students should try to develop each way with an example or a quote.</p> <p>Students could do some online research on Muslims that work for peace and feedback their information as a presentation. They should include a study of Surah 42:31-38 and other Muslim teachings. Materials can be found at:</p> <p>http://islamicpeace.org.uk/about_us.html</p> <p>http://muslimpeacecoalition.org/ (American)</p> <p>http://www.muslimsforpeace.org/contact/ (Ahmadiyya)</p> <p>Ask students to define justice, forgiveness and reconciliation.</p> <p>Discuss:</p> <p>How each individually can lead to peace.</p> <p>How all three may be needed to achieve peace.</p> <p>Ask students to record their discussion as a mind map which should also include examples and quotations.</p> |

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| 3 | Section 4:3 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings about the nature and causes of conflict • Know and understand Muslim responses to conflict • Assess and analyse non-religious attitudes to the causes of conflict | <p>Know and understand Muslim teachings about the nature and causes of conflict (AO1)</p> <p>Students should know Muslim teachings about conflict.</p> <p>Know and understand Muslim responses to conflict (AO1)</p> <p>Students should discuss why Muslims might have different views about conflict.</p> <p>Assess and analyse non-religious attitudes to the causes of conflict (AO2)</p> <p>Students need to know about non-religious attitudes to the causes of conflict</p> | <p>Information about Muslims and conflict can be found in various places, including on the BBC website. Conflict is a topic that was on the legacy/current specification in Unit 8 and as such materials for Unit 8 can be used.</p> <p>Students could discuss what conflict is and what they think the causes of conflict are. They could summarise this using images and newspapers to produce a display to show the causes of conflict.</p> <p>Students could investigate/research Muslim teachings about conflict:</p> <ul style="list-style-type: none"> • Surah 2:190-195 • Surah 4:76 • Surah 22:39 • Surah 5:32 <p>They could work in groups and present their findings to the rest of the class or do a hot seat exercise to find out about them.</p> <p>Students could produce a consequence wheel for this topic with 'Conflict' in the central hub and then write in a ring around the central hub the</p> |

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| | | | | <p>consequences of conflict. Outside of this in another ring they could write the consequences of these consequences.</p> <p>This information could then then be used to analyse how conflict might affect the life of a Muslim and the students can write a summary paragraph.</p> <p>Students could attempt some exam style questions on this bullet and attempt to peer mark them.</p> |
| 4 | Section 4:4 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim attitudes to pacifism • Know and understand divergent Muslim teachings about passive resistance • Assess and analyse the efficacy of pacifism | <p>Know and understand Muslim attitudes to pacifism (AO1)</p> <p>Students should know what pacifism is, they should know the history of pacifism generally and the Muslim attitude towards pacifism.</p> <p>Know and understand Muslim teachings about passive resistance (AO1)</p> <p>Students should be given the opportunity to summarise the divergent attitude to the use of passivism using the example of the Arab Spring 2010.</p> <p>Assess and analyse the efficacy of pacifism (AO2)</p> | <p>Information about pacifism can be found in various places including on the BBC website www.bbc.co.uk/ethics/war/against/pacifism_1.shtml</p> <p>and http://ppu.org.uk/learn/infodocs/index.html</p> <p>Pacifism is a topic that was on the legacy/current specification in Unit 8 and as such materials for Unit 8 can be used.</p> <p>Ask students to research on the Internet and find quotes that can be used to support pacifism (or give them</p> |

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| | | | Students should discuss whether pacifism is a good way to solve conflicts. | <p>the quotes).</p> <ul style="list-style-type: none"> • Surah 5:27-30 • Surah 5:32 • Surah 2:208 <p>In groups, students should discuss the quotes and decide what they think the main message of the Qur'an is about pacifism. They should then compare their answer with others. With this information, they should write a paragraph about the Quran and peace and conflict using quotes to support.</p> <p>Students could hold a debate about whether 'pacifism is the best way to solve conflicts'. They can prepare by writing a list of reasons in favour and against the statement. Hold the debate. If you are not sure how, information can be found here: http://news.bbc.co.uk/cbbcnews/hi/newsid_4450000/newsid_4458000/4458081.stm</p> |
| 5 | Section 4:5 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand the conditions of a just war • Know and understand Muslim teachings and responses to the just war | <p>Know and understand the nature history and conditions of a just war (AO1)</p> <p>Students should know what a just war is, including the conditions of a just war and the history behind them.</p> | <p>Information about Muslims and just war can be found in various places, including on the BBC website www.bbc.co.uk/ethics/war/just/introduction.shtml , just war is a topic that was on the legacy/current specification in Unit 8 as such materials for Unit 8</p> |

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| | | <p>theory</p> <ul style="list-style-type: none"> Assess and analyse whether a just war is possible | <p>Know and understand Muslim teachings and responses to the just war theory (AO1)</p> <p>Students should understand why Muslims may try to apply the just war theory to conflicts and whether they should or should not then fight in the conflict. Students must study Surah 4:69-110 and understand the implications for Muslims if they follow the authority of the country they live in.</p> <p>Assess and analyse whether a just war is possible (AO2)</p> <p>Students need to know reasons for and against the possibility that there can ever be a truly just war (one that meets all the conditions).</p> | <p>can be used</p> <p>Ask students to:</p> <ol style="list-style-type: none"> Find out what a just war is. Find out who wrote the conditions of a just war and how they were changed and by whom. Make a list of the conditions of a just war and be able to explain them. Give an example of a war and say why they think it was/was not a just war. <p>Ask students to write an information page including this information that could be used to teach Year 8 students.</p> <p>Give students a copy of Surah 4:69-110. Ask students to explain what is shown in the passage, check understanding around the room, then ask students how it links to just war (it can be seen to be one of the conditions) and right authority (but it could also mean that you might have to fight even if you think it is not a just war).</p> <p>Organise a hot seat situation whereby students have to question each other</p> |

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| | | | | <p>to find out about just war and see if there are any problems with the just war theory that they have not yet noticed – students should write a summarising paragraph after the hot seating.</p> <p>Students need to follow up the previous activity by either a list, spider diagram, mind map or consequence circles to record their ideas about whether a just war is possible or not.</p> |
| 6 | Section 4:6 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings and responses to the nature of a holy war • Know and understand biblical teachings about war and peace • Analyse and assess divergent Muslim and non-religious views about holy war | <p>Know and understand Muslim teachings and responses to the nature of a holy war (AO1) Students should know what a holy war is and what Muslims are taught about holy war.</p> <p>Know and understand biblical teachings about war and peace (AO1) Students need to understand and be able to apply Muslim teaching about the conduct of war to the decisions about conflict that Muslims make today.</p> <p>Assess and analyse divergent Muslim and non-religious views about holy war (AO2) Students should assess different views on</p> | <p>Information about Muslims and holy war can be found in various places including on the BBC website: www.bbc.co.uk/ethics/war/religious/holywar.shtml Holy war is a topic that was on the legacy/current specification in Unit 8 and as such materials for Unit 8 can be used.</p> <p>Ask students to discuss the concept of holy war in pairs and then record their ideas – what it is and why they were waged.</p> <p>Give students a card with one of five qur’anic references about the conduct of war on it. E.g. Surah 8:61, Surah 9:1-14, Surah 2:190, Surah 4:76 and Surah 22:40. Students have to</p> |

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| | | | <p>holy war (be aware that some non-religious people maintain that religion causes wars rather than solves them) and the Muslim response that that those 'religious people' starting wars are doing so for political reasons rather than religious ones.</p> | <p>research using a Qur'an (or search engine) and find out about what it teaches about Muslim attitudes to war and peace. Students then need to join in groups. Each group needs to have one student with each reference. They then need to share the information they have found out with the rest of the groups so all students have information about all of them.</p> <p>Ask students to find out about non-religious views about war and Holy wars and the role of religion in war. There are a number of powerful TED talks on war and peace that can be used.</p> <p>Students should then do an examination practice question using the Sample Assessment Materials to provide the question and the Mark Scheme. They can attempt to peer mark them.</p> |
| 7 | Section 4:7 | <p>Students will be able to:</p> <ul style="list-style-type: none"> Know and understand Muslim attitudes to weapons of mass destruction (WMD) Know and understand the divergent Muslim attitudes | <p>Know and understand Muslim attitudes to weapons of mass destruction (WMD) (AO1)</p> <p>Students should know Muslim teachings about weapons of mass destruction (WMD) and Muslim responses to the problems and benefits of having WMD.</p> | <p>Information about WMDs can be found in various places including BBC websites. WMD is a topic that was on the legacy/current specification in Unit 8 and as such materials for Unit 8 can be used.</p> |

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| | | <p>towards the use of WMD</p> <ul style="list-style-type: none"> Analyse and assess the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use | <p>Know and understand the divergent Muslim attitudes towards the use of WMD (AO1)</p> <p>Students should understand the divergent Muslim attitudes to the problems and benefits of the use of WMD, including reference to Surah 5:32.</p> <p>Assess and analyse the reasons why utilitarian ethics might allow the use of WMD and non-religious views towards their acquisition and use (AO2)</p> <p>Students should be able to apply utilitarian ethics to the acquisition of WMD and to the use of them.</p> <p>Students should be able to assess non-religious attitudes towards WMD and note the similarity and differences to the Muslim attitudes.</p> | <p>Find out what students know about Weapons of Mass Destruction. Use the UN website to show the different types and to reassure that something is done to monitor them.</p> <p>The students could investigate/research different Muslim teachings about the acquisition and use of WMD, applying the qur'anic references studied in this section including Surah 5:32 in the topics about war and peace. They could work in groups and present their findings to the rest of the class or work individually to produce notes.</p> <p>Students should be introduced to the theory of utilitarianism at a basic level – an action should maximise the benefits available to human beings.</p> <p>www.bbc.co.uk/ethics/introduction/sequentialism_1.shtml</p> <p>Students should then think about whether the acquisition and use of WMD can be justified or not by applying utilitarian ethics. In particular, they should write a paragraph arguing the use of WMD if it is for the benefit of the majority of</p> |

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| | | | | <p>people.</p> <p>They should then attempt an exam style question from the Sample Assessment Materials.</p> |
| 8 | Section 4:8 | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and understand Muslim teachings and responses to issues surrounding conflict • Know and understand how Muslims have worked to overcome these issues • Assess and analyse non-religious attitudes to issues surrounding conflict and the Muslim responses to them | <p>Know and understand Muslim teachings and responses to issues surrounding conflict (AO1)</p> <p>Students should know and understand the issues involved in conflict and the Muslim teachings and responses to them, including Malik's Muwatta 21.3.10.</p> <p>Know and understand how Muslims have worked to overcome these issues (AO1)</p> <p>Students should know how Muslims have worked to end the problems caused by conflict.</p> <p>Assess and analyse non-religious attitudes to issues surrounding conflict and the Muslim responses to them (AO2)</p> <p>Students should assess the non-religious attitudes to the issues and whether they are the same as religious ones and why.</p> | <p>Information about the issues involved in conflict can be found on many websites including the BBC, TrueTube and YouTube.com</p> <p>Ask students to think about problems caused today by conflict. Lead them towards violence, war and terrorism. Ask students to do three mind maps around these words.</p> <p>Then add onto the mind maps all the Muslim teachings they have learnt in this section (Peace and Conflict) that link into these ideas, ensuring that Malik's Muwatta 21.3.10 is also added.</p> <p>Students need to research how Muslims have worked to overcome these issues. They can look at one organisation/person and then produce material to explain the work of that organisation /person as a spider diagram, mind map, PPT or visual display.</p> <p>Possible organisations include:</p> |

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| | | | | <p data-bbox="1520 293 1912 453"> www.muslimaid.org/ www.islamichelp.org.uk/ https://muslimhands.org.uk/ http://umrelief.org/ </p> <p data-bbox="1520 509 2047 863"> Ask students to find out about the same three issues (violence, war and terrorism) from a non-religious perspective. They need to find out four reasons why it might be supported and four reasons why it might not be supported. The humanism website has some information on this (there are a range of textbooks that have this information and it is readily available on the Internet). </p> <p data-bbox="1520 922 2047 1145"> Students should then do a (d) style exam question. Instruct students to include arguments for and against and give a Muslim response and a non-religious response. Ensure students do not refer to other religions, as this is not required by the question. </p> |