

Subject	RE	Year Group	7	Sequence No.	2	Topic	What is it like to be a Muslim in Britain today?
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Retrieval	Core Knowledge	Student Thinking				
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'				
<p>Week 1 L1 Link to topic 1 what is one of the world's major religions and second most popular in the UK-Topic 1</p> <p>Week 2 Who is God to Muslims? 99 names of Allah L2 How the religion started-what is a revelation?</p> <p>Week 3 Who is a role model to Muslims and why?</p> <p>Week 4 What are the 5 pillars of Islam?</p> <p>What food do Muslims eat link to topic 1-showing commitment to your religion</p> <p>Week 5 Describe the Islamic teaching about food What is the difference between</p>	<p>In this topic-make sure you tell students that not all Muslims will follow and believe in all aspects all of the time. Its important not to generalise about Muslims.</p> <p>L1 Allah means the same as God-it is not a different God.</p> <ul style="list-style-type: none"> There are different names for Allah (99) they describe how important Allah is to Muslims. <table border="1"> <tr> <td> <ul style="list-style-type: none"> The God The Just The Pardoner The <u>Nondivisible</u> The Final The Most High The Learned The First The Greatest The Most Mighty The Introducer The <u>Ressurector</u> The <u>Manifestor</u> The Benevolent The <u>Perceiving</u> The Expander The Transcendental Having Majesty And Splendour The Inventor The Judge The Off Forgiving The Most Forgiving The Victor The Bounteous The Leading The Preserver </td> <td> <ul style="list-style-type: none"> The Calculating The Eternal-living The Strongest The Dignified The <u>Cumulator</u> The Grandest The Generous The All-Aware The Demeaning The Maker The Kind The Glorious The King The Guardian Of Empowerment The <u>Withholding</u> The Steadfast The Supporter The Delayer The Initiator The <u>Blessor</u> The Protector The <u>Accounter</u> The <u>Lifegiver</u> The Reinstater The Intercessor The Knowledgeable The Patient The Praiseworthy The Sincere The Patron The <u>Succeder</u> The Vast </td> <td> <ul style="list-style-type: none"> The <u>Honoring</u> The Responsive The <u>Faithgiving</u> The <u>Deathbringer</u> The Promoter The Coordinator The Equitable The Controller The <u>Proportioner</u> The Supreme Highness The Magnificent The Keeper The Light The Straightener The Competent The <u>Subduer</u> The Near The <u>Nontiring</u> The Self-Reliant The Holiest The Lord The Uplifting The Merciful The <u>Beneficent</u> The Watchful The Considerate The Providing The Patient The Source Of Serenity The Eternal The Aware </td> <td> <ul style="list-style-type: none"> The Watcher The Indebting The Magnanimous The Affectionate The Rewarder The Singularity The Considerer The Trustee The Apparent </td> </tr> </table> <p>L2 Reasons why Muhammad is a role model for Muslims in Britain today</p> <ul style="list-style-type: none"> He was a leader, honest, caring, didn't allow negatives in his life to make him bitter, tried to teach other people. 	<ul style="list-style-type: none"> The God The Just The Pardoner The <u>Nondivisible</u> The Final The Most High The Learned The First The Greatest The Most Mighty The Introducer The <u>Ressurector</u> The <u>Manifestor</u> The Benevolent The <u>Perceiving</u> The Expander The Transcendental Having Majesty And Splendour The Inventor The Judge The Off Forgiving The Most Forgiving The Victor The Bounteous The Leading The Preserver 	<ul style="list-style-type: none"> The Calculating The Eternal-living The Strongest The Dignified The <u>Cumulator</u> The Grandest The Generous The All-Aware The Demeaning The Maker The Kind The Glorious The King The Guardian Of Empowerment The <u>Withholding</u> The Steadfast The Supporter The Delayer The Initiator The <u>Blessor</u> The Protector The <u>Accounter</u> The <u>Lifegiver</u> The Reinstater The Intercessor The Knowledgeable The Patient The Praiseworthy The Sincere The Patron The <u>Succeder</u> The Vast 	<ul style="list-style-type: none"> The <u>Honoring</u> The Responsive The <u>Faithgiving</u> The <u>Deathbringer</u> The Promoter The Coordinator The Equitable The Controller The <u>Proportioner</u> The Supreme Highness The Magnificent The Keeper The Light The Straightener The Competent The <u>Subduer</u> The Near The <u>Nontiring</u> The Self-Reliant The Holiest The Lord The Uplifting The Merciful The <u>Beneficent</u> The Watchful The Considerate The Providing The Patient The Source Of Serenity The Eternal The Aware 	<ul style="list-style-type: none"> The Watcher The Indebting The Magnanimous The Affectionate The Rewarder The Singularity The Considerer The Trustee The Apparent 	<p>Through knowledge gained in this topic students will get to explore similarities and differences between religious and non-religious groups. It will help to challenge misconceptions people may have about Muslims and links to the promotion of British Values. They will also develop their own personal beliefs. They will gain a greater understanding of practices and beliefs of the world's second biggest religious group. They will do this through the following activities:</p> <ul style="list-style-type: none"> Students think about who their role model is and why Students link the 5 Pillars of Islam to their lives-are any similar and do any of them link to other religions? Students design a halal menu Students think about how easy it is to follow a Muslim diet in Britain today Students compare a Muslim wedding to a wedding them may have been to-what was similar and different Students watch an interview between married Muslim couples and pick out what was similar between their beliefs Students use their knowledge of modesty to design an Islamic outfit for a teenage girl in Britain. Students discuss whether religious clothing in the UK is allowed.
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<p>Halal food and Haram food? Give one example of each.</p> <p>Do you think it will be difficult for a Muslim living in this country to follow Islam's food laws? Give 2 reasons for your answer.</p> <p>Week 6 What are Muslim views towards marriage? What re the 5 Pillars of Islam? What does Halal mean?</p> <p>Week 8 What does the Qu'ran say about Islamic dress?</p>	<p>L3 5 Pillars of Islam</p> <ul style="list-style-type: none"> • Profession of Faith (<i>shahada</i>). The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam. • Prayer (<i>salat</i>). Muslims pray facing Mecca five times a day: at dawn, noon, mid-afternoon, sunset, and after dark. • Alms (<i>zakat</i>). In accordance with Islamic law, Muslims donate a fixed portion of their income to community members in need. • Fasting (<i>sawm</i>). During the daylight hours of <u>Ramadan</u>, the ninth month of the Islamic calendar, all healthy adult Muslims are required to abstain from food and drink. • Pilgrimage (<i>hajj</i>). Every Muslim whose health and finances permit it must make at least one visit to the holy city of Mecca, in present-day Saudi Arabia. The <u>Ka'ba</u>, a cubical structure covered in black embroidered hangings, is at the centre of the Haram Mosque in Mecca <p>L4 Islamic beliefs linked to food</p> <ul style="list-style-type: none"> • Halal-lawful in terms of food this is food Muslims are allowed to eat. Cereal products not containing haram ingredients, Rice, Pasta All fruit (frozen, canned, raw, boiled, butter, vegetable, oil), Juice, Milk, Yogurt, cheese, and ice creame made with bacterial culture without animal rennet, Nuts, Eggs, Peanut butter, Tofu, Halal deli meat and Legumes • Haram-forbidden in terms of food Muslims are not allowed to eat it Animal meat does not slaughter following the methods prescribed in the Quran. Pork or pork by-products, Alcohol, Blood and Foods that may contain any alcohol • Mashbooh-term used if people are unsure if the food is allowed <p>L5 Interpret Islamic scripture.</p> <ul style="list-style-type: none"> • "And let those who cannot find someone to marry maintain chastity until Allah (SwT) makes them rich through His favours ..." Focuses on not having sex before marriage • "And as for the two of you men who are guilty of lewdness, punish them both. And if they repent and improve, then let them be. Lo! Allah is Merciful."-suggest that Muslims may frown upon homosexual relationships • Students explore the idea of an arranged marriage-when a family member introduces a potential wife or husband-L5 	<ul style="list-style-type: none"> • Students to create a storyboard for a TV advert or social media campaign that challenges Islamophobia
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See L6 Islamic dress Muslims believe in modesty and by covering parts of their body they are keeping their bodies private.

- Hijab a head covering worn in public by some Muslim women.
- Burkha a long, loose garment covering the whole body from head to feet, worn in public by women in many Muslim countries.
- Niqab a veil worn by some Muslim women in public, covering all of the face apart from the eyes.

L7 Islamophobia

- dislike of or prejudice against Islam or Muslims, especially as a political force.
- Islamophobia does not link to British Values of being tolerant.

L8 Different types of Muslims-Sh'ia and Sunni

Important to highlight the conflicts that can occur within the religion due to the different groups

- Sh'ia Shia Muslims are in the majority in Iran, Iraq, Bahrain, Azerbaijan and, according to some estimates, Yemen. There are also large Shia communities in Afghanistan, India, Kuwait, Lebanon, Pakistan, Qatar, Syria, Turkey, Saudi Arabia and the UAE.
- In early Islamic history, the Shia were a movement - literally "Shiat Ali" or the "Party of Ali". They claimed that Ali was the rightful successor to the Prophet Muhammad as leader (imam) of the Muslim community following his death in 632.
- Ali was assassinated in 661 after a five-year caliphate that was marred by civil war. His sons, Hassan and Hussein, were denied what they thought was their legitimate right of accession to the caliphate.
- Hassan is believed to have been poisoned in 680 by Muawiyah, the first caliph of the Sunni Umayyad dynasty, while Hussein was killed on the battlefield by the Umayyads in 681. These events gave rise to the Shia concept of martyrdom and the rituals of grieving.
- Sunni Muslims The great majority of the world's more than 1.5 billion Muslims are Sunnis - estimates suggest the figure is somewhere between 85% and 90%. In the Middle East, Sunnis make up 90% or more of the populations of Egypt, Jordan and Saudi Arabia.
- Sunnis regard themselves as the orthodox branch of Islam.
- The name "Sunni" is derived from the phrase "Ahl al-Sunnah", or "People of the Tradition". The tradition in this case refers to practices

	<p>based on what the Prophet Muhammad said, did, agreed to or condemned.</p> <ul style="list-style-type: none">• All Muslims are guided by the Sunnah, but Sunnis stress its primacy. Shia are also guided by the wisdom of Muhammad's descendants through his son-in-law and cousin, Ali.	
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