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| **KS1: Islam** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Qu.1** How do some religions demonstrate that everyone is special?  (Believing/Belonging)  **Qu.2** Why are religious celebrations important to some people but not to others?  (Believing/Belonging/Behaving)  **Qu.3** Does everyone believe the same things about God?  (Believing)  **Qu.4** Why do symbols and stories play important roles in religions?  (Believing/Belonging/Behaving)  **Qu.5** Why do some people follow religious leaders and teachings?  (Believing/Behaving)  **Qu.6** How do some people’s religious beliefs encourage them to care for the world?  (Believing/Behaving) | Explore the Muslim greeting: As-salāmu ʿalaykum – Peace be upon you and discuss what that says about relationships.  Find out about the whispering of the adhan into the ear of a new-born baby and other welcoming rituals.  Find out about a range of Muslim festivals, especially Eid-al-Fitr and Eid -al-Adha and how Muslims celebrate them. There are other festivals, but these are the two most significant.  Explore Ramadan and the month of fasting, finding out that some Muslims don’t have to participate (the very young and the sick for example).  Find out how Muslims celebrate the new year (not the same date as New Year in the UK).  Learn about Islamic prayer and Friday as a special day.  Find out about the 99 names of Allah, ensuring the pupils understand that there is one God, Allah, and he has no partners.  Find out that the word Islam means “submission” and that worshipping and obeying Allah are central to Islam.  Explore the Shahadah (the statement of belief that is the first of the 5 pillars of Islam). Find out what this means to Muslims.  Muslims believe that the Qur’an contains the words of God and therefore cannot be changed. This is why many of them learn Arabic.  Hear some of the stories about Muhammad and identify what they teach about Islamic beliefs. Read some of the stories from the Qur’an and identify the important characters.  Find out about the symbols of the crescent moon and star; look at calligraphy and the patterns used to decorate a mosque. Find out about the prayer beads (Tasbih, Subha or Misbaha) and how they represent the 99 names of Allah.  Find out about the features of a mosque and how they link to Islamic beliefs.  Find out how the Qur’an is revered and the practice of Wudu before touching it.  Hear and retell some of the stories about Muhammad’s life; Find out about Abu Bakr and the stories connected with him.  Learn about some of the stories that Muhammad told and what they teach Muslims about the way to live.  Find out about the role and value of the imam in the Muslim community.  Find out about the values that Muslims live by and how they are influenced by religious teachers and leaders.  Read the Muslim creation story and other stories from Muhammad and his followers about how to look after the Earth. Make links between care for the Earth and the belief in Allah as Creator.  Find out about Muslim charity work and the reasons why they think it is important. | **Exp. A** Recognise and give simple accounts of the core beliefs.   * Annotate the Shahadah identifying the important words. * Identify some of the 99 names of Allah. * Show that they know that Muslims do not draw pictures of Allah or Muhammad.   **Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices.   * Match stories from the life of Muhammad to the festival, practice or belief that is most closely related. * Choose from a range the story that they think is most important to a Muslim and suggest a reason.   **Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core beliefs.   * Talk about the festival that they think is most important to Muslims, giving simple reasons. * Suggest reasons why Friday prayers are important to Muslims. * Talk about what happens in a Mosque and what that shows about Muslim beliefs. * Describe the prayer beads and how they are used by many Muslims,   **Exp. D** Recognise the roles of religious leaders and sacred texts.   * Interview an imam, asking appropriate questions. * Talk about how Muslims look after the Qur’an. * Identify some of the key events of Muhammad’s life and talk about why he is important to Muslims. |

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| **KS2: Islam** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?  (Believing/Belonging)  Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?  (Believing/Belonging/Behaving)  Qu.3 How can music and the arts help express and communicate religious beliefs?  (Believing/Belonging)  Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?  (Believing/Behaving)  Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?  (Believing)  Qu.6 How well does faith help people cope with matters of life and death?  (Believing/Behaving)  Qu.7 What difference might it make to believe in God as Creator?  (Believing/Behaving)  Qu.8 How might beliefs and community shape a person’s identity?  (Believing/Belonging) | Learn about wudu and worship and find out how participating in prayers in the mosque builds a sense of community.  Explore the concept of Ummah – the community of Muslims worldwide.  Investigate the five daily prayers that many Muslims join in with. Find out whether women who are not allowed to join in prayers with the men, feel part of the community or excluded.  Find out whether there are other practices (dress code, following the 5 pillars, attending madrassa, learning Arabic) that are more important in building community than prayer and worship.  Find out about birth and marriage ceremonies in Muslim traditions. Investigate whether the simplicity of these events makes them more or less meaningful.  Explore the reasons why the adhan is whispered in the ear of a baby. Find out whether all Muslims shave the head of a baby when it is seven days old.  Explore the use of calligraphy as an art form in Islam and the way that it is used to decorate many mosques.  Muslim artists, particularly British and their relationship with music, drama, writing, theatre and photography.  Links to everyday items introduced to popular culture from the Islamic world. (e.g. [www.1001inventions.com](http://www.1001inventions.com))  The use of geometric patterns in Islamic art and the reasons for not depicting figures.  Examine the life of Muhammad and the writings in the Hadith to assess how these influence the behaviour of Muslims.  Hear and read stories about the other prophets e.g. Abraham (Ibrahim), Moses (Musa) and Jesus (Isa) and consider what Muslims learn from these examples.  Explore the ways in which following the 5 Pillars of Islam guides a Muslim’s life choices.  Examine dress and dietary conventions and the impact these have on the lives of young Muslims in Britain and around the world.  Explore examples of Muslim Charities, such as the Red Crescent and Islamic Aid and the importance of volunteering as a form of charity, finding local examples where possible.  Find out about the origins and significance of the Qur’an and how it is used in teaching in mosques and Islamic schools.  Learn about the Shahadah as the foundation of Muslim belief. Explore the concept of Tawhid – the unity of Allah, and the way that comparing any other being to Allah is considered a sin (shirk).  Find out about Muslim beliefs about the Prophets shared with Judaism and Christianity and what they believe about the Bible and the Torah.  Find out about Hadith and Sunnah and how these complement the Qur’an.  Find out about leaders in Islam, both current and historic and explore the concept of khalifah (trusteeship).  Find out about Muslim beliefs about life, death, heaven and the afterlife.  Find out about Muslim funeral and mourning rituals.  Find out about Muslim beliefs about creation and Allah as the Creator and Muslim teaching about how to care for creation, referring to passages in the Qur’an where possible.  Explore the contribution of Muslim scientists to an understanding of the created world and find out whether they are motivated by religious belief.  Find out about how the “ummah” – the worldwide community of Muslims – contributes to a Muslim’s identity. Find out how the 5 Pillars impact on a Muslim’s sense of identity.  Explore the impact of dress and dietary laws on issues of identity.  Investigate the role of the family in influencing Muslim identity, exploring the differences between religious and cultural influences.  Investigate any rites of passage that may influence a Muslim’s identity. | **LKS2 (Y3/4)**  **Exp. A** Explain the significance of religious leaders and sacred texts.   * Describe the origins of the Qur’an and how the story of the Night of Revelation contributes to its significance. * Analyse the significance of the life of Muhammad and his legacy.   **Exp. B** Describe a range of ways that believers express their core beliefs and make the links between belief and expression.   * Show how Muslims live out the 5 pillars and the differences that they make to their lives. * Describe different dress codes and how they express different beliefs * Recognise some of the differences between Sunni and Shi’a Muslims.   **Exp. C** Identify how core beliefs can guide lifestyle choices.   * Illustrate some of the ways that Muslims choose to live because of their beliefs * Give reasons for a Muslim choosing to follow dress or dietary codes. * Use quotations from the Qur’an to explain choices that some Muslins make.   **Exp. D** Recognise how religious identity can be shaped by family, community and practice.   * Describe how the Mosque operates as a community and the impact this has on Muslims * Choose an example of Muslim practice and show how it helps to develop a sense of identity   **Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.   * Produce a guide to Muslim Charities, linking them to teaching from the Qur’an or the Hadith. * Describe some elements of the life of Muhammad that most inspire Muslims.   **Exp. B** Explain and demonstrate how and why believers show courage and commitment.   * Analyse stories from the Hadith or the Qur’an that show courage and or commitment and explain how they may influence a Muslim today. * Describe some of the ways in which believers show courage in the face of persecution, either today or in the past.   **Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death   * Describe a Muslim funeral and show how the practice is linked to beliefs. * Evaluate the links between Muslim teaching and funeral practices.   **Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.   * Compare and contrast two mosques, looking for differences between Sunni and Shi’a mosques. * Prepare questions for an interview with two Muslims and suggest how their answers may differ. |