



Unit/Theme: RE- Islam (Who is a Muslim and what do they believe?)

Key Question:

Year Groups:

Key Vocabulary:

Date	Specific Knowledge	Learning Outcomes	Learning opportunities
<p><u>Week 1</u> What is the Shahadah and why is it important to Muslims?</p>	<p>Allah is the word for God in Arabic, not a name. In Islam, the belief that there is only one God is referred to as Tawhid.</p> <p>Shahadah: it's words are incorporated into the adhan, which is often whispered into the ear of a new-born baby.</p> <p>To be a Muslim is to submit willingly to God- to allow Allah to guide them through life.</p>	<p>Making sense of the Belief: Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Understanding the impact: Give examples of how Muslims use the Shahadah to show what matters to them.</p>	<p>Key Learning: Discuss what they already know about Islam as a starting point. What is Shahadah is and how it is linked to the five pillars. Read the Shahadah quietly to themselves before reading it out loud with the class. The following video helps to understand what the Shahadah is and why it is important to Muslims. What is the Shahadah? - YouTube Talk about how it is part of Muslim's daily prayers. Talk about why it used these ways, and how it shows what is most important to Muslims. Highlight when Muslims say the Shahadah and why it is important to Muslims.</p> <p>Pupil Outcome/Task: Create a mind map of Shahada - Use of drawings and captions to show what the Shahadah means to Muslims.</p>
<p><u>Week 2</u> What are some of Muslims key beliefs about God and what do they mean?</p>	<p>Muslims believe it is impossible to capture fully what God is like, but they use 99 names for God to help them understand Allah better.</p>	<p>Making sense of the Belief. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean.</p>	<p>Key Learning: Explore some of the names Muslims use for Allah and what they mean; look at some of them written in beautiful calligraphy. The Beneficent, The Merciful, The King, The Most Sacred. Ask the children to choose one of the names, think about what the name means, how might this quality be seen in their life or the life of others. Discuss what the Qur'an is so the children understand what it is. Respond to the sentence starters: <i>One beautiful name found in the Qur'an for Allah is ...</i> <i>If I was ... I would ...</i></p>

			<p><i>If other people were ... they would ...</i> Try and create some of the names in their own style of writing and ask them to explain why this characteristic of God might be important to a Muslim.</p> <p>Pupil Outcome/Task: Pick at least three names to explore.</p>
<p><u>Week 3&4</u></p> <p>How do Muslims use stories to help guide their beliefs and actions?</p>	<p>Remind children about the Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name or write PBUH).</p> <p>They say lot about what the Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims an inspiring lesson.</p>	<p>Making sense of the belief: Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Understanding the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p>	<p>Key Learning: Examine the idea that stories of the Prophet are very important in Islam. Muslims follow Allah (God) but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad, e.g. The Prophet cared for all Allah's Creation (the story of the tiny ants); Muhammad forbade cruelty to any animal and cared for animals himself to show others how to do it (the camel); What does each story encourage Muslims to do in their lives?</p> <p>Discuss the above stories and in groups talk about how these stories inspire Muslims today.</p> <p>WEEK 4: Continue to examine two other stories of the Prophet. He was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet freed him and made him the first prayer caller if Islam).</p> <p>Same questions from week 3 linked to the two new stories.</p> <p>Pupil Outcome/Task: Year 1 and EB: Create simple drawings about what Muslims could do in their live linked to the stories include labels. Year 2: Write a description about what actions Muslims do in their lives linked to the stories.</p>
<p><u>Week 5</u></p>	<p>Qur'an is the holy book of Islam. Muslims believe the</p>	<p>Understanding the impact:</p>	<p>Key Learning: Revisit the Shahadah - it says Muhammad is God's messenger.</p>

<p>Why is the Qur'an important to Muslims?</p>	<p>Qur'an to be the literal word of God.</p>	<p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Now find out about the message given to Muhammad by exploring the story of the revelation of the Holy Qur'an, the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand etc).</p> <p>Children to feedback what they have found out. Create an information text about the Qur'an.</p> <p>Pupil Outcome/Task: Find out why Muslims read the Qur'an and record her answers. Create a group information text from all the information they have found out about the Qur'an</p>
<p>Week 6 Why is praying important to Muslims?</p>	<p>The Five Pillars of Islam: Shahadah, Prayer (Salah), charity, fasting in Ramadan, pilgrimage)</p>	<p>Understanding the impact: Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Key Learning: Introduce the idea of the Five Pillars as examples of ibadah or worship.</p> <p>Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day?</p> <p>Give a brief outline of the other pillars (these will be studied in more depth in KS2)</p> <p>Discuss how Muslims set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.</p> <p>Pupil Outcome/Task: Chn to create their own pillars which would have a positive impact on their own lives.</p>