
GCSE (9-1) Religious Studies - Specification A: Faith and Practice in the 21st Century - Two-Year Planner

Paper 1 - Islam; Paper 2 – Christianity; Paper 3 – Islam

Planner at a glance

Term		Each section has 8 numbered bullet points (1.1, 1.2 etc) and it is assumed that each bullet point will take a week to teach. The teaching weeks in brackets are for guidance only and allow you to adapt the planner to fit your timetable.
Autumn	Year 10	Paper 1: Section 1 – Islam – Beliefs and Teachings Paper 2: Section 1 – Christianity – Beliefs and Teachings
Spring	Year 10	Paper 2 – Section 1 – Christianity – Beliefs and Teachings (continued from Autumn term) Paper 3 – Section 1 – Islam – Arguments for the Existence of Allah Paper 1 – Section 2 – Islam - Practices
Summer	Year 10	Paper 1 – Section 2 – Islam – Practices (continued from Spring term) Paper 2 – Section 2 – Christianity - Practices
Autumn	Year 11	Paper 2 – Section 2 – Christianity - Practices (continued from Summer term) Paper 3 – Section 2 – Islam - Religious Teachings on Relationships and Families in the 21 st Century Paper 1 – Section 3 – Islam – Sources of Wisdom and Authority
Spring	Year 11	Paper 1 – Section 3 – Islam – Sources of Wisdom and Authority (continued from Autumn term) Paper 1 – Section 4 – Islam – Forms of Expression and Ways of Life
Summer	Year 11	Revision and examinations

Autumn Term - Year 10 (14 teaching weeks)

<p>Introduction</p>	<p>Introduction to Religious Studies GCSE Specification A</p> <p>Outline of the structure of the course including 2 examinations at the end:</p> <ul style="list-style-type: none"> • Paper 1 – Area of Study 1 - Islam (50%) <ul style="list-style-type: none"> ▪ Section 1 – Beliefs and Teachings ▪ Section 2 – Practices ▪ Section 3 – Sources of Wisdom and Authority ▪ Section 4 – Forms of Expression and Ways of Life • Paper 2 – Area of Study 2 - Christianity (25%) <ul style="list-style-type: none"> ▪ Section 1 – Beliefs and Teachings ▪ Section 2 – Practices • Paper 3 – Area of Study 3 - Islam (25%) <ul style="list-style-type: none"> ▪ Section 1 – Arguments for the Existence of Allah ▪ Section 2 – Religious Teachings on Relationships and Families in the 21st Century
<p>Autumn Year 10</p>	<p>Area of Study 1 - Section 1 – Islam – Beliefs and Teachings</p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • 1.1 The six Beliefs of Islam: their nature, history and purpose, including Kitab al-iman 1:4; how they are understood and expressed in Sunni and Shi’a Muslim communities today; the importance of these principles for Muslims. <ul style="list-style-type: none"> - Examine what is meant by the Six beliefs of Islam, be able to explain their history and provide examples of how they are shown in the Qur’an including Qur'an, 112:1- 4 and Kitab al-iman 1:4 - Explore how these beliefs are shown in Sunni and Shi’a Muslim communities today - Discuss and analyse why they are important to Muslims • 1.2 The five roots of `Usul ad-Din in Shi’a Islam (Tawhid (oneness of Allah); 'Adl (Divine Justice); Nubuwwah

<p>Autumn Year 10</p>	<p>(Prophethood); Imamah (Successors to Muhammad) and Mi'ad (The Day of Judgment and the Resurrection): the nature, history and purpose of the five roots with reference to their Qur'anic basis, including Surah 112 (the oneness of Allah); the importance of these principles for different Shi'a communities today, including Sevenser and Twelver.</p> <ul style="list-style-type: none"> - Examine what is meant by the Five Roots of Usul ad-Din in Shia Islam including Tawhid, `Adl, Nubuwwah, Imamah and Mi'ad, be able to explain their history and provide examples of how they are shown in the Qur'an including Surah 112 - Explore how these beliefs are shown in Muslim life today - Discuss and analyse why they are important to different Shi'a communities today, including Sevenser and Twelver <p>• 1.3 The nature of Allah: how the characteristics of Allah are shown in the Qur'an and why they are important: Tawhid (oneness), including Surah 16: 35–36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam.</p> <ul style="list-style-type: none"> - Examine the various characteristics of Allah which are shown in the Qur'an (Tawhid – including Surah 16:35-36, immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice, Adalat in Shi'a Islam), be able to explain what they are and give examples of how these characteristics are shown in the Qur'an - Explore why these characteristics are important to Muslims <p>• 1.4 RiSalah: the nature and importance of prophethood for Muslims including Surah 2: 136; what the roles of prophets teach Muslims, exemplified in the lives of Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad.</p> <ul style="list-style-type: none"> - Examine the nature of Risalah, what prophethood is, who they are and what they did with reference to Surah 2: 136 - Explore the specific roles of Adam, Ibrahim, Isma'il, Isa and Muhammad as prophets and be able to give examples of their lives from the Qur'an - Discuss and analyse the importance of prophethood for Muslims <p>• 1.5 Muslim holy books (kutub): the nature, history, significance and purpose of Muslim holy books with reference to the Qur'an, Tawrat (Torah), including Surah 5: 43–48; Surah, Zabur (Psalms), including Surah 4: 163–171; Injil (Gospel), including Surah 53: 36, Sahifah (Scrolls); divergent Muslim views about the importance of the holy books in their lives today.</p> <ul style="list-style-type: none"> - Examine the nature of the various Muslim holy books (the Qur'an, Tawrat, Zabur, Injil and Sahifah), be able to explain what they are, their history and give examples of what they contain, including Surah 5: 43-48, Surah 4: 163-171 and
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Surah 53:36

- Discuss and analyse divergent Muslim views about the importance of the holy books in their lives today
- **1.6 Malaikah: the nature and importance of angels for Muslims; how angels Jibril, Izra'il and Mika'il are shown in the Qur'an including Surah 19, 32: 11 and 2: 97–98, and their significance for Muslims today.**
 - Examine the nature of Malaikah, what they are, what they do and who they are
 - Explore the role of Jibril, Izra'il and Mika'il and be able to give examples of their actions in the Quran including Surah 19, 32:11 and 2:97-98
 - Discuss and analyse the importance of angels for Muslims today
- **1.7 al-Qadr: the nature and importance of Predestination for Muslims; how al-Qadr and human freedom relates to the Day of Judgement, including reference to Sahih Al-Bukhari 78: 685; divergent understandings of predestination in Sunni and Shi'a Islam; the implications of belief in al-Qadr for Muslims today.**
 - Examine the nature of al-Qadr, be able to explain what divine predestination means and give examples of the effects of al-Qadr from the Qur'an including Sahih Al-Bukhari 78: 685
 - Explore how the ideas of predestination and free-will relate to the Day of Judgement
 - Discuss divergent understandings of predestination in Sunni and Shi'a Islam
 - Discuss and analyse why al-Qadr is important in the lives of many Muslims today
- **1.8 * Akhirah: Muslim teachings about life after death; the nature of judgement, paradise and hell; how they are shown in the Qur'an, including Surah 17: 49–72; divergent ways in which Muslims teachings about life after death affect the life of a Muslim today.**
 - Examine the nature of Akhirah: what Muslim beliefs and teachings about the nature of life after death are and how they are shown in the Qur'an including Surah 17:49-72
 - Explore how Muslim beliefs about the nature of Akhirah affect the life of a Muslim and how the divergent ways in which Muslim teachings about life after death affect the life of a Muslim today
 - Discuss and analyse the importance of Akhirah for Muslims
 - ** Students should compare and contrast the beliefs about the afterlife and their significance within Christianity and Islam.*

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Within each of these topics students should understand Muslim teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today.

Area of Study 2 - Section 1 – Christianity - Beliefs and Teachings

Students need to have an in-depth knowledge and understanding of:

- **1.1 The Trinity: the nature and significance of the Trinity as expressed in the Nicene Creed; the nature and significance of the oneness of God; the nature and significance of each of the Persons individually: including reference to Matthew 3:13–17; how this is reflected in Christian worship and belief today.**
 - Examine what is meant by the Trinity, be able to provide examples of how the Trinity is shown in the Nicene Creed
 - Examine the nature and significance of each of the Persons individually including reference to Matthew 3:13-17
 - Explore how the Trinity is shown in worship, liturgical and non-liturgical
 - Discuss and analyse why the Trinity is important to Christians and how this is reflected in Christian worship and belief today

- **1.2 The creation of the universe and of humanity: the biblical account of creation and divergent ways in which it may be understood by Christians, including as literal and metaphorical; the role of the Word and Spirit in creation including John 1:1–18 and Genesis 1–3; the importance of creation for Christians today.**
 - Examine the biblical creation and how it is shown in the Old Testament (Genesis 1-3) and in the New Testament (John 1:1-18)
 - Explore why the biblical creation is important to Christians today, including stewardship
 - Discuss and analyse the divergent ways in which the biblical creation may be understood by Christians, including as literal and metaphorical

- **1.3 The Incarnation: the nature and importance of the person of Jesus Christ as the incarnate Son of God; the biblical basis of this teaching, including John 1:1–18 and 1 Timothy 3: 16 and its significance for Christians today.**
 - Examine the concept of the incarnation of God as Jesus including references to John 1:1-18 and 1 Timothy 3:16
 - Discuss and analyse why the incarnation is important to Christians

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- Explore how the incarnation is reflected in the liturgical year
- **1.4 The last days of Jesus' life: the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the accounts of these within the Bible, including Luke 22–24 and the significance of these events to understanding the person of Jesus Christ.**
 - Examine the relevance of the last days of Jesus' life to his whole life and to the fulfilment of Old Testament prophecy
 - Explore the Gospel descriptions from the Last Supper preparations to the ascension, including Luke 22-24
 - Explore why the events in the last days of the life of Jesus are important for Christians today, the significance of these events to understanding the person of Jesus Christ and how they are remembered in liturgical celebrations today
- **1.5 The nature and significance of salvation and the role of Christ within salvation: law, sin, grace and Spirit, the role of Christ in salvation, including John 3:10–21 and Acts 4:8–12; the nature and significance of atonement within Christianity and its link to salvation.**
 - Examine the concepts of atonement, law, sin, grace and Spirit and how Jesus brings these, including John 3:10-21 and Acts 4:8-12
 - Explore the nature and significance of atonement within Christianity
 - Examine why atonement is needed is needed by Christians today, especially with regard to salvation
- **1.6* Christian eschatology: divergent Christian teachings about life after death, including the nature and significance of resurrection, judgment, heaven, and hell and purgatory, with reference to the 39 Articles of Religion and Catholic teachings; how beliefs about life after death are shown in the Bible, including reference to 2 Corinthians 5:1–10 and divergent understandings as to why they are important for Christians today.**
 - Examine the concept of eschatology with regard to Christian ideas of what it might mean
 - Explore divergent Christian teachings about life after death, include references to life after death as described in the 39 Articles of Religion and Catholic teachings and 2 Corinthians 5:1-10
 - Discuss and analyse the divergent understandings as to why belief in life after death is important for Christians today
 - ** Compare and contrast beliefs about the afterlife and their significance within Christianity and one of the main religions (Buddhism, Hinduism, Islam, Judaism or Sikhism) practiced in Great Britain*

Spring Term - Year 10 (12 teaching weeks)

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Area of Study 2 - Section 1 – Christianity - Beliefs and Teachings (continued from Autumn year 10)

Students need to have and in-depth knowledge and understanding of:

- **1.7 The problem of evil/suffering and a loving and righteous God: the problems it raises for Christians about the nature of God, including reference to omnipotence and benevolence, including Psalm 103; how the problem may cause believers to question their faith or the existence of God; the nature and examples of natural suffering, moral suffering.**
 - Examine the concepts of evil and suffering, moral suffering and natural suffering be able to describe them and be able to give examples of them and the problems they cause, with reference to Psalm 103
 - Examine what the problem of evil and suffering is, including the contradiction to the characteristics of God as loving, powerful and righteous (inconsistent triad)
 - Discuss and analyse why this might lead some people to question their belief in God

- **1.8 Divergent solutions offered to the problem of evil/suffering and a loving and righteous God: biblical, theoretical and practical, including reference to Psalm 119, Job, free will, vale of soul-making, prayer, and charity; the success of solutions to the problem.**
 - Examine the divergent solutions offered to the problem of evil: in the Bible examine Psalm 119 and Job
 - Explore Christian responses to the problem both theoretical such as the free-will argument, the idea of a vale of soul-making and practical such as prayer and charity work, be able to provide examples of these responses and who might use them
 - Discuss and analyse the varying success of these responses together with the idea that there can never be a solution to the problem

Within each of these topics students should understand Christian teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.

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Area of Study 3 - Section 1 – Islam – Arguments for the Existence of Allah

Students need to have an in-depth knowledge and understanding of:

- **1.1 Revelation as proof of the existence of Allah; the Qur'an as revelation; Revelation as shown in the Qur'an as direct Surah 34: 46–50 or through a messenger; divergent understandings of what revelation shows about the nature of Allah for Muslims.**
 - Examine Muslim beliefs about revelation as proof for the existence of Allah including Quran 34:46-50, focus on what revelation teaches Muslims about the nature of Allah
 - Discuss and analyse divergent understandings of what revelation shows about the nature of Allah for Muslims today

- **1.2 Visions as proof of the existence of Allah: the nature and importance of visions in Islam; Qur'anic examples of visions, including Surah 19: 16–22; reasons why they might lead to belief in the existence of Allah and Muslim responses to non religious arguments (including atheist and Humanist) which maintain that visions are hallucinations and provide no proof that Allah exists; divergent understandings of what visions show about the nature of Allah for Muslims, with reference to Sunni, Shi'a and Sufi Islam.**
 - Examine the nature and importance of visions, be able to give examples from the Qur'an including Surah 19:16-22 and explain how they lead to belief in Allah
 - Examine divergent understandings of what visions show about the nature of Allah for Muslims, with reference to Sunni, Shi'a and Sufi Islam
 - Discuss and analyse Muslim responses to the reasons why some people might accept visions lead to belief (evidence, power of Allah, humans cannot do it) and reasons why others (including atheists and Humanists) might not (coincidence, hallucination, science can explain everything)

- **1.3 Miracles as proof of the existence of Allah: the nature and importance of miracles in Islam; the Qur'an as a miracle including Surah 17: 84–89; examples of miracles; reasons why they might lead to belief in the existence of Allah; Muslim responses to non-religious arguments (including atheist and Humanist) which maintain that miracles can be scientifically explained and provide no proof that Allah exists; divergent understandings of what miracles show about the nature of Allah for Muslims.**
 - Examine the nature and importance of miracles, be able to give examples including Qur'an 17:84-88 and explain how they lead to belief in Allah

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- Examine divergent understandings of what miracles show about the nature of Allah for Muslims
- Discuss and analyse Muslim responses to the reasons why some people might accept miracles lead to belief (evidence, power of Allah, humans cannot do it) and reasons why others (including atheist and Humanists) believe they might not (coincidence, luck, science will eventually explain)
- **1.4 Muslim attitudes towards religious experiences and their use as philosophical arguments for the existence of Allah: the nature of a religious experience; Surah 2: 118; divergent understandings of the nature and importance of religious experiences in Islam, with reference to Sunni, Shi'a and Sufi Islam; Muslim responses to non-religious (including atheist and Humanist) arguments that religious experiences do not provide proof that Allah exists.**
 - Examine the nature and importance of a religious experience and their use as philosophical arguments for the existence of Allah, be able to give examples including Surah 2:118 and explain how they lead to belief in Allah
 - Examine divergent understandings of the nature and importance of religious experiences in Islam with reference to Sunni, Shi'a and Sufi Islam
 - Discuss and analyse Muslim responses to the reasons why people might accept religious experiences should lead to belief in Allah (evidence, power of Allah, humans cannot do it) and reasons why others (including atheists and Humanists) might not, investigate each of the reason given (lack of evidence, use of stimulants, hallucinations and wish fulfilment)
- **1.5 Design argument: the design argument and its use in Islam as a philosophical argument for the existence of Allah and what it shows about the nature of Allah: divergent understandings of the nature and importance of the design argument for the existence of Allah in Islam, including reference to Surah 2: 164; Muslim responses to non-religious (including atheist and Humanist) arguments against the design argument as evidence for the existence of Allah.**
 - Examine the design argument and what it shows about the nature of Allah and its use in Islam as a philosophical argument for the existence of Allah: Omnipotent, Omniscient, Creator, refer briefly to Aquinas and Paley
 - Examine divergent understandings of the nature and importance of the design argument for the existence of Allah in Islam including reference to Surah 2:164
 - Discuss and analyse Muslim responses to why some people might agree that the design argument leads to belief in Allah and why others (including atheists and Humanists) might not agree
- **1.6 Cosmological argument: the cosmological argument and its use in Islam as a philosophical argument for the**

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existence of Allah, including reference to kalam in the writings of Al-Ghazali, including *Kitab al-Iqtisad fil'Itiqad*; what the cosmological argument shows about the nature of Allah; divergent understandings of the strengths and challenges of the cosmological argument in Islam; Muslim responses to non-religious (including atheist and Humanist) arguments against the cosmological argument as evidence for the existence of Allah.

- Examine the classical cosmological argument, its use in Islam as a philosophical argument for the existence of Allah including reference to kalam in the writings of Al-Ghazali including *Kitab al-latisad fil'itigad* and what it shows about the nature of Allah: Omnipotent, Omniscient, Creator
 - Explore the arguments used to support it today and the arguments used against it
 - Discuss and analyse Muslim responses to why some people might agree that the cosmological argument leads to belief in Allah and why others (including atheists and Humanists) might not agree
- **1.7 Issues raised by existence of suffering and Allah as compassionate, including Surah 1: the problems the existence of suffering may raise for Muslims about the nature of Allah; how the problem and its basis as a philosophical argument may lead some people to reject belief in Allah or cause believers to question their belief.**
 - Examine the concept of moral suffering and natural suffering and what they mean for Muslims today, including reference to Surah 1
 - Examine what problems suffering raises, including the contradiction to the nature of Allah as compassionate
 - Discuss and analyse how the problem and its basis as a philosophical argument may lead some people to question their belief in Allah
 - **1.8 The different practical and philosophical solutions offered to the problem of suffering and Allah as compassionate within Islam: Qur'anic including Surah; Surah 2: 151–177, theoretical and practical responses, including life as a test, prayer, and charity; divergent understandings within Islam of their success in solving the problem.**
 - Examine the different practical and philosophical Muslim responses to the problem of suffering, both theoretical such as life as a test, the idea that suffering is a result of bad actions and practical such as prayer and charity work, be able to provide examples of these responses including Surah 2: 151-177 and who might use them
 - Discuss and analyse the varying success of these responses together with the idea that there can never be a solution to the problem

<p>Spring Term Year 10</p>	<p><i>Within each of these topics students should understand Muslim teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today</i></p>
	<p>Area of Study 1 - Section 2 – Islam - Practices</p> <ul style="list-style-type: none"> • 2.1 Ten Obligatory Acts of Shi’a Islam: their nature, history and purpose of the Ten Obligatory Acts; the diversity of practice and importance of Ten Obligatory Acts for Shi’a Muslims today; their basis in the Qur’an, including reference to Surah 9: 71–73; divergent understandings of these principles within Sunni Islam, including links with the Five Pillars. <ul style="list-style-type: none"> - Examine the nature of each of the Ten Obligatory Acts in Shi’a Islam - Explain the history, purpose and importance of each of the Ten Obligatory Acts and their basis in the Qur’an including reference to Surah 9: 71-73 - Discuss and analyse the importance of the acts for Shi’a Muslims today as well as divergent understanding of these principles within Sunni Islam, including links with the Five Pillars • 2.2 Shahadah as one of the Five Pillars: the nature, role and significance of Shahadah for Sunni and Shi’a Muslims, including reference to Surah 3: 17–21; why reciting Shahadah is important for Muslims, and its place in Muslim practice today. <ul style="list-style-type: none"> - Examine Muslim beliefs about the Shahadah, know its history and refer to references to it from the Qur’an including Surah 3:17-21 and from the Dome of the Rock - Explore the various uses of the Shahadah - Discuss and analyse why it is important to Muslims today

Summer Term - Year 10 (12 teaching weeks)

<p>Summer Term</p>	<p>Area of Study 1 - Section 2 - Islam- Practices (continued from Spring year 10) Students need to have an in-depth knowledge and understanding of:</p>
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- **2.3* Salah as one of the Five Pillars including reference to Surah 15: 98–99 and 29: 45: the nature, history, significance and purpose of Salah for Sunni and Shi’a Muslims, including different ways of understanding them; how Salah is performed including ablution, times, directions, movements and recitations, in the home and mosque and Jummah prayer.**
 - Examine the different Muslim beliefs about the salah, be able to explain the history of salah and refer to references to it from the Qur’an in Surah 15:98-99 and 29:45
 - Explore how salah is performed at home, in the mosque and during Jummah prayer and the different ways of understanding them, know about ablution, times, directions, movements and recitations
 - Discuss and assess why salah is important to Muslims today
 - * *Students should compare and contrast the practice and significance of worship within Christianity and Islam*

- **2.4 Sawm as one of the Five Pillars: the nature, role, significance and purpose of fasting during Ramadan including Surah 2: 183-185; those who are excused from fasting and why; the significance of the Night of Power: the nature, history and purpose of the Night of Power; why Laylat al-Qadr is important for Muslims today.**
 - Examine the nature, role and history of sawm and refer to references to it from the Qur’an including Surah 2: 183-185
 - Explore the reasons why some people are excused from Fasting
 - Examine the significance of the Night of Power and the nature, history and purpose of the Night of Power
 - Discuss and analyse the importance of sawm and Laylat al-Qadr for Muslims today

- **2.5 Zakah as one of the Five Pillars and Khums: the nature, role, significance and purpose of Zakah and khums including Surah 9: 58–60 and 8: 36–42; why Zakah is important for Sunni Muslims; why khums is important for Shi’a Muslims; the benefits of receiving Zakah or khums.**
 - Examine the nature, role and history of zakah and khums including Surah 9: 58-60 and 8:36-42
 - Explore why Zakah is important for Sunni Muslims and Khums is important for Shi’a Muslims
 - Discuss and analyse the importance of zakah and khums to those giving and those receiving

- **2.6 Hajj as one of the Five Pillars: the nature, role, origins and significance of Hajj including Surah 2: 124-130; 22: 25-30; how Hajj is performed and why Hajj is important for Muslims; benefits and challenges from attending Hajj for Muslims.**

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- Explore the nature of the Hajj, its history and importance for Muslims today including Surah 2: 124-130; 22: 25-30
 - Examine the different parts of the Hajj, their history and purpose
 - Explore the reasons why Muslims take part in the Hajj and reasons why they might be unable to
 - Discuss and analyse the importance of the Hajj for Muslims
- **2.7 Jihad: the origins, meaning and significance of jihad in Islam; divergent understandings of jihad within Islam, including the difference between lesser and greater jihad; the conditions for declaration of lesser jihad, including reference to Surah 2: 190–194 and 22: 39; the importance of jihad in the life of Muslims.**
 - Examine the nature, meaning and significance of jihad and divergent understandings of jihad within Islam and provide references to it from the Qur’an
 - Explore the similarities and differences between lesser and greater jihad and the conditions for declaration of lesser jihad, including reference to Surah 2: 190-194 and 22: 39
 - Discuss and analyse the role and importance of each of the lesser and greater jihad in the lives of Muslims today
 - **2.8 The nature, origins, activities, meaning and significance of the celebration/commemoration of Id-ul-Adha, with reference to Surah 37: 77–111, and Id-ul-Fitr in Sunni Islam with reference to their place within Shi’a Islam; and Id-ul-Ghadeer, with reference to Hadith and the interpretation of Surah 5: 3, and Ashura in Shi’a Islam with reference to their place within Sunni Islam.**
 - Examine the nature and importance of festivals and commemorations as a whole for Muslims
 - Explore the origins and importance of the festivals Id-ul-Adha (with reference to Surah 37: 77-111) and Id-ul-Fitr in Sunni Islam, with reference to their place within Shi’a Islam
 - Explore the origins and importance of the commemorations, Id-ul-Ghadeer (with reference to Hadith and Surah 5:3) and Ashura in Shi’a Islam with reference to their place in Sunni Islam
 - Discuss and analyse the importance of the individual celebrations for Muslims

Within each of these topics students should understand Muslim teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today.

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Area of Study 2 - Section 2 – Christianity – Practices

Students need to have an in-depth knowledge and understanding of:

- **2.1 * Christian worship: liturgical and non-liturgical forms of worship, including activities which are informal and individual, including reference to the Book of Common Prayer; when each form might be used and why; divergent Christian attitudes towards the practices, meaning and significance of liturgical and non-liturgical forms of worship in Christian life today, with reference to denominations which worship with less structure, such as some Pentecostal churches.**
 - Examine the nature of Christian worship (individual, informal and liturgical) including reference to the Book of Common Prayer
 - Explore why Christians worship in different ways and the importance of the different types of worship, be able to give examples of each of the different types of worship
 - Discuss and analyse divergent Christian attitudes and why it is important to have a variety of types of worship for Christians with reference to denominations which worship with less structure, such as some Pentecostal churches
 - ** Compare and contrast the practice and significance of worship within Christianity and one of the main religions (Buddhism, Hinduism, Islam, Judaism or Sikhism) practiced in Great Britain*

- **2.2 The role of the sacraments in Christian life and their practice in two denominations: the role of the sacraments/ordinance as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist in at least two denominations, including reference to the 39 Articles XXV-XXXVI; divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions.**
 - Examine the nature of sacraments, know why different Christians have different views about sacraments and celebrate sacraments in different ways
 - Explore the biblical history and the importance of Baptism today, know how and why it may be celebrated (infant and adult)
 - Explore the biblical history and the importance of the Eucharist today, know how and why it may be celebrated with reference to the 39 Articles XXV-XXXVI
 - Discuss and analyse divergent Christian attitudes towards the use and number of sacraments in Orthodox, Catholic and Protestant traditions

- **2.3 The nature and purpose of prayer: the nature of and examples of the different types of prayer; set prayers;**

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informal prayer and the Lord’s Prayer including Matthew 6:5–14; when each type might be used and why; divergent Christian attitudes towards the importance of each type of prayer for Christians today.

- Examine the nature of the different types of prayer, set (formulaic) and informal (extempore)
- Explore why Christians pray in different ways and the importance of the different types of prayer, be able to give examples of each of the different types of prayer
- Examine the Lord’s Prayer in detail, understand its history, including Matthew 6:5-14 and the importance of the prayer for Christians today
- Discuss and analyse divergent Christian attitudes towards the importance of each type of prayer for Christians today

- **2.4 Pilgrimage: the nature, history and purpose of pilgrimage, including interpretations of Luke 2:41–43; the significance of the places people go on pilgrimage; divergent Christian teachings about whether pilgrimage is important for Christians today, with specific reference to Catholic and Protestant understandings; the activities associated with, and significance of, Jerusalem, Iona, Taize and Walsingham.**

- Examine the nature and purpose of pilgrimage in Christianity with reference to Luke 2:41-43
- Explore the history of pilgrimage, Church teachings about pilgrimage and explain why pilgrimage is important for Christians today
- Examine in detail places of Christian pilgrimage: a historical pilgrimage site - Jerusalem, ecumenical pilgrimage sites - Iona and Taize and a Marian site – Walsingham, know why Christians go on pilgrimage to these places and what they do there
- Discuss and analyse the divergent Christian teachings about whether pilgrimage is important to Christians today

- **2.5 Christian religious celebrations: the nature and history of Christian festivals in the church year, including Christmas and Easter; the significance of celebrating Advent and Christmas; the significance of celebrating Holy Week and Easter, with reference to interpretations of 1 Corinthians 15:12–34.**

- Examine the nature of Christian religious celebrations of Christmas and Easter
- Explore the history and the importance of Advent and Christmas today, know how and why it may be celebrated
- Explore the biblical history and the importance of Lent, Holy Week and Easter today, know how and why it may be celebrated with reference to the interpretations of Corinthians 15:12-34
- Discuss and analyse why Celebrations of Christmas and Easter are important to Christians

	<ul style="list-style-type: none"> • 2.6 The future of the Christian Church: Church growth, the history and purpose of missionary and evangelical work including reference to Mark 16:9–20; divergent ways this is put into practice by the Church locally, nationally and globally; Christian attitudes to why evangelical work is important for the Church and for individual Christians. <ul style="list-style-type: none"> - Examine the future of the Church; what its role will be in the future, how it will grow - Explain the nature, history and purpose of missionary and evangelical work including reference to Mark 16:9-20 and the divergent ways this is put into practice by the Church locally, nationally and globally - Discuss and analyse different and divergent Christian attitudes towards missionary and evangelical work and why it is important both for the Church and for individuals
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Autumn Term - Year 11 (14-15 teaching weeks)

<p>Autumn Term Year 11</p>	<p>Area of Study 2 - Section 2 – Christianity – Practices (continued from Summer year 10)</p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • 2.7 The role and importance of the local church in the local community: how and why it helps the individual believer and the local area; local parish activities, including interpretations of 1 Peter 5:1–4, ecumenism, outreach work, the centre of Christian identity and worship through living practices. <ul style="list-style-type: none"> - Examine the role and importance of the local (parish) church - Explore the different roles that a church (parish) has, especially as a focus of identity and a place of worship and why there is a need for the role including interpretations of 1 Peter 5:1-4 - Explore how the activities of the church might be important to the individual, the local area and the diocese - Discuss and analyse the importance of the local church for Christians • 2.8 The role and importance of the Church in the worldwide community: how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity, including 1 Corinthians 13 and Matthew 25:31–46; the work of Christian Aid, what it does and why. <ul style="list-style-type: none"> - Examine the role and importance of the Church in the worldwide community - Explore the different roles that the worldwide Church has, especially as a force for reconciliation and harmony and the
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problems it faces as a persecuted Church

- Explore the charitable activities of the Church, know how and why they do them, including divergent Christian responses to teaching about charity with reference to 1 Corinthians 13 and Matthew 25: 31-46
- Examine the work of Christian Aid, know what they do and why

Within each of these topics students should understand Christian teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Christians in the UK today.

Area of Study 3 - Section 2 – Islam - Religious Teachings on Relationships and Families in the 21st Century

Students need to have an in-depth knowledge and understanding of:

- **2.1 The importance and purpose of marriage in Islam: the significance of marriage in Muslim life; Muslim teachings about marriage, including Surah 4; non-religious (including atheist and Humanist) attitudes to the importance of marriage in society; including a lack of importance, cohabitation and Muslim responses to these attitudes.**
 - Examine the nature, purpose and importance of marriage for Muslims, know how marriage is shown in the Qur'an including Surah 4 and in Shariah law
 - Explore why marriage is seen as important by both Muslims and society
 - Discuss and analyse different attitudes (including atheist and Humanist) to marriage and cohabitation including why some people might question the importance of marriage and the Muslim responses to them

- **2.2 Muslim teaching about the importance of sexual relationships: divergent Muslim teaching about sexual relationships as fulfilling physical, emotional and spiritual needs; Muslim teachings on sexual relationships outside of marriage, including Surah 23: 5–11 and homosexuality; non-religious (including atheist and Humanist) attitudes to sexual relationships, including the acceptance of sexual relationships outside marriage and homosexuality and Muslim responses to them.**
 - Examine Muslim teachings about the nature and importance of the different types of sexual relationships, including reference to homosexuality and sex outside marriage e.g. Qur'an 17:3
 - Explore the nature and importance of the different types of sexual relationships including homosexuality and sex outside

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- marriage and the way attitudes towards them have changed in the last century
- Discuss and analyse different attitudes to homosexuality and sex outside marriage including those of Humanists and atheists and the Muslim responses to them
- **2.3 Muslim teaching about the purpose and importance of the family: Muslim teaching about the purpose of families, including Surah 46: 15–18: procreation and the strengthening of the ummah; divergent Muslim responses to the different types of family within 21st-century society (nuclear, single parent, same-sex parents, extended and blended families).**
 - Examine Muslim teaching about the nature, purpose and importance of the family, including Surah 46:15-18 and reference to procreation and importance to the ummah
 - Explore the different types of family and the way that family types have changed over the last century, know examples of the different types and the advantages and disadvantages of each type
 - Discuss and analyse divergent Muslim responses to the different types of family within 21st century society, including nuclear, single parent, same-sex parents, extended and blended families
 - **2.4 Support for the family in the ummah: how and why the community tries to support families, including through worship, rites of passage, classes for parents, groups for children and counselling; divergent understandings of the importance of this support for Muslims today and how it might strengthen the ummah, with reference to Surah 3: 102–105.**
 - Examine the ways that the ummah encourages family life, including how and why the local mosque community works to support families
 - Discuss and analyse the divergent understandings of the importance of this support for Muslims today and how it might strengthen the ummah, with reference to Surah 3:102-105
 - **2.5 Muslim teaching on contraception: divergent Muslim teachings and attitudes about contraception and family planning including reference to Sahih Al-Bukhari 34: 432, and 62: 136; different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories, such as situation ethics, and Muslim responses to them.**
 - Examine the divergent Muslim attitudes and teachings about the different types of contraception and family planning, including reference to Sahih Al Bukhari 34:432 and 62; 136

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- Explore the nature and purpose of contraception, the different types and how they function, including the advantages and disadvantages of the different types of contraception
- Discuss and analyse different non-religious (including atheist and Humanist) attitudes to family planning and the application of ethical theories such as situation ethics and Muslim responses to them

- **2.6 Muslim teaching about divorce: divergent Muslim beliefs, teachings and attitudes towards divorce and remarriage, including Surah 2: 226–241 and the different rules for performing a divorce in Shi’a and Sunni Islam; different non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Muslim responses to them.**
 - Examine the different Muslim attitudes and teachings about divorce and remarriage, including reference to Quran 2:226-241 and the different rules for performing a divorce in Shi’a and Sunni Islam
 - Explore the nature and purpose of divorce and re-marriage including the UK law on divorce
 - Discuss and analyse different non-religious (including atheist and Humanist) attitudes to divorce and remarriage including the application of ethical theories such as situation ethics and Muslim responses to them

- **2.7 Muslim teaching about the equality of men and women in the family: divergent Muslim beliefs, teachings and attitudes about the role of men and women in the family with reference to the Qur’an including Surah 4 and the time of Muhammad.**
 - Examine divergent Muslim beliefs, teachings and attitudes towards the role of men and women within the family
 - Explore the role of men and women as shown in the Quran to Hadith and a discussion of the role of women, including Surah 4 and in the time of Muhammad
 - Discuss and analyse different attitudes to the role of men and women within the family and the Muslim responses to them

- **2.8 Muslim teachings about gender prejudice and discrimination: Muslim attitudes to gender prejudice and discrimination, including Surah 33: 35; examples of gender equality in action in Islam.**
 - Examine the different Muslim teachings about gender prejudice and discrimination, including Surah 33:35 and discuss examples of how Muslims show gender equality
 - Explore the nature and purpose of gender prejudice and discrimination
 - Discuss and analyse different attitudes to gender prejudice and discrimination and the Muslim responses to them

<p>Autumn Term Year 11</p>	<p><i>Within each of these topics students should understand Muslim teachings concerning the beliefs and that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today.</i></p>
	<p>Area of Study 1 – Section 3 - Islam - Sources of Wisdom and Authority</p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • 3.1 The Qur’an: the revelation and compilation of the Qur’an including Surah 53: 4–18; its significance and authority within Islam today; divergent ways in which the Qur’an is used in the daily life of a Muslim: informal and formal worship, in the home, in the mosque, as a source of teaching and guidance. <ul style="list-style-type: none"> - Examine the revelation and compilation of the Qur’an including Surah 53: 4-18 and its significance and authority within Islam today - Explore how, and the divergent ways in which, the Qur’an is used in the daily life of a Muslim: informal and formal worship, in the home and in the mosque - Discuss and analyse the importance of Qur’an as a source of teaching and guidance for the ummah and for individual Muslims today • 3.2 The Prophet Muhammad: events in the life of the Prophet including teaching and authority, including his call, work in Makkah and Madinah, the hijrah; the significance of these events and the Prophet Muhammad for Muslims today including Surah 48: 26–29. <ul style="list-style-type: none"> - Examine the life and teaching of the Prophet Muhammad including his call; work in Makkah and Madinah, the hijrah - Explore the authority of the Prophet Muhammad in the ummah and in the daily life of a Muslim - Discuss and analyse the significance of these events and the Prophet Muhammad for Muslims today, including Surah 48: 26-29 • 3.3 The Seal of the Prophets, Surah 33: 36-47: Muhammad’s role as 'seal of the Prophets'; the final prophet; fulfilling the teachings of all other prophets, and as a role model to Muslims today; the significance of Muhammad as seal of the prophets and a role model today <ul style="list-style-type: none"> - Examine Muhammad’s role as 'seal of the Prophets'; the final prophet; fulfilling the teachings of all other prophets, with reference to Surah 33: 36-47 and as a role model to Muslims today; and why these beliefs are important

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- Explore why an understanding of Muhammad as 'seal of the Prophets'; and as a role model are important for the ummah and the individual Muslim today
- Discuss and analyse the significance of Muhammad as seal of the prophets and a role model for Muslims today

- **3.4 The divergent understandings of the significance of the family of the Prophet Muhammad: including Caliph/Imam Ali (Ahl-ul-Bayt) in Sunni and Shi'a Islam and interpretations of Surah 33: 32-34, the family of the Prophet in Ismaili Islam; and the implications for questions of authority and the origins of the split between Sunni and Shi'a Islam.**
 - Examine the divergent understandings of the significance of the family of the Prophet Muhammad: including Caliph/Imam Ali (Ahl-ul-Bayt) in Sunni and Shi'a Islam including Surah 33: 32-34, the family of the Prophet in Ismaili Islam
 - Explore the implications of the family of the prophet for questions of authority and the origins of the split between Sunni and Shi'a Islam
 - Discuss and analyse the significance of the family of the Prophet for Muslims today

- **3.5 The development and structure of the Hadith as a record of the Sunnah of the Prophet Muhammad: the structure and compilation of the Hadith, including isnad and matn; divergent understandings of their authority and significance within Sunni and Shi'a Islam today, including reference to Sahih Al-Bukhari, Sahih Muslim, and the Four Books.**
 - Examine the development and structure of the Hadith as a record of the Sunnah of the Prophet Muhammad
 - Explore the structure and compilation of the Hadith including isnad and matn
 - Discuss and analyse the divergent understandings of the authority and significance of the Hadith and Sunnah within Sunni and Shi'a Islam today including reference to Sahih Al-Bukhari, Sahih Muslim and the Four Books

Spring Term - Year 11 (11 teaching weeks)

<p>Spring Term Year 11</p>	<p>Area of Study 1 – Section 3 - Islam - Sources of Wisdom and Authority (continued from Autumn year 11)</p> <p>Students need to have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • 3.6 Shari’ah Law: how it is agreed upon and the use of analogy (qiyas) and consensus (ijma), including interpretations of Surah 4: 115; its divergence of use by the main schools of Sunni and Shi'a Islam; specific examples showing links between the Qur’an, Hadith, and Shari’ah; divergent understandings of the role and significance of judges (qadis) and scholars (the 'ulema) as sources of authority: the establishment of judges and scholars; examples of their rulings; the significance of authority within Islam today. <ul style="list-style-type: none"> - Examine how Shari’ah Law is agreed upon and the use of analogy (qiyas) and consensus (ijma);), including interpretations of Surah 4:115; its divergence of use by the main schools of Sunni and Shi'a Islam; specific examples showing links between the Qur’an, Hadith, and Shari’ah - Explore the divergent understanding of the role and significance of judges (qadis) and scholars (the 'ulema) as sources of authority: the establishment of judges and scholars; examples of their rulings; the significance of authority within Islam today - Discuss and analyse the authority of the Shari’ah, judges and scholars within the ummah and for individual Muslims today • 3.7 The imam in Shi’a Islam, including reference to the Hadith of the pond of Khumm: history, major teachings and actions, divergent understandings of their contribution to Islam in Sunni and Shi’a thought, the doctrine of Nass, the hidden imam; the inerrancy and intercession of imams; the significance of the imam for different forms of Shi’a Islam today. <ul style="list-style-type: none"> - Examine the history, major teachings and actions, contribution to Islam of the Imams of Shi’a Islam including reference to the Hadith of the pond of Khumm and the divergent understandings of their contributions to Islam in Sunni and Shi’a thought - Explore the doctrine of Nass, the hidden Imam; the inerrancy and intercession of Imams and why they are important for the ummah and the individual Muslim today - Discuss and analyse the significance of the Imams for different forms of Shi’a Islam today • 3.8 The imam in Sunni Islam: the origins, nature, role of the imam in Sunni Islam, including Sahih Al-Bukhari 73:
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34–37; divergent understandings of their contribution to individual and community life in Sunni and Shi’a thought.

- Examine the origins, nature, role of the imam in Sunni Islam including Sahih Al Bukhari 73: 34-37
- Explore the divergent understanding of the contribution of imams to individual and community life in Sunni and Shi’a and why they are important for the ummah and the individual Muslim today
- Discuss and analyse the significance of the imam for different Muslims today

Within each of these topics students should understand Muslim teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today.

Area of Study 1 – Section 4 - Islam - Forms of Expression and Ways of Life

Students need to have an in-depth knowledge and understanding of:

- **4.1 Muslim identity: divergent ways in which Muslim identity is expressed through the ummah in the ceremonies to welcome a child; expectations about modesty, including divergent interpretations of dress Surah 24: 30–31; the origins, categories and significance of the laws of halal and haram; how they are applied to laws of food and drink, and riba (usury).**
 - Examine the divergent ways in which Muslim identity is expressed through the ummah in the ceremonies to welcome a child, expectations about modesty, including different interpretations of dress Surah 24: 30-31
 - Explore the origins, categories of the laws of halal and haram; how they are applied to laws of food and drink, and riba (usury)
 - Discuss and analyse the significance of the laws of halal and haram for Muslims today
- **4.2 The mosque: divergent understandings of importance of the mosque, the design and different religious features of mosques, and furniture and objects in the mosque and their use in the various activities that take place, including reference to Sahih Al-Bukhari 2: 39.**
 - Examine the design and different religious features of, and furniture and objects in, the mosque and their use in the various activities that take place and why these features of the Mosque are important

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- Explore divergent understandings of the importance of the Mosque to the ummah and the individual Muslim today
- Discuss and analyse the significance of the features and activities that take place within a mosque for Muslims today, including reference to Sahih Al Bukhari 2:39

- **4.3 The divergent understandings of the use, significance, meaning and purpose of calligraphy within Islam, including as a rejection of idolatry with reference to Surah 21: 51–62: the way it is used to express belief, and how it may be used in the mosque and other settings.**
 - Examine the divergent understanding of the use, significance, meaning and purpose of calligraphy within Islam including as a rejection of idolatry with reference to Surah 21: 51-62: how they may be used in Mosque and other settings and why these are important
 - Explore why calligraphy are important to the Mosque, the ummah and the individual Muslim today
 - Discuss and analyse the way calligraphy are used to express belief in Islam

- **4.4 Shi’a obligatory actions: understandings and implications of encouraging others to do good (Amr bil Maruf) including Surah 42: 23–26; discouraging others from doing bad (Nahy Anil Munkar), Tawallah and Tabarra; Love for the Prophet Muhammad and his family and disdain for their enemies; divergent understandings of their importance for Muslims in different traditions of Islam today.**
 - Examine the nature of Shi’a obligatory actions: encouraging others to do good (Amr bil Maruf) and discouraging them from doing bad (Nahy Anil Munkar) including Surah 42:23-26, Tawallah and Tabarra; Love for the Prophet Muhammad and his family and disdain for their enemies
 - Explore the implications and practice of Shi’a obligatory actions for Muslims today
 - Discuss and analyse the divergent understandings of the importance of Shi’a obligatory actions in different traditions of Islam today

- **4.5 The significance of Sufi ways of life: the origins of Sufism, orders, saints, and practice today. Sufi practices of fasting, and dhikr (remembrance) with reference to Surah 13: 28: the nature, history, importance and purpose fasting and dhikr and divergent understandings of their importance for Muslims today.**
 - Examine the origins of Sufism, orders, saints, and significance and practice of Sufism today
 - Explore the nature, history and purpose of fasting and dhikr in Sufism with reference to Surah 13:28

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- Discuss and analyse the divergent understandings of the importance of Sufi ways of life for Muslims today
- **4.6 The role and significance of a Sheikh/teacher in Sufism: the divergent understandings of the importance of a relationship with a teacher, the purpose of the teacher; the history, teachings and contributions of teachers: al-Ghazālī, such as in his work *Revival of Religious Sciences*, outlining the Qur’anic basis of Sufism, ibn al-‘Arabi and Rābi`a al-‘Adawiyya.**
 - Examine the role and significance of a Sheikh/teacher in Sufism, including the divergent understandings of the importance of a relationship with a teacher and the purpose of the teacher
 - Explore the history, teachings and contributions of teachers: al-Ghazālī for example, in the work *Revival of Religious Sciences* outlining the Qur’anic basis of Sufism, ibn al- ‘Arabi and Rābi `a al- `Adawiyya
 - Discuss and analyse the significance of teachers for Muslims today
- **4.7 The divergent understandings of use, significance, meaning and purpose of dance, music and poetry within Islam with specific reference to Sufism: the way these are used to express belief, as a devotional act, and how they may be used in other settings; divergent interpretations of the use of dance and music in Islam, including their rejection by some and interpretations of Sahih al-Bukhari 15: 70 and 69: 494.**
 - Examine the use, significance, meaning and purpose of dance, music and poetry within Islam with specific reference to Sufism; how they may be used as a devotional act and in other settings
 - Explore how dance, music and poetry are used to express belief
 - Discuss and analyse the difference of interpretation of the use of dance and music within Islam including their rejection and interpretation of Sahih al-Bukhari 15:70 and 69: 494
- **4.8 The work of one named Muslim charity working for relief of poverty and suffering in the United Kingdom, what it does and why, including reference to sadaqah and Surah 2: 271–274.**
 - Examine the work of one named Muslim charity working for relief of poverty and suffering in the UK, including reference to sadaqah and Surah 2: 271-274
 - Explore why this named Muslim charity works for relief of poverty and suffering in the UK
 - Discuss and analyse how the work of this charity reflects Muslim beliefs

GCSE Religious Studies Spec A: Two Year Planner – Islam (Paper 1); Christianity (Paper 2); Islam (Paper 3)

	<p><i>Within each of these topics students should understand Muslim teachings about beliefs that there may be more than one perspective of a particular belief, practice or issue which might be more personal. Common and divergent views in the way beliefs and teachings are understood and expressed should be included throughout alongside their significance and importance for Muslims in the UK today.</i></p>
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Summer Term - Year 11 (7 teaching weeks)

Summer Term Year 11	Revision and examinations
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