

What difference does being a Muslim make to daily life?

Substantive Knowledge to test:

- Awareness of the diverse nature of Islam locally, nationally and globally.
- Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer.
- Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.
- Awareness of the two main Muslims traditions: Sunni and Shia.
- Awareness of diversity of expression, particularly in relation to the pictorial presentations.
- Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.

Disciplinary Knowledge to test:

- ✓ Identify how a person's beliefs and actions align them with the religion of Islam.
- ✓ Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.
- ✓ Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.

Substantive Retrieval Questions:

- What is a mosque?
- What do Muslims do before prayer?
- How are Muslims called to prayer at the mosque?
- Can you name the two main Muslim traditions?
- What are the five pillars of Islam called?

Disciplinary Retrieval Questions:

- What daily rituals and practices would identify you as a Muslim?
- Explain why the Wudu is an important part of Islamic prayer?
- How is the Masjid a community space for Muslims?
- Explain why women wear the Hijab?
- How are Sunni and Shia Muslims different?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Human and Social Sciences**

- The diverse nature of religion** Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- Diverse ways in which people practice and express beliefs** Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
- The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.