Winkleigh Primary School

Teaching & Learning Sequence

Year Group: 5	Subject: RE	Term: Autumn 2
Sequence: What is it like for Muslims living in the UK today?		Concept: Civilisation

The learning journey

Prior learning	Future learning
Reception: Children have explored special places and learnt that Mecca is a special place for Muslims. Year 1: Children have explored sacred places and considered why places of worship are important to believers. Year 2: Children have learnt about who Muslims are and how Muslim beliefs influence the way they live. Year 3: Children have explored how Muslim festivals and worship demonstrate what matters to Muslims. Year 4: Children have learnt about how religions mark and celebrate important life events.	Year 6: Children will explore how faith can help people when life gets hard, considering how religious beliefs and communities may provide guidance, comfort and strength during challenging times.

Sequence information

Cross-curricular links	Concept links	Protected characteristics
English: Writing diary entries, researching information, explaining ideas, developing vocabulary and presenting findings. Computing: Using digital resources to research Islamic beliefs and practices and creating an information page or presentation. PSHE: Exploring values, empathy, respect, resilience, belonging and understanding different perspectives. Geography: Locating Mecca and the UK, exploring pilgrimage and considering the lives of Muslim communities in different places.	Civilisation: Children explore how Islamic beliefs, teachings and practices influence everyday life, relationships, worship and community life. They consider how religious traditions are shared across generations and how Muslims contribute to the diverse society of the UK. Beliefs and teachings: Children explore beliefs about Allah, Prophet Muhammad, the Qur'an and the Five Pillars of Islam. Community and belonging: Children consider the importance of the mosque, festivals, worship and shared religious practices in Muslim communities.	Religion or belief: Developing understanding of Islam and respecting the beliefs and practices of Muslims. Race: Recognising and challenging stereotypes and misconceptions about Muslim people and communities. Equality and respect: Understanding that people should be treated fairly regardless of their religion, beliefs, cultural background or identity.

Art and Design: Creating annotated diagrams and visual presentations to communicate understanding.	Identity and diversity: Children recognise that Muslims share important beliefs while expressing their faith in different ways. They explore Sunni and Shi'a traditions and recognise the diversity of Muslim experiences in the UK.	

Curriculum objectives

Curriculum statements	Key knowledge	
Describe the Five Pillars of Islam and explain how they affect the everyday lives of Muslims (A1). Identify why the Qur'an is important to Muslims and explore its impact on Muslim life (B1). Make connections between the Five Pillars, beliefs about Allah and the example of Prophet Muhammad (A2). Describe and reflect on the significance of the Qur'an for Muslims (B1). Describe sources of guidance for Muslims and compare these with sources of guidance in pupils' own lives (A2). Explain how the functions of a mosque connect to Muslim beliefs and practices (A1). Consider the value and purpose of religious practices and rituals (B1). Respond to the key question from different perspectives, including their own (C1).	Islam teaches that there is one God, known as Allah. Muslims believe that Muhammad is the final prophet of Allah. The Six Articles of Faith are important in many Sunni Muslim traditions and include beliefs about Allah, angels, holy books, prophets, the Day of Judgement and divine decree. Muslim traditions express and organise beliefs in different ways. The Five Pillars of Islam are Shahadah (declaration of faith), Salah (prayer), Zakah (giving to those in need), Sawm (fasting during Ramadan) and Hajj (pilgrimage to Mecca). The Five Pillars are expressions of ibadah, meaning worship and devotion to Allah The Qur'an is Islam's central sacred text and is believed by Muslims to be the word of Allah revealed to Muhammad. The Sunnah refers to the example and practices of Prophet Muhammad. Hadith are reports about his sayings and actions and help Muslims understand his example. Sunni and Shi'a Muslims share core Islamic beliefs but differ in aspects of religious authority and leadership following Muhammad's death. Some Muslims follow Sufi traditions, which often emphasise spiritual development and closeness to Allah.	

	Ramadan is a month of fasting, prayer and reflection. Eid-ul-Fitr marks the end of Ramadan. Eid-ul-Adha is associated with Hajj and commemorates Ibrahim's devotion and willingness to obey Allah. Stories about Ibrahim, Bilal and Muhammad communicate ideas about faith, courage, loyalty, justice, compassion and service. Muslim beliefs and practices can influence daily decisions, family life, relationships, worship and community involvement in the UK. Religious practices can provide purpose, belonging, guidance and opportunities to help others, while also involving commitment and personal sacrifice.	

Sequence assessment

Almost on Track	On Track	On Track +
Identifies some Islamic beliefs, practices or sources of guidance. Names some of the Five Pillars and gives a simple example of a Muslim festival or practice.	Describes the Five Pillars and explains how the Qur'an and other sources of guidance influence Muslim life. Gives examples of how beliefs affect everyday choices and explains the significance of festivals or worship.	Makes clear connections between Muslim beliefs, the Five Pillars and sources of guidance. Reflects thoughtfully on the value and purpose of religious practices, recognises diversity within Muslim communities and answers the key question from different perspectives.

Key vocabulary

Tier 1	Tier 2	Tier 3
Muslim, Allah, Qur'an, mosque, Prophet.	Five Pillars, Mecca, Ibrahim, Ramadan, Eid-ul-Adha.	Shahadah, Salah, Zakah, Sunnah, Hadith.

Class assessment tracker

Emerging	Almost on Track	On Track	On Track +

Learning sequence

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key question	Elicitation: What do we already know about Muslims?	What helps people through the journey of life?	What helps Muslims through the journey of life?	What is the key belief of Muslims?	How do Muslims live their everyday lives in the UK today?
Working religiously links	Children recall and share their existing understanding of Islam, listen respectfully to the ideas of others and recognise that people may have different experiences of religion.	Children consider different sources of guidance and support, listen respectfully to others' values and recognise that religious and non-religious people may find strength in different ways.	Children investigate Islamic sources of guidance, compare religious traditions respectfully and use evidence to explain how beliefs can influence choices and behaviour.	Children explore the significance of Islamic beliefs, listen respectfully to explanations of faith and consider how central beliefs may influence religious practice and identity.	Children use evidence to explore Muslim beliefs and practices, recognise diversity within Muslim communities and reflect respectfully on how faith can influence daily life.
Learning objective	To recall prior learning about Muslim beliefs, festivals and worship and identify how these may influence everyday life.	To identify physical, moral and spiritual strengths that may help people through different experiences in life.	To identify important sources of guidance in Islam and recognise diversity within Muslim traditions.	To explain the belief in one God and describe the significance of the Shahadah in Islam.	To explain how Islamic beliefs, sources of guidance and religious practices can influence everyday life for Muslims in the UK.
Teaching	Starter: Children create a mind map of everything they already know about Islam, including Muslim beliefs, festivals, prayer, places of worship and important religious practices. Teacher input: Revisit prior learning about Mecca, Ramadan, Eid-ul-Fitr, Eid-ul-Adha and Hajj. Explain that Muslims live in diverse communities across the UK and that beliefs and practices can be expressed	Starter: Children discuss with a partner what people might need to help them through difficult or challenging times. Share ideas such as courage, kindness, friendship, hope and determination. Teacher input: Explain that life can include positive experiences and challenges. Introduce physical, moral and spiritual strengths and discuss how people may find support through family, friends, personal	Starter: Revisit the previous lesson by asking children to recall what might help people through life's challenges. Introduce the idea that religious teachings can provide guidance for beliefs, behaviour and everyday decisions. Teacher input: Introduce the Qur'an as Islam's central sacred text. Explain that the Sunnah refers to the example of Prophet Muhammad and that Hadith are reports of	Starter: Children recap the sources of guidance explored in the previous lesson. Display key vocabulary and ask pupils to match each word to its meaning. Teacher input: Explain that Islam is monotheistic, meaning Muslims believe in one God, Allah. Introduce the Shahadah, the declaration of faith expressing belief in the oneness of Allah and Muhammad as His	Starter: Children recall the Shahadah and the sources of guidance explored during the sequence. Ask pupils to name the Five Pillars and discuss how religious beliefs may influence daily routines. Teacher input: Teach the Five Pillars: Shahadah, Salah, Zakah, Sawm and Hajj. Explore Ramadan and Eid-ul-Fitr, explaining the significance of fasting, prayer, reflection and

	in different ways. Model how religious beliefs may influence an individual's daily routine.	values, communities or religious beliefs. Model how a particular strength might help someone respond to a difficult situation.	his sayings and actions. Introduce Sunni and Shi'a Muslims, explaining that both share core Islamic beliefs but differ in aspects of leadership and religious authority following Muhammad's death. Explain that Sufi traditions often emphasise spiritual development and closeness to Allah.	messenger. Explain its importance as a central expression of Muslim faith and one of the Five Pillars. Introduce the Six Articles of Faith as an important framework in many Sunni Muslim traditions and explain how beliefs can influence worship, identity and everyday decisions.	celebration. Introduce Eid-ul-Adha and its connection to Ibrahim's devotion to Allah and the pilgrimage of Hajj. Discuss the mosque as a place of prayer, learning, gathering and community support. Emphasise that Muslim practices and experiences vary between individuals and communities.
Learning tasks	Independent task: Children write a diary entry from the perspective of a fictional Muslim child or adult living in the UK. They should include examples of everyday routines, family or community life, worship or festivals and explain how beliefs may influence choices. Support: Provide a diary template, vocabulary cards, images and sentence starters. Challenge: Explain how specific beliefs or practices influence daily decisions and why Muslim experiences may differ.	Independent task: In pairs, children draw a journey of life on A3 paper, beginning with a hospital at the lower left and ending with a door at the upper right. They annotate the journey with approximately ten possible life experiences and identify strengths that might help someone through each one. Children then share their ideas with another pair. In groups of four, they select the five most important strengths and complete: "Through the journey of life I will need ... because ..." Support: Provide picture prompts, examples of life	Independent task: In pairs, children use information cards to create a Sunni and Shi'a comparison fact file. They identify shared beliefs and explain the historical basis of differences in leadership. They then identify examples of how Islamic sources of guidance may influence decisions about kindness, fairness, prayer and helping others. Support: Provide simplified information sheets, a comparison template, key vocabulary and sentence starters. Challenge: Explain how Islamic sources of	Independent task: Children create an annotated diagram explaining the Shahadah and its meaning. They identify connections between belief in Allah, Prophet Muhammad and the Five Pillars. They then write a short explanation answering: "Why is the Shahadah important to Muslims?" Support: Provide illustrated belief cards, vocabulary definitions, a Five Pillars diagram and a writing frame. Challenge: Explain how the Shahadah connects to other Islamic beliefs and practices, using examples	Independent task: Children research Ramadan and one other Muslim festival or practice using reliable, age-appropriate sources. They create a digital information page explaining the meaning of their chosen festival or practice, relevant beliefs, rituals, family or community activities, and how it may influence everyday life in the UK. They include examples showing that Muslims may practise their faith in different ways. Support: Provide fact sheets, a structured information-page template, key vocabulary

	Outcome: A diary entry demonstrating prior knowledge and identifying what pupils would like to learn.	experiences, vocabulary cards and sentence starters. Challenge: Explain why different people may prioritise different strengths and how religious beliefs might provide guidance or support during challenging experiences. Outcome: An annotated journey-of-life diagram showing how different strengths can help people through life.	guidance influence everyday choices and why Muslims may interpret or practise their faith in different ways. Outcome: A comparison fact file and examples explaining how Islamic sources of guidance can influence Muslim life.	to show how belief can influence everyday life. Outcome: An annotated diagram and written explanation demonstrating understanding of the Shahadah and key Islamic beliefs.	and suggested research sources. Challenge: Explain connections between Islamic beliefs, teachings and practices. Evaluate how religious practices may support believers and explain why experiences can differ within Muslim communities. Outcome: A digital information page demonstrating understanding of Muslim beliefs, festivals and everyday life in the UK.
Resources / linked texts	Whiteboard, vocabulary cards, images of Muslim worship and festivals, diary template and age-appropriate introductory information about Islam.	A3 paper, coloured pens/pencils, life-experience cards, strength vocabulary cards and sentence starters.	Information cards about the Qur'an, Sunnah, Hadith, Sunni and Shi'a traditions, comparison template and vocabulary cards.	Shahadah text and translation, belief cards, Five Pillars diagram, vocabulary cards and age-appropriate information about Islamic beliefs.	iPads, reliable information about the Five Pillars, Ramadan, Eid-ul-Fitr and Eid-ul-Adha, mosque information, research templates and vocabulary cards.