

Daffodil Grammar School for Girls

Curriculum Plan - Islamic Studies

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 2 periods weekly; KS4: 1-2 periods weekly alongside GCSE Religious Studies where applicable.	Delivery model Discrete Islamic Studies lessons covering aqeedah, ibadah, seerah, akhlaq and contemporary issues.	Grouping / pathway Mixed ability, with support and stretch through discussion, reflection and application tasks.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Islamic Studies)

Islamic Studies at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop a sound, age-appropriate understanding of core Islamic beliefs and practices, rooted in Qur'an and Sunnah and respectful of the diversity of opinion within mainstream scholarship.

Build strong character (akhlaq): sincerity, honesty, humility, modesty, respect, patience, responsibility and mercy.

Understand how to live as confident Muslim young women in modern Britain, fully committed to the rule of law, respect for others, and positive contribution to society.

Learn to think critically and reflectively, asking questions, seeking evidence, and avoiding simplistic or extreme interpretations.

Recognise and value the shared values between Islam and wider British society (justice, compassion, fairness, care for the vulnerable, stewardship of the environment).

Are supported in their spiritual development, including establishing daily salah, maintaining healthy routines of worship, and managing faith alongside school and family life.

Time allocation:

KS3: 2 periods per week (Years 7–9)

KS4: 1–2 periods per week (Years 10–11) alongside GCSE Religious Studies (Islam).

Assessment is primarily internal and formative, supporting spiritual and character development as well as knowledge.

2. KS3 overview (Years 7–9)

Core principles

Across Key Stage 3, pupils will:

Study Aqeedah (belief), Ibadah (worship), Seerah & History, and Akhlaq & Contemporary Issues every year, in a spiral/cyclical way.

Engage with Qur’anic passages and hadith in an age-appropriate, contextualised way.

Reflect on personal application: how Islamic teachings shape daily choices, relationships, use of technology, and engagement with society.

Develop the ability to distinguish between core principles and areas of scholarly difference in a respectful way.

Year 7 – Foundations of Faith & Practice

Overall intent: Transition from primary-level “stories” to structured understanding of core beliefs and basic fiqh, emphasising belonging, identity and good manners.

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Autumn 1	Aqeedah 1: Who is Allah? Belief & Tawheed	- Names and attributes of Allah (select Asma ul-Husna)- Tawheed: oneness of Allah; rejection of superstition- Why belief matters; linking belief to trust, gratitude and responsibility	- Explain in simple terms what Tawheed means- Relate belief in Allah to everyday attitudes (gratitude, patience)	Short written reflections; quiz on key terms; poster on one Name of Allah and its implications
Autumn 2	Ibadah 1: Salah & Taharah Basics	- Importance of salah; its role in daily life- Basic fiqh of wudu and prayer (conditions, pillars, nullifiers – in whichever school the school adopts)- Concept of khushu (focus) and punctuality	- Demonstrate steps of wudu and salah correctly (practical check)- Explain why salah is important for wellbeing and discipline	Practical observation checklist; short test on key rulings; personal target-setting for salah
Spring 1	Seerah 1: The Early Life of the Prophet ﷺ	- Brief overview: Arabia before Islam- Lineage and early life of the Prophet ﷺ- Key episodes: honesty (Al-Amin), Hilf al-Fudul, first revelation	- Retell key events with understanding of themes (honesty, justice, patience)- Link seerah lessons to personal conduct	Written task: “What can we learn from the Prophet’s honesty?”
Spring 2	Akhlaq 1: Manners with Parents, Teachers & Peers	- Adab with parents, teachers and classmates- Respectful speech; avoiding backbiting and insults- Managing disagreements and anger	- Apply Qur’anic and hadith principles to school-life scenarios- Practise simple restorative conversations	Behaviour-linked reflection task; role-play responses; short assessment on key adab points

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Summer 1	Qur'an Themes 1: Creation & Gratitude	- Selected short surahs/verses about creation, gratitude and reflection- Tadabbur on signs in nature; environmental responsibility	- Identify key themes in selected verses- Describe how Islam encourages care for the environment	Short tafsir-based questions; creative project (poster/infographic) on stewardship
Summer 2	Contemporary Life 1: Muslim Identity in School & Society	- Balancing faith and school life (uniform, behaviour, friendships)- Basic introduction to British values and how they align with Islamic values- Respecting diversity and living peacefully with others	- Articulate how a Muslim can be a good citizen in Britain- Recognise rights and responsibilities at school	End-of-year exam (short-answer and extended response) + reflective journal entry

Year 8 – Deepening Faith, Responsibility & Global Awareness

Overall intent: Deepen understanding of belief and practice; examine justice, charity and community; introduce awareness of global Muslim diversity.

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Autumn 1	Aqeedah 2: Prophethood & Articles of Faith	- Brief overview of Six Articles of Faith- Role of prophets; key Prophets in Qur'an- Respect for all prophets; avoiding mockery of any faith	- Explain what Muslims believe about prophets and books- Show respect when discussing other religions' prophets	Short test; group presentation on one Prophet and key lessons
Autumn 2	Ibadah 2: Fasting, Zakah & Charity	- Fiqh of Ramadan (basics), intention, spiritual goals- Concept and purpose of zakah and sadaqah- Social justice and helping the poor; link to British society (charities, food banks)	- Explain how fasting and zakah develop empathy and discipline- Connect Islamic teachings on charity to real-world examples	Written assessment: "How does fasting help us become better people?"; small group fundraising project plan
Spring 1	Seerah 2: Makkan Struggles & Hijrah	- Opposition in Makkah; patience under persecution- Boycott, migration to Abyssinia, Hijrah to Madinah- Lessons on perseverance, non-violence, trust in Allah	- Summarise key events and their moral lessons- Distinguish between historical injustice and modern lawful engagement	Short narrative task + reflection on dealing with hardship
Spring 2	Akhlaq 2: Truthfulness, Trust & Social Media	- Truthfulness in speech and online activity- Amanah (trust) in handling information, devices, friendships- Avoiding rumours, backbiting and cyberbullying	- Apply principles to social media scenarios- Evaluate consequences of spreading rumours	Case-study based assessment; pledge or action plan around digital behaviour

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Summer 1	Qur'an Themes 2: Justice, Mercy & Forgiveness	- Selected verses on justice, mercy, forgiveness- Difference between justice and revenge; importance of the rule of law- Examples of forgiveness from Seerah	- Identify Qur'anic guidance on justice and mercy- Suggest practical ways of practising forgiveness and seeking justice appropriately	Tafsir-style written response; role-play restorative scenarios
Summer 2	Contemporary Life 2: Muslims in the World Today	- Basic overview of global Muslim diversity (cultures, languages, madhhabs)- Avoiding stereotypes and sectarianism- Importance of lawful, peaceful engagement in society	- Recognise that Muslims are diverse- Explain why tolerance, lawfulness and unity on essentials are important	End-of-year assessment (knowledge + application)

Year 9 – Critical Thinking, Transition to GCSE RS & Mature Identity

Overall intent: Prepare pupils for GCSE Religious Studies (Islam), social pressures, and making responsible choices as young Muslim women in Britain.

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Autumn 1	Aqeedah 3: Qadr, Free Will & Responsibility	- Belief in divine decree and human responsibility- Balancing trust in Allah with taking action- Rejecting fatalism and blame culture	- Explain core belief about Qadr in an age-appropriate way- Apply this to resilience and decision-making	Extended written answer: "How does belief in Qadr help a Muslim deal with difficulties?"
Autumn 2	Ibadah 3: Purity, Modesty & Personal Boundaries	- Broader understanding of taharah (physical & spiritual)- Concept of haya (modesty) in speech, dress, behaviour- Healthy boundaries, consent, and safeguarding; signposting to appropriate support channels	- Reflect on how modesty protects dignity- Understand when and how to seek help if boundaries are crossed	Scenario-based assessment; personal reflection journal (not graded on piety, but on thoughtfulness)
Spring 1	Seerah 3: Madinan Community, Treaties & Leadership	- Constitution of Madinah; pluralism and co-existence- Key events: Badr, Uhud, Hudaibiyyah (focus on ethics and restraint)- Farewell sermon: rights, equality and justice	- Link Seerah lessons to citizenship (rule of law, treaties, rights)- Understand Islamic principles against harming innocents and extremism	Source-based assessment using Seerah excerpts; written reflection on leadership qualities

Term	Strand / Unit	Key Content	Knowledge & Skills	Assessment / Outcomes
Spring 2	Akhlaq & Contemporary Issues 3	- Peer pressure, friendships, and relationships (non-explicit, age-appropriate)- Islam and harmful behaviours (substance misuse, exploitation), emphasising protection and seeking help- Respectful disagreement; avoiding extremism and hateful attitudes	- Analyse scenarios and suggest wise, lawful, Islamically grounded responses- Distinguish between disagreement and hatred	“Advice letter” assessment where pupils give guidance to a fictional peer
Summer 1	Qur’an Themes 3: Human Rights, Dignity & Diversity	- Selected verses on human dignity, equality of all humans before Allah- Unity in diversity; no superiority except by piety and good action- Connection to modern human rights frameworks and British values	- Connect Qur’anic principles to British values and rights language- Critically evaluate prejudiced attitudes from an Islamic perspective	Extended response: “How does the Qur’an support the idea that all people deserve respect?”
Summer 2	Transition to KS4 / GCSE RS Bridge	- Overview of GCSE RS (Islam) structure- Key topics: beliefs, worship, family, crime & punishment, etc. (high-level intro)- Study skills: note-taking, evaluating arguments, structuring 4–12 mark answers	- Confidently describe what GCSE RS involves- Write a sample GCSE-style response on an Islam topic	End-of-Year 9 exam (knowledge + 4–12 mark style questions)

3. KS4 overview (Years 10–11)

Islamic Studies at KS4 will:

Work alongside GCSE Religious Studies (Islam), but is not itself a public exam course – it supports depth, spirituality and character beyond the GCSE specification.

Focus on applied fiqh, character, contemporary issues, and spiritual resilience, using GCSE RS content as a springboard.

Year 10 – Deepening Practice & Engaging with Contemporary Issues

Overall intent: Consolidate core worship & ethics; support GCSE RS units; equip pupils for teenage challenges.

Term	Focus Area	Key Content	Skills & Outcomes
Autumn 1	Advanced Worship & Spiritual Routines	- Salah quality: khushu, consistency, overcoming laziness- Fasting beyond Ramadan (Sunnah fasts; spiritual impact)- Du’a, dhikr and building a daily spiritual routine	- Design a personal worship routine that is realistic and sustainable- Reflect on spiritual highs/lows and strategies to maintain balance

Term	Focus Area	Key Content	Skills & Outcomes
Autumn 2	Family Life, Marriage & Gender Roles (age-appropriate)	- Rights and responsibilities in Muslim family life- Marriage in Islam: consent, mutual respect, rights- Balanced understanding of gender roles within UK legal framework and equality law	- Understand Islamic teaching against forced marriage and abuse- Explain how Islam supports mutual respect and kindness in family life
Spring 1	Ethics 1: Money, Work & Social Justice	- Halal income, honesty at work and in study- Debt, interest (riba) in principle; basic money management- Social responsibility: charity, volunteering, community engagement	- Apply Islamic principles to everyday choices about money and study- Plan a small social action project (e.g. charity or volunteering idea)
Spring 2	Ethics 2: Crime, Punishment & Forgiveness (RS link)	- Islamic perspectives on crime, responsibility, intention- Emphasis on prevention, repentance, mercy, and due process- Clear distinction between classical legal theory and modern UK law; strong reinforcement of obedience to the law of the land	- Write balanced responses on crime and punishment for RS- Articulate why Muslims must obey UK law and reject vigilantism
Summer 1	Faith & Reason: Doubts, Questions & Critical Thinking	- Normalising questions and doubts; how to seek knowledge safely- Basic principles of reading texts in context; importance of qualified scholarship- Avoiding simplistic/extremist messages online; evaluating sources	- Identify trustworthy vs untrustworthy sources of Islamic information- Frame questions respectfully and know where to seek support
Summer 2	Spiritual Retreat / Tarbiyyah Programme	- Reflection on Year 10; preparing for Year 11 pressures- Sessions on time management, exams, du'a, tawakkul	- Personal action plan combining Islamic and practical strategies for Year 11

Year 11 – Resilience, Identity & Life Beyond School

Overall intent: Support pupils through exam stress, decisions about post-16 life, and preparing to be responsible adults and citizens.

Term	Focus Area	Key Content	Skills & Outcomes
Autumn 1	Islam & Life Choices (Post-16 & Beyond)	- How Islamic values guide decisions about further study, work, friendships and environment- Balancing ambition and humility; serving family and community	- Reflect on future aspirations and how to keep faith central- Set short-term and long-term goals
Autumn 2	Ethics 3: Modern Bioethics & Technology (RS link)	- Age-appropriate exploration of topics such as organ donation, end-of-life care, medical treatment choices, AI/technology use- Emphasis on sanctity of life, seeking expert guidance, respect for law and medical ethics	- Discuss complex ethical issues respectfully- Practice writing RS-style evaluation answers drawn from Islamic principles

Term	Focus Area	Key Content	Skills & Outcomes
Spring 1	Muslim Identity in Modern Britain	- Islamophobia, racism, prejudice: Islamic responses rooted in patience, lawful action, and engagement- Working with others to challenge injustice in lawful, peaceful ways- Interfaith and community cohesion	- Identify constructive responses to prejudice- Understand rights and responsibilities as British Muslims
Spring 2	Exam Stress, Mental Health & Seeking Help	- Islamic and practical strategies for dealing with anxiety and stress (salah, du'a, support networks, sleep, planning)- De-stigmatising seeking professional help (counsellors, GP, trusted adults)- Knowing safeguarding routes in school and beyond	- Recognise signs of stress and when to seek help- Develop a personalised wellbeing toolkit for exam season
Summer 1	Closure & Transition	- Reflecting on journey through Daffodil Grammar School- Service and legacy: leaving positively, being role models- Reminders about safety and faith at college, university, work	- Create a personal reflection or letter-to-future-self- Final group session on staying connected to faith and community

4. Teaching & learning approaches

Across KS3-KS4, Islamic Studies lessons will use:

Text-based learning (Qur'an/ahadith) in English with key Arabic terms, always contextualised and age-appropriate.

Discussion and circle time for reflection and personal application.

Case studies and scenarios to explore how principles are applied in real life.

Project work (e.g. charity, environment, community) linked to wider school life.

Links to PSHE, RS and Citizenship, reinforcing consistent messages about safeguarding, healthy relationships, British values and the law.

5. Assessment and reporting

Assessment is primarily formative but structured:

Knowledge checks (quizzes on key concepts, terms, stories).

Reflective tasks (journals, letters, personal pledges, project write-ups).

Short written assessments once per term (e.g. "Explain three lessons from..."; "How does belief in X affect life?").

End-of-year assessments in KS3 combining:

Short factual questions.

One or two structured written responses (4–12 marks style for KS3/KS4 bridge).

Reports to parents will emphasise:

Knowledge and understanding.

Participation and engagement.

Character and attitude (respectfully and descriptively, not judgementally).

6. Inclusion & safeguarding

Content is age-appropriate, non-sectarian within mainstream Sunni tradition (or whichever approach you adopt), and explicitly against extremism, hatred or unlawful behaviour.

Safeguarding themes (harm, exploitation, consent, online safety, radicalisation) are reinforced in line with Keeping Children Safe in Education and Prevent duty, always signposting formal channels for help.

Pupils with SEND are supported through:

Simplified texts, visual organisers and chunked tasks.

Opportunities to show understanding orally or through creative means as well as in writing.

7. SMSC and British values

Islamic Studies is a major driver of SMSC:

Spiritual: reflection on purpose, worship, gratitude, and inner states.

Moral: right and wrong, justice, mercy, forgiveness, responsibility.

Social: community, charity, cooperation, respect and conflict resolution.

Cultural: Muslim cultures worldwide; interaction with wider British culture.

British values are actively promoted:

Democracy: consultation (shura), listening to others, school council links.

Rule of law: strong emphasis that UK law must be obeyed; rejection of vigilantism and extremism.

Individual liberty: freedom of conscience and choice within lawful bounds; respect for differing views.

Mutual respect & tolerance: respect for all faiths/no faith; rejection of prejudice and hate.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.