

KS3 RE Who is Muslim and What do they believe?

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Autumn Year 1

Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

Subject curriculum intent:	The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
Students should have an understanding of the three main faiths – Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.	Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives. Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.	Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person’s life. Students will look into big questions surrounding religion’s effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual. Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.	
Intent for this topic:	Students will gain an understanding of the Islamic religion. They will access information around beliefs, prophets worshipped, rituals and routines, and symbols and artefacts. Students will have opportunities to read and experience various religious stories, and will look at how these teachings are used by Muslims in their religious lives.		
Core vocabulary needed for this subject/topic:	Islam, Muslim, Qur’an, Mosque		
Vocabulary pupils will have accessed in other topics or	Community, respect, prayer		

subject areas:				
Key vocabulary taught within this topic:		Sacred, respect, belief, faith, moral, reflect(ion)		
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PSHE	Fairtrade	Year 1/Autumn 2	Students to have an understanding that other people may have different ideas, be these right or wrong
Links to other subjects: PSHE				

Key elements	Islamic worship and identity, Belonging to the Islamic Church, Islamic Worship and Devotion, Sacraments and other signs of belonging					
	B2 Pstep 1-3	B2 Pstep 4-6	B2 Pstep 7-8	B2 NC step 1	B2 NC step 2	B2 NC step 3
Subject specific knowledge	<p>To know activities related to different religions</p> <p>To know remain still and quiet during times of reflection, with support</p> <p>To know certain artefacts relate to RE</p>	<p>To know their preference between two items</p> <p>To know there are different religions</p> <p>To know a picture story from Islam</p>	<p>To know the importance of the rituals and routines within the Islamic family and community</p> <p>To know symbols and artefacts linked to Islam</p> <p>To know what is special to them</p> <p>To know what makes them happy/ sad</p> <p>To know who is special to them</p> <p>To know some of the features of a Mosque</p> <p>To know simple facts about Islam</p>	<p>To know that a Mosque is a special place for Muslims.</p> <p>To know that people have an effect on their surroundings</p> <p>To know the definition of family/ community</p> <p>To know some key beliefs of Islam</p> <p>To know how simple artefacts are used.</p> <p>To know some things Muslim people may have at home</p> <p>To know some Islamic celebrations</p> <p>To know the Qur'an is</p>	<p>To know Islam is a way of life for believers</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know why the Qur'an is important</p> <p>To know what inspires them</p> <p>To know some religions share beliefs</p> <p>To know the meaning of some Islamic symbols</p> <p>To know beliefs and practices Islam</p>	<p>To know that worship can be a communal or individual activity</p> <p>To know that faith can make a huge difference to a believer's life</p> <p>To know that religion is a way of life for some Muslims. Pupils will have a good understanding Islamic festivals.</p> <p>To know links between Islamic stories, beliefs and practices</p> <p>To know a range of Islamic beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p>

				<p>the Islamic holy book</p> <p>To know some Islamic symbols</p>		<p>To know how Islamic beliefs, practices and forms of expression influence individuals and communities</p> <p>To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>To know the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p>To know different ways of life and ways of expressing meaning including rules for living and forms of worship</p>
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<p>Subject specific skills</p>	<p>Is able to react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence.</p> <p>Is able to recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music</p> <p>Stills in response to silence</p> <p>Is able to react to new activities and experiences, for example, briefly looking around in</p>	<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Say who are their friends</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to participate with help in caring for their surroundings</p> <p>Recognise Islamic music</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music P6</p> <p>Is able to make their own contribution to festivals</p>	<p>Is able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p>Is able to recognise and name some of the symbols and artefacts of Islam.</p> <p>Is able to communicate their feelings about what is special to them</p> <p>Is able to reflect on what makes them happy, sad or excited</p> <p>Is able to say who is special to them</p> <p>Is able to recognise some of the key features of a Mosque</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p> <p>Is able to communicate simple facts about religion</p>	<p>Is able to identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied</p> <p>Is able to identify what is involved belonging to a family/ community</p> <p>Is able to make simple comparisons</p> <p>Is able to ask questions about religions</p> <p>Is able to identify a key belief in the Islamic religion</p> <p>Is able to make observational drawings</p>	<p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to describe some of the key beliefs of the Islamic religion</p> <p>Is able to identify some key Islamic symbols</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to give basic reasons why a Mosque is a special place.</p> <p>Is able to describe the main features of a Mosque.</p> <p>Is able to explore the difference between 2</p>	<p>Is able to identify what inspires them, making links between aspects of their own and others' experiences.</p> <p>Compare key features of Islamic religion to other religions</p> <p>Is able to describe the key features of Islamic worship</p> <p>Know where worship takes place</p> <p>Is able to use research skills to find out about a place of worship</p> <p>Is able to explore how the Mosque is used by the Islamic community</p> <p>Is able to explain the significance of some Islamic Festivals.</p> <p>Is able to respond thoughtfully to a piece of Islamic music and a scripture from the Qur'an</p>
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	unfamiliar natural and manmade environments	and celebrations.P6	and important people in religions.	of parts of a Mosque <u>Is able to</u> identify some special things that Muslim people might have or do at home. <u>Is able to</u> state some of the Islamic festivals. Explain the main meaning behind a celebration Identify main holy days in the Islamic religion <u>Is able to</u> talk about issues of good and bad, right and wrong arising from stories <u>Is able to</u> ask question about believing in God and offer some ideas of their own.	religious buildings. <u>Is able to</u> use a camera to record a visit <u>Is able to</u> identify the main ways Muslim people celebrate festivals. <u>Is able to</u> describe the main practices associated with Islamic worship	that inspired them
Suggested teaching activities	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Re-enact celebrations • Listen to cermans • Explore artefacts • Explore picture stories • Role play • Dress up • Match artefacts to pictures • Visit a Mosque 	<ul style="list-style-type: none"> • Share stories that help to show how Muslims think of God (Allah)and how following God shows them ways to behave e.g. 'Muhammed and the cat', 'The story of the two brothers', 'The crying camel'. • Look at calligraphy and listen to <i>nasheeds</i> that express ideas about God and the Prophet Muhammed e.g. Calligraphy showing some of the 99 names of Allah; <i>I am a Muslim</i> by Zain Bhikha; share the words of Shahadah, listen to the Call to Prayer. • Give children a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem. • Describe one of the beliefs that Muslims hold about God e.g. tawhid. • Share the story of the revelation of the Holy Qur'an - how the Angel Jibril revealed it to Prophet Muhammed on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. • Talk to Muslims about what they believe about God. 				

- Explore what the concept of God means for the children themselves.
- Identify the objects that are most precious to them. Why are they precious? How does it show?
- Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important?
- Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?

Online Resources

Re today

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

Other Resources:

Available from Etna's stock cupboard

Items:

Books

Posters/leaflets

Compasses

Cards

Flags

Beads

Qur'ans and holders

Prayer mats

Evidencing Work

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.