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| **Year group: 6 Term: Autumn 1 Date: Class:** |
| **How does tawhid create a sense of belonging to the Muslim community?**  |
| **Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:** |
| **Working towards:** | **Expected:** | **Greater depth:** |
| These pupils understand Muslim belief in **one God, one religion and one community**. They may remember and be able to talk about some of the five pillars of Islam but are not able to identify the sense of belonging that these experiences bring.  | Pupils working at an expected level will be able to explain that **Tawhid is the central Muslim belief that there is only one God** – Allah – who everything comes from and that he is unique. They can **use religious vocabulary in their explanations** including an understanding of words like eternal and infinite. Pupils can give examples of his Tawhid is central to all Muslim belief with **a range of examples** – mostly drawn from their knowledge of the pillars of Islam. They can talk about the ummah, the worldwide Islamic communityand how the practice of each pillar makes a Muslim feel they belong to the ‘ummah.’ They can describe the impact of Hajj on a Muslim.**Ultimately, they can explain that:**Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.  | These pupils can articulate what belonging means to a Muslim at a deeper level. They can refer to religious stories or text from the Qur’an. They use a wide range of religious vocabulary when speaking about what Muslims believe and have developed an awareness that while tawhid is important not every Muslim expresses it in the same way.  |
| **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** | **Names****<when assessed, list names of children in class here>** |
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