Together, we place children at the heart;
nurturing love, respect and life-long learning.

RE Unit Year 6	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
U2.8 How do Muslims decide what is right and wrong?	**Ask questions** **Looking at interviews** **Reflecting on own position** **Examining text** **Interviews** **Ethical thinking** **Looking at data**	**Year 1 -** 1.7 What is it like to be brought up in a Muslim home in the UK today? **Year 2 -** 1.8 What is it like to be part of the Muslim community in the UK (and beyond)? **Year 3** - L2.7 Why is Muhammad important to Muslims today? **Year 4 –** L2.8 What do Muslims believe about God and how do they respond? **Year 5 -** U2.7 How does the Hajj show what matters to Muslims in Britain?	In this unit we want to find out how Muslims decide what is right and wrong. We want to find out about the beliefs, texts and people that influence many Muslims and some ways in which they choose to act when facing ethical decisions. To do this, we are going to have to look at some key texts (e.g. in the Qur'an and Hadith). We will find out from some Muslims (via interviews or case studies) what helps them decide what is right and wrong, and how they apply that to ethical decisions they take in their everyday lives. We will use charitable giving as a case study. As we do this, we will think about how we make ethical decisions and what influences our own ideas around what is right and wrong.		a – formation/expression c – context: e – values and morality g – ways of knowing: h – lived experience: k – personal worldviews: impact

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 How do some Muslims learn what is right and wrong?	Muslims are likely to draw on different influences and teachings when thinking about right and wrong, including God, the Qur'an, the example of the Prophet Muhammad, Hadith (which record words and actions attributed to the Prophet), parents, family and other experts.	**[ask qs; interviews; reflect on own position]** Recall prior learning from Muslim and thematic units. Set the unit question and ask pupils the best methods/ways of knowing to use. Ask some local Muslims1 (or use written accounts) to find out what influences them in deciding what is right and wrong. Compare with the influences on pupils, e.g. family, school, wider society, beliefs. Do pupils think where we are born shapes our worldviews? How and why?	God Qur'an The example of the Prophet Muhammad Hadith
Lesson 2 What role do Islamic teachings have in helping Muslims decide what is right and wrong?	The Qur'an focuses a lot on guiding Muslims in choosing right and avoiding wrong. This connects with the ideas of akhlaq (good character and conduct) and taqwa (God-consciousness). Muslims might use 99 Names of God to help them reflect some of these qualities in their own lives.	**[texts]** Examine some Quranic texts that guide on the good things Muslims should do. E.g. Qur'an 2:177, 10:26, 7:8-9, 4:135, 16:90. Hadith: an-Nawawi's 13th of his 40 Hadith. List the right actions expected in the texts. Ask pupils to divide them into categories: believing, behaving and character. How might they help Muslims develop akhlaq? In what ways might keeping God in mind (taqwa) help Muslims choose good actions? Add three or more qualities Muslims might seek to reflect in their own lives, using some of the 99 Names	Qur'an Akhlaq taqwa
Lesson 3 How do Muslims live out the teachings on right and wrong in their everyday lives?	Most Muslims will put these teachings into practice in their lives in different ways. There is good to do (e.g. believe in and submit to God, remember God (taqwa), pray, be kind, truthful, fair, honest; forgive; give Zakat) and bad to	**[examining text; interviews; ethical thinking]** Use your interviews from lesson 1, or written accounts, to explore some of the ways in which Muslims put the teachings of the Quran into practice. Connect to the verses explored in lesson 2. Suggest some everyday scenarios where people face ethical decisions. Ask	Taqwa Zakat

	avoid (e.g. harming others, lying, backbiting, uncontrollable anger).	pupils what they think Muslims might do based on the teachings studied so far, and reflect on how pupils would respond in these scenarios, and why.	
Lesson 4 What roles do charitable giving and generosity have in Muslim living?	The giving of charity (zakat) is an obligatory part of being Muslim – one of the 'five pillars'. It involves the donation of 2.5% of surplus wealth each year, often at Eid ul-Fitr (the end of Ramadan). Many will also give voluntarily (sadaqah). Many Muslims give to Muslim and non-Muslim charities.	**[using data; interviews; reflecting on own position]** Use Muslim sites to research zakat, how it is calculated, to whom it can be given, what it is spent on, and when (e.g. www.islamic-relief.org.uk; www.nzf.org.uk). Recall learning about Eid ul-Fitr (e.g. unit 1.8) and why this is a key time for giving. Examine the difference between zakat and sadaqah. Connect these with Qur'an teachings already studied, and with any comments from Muslims about actions they see as good/right. Reflect on ways in which pupils are generous and why.	Zakat Eid ul-Fitr Ramadan sadaqah
Lesson 5 Weighing up right and wrong actions: what do Muslims do or avoid doing, and why?	The Qur'an describes the two 'Recording Angels', who observe every person from their right and left, recording their good and bad deeds. In Islamic tradition, these are revealed at Judgment Day, where God judges and rewards or punishes thoughts, words and deeds. Muslims believe God is The All-Forgiving, and that even a good intention counts as a good deed at Judgment Day.	**[text, ethical thinking, reflecting on own position]** Look at the interviews and teachings from earlier lessons. Create two lists – one of good actions and one of bad. Add all the examples of good actions from earlier lessons and fill in opposite actions to avoid. (e.g. being generous and giving to charity/ keeping everything to yourself). Introduce the 'recording angels'; imagine them recording the actions and intentions of an individual for a day. (What difference does being observed make in pupils' behaviour?) Reflect upon how the idea of all deeds and intentions being weighed on Judgment Day might inspire Muslims to choose good actions.	Recording Angels Judgement day
Lesson 6	Recall learning in the unit, expressing understanding of key terms (in bold	**[expressing ideas, reflecting on own position, coming to a conclusion]**	

How do Muslims decide what is right and wrong?	above). Weigh up the value of different ways of knowing used in this unit in helping to answer the unit question. Reflect on their own worldview and experience.	Give pupils an opportunity to give a full answer the unit question, based on their learning. Revisit their answers from lesson 1 about the influences that shape their worldviews and how they decide right and wrong. Compare with Muslim worldviews. How far do pupils' ideas of right and wrong overlap with Muslim ideas? Weigh up the different sources and methods they have used to address the question. Decide what else they might do to get better answers.	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: By exploring this question, pupils will understand that: The teaching of the Qur'an is central to Muslim decision-making about right and wrong, along with the example of Prophet Muhammad • The Qur'an describes good actions (e.g. believe in God, pray, be kind, truthful, fair, honest; forgive; give Zakat) and bad actions (e.g. harming others, lying, backbiting, uncontrollable anger). • The term akhlaq encompasses the idea of good character and conduct. • Belief that God judges all actions and intentions on Judgment Day can shape Muslim worldviews and their lives. • The Islamic tradition emphasises God's merciful and forgiving nature. Engaging with religious worldviews: Pupils will: • Read and interpret different sources appropriately, such as texts from Qur'an and Hadith • Recognise and weigh up different sources appropriately (e.g. who is writing/ speaking; is it a sacred text or a contemporary adherent; is the source representative?). Understanding themselves: Pupils will • Comment on the role in their own lives of, e.g. family, community, wider society, belief in God, etc. in shaping their ideas of right and wrong, and their actions • Comment on how far the ideals of good character and conduct in Islam connect with pupils' own ideals	This unit is fully supported by the Understanding Muslims, Understanding Islam project, volume 2: **Lesson 2 - Qur'an texts** • Yahiya Emerick's translation, *The Meaning of the Holy Qur'an for School Children*, is a helpful resource. • Hadith: www.sunnah.com/nawawi40:13 **Lesson 4 - Zakat** • https://www.bluestate.co/wp-content/uploads/2024/04/Blue_State_Muslim_Giving_Behaviours_Report_April_2024.pdf • https://www.muslimaid.org/campaigns/sadaqah-jariyah/