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| **Religious Education (Lancashire Agreed Syllabus)**  **Expected standards: Islam** | | | | | |
| **Y6: Is life like a journey?** | **RE skills** | * analyse beliefs, teachings and values and how they are linked * explain how the beliefs and values of a religious tradition might guide a believer through the journey of life * explain the impact of beliefs, values and practices – including differences between and within religious traditions | * use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences * explain differing ideas about religious expression | * consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging * discuss how people change during the journey of life | * raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments * develop own views and ideas in response to learning * demonstrate increasing self-awareness in their own personal development |
| **content (Islam)** | * analyse the Five Pillars of Islam and how they are linked * explain how the beliefs and values of Islam might guide a person through life * explain the importance of the Ummah for Muslims and that this is a community of diverse members | * describe and explain the importance of Hajj, including the practices, rituals and impact * explain how a person might change once becoming a hajji * consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage | * discuss the various events that might happen on the journey of life and how people might change over the course of their life * consider what support people might need on life’s journey | * ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed |
| **Y5: Where can we find guidance about how to live our lives?** | **RE skills** | * make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers * explain the impact of beliefs and values – including reasons for diversity | * explain differing forms of expression and why these might be used * describe diversity of religious practices and lifestyle within the religious tradition * interpret the deeper meaning of symbolism – contained in stories, images and actions | * explain (with appropriate examples) where people might seek wisdom and guidance * consider the role of rules and guidance in uniting communities | * discuss and debate the sources of guidance available to them * consider the value of differing sources of guidance |
| **content (Islam)** | * explore Islamic beliefs about the Qur’an as the word of God * explain how and why the Qur’an is a source of guidance for life for a Muslim * explain the impact of believing that the Qur’an is divine revelation * describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets | * explain how and why Muslims might commemorate the Night of Power * describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God * explain how the teachings of the Qur’an might influence the actions and choices of a Muslim | * discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority * suggest when and why people might want guidance about how to live | * discuss who or what has guided them in their own beliefs, values and commitments * reflect on what ‘ultimate authority’ might mean for them |
| **Y4: How should we live our lives?** | **RE skills** | * describe what a believer might learn from a religious teaching/story * make links between ideas about morality and sources of authority | * describe the impact religion has on believers’ lives * explain the deeper meaning and symbolism for specific religious practices | * consider the range of beliefs, values and lifestyles that exist in society * discuss how people make decisions about how to live their lives | * reflect on their own personal sources of wisdom and authority |
| **content (Islam)** | * explore Islamic teachings about Ramadan from the Qur’an * make links between Islamic values and the beliefs explored so far in their study of Islam | * use subject specific language to describe how and why Muslims fast at Ramadan * explain the importance of Ramadan in the context of the Five Pillars of Islam * consider the impact that fasting might have on individuals, families and communities | * discuss (with relevant examples) the importance of showing commitment to a belief, value or community * consider the role of sacrifice within religion and communities | * reflect on their own beliefs, values and commitments * consider and discuss how they demonstrate their personal commitments |
| **Y3: Who should we follow?** | **RE skills** | * show awareness of similarities in religions * identify beliefs and values contained within a story/teaching * identify the impact religion has on a believer | * identify how religion is expressed in different ways * use religious terms to describe how people might express their beliefs | * describe how some people, events and sources of wisdom have influenced and inspired others | * in relation to matters of right and wrong, recognise their own and others’ values * discuss own questions and responses related to the question ‘who should we follow – and why?’ |
| **content (Islam)** | * develop and understanding of the importance of founders and leaders for religious communities * identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) * describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) | * describe and give reasons for the Islamic practice of Zakah * suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable | * identify characteristics of a good role model * discuss how good role models can have a positive impact on individuals, communities and societies | * reflect on their own aspirations for themselves and others * ask questions and suggest answers about how they can try to make the world a better place |
| **Y2: How do we respond to the things that really matter?** | **RE skills** | * retell and suggest meanings for religious stories and/or beliefs * use some religious words and phrases when talking about beliefs and values | * identify and describe how religion is expressed in different ways * suggest the symbolic meaning of imagery and actions | * identify things that influence a person’s sense of identity and belonging | * ask relevant questions * talk about their own identity and values |
| **content (Islam)** | * suggest why Muslims believe that it is important to respect God * talk about why Muslims would want to show their gratitude to God * know that submission to God is an important aspect of Islamic life | * identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis * describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat * suggest how making time for the five daily prayers is an act of submission | * talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) * identify ways in which humans show their gratitude | * talk about the things they do on a regular basis as a sign of their commitment and belonging * reflect on who they should be grateful to and how they show this |
| **Y1: What do people say about God?** | **RE skills** | * give an example of a key belief and/or a religious story * give an example of a core value or commitment | * use some religious words and phrases to recognise and name features of religious traditions * talk about the way that religious beliefs might influence the way a person behaves | * notice and show curiosity about people and how they live their lives | * ask questions |
| **content (Islam)** | * know that Muslims believe in one God (Allah) * know that Muslims believe the world was created by God * talk about why Muslims might value the natural world | * know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet * suggest how Muslims might show respect for God by caring for the natural world | * talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it | * reflect on how they treat the natural world – and if they have a duty to look after it |
|  | | **knowing about and understanding religions and worldviews** | | **expressing and communicating ideas related to religions and worldviews** | |
| **Lancashire Field of enquiry** | | **Beliefs and values** | **Living Religious Traditions** | **Shared Human Experience** | **Search for Personal Meaning** |