

DOWN AMPNEY PRIMARY SCHOOL  
RE TERM 3 LKS2: UNIT L2.9 HOW DO FESTIVALS AND WORSHIP SHOW WHAT MATTERS TO A MUSLIM?

<u>Gloucestershire Agreed Syllabus for RE</u>  <b>Make sense of belief</b> <ul style="list-style-type: none"><li>❖ Identify some beliefs about God in Islam, expressed in Surah 1.</li><li>❖ Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).</li></ul> <b>Understand the impact</b> <ul style="list-style-type: none"><li>❖ Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li><li>❖ Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</li></ul> <b>Make connections</b> <ul style="list-style-type: none"><li>❖ Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li><li>❖ Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li></ul>	<u>Substantive knowledge</u> Pupils will know that: <ul style="list-style-type: none"><li>❖ Ibadah is Muslim worship and that it takes many forms.</li><li>❖ The ways to worship are shown in the 5 pillars of Islam.</li><li>❖ The word Tawhid means there is no God but Allah.</li><li>❖ Muslims perform ritual prayer. and the different positions have special meaning.</li><li>❖ Muslims go through different rituals at the mosque to show respect for God.</li><li>❖ Fasting is important to Muslims because it helps them to focus on God.</li><li>❖ Eid-ul-Fitr is a celebration at the end of Ramadan when Muslims thank God for helping them to fast.</li></ul> <b>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</b>	<u>Vocabulary</u> <b>Prophet:</b> a messenger sent from Allah. <b>Muhammad:</b> the Prophet who received Allah’s message to the world. <b>Allah:</b> God. <b>Fasting:</b> giving up food and drink for a religious observance. <b>Hajj:</b> pilgrimage to Makkah to be made once in a life time if possible, this is the 5th Pillar of Islam. <b>Qur’an:</b> the Muslim holy book, for Muslims the final revelation from Allah. <b>Salah:</b> ritual prayer carried out 5 times per day, this is the 2nd Pillar of Islam. <b>Shahadah:</b> The Muslim declaration of faith. It includes the beliefs that Allah is the only God, and that Muhammad is Allah’s messenger. <b>Sawm:</b> fasting from food or liquids during daylight hours in the month of Ramadan, this is the 4th Pillar of Islam. <b>Zakah:</b> giving of charity usually 2.5% of income, this is the 2nd Pillar of Islam.	
	<u>Christian Values</u> <ul style="list-style-type: none"><li>❖ <b>Respect – Love and value everyone as God does.</b> We value everyone’s opinions and beliefs, celebrating our differences.</li><li>❖ <b>Trust – Trust is the very essence of faith.</b> When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness.</li><li>❖ <b>Courage – Do not be afraid.</b></li></ul>	<u>British values</u> <ul style="list-style-type: none"><li>❖ Mutual respect and tolerance for those with different faiths.</li><li>❖ Rule of law – all people are equal before the law.</li><li>❖ Democracy – everyone has the right to give their own opinion.</li><li>❖ Individual liberty – We are free to make choices about our own beliefs and values.</li></ul>	Links to the Qur’an <ul style="list-style-type: none"><li>❖ To think about what Muslims believe God is like from Surah 1.</li></ul>

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	<p>We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.</p> <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>		
<p><b><u>Prior learning and knowledge required</u></b></p> <ul style="list-style-type: none"><li>❖ Recognise the words of the Shahadah and that it is very important for Muslims.</li><li>❖ Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</li><li>❖ Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li><li>❖ Give examples of how Muslims use the Shahadah to show what matters to them.</li><li>❖ Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</li><li>❖ Give examples of how Muslims put their beliefs about prayer into action.</li><li>❖ Think, talk about and ask questions about Muslim beliefs and ways of living.</li><li>❖ Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</li></ul>	<p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"><li>❖ How do festivals and family life show what matters to a Muslim?</li><li>❖ What does the opening chapter of the Qur'an teach Muslims about God?</li><li>❖ Why does prayer matter to Muslims?</li><li>❖ What rituals do they follow on prayer?</li><li>❖ Why is the mosque a special place for Muslims?</li><li>❖ Why is fasting important to Muslims?</li><li>❖ Why do Muslims celebrate at the end of Ramadan?</li></ul>	<p><b><u>Further application and connections</u></b></p> <ul style="list-style-type: none"><li>❖ Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</li><li>❖ Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).</li><li>❖ Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).</li><li>❖ Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</li><li>❖ Make connections between Muslim beliefs studied and Muslim</li><li>❖ ways of living in Britain/Gloucestershire today</li><li>❖ Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</li></ul>	

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<ul style="list-style-type: none"> <li>❖ Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>
<p><b><u>SEN Support</u></b></p> <ul style="list-style-type: none"> <li>❖ Key vocabulary given and explained in every lesson (My turn your turn).</li> <li>❖ Help desk for any children requiring adult support.</li> <li>❖ Targeted paired work and groupings which support learning when needed.</li> <li>❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.</li> </ul>	<p><b><u>Deeper thinking</u></b></p> <p>Pupils can make links for themselves between some teachings from two religions, giving their own ideas about big questions arising from the teachings.</p> <p>Pupils can express their own ideas about some questions of meaning and purpose in life in relation to the stories, festivals and ideas they study.</p>	