

How do beliefs shape identity for Muslims?

Substantive Knowledge to test:

- The ways in which the Qur'an and Hadith form a source of authority.
- Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).
- Muslim perspectives on moral issues including the idea of 'intention'.
- The role of the Masjid (mosque).
- The significance and impact of Five Pillars of Islam.
- The importance of Ramadan, the two Eid festivals and Jummah Prayers

Disciplinary Knowledge to test:

- ✓ Explain different sources of authority and the connections with beliefs.
- ✓ Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- ✓ Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- ✓ Explain and discuss how beliefs shape the way Muslim view the world in which they live and how they view others.
- ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Substantive Retrieval Questions:

- Name the key sources of authority for Muslims?
- What are the main differences between a Shia and Sunni Muslim and how did this happen after the death of the Prophet Mohammed?
- What are the five pillars of Islam and why are they important to Muslim life?
- What does the concept of intention mean to Muslims?
- Explain the key purposes of a mosque.
- What are Jummah prayers?

Disciplinary Retrieval Questions:

- Why is the hadith a key source to moral guidance for Muslims in their daily lives?
- How do the moral laws of Islam provide unity with / conflict against modern day living?
- Why is it important for Muslims to observe the five pillars of Islam in their lifetime?
- Why is Ramadan and Eid important in the Muslim calendar?
- Why are Jummah prayers a central part of Friday worship in the mosque?

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: **Social/ Human Sciences**

B. Diverse ways in which people practice and express beliefs

Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.

C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.