The Sutton Academy

# Knowledge Rich Curriculum Plan

Religious Education

Year 11 GCSE

| Unit 1 Muslim Beliefs | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 1 -Introduction**<br>**Yr10 W28 L71** | • Students will know that there are 2 main denominations within Islam - Sunni and Shi'a. They will know there are 6 beliefs of Islam which are important to Sunni Muslims and there are 5 roots of Usul ad Din that are important to Shi'a Muslims | Tier 2:<br><br>Tier 3:<br>Sunni<br>Shi'a | *Students need to already know that Muslims believe in Allah, Muhammad was the final prophet and the Qur'an is the holy book of Islam.*<br>*Students need to already know Muslims follow the five Pillars of Islam.* | TPT/HL 1<br>9 Flash Cards one for each of the Beliefs/Roots |
| **Lesson 2 – Muhammed**<br>**Yr10 W28 L72** | • Students will know that Muhammad was the seal of the prophets, the final prophet in Islam. A prophet is someone who proclaims the will of God. They will know that on the Night of Power (Laylat al Qadr) the Qur'an was revealed to Muhammad when the angel Jibril commanded him to read. In Islam it is believed to be the final revelation of Allah's message.<br>• Muhammad and his followers were treated harshly in Mecca so fled to Medina, this event is known as the Hijra. After 8 years Muhammad and his followers conquered Mecca. | Tier 2:<br>Revelation<br>Tier 3:<br>Prophet<br>Laylat al Qadr<br>Hijrah | *Muhammad was the final prophet in Islam. Muhammad received the revelation of the Qur'an from Allah* | |
| **Lesson 3 – Sunni Shi'a Split**<br>**Yr10 W29 L73** | • Students will know that after Muhammad's death there was a disagreement over who should be the Caliph (in charge). Some Muslims wanted Ali to be in charge, others wanted Abu Bakr to be in charge. This caused a split within Islam that is seen today in the different branches of Islam - Sunni and Shi'a. | Tier 2:<br><br>Tier 3:<br>Caliph | *A denomination is a branch of a religion. Catholic and Church of England are denominations in Christianity.*<br>*Muhammad received the final revelation from Allah* | TPT/HL 2<br>Explain two differences between Sunni and Shia Islam (4 marks) |
| **Lesson 4-6 – Review**<br>**Yr 10 W29 L74 75** | | | | |
| **Lesson 5 – Six Beliefs**<br>**Yr10 W30 76** | • The six beliefs of Islam for Sunni Muslims are Tawhid – The oneness of Allah, Malaikah – Angels, Kutub – Holy books, Nubuwwah and Risalah – Prophethood, belief in the prophets, Akhirah – Life after Death, Al Qadr – Predestination | Tier 2:<br><br>Tier 3:<br>Tawhid<br>Malaikah<br>Kutub<br>Nubuwwah<br>Akhirah<br>Al Qadr | *Muslims believe in one God, Allah. Omniscient means all knowing and omnipotent means all powerful, both are used by Christians to describe God*<br>*Sunni and Shi'a are different branches of Islam. The Qur'an is the Holy book of Islam, Muhammad is the final prophet in Islam.* | TPT/HL 3<br>Create a set of flashcards to help you to remember the 6 Beliefs (at least 6 cards). |
| **Lesson 6 – Five Roots**<br>**Yr10 W30 L77** | • For Shi'a Muslims there are lots of important beliefs, five of these are referred to as the 'Five Roots of Usul ad Din'. These are as follows Tawhid – The oneness of Allah, Adl - Justice, Nubuwwah – Prophethood, Imamah / Imamate – the imams who led Islam after Muhammad, Mi'ad – Judgement and the day of resurrection also known as Yawm al Qiyamah | Tier 2:<br><br>Tier 3:<br>Imamah<br>Mi'ad<br>Yawm al Qiyamah | *Muslims believe in one God, Allah. Omniscient means all knowing and omnipotent means all powerful, both are used by Christians to describe God*<br>*Sunni and Shi'a are different branches of Islam. The Qur'an is the Holy book of Islam, Muhammad is the final prophet in Islam.*<br>*The six beliefs of Islam for Sunni Muslims are Tawhid – The oneness of Allah, Malaikah – Angels, Kutub – Holy books,* | |

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| | | | ***Nubuwwah and Risalah – Prophethood, belief in the prophets, Akhirah – Life after Death, Al Qadr – Predestination*** | |
| **Lesson 7 – Allah**<br>**Yr10 W31 L78** | • Students will know that the Shahadah says 'There is no God but Allah and Muhammad is His messenger'. Shi'a Muslims add the 'Ali was the representative (friend) of Allah.<br>• Students will know that Muslims believe in the immanence and transcendence of Allah. In the Qur'an and Hadith (Muhammad's sayings) there are many 'names' used to describe Allah. Although different lists have different names, often they are referred to as 'the 99 names of Allah'. Allah is too great to be described fully by these names but they remind Muslims of Allah's qualities. They aid Muslims in prayer when meditating or contemplating on Allah's nature. | Tier 2:<br>Transcendence<br>Immanence<br>Tier 3:<br>Shahadah | ***Allah is the God of Islam, Muslims believe in the oneness of Allah, Tawhid. Muslims believe Allah is omnipotent and Omniscient.***<br>***Christians believe in the immanence and transcendence of God***<br>***The Shahadah is the first of the 5 Pillars of Islam***<br>***Muhammad is the final prophet in Islam*** | TPT/HL 4<br>Explain two reasons why the Shahadah is important to Muslims (4m) |
| **Lesson 8 – Shirk**<br>**Yr10 W31 L79-80** | • Students will know that for Muslims, shirk is the sin of regarding anything as an equal partner of Allah. Shirk 'breaks' Tawhid by placing other things as equal to Allah. Both Sunni and Shi'a Islam are agreed on what is 'shirk'.<br>• They will know these examples of shirk:<br>• *The worship of false idols,*<br>• *Atheism (belief there is no God)*<br>• *Polytheism (belief in many gods) and associated worship.*<br>• *Actions that may prevent or distort the teachings of Tawhid e.g. destroying the Qur'an.*<br>• *Christian belief in the Trinity is described as Shirk*<br>• Drawings or paintings of Allah are considered wrong because there is a danger of thinking of the drawing or painting as if it was Allah. (This could lead to shirk, and is called 'lesser shirk'.) Lesser shirk are actions or beliefs that could lead to 'major shirk'. | Tier 2:<br><br>Tier 3:<br>Omnipotent<br>Omniscient<br>Omnibenevolent<br>Shirk | ***Allah is the God of Islam, Muslims believe in the oneness of Allah, Tawhid. Muslims believe Allah is omnipotent and Omniscient.***<br>***Christian belief in the Trinity*** | |
| **Lesson 9&10 – Review Yr10 W32 L81-82** | | | | |
| **Lesson 10 – Prophethood (Booklet Two)**<br>**W33 L83**<br><br>2026 September W1 L1 | • Students will know about Prophets in Islam. The word risalah literally means 'message' in Arabic. Muslims believe it is the communication channel between Allah and humanity. Allah gives messages to Nubuwwah (prophets or messengers) this is called revelation. | Tier 2:<br><br>Tier 3:<br>Risalah | ***The story of creation for Christianity - including the story of Adam and Eve. CHristian beliefs about the divinity of Jesus and the Trinity***<br>***A prophet is someone who proclaims the message of God*** | **TPT/HL**<br>Explain two ways prophets can be an |

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| | • Students will know that Judaism, Christianity and Islam share many prophets. Muslims believe in Adam (as the first prophet and Khalifah - one who was given the role of looking after the world), Ibrahim (who Muslims believe was willing to sacrifice his son Isma'il) Musa (who Muslims believe was guided by Allah to give guidance to Pharaoh and the Israelites), Isa (Jesus, who Muslims believe was a man, a prophet but not God - only Allah is God).Students will know how these arguments can support belief in God in a world where suffering exists. | | *Nubuwwah is one of the Six Beliefs and one of the 5 Roots* | example to Muslims. In your answer refer to a SoWA (5m) |
| **Lesson 11- Holy Books**<br>**W33 L84**<br><br>**2026 September W1 L2** | • Students will know that Muslims believe the Qur'an is the final revelation from Allah. Other books were given by Allah and are still important but they have been lost (The Sahifah scroll from Ibrahim was lost) or corrupted (the Injil - gospels are the most corrupted of all as Jesus is not God, the Tawrat (Torah) and the Zabur (Psalms of David) have also been corrupted. Only the Qur'an is the unchanged revelation of Allah, true copies are still written in Arabic and have been for the last 1400 years. | Tier 2:<br>Corrupted<br>Tier 3:<br>Sahifah | *The Bible is the holy book for Christians.*<br>*The Qur'an was revealed to Muhammad - the final prophet of Islam.* | **TPT/HL**<br>Outline three kutub (3m) |
| **Lesson 12 – Malaikah**<br>**W33 L85**<br><br>**2026 September W1 L3** | • Students will know that Islam teaches that Malaikah are angels, they are beings of light. Muslims believe these beings have no free will and do Allah's bidding. Muslims believe in many angels, the ones students will know about are Jibril (who brought the message of the Qur'an to Muhammad), Izra'il (who signals the day of judgement) and Mika'il (who brings rain and thunder and rewards those who are good). | Tier 2:<br>Bidding<br>Tier 3:<br>Malaikah | *Angel Jibril revealed the Qur'an to Muhammad*<br>*Gabriel (who is Jibril) gave the message of Jesus birth to Mary and Joseph.* | |
| **Lesson 13 – Al Qad'r**<br>**W34 L86**<br><br>**2026 September W2 L4** | • Students will know that Al-Qadr is the Islamic idea of predestination, the idea that Allah has control over everything and knows everything that will come to pass before it happens. This is a belief accepted by Sunni Muslims but not by Shi'a Muslims. Some Muslims believe that Allah has written down everything that has happened and will happen. They do not believe that a person's actions will occur because Allah has decided it, but that he already knows and has recorded what choices they will make with their free will.<br>• Students will know that it is one of the Six Beliefs for Sunni Muslims. They believe that although Allah gave humans free will, he is omnipotent (all-powerful) and omniscient (all-knowing) and controls the destiny of every person. Muslims accept that nothing happens unless it is the will of Allah and they often use the words 'Insha Allah', meaning 'If Allah is willing', to show that they submit to this. | Tier 2:<br>Predestination<br>Tier 3:<br>Al Qadr | *Freewill is the ability to make your own choices. Allah is Arabic for God.*<br>*Sunni and Shi'a are two branches of Islam, their teachings sometimes differ. Sunni Muslims place emphasis on their 6 Beliefs.* | **TPT/HL**<br>Write a paragraph to explain Sunni and Shi'a beliefs about Al Qad'r |
| **Lesson 14 – Akhirah**<br>**W34 L87**<br><br>**2026 September W2 5** | • Students will know that belief in life after death is fundamental to Islam. It features in both the Sunni Six Beliefs and Shi'a Five Roots of Usul ad-Din. Muslims believe life on Earth is only part of human existence, as it continues after death. Life on Earth is our chance to live good lives as Allah intended or | Tier 2:<br>Fundamental<br>Tier 3:<br>Akhirah | *Christian beliefs about life after death, Heaven and Hell*<br>*Six Beliefs and Five Roots* | |

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| | to choose to turn our back on Allah and his laws. Muslims believe that after death every human will be called to answer for the way they have lived their life and that this will affect their afterlife, determining whether they will be rewarded or punished.<br>• Students will know that Muslims believe that there will be a Day of judgement, when there will be a complete resurrection of the body and all deeds will be judged by Allah. Prior to this day, they believe that the souls of the dead will go to Barzakh, which is understood as a barrier between the physical and spiritual worlds, where they will wait until the Day of Judgement. Muslims believe that those who succeed in the test on the Day of Judgement will be rewarded with paradise, al-Jannah, while those who fail will suffer in hell, or Jahannam. | Barzakh | | |
| Lesson 15 - Imamah and Al adl<br>W35 L88<br>2026 September W3 L6 | • Students will know that Al adl (Justice) is a core belief for Shi'a Muslims (one of the Five Roots of Usul ad Din) and it is connected to Tawhid (the oneness of Allah). Al Adl means the one who is very just and very fair, who judges justly and who has justice (Allah)<br>• Students will know that the Imamah (or Imamate) refers to the successors of Muhammad after Muhammad died, this is a key belief for Shi'a Muslims, the main Shi'a group is known as the twelvers because they believe there were 12 Imamah.. These may be described as Imams but are very different to the idea of Imams who are leaders in a mosque (which is a Sunni view). | Tier 2:<br>Successors<br>Tier 3:<br>Al Adl | *Tawhid is the oneness of Allah*<br>*Sunni and Shi'a are two branches of Islam, the split occurred after Muhammad died and there was no agreement about who would succeed him.* | TPT/HL<br>Create 5 Flash cards – One for each of the 5 Roots of Usul ad Din |
| Lesson 16 – Revision W35 36 L89 -92<br>2026 September W3 L7 | | | | TPT/HL<br>Complete the revision sheet on page 41 of Muslim Beliefs booklet 2 by adding as much detail as possible. |
| Lesson 17 – End of Topic Assessment W37 L93 | | | | |
| Lesson 18 – Whole Class Feedback and Work Improvement Time<br>W37 L94<br>(W38-39 CONTINGENCY BUFFER / exam practice revision materials)<br><br>Year 11 Week 1 Review of Muslim Beliefs L1,2,3<br>2026 September W3 L8 | | | | |

| Unit 2 Living the Muslim Life | | | | |
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| **Lesson 1 – Obligatory Acts**<br>**Year 11 Week 1**<br>**2026 September W4 L9** | • Students will know that the 10 Obligatory Acts include 4 of the 5 Pillars (Salah, Sawm, Zakah and Hajj). Students will know that the 10 Obligatory Acts are significant to Shi'a Muslims.<br>• Students will know that the other Acts are Khums, Jihad, Tawalla, Tabarra, Amr bil maroof, Nahi Anil Munkar (they will learn the meanings/significance of these in later lessons) | Tier 2:<br>Obligatory<br>Tier 3:<br>Tawalla<br>Tabarra<br>Amr bil Maroof<br>Nahi Anil Munkar | *The Five Pillars of Islam*<br>*Sunni and Shi'a are different branches of Islam* | TPT/HL<br>Create 10 Flash cards, one for each of the 10 Obligatory Acts |
| **Lesson 2 – Shahadah 2**<br>**2026 September W5 L11** | • Students will know that the Shahadah is a declaration of faith that states 'There is no God but Allah and Muhammad is the messenger of Allah'<br>• They will know that although the Shahadah is not one of the Acts, it is seen as underpinning the others and so is extremely important to Shi'a Muslims as well as Sunni Muslims. They will know that the Shahadah is recited to become a Muslim and that it should be the first and last thing a Muslim hears (at birth and at death). | Tier 2:<br>Underpinning<br>Tier 3:<br>Shahadah | *The 5 Pillars of Islam*<br>*The 10 Obligatory Acts*<br>*Sunni and Shi'a are different branches of Islam* | TPT/HL<br>Outline three ways the Shahadah is used within Islam |
| **Lesson 3 – Salah 6**<br>**2026 September W5 L12** | • Students will know that the Adhan is the Muslim call to prayer, Muslims perform wudu before praying, this is a ceremonial wash, the Jummah is the Friday prayer and Muslim men are expected to go to the mosque for the Jummah, Muslim women may go to the mosque for this also but may stay home and complete it there.<br>• Muslims pray 5 times per day, Shi'a Muslims combine two sets of prayer so complete 5 prayer at three separate times during the day. Muslims face the Ka'bah (sacred place in Mecca) when they pray. When Muslims pray, they follow a set system of movements called rakahs. These can be described as standing, bowing and lying down prostrating. | Tier 2:<br>Ceremonial<br>Tier 3:<br>Jummah<br>Ka'bah<br>Rakah<br>Wudu | *Salah is prayer, it is one of the Five Pillars and one of the 10 Obligatory Acts*<br>*Prayer and its importance in Christianity* | |
| **Lesson 4 – Review 6**<br>**2026 September W5L13** | | | | |
| **Lesson 5 – Sawm 6**<br>**2026 September W6 L14** | • Students will know that the Qur'an says 'Fasting is prescribed to you'. When fasting nothing must pass the lips during daylight hours. There are exemptions for some Muslims including pregnant women, those travelling on a long journey, those who are ill or elderly and young children.<br>• Muslims fast to remember the importance of Laylat al Qadr, considered to be the holiest night of the year. | Tier 2:<br>Prescribed<br>Tier 3:<br>Laylat al Qadr | *Sawm is one of the 5 Pillars and one of the 10 Acts, it is fasting and takes place during Ramadan.*<br>*Laylat al Qadr is the night of power when the Qur'an was revealed to Muhammad.* | TPT/HL<br>Explain two reasons why someone may be exempt from completing Sawm. (4m) |

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| **Lesson 6 – Zakah & Kuhms**<br>**7**<br>**2026 September W6 L15** | • Students will know that Zakah is the third Pillar of Islam and means charity or tax. Zakah can be collected by an Islamic government or a local mosque, giving it shows submission to Allah, it is used to help those in need. Students will know that Zakah is important to help those in need but also to purify the wealth of those giving it. Students will be able to paraphrase "Alms are for the poor and the needy, and those employed to administer the (funds); for those whose hearts have been (recently) reconciled (to Truth); for those in bondage and in debt; in the cause of Allah; and for the wayfarer: (thus is it) ordained by Allah and Allah is full of knowledge and wisdom." (Surah 9:60)<br>• Khums is a Shi'a Muslim practice that means giving 20% of certain types of income. Khums can be used to benefit those who are needy, who are also accepted descendants of Muhammad, therefore following the traditional teachings of Islam of helping others who are less fortunate. | Tier 2:<br>Rebuked<br>Hinder<br><br>Tier 3:<br>Disciples | *Zakah is one of the 5 Pillars and one of the 10 Obligatory Acts, Khums is one of the 10 Acts. Zakah is charity, Muslims give 2.5% of their wealth to help those less fortunate.* | |
| **Lesson 7 – Hajj**<br>**7**<br>**2026 September W7 L16** | • Hajj remembers the willingness of the prophet Ibrahim to sacrifice his son for Allah and Ism'ail and his mother Hagar searching for water between the hills of Marwa and Safar. The pilgrims may also sacrifice an animal at the end of Hajj to remember Ibrahim's willingness to submit to Allah and sacrifice his son.<br>• Muslims wear Ihram (white clothing to show equality), they perform Tawaf (circle the Ka'bah seven times), run between the hills of safa and marwa, stone the devil at Mina and pray for forgiveness at the mount of Arafat. | Tier 2:<br><br>Tier 3:<br>Hajj<br>Pilgrimage<br>Tawaf | *Hajj is the 5th Pillar of Islam. Muslims should complete this once in their lifetime.*<br>*Hajj is one of the 10 Obligatory Acts* | |
| **Lesson 8 – Review 2026 September W7 L17**<br>**8** | | | | TPT/HL<br>Create 8 flash cards to help you to remember the 10 Obligatory Acts |
| **Lesson 9 – Jihad**<br>**8**<br>**2026 September W7 L18** | • Jihad literally means to struggle or to strive. The greater Jihad is the most important form and is a struggle to follow Islam, resist evil and build a good community, following the 5 Pillars helps a Muslim to do this.<br>• The lesser Jihad is the struggle to defend Islam, often known as Holy War or Harb al Muqadis. There are strict requirements for lesser JIhad: War must be declared by a religious leader. The opponent should always have started the fighting so Muslims fight in self-defence. Reasons for jihad include: self-defence, to strengthen Islam, protecting the rights of Muslims to practice their religion and protecting Muslims against oppression. It must be fought | Tier 2:<br>Divergent<br><br>Tier 3:<br>Pharisees<br>Adultery | *Shi'a Muslims follow the 10 Obligatory Acts, Jihad is one of the Acts.*<br>*The 5 Pillars of Islam* | |

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| | to bring about good and not evil. It should be a last resort. Innocent people should not be killed. Enemies should be treated with justice and mercy, as Islam is a peaceful and compassionate religion. Students will know a paraphrase of "Fight in the cause of Allah those who fight you, but do not transgress limits; for Allah loves not transgressors. | | | |
| **Lesson 10 – Commemorations & Celebrations**<br>**8**<br>**2026 September W8 L19** | • Id ul Adha is celebrated at the end of Hajj, it commemorates Ibrahim's willingness to sacrifice his son for Allah, it reminds Muslims to have faith and trust in Allah. Id ul Fitr is the festival of breaking the fast and is celebrated to mark the end of sawm and the end of Ramadan, the month when Muhammad received the Qu'ran from Allah. These festivals are remembered and celebrated by Sunni and Shi'a Muslims. Muslims may buy new clothes, attend services in the mosque, swap cards and presents and share a meal with family and friends during this time.<br>• Id ul Ghadeer is only celebrated by Shi'a Muslims and remembers Ali being appointed as the successor to Muhammad. They will spend time thanking Allah for Muhammad and will celebrate by fasting and sharing food with the poor. Ashura is the fourth celebration students will know about, this is a celebration for Shi'a and Sunni Muslims who celebrate for different reasons. For Shi'a Muslims it is a solemn commemoration of the martyrdom of Hussain, Muhammad's grandson. For Sunni Muslims it is a day of fasting where they remember Noah leaving the Ark and Musa being freed from Egypt. | Tier 2:<br>Commemoration<br>Tier 3:<br>Id ul Fitr<br>Id ul Adha | ***Hajj is the 5th Pillar of Islam***<br>***Sawm is the fourth Pillar of Islam***<br>***Laylat al Qadr, the night of power when Muhammad received the Qur'an*** | TPT/HL<br>Outline three ways Ashura is commemorated (3m)<br><br>Outline three ways Muslims celebrate Id ul Adha (3m) |
| **Lesson 11 – Revision**<br>9, 9<br>2026 September W8 L20 W9 21 | | | | |
| **Lesson 12 – End of Topic Assessment**<br>**2026 September W9 22** | | | | |
| **Lesson 13 – Whole Class Feedback and Work Improvement Time**<br>**11**<br>**2026 September W9 23** | | | | |

| Unit 3 Crime & Punishment | | | | |
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| Lesson 1 – Justice<br>11<br>2026 September W10<br>24 | • Justice is the idea that each person has the right to fair treatment in whatever circumstance. Justice is important to Muslims because Muslims believe that Allah created all humans to be equal, whatever their race, culture or gender. Therefore, all people deserve equality and justice in the way they are treated, Muslims believe that Allah is just, he treats everyone with justice and fairness and Muslims believe they too should act this way. Many names of Allah relate to ideas of justice, including The Judge and The Giver of Justice and the Quran teaches the importance of justice, "Stand out firmly for Allah as witnesses to fair dealing, and let not the hatred of others to you make you swerve to wrong and depart from justice"<br>• Shari'ah law is the legal framework or code of behaviour for Islam. Justice is when fair treatment is applied.<br>• Allah is seen to treat people justly and Muslims believe they should do the same.<br>• Muslims believe they will be judged after death on the Day of Judgement on their actions in life and they should try to live their lives in a just way.<br>• Justice is seen within Islamic beliefs and practices.<br>• Justice for the victim of a crime means that they feel their crime has been dealt with appropriately.<br>• Punishment is a form of justice. | Tier 2:<br>Justice<br>Tier 3: | *Muslim teachings about Akhirah.* | TPT/HL<br>TPT – to be completed at home<br>Create 3 flash cards about justice within Islam |
| Lesson 2 - Actions to End the Causes of Crime<br>12<br>2026 September W10<br>25 | • Students will know that poverty, racism, upbringing, politics, low self-esteem and drugs may all be causes of crime.<br>• Students will paraphrase what the Qur'an says ***"Allah commands justice, the doing of good, and liberality to kith and kin, and He forbids all shameful deeds, and injustice and rebellion: He instructs you, that you may receive admonition."*** The word admonition means warning.<br>• Students will know that Muslims believe it is important that they work on an individual basis, to end the causes of crime, as they believe the ummah is important and all Muslims have a duty from Allah to care for others. Students will know that Mosaic and the Muslim Chaplains Association (MCA) are organisations that try to reduce crime and the causes of crime. Mosaic is a mentoring organisation for young people growing up in the most deprived areas of the UK. It particularly focuses on those from Muslim communities. Mosaic attempts to help reduce the causes of crime and prevent its young people from turning to crime, as a solution to the problems they face. | Tier 2:<br>Kith and kin<br>Tier 3: | *The Ummah is the worldwide family of Islam*<br>*A chaplain is a religious person who offers pastoral support in different situations: prisons, hospital, school etc.* | |

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| **Lesson 3 – Good, Evil & Suffering**<br>**12**<br>**2026 September W11 26** | • Students will know that Muslims believe the ideas of good, evil and suffering are directly related to each other. Muslims believe that all humans are born with the ability to understand the difference between good and evil. Muslims believe good actions will help them achieve their goal of al-Jannah in Akhirah, and evil actions will work to prevent it and lead them to Jahannam. Muslims accept there are various reasons to explain why humans suffer, including the belief that Allah has a plan and suffering is part of the plan, good can come from suffering, suffering comes from iblis (the devil), some suffering is moral evil, suffering is the result of sin. | Tier 2:<br><br>Tier 3:<br>Jahannam<br>Iblis | ***Muslim beliefs about akhirah***<br>***Christian beliefs about the Problem of Evil and their responses to it.*** | TPT/HL<br>Write a paragraph to explain what you think is the best reason given for why Muslims suffer. Explain why someone would disagree with you. |
| **Lesson 4 – Review**<br>**13**<br>**2026 September W11 27** | | | | |
| **Lesson 5 – Punishment**<br>**13**<br>**2026 September W11 28** | • Students will know that punishment means imposing a penalty on a person who has committed a crime. Shari'ah Law is the code of behaviour used by Muslims, especially in Islamic countries, which is consulted on legal matters. Punishment is important to Muslims because they believe it creates a stable society, it is fair and just, and it is prescribed by Allah. The Qur'an provides teachings and guidance on punishments.<br>• Students will know a paraphrasing *of "**The punishment of those who wage war against Allah and His Messenger, and strive with might and main for mischief through the land is: execution, or crucifixion, or the cutting off of hands and feet from opposite sides, or exile from the land: that is their disgrace in this world, and a heavy punishment is theirs in the Hereafter." "But if the thief repents after his crime, and amends his conduct, Allah turns to him in forgiveness: for Allah is Oft-Forgiving Most Merciful."***<br>• Punishment can be seen as a form of justice and is needed in society.<br>• Hadd offences are serious crimes with set penalties. This includes crimes such as theft, where the set punishment is amputation of the offender's hand, and adultery, where the penalty is death by stoning. Other punishments may include caning, whipping or death. Tazir offences are crimes for which the judge can decide what the punishment should be. Benevolent is loving | Tier 2:<br>Imposing<br>Tier 3:<br>Shariah<br>Hadd<br>Tazir | ***Christians believe God to be omnibenevolent.***<br>***Shari'ah law is law in many Muslim countries.*** | |

| Unit 3 Crime & Punishment | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 6 – Aims of Punishment**<br>**14**<br>**2026 September W12**<br>**29** | • Students will know there are four main recognised aims of punishment reformation, deterrence, retribution and protection. Muslims believe punishment is important and support the aims of punishment. The Qur'an contains guidance on why punishment is important. The Qur'an teaches that punishment is important in Islam as it is recompense (compensation or making amends) for the crime committed. Shari'ah law is used by Muslims to decide punishment in some situations and it demonstrates the aims of punishment through its guidance. | Tier 2:<br>Deterrence<br>Retribution<br>Recompense<br>Tier 3: | *Students will know a paraphrasing of*<br>***"The punishment of those who wage war against Allah and His Messenger, and strive with might and main for mischief through the land is: execution, or crucifixion, or the cutting off of hands and feet from opposite sides, or exile from the land: that is their disgrace in this world, and a heavy punishment is theirs in the Hereafter." "But if the thief repents after his crime, and amends his conduct, Allah turns to him in forgiveness: for Allah is Oft-Forgiving Most Merciful."*** | TPT/HL<br>Explain two aims of punishment (4m) |
| **Lesson 7 - Forgivingness**<br>**14**<br>**2026 September W12**<br>**30** | • Students will know that Islam teaches that forgiveness and reconciliation are important after conflict, including in situations where crimes have been committed. Muslims believe that Allah is 'oft forgiving', merciful and compassionate and that they should try to be too. The Qur'an gives examples of forgiveness, showing it is important. ". . . but if a person forgives and makes reconciliation, his reward is due from Allah... ".<br>• Restorative justice is compatible with ideas within Islam (RJ is a recognised system now used with offenders to help them understand the impact their actions have had on victims, their families and the wider community). Muslims believe forgiveness is important both for the victim and the offender. | Tier 2:<br>Reconciliation<br><br>Tier 3: | ***Christians believe that forgiveness from God brings them salvation. Jesus taught that Christians should forgive others, the Lord's prayer says 'Forgive us our sins as we forgive those who sin against us"*** | |
| **Lesson 8 – Review 2026 September W13 31**<br>**15** | | | | **TPT/HL**<br>**Create 8 flash cards about the Crime and Punishment completed so far.** |
| **Lesson 9 – Treatment of Criminals**<br>**15** | • Students will know that Islam is a religion of peace and justice. Muslims believe that the treatment of prisoners in a fair and just way is important. Most Muslims do not accept torture of prisoners today'.<br>• However, many Muslims do support severe punishments, such as caning and capital punishment (the death penalty), they believe it has a role and purpose in terms of preventing further crimes, and allows a victim to receive full retribution. Muslims believe prisoners are entitled to human rights and a fair trial (often a trial by jury unless there is clear evidence a crime has been committed when punishments can be given without this).<br>• Students will know a paraphrasing of "No Arab has any superiority over a non-Arab, nor does a non-Arab have any superiority over an Arab. Nor does a white man have any superiority over a black man, or the black man any superiority | Tier 2:<br>Merciful<br><br>Tier 3:<br>Situation Ethics | ***Situation ethics is doing the most loving thing in any given situation.*** | |

| Unit 3 Crime & Punishment | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | over the white man. You are all the children of Adam, and Adam was created from clay. " from Muhammads last sermon.<br>• Muslims believe that Allah is merciful (shows compassion and forgiveness to those who repent). Some Muslims apply situation ethics to the treatment of criminals. | | | |
| Lesson 10 – Capital Punishment<br>16<br>2026 September W13<br>32 | • Students will know that Capital punishment is used in some Islamic countries that follow Shari'ah law, it has been abolished (ended) in the UK. The purposes of capital punishment include retribution, repentance, closure for the victim's family, protection of society and deterrence. Not all Muslims support the use of capital punishment. The Qur'an says "...take not life, which Allah has made sacred, except by way of justice and law" but also suggests that there are other options for the punishment of serious crimes. Atheists and Humanists do not support the death penalty.<br>• Islam is in favour of the death penalty for some crimes although some Muslims do want to abolish it. This is mainly because the Qur'an indicates that the death penalty can be used for certain crimes such as murder, rape, homosexual acts and apostasy (someone working against Islam). However, the Qur'an also states that the use of capital punishment is not compulsory and not the only option available for the punishment of offenders. Other prominent ideas within Islam are those of forgiveness and peace, which would suggest that capital punishment is wrong. | Tier 2:<br>'Capital Punishment'<br><br>Tier 3:<br>Apostasy | *Students will already know that capital punishment refers to the death penalty.*<br>*The Qur'an teaches Muslims be just and forgiving.* | |
| Lesson 11 – Revision 2026 September W13 33<br>16 | | | | TPT/HL<br>Create 8 flash cards about the Crime and Punishment unit – You should now have 16 in total |
| Lesson 12 – End of Topic Assessment<br>17<br>2026 September W14 34 | | | | |
| Lesson 13 – Whole Class Feedback and Work Improvement Time<br>17<br>2026 September W14 35 | | | | |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| Lesson 1 – Muslim attitudes towards peace<br>18<br>2026 September W15<br>36 | • Muslims are not pacifists, Islam teaches that war may be necessary in certain circumstances in order to bring about the desired goal of peace. For Muslims, peace is the absence of oppression, corruption, injustice and tyranny.<br>• The Qur'an teaches that Muslims should strive for peace and that even when they may face criticism and hate from others who may not understand their faith, they should respond with words of peace.<br>• Muslims believe that the idea of peace is related to the idea of jihad which is understood in two ways. The first is to do with holy war, or lesser jihad, which is justified according to a set criteria. The second and more important understanding of jihad is a personal struggle for peace, or greater jihad, for each Muslim through resisting temptations in life and trying to live peaceful lives, following the rules given to them by Allah.<br>• SoWA: And the servants of (Allah) Most Gracious are those who walk on the earth in humility, and when the ignorant address them, they say, 'Peace!' (Surah, 25:63) | Tier 2:<br>Tyranny<br><br>Tier 3:<br>Jihad | *Muslims follow the religion of Islam*<br><br>*A pacifist is someone who believes in non-violence*<br><br>*The Qur'an is the holy book of Islam*<br><br>*Jihad is one of the 10 Obligatory Acts, there are two types, lesser and greater.* | TPT/HL<br>Outline three things the Qur'an says about peace (3m) |
| Lesson 2 – Peacemaking<br>18<br><br>2026 September W15<br>37 | • The role of Muslims in peacemaking: Muslim teachings about peacemaking; the importance for Muslims of justice, forgiveness and reconciliation in peacemaking, including Surah 41: 31–38; the work of Muslims working for peace today.<br>• Salaam Peace is a community engagement programme in London. The organisation was established in an attempt to change the perception of Muslims in Britain, following the suicide attacks in New York on 11 September 2001 and in London on 7 July 2005. It aims to bring people together in the community and work for peace and harmony<br>• Islamic Relief is a Muslim charity initially founded to help victims of war<br>• Muslims believe working for peace in the world is a responsibility. This is a teaching seen within duties such as khalifah where Muslims believe they should act as stewards, caring for the world and everything within it as it was created by Allah.<br>• Justice, forgiveness and reconciliation are instrumental for Muslims in understanding and achieving peace.<br>• Muslims believe that justice, forgiveness and reconciliation are important in peace making because they believe:<br>  • all humans were created by Allah to be equal, whatever their race, culture or gender | Tier 3:<br>Sadaqah<br>Khalifah | *Muslims believe in the 99 Names of Allah*<br><br>*Stewardship is taking care of the Earth and its resources*<br><br>*Adam was the first Khalifah*<br><br>*Hajj is pilgrimage and is one of the 10 Obligatory Acts and one of the Five Pillars in Islam* | |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | • Allah is just so Muslims should treat everyone with justice, this will help people to live together peacefully. The Qur'an teaches the importance of justice and that Allah intended there to be justice within society<br>• Muslims believe conflict should be resolved using forgiveness and reconciliation as Islam teaches that Allah is merciful. The name of Allah 'the merciful' (Ar Rahim) is repeated many times during prayer.<br>• the Qur'an contains teachings relating to ideas of forgiveness and reconciliation<br>• some actions in Islam display ideas of forgiveness and equality. Muslims stand on Mount Arafat during Hajj to ask for forgiveness from Allah. They attend Hajj as equals, performing the same actions, wearing the same clothes and completing this Pillar in the same way to show they are all equal before Allah | | | |
| Lesson 3 – Conflict<br>19<br>2026 September W15<br>38 | • Main causes of conflict are politics, religion, culture, history, resources.<br>• Muslims believe that they should work for peace as this is what Allah intended. This means working to live in harmony with people from other backgrounds and religions.<br>• Islam also teaches that there may be occasions when conflict is justified. In its early history there are many examples of Muslims losing their lives trying to defend their beliefs and values. Islam does recognise that there will always be differences that cause conflict and sets out rules for conflict to take place. This appears contradictory, with Islam providing advice and guidelines to minimise conflict yet also offering rules for war. However, Muslims point out that violence should not be used to simply attack someone. The only justification of violence is that it is in a situation where a Muslim needs to defend Islam.<br>• The Qur'an teaches Muslims that they should fight if the need arises, if it is done for Allah. Muslims do not believe that Islam teaches that they should always fight, but only when it is the right action to take. For example, if Muslims themselves or the religion of Islam was being attacked, they should defend it.<br>• SoWA: Fight in the cause of Allah those who fight you, but do not transgress limits; for Allah loves not transgressors.<br>• Humanists promote ideas of peace and harmony. Humanists seek to live good lives without harming others. They believe it is important to use reason and experience when making decisions. This means they would not want conflict in the world and would work to promote peace by finding solutions that reduce conflict and its causes. Many non-religious followers may actually believe that religion is at the root of many conflicts, as differences between | Tier 2:<br>Reprisal<br>Tier 3:<br>Transgressor | *Muslims follow the religion of Islam*<br><br>*A pacifist is someone who believes in non-violence*<br><br>*The Qur'an is the holy book of Islam*<br><br>*Humanism is a non religious world view*<br><br>*Lesser Jihad is Holy war* | |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | people due to their beliefs or diversity within religious views have led to many wars over time. Muslims would argue that conflict is not desired, although it is sometimes needed in order to bring about peace. | | | |
| **Lesson 4 – Review**<br>**19**<br>**2026 September W16 39** | | | | **TPT/HL**<br>**Create 8 flash cards about Peace and Conflict in Islam.** |
| **Lesson 5 – Pacifism**<br>**20**<br>**2026 September W16 40** | • Pacifism is the belief that war and violence are unjustifiable, and that conflict should be settled by peaceful means.<br>• Islam however is not a pacifist religion. Islam does support ideas of peace and peace-making but accepts that war may be required in certain situations. Some Muslims believe that Surah 5:28 supports ideas of pacifism. Others however argue that the true interpretation of this verse is not that one person should surrender to another, but that a person should not initiate aggression towards another.<br>• SoWA: If you do stretch your hand against me, to slay me, it is not for me to stretch my hand against you to slay you: for I do fear Allah, the Cherisher of the worlds, (Surah 5:28)<br>• Muhammad was forced to use violence after he received the revelations of the Qur'an from Allah. He began to pass the messages on slowly and while some chose to follow him, others used violence and threatened him. This led to Muhammad being forced to leave Makkah, an event known as the Hijrah. Some have argued that initially Muhammad adopted more pacifist tendencies and tried to ignore the violence used against him, but eventually he had to use violence to respond. Today, violence is not rejected completely by Islam but ideas of peace are promoted more strongly.<br>• Passive resistance is the belief in non-violent protest or resistance to authority. The Ahmadiyya Muslim Community are a group founded in 1889 and seen today in many countries all over the world. They have organised rallies and non-violent protests to highlight issues of concern. | Tier 2:<br>Pacifism<br>Passive resistance<br><br>Tier 3:<br>Ahmadiyya | *Muhammad received the message of the Qur'an from Allah, it was given to him by the angel Jibril*<br><br>*A pacifist is someone who avoids violence and who believes violence is wrong* | |
| **Lesson 6 – Just War**<br>**20**<br><br>**2026 September W17 41** | • *Just War theory: divergent Muslim teachings and responses to the nature and importance of the Just War theory, including reference to Sunni and Shi'a Islam; the conditions of a just war within Islam, with specific reference to the lesser jihad, including reference to Surah 4: 69–110; divergent opinions on* | Tier 2:<br>Just War<br>Tier 3:<br>Jihad | *Just war is a war that is fought for the right reasons in the right way.*<br><br>*Lesser Jihad is Holy war* | TPT/HL<br>Write a paragraph to explain the difference |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | *whether a just war is possible for Muslims today, including the application of ethical theories such as situation ethics*<br>• Conditions of Just war theory within Islam are:<br>– It is declared by a religious leader not a political leader.<br>– It is not done to convert others to the religion of Islam.<br>– It has the support of the Muslim community and not be declared by one individual.<br>– It is a last resort and all peaceful methods of solving the conflict have already been tried.<br>– It is an act of defence not attack.<br>– It will not threaten or endanger innocent civilians, particularly women and children.<br>– It does not aim to win new land or power.<br>– It will not harm trees, crops and animals.<br>• The concept of Just War theory is subjective. This means that individual Muslims, both Sunni and Shi'a, will interpret it differently according to their own view of the situation. This can make the theory difficult to apply in practice and means that the principles could be open to interpretation. just War theory is emphasised differently by followers of Sunni and Shi'a Islam. Sunni Muslims do not give it any official status although it is recognised as a central idea. In comparison, Shi'a Muslims, especially in the Twelver sect, Jihad is recognised as one of the 10 central practices of the faith. | | ***Situation Ethics is doing the most loving thing in any given situation*** | between greater and lesser jihad. Which do you think is more important in Islam? Explain why you think this. |
| Lesson 7 – Holy War<br>21<br>2026 September W17<br>42 | • *Holy War: the nature of a holy war (Harb al-Maqadis) within Islam; Muslim teachings about war and peace as shown in the Qur'an; divergent Muslim teachings about war, with specific reference to the lesser jihad, including interpretations of Surah 8: 61 and 9: 1–14.*<br>• Lesser Jihad: many Muslims believe that the fight against evil and the preservation of Islam may sometimes justify going to war. This is described as Harb al-Muqadis: a Holy War.<br>• A war cannot be described as jihad if:<br>– the war is started by a political leader rather than a religious leader;<br>– an individual person declares war without the backing of the Muslim community;<br>– the war is aggressive not defensive;<br>– peaceful ways of solving the problem have not been tried first;<br>– the purpose of the war is to force people to convert to Islam;<br>– the purpose of the war is to gain land or power;<br>– innocent women and children are put at physical risk; | Tier 3:<br>Harb al-Maqadis<br>Transgressors | ***Just war is a war that is fought for the right reasons in the right way.***<br><br>***Lesser Jihad is Holy war***<br><br>***Situation Ethics is doing the most loving thing in any given situation*** | |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | – trees, crops and animals have not been protected;<br>– the war involves the destruction of homes or places of worship.<br>• SoWA:<br>• Fight in the cause of Allah those who fight you, but do not transgress limits; for Allah loves not transgressors.<br>– But when the forbidden months are past, then fight and slay the Pagons wherever you find them, and seize them, beleaguer them, and lie in wait for them in every stratagem (of war); but if they Repent, and establish regular prayers and practise regular charity, then open the way for them: for Allah is Oft-Forgiving, Most Merciful.<br>– But if the enemy incline towards peace, do you (also) incline towards peace, and trust in Allah: for He is the One that hears and knows (all things).<br>– Wherewith Allah guides all who seek His good pleasure to ways of peace and safety, and leads them out of darkness, by his Will, unto the light - guides them to a Path that is Straight. | | | |
| **Lesson 8 – Review**<br>**21**<br>**2026 September W17 43** | | | | |
| **Lesson 9 – WMD**<br>**22**<br>**2026 September W18 44** | • *Weapons of mass destruction (WMD): Muslim teaching and responses to the problems and benefits of WMD; Muslim attitudes towards the use of such weapons, including Surah 5: 32; non-religious attitudes (including atheist and Humanist) and the application of ethical theories, such as utilitarianism which supports the acquisition of weapons of mass destruction, and Muslim responses to them.*<br>• The Qur'an was recorded centuries before WMD were created and there are no direct teachings on them. However, Muslims generally believe that the conditions of war set by Islam can be applied to WMD. This includes teachings such as war should be fought without killing innocent lives or damaging property and the environment. From this perspective, the use of WMD would be unjustifiable due to the extensive damage they are capable of causing. This type of weapon would not be able to be regulated or accepted under Islamic conditions for war because the damage it could cause would always be greater than anticipated.<br>• Concerning WMD, many atheists see them as wrong due to the damage they are capable of causing. Most atheists believe human life is special, | Tier 2:<br>Acquisition<br>Tier 3:<br>Utilitarianism | ***Just war is a war that is fought for the right reasons in the right way.***<br><br>***Lesser Jihad is Holy war***<br><br>***Situation Ethics is doing the most loving thing in any given situation***<br><br>***Humanism is a non religious world view.*** | **TPT/HL**<br>Explain two reasons why Muslims would be against the use of WMD. In your answer you must refer to a SoWA. (5m) |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | even though they do not accept the belief that this life came from a divine being, and would not support its destruction.<br>• Humanists see the use of WMD as wrong because it threatens human life. Although they are not necessarily opposed to war they believe non-violent solutions should be sought first. The sheer scale of damage that WMD has the potential to cause goes against Humanist teachings. Despite Humanists and other atheists having a different perspective to Muslims, they do hold some views in common, namely that WMD would not be supported due to the high threat and cost of innocent life.<br>• Ethical theories such as utilitarianism may hold that sometimes, for the greater benefit, the acquisition of WMD may be justified. If the outcome of using them would mean that larger groups of people are saved, this could be used as a suitable justification. Some non-religious people may share this view as well. Muslims, however, would respond to these views by maintaining that any loss of life is not justified by the saving of others. They recognise that all human life is sacred and special as it was created by Allah.<br>• | | | |
| Lesson 10 – Issues surrounding conflict<br>22<br>2026 September W18<br>45 | • *Issues surrounding conflict: divergent Muslim teachings and responses to the nature of problems involved in conflict – violence, war, and terrorism; how Muslims have worked to overcome these issues, including Malik's Muwatta 21. 3. 10; non-religious (including atheist and Humanist) views towards the issues surrounding conflict and Muslim responses to them.*<br>• Since terrorism became more associated with Islam, there have been many occasions where both Muslims and non-Muslims have tried to promote Islam as a religion of peace. Muslims have spoken out through the media to challenge negative stereotypes of Islam, as well as opening Mosques to all people to improve understanding of the faith and provide the opportunity to find out more. Many organisations, such as Muslim Aid, have had a role in recognising Islam as a religion of peace through supporting events such as the International Day of Peace on 21 September; where they have promoted the true ideas of the religion.<br>• Humanists respond to current conflict in the world by wanting to bring change, peace and an end to fighting. They believe it is important to offer alternatives to religion to try to bring harmony between people. Humanists believe human life is special and therefore will do what is necessary to protect it.<br>• SoWA: "I advise you ten things: Do not kill women or children or an aged, infirm person. Do not cut down fruit-bearing trees. Do not destroy an | Tier 2:<br>Synonymous<br>Tier 3:<br>Islamophobia | *Just war is a war that is fought for the right reasons in the right way.*<br><br>*Lesser Jihad is Holy war*<br><br>*Situation Ethics is doing the most loving thing in any given situation*<br><br>*Humanism is a non religious world view.* | |

| Unit 4 Peace & Conflict | | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**<br>*Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**<br>*In order to know this students, need to already know that…* | **Assessment** |
| | inhabited place. Do not slaughter sheep or camels except for food. Do not burn bees and do not scatter them. Do not steal from the booty, and do not be cowardly." (Imam Maliks Muwatta, 21.3.10)<br>• | | | |
| **Lesson 11 onwards – Revision**<br>**23 onwards**<br>**2026 September W19 46** | | | | **TPT/HL**<br>Create 8 more flash cards about Peace and Conflict in Islam. This will bring the total to at least 16. |