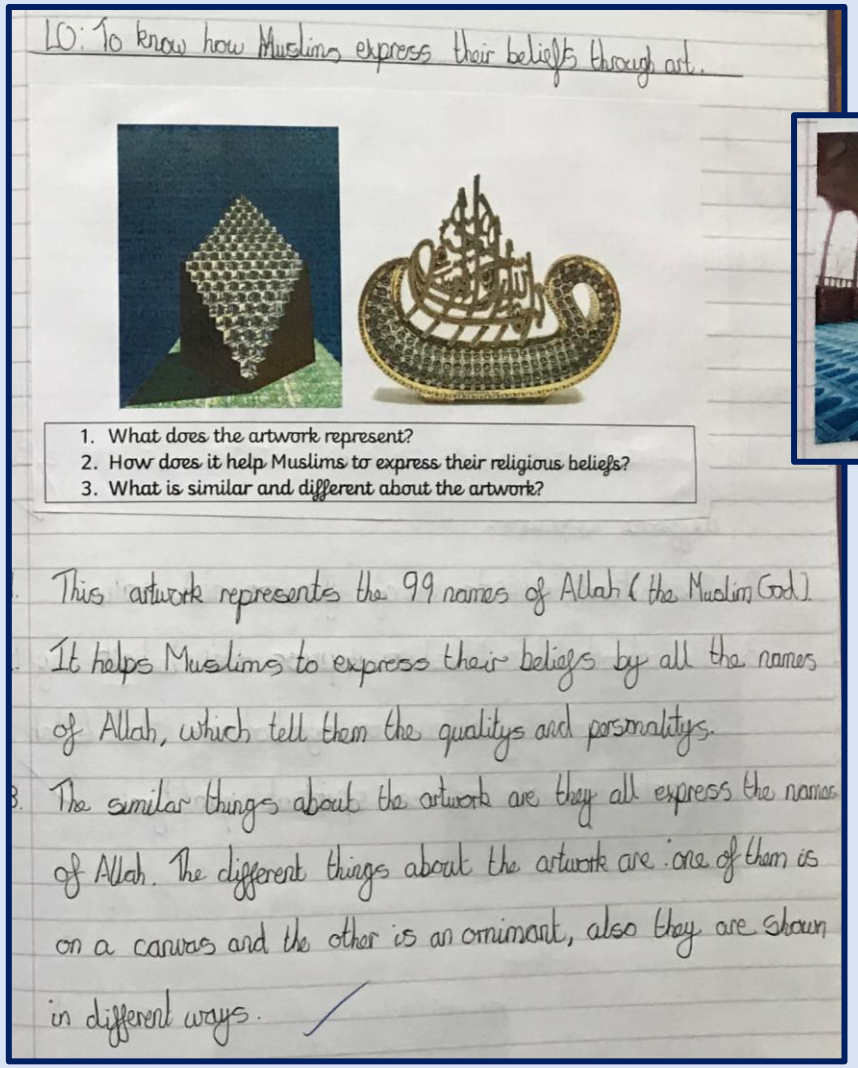
The Sleights' Curriculum for Religious Education

Progression in Islam

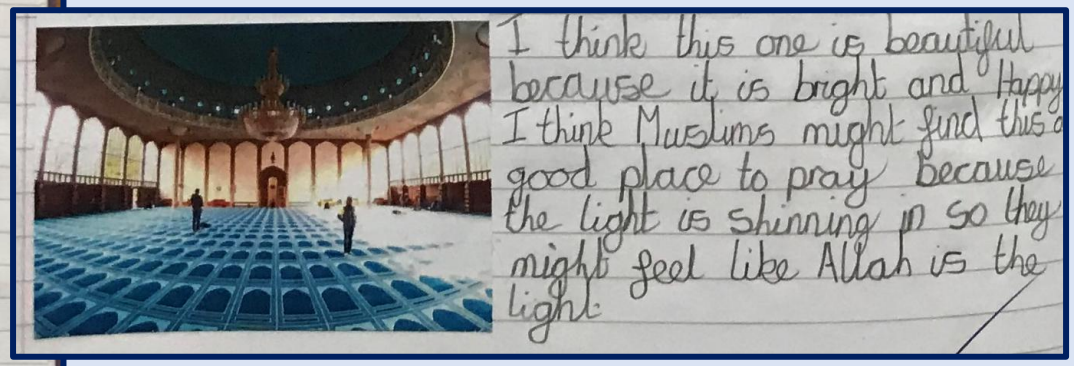
Children are first introduced to Islam in Early Years. This focuses on naming and recognising key symbols and artefacts relating to Islam. Across their time at Sleights, children build on their existing knowledge base and understanding of symbols, artefacts and representations.



LO: To know how Muslims express their beliefs through art.

1. What does the artwork represent?
2. How does it help Muslims to express their religious beliefs?
3. What is similar and different about the artwork?

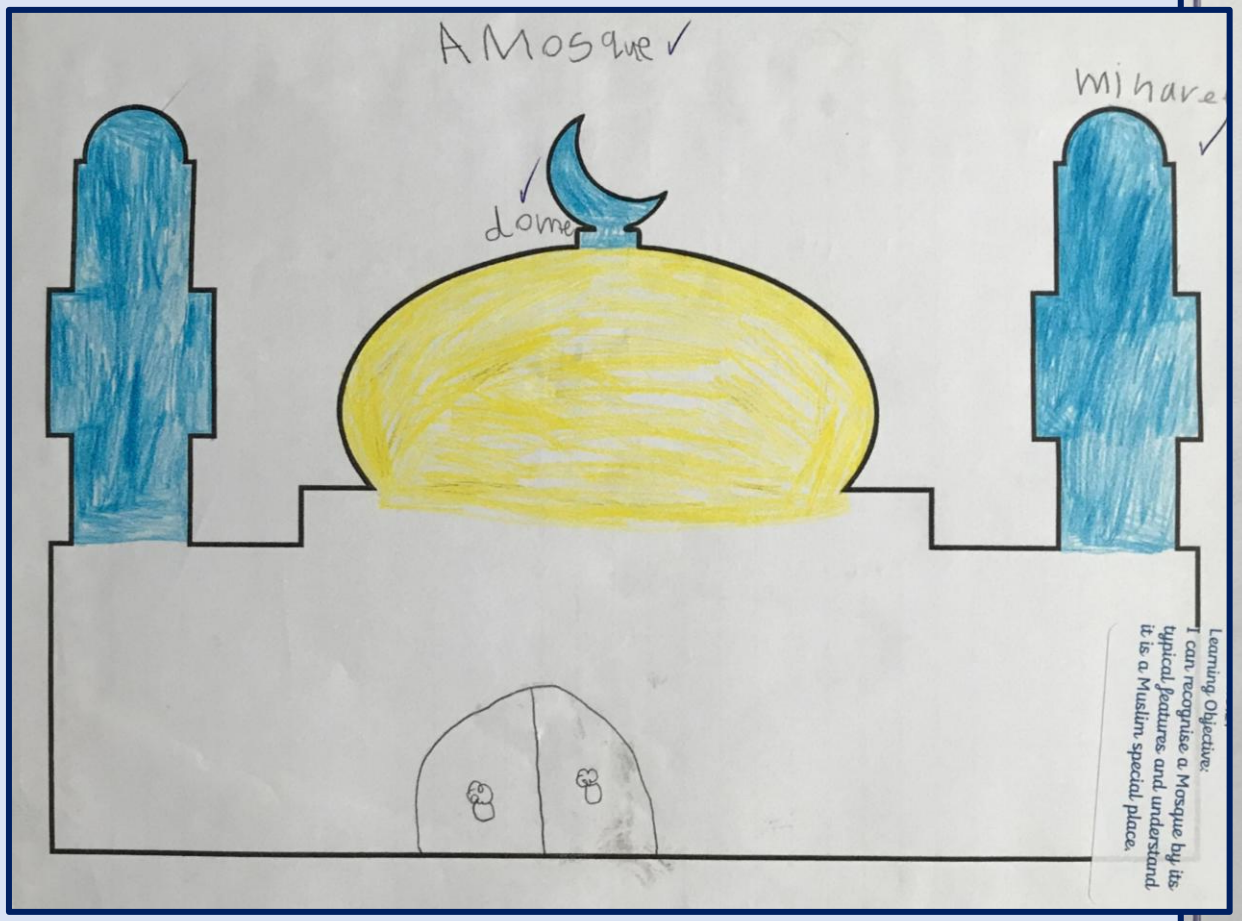
1. This artwork represents the 99 names of Allah (the Muslim God).
2. It helps Muslims to express their beliefs by all the names of Allah, which tell them the qualitys and personalitys.
3. The similar things about the artwork are they all express the names of Allah. The different things about the artwork are: one of them is on a canvas and the other is an ominant, also they are shown in different ways.



I think this one is beautiful because it is bright and happy. I think Muslims might find this a good place to pray because the light is shinning in so they might feel like Allah is the light.

In Key Stage Two, children use their personal knowledge of Islam and the Muslim faith to support their opinions and ideas.

In Key Stage One, children learn that Muslims believe in God (Allah) and worship in a Mosque. Children also know that the Qu'ran is the Holy Book of Islam.



LO: I can explain who Muslims believe in and how this is different to Christian beliefs.

Christians believe in.....

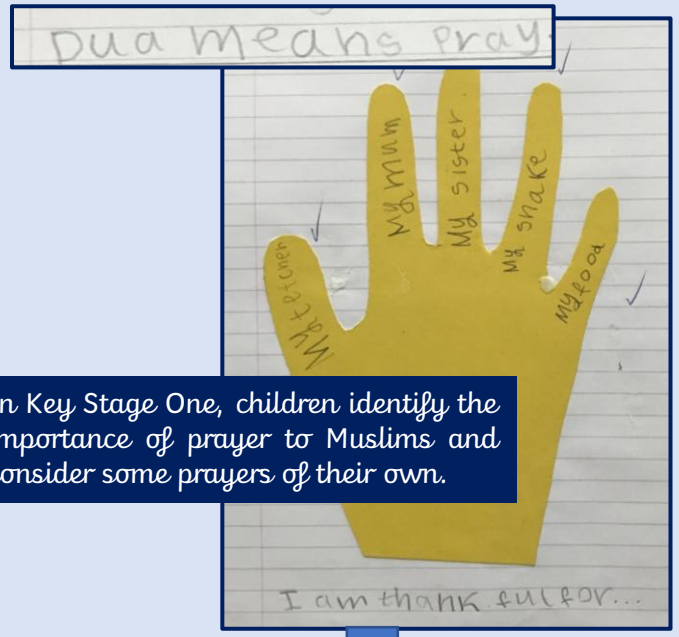
God and the Bible

Muslims believe in.....

Allah and The qu'ran

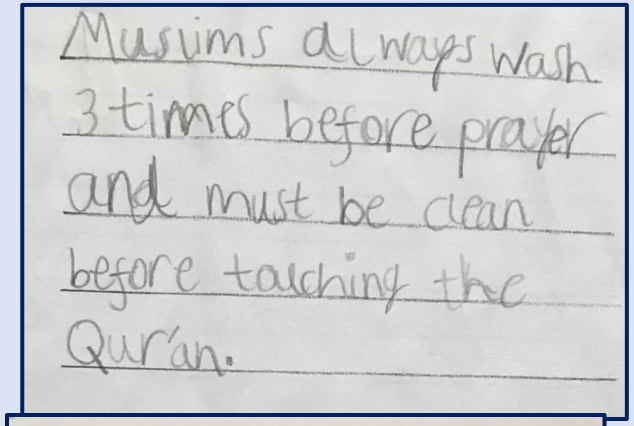
Allah The Bible God The Qur'an

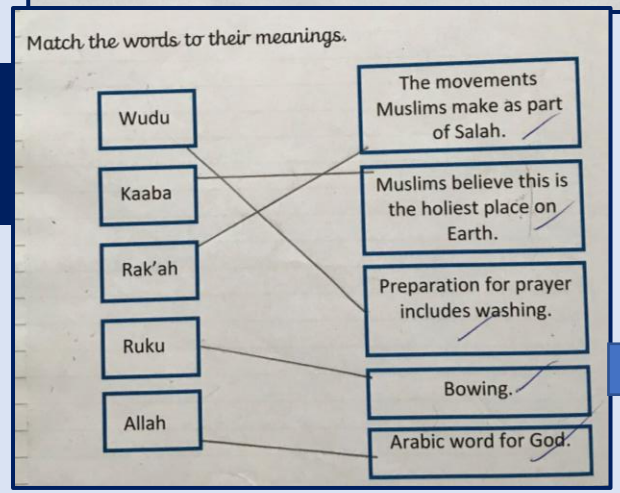
Building on knowledge about the Qu'ran, children across Key Stage One and Two develop a deeper understanding about the importance of **prayer** in the Islam faith.



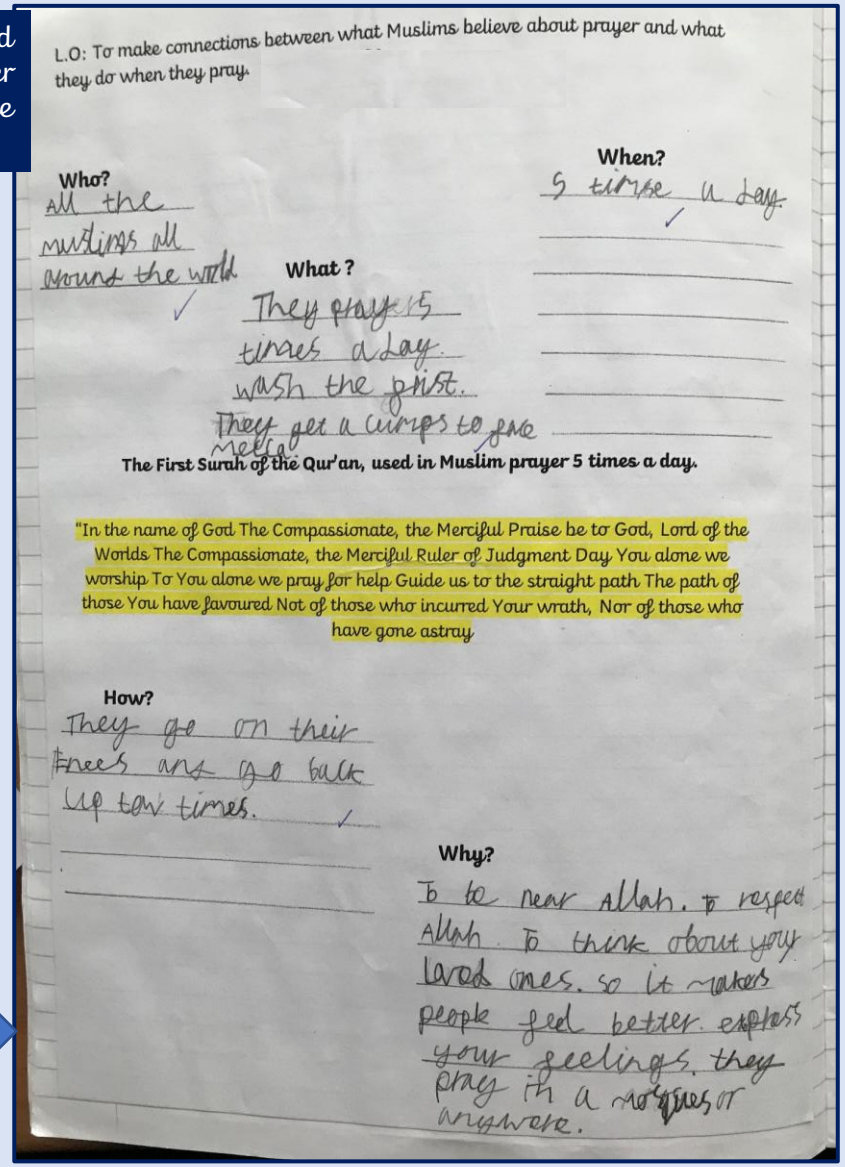
In Key Stage One, children identify the importance of prayer to Muslims and consider some prayers of their own.

As they move to Lower Key Stage, children build a deeper understanding about how Muslims prayer and, in particular, how they prepare for this.





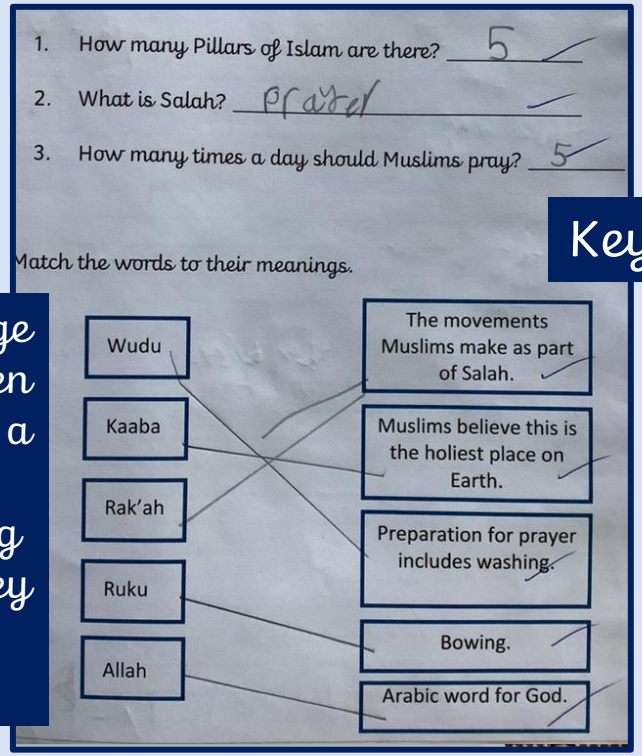
Children continue to establish and deepen connections between prayer and preparation. Children explore the **Surah**.



Children learn about the Five Pillars of Islam and the impact of these on faith and practice. This is revisited throughout the children's time at Sleights.

Key Stage One

In Key Stage one, children secure a simple understanding of key vocabulary and aspects.



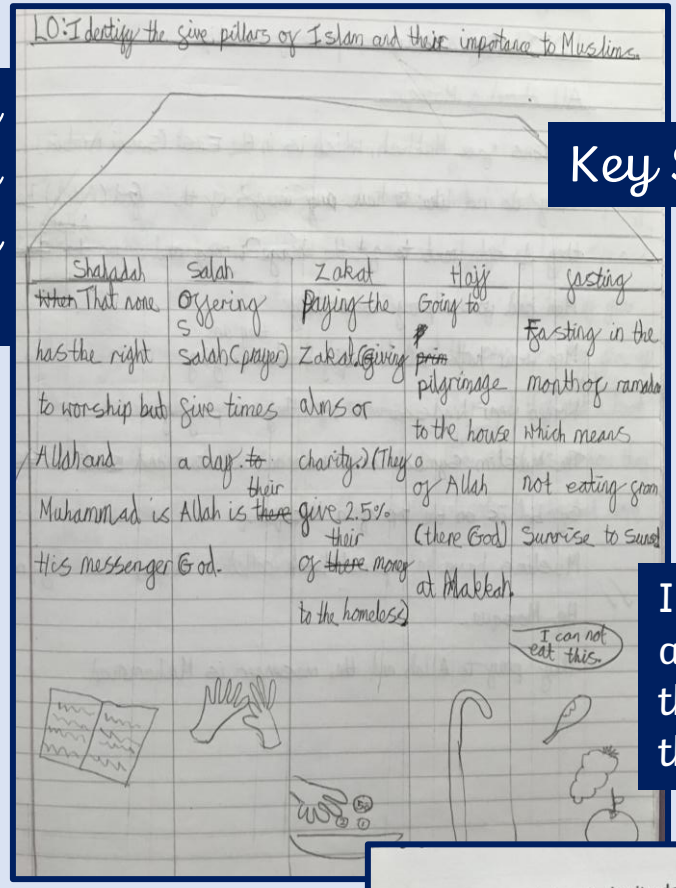
1. How many Pillars of Islam are there? 5
2. What is Salah? Prayer
3. How many times a day should Muslims pray? 5

Match the words to their meanings.

Wudu	The movements Muslims make as part of Salah.
Kaaba	Muslims believe this is the holiest place on Earth.
Rak'ah	Preparation for prayer includes washing.
Ruku	Bowing.
Allah	Arabic word for God.

Key Stage Two

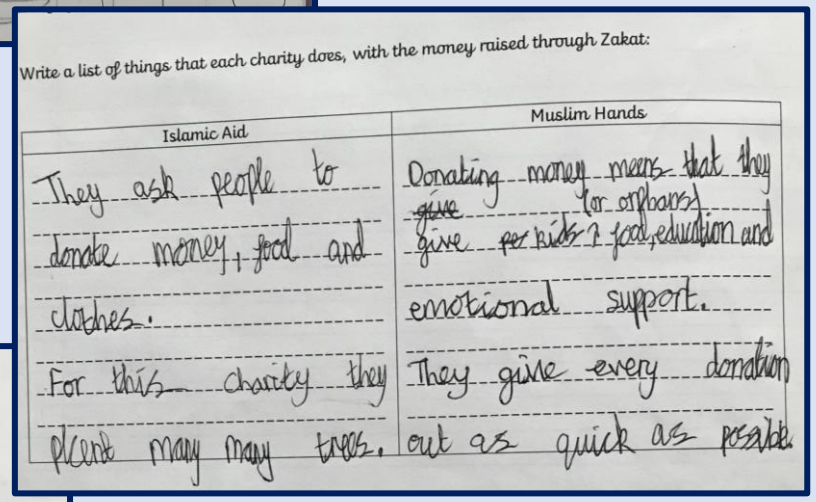
In Key Stage Two, children apply their understanding of the Five Pillars to their own thinking and ideas.



LO: I identify the five pillars of Islam and their importance to Muslims.

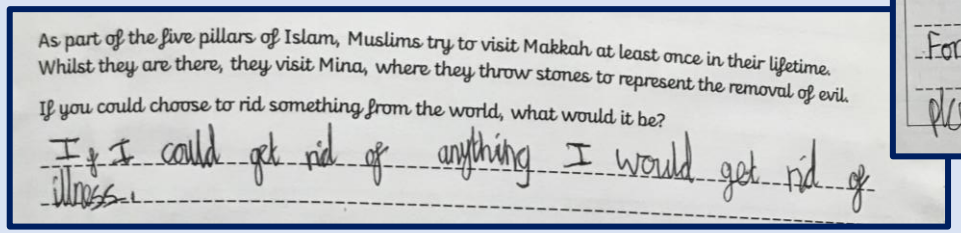
Shahadah	Salah	Zakat	Hajj	fasting
That none has the right to worship but Allah and Muhammad is His messenger	Offering Salah (prayer) five times a day. Allah is God.	Paying the Zakat (giving alms or charity) They give 2.5% of their money to the homeless	Going to pilgrimage to the house of Allah (there God) at Makkah.	Fasting in the month of ramadan which means not eating from Sunrise to Sunset

I can not eat this.



Write a list of things that each charity does, with the money raised through Zakat:

Islamic Aid	Muslim Hands
They ask people to donate money, food and clothes. For this charity they plant may may trees.	Donating money means that they give (for orphans) give per kids food, education and emotional support. They give every donation out as quick as possible.

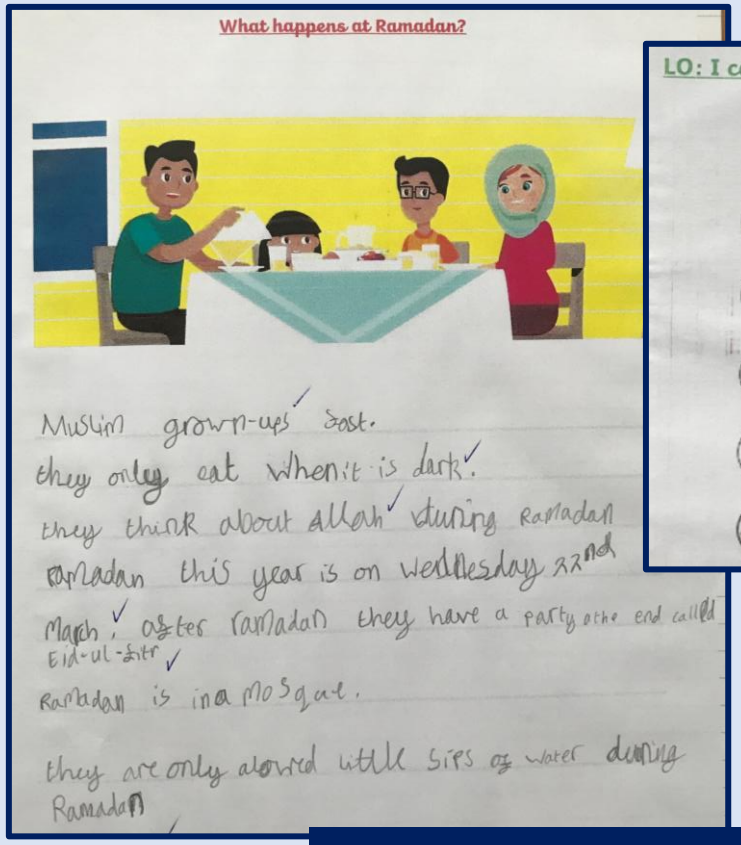


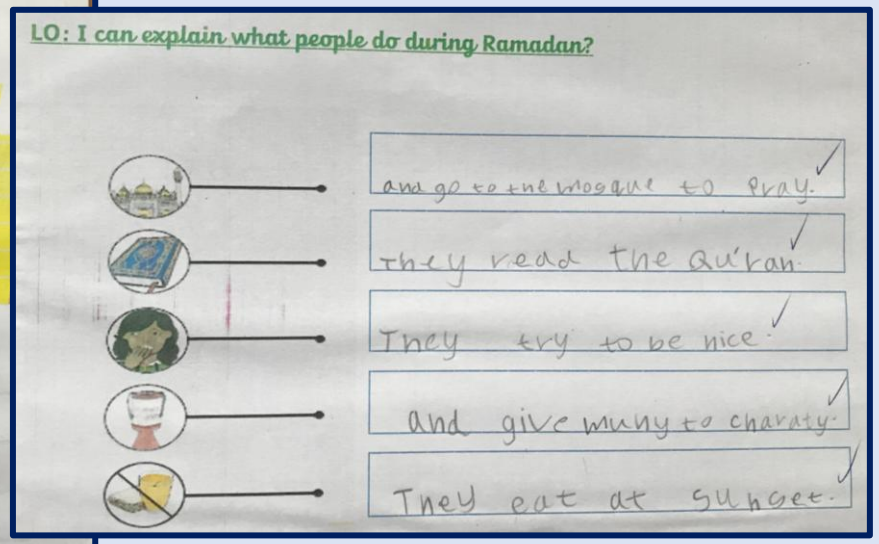
As part of the five pillars of Islam, Muslims try to visit Makkah at least once in their lifetime. Whilst they are there, they visit Mina, where they throw stones to represent the removal of evil.

If you could choose to rid something from the world, what would it be?

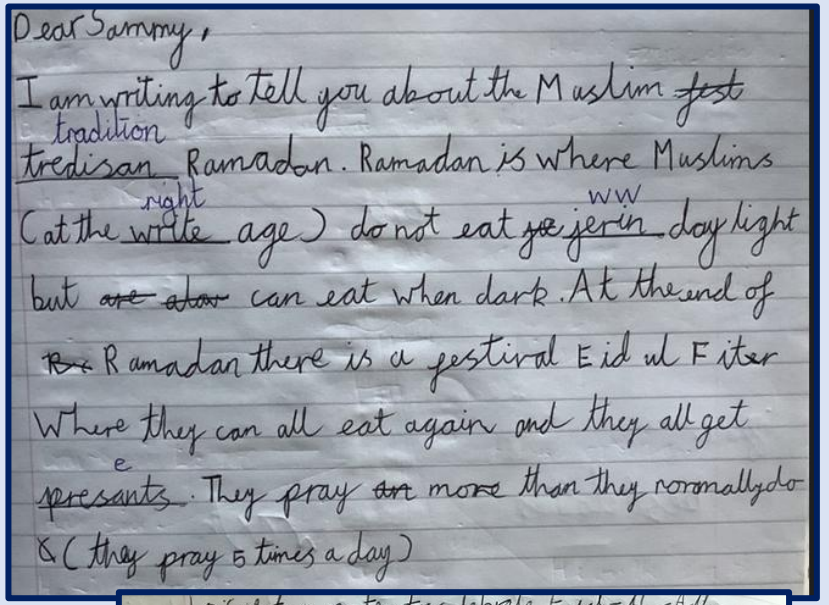
If I could get rid of anything I would get rid of illness.

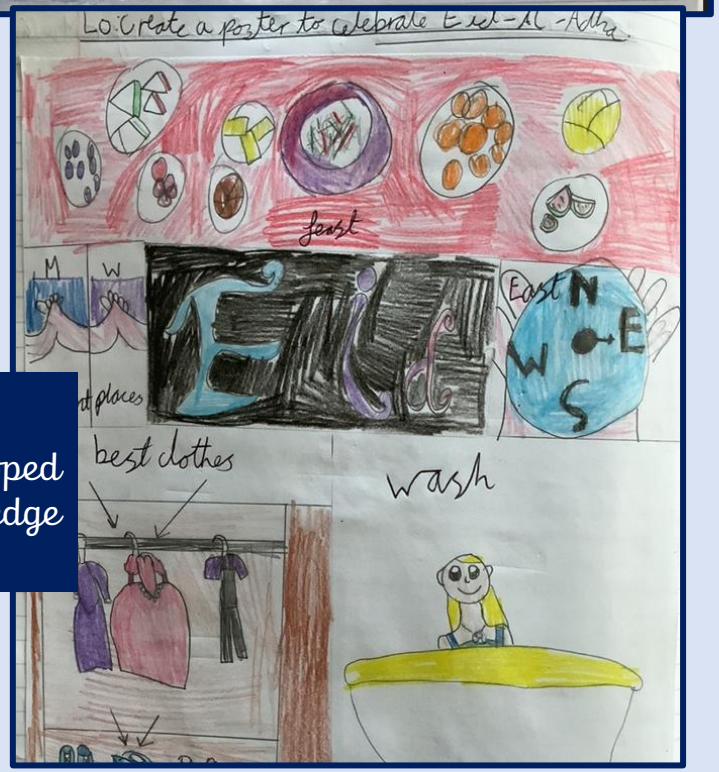
Across school, children develop their understanding and knowledge of traditions, festivals and rituals important to Muslims.





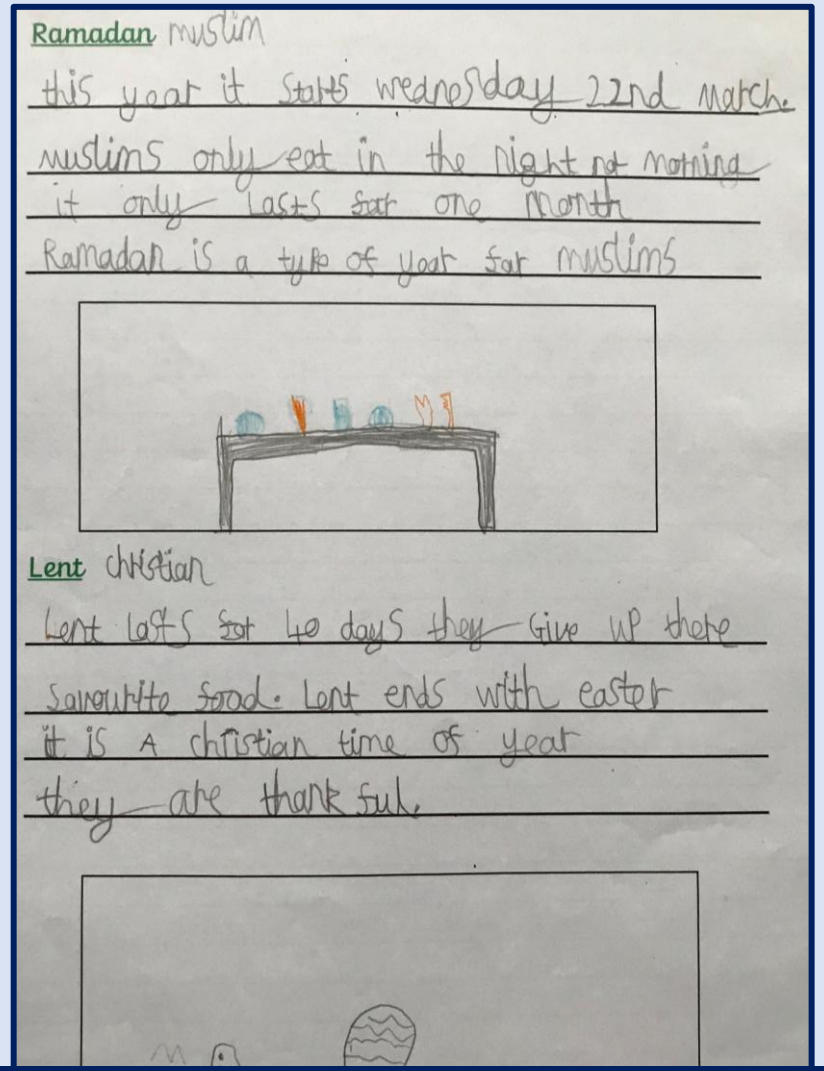
Key Stage One
An introduction Ramadan.





Key Stage Two
Ramadan and Eid are developed further, building on knowledge gained in Key Stage One.

With increasing confidence and knowledge about the Muslim faith, children across school are able to make comparisons between Islam and Christianity.



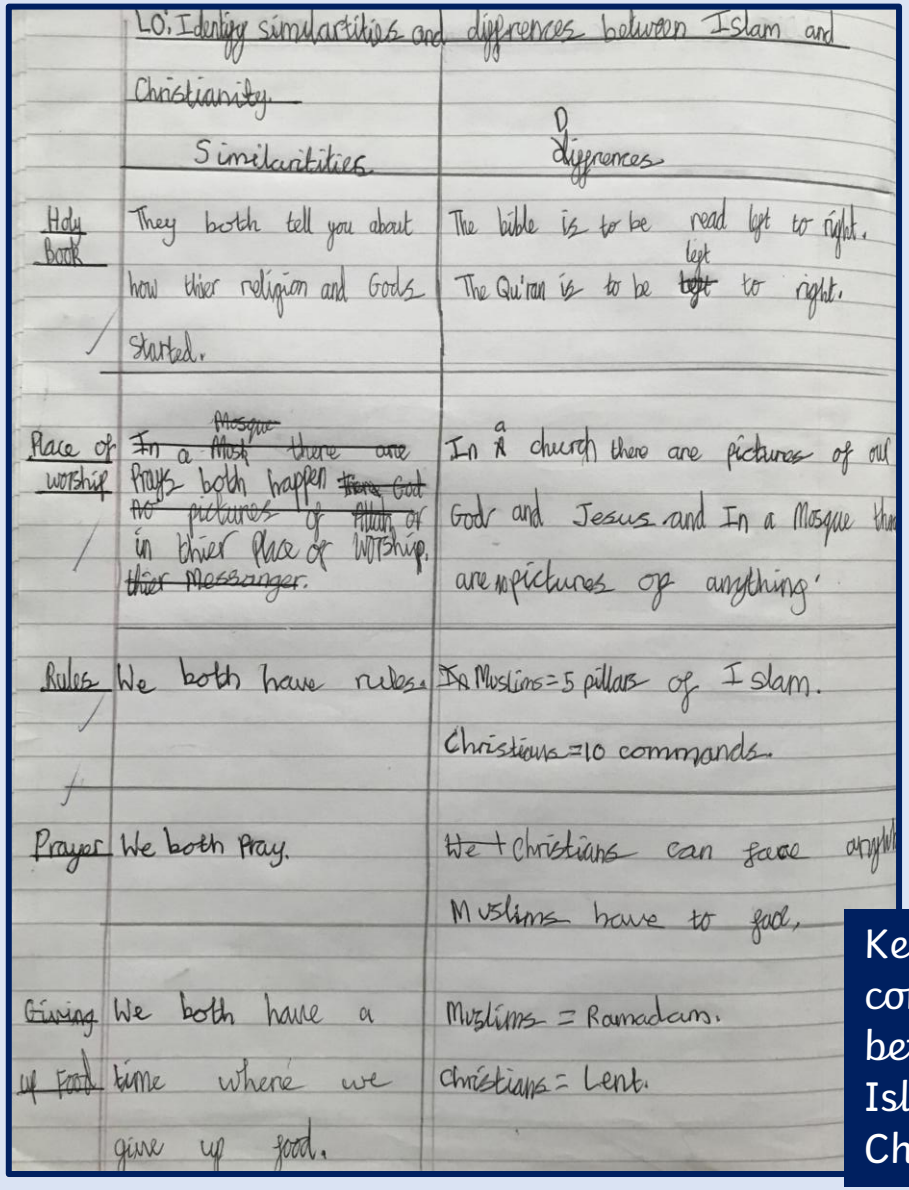
Ramadan muslim

this year it starts wednesday 22nd march. muslims only eat in the night not morning it only lasts for one month Ramadan is a type of year for muslims

Lent christian

Lent lasts for 40 days they give up there favourite food. Lent ends with easter it is a christian time of year they are thankful.

Key Stage One comparison between Lent and Ramadan



LO: Identify similarities and differences between Islam and Christianity.

	Similarities	Differences
Holy Book	They both tell you about how thier religion and Gods started.	The bible is to be read left to right. The Qu'ran is to be ~~left~~ right to right.
Place of worship	~~In a Mosque there are~~ Prays both happen ~~there God no pictures of Allah or~~ in thier Place of Worship. ~~thier Messanger.~~	In a church there are pictures of our God and Jesus and In a Mosque there are no pictures of anything.
Rules	We both have rules.	In Muslims = 5 pillars of Islam. Christians = 10 commands.
Prayer	We both Pray.	~~We~~ + Christians can face anywhere Muslims have to face.
Giving up Food	We both have a time where we give up food.	Muslims = Ramadans. Christians = Lent.

Key Stage Two comparison between aspects of Islam and Christianity

Children are provided with real life, hands on opportunities to help bring classroom learning to life.







The Islamic Diversity Centre visit Sleights. They deliver a lesson to each class. Families are invited to these sessions too.

It was brilliant. Miriam was great with the children and they all loved it. Thank you

The children were completely engaged and excited to share their knowledge of Islam from their prior learning in R.E. Miriam's personal imput gave the children an even greater depth of understanding of the Islamic faith. We all enjoyed her presentation!

I've heard all about it tonight. It sounds like everyone learnt lots and enjoyed themselves .

Children in Key Stage Two visit the Masjid Central Mosque in Middlesbrough, where they experience some of the traditions and customs they have found out about in school.





After their own lessons in the Mosque, children in Key Stage Two taught and recall key information to younger children in school.





