



Reepham Church of England Primary School Medium Term Planning

School Vision: Be Known, Be Loved, Belong

“Who you are is God’s gift to you. Who you become is your gift to God.”

Subject Intent: :Our RE curriculum aims to develop religiously literate pupils who can engage respectfully with theological, philosophical and human/social science concepts, building their understanding of Christianity and other worldviews outlined in the Lincolnshire agreed syllabus.

Subject: RE	Term: Autumn 1	Topic: Being Human – Islam (Believing)	Year Group: Year 2
Prior Learning: Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).			
In this unit: What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?			
Lincolnshire Agreed Syllabus. There is no National Curriculum for Religious Education (RE) in England; instead, RE is a compulsory subject in all state-funded schools, with local authorities establishing a locally agreed syllabus that is informed by the National Content Standard for RE . This standard serves as a benchmark for quality rather than a mandate of specific content, ensuring a broad and balanced education in religious and non-religious worldviews.			
‘Golden Thread’ Living, Thinking, Believing.			
Key Vocabulary/ Subject Knowledge: Imam (faith) – shahadah (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony • Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended • The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don’t have enough • Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place			
Key Learning: (I know what-)			

I know what the Qur'an says about how Muslims should treat others and live their lives.
 I know what the role of the Imam is as set out in the Qur'an.
 I understand Sha'adah (statement of faith – first of five pillars).
 I know some stories about Muhammad and other Prophets, e.g. Ibrahim, and their teachings.

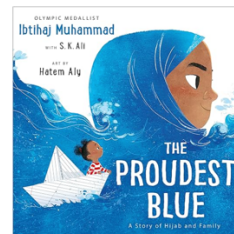
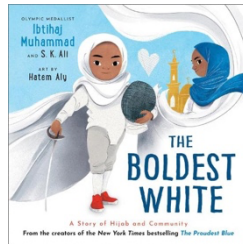
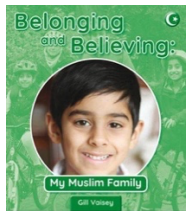
Disciplinary Skills: (I know how)

I know how Muslim's serve others and support the poor, e.g. Zakah.
 I know how Muslim faith and beliefs be seen in the actions of inspirational Muslims.

Developing Oracy:

Developing oracy in Religious Education (RE) involves using talk-based activities like group discussions, debates, and role-playing to help children to articulate their ideas, listen to others, and use subject-specific language. Strategies include creating a safe environment with clear ground rules, using 'concept cartoons' to model differing viewpoints, and giving children specific roles in discussions to encourage critical thinking and reasoning.

Suggested Texts:



	Objective	Learning/activities
1	To be Introduced to a Muslim Worldview	<p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation), Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) and Thinking (specialist knowledge – different ways of reasoning about God, human beings and/or the world; specialist skill – reasoning)</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) and Thinking (specialist skill – reasoning) Mind map – what do we know about Islam? (Recap from KS1 Compulsory – God [Islam])</p> <p>Revisit key beliefs in Islam (you may find this key concept map useful):</p> <ul style="list-style-type: none"> • Belief in one God (oneness of God = tawhid) – DON'T DRAW GOD!!!! • Belief that God has created things as he wants them to be (in harmony – Muslim) • Belief that God wants humans to help keep things in harmony (Muslim) • Belief that God has set out a straight path (shariah) for humans to follow to help keep things in harmony (Muslim) • Belief that God has given three types of guidance to help people follow the straight path (shariah): the natural world, the Qur'an and the prophets. Label two baskets – one as 'God' and the other as 'harmony'. These are your key concept baskets. Ask pupils to place different

		<p>Muslim beliefs in the baskets – which do they think belong in the ‘God’ basket and which do they think belong in the ‘harmony’ basket? Ask them to give reasons for their choices.</p> <p>Ask pupils to create a visual map of Muslim beliefs – e.g. a blank puzzle with some of the 99 Names of Allah, with an image of creation, with an image of a straight path, with an image from the natural world, image/names of human beings, with an image of a book (Qur’an), with the names of some of the Prophets, etc. – concentrate on the idea of harmony created by the puzzle pieces fitting together and the idea of one puzzle created by one God</p>
2	To learn The Five Pillars of Sunni Islam	<p>Ask pupils to use the resources provided (e.g. cardboard boxes, bean bags, books) to construct something that will stay up without them needing to hold it. Test it out by placing something on top and seeing if the structure holds. Ask pupils to think about what makes a strong construction and what makes a weak construction. You could also look at some examples of buildings (e.g. the Gherkin in London, the Egyptian pyramids, the Leaning Tower of Pisa) and talk about what makes them good or bad constructions.</p> <p>Thinking (specialist skill – reasoning) Apply this learning to thinking about what makes a community stronger or weaker: what things are needed to ‘hold up’ a community? Ask pupils to think about what ‘holds up’ the school community – what things could the school community not do without? The headteachers/ teachers/ teaching assistants? The school’s vision and values? The building in which the school is housed? Ask pupils to identify the most important thing that ‘holds up’ the school community and give reasons why they think this is the most important thing.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p> <p>Introduce the Five Pillars of Sunni Islam – explain that they help ‘hold up’ the Muslim community.</p> <ol style="list-style-type: none"> 1. Statement of belief/faith (shahadah): there is no God but God, and Muhammad is his Prophet 2. Prayer (salat) 3. Charity (zakat) 4. Fasting (sawm) 5. Pilgrimage (hajj) <p>https://youtu.be/H9U8T8x1AhQ (Introduction to the Five Pillars of Islam)</p> <p>Make connections between the Five Pillars of Islam and Muslim beliefs about one God, harmony and the straight path (shariah); explain that Muslims read about the Five Pillars in the Qur’an and learn about them through the example of the Prophet Muhammad.</p> <p>Focus in depth on the idea of harmony: carrying out the Five Pillars is a way for Muslims to be in harmony, as they believe God wants them to be. Thinking (specialist skill – reasoning)</p> <p>If there is time, ask pupils to discuss how easy it is to be in harmony – what challenges do they face in their families/friendship groups/schools and what challenges might Muslims face in working together in harmony?</p>
3	To learn about Imam: Shahadah	<p>Thinking (specialist skill – reasoning)</p> <p>Ask pupils to try to articulate what they think makes your school community unique. What are we about? What do we believe is important? (school values, vision statement) – what does this tell other people about us? Draw attention to whether they all say the same thing or whether they think that different things represent the uniqueness of your school community. Ask them to agree (as a class, in groups, in pairs) a statement of belief for their school community; this should represent the school’s identity and core values: “As a school community, we believe...”</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation)</p> <p>Recap learning from the previous session: can pupils remember the Five Pillars of Sunni Islam?</p> <p>Explain that the first Pillar of Islam is the Shahadah = statement of belief: “There is no God but God and Muhammad is his Prophet”. Draw attention to the two key elements of this statement of belief:</p>

		<p>1. Belief in one God (compare with Judaism and Christianity); introduce some religions that believe in more than one God – how are they different?</p> <p>2. Belief in Muhammad as the final Prophet – introduce some of the other Prophets of Islam (e.g. Ibrahim, Nuh, Musa, Dawud, Yunis, Isa) and make connections with Christianity and Judaism – sort cards to match names, video, My First Qur'an Storybook, etc.</p> <p>Ask pupils to compare Muslim beliefs about God with Christian (and, where relevant, Jewish) beliefs about God (cf. KS1 Compulsory – God [Christianity and Islam]). How is Islam similar to and different from Christianity/Judaism? There is an opportunity here to do some work on the historical context of Judaism, Christianity and Islam: pupils could create a timeline of Judaism, Christianity and Islam; they could identify on a map the countries of origin for Judaism, Christianity and Islam; they could identify key figures that are shared across the three religious worldviews (e.g. Avraham/Abraham/Ibrahim, Moshe/Moses/Musa, Jesus/Isa). Ask pupils to create a symmetrical pattern to remind a Muslim child of the Shahadah; the pattern should include repeated statements: 'there is no God, but God' and 'Muhammad is his Prophet'.</p>
4	To learn about Akhlaq: Making Good Choices 1	<p>Revisit key Muslim beliefs: one God (tawhid), harmony (muslim) and the straight path (shariah) – remind pupils that Muslims believe that God wants things to be in harmony and that following the straight path (shariah) will help to achieve this.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Ask pupils to think about who in their own lives gives them guidance – who helps them when they are stuck? Who gives them good advice? Who listens when they have a problem and tries to help? What difference does this make for the pupils? Introduce the Prophets as individuals who give Muslims guidance to help them follow the straight path (shariah). Muslims read about the lives and examples of the Prophets in the Qur'an and they try to follow their example in their own lives. Explore some of the stories of the Prophets and ask pupils to try to analyse the guidance they are offering to Muslims about how to live their lives and follow the straight path (shariah), e.g.:</p> <p>https://youtu.be/bN7KIMmwlc (the Islamic story of the Prophet and the Ants and the Crying Camel)</p> <p>http://www.muslimchildrensbooks.co.uk/single-post/2018/05/18/The-story-of-the-Prophet-sawwith-the-cave-and-the-spider (the story of the Prophet and the spider)</p> <p>Pitch a scenario (take it from a story from the Qur'an, e.g. the Queen and the Bird - https://aboutislam.net/reading-islam/understanding-islam/the-story-of-solomon-and-the-queen-of-sheba/ [this website is written from a Muslim faith perspective and is for the teacher's information]) and ask pupils to consider the following questions: what do you think happens next? What would be the good choice? What would be the wrong choice? How easy is it to make the choice? What help might you need from others?</p> <p>Thinking (specialist skill – reasoning)</p> <p>Ask pupils to think about how easy it is for Muslims to follow the example of the Prophets. Does it matter that the Prophets lived many centuries ago and therefore their guidance comes from far back in history? Is good advice always good advice, even if you live in a different time and place? Pupils could be encouraged to draw comparisons with how easy it is to follow guidance and make good choices in their own lives.</p>
5	To learn about Akhlaq: Making Good Choices 2	<p>Place a box with Maltesers inside in front of one child; they have the option to share with others. If they don't share, they can keep the Maltesers (and everyone's a bit annoyed with them!); if they do share, there is an additional prize, e.g. a values certificate – but they only find this out once they've decided to share. Encourage pupils to think about why it might be better to share. Recap key Muslim beliefs about one God, harmony and the straight path (shariah); ask pupils to consider how sharing with others might be a way of bringing harmony into the world. Use Maths skills to think about the impact of sharing a proportion of what you have with others who have less, e.g. sort a tenth of something to give to others. What difference might this make to those who don't have enough? Think about some practical examples of this, e.g. donating to Children in Need, a local foodbank, etc.</p> <p>Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Explain that Muslims give 2.5% of their disposable income to those in need (zakat); they believe this helps bring more harmony into the world; you could use various examples of bringing things into balance, e.g. a seesaw, an old-fashioned set of scales, etc. Compare this with the idea that some people in the</p>

		<p>world have more than they need and some don't have enough (= imbalance); when Muslims give zakat, they believe they are helping to redress this imbalance. Try to include some examples of how zakat money might be used by a Muslim community, e.g. https://www.islamic-relief.org/zakat/recipients-of-zakat/ and https://muslimhands.org.uk/donate/greatest-need/zakat-fund .</p> <p>Thinking (specialist skill – reasoning) Explain to pupils that we have been thinking about how Muslims can help those in need by giving zakat. Now we want to think about how easy it is to accept help. Explore some situations in which it might be easier or harder to accept help: why might people sometimes find it difficult to accept help? How might we encourage people to accept help when they need it? Explore the Muslim belief that everyone needs each other because everyone is connected to each other in harmony (Muslim). Ask pupils to choose a random act of kindness to carry out this week as a gift of their time, etc., to help make the world a more harmonious place.</p>
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Curriculum Adaptations

- Use of artefacts to enable communication without language.
- Use storyboards for religious teachings through story
- Use an artefact tray and magnifying glass to look at objects.
- Making use of widget for key vocabulary, and appropriately used to define key concepts such as Incarnation, Salvation etc. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate.
- Retell stories from religions (such as the Nativity) using Songbird.
- Access to word banks and sentence stems.
- Repeat or display key information
- Consider ways of supporting pupils' recall – e.g. use a digital camera to capture the stages of an activity or the sights of a visit for future reference. Images can also be used to build a visual or audio-visual record. Simple audio recording devices can replace the need for written notes during activities or visits.
- Using visual or concrete ('real') materials, or activities involving movement, to reinforce or consolidate learning through a range of sensory channels.
- Language used in religious texts may be difficult to understand and will need to be explained/ pre taught.
- Teach how a phrase or how language has been interpreted by believers prior to the lesson.
- Provide overview of any new stories or concepts on an uncluttered sheet
- Allow child to be seated close to the front when listening to an unfamiliar speaker
- Prepare pupils for visits to places of worship. Preparations can include photographs, videos, artefacts etc.
- Ensure that pupils are comfortable with how the ideas explored have been left, particularly if issues of personal belief have been discussed
- Pre-warn children about the different smells/ sounds there may be if they are visiting places of worship– create a map of smells and sounds and provide a 'get out' if the child becomes overwhelmed