

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
WORLD FAITH ISLAM HOW DO MUSLIMS SHOW COMMITMENT TO ALLAH?	TIER 2 (Academic): Dedication, devotion, promises, faithful, charity, sacrifice, pilgrimage, community, reflection, submission, ritual. TIER 3 (Subject specific RE words): Monotheistic, Omniscient, Omnipotent, Commitment, Shahadah, Salah, Zakat, Sawm and Hajj.	A visit to a local Mosque to observe the prayer hall (wudu facilities, prayer mats, Qibla wall). Inviting a Muslim guest speaker from the local community to discuss their lived experience in Great Britain and how they practice the Five Pillars. A virtual 3D tour of the Kaaba in Mecca.
PRIOR LEARNING	What does it mean to be a Muslim? How do Muslims live a faithful life?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What is commitment? How do people of faith show commitment?	How do the pillars frame a way of life for Muslims? How is commitment shown through the first two pillars of Islam?	How does giving Zakat show commitment to Allah? How does Sawm show commitment to Allah?	How does Hajj show commitment to Allah? What does pilgrimage mean to other faiths?	What is it like to be a Muslim in Great Britain? Is it different in different parts of the world?	Compare commitment between two different faiths. What are the similarities and differences?
LENS	Thinking & Believing	Thinking & Believing	Believing	Believing & Living	Living	Thinking
RELIGIOUS CONCEPT	Commitment to Allah as fundamental to being a Muslim; Omniscience and Omnipotence.	Islam as a monotheistic religion; The 5 Pillars framework; Shahadah and Salah.	Zakat (Giving to charity) and Sawm (Fasting).	Hajj (The importance of pilgrimage).	Living faith within a community and diverse global contexts.	Comparative theology and worldviews.
LEARNING OBJECTIVES	To explore the concept of commitment and understand why commitment to an eternal, omniscient, and omnipotent Allah is central to Islam.	To understand that the 5 Pillars frame how to live as a Muslim and explore how Shahadah and Salah show devotion.	To examine how sacrificing wealth (Zakat) and physical needs (Sawm) demonstrates deep commitment to Allah.	To understand the physical and spiritual journey of Hajj and compare the meaning of pilgrimage across faiths.	To investigate the lived realities, challenges, and experiences of Muslims practicing their faith in the UK and globally.	To synthesize learning by comparing how commitment is demonstrated in Islam and another studied faith.

ACTIVITY	Discuss personal commitments (e.g., family, sports). Introduce the Islamic belief in one God (monotheistic) who is all-knowing and all-powerful. Pupils create mind maps defining what commitment looks like internally and externally.	Introduce the 5 Pillars. Focus on Shahadah (declaration of faith) and Salah (prayer). Look at artefacts like a prayer mat and compass, and discuss the ritual of Wudu.	Calculate 2.5% of an imaginary sum to simulate Zakat. Discuss the physical and spiritual aspects of Sawm during Ramadan. Pupils write a diary entry from the perspective of someone fasting.	Map the journey of Hajj. Discuss the significance of the Ihram garments and the Kaaba. Briefly explore a pilgrimage site from another faith (e.g., Lourdes for Christianity).	Analyze case studies or watch interviews of British Muslims discussing how they practice the 5 Pillars (e.g., fasting during long British summer days). Compare this to practicing in a Muslim-majority country.	Create a comparative table or Venn diagram looking at commitment in Islam vs. Christianity (or another previously studied faith), focusing on prayer, charity, and core beliefs.
ASSESSMENT	Formative: Can pupils accurately define commitment and explain who Allah is using the terms omniscient and omnipotent?	Formative: Can pupils name the first two pillars and explain the physical/spiritual commitment required for Salah?	Formative: Pupils can articulate the difference between Zakat and general charity, and explain the self-discipline of Sawm.	Formative: Ability to sequence the events of Hajj and name one similarity/difference with another faith's pilgrimage.	Formative: Pupils' verbal or written reflections demonstrating empathy and understanding of cultural contexts.	Summative: A written piece summarizing the unit's findings, clearly answering the main enquiry question.
EXPECTED OUTCOMES	Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview; 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; Ask and answer questions and present clearly their own views on matters whilst respectfully taking into account others' viewpoint; Reflect on possible connections between worldviews and the human search for meaning in life;					
HIGHER ORDER or I WONDER QUESTIONS	If God is omniscient (all-knowing), why is it still important for a Muslim to actively show their commitment?	How does interrupting your day five times to pray completely change how you view your time and priorities?	Does experiencing hunger through Sawm make a person more compassionate? How does Zakat create social equity?	Why is it significant that all pilgrims, regardless of wealth or status, wear the identical simple white Ihram?	How might living in a non-Muslim majority country strengthen a person's faith and commitment?	Is true commitment measured more by internal belief (believing) or external actions (living)?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	How do Muslims show commitment to Allah? What is commitment? How do the 5 pillars frame a way of life for Muslims? What is it like to be a Muslim in Great Britain? Is it different in different parts of the world? Compare commitment between two different faiths. What are the similarities and differences?					

INCLUSION & ADAPTATION	Provide visual aids showing different types of commitment. Use matching cards for Tier 3 vocabulary and definitions.	Provide physical objects to hold (prayer mat, compass) to make abstract concepts concrete. Sequence cards for the steps of Wudu.	Use play money/coins to physically separate the 2.5% for Zakat. Provide a visual timeline of a fasting day.	Create a storyboard of the Hajj journey with pre-printed pictures and simple captions to sequence.	Use a short, accessible video from BBC Bitesize showing a day in the life of a British Muslim child.	Provide a pre-populated Venn diagram where pupils only need to sort provided statements into the correct sections.
GREATER DEPTH	Debate whether it is harder to be committed to an unseen, omnipotent God or a tangible, worldly cause.	Analyze the specific wording of the Shahadah and evaluate its overarching implications for a Muslim's daily ethical choices.	Discuss the difference between Zakat (obligatory religious tax) and Sadaqah (voluntary, everyday charity) and their impacts on society.	Evaluate the physical, financial, and logistical challenges of completing Hajj in the modern world.	Research a contrasting Muslim-majority country and compare the societal support for practicing the 5 Pillars compared to the UK.	Draft a comprehensive essay answering the main unit question, drawing upon theological, philosophical, and sociological lenses.