

# Religious Education (Lancashire Agreed Syllabus)

## Expected standards: Islam

Y6: Is life like a journey?	RE skills	<ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul>
	content (Islam)	<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>
Y5: Where can we find guidance about how to live our lives?	RE skills	<ul style="list-style-type: none"> <li>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>explain differing forms of expression and why these might be used</li> <li>describe diversity of religious practices and lifestyle within the religious tradition</li> <li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>discuss and debate the sources of guidance available to them</li> <li>consider the value of differing sources of guidance</li> </ul>
	content (Islam)	<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>
Y4: How should we live our lives?	RE skills	<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers' lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>
	content (Islam)	<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>

<b>Y3: Who should we follow?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>show awareness of similarities in religions</li> <li>identify beliefs and values contained within a story/teaching</li> <li>identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>identify how religion is expressed in different ways</li> <li>use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>in relation to matters of right and wrong, recognise their own and others' values</li> <li>discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
	<b>content (Islam)</b>	<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>
<b>Y2: How do we respond to the things that really matter?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>retell and suggest meanings for religious stories and/or beliefs</li> <li>use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe how religion is expressed in different ways</li> <li>suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>talk about their own identity and values</li> </ul>
	<b>content (Islam)</b>	<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>
<b>Y1: What do people say about God?</b>	<b>RE skills</b>	<ul style="list-style-type: none"> <li>give an example of a key belief and/or a religious story</li> <li>give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>use some religious words and phrases to recognise and name features of religious traditions</li> <li>talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>ask questions</li> </ul>
	<b>content (Islam)</b>	<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>
	<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>	