Lincolnshire Locally Agreed Syllabus for Religious Education
KS2 Compulsory Unit: Community (Islam)

➢ *How is Muslim belief expressed collectively?*
➢ *How does Muslim worship and celebration build a sense of community?*
➢ *Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world*

- Recap of key beliefs: God, **tawhid**, everything created in harmony (**muslim**), humans as **'abd** and **khalifa** to help keep everything in harmony; the straight path (*shariah*) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets

- **Ummah** – the global community of Muslims and the way this relates to the idea of harmony and the straight path

- The Five Pillars and the way they relate to Muslim beliefs:
  1. **Shahadah** (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets; used as part of the **adhaan** (call to prayer) and **salat** (prayer)
  2. **Salat** (prayer five times a day): incorporates the **Shahadah**, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements)
  3. **Zakat** (charitable giving): 2.5% of disposable income annually; often given to the mosque, which then distributes it to identified charities; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough
  4. **Sawm** (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out at a later time; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world
  5. **Hajj** (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the

same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the **ummah**) and their belief in one God; the impact of the *hajj* on the environment

- **Umrah** – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs
- The mosque (**masjid**) as a centre of the community; its role in providing education (the **madrassah**), welfare (by distributing **zakat**) and engaging with the wider local community (e.g. #VisitMyMosque day)
- Festivals and the ways in which they relate to Muslim beliefs:
  Eid ul-Fitr – marks the end of the month of Ramadan and the fast (**sawm**); it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month; key practices, e.g. giving **zakat** (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world
  Eid ul-Adha – the festival of the sacrifice; remembers the story the Prophet Ibrahim being willing to sacrifice his son, Isma'il, when God asks him to (compare with story in Genesis 22 about Abraham and his son, Isaac); key practices, e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need (in the UK the animal must be slaughtered in an appropriate slaughterhouse), giving presents, wearing new clothes, giving **zakat** (charity); examples of Eid ul-Adha in the UK and elsewhere in the world