

DOWN AMPNEY PRIMARY SCHOOL  
RE TERM 3 UKS2: WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY?

<u>Gloucestershire Agreed Syllabus for RE</u>  <b>Make sense of belief</b> <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></ul> <b>Understand the impact</b> <ul style="list-style-type: none"><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></ul> <b>Make connections</b> <ul style="list-style-type: none"><li>❖ Make connections between Muslim beliefs studied and Muslim 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><li>❖ Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li></ul>	<u>Substantive knowledge</u> Pupils will know that: <ul style="list-style-type: none"><li>❖ The 5 pillars of Islam are important in the everyday life of Muslims and will be able to explain what they are.</li><li>❖ Shahadah is an important part of the Islamic faith.</li><li>❖ Prayer is an important part of the Islamic faith, and Muslims pray 5 times a day in a particular way.</li><li>❖ Zakah/charity is very important to Muslims and is linked to words in the Qur'an.</li><li>❖ Ramadan and Eid are important Muslims festivals and will be able to suggest why.</li><li>❖ The key features of a mosque and be able to talk about the importance of Mosques to Muslims.</li><li>❖ To talk about what a pilgrimage is and why people choose to go on a pilgrimage.</li><li>❖</li></ul> <b>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</b>	<u>Vocabulary</u> <b>Muslim:</b> a follower of the religion of Islam, someone who submits to the will of Allah. <b>Ibadah:</b> the word for worship in Arabic. <b>Submission:</b> accepting a superior force and doing what they want. <b>Ramadan:</b> the month in the Muslim calendar when those who can fast do so. <b>Shahadah:</b> the basic statement of belief for Muslims, the first of the Five Pillars. <b>Salah:</b> compulsory daily prayer for Muslims, the second of the Five Pillars <b>Sawm:</b> fasting during the holy month of Ramadan, the third of the Five Pillars. <b>Zakah:</b> compulsory giving of charity every year, the fourth of the Five Pillars. <b>Hajj:</b> the pilgrimage to Makkah during the month of Dhul Hijjah that all Muslims should make during their lives if they can, the final of the Five Pillars. <b>Pilgrimage:</b> a journey taken for religious reasons	
	<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>	<u>Links to Quran and other special texts</u> The Holy Quran, 2:215 The Majestic Qur'an, trans. Hadith - of Muhammad compiled by al-Bukhari

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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>❖ 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 worshiping; how Muslims submit to God).</li> <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> <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>	<p><b><u>Key questions</u></b></p> <ul style="list-style-type: none"> <li>❖ How many Muslims are there in Britain?</li> <li>❖ How many mosques are there in Britain?</li> <li>❖ How might the five pillars affect the lives of Muslims in Britain today?</li> <li>❖ Why is Zakah/charity important to Muslims?</li> <li>❖ How is charity important to you?</li> <li>❖ Why do Muslims go on pilgrimage?</li> <li>❖ What does it mean to be a Muslim in Britain today?</li> </ul>	<p><b><u>Further application and connections</u></b></p> <ul style="list-style-type: none"> <li>❖ Explain the importance of the key beliefs studied (e.g. iman, ibadah, akhlaq) for Muslim ways of living in Britain today.</li> <li>❖ Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways (e.g. Sunni/Shi'a traditions).</li> <li>❖ Show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today.</li> <li>❖ Give a coherent account of the challenges and opportunities of being a Muslim teenager in Britain today, offering reasons and justifications for their responses.</li> </ul>	

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**SEN Support**

- ❖ Key vocabulary given and explained in every lesson (My turn your turn).
- ❖ Help desk for any children requiring adult support.
- ❖ Targeted paired work and groupings which support learning when needed.
- ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.

**Deeper thinking**

Pupils can develop and express their understanding of ways in which values such as faith, forgiveness, compassion, devotion or 'harmlessness' are put into action in religious communities.

Pupils can research, explore and explain varied ideas about how and why religious teachings, values and ideas make a difference to people in the UK today.