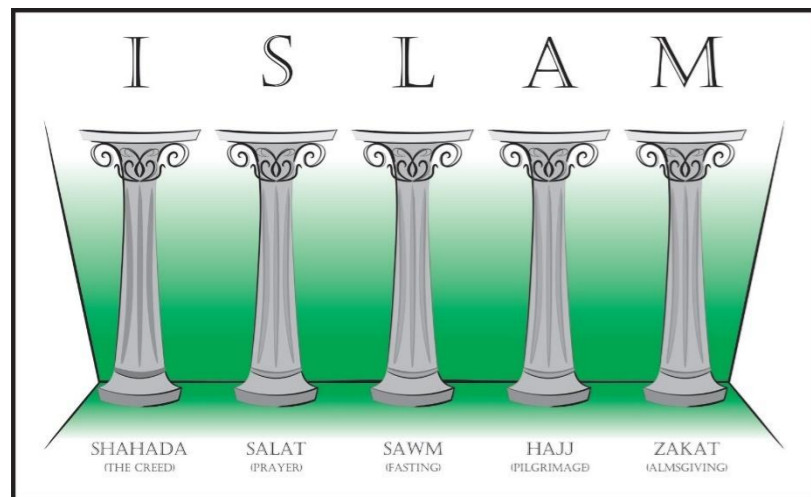# BIG QUESTION: How do beliefs influence actions?
Why is Muhammad (PBUH) important to Muslims?

The 5 pillars of Islam

Islamic prayer mat

The Noble Qur'an

Vocabulary

Bishmillah	'Al-Rahman al Raheem' Arabic for 'In the name of Allah, the compassionate and merciful' which begins each sentence in the Qur'an
Muhammad	Was an Arab religious, social and political leader and the founder of Islam
PBUH	Stands for, '**Peace be upon him**' and is used to honour and show respect for the Prophet Muhammad
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God
Shahadah	The Shahadah is the first of the Five Pillars of Islam. It is a declaration of Muslim beliefs and states, "There is no God but Allah, and Muhammad is his messenger."
Shia Muslim	A group of Muslim people within the religion followed by 13-10% of the world's Muslims
Sunni Muslim	The largest group of Muslim people within the religion followed by 87–90% of the world's Muslims
The Hadith	The Hadiths contain the teaching and sayings of Muhammad that explain the teachings of the Qur'an.
The Qur'an	The Quran is the central religious text of Islam, which Muslims believe to be a revelation from God

Knowledge

Compare and contrast practices that are important to a Muslim person with my own life.

Analyse the similarities and differences with reference to quotations from people or from the Qur'an and hadith

Explain the impact of the Shahadah on Muhammad's life and for a Muslim person today

Link to learning

Past learning
In KS1 pupils are taught to recall and comprehend knowledge about a range of religions.
In Year 2 pupils were taught about why holy books are special and stories from within them and how they affect how people live their lives.
In Year 3 pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Ramadan and Eid.
In Year 4 pupils were taught about worship within the home and places of worship for people of a variety of religions and about Muslim marriage.

This unit's learning
Pupils will be taught to compare and contrast practices that are important to a Muslim person with my own life.
Analyse the similarities and differences with reference to quotations from people or from the Qur'an and hadith.
Explain the impact of the Shahada on Muhammad's life and for a Muslim person today.
How Muslim people live their lives trying to follow their founder's example.

Future learning
In Year 6 pupils are taught how Muhammad (PBUH) influences the life of an Imam and how Muslim beliefs are similar and different to other religions and worldviews.

Skills

Know about and understand: Making sense of beliefs
Step 2: Identify beliefs, describe them simply, give examples and suggest meanings
Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning
Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas
Express and communicate; Understanding the impact
Step 2: Give examples of what difference it makes to belong to and believe in a religion
Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship
Step 4: Use evidence and examples to show how and why beliefs make a difference to life
Gain and deploy skills: Making connections
Step 2: Think, talk and ask questions about religion and belief for themselves
Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life
Step 4: Connect their won reflections and views to the religions and beliefs and worldviews they study, developing insights
Oracy
Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given)
Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk
Draw upon knowledge of the world to support their own point of view and explore different perspectives
Ask probing questions and adjust subsequent questions based on the audience
Listen with intent