

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITH ISLAM WHAT DOES IT MEAN TO BE A MUSLIM?	TIER 2 (Academic): Belonging, rules, special, stories, welcome, compare, worship, important, teachings, respect. TIER 3 (Subject specific RE words): Islam, Muslim, Allah, Muhammad, Mosque, Qur'an, Arabic, Adhaan, Mecca, Prophet.	Visit a local Mosque (Masjid) to observe the prayer hall, wash area (Wudu), and speak to an Imam.
PRIOR LEARNING	Links to the children's own experiences including baptism	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What do I want to know about belonging to the Muslim faith? What rules do Muslims follow?	What is the Qur'an? Who was Muhammad and what can we learn from stories featuring Muhammad?	What is The Adhaan? How are Muslim babies welcomed into the world?	What happens in a Mosque? How can you compare a Mosque to a different place of worship?	How is prayer important to Muslims?	How do these teachings and ideas compare to the teachings from important figures in other religions?
LENS	Thinking & Believing	Believing	Believing & Living	Living	Believing	Thinking
RELIGIOUS CONCEPT	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam
LEARNING OBJECTIVES	To explore what it means to belong to a faith and gather questions about the Muslim faith.	To understand that the Qur'an is a special book and explore a moral story about the Prophet Muhammad.	To learn about the Adhaan (call to prayer) and how it is whispered to welcome new babies.	To explore the features of a Mosque and compare it to a Church.	To understand why and how Muslims pray (facing Mecca) as a core belief.	To compare Muslim teachings and practices with those from other religions studied.
ACTIVITY	Create a "belonging" web (family, clubs, school). Discuss what it means to belong to Islam. Children write 2 questions they want to find out about Muslims. Discuss basic rules we	Show a Qur'an on a stand. Discuss how it is treated with care and read in Arabic. Read a story about Muhammad (e.g., the story of the crying camel or the spider	Listen to an audio clip of the Adhaan. Discuss how it expresses core beliefs. Roleplay/discuss an Aqiqah (welcoming baby) ceremony where the Adhaan is the first thing a baby hears.	Look at photos/take a virtual tour of a Mosque (prayer hall, shoe racks, wash area). Draw a Mosque and a Church side-by-side, labelling the similarities (place to	Look at a prayer mat and a compass pointing East (towards Mecca). Discuss the physical movements of prayer showing submission. Children create a patterned	Create a comparative sorting game. Sort features, books, and teachings between Islam, Christianity, and Judaism. Reflect on how stories from different leaders teach

	follow and why religions have rules.	web). Discuss the moral of kindness.		pray, community) and differences.	prayer mat design out of paper.	similar morals (e.g., kindness).
ASSESSMENT	Can the pupil ask thoughtful questions about their own and others' ideas, feelings and experiences regarding belonging?	Can the pupil retell a moral story about Muhammad and identify what it shows about Muslim beliefs?	Can the pupil identify how belief is expressed in the home (welcoming a baby) for different people?	Can the pupil identify similarities in features of religion by comparing a Mosque to a Church?	Can the pupil give examples of how people put their beliefs into practice in living their lives through daily prayer?	Can the pupil identify similarities in features of religion and how beliefs are expressed in different ways?
EXPECTED OUTCOME	Identify similarities in features of religion. Retell religious, spiritual and moral stories and identify how they and symbols show what people believe. Identify how belief is expressed in different ways for different people. Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives. Ask thoughtful questions about their own and others' ideas, feelings and experiences.					
HIGHER ORDER QUESTIONS	Is it easier to follow rules if you belong to a group, or if you are on your own?	Why is it important to Muslims that the Qur'an is read in its original Arabic?	How might hearing the Adhaan as your first sound shape your life?	Does God need a building for people to pray, or is the building for the people?	If you pray 5 times a day, how does that change the way you plan your time?	Do all religions share the same basic rules about being a good person?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	What does it mean to be a Muslim? Who am I and where do I belong? What helps Muslims live a faithful life?					
INCLUSION & ADAPTATION	Provide visual sorting cards for 'belonging' (e.g., a family, a sports team, a school uniform).	Use a story sequencing board with pictures so children can order the story of Muhammad visually.	Use a baby doll to concretely model the gentle whispering of the Adhaan to a newborn.	Provide a pre-drawn Venn diagram with physical photo cards of a Mosque and Church to sort.	Provide tactile sensory exploration of a real prayer mat (feeling the fabric, looking at the directional pattern).	Adult-supported small group sorting activity, matching the holy book to the correct building (Bible-Church, Qur'an-Mosque).
GREATER DEPTH	Write a reflection on why shared rules help a religious community feel closer to one another.	Write the moral of the Muhammad story in their own words and explain how a Christian might learn the same moral from Jesus.	Write a short explanation of why Muslims might find the Adhaan comforting to hear in their daily lives.	Write a paragraph explaining which feature of a Mosque they think is the most important for the community and why.	Design a daily schedule for a Muslim child, showing how they fit school, play, and prayer together.	Choose one teaching shared by two religions and explain why it is a universal good value.