

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Subject: Religious Education	Year group: Year 2	Topic: God/Tawhid/ibadah/iman	Unit Key Question: 1.6 Who is a Muslim and how do they live? Part 2.
Prior knowledge required: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		Vocabulary: Allah, God, 'Tawhid', Iman, Shahadah, Qur'an, Prophet Mohammad, Abu Bakr, 'ibadah', Five Pillars	
<p>Programme of Study</p> <p>What do pupils gain from RE at this key stage? Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p>RE teaching and learning should enable pupils to ...</p> <p>A. make sense of a range of religious and nonreligious beliefs</p> <p>B. understand the impact and significance of religious and nonreligious beliefs</p> <p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>End of key stage outcomes RE should enable pupils to:</p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into action • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make <p>These general outcomes are related to specific content within the unit outlines on pp.43-52.</p>			

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Implementation:	Impact - Lesson Sequence:	Evaluations and assessments:
<p>Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Recognise the words of the Shahadah and that it is very important for Muslims• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean• Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none">• Give examples of how Muslims use the Shahadah to show what matters to them• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)		I am learning to ...

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<ul style="list-style-type: none">• Give examples of how Muslims put their beliefs about prayer into action. <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk about and ask questions about Muslim beliefs and ways of living• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.		
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