

Key end points for this unit on Islam are:

- To know Islam is a religion followed by Muslims
- To know Muhammad (pbuh) is the most important Prophet in Islam
- To know the revelation in Islam refers to the Quran being revealed
- To know a Mosque is a sacred place of worship.
- To know that the five pillars of Islam help Muslims to live a good life.

In the PKC RE curriculum so far, children have learned about Christianity and Judaism. This unit teaches children about Islam. This will add to children's knowledge and understanding of different religions and this will support them later in the curriculum when they study the themed multifaith units.

In this unit, children will be given a brief overview of Islam as a monotheistic religion that believes in one God named Allah. Islam also views Prophet Muhammed as a messenger of God. Children will begin to understand the how Islam had developed over 1400 years ago, 600 year after Christianity. It is worth bearing in mind if this unit is taught in Spring 1, this will may coincide with the holy month of Ramadan or be taught just before this. Therefore, valuable and meaningful links can be made between children's own experience if they are Muslim, the experience of people within their community and the knowledge taught in lessons.

Children will be familiar with the idea of special places and books being 'special' as well as sacred. In this unit, the word sacred will be used to demonstrate the religious significance of special elements of religion. These words can be used interchangeably.

This unit will build on Y1 discovering religion unit and Y2 places of worship. This will provide contextual understanding from an Islamic perspective for the following Y2 units on leaders and teachers and symbols and artefacts. Children will have prior knowledge of the origin of Christianity and Judaism as monotheistic religions that existed before Islam in the religion timeline, they have been familiar with. They will learn early on in this unit that Islam is the most recent of the monotheistic religions they have previously covered. Throughout this unit, children should be able to identify key similarities between Islam and the religions they have preciously covered. For example, Abrahamic religions believing in Abraham, belief in one God, as well as similar activities taking place in places of worship.

This unit will begin by introducing Islam as the second largest religion in the world (after Christianity). Children will revisit prior knowledge of sacred places, they will learn that a mosque is the place of worship in Islam and the Quran is the sacred text. It is important that children are aware that Islam is a religion that is based on a belief in **Allah** (the one and only God in Islam).

A key part of this unit is exploring the life of the Prophet Muhammad and understanding his significance in Islam. Many Muslims, when saying "Prophet Muhammad," choose to follow it with "peace be upon him" as a sign of respect. Muslim children in your class may choose to say this, though it is not expected of others. The Prophet Muhammad will be introduced as a messenger of Allah, chosen to share God's message—known in Islam as the message of Islam. It is important that teachers are aware this should not be compared with the Christian concept of Jesus, who is considered divine and worshipped as the Son of God. In Islam, the Prophet Muhammad is not worshipped. He is viewed as a human prophet, and Muslims believe that nothing is like or equal to God (Allah).

Out of respect, Islam does not permit imagery of any spiritual figures, including God or prophets. When planning lessons, teachers must ensure that no images of God, Muhammad, or other prophets are used, and that tasks do not encourage drawing or depicting human figures in this context. Children will learn that the Prophet Muhammad grew up as an orphan, before the religion of Islam began, and that he was known for his honesty, kindness, and good character. Please be aware that the term "orphan" may be sensitive for some pupils (e.g. children in care or those with experience of bereavement), and it is advised that this is discussed and delivered with care.

This unit also introduces the story of the Revelation, which marks a key moment in Islamic belief: the beginning of Islam. Muslims believe that the Qur'an, the sacred text of Islam, was revealed to the Prophet Muhammad by Allah, through the angel Jibril (known as Gabriel in Christianity). It is important to note that this was not a single event—the Qur'an was revealed gradually over 23 years, offering guidance to the Prophet Muhammad throughout his life.

Later in the unit, children will learn that the mosque is the place of worship for many Muslims, and that the Qur'an is followed by Muslims around the world as a divine guide for living. Teachers should introduce the ways in which both are treated with respect in Islam. For example, the Qur'an is traditionally kept on the highest shelf in the home, never placed directly on the floor, handled with clean hands and care when being read. This unit will also introduce the Five Pillars of Islam, which are understood as core duties that guide the beliefs and daily actions of practising Muslims.

As part of this unit, children will be encouraged to make personal connections with key ideas in Islam. For example, when learning about the Qur'an as a special text in Islam, children will be invited to reflect on whether they have anything special or precious to them and consider how they show it respect or care. Pupils with a religious background may choose to reflect on a special text or item from their own faith tradition. Those without a religious background can reflect on any treasured object, book, or keepsake that is meaningful to them.

To support this, teachers should model thoughtful reflections and explicitly introduce the kind of language and vocabulary children can use when expressing personal views. For example:

- "Personally, I feel that ___ is important because..."
- "In my experience..."
- "I treat ___ with care because it reminds me of..."

Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small, manageable steps. Lesson 1, This lesson will directly build on Y1 RE unit world religions and Y2 sacred places. This lesson will aim to develop an overall understanding of Islam as a Religion and some key beliefs e.g Allah (one and only God). This lesson is an introduction to the religion of Islam.

Lesson 2, will directly build on Y1 RE unit world religions and provide a foundation for Y2 leaders of faith unit. The most important spiritual figure in Islam is Prophet Muhammed. The Prophet Muhammed is the most important of all prophets (many came before him) in Islam and is known as the final messenger in Islam or Rasul. This lesson will look at his early life in preparation for lesson 3.

Lesson 3 will build on the previous lesson. A continuation of the early life of Muhammed will lead into the revelation of the Quran and the beginning of Islam. The revelation in this context refers to the belief in Islam of the miraculous revelation of the Quran from Allah to Muhammed (pbuh) through the Angel Gabriel/Jibraeel. This marked the beginning of the revelation of the Quran and Islam. This is considered the direct word of God. Children will learn more about how the Quran is treated next lesson.

Lesson 4 will build on knowledge from the Y2 sacred places unit. Children will already understand what a Mosque is. This will also link to the later Y2 unit on symbols and artefacts. Now that children are aware what the Quran is, they will explore how it is treated by many Muslims and its relevance in the Mosque. The Mosque or masjid (Arabic word for mosque) is the sacred place of worship for Muslims. This is attended often by many Muslims as in Islam praying in congregation (together) is important.

In lesson 5 children will build upon the previous lesson and link to year 4 unit on sacrifice. The five pillars of Islam are five foundational duties every Muslim is expected to do. These are expected to hold up a Muslims faith, similar to the way pillars hold up buildings. Children will learn that the five pillars of faith include; (*Shahada*), the declaration of faith where Muslims say they believe in Allah, prayer (*salat*), giving (*zakat*), fasting (*sawm*) and pilgrimage (*hajj*).

Lesson 6 is an opportunity to assess children's understanding. We have suggested a task for children but this can be adapted to meet the needs of both the assessment and the class. Teachers are encouraged to consider how different children may show what they know most effectively and adapt the assessment tasks accordingly.

The key concepts: sacred, worship, revelation, miracle

Key terms: Prophet Muhammed (pbuh), worship, Allah, miracle, pillars of Islam.