

Islam strand

Foundation Stage	KS1	Lower KS2	Upper KS2
Unit F5- Which places are special and why? Unit F6- Which stories are special and why?	Unit 1.6 Who is Muslim and how do they live? (God/Tawhid/ibadah/iman) Double unit.	Unit L2.9 How do festivals and worship show what matters to a Muslim (ibadah)?	Unit U2.8 What does it mean to be Muslim in Britain today (Tawhid, iman, ibadah).
<p>Learning outcomes: Plan learning experiences that enable children to ... Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places that are special to them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship. Express a personal response to the natural world. Talk about some religious stories Recognise some religious words e.g. about God Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. the Bible. Torah, Qur'an. Talk about some of the things these stories teach believers (e.g. stories about Muhammad PBUH).</p> <p>Colour key: Making sense Understanding impact Making connections</p>	<p>Learning outcomes Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad PBUH. Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give good reasons for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Learning outcomes Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping, how Muslims submit to God). Understand the impact: Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebration) and say what they involve. 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). Make connections: 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. 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.</p>	<p>Learning outcomes Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. the Tawhid, Muhammad PBUH as the messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on the Five Pillars, Hajj practices follow example of the Prophet). Understand the impact: Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today. 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. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>

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