

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITH ISLAM WHAT HELPS MUSLIMS LIVE A FAITHFUL LIFE?	TIER 2 (Academic): Community, faithful, life, duty, sharing, belief, impact, inspiration, difference, connection, importance, diversity. TIER 3 (Subject specific RE words): Monotheistic, Omniscient, Omnipotent, Commitment, Shahadah, Salah, Zakat, Sawm, Hajj, Allah, Muslim, Islam, Ummah, Mosque.	A local Mosque (Masjid) or invite a Muslim speaker to discuss the importance of prayer.
PRIOR LEARNING	EYFS – Who am I and where do I belong?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What is living a good life, what does this mean to us?	Who is important to Muslims and what does this mean for their daily life?	What are the five pillars of Islam? How do they frame the life of a Muslim?	How does prayer shape the daily life of a Muslim (Salat)?	What does community mean to Muslims? (Ummah)	Is community the same for all faiths?
LENS	Believing	Believing	Thinking	Thinking	Living	Living
RELIGIOUS CONCEPT	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam	World Faith - Islam
LEARNING OBJECTIVES	To reflect on what makes a "good life" and explore our personal values and duties.	To understand that Allah is eternal, omniscient, and omnipotent.	To identify the 5 pillars (duties) of Islam and how they frame a Muslim's life.	To explore the role prayer (Salah) plays in shaping a Muslim's daily routine.	To understand the concept of Ummah and the importance of giving to charity (Zakat).	To compare the concept of community and shared values across different faiths.
ACTIVITY	Circle time: Discuss "What is a good life?" Create a class 'Good Life' charter with rules for kindness, sharing, and duty to frame the unit.	Introduce Allah's attributes (Omniscient, Omnipotent). Look at Islamic geometric art, representing eternity. Children create repeating geometric patterns.	Build 5 physical pillars from craft materials. Label each (Shahadah, Salah, Zakat, Sawm, Hajj) and discuss how they support the 'house' of Islam.	Look at a prayer mat, Qibla compass, and Wudu. Create a paper timeline showing a day interrupted by the 5 prayer times.	Discuss 'Ummah'. Focus on Zakat. Create a class "kindness chain" or plan a mini-charity collection to simulate shared community responsibility.	Compare Ummah with a Christian community (e.g., Church). Create a Venn diagram comparing shared practices in different communities.
ASSESSMENT	Can the children explain how their own sources of inspiration make a difference to their choices?	Can the children express their understanding of Allah's attributes using basic theological terms?	Can the children select and organise ideas to explain how the 5 pillars frame living as a Muslim?	Can the children explain the practice of Salah and its importance in daily life?	Can the children comment on connections between Zakat, values, and the impact on a community?	Can the children explain the impact of diversity in their own community and across faiths?

EXPECTED OUTCOME	Explain how sources of inspiration and influence make a difference to themselves and others. Explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts /sources and concepts express their understanding of concepts in theological terms. Comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities. Explain the impact of diversity in their own community.					
HIGHER ORDER QUESTIONS	Can someone live a "good life" without following any religion?	How might believing Allah is 'All-Knowing' (Omniscient) change how a person acts?	Which of the five pillars do you think requires the most commitment and why?	Is prayer more about asking for things, or showing discipline and commitment?	If everyone gave a percentage of their money to charity, would it solve poverty?	What unites a community more: having the exact same beliefs, or doing kind actions together?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	What helps Muslims live a faithful life? What does it mean to be a Muslim? What does it mean to go on a pilgrimage? How do Muslims show commitment to Allah?					
INCLUSION & ADAPTATION	Use picture sorting cards (helpful actions vs unhelpful actions) to concretely define a "good life".	Pre-drawn geometric templates to trace rather than construct from scratch, focusing on the repetitive motion.	Provide visual matching cards where the Arabic pillar name matches an English picture cue (e.g., Zakat = Coins).	Provide a pre-cut, interactive clock face with the 5 specific prayer times marked out in different colours.	Use counters or tokens to physically demonstrate giving a portion (Zakat) away to help others.	Use a physical sorting hoop system on the carpet instead of a paper Venn diagram for gross motor engagement.
GREATER DEPTH	Write a short philosophical statement on why rules/duties are sometimes needed to keep a community happy.	Compare the concept of an Omnipotent God in Islam to the Christian view of God.	Rank the 5 pillars in order of what they think would be most challenging for a child, justifying their reasoning.	Write a short diary entry comparing a day in their own life to a day framed by Salah.	Research and design a poster for an Islamic charity explaining the concept of Zakat.	Write a reflection on how studying different religions helps build respect in a diverse community.