



Religious Education

CARE CURRICULUM - EXPECTED STANDARDS - ISLAM



Expected standards: Islam

		Beliefs and Questions (Theology)	Community and Identity (Living)	Reality and Truth (Philosophy)	Search for Personal Meaning
Year 5	Re skills	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> • discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
	Content (Islam)	<ul style="list-style-type: none"> • 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 what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	<ul style="list-style-type: none"> • 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 • suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable • 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 	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • reflect on the benefits and difficulties of forgiveness • discuss who or what has guided them in their own beliefs, values and commitments • reflect on what 'ultimate authority' might mean for them • reflect on their own beliefs, values and commitments • consider and discuss how they demonstrate their personal commitments

Year 3	Re skills	<ul style="list-style-type: none"> • show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer 	<ul style="list-style-type: none"> • identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> • describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 • develop an understanding of the importance of founders and leaders for religious communities 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) • talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it 	<ul style="list-style-type: none"> • 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 • reflect on their own aspirations for themselves and others

	<ul style="list-style-type: none"> • 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) • 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 	<ul style="list-style-type: none"> • discuss (with relevant examples) the importance of showing commitment to a belief, value or community • consider the role of sacrifice within religion and communities • 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) 		<ul style="list-style-type: none"> • ask questions and suggest answers about how they can try to make the world a better place • 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
--	---	---