



## Lowerhouse Junior School KS2 Progression - Islam Religious Education



### Year 3 - Who should we follow? (Why is the prophet Muhammad an example for Muslims?)

RE Skills	<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>
	<ul style="list-style-type: none"> <li>*Develop an 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 Zakat</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>



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### Year 4 - How should we live our lives? (Why do Muslims fast during Ramadhan?)

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>
	<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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### Year 5 - Where can people find guidance about how to live our lives? (Why is the Qur'an an important to Muslims?)

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>
	<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>



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### Year 6 - In what way is life like a journey? (What is the Hajj and why is it important to Muslims?)

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>
	<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> </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> </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> </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>

• \* explain the importance of the Ummah for Muslims and that this is a community of diverse members

• 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

• \* consider what support people might need on life's journey

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