

RE Progression

Intent of the curriculum

Intent

Through our RE curriculum, we aim for our children to understand Christianity as a diverse, global, living faith through the exploration of core beliefs and critically engaging with biblical texts. Central to Religious Education is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. RE lessons provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain. RE lessons, also provide our pupils with knowledge and understanding of a range of religions and worldviews and to encourage them to appreciate diversity, continuity and change within the religions and worldviews being studied. In order to recognise the concept of religion, its continuing influence on Britain’s cultural heritage and the lives of individuals and societies in different times, cultures and places, pupils will engage with – and be encouraged to raise their own – challenging questions of meaning and purpose. Children will use their sense of belonging to improve their knowledge of biblical scriptures, different faiths and learn what it means to be a good Christian with strong Christian values. They will learn about significant people that have made a difference in the world through following their Christian faith. In addition, our RE curriculum will also contribute to British values and the spiritual, moral, social and cultural development of our pupils at Woodseaves Primary School.

Statement of Entitlement - Religious Education in Church of England Schools

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹ A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement. The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school’s Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

At Woodseaves children will:

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Making sense of the text	Respond through talk, gesture and play about religious stories, objects, people and practices. Explore religious celebrations	Retell religious stories and identify some religious beliefs and teachings Identify some religious practices, and know that some are characteristic of more than one religion	Describe how some features of religions studied are used or exemplified in festivals and practices Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions Show understanding of the ways of belonging to religions and what these involve	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Understanding the impact	Identify ways people celebrate. Use their imagination and curiosity to develop their interest in the world around them	Recognise some religious symbols and words Identify aspects of own experience and feelings, in religious material studied Recognise meanings in religious symbols, language and stories Respond sensitively to the experiences and feelings of others, including those with a faith	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them Compare aspects of their own experiences and those of others, identifying what influences their lives Show, using religious vocabulary, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	Compare the different ways in which people of faith communities express their faith. Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Making connections	Ask questions and make comments about the world in which they live. Identify and share the joy of a special time they celebrate	Identify things they find interesting or puzzling, in religious materials studied Identify what is of value and concern to themselves, in religious material studied Realise that some questions that cause people to wonder are difficult to answer Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Compare their own and other people's ideas about questions that are difficult to answer Make links between values and commitments, including religious ones, and their own attitudes or behaviour Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to questions of meaning and purpose in the light of their learning Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

Vocabulary	<p>Church Christians Jesus Moses, Christianity Mary Joseph Nativity Christmas God</p> <p>Easter Cross Tomb Parable</p> <p>Allah Mosque Muslims Qur'an</p> <p>Sadhana, Guru Nanak</p>	<p>God Creation Incarnation Bethlehem Salvation Palm Sunday Palm cross Holy week Forgive Samaritan Parable Advent Resurrection Saviour Forgive</p> <p>Allah Muhammad (pbuh*) (or Mohammad) Qur'an 13 Muslims Islam Arabic</p> <p>Guru Guru Nanak Gurdwara Guru Granth Sahib Amrit, Khanda, Nishan Sahib Il Onkar Gurpurb Mool Manta Dastaar – turban, patka & chunni, Waheguru</p>	<p>God Creation Incarnation Bethlehem Salvation Palm Sunday Palm cross Holy week Forgive Samaritan Parable Advent Resurrection Saviour Forgive</p> <p>Allah Muhammad (pbuh*) (or Mohammad) Qur'an 13 Muslims Islam Arabic</p> <p>Guru Guru Nanak Gurdwara Guru Granth Sahib Amrit, Khanda, Nishan Sahib Il Onkar Gurpurb Mool Manta Dastaar – turban, patka & chunni, Waheguru</p>	<p>Advent Incarnation Trinity Miracle Salvation Palm Sunday Holy Week Last Supper Maundy Thursday Good Friday Disciples Resurrection Baptism Eucharist Holy Communion</p> <p>adhan Arabic muezzin calligraphy mihrab submission ka'bah wudu Jumm'ah iman Tawhid minaret ka'bah salah or salat minbar rak'ah</p> <p>Gurdwara, Diwali Guru Granth Sahib Darbar Sahib Takht Chanani Karah parshad Khanda Langar chaur</p>	<p>Advent Incarnation Trinity Miracle Salvation Palm Sunday Holy Week Last Supper Maundy Thursday Good Friday Disciples Resurrection Baptism Eucharist Holy Communion</p> <p>adhan Arabic muezzin calligraphy mihrab submission ka'bah wudu Jumm'ah iman Tawhid minaret ka'bah salah or salat minbar rak'ah</p> <p>Gurdwara, Diwali Guru Granth Sahib Darbar Sahib Takht Chanani Karah parshad Khanda Langar chaur</p>	<p>Advent Incarnation Resurrection Salvation Sacrifice Holy Communion Confirmation Lord's Prayer Holy Spirit Carols Messiah Ten Commandments Restoration</p> <p>Five Pillars Zakah Sawm Qur'an Hajj</p> <p>Gurdwara Sikh Liberation Guru Guru Nanak dedication Reincarnation Khalsa Kesh (uncut hair) Kangha (comb) Kirpan (sword) Kara (bracelet) Kachera (short trousers)</p>	<p>Advent Incarnation Resurrection Salvation Sacrifice Holy Communion Confirmation Lord's Prayer Holy Spirit Carols Messiah Ten Commandments Restoration</p> <p>Five Pillars Zakah Sawm Qur'an Hajj</p> <p>Gurdwara Sikh Liberation Guru Guru Nanak dedication Reincarnation Khalsa Kesh (uncut hair) Kangha (comb) Kirpan (sword) Kara (bracelet) Kachera (short trousers)</p>
	Reception	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Diversity							
Cultural Capital Links Possibilities	<p>Knightley Church Possible Trips: Gurdwara Stafford Mosque</p>	<p>Knightley Church Possible Trips: Gurdwara Stafford Mosque</p>		<p>Possible Trips: Gurdwara Stafford Mosque</p>		<p>Possible Trips: Gurdwara Stafford Mosque</p>	

Knowledge progression

The progression grid outlines the specific knowledge (facts and skills) which pupils are expected to learn in each key stage, over a two year cycle, along with the specific vocabulary which supports this understanding. Each unit of work is gathered under the appropriate R.E concept, and where progression grids are organised to support the order of the learning journey across school. Below is a progression map which highlights the teaching sequence over the two year cycle. Teachers will revisit parts of units or specific information from previous units with pupils to ensure their full understanding before embarking on the next phase of learning due to the two year cycle, to ensure pupils have learnt and retained the knowledge needed.

	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
God		<p>What do Christians believe God is like? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Christians worship God, and try to live in ways that please him. 	<p>Trinity and Incarnation (See Incarnation)</p>	<p>What does it mean if God is holy and loving? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teachings. • Christians believe getting to know God is like getting to know a person rather than learning information.
Creation	<p>Why is the word God so important to Christians? Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and we should look after it. 	<p>Who made the world? Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p>What do Christians learn from the creation story? Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Creation and Science: conflicting or complementary? Pupils will know that:</p> <ul style="list-style-type: none"> * There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
People of God			<p>What is it like to follow God? Pupils will know that:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	<p>How can following God bring freedom and justice? Pupils will know that:</p> <ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the

				ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
Incarnation	<p>Why do Christians perform nativity plays at Christmas? Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>Why does Christmas matter to Christians? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. 	<p>What is the Trinity? The Trinity and Incarnation Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Was Jesus the Messiah? Pupils will know that:</p> <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).
Gospel		<p>What is the good news that Jesus brings? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>What kind of world did Jesus want? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>What would Jesus do? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community
Salvation	<p>Why do Christians put a cross in an Easter garden? Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others 	<p>Why does Easter matter to Christians? (In Year 2, children will build upon their Year 1 knowledge and 'dig deeper' into this topic) Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Why do Christians call the day Jesus died Good Friday? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>What did Jesus do to save human beings? What difference does the resurrection make to Christians? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through

				<p>the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <ul style="list-style-type: none"> • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
Kingdom of God			<p>When Jesus left, what was the impact of Pentecost? Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<p>What kind of king is Jesus? Pupils will know that:</p> <ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
Key vocabulary to be learnt in context by end of each phase.	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, universe, gospel, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Baptism, Old Testament, New Testament, advent	Trinity, Good Friday, The Fall, sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, covenant, command, promise	Omnipotent, Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist world views.
Sikhism		<p>What do Sikhs believe?</p> <ul style="list-style-type: none"> • Guru Nanak was the founder of Sikhism • 'Guru' means 'teacher' • There are ten human Sikh gurus • The Sikh holy book is called 'Guru Granth Sahib'. Sikhs believe its contents are holy. • That the three main duties of a Sikh are to 'Pray, Work and Give' • Equality is very important in Sikh society • Sikhs have special symbols that reflect Sikh identity - one of these is the turban worn by men. 	<p>What can we learn from a Gurdwara?</p> <ul style="list-style-type: none"> • Sikhs believe God is one and their relationship with him can be deepened by reading the Guru Granth Sahib. • The Guru Granth Sahib is always central in a gurdwara and its worship services. • There are no priests – any committed Sikh can lead. • Part of worship in a gurdwara is sharing food. Anyone is always welcome to join in. • The key features, artefacts & symbols found in a gurdwara all have explicit meaning. 	<p>What does it mean to live as a Sikh today?</p> <ul style="list-style-type: none"> • Joining the Khalsa takes real commitment and dedication to the Sikh faith, and it is not an easy decision to join. • The 5 Ks: Kesh (uncut hair) Kangha (comb) Kirpan (sword) Kara (bracelet) Kachera (short trousers). <p>and their meaning as symbols and articles of the Sikh faith are: kesh – symbol of strength and the simple life, kangha - symbolises the importance of looking after the body which God has created, kirpan – symbolises defence of the good and defence of the weak, kara – symbol of God having no beginning and no end (steel because it's not an ornament), kaccha/kachera – symbolises chastity.</p>

				<ul style="list-style-type: none"> The Khalsa (community of Sikhs) was formed to remember and stand up for belief. Sikhs believe in the cycle of birth and reincarnation and the difference this might make to the way on which they live their lives.
New key vocabulary		<p>Sikh (person who follows Sikhism ‘students’ of the Guru) Guru (Teacher ‘remover of darkness’) Guru Nanak Dev (founder of Sikhism) Guru Granth Sahib (Sikh central holy scripture – the eternal Guru) Amrit (Sikh holy water/nectar used in Sikh baptism ceremony) Khanda (special symbol of Sikhism, as a cross is to Christians) Nishan Sahib (Sikh triangular flag) Gurpurb (festivals to celebrate births of the Gurus) turban (head covering to cover Sikhs’ long hair), patka (small cloth hair covering used to cover a Sikh’s boy’s long hair) & chunni (a long headscarf worn by some Sikh women to cover their long hair)</p>	<p>Gurdwara (Sikh temple, place of worship) chaur (ceremonial fan, made from yak hair, waved over the Guru Granth Sahib (GGS)) takht (a throne/spiritual centre of Sikhism) chanani (canopy covering the GGS in a Gurdwara) Karah parshad (special food shared in a Gurdwara as a sign of respect/worship) Khanda (special symbol of Sikhism, as a cross is to Christians) Langar (a communal free kitchen in a Gurdwara) Diwali (5 day festival of light celebrated by Sikhs, Hindus and Jains) Granthi (ceremonial reader of the Guru Granth Sahib (GGS)) The Golden Temple (in Amritsar) the holiest temple in the Sikh faith.</p>	<p>Kesh (uncut hair) Kangha (comb) Kirpan (sword) Kara (bracelet) Kaccha/kachera (short trousers). Khalsa (the collective noun for a community of Sikhs/ a special group of initiated Sikhs) Reincarnation</p>
Islam		<p>What do Muslims believe?</p> <ul style="list-style-type: none"> That Muslims believe in one God, Allah. Muslims are people who follow the faith called Islam. Allah is the Arabic name for God the Creator Allah has ninety-nine beautiful names that reflect aspects of his character Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam The Qur’an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad Islam is a faith that is shared and lived out by many people today, and those who follow its teachings are called Muslims. 	<p>What can we learn from a mosque?</p> <ul style="list-style-type: none"> Muslims believe there is no God but Allah and that he is without equal. Allah is One (Tawhid) The Qur’an is Allah’s final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic. The mosque is a place of worship and learning and is led by an Imam. Salat (prayer) is offered five times a day at set times. In prayer, Muslims submit to the will of Allah. The key features, artefacts & symbols found in a mosque all have explicit meaning. 	<p>What are the five pillars of Islam?</p> <ul style="list-style-type: none"> Know that the ‘pillars’ (or duties) are: <ul style="list-style-type: none"> ➤ Shahadah - ‘There is no God but Allah and Muhammad is his messenger’ ➤ Salat - Prayer five times a day. ➤ Zakah - Almsgiving ➤ Sawm – Fasting during Ramadan ➤ Hajj - Pilgrimage Understand how these pillars influence Muslims’ daily lives Key celebrations for Muslims are linked with two pillars: <ul style="list-style-type: none"> ➤ Id-ul-Fitr – celebrating the end of Ramadan ➤ Id-ul-Adha - celebrating the end of Hajj Muslims practise the pillars and connect them to some key Muslim beliefs. The pillars of Islam give strength and shape to life for Muslims. Following the Pillars can be an obligation and a choice.
New key vocabulary		<p>Allah (God for Muslims) Muhammad (pbuh* or Mohammad) pbuh (stands for ‘peace be upon him’ used whenever the prophet Muhammed’s name is used as a sign of respect) Beautiful names (the many names Muslims use for Allah) Qur’an Muslims Islam Arabic</p>	<p>adhan (Islamic ‘call to prayer’) Arabic muezzin (man who delivers the call to prayer) calligraphy mihrab (point in mosque that Muslims face to pray) submission ka’bah (building at centre of Muslims’ most important mosque) minbar (the pulpit in mosque) wudu (special washing ritual before Muslim prayer) Jumm’ah (Islamic Friday prayer) iman (leader of Muslim prayer) Tawhid (the ‘oneness of God’) minaret (tower on mosque where call to prayer is called from) salah or salat (5 times daily prayer ritual for Muslims) rak’ah (the movements used during salah)</p>	<p>Pillars of Islam (the rules Muslims live by): Sawm (fasting) Shahadah (Islamic oath ‘one God’) Zakah (charity) Salah/salat (prayer) Id-ul-Adha (festival of annual pilgrimage) Id-ul-Fitr (festival marking end of fasting (Ramadan)) Hajj (pilgrimage) Halal (meat prepared according to Muslim law)</p>