

RE Progression of Concepts: Islam

Islam	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values		- I can understand that Muslims believe in one God (Allah) - I can understand that Muslims believe the world was created by God - I can understand why Muslims might value the natural world	- I can understand Muslims believe that it is important to respect God - I can know why Muslims would want to show their gratitude to God - I can know that submission to God is an important aspect of Islamic life	- I can develop an understanding of the importance of founders and leaders for religious communities - I can identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) - I can describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)	- I can explore Islamic teachings about Ramadan from the Qur'an - I can make links between Islamic values and the beliefs explored so far in their study of Islam	- I can explore Islamic beliefs about the Qur'an as the word of God - I can explain how and why the Qur'an is a source of guidance for life for a Muslim - I can explain the impact of believing that the Qur'an is divine revelation - I can describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets	- I can analyse the Five Pillars of Islam and how they are linked - I can explain how the beliefs and values of Islam might guide a person through life - I can explain the importance of the Ummah for Muslims and that this is a community of diverse members
Living religious traditions	Model for children how a Muslim would take care of the Qur'an (place on a stand, wash hands, never put it on the floor, stand it on a cloth, never pass it around). Discuss the difference between a special book and a holy book. Invite a Muslim faith representative into school. Ask them to explain the importance of the Qur'an and how they treat it differently from other books.	- I know that Islam teaches that humans should be caretakers (stewards/Khalif ahs) of the planet - I know how Muslims might show respect for God by caring for the natural world	- I can identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis - I can describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat - I can suggest how making time for the five daily	- I can describe and give reasons for the Islamic practice of Zakat - I can suggest why charity might be important to a Muslim –and the different ways that a Muslim might try to be charitable	- I can use subject specific language to describe how and why Muslims fast at Ramadan - I can explain the importance of Ramadan in the context of the Five Pillars of Islam - I can consider the impact that fasting might have on individuals, families and communities	- I can explain how and why Muslims might commemorate the Night of Power - I can describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God - I can explain how the teachings of the Qur'an might influence the	I can describe and explain the importance of Hajj, including the practices, rituals and impact I can explain how a person might change once becoming a hajj considering how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage

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			prayers is an act of submission			actions and choices of a Muslim	
Shared human experiences		I can talk about my own experiences and feelings about the natural world and what they have noticed about the way that humans treat it	I can understand the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) I can identify ways in which humans show their gratitude	- I can identify characteristics of a good role model - I can discuss how good role models can have a positive impact on individuals communities and societies.	- I can discuss (with relevant examples) the importance of showing commitment to a belief, value or community - I can consider the role of sacrifice within religion and communities	- I can discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority - I can suggest when and why people might want guidance about how to live	- I can discuss the various events that might happen on the journey of life and how people might change over the course of their life - I can consider what support people might need on life's journey
Search for personal meaning		I can reflect on how they treat the natural world – and if they have a duty to look after it	I can talk about the things they do on a regular basis as a sign of their commitment and belonging I can reflect on who they should be grateful to and how they show this	- I can reflect on their own aspirations for themselves and others - I can ask questions and suggest answers about how they can try to make the world a better place.	- I can reflect on their own beliefs, values and commitments - I can consider and discuss how they demonstrate their personal commitments	- I can discuss who or what has guided me in my own beliefs, values and commitments - I can reflect on what 'ultimate authority' might mean for me	I can 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