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Key Question: U2.6 What does it mean to be a Muslim in Britain today?

This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque. Accurate vocabulary: teach pupils to remember and use Islamic terminology correctly, for example prophet, Allah, 5 Pillars, minaret, dome, mosque, muezzin, mihrab, wudu, revelation. Also use the vocabulary of spirituality: 'a sense of the presence of God', 'experiences of awe and wonder'.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question

U2.6 What does it mean to be a Muslim in Britain today?

Year group: Recommended Year 5

Strand: Living

Questions in this thread:
F5: Where do we belong?
1.7 What does it mean to belong to a faith community?
L2.7 What does it mean to be a Christian in Britain today?
L2.8 What does it mean to be a Hindu in Britain today?
3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?

Religions and worldviews:
Muslims

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate. There is a strong sequence of adding learning to prior achievement in relation to Islam in our syllabus.

Step 2: Select learning outcomes

- Use the learning outcomes from column 2 of the key question outlines on p.71.
- Select learning outcomes appropriate for the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Emerging	Expected	Exceeding
• **Describe the Five Pillars of Islam and give detailed examples of how these affect the everyday lives of Muslims (A1).** • **Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).**	• **Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** • **Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).** • **Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).** • **Make connections between the key functions of the mosque and the beliefs of Muslims (A1).**	• **Deploy a rich knowledge of the 5 Pillars to explain connections between Muslim practice and their beliefs about God and the Prophet Muhammad (A2).** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).** • **Answer the title key question from different perspectives, including their own (C1).**

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Gain a rich knowledge of the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Learn, think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. • Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). • Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

NOTE: This unit of work offers around **10-12 hours** of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… **You can…** **Can you…?** ▪ **Describe what the five pillars of Islam are** ▪ **Give examples of how each pillar might affect the life of a Muslim** ▪ **Identify three reasons why the Qur'an is important to Muslims** ▪ **Give an example of how following the teaching of the Qur'an might affect what a person does in their life** ▪ **Describe what the Mosque is used for**	**I can…** **You can…** **Can you…?** ▪ **Make links between Muslim practice of the five pillars and Muslim beliefs about God** ▪ **Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad** ▪ **Describe and reflect on how the Qur'an is significant to Muslims** ▪ **Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims** ▪ **Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim** ▪ **Identify and explain connections between the main functions of the Mosque and Muslim beliefs**	**I can…** **You can…** **Can you…?** ▪ **Offer my views and ideas on the value and importance of prayer in the life of a Muslim** ▪ **Offer my views and ideas on the value and importance of the Qur'an and Hadith in the life of a Muslim** ▪ **Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim** ▪ **Explain what different people think it means to be a Muslim**

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

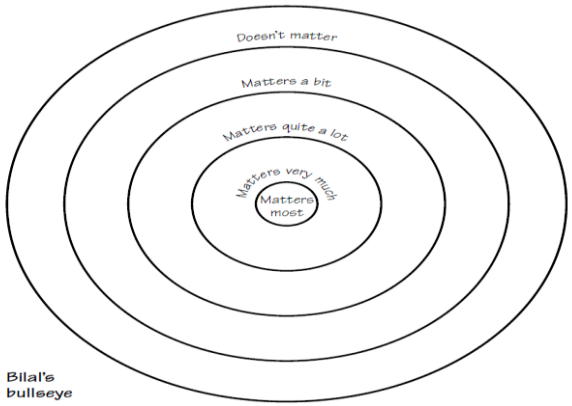
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What helps you through the journey of life? What helps Muslims through the journey of life?		
Pupils will learn: Describe what people might need to support them on the journey of life. Consider questions such as how life is like a journey? What do people use to support them through the journey? Describe the five pillars of Islam	**Navigating the journey of life** • Give each pair of pupils an A3 piece of paper with a hospital drawn in the bottom left corner and a door with a question mark in the top right corner. There should be a series of roads drawn onto the paper showing different routes to get from the hospital to the door. • Ask the pupils to think about the different things that a person might encounter through life, some joyous and some hard e.g. passing exams, falling off a climbing frame, being burgled, learning to ride a bike etc. Ask the pupils to draw something by the roadside to represent the experience e.g. a man with a swag bag. Each pair could represent 10 experiences. • Each pair then needs to show their journey to another pair and then discuss what physical strength, e.g. health, and moral/spiritual strength, e.g. love, they will need to weather their imagined life journey. • As a group of four choose the five most important things they will need to support them through life. Share these as a class. Pupils could write each one on a pillar, responding to the sentence starter: **Through the journey of life I will need...because...** • Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need, what happens afterwards, how they know which way to go etc. • Before you introduce the five pillars of Islam as essentials of the life of Muslim, check prior learning – give a selection of the key terms below to pupils to identify and explain in groups. • The 5 pillars are an expression of ibadah (worship and belief in action). The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of purification and sharing with others. Muslims must not only believe in the five pillars, but also act on their beliefs. The five pillars of Islam are *shahadah* - a belief in one God, *salah* - prayer, five times a day, *sawm*- fasting in the month of Ramadan, *hajj* - pilgrimage and *zakah*- the giving of alms. These affect the life of a Muslim moment by moment, daily, annually and over a lifetime. Create a table with four columns titled moment by moment, daily etc. As you go through this unit collect examples of how the five pillars should affect a Muslim over these time periods. ***Notes:*** *An example of the Journey of life road diagram can be found in Exploring A Theme: Journey of Life and Death RE Today Services https://shop.retoday.org.uk/9781904024934* *Extensive support for this unit can be found in the picture cards, background information and activities in Picturing Islam, Picturing Muslims: www.retoday.org.uk/school-support/publications/samples/picturing-islam/*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is the key belief of Muslims? How does this affect their life?		
Pupils will learn: Describe using the right words the key belief of Muslims and explain how it affects their life Find out more about the life of the Prophet, recalling details and main ideas Consider questions such as how might hearing the Shahadah every day, many times, affect the life of a Muslim? Think of reasons why Muslims find it important to hear the Shahadah regularly	**A belief to shout and whisper** ▪ Share the Shahadah with the class and explain that this is one of the most important beliefs in Islam and forms one of the five pillars of Islam. The Shahadah says 'I witness that there is no other god but Allah, and Muhammad is the prophet of Allah'. Discuss what it shows about Muhammad. (Note that many Muslims honour the Prophet, and so add a statement like 'Peace be upon him' after saying his name; this is sometimes shortened to PBUH in written documents.) ▪ Sequence the work so that pupils can remember what they learned in earlier lessons and deploy their new knowledge by using recall and retrieval strategies about Muslim practice from earlier units. ▪ Demonstrate to the pupils two of the ways that the words of the Shahadah are used - Play the pupils the call to the prayer from a Mosque www.islamcan.com/audio/adhan/index.shtml - Explain to the pupils that the words of the Shahadah are also the first words that a Muslim baby hears when s/he is born. The father whispers the words into the ear of the baby. - Ask the pupils what belief or value is so important that they would shout it from the top of a tall building. - Ask the pupils to write the sentence that they would have liked their parents to whisper into their ear when they were born. Why would they have chosen those words? ▪ Share the story of Bilal, the first Muezzin. Ask the pupils to work in pairs to consider what mattered most to Bilal. Was it his work, his own comfort, using the gifts God gave him, being loyal to his friends, serving Allah, escaping from slavery, preserving his own life, praying, following the prophet, obeying his master, fashionable clothes, helping other people? ▪ Ask the pupils to place the statements on the target with no more than three in each circle. Each pair must be able to justify and agree the placement of their phrases.  Bilal's bullseye	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).**

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	▪ How might hearing and saying the Shahadah every day affect the life of a Muslim? ▪ High expectations are implemented where pupils use quotes from sacred text with increasing skill and clarity, interpreting the meanings for themselves **Learning from stories** ▪ Share the story of the placing of the Black Stone. In pairs discuss the meaning and teaching of the story and ask pupils to consider what it teaches us about the character and qualities of Muhammad. ▪ Use two other stories about the Prophet and ask the pupils to find a way of retelling a story to another group so they understand the story and what it teaches about the Prophet. • Share information about the Prophet's life and ask pupils to write a character description of Muhammad and description of Muslim beliefs about the Prophet for a school website. Words to use (based on how Muslims see the character of the Prophet): Trustworthy / Good humoured / faithful / patient / a good leader. **Notes**: Two suitable stories to use for this unit are the Thirsty Camel or Woman at the gates of Mecca The woman at the gates of Mecca story can be found in Opening up Islam: RE Today Services The crying camel story can be found in Faith Stories, RE Today Services The story of Bilal and more detail on this activity can be found in Faith Stories, RE Today Services https://shop.retoday.org.uk/find/stories+ISlam/1	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why does prayer matter to Muslims?		
Pupils will learn: Describe how and why Muslim people pray Look for similarities and differences between prayer in Islam and prayer in Christianity Think of reasons why some people pray regularly Give simple reasons for prayer as a form of guidance for Muslims	**Exploring how Muslims pray** Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. You could use the clip from BBC 'My Life My Religion Islam' to introduce prayer and its rituals to pupils. www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znmx47h A helpful animation can be found on www.youtube.com/watch?v=SdgqRi-ffMQ – note that it is designed for Muslim children ▪ Whilst watching the rak'ah, ask pupils to make sketches of as many different prayer positions as they can pick out. • For each position, ask pupils to annotate the sketch to explain what they think the movement might mean or say about the worshippers' inner feelings and beliefs. • Watch the clip again with the sound up. Notice what is said about the meaning of each movement. Compare with pupils' own ideas. • If possible invite a Muslim into class to show the rak'ahs (prayer positions) and talk about and answer questions about what prayer means to them. • Pupils design a poster illustrating one of the rak'ahs, ensuring that all positions are selected throughout the class. Alongside the drawing of the position, pupils add a 'thought bubble' suggesting what a Muslim might be thinking when they are in this position before Allah. Alongside the illustration, pupils write down what they think the gesture in the rak'ah might mean. Display pupils' work in the correct order of the rak'ahs. • Share with the pupils that this is only one type of prayer, many Muslims take time to pray more personally to Allah after the more formal prayer. **Ask pupils to consider in groups -** Why do people pray? How do you think it might make them feel? What beliefs go with prayer for them and in Islam, for Muslims? Ask pupils to share any experiences they have of prayer or similar practices and, if they have no experience, ask them what they do when others might choose to pray. Discuss where Muslims pray. When do the pray at the Mosque? Do all people use the Mosque for prayer?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** • **Make connections between the key functions of the mosque and the beliefs of Muslims (A1).** • **Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).**

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	Exploring the significance of prayer to Muslims Before the lesson collect a series of quotes on prayer from Muslim pupils. These quotes can easily be collected from the Children Talking section on the NATRE website. Select Muslim responses to question 7 on prayer. Collect between 12 and 16 quotes for pupils to work with. • Explain the aim of the activity to pupils. In mixed ability groups of three, they are to read through and sort out quotes from Muslim pupils to help them answer the question, 'Why is prayer so important for Muslims? • Give pupils a pack of the quotes you have collected. Ask pupils to prioritise the statements into a diamond shape according to how helpful they are in explaining why prayer is so important to Muslims, putting the most helpful at the top, least helpful at the bottom. - Each person in the group chooses one of the statements and answers the following: - Why did you choose this statement? What interests you about it? - What is being said, and what does it mean? - What does the person believe and why do you think they believe this? Pupils produce a statement of not more than thirty words to answer the question 'Why is prayer so important for Muslims?' If possible, ask a local Muslim to read and respond to the pupils' statements. • Do the pupils think it is hard to pray regularly? • How might regularly praying make a Muslims life *harder*? • How might regularly praying make a Muslims life *easier*? **Muslim and Christian prayer: Similarities and differences** Ask the pupils to work in groups to collate what they know about prayer. Pupils could be split into 5 groups. - One group looking at a series of preselected quotes from the Children Talking website by Muslims about Prayer. This group should find five things out about prayer for Muslims. - One group looking at a series of preselected quotes from the Pupils talking website by Christians about prayer. This group should find five things out about prayer for Christians. - One group could watch the BBC clips and make notes on Islamic prayer. This group should find five things out about prayer for Muslims. - One group could go to the website RE Quest and read the information on Christian prayer. This group should find five things out about prayer for Christians.	

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	- One group could look at a selection of artefacts that Muslims and Christians use for prayer. They should note the similarities and differences in what is used. Bring the class back together and share what each group has found out. This could recorded on a large poster with pictures and quotes showing the similarities and differences that the pupils have discovered. ***Notes:*** *The CLEO website has an excellent video of both Wuzu and Salah being performed by a Muslim* *www.cleo.net.uk/resources/index.php?cur=15&ks=2* *The Children Talking website can be accessed free from the NATRE website* *https://old.natre.org.uk/db/profile2a.php* *The BBC clips can be found at* www.bbc.co.uk/education/topics/zpdtsbk/resources/1 *Information on Christian prayer can be found at* http://request.org.uk/restart/ *Search on prayer* *A suitable selection of artefacts might include a prayer mat, a compass, some prayer beads, rosary beads, prayer cards, photographs of Muslims and Christians praying* *Muslims do not have to pray at the Mosque. Muslim men are expected to try and attend Congregational prayers on Friday. A sermon is preached after the prayers. Women and Men can attend congregational prayers. Women and men can pray at the mosque at any prayer time but pray separately.*	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How is charity important to Muslims? How is charity important to you?		
Pupils will learn: Describe the pillar of Zakah and explain who money is given away to and why Think of reasons why some people think regularly giving away money is a good idea for themselves and the community Give simple reasons for the importance of generosity	• Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Challenge the Pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away. Sometimes the Mosque will collect Zakah money to give away to charity. • Ask pupils to consider 'Why do you think Muslims choose to give away so much of their money?' 'How do you think it makes them feel?' 'Do you think their lives are made more challenging because they have to do it?' • Tell the story of *The Two Brothers*. Why did the single brother give corn to the married brother? Why did the married bother give corn to the single brother? What mattered most to each brother? What do pupils appreciate in their lives? What have they got which they can give to others? • Find out about an Islamic charity. A good example is Islamic Relief www.islamic-relief.org or http://muslimhands.org.uk • Tell a story of the prophet and money e.g. *"They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'"* - The Holy Quran, 2:215 • Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: Who supports Islamic Relief/Muslim Hands? Why? What does Islamic Relief/Muslim Hands do to make a difference? Does it work? Does Islamic Relief/Muslim Hands follow the teachings of Islam? In what ways? What do you think is good about the charity? • If you were devising an internet campaign from Islamic Relief/Muslim Hands to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? • Consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? How could you be more generous? Ask	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** • **Make connections between the key functions of the mosque and the beliefs of Muslims (A1).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and**

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	each pupil to identify one thing they could do to be more generous and try and do it for a whole week. • Ask pupils to consider this quotation, from a ten-year-old Muslim: "When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know." What does this tell us about how Islamic charity works? ***Notes:*** *The story of the two brothers can be found in Beliefs in Action: RE Today services https://shop.retoday.org.uk/9781904024989* *An excellent activity with resources to support this Question can be found in RE Ideas Fairness and Justice RE Today Services https://shop.retoday.org.uk/9781905893980* *This area of work offers links to PSHE and to thinking about values, including the five 'British Values'.*	**rituals in a Muslim's daily life (B1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Muslims fast?		
Pupils will learn: Describe reasons for the practice of fasting in Islam Find out more about what happens at the festival of Eid ul Fitr Look for similarities and differences Between Eid ul Fitr and other festivals the pupils have studied. Think of reasons why some people choose to fast	Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. How does the class think fasting helps Muslims understand other people? Share information on the festival of Eid-ul-Fitr which happens at the end of Ramadan. It is a day of celebration, happiness and forgiveness. Find out what happens at the Mosque and in the home and neighbourhood. **Why deny yourself?** Half the class read information from books, web or other sources on Ramadan and half on Eid-ul-Fitr, then envoy the information to the other half. Spend time discussing the pupils' own experiences of self–denial, charity, community and forgiveness. Pupils create mind maps on either Ramadan or Eid-ul-Fitr. As a result of what they have found out about the festivals and the other pillars of Islam, ask pupils to work in pairs to prepare questions for a visitor. Ensure that the questions chosen are open questions, reflecting on the effect that following their beliefs has on the real life of the visitor. • If possible invite a Muslim speaker to visit the class. If not compile a class email and send to a willing Muslim e.g. virtual visitors can be accessed at http://pof.reonline.org.uk/ **Notes**: The speaker can be someone from within school e.g. a TA, governor or parent if available. It is useful to cultivate your own network of people who will come into your school. Questions can be sent to a virtual visitor on http://pof.reonline.org.uk/ *Additional Images and ideas can be found in Picturing Islam, Picturing Muslims: www.retoday.org.uk/school-support/publications/samples/picturing-islam/*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** • **Make connections between the key functions of the mosque and the beliefs of Muslims (A1).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Muslims want to go on pilgrimage?		
Pupils will learn: Describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha Look for similarities and differences between pilgrimage to Mecca in Islam and pilgrimage in another religion Think of reasons why some people go on pilgrimage to Mecca Give simple reasons for the place of pilgrimage in some religions	**Inspirational places** Discuss the places in the world that pupils would like to visit. - How can they work towards achieving that aim? - Might their ideas and dreams change whilst they waited? You could use the clip from BBC 'My Life My Religion Islam' to introduce the Hajj and its rituals to pupils. www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znmx47h Explain the desire shown by Muslims to visit Mecca / Makkah, the significant sites such as the cave at Hira where the prophet received the Qur'an, the Kaaba and sites significant to other prophets of Islam. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away. Use websites or illustrations from books to show the different parts of the pilgrimage to Mecca explaining the theme of equality by showing the clothes worn, - two un-sewn white sheets for men and (often) white dresses and scarves for women. The same sheets are used as shrouds. Wearing the sheets is to remind Muslims that they should be willing to give up everything for God, and that they all 'stand equally' in from of Allah on the pilgrimage. - Ask: is there anywhere that you go where you have to dress in the same way as everybody else? How does it make you feel? What are the advantages of everyone dressing the same? What might the white robes signify? Explain the different parts of Hajj, stopping after each and asking pupils to reflect on anything with similar significance they do or may know about. Do they know of any other religions that go on pilgrimage? What are the similarities and differences? Focus on the actions completed on Eid-ul-Adha. In Mina there are three stone pillars which represent the devil. Pilgrims throw stones at the pillars as a way of showing that they reject evil and want to drive it from the world. It is believed that the devil tried to tempt Isma'il to disobey Ibrahim. Ibrahim and Isma'il drove the devil away by throwing stones at him. Share the story of Ibrahim and Ismail. - Ask pupils to consider why pilgrims do this. - How do they think they might feel as they do it?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** • **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).**

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	▪ Make the learning memorable, for example by following the discussion by giving pupils some modelling dough or paper and ask them to draw or model something they would like to drive out of the world. At the end of the lesson these can be thrown into the bin as a symbol of pupils' desire to drive them out of the world. ▪ Next ask pupils to draw or model what the world would be like without the evil in it. At the end of the lesson pupils should record their ideas in response to sentence stems. **Notes:** To see photographs and video of the Hajj try the following websites www.channel4.com/culture/microsites/H/hajj/index.html www.bbc.co.uk/education/topics/zpdtsbk/resources/1 Hajj and a Trip to Mecca RE Ideas Spiritual Development has a Hajj labyrinth suitable for this age group https://shop.retoday.org.uk/9781905893881 RE Today Services Images and ideas also available here: www.retoday.org.uk/school-support/publications/samples/picturing-islam/	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Where do people get advice and guidance from?		
Pupils will learn: Describe two sources that Muslims get guidance from Consider questions such as whether books of Guidance from religions are useful and a good thing Look for similarities and differences between the Qur'an as a source of guidance and guidance the pupils might use Think of reasons why some people might have rejected the message that Muhammad brought	Ask the class to think about where they get good advice from Explain that Muslims get their good advice from a variety of sources including; • Qur'an- Muslims believe the words came directly from Allah and that they should follow the words and instructions of the Qur'an exactly. They also look to • Hadiths - words, actions and instructions of the Prophet Muhammad (pbuh) as reported by the people around him during his life. Share the story of the revelation of the Qur'an to the Prophet Muhammad www.bbc.co.uk/education/clips/zv6sb9q Talk to the pupils about who might be most likely to listen to Muhammad and who might be most likely to reject the message. Why and how might they do this? On the night that this happened, the night of power (Laylat-al-qadr) prayer is said to be worth 1000 months of worship (Surah 97) Suggest ways Muslims might celebrate this event and find out what they do to celebrate the event. Share with pupils these 'commandments' from Surah (chapter) 17 of the Qur'an. Commandments from Surah 17 • Be kind to your parents, particularly in their old age. • Always keep your promises. • In daily life be honest. • Avoid gossip and slander. • Do not take advantage of poor people or orphans. Why do they think these rules are included in the Qur'an? Are they relevant today? Why are these rules good/bad? **Responding to the learning** Ask pupils to choose one learning activity to reflect their ideas 1. Choose one of the commandments from Surah 17. • Get into a group of three or four and act out a scene in which a Muslim might find it difficult to keep the commandment. • Freeze-frame the action at the critical point. One member of the group will narrate what the person is thinking and highlight the decision-making process.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** ▪ **Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).** **Expected** ▪ **Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).** • **Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).**

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	• Continue with the action so the audience can see what the person decides to do. 2. Draw a picture showing what the place they live in would be like if everyone kept the commandments listed in Surah 17. 3. Choose one of the commandments in Surah 17. • write a description of what the world would be like if everyone followed this commandment. **Applying the learning for myself** Ask pupils to write about the one text, book or piece of advice that has most helped them. • A text that has given me guidance is… The advice it gave me was… This advice is useful because… • A book that has given me guidance is…The advice it gave me was… This advice is useful because… • The most helpful advice I have received was from…The advice they gave me was… This advice is useful because…. Extending the learning: If time find out about Hafiz who learn to recite the whole Qur'an **Notes:** Their reflections can be displayed on a wall of wise words. Opening up Islam https://shop.retoday.org.uk/9781905893331 RE Today Services has activities and resources to support this question	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a special place for Muslims?		
Pupils will learn: Describe the key functions of the Mosque and explain how they link to the key beliefs of Muslims Find out more about the architecture and design of the Mosque Look for similarities and differences between the Mosque and another place of worship you have visited and studied	**Note the connection with unit U2.5 – build on prior learning from that unit.** • **Re-listen** to an extract of an Imam reading from the Qur'an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren't understood. Ask pupils to think about the ways words can get in the way of feelings, and the ways words can help with expressing our feelings. • **Photos:** Show some photographs of a mosque, and talk about how a mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. • **Visit** – or take a virtual tour of - a mosque, explaining that this is a special place for Muslims. • **Enquiry - Speak and listen**: Focus in turn on: the outside of the mosque, notice the minaret and the dome. Study the most important part of a mosque – the hall where people pray. Study the lack of furniture. Why is this? Where do worshippers sit? Note the prayer mats and the way a worshipper must face. The minbar shows the direction for prayer. Study the clock, what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the Mosque at that time? Note the separate prayer hall for women, why is this? Who is the Imam? What does an Imam do? Talk about how Mosques look rather empty as there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice any Islamic art, geometric patterns etc. • What signs of respect are used? What do they mean? Ask pupils to identify 10 different ways that respect is shown to Allah, the Prophet Muhammad and the holy Qur'an. These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly. Some signs of respect are in the heart or mind: sincere intentions, dutiful obedience, submission. Ask pupils to discuss whether some of these are more important than others – can they rank them? • Ask the pupils to draw a labelled diagram showing aspects of the Mosque. Ensure that the diagram to show how key beliefs of Muslims are shown e.g. Minaret linking to Shahadah, clocks showing prayer times links to importance of regular prayer, Qur'an and classes showing the importance of being able to understand the Qur'an in Arabic as a guide to how to live your life. **Notes:** Pupils could make a model mosque and design for themselves the items found within a Mosque.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Expected** • **Make connections between the key functions of the mosque and the beliefs of Muslims (A1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Can you think of similar commitments to the five pillars in your life? What matters to Muslims?		
Pupils will learn: Describe and explain what it means to be a Muslim Describe the five pillars of Islam and explain how these affect the daily life of Muslims Look for similarities and differences between the life of a Muslim and their own lives focussing on their own beliefs and values	Recap the five pillars that the pupils have learnt about over the last few weeks. Make sure pupils have secure knowledge of the beliefs and practices they have studied by using well planned retrieval tasks. You could use clips from BBC 'My Life My Religion Islam' as reminders for pupils. www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znmx47h The five pillars of Islam are Shahadah - a belief in one God, salah - prayer, five times a day, sawm - fasting, hajj - pilgrimage and zakah - the giving of alms. Why is the metaphor of pillars used? 'Because these things make a believer's Muslim faith stronger' would be a suitable answer. Ask pupils to work in five groups to produce a large pillar shaped poster on whichever aspect they are focusing on. Ensure that pupils record not only factual information but information about how upholding this pillar might affect the life of a Muslim. The posters should be illustrated, perhaps with calligraphy. **Pupils should not draw God or any of the Prophets** as Muslims do not do this and may be offended. Bring the posters together to form a class display. **What matters to me?** Show pupils another five cut out pillar shapes, labelled with the five pillars of Islam. At the top of each write a different sentence stem. • Shahadah - I believe…. • Salah - Every day I will… • Zakah - Every time I get pocket money I will… • Sawm - Once a year I will… • Hajj - Once in my lifetime I will… Ask pupils to consider what they will aim to believe, do and aspire to, that is like the five pillars. These can be revisited at the end of the unit and school year to see how pupils are doing. These class five pillars could either be displayed separately or as shadows of the other pillars. • How will they keep their five pillars? • What will be hard about keeping them? • Will any of them make their lives better?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** • **Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).** **Expected** ▪ **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).** **Exceeding** • **Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).** • **Answer the title key question from different perspectives, including their own (C1).**

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	Return to the key question of the unit: What does it mean to be a Muslim in Britain today? Ask pupils to respond to the question in groups or pairs in a manner of their choice. Ensure they answer including ideas from at least two perspectives e.g. a Muslim and their own or a Muslim and a Christian. Pupils could script a conversation between 2 people, create a magazine article or use an idea of their own to present all the information and ideas that they have gained. **Visitors** There is great value in being able to speak with Muslims in your classroom; pupils will be able to ask lots of questions and find out about the impact of the five pillars in the life of a Muslim. If you have Muslim pupils, invite some parents in. Prepare the class and also the visitors to know what the aims of the visit are. Contact your local SACRE to find out if they recommend any individuals to visit schools in your area (National SACRE has a database for SACRE contact details: https://www.nasacre.org.uk/database). SACRE may have some guidelines for visits and visitors, to supplement this guidance from NATRE: www.natre.org.uk/about-re/guidance-on-resources/visits-and-visitors/ Note that individuals do not and cannot represent the complexity and diversity of the wider Muslim community/communities, Give pupils an extended writing task to sum up their learning and experience from the unit. They should use their learning and encounters with Muslims to express what it means to be a Muslim in Britain today, from their own perspective, trying to think what it might be like from a Muslim's perspective. **Notes**: When illustrating the pillar poster, ensure pupils do not draw either God or any of the prophets as Muslims do not do this and may be offended.	

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