Religious Education (Lancashire Agreed Syllabus) Expected standards: Islam					
Y6: Is life like a journey?	RE skills	• analyse beliefs, teachings and values and how they are linked • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • explain the impact of beliefs, values and practices – including differences between and within religious traditions	• use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • explain differing ideas about religious expression	• consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • discuss how people change during the journey of life	• raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • develop own views and ideas in response to learning • demonstrate increasing self-awareness in their own personal development
	content (Islam)	• 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 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	• 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	• 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

Y5: Where can we find guidance about how to live our lives?	RE skills	• 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	• 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	• explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities	• discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance
	content (Islam)	• 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 • describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets	• 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	• discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • suggest when and why people might want guidance about how to live	• discuss who or what has guided them in their own beliefs, values and commitments • reflect on what 'ultimate authority' might mean for them

Y4: How should we live our lives?	RE skills	• describe what a believer might learn from a religious teaching/story • make links between ideas about morality and sources of authority	• describe the impact religion has on believers' lives • explain the deeper meaning and symbolism for specific religious practices	• consider the range of beliefs, values and lifestyles that exist in society • discuss how people make decisions about how to live their lives	• reflect on their own personal sources of wisdom and authority
	content (Islam)	• explore Islamic teachings about Ramadan from the Qur'an • make links between Islamic values and the beliefs explored so far in their study of Islam	• use subject specific language to describe how and why Muslims fast at Ramadan • explain the importance of Ramadan in the context of the Five Pillars of Islam • consider the impact that fasting might have on individuals, families and communities	• discuss (with relevant examples) the importance of showing commitment to a belief, value or community • consider the role of sacrifice within religion and communities	• reflect on their own beliefs, values and commitments • consider and discuss how they demonstrate their personal commitments

Y3: Who should we follow?	RE skills	• show awareness of similarities in religions • identify beliefs and values contained within a story/teaching • identify the impact religion has on a believer	• identify how religion is expressed in different ways • use religious terms to describe how people might express their beliefs	• describe how some people, events and sources of wisdom have influenced and inspired others	• 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)	• develop and understanding of the importance of founders and leaders for religious communities • 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)	• describe and give reasons for the Islamic practice of Zakah • suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable	• identify characteristics of a good role model • discuss how good role models can have a positive impact on individuals, communities and societies	• 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

Y2: How do we respond to the things that really matter?	RE skills	• retell and suggest meanings for religious stories and/or beliefs • use some religious words and phrases when talking about beliefs and values	• identify and describe how religion is expressed in different ways • suggest the symbolic meaning of imagery and actions	• identify things that influence a person's sense of identity and belonging	• ask relevant questions • talk about their own identity and values
	content (Islam)	• suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God • know that submission to God is an important aspect of Islamic life	• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • suggest how making time for the five daily prayers is an act of submission	• 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) • identify ways in which humans show their gratitude	• talk about the things they do on a regular basis as a sign of their commitment and belonging • reflect on who they should be grateful to and how they show this

Y1: What do people say about God?	RE skills	• give an example of a key belief and/or a religious story • give an example of a core value or commitment	• use some religious words and phrases to recognise and name features of religious traditions • talk about the way that religious beliefs might influence the way a person behaves	• notice and show curiosity about people and how they live their lives	• ask questions
	content (Islam)	• 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	• 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	• talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it	• 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	
Lancashire Field of enquiry		Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning