

English

National Curriculum

Islam



Each LEA in England draws up its own local Religious Education syllabus and to support this activity the Dfes and QCA introduced the non-statutory National Framework for RE in October 2004. The framework links RE to other areas of the National Curriculum. The activities and content of this issue supports units of the QCA Scheme of Work for RE. Specific links are detailed below.

Pages 2-3 What is Islam?

PSHE

Preparing to play an active role as citizens

Pupils should be taught:

2 i) to appreciate the range of national, regional, religious and ethnic identities in the UK.

QCA links

RE Units 3A - What do signs and symbols mean in religion?; 5B - How do Muslims express their beliefs through practices?

Pages 4-5 Origins of faith

PSHE

Developing good relationships and respecting the differences between people

Pupils should be taught:

4 b) to think about the lives of people living in other places and times, and people with different values and customs

f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity.

Geography

Pupils should be taught to:

2 c) use atlases and globes, and maps and plans at a range of scales

d) use secondary sources of information including aerial photographs

3 a) identify and describe what places are like

c) describe where places are

d) explain why places are like they are.

English

En2 Reading – Literature

The range should include:

8 e) texts drawn from a variety of cultures and traditions.

QCA links

RE Unit 5A - Why is the Prophet important to Muslims?

Pages 6-7 Sacred texts and traditions

PSHE

Preparing to play an active role as citizens

Pupils should be taught:

2 e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

i) to appreciate the range of national, regional, religious and ethnic identities in the UK.

English

En1 Speaking and listening

Pupils should be taught to:

3 a) make contributions relevant to the topic and take turns in discussion.

QCA links

RE Units 6C - Why are sacred texts important?; 6D - What is the Qur'an and why is it important to Muslims?

Page 9-11 Framework for faith

PSHE

Preparing to play an active role as citizens

Pupils should be taught:

2 b) why and how rules and laws are made and enforced

e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences



English

National Curriculum

Islam (continued)

j) that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.

Developing good relationships and respecting the differences between people

Pupils should be taught:

4 a) that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view.

QCA links

RE Units 3A - What do signs and symbols mean in religion?; 6B - Worship and community: What is the role of the mosque?; 5B - How do Muslims express their beliefs through practices?

Pages 12-13 Art and architecture

Art and design

Pupils should be taught:

- 1 c) to collect visual and other information to help them develop their ideas
- 2 b) to apply their experience of materials and processes, developing their control of tools and techniques
- c) to design and make images and artefacts
- 4 a) about visual and tactile elements, including colour, pattern and texture, shape, form and space
- 5 d) to investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

Mathematics

Ma3 Shape, space and measures

Pupils should be taught to:

- 2 a) describe properties of shapes that they can see or visualise
- d) recognise reflective symmetry in familiar 2-D shapes and patterns.

QCA links

RE Unit 6F - How do people express their faith through the arts?

Pages 14-15 The Hajj

PSHE

Preparing to play an active role as citizens

Pupils should be taught:

2 e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- 4 b) to think about the lives of people living in other places and times, and people with different values and customs
- f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity.

English

En3 Writing

Breadth of study

12 The range of forms of writing should include notes, records, instructions, captions.

Geography

Pupils should be taught to:

- 2 e) draw plans and maps at a range of scales
- 3 c) describe where places are.

QCA links

RE Units - 5B How do Muslims express their beliefs through practices?; 6B - Worship and community: What is the role of the mosque?

Page 16 From Makkah to Madinah

PSHE

Preparing to play an active role as citizens



English

National Curriculum

Islam (continued)

Pupils should be taught to:

2 e) reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.

English

En1 Speaking and listening

Pupils should be taught to:

3 a) make contributions relevant to the topic and take turns in discussion.

En2 Reading – Literature

Pupils should be taught to:

4 e) evaluate ideas and themes that broaden perspectives and extend thinking.

QCA links

Re Unit - 5A Why is the Prophet important to Muslims?

