



# Religious Education

## Islam Content for EYFS, KS1 and KS2



### Religious Education (Lancashire Agreed Syllabus)

#### Islam Content

<b>KS2 Year 4</b>	<b>content (Islam)</b>	<ul style="list-style-type: none"> <li>• analyse the Five Pillars of Islam and how they are linked</li> <li>• explain how the beliefs and values of Islam might guide a person through life</li> <li>• explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>• explain how a person might change once becoming a hajji</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the various events that might happen on the journey of life and how people might change over the course of their life</li> <li>• consider what support people might need on life's journey</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>KS2 Year 3</b>	<b>content (Islam)</b>	<ul style="list-style-type: none"> <li>• explore Islamic beliefs about the Qur'an as the word of God</li> <li>• explain how and why the Qur'an is a source of guidance for life for a Muslim</li> <li>• explain the impact of believing that the Qur'an is divine revelation</li> <li>• describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> </ul>	<ul style="list-style-type: none"> <li>• explain how and why Muslims might commemorate the Night of Power</li> <li>• describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God</li> <li>• explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> </ul>	<ul style="list-style-type: none"> <li>• discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority</li> <li>• suggest when and why people might want guidance about how to live</li> </ul>	<ul style="list-style-type: none"> <li>• discuss who or what has guided them in their own beliefs, values and commitments</li> <li>• reflect on what 'ultimate authority' might mean for them</li> </ul>
<b>KS2 Year 2</b>	<b>content (Islam)</b>	<ul style="list-style-type: none"> <li>• explore Islamic teachings about Ramadan from the Qur'an</li> <li>• make links between Islamic values and the beliefs explored so far in their study of Islam</li> </ul>	<ul style="list-style-type: none"> <li>• use subject specific language to describe how and why Muslims fast at Ramadan</li> <li>• explain the importance of Ramadan in the context of the Five Pillars of Islam</li> <li>• consider the impact that fasting might have on individuals, families and communities</li> </ul>	<ul style="list-style-type: none"> <li>• discuss (with relevant examples) the importance of showing commitment to a belief, value or community</li> <li>• consider the role of sacrifice within religion and communities</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own beliefs, values and commitments</li> <li>• consider and discuss how they demonstrate their personal commitments</li> </ul>



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KS2 Year 1	content (Islam)	<ul style="list-style-type: none"> <li>• develop and understanding of the importance of founders and leaders for religious communities</li> <li>• identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>• describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> </ul>	<ul style="list-style-type: none"> <li>• describe and give reasons for the Islamic practice of Zakah</li> <li>• suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</li> </ul>	<ul style="list-style-type: none"> <li>• identify characteristics of a good role model</li> <li>• discuss how good role models can have a positive impact on individuals, communities and societies</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own aspirations for themselves and others</li> <li>• ask questions and suggest answers about how they can try to make the world a better place</li> </ul>
KS1 Year 2	content (Islam)	<ul style="list-style-type: none"> <li>• suggest why Muslims believe that it is important to respect God</li> <li>• talk about why Muslims would want to show their gratitude to God</li> <li>• know that submission to God is an important aspect of Islamic life</li> </ul>	<ul style="list-style-type: none"> <li>• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>• describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>• suggest how making time for the five daily prayers is an act of submission</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• identify ways in which humans show their gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the things they do on a regular basis as a sign of their commitment and belonging</li> <li>• reflect on who they should be grateful to and how they show this</li> </ul>
KS1 Year 1	content (Islam)	<ul style="list-style-type: none"> <li>• know that Muslims believe in one God (Allah)</li> <li>• know that Muslims believe the world was created by God</li> <li>• talk about why Muslims might value the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</li> <li>• suggest how Muslims might show respect for God by caring for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how they treat the natural world – and if they have a duty to look after it</li> </ul>
EYFS	content (Islam)	<p style="background-color: #ff0000; color: white; padding: 2px;"><b>Prime area: Communication and Language.</b></p> <ul style="list-style-type: none"> <li>• Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews.</li> <li>• Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts.</li> <li>• Share their ideas via conversation, story-telling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field.</li> <li>• Become comfortable using a rich range of vocabulary and language structures in relation to RE content.</li> </ul>			



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- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

### **Prime area: Personal, Social and Emotional Development**

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others.
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably.
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

### **Prime area: Physical Development**

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play.

### **Specific area: Literacy**

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief.
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews.
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

### **Specific area: Mathematics**

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply

### **Understanding the World**

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief.
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

### **Specific area: Expressive Arts and Design**

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.



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		<ul style="list-style-type: none"> <li>• Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.</li> <li>• Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.</li> </ul>		
	<b>knowing about and understanding religions and worldviews</b>	<b>expressing and communicating ideas related to religions and worldviews</b>		
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>