

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 4

**Subject: RE:
Islam:
Beliefs and Practices**

**Characteristics of an Effective
Learner**

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

This is the first time Islam is taught explicitly in the school.

- YR/Y1/Y2/Y3 cover the following key questions in their RE units that have links with this unit:

Q2-Why are religious celebrations important to some people but not to others?

Q3- Does everyone believe the same things about God?

Q5- Why do some people follow religious leaders and teachings?

Q8- How might beliefs and community shape a person's identity?

Key Vocabulary taught in this unit:

Islam, Muslim, Allah, Muhammad, The Qur'an, Mosque, The Shahadah, Salah, Zakah, Sawm, Hajj, wudu, pilgrimage, Ramadan, Eid-ul-Fitr, Minaret, mu'adhin, adhan.

Intent: What do we want the children to know, be able to do by the time they complete this unit?

Key Questions:

Q3- How can music and the arts help express and communicate religious beliefs?

Q4- To what extent do religious beliefs influence and encourage 'good' behaviour?

Children will learn about the key beliefs of Islam. They will know about Muhammad as a prophet and Allah. They will learn about the Five Pillars of Islam and understand the importance of family life in Islam. Children will learn about the importance of the Qur'an and how a mosque illustrates key features of their beliefs. Children will identify similarities and differences between Islam and other religions, particularly Christianity. They will make inferences about beliefs and attitudes from texts, artefacts and images as well as use artefacts and pictures to ask and answer religious questions. They will understand how community is important to religion and its followers and consider rituals, events and celebrations they have attended and the importance/significance of them. They will understand how we are influenced and guided by religion.

Expected Outcomes:

Explain the significance of religious leaders and sacred texts.

Describe a range of ways that believers express their core beliefs and make the links between belief and expression.

Identify how core beliefs can guide lifestyle choices.

Impact / Outcome:

What will the final product / result be?

Assessment: Produce a one page fact file on Islam. It must cover – The significance of the Mosque, the Qur'an, the Five Pillars of Islam- and the impact they have on daily life of a Muslim. There must be a section which comments identifies similarities and differences between Islam and Christianity. Greater Depth – Include a section where the children describe what they believe makes a 'good Muslim'

P4C Inquiry (where appropriate)