



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Islam: Keeping the Five Pillars - what difference does it make?*

Year Group: 3/4



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About this unit:

This unit enables pupils to learn what is important to Muslims in Britain today, relating this to the Five Pillars of Islam. Pupils will have the opportunity to explore some of the ways in which Muslims express their faith.

The focus is on how Muslim beliefs impact on their way of life and pupils will be expected to think for themselves about questions to do with beliefs, values and commitment.

Pupils are encouraged to consider what can be learned from the religious concepts studied whilst referring to their own experiences, beliefs and values and making links between them.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of Islam, including a focus on key beliefs and what they mean to Muslims today.

By using the concepts of beliefs, faith and family, this unit will help pupils begin to understand what it is like to be a member of a faith group.

This unit contributes to the continuity and progression of pupils' learning by exploring the key beliefs and practices of Islam in some detail, building upon any basic learning about world faiths previously, and/or understanding of Islam through assemblies and visitors. The unit links with the Key Stage Two units 'How and why do Muslims and Jews pray?' and 'What can we learn from stories shared by Christians, Muslims and Jews?', and anticipates further study of Islam in KS3.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and relating to other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Field of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Teachings and Sources
- Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Beliefs (Muslims believe there is only one God, Allah, and that Muhammad [pbuh] is the last of the prophets);

Faith (The belief in that which is beyond proof is a feature of religious belief);

Family (The family in various forms is often seen as the basic unit of living by religious groups).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs and how their beliefs should affect the way they behave;
- **Respect for all** by developing a willingness to learn from beliefs different from their own and realising that, whilst they may not share a religion, beliefs may be similar and values may overlap significantly.

The unit will provide these opportunities for pupils:

- To consider the concepts of beliefs, faith and family;
- To consider a diverse range of views about questions of belief and commitment;
- To be able to think about their own experiences and views in relation to questions of beliefs, faith and values;
- Experiences include group and paired discussion, video/DVD and internet exploration, a visit to a mosque or/and a visitor talking about their faith.

Background information for the teacher:

Islam has many prophets, five of whom are sometimes referred to as the 'great prophets': Nuh (pbuh) (Noah), Ibrahim (pbuh) (Abraham), Musa (pbuh) (Moses), Isa (pbuh) (Jesus) and Muhammad (pbuh). You will notice that many of these prophets, with slightly different sounding names, are also found in Christianity and/or Judaism. Whenever any of the prophets' names are written, or said, it is reverential to say or write afterwards 'peace be upon him'.

Prophet Muhammad (pbuh) was born in Makkah (Mecca) in 570 CE. Muhammad's (pbuh) mother died when he was six years old, his father having died before he was born. He was brought up by his grandfather and later by an uncle. He married his employer Khadijah. She was impressed by his honesty and strength of character. Prophet Muhammad (pbuh) became unhappy with the cruelty and injustice he saw around him and so he often used to retreat to Cave Hira on Mount Noor near Makkah to meditate and reflect on life. This was where he received the first revelations of the Qur'an from the Angel Jibril (Gabriel). He then began to preach about worshipping one God, Allah. He condemned greed and preached about justice and kindness.

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.

The Muslim place of worship is a mosque (Masjid). Both men and women are encouraged to pray in congregation, when possible. Muslims pray five times a day. The Friday prayer (called the Jum'ah prayer) is an extra special community prayer when Muslims gather together in the mosque after noon to receive teaching/a sermon about Islam and pray a communal prayer.

The Islamic holy text is the Qur'an which is considered to be the actual word of God as handed to The Prophet Muhammad (pbuh) by the Angel Jibril. Many people learn whole sections of the Qur'an and those who can recite the whole Qur'an through memorisation are greatly respected.

Vocabulary & Concepts	Resources
<p data-bbox="148 226 501 342">In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p data-bbox="148 376 225 405">Islam</p> <p data-bbox="148 409 403 1384">Ablutions Allah Arabic Calligraphy Eid-ul-Adha Eid-ul-Fitr Fast Hajj Idols Imam Islam Ka'bah Madrasah Makkah (Mecca) Masjid Mihrab Minaret Minbar Mosque Muezzin Muslim Prophet Muhammad (pbuh) Qiblah wall Qur'an Ramadan Salah Sawm Shahadah Tazbi Wudu (wudhu, wuzu) Zakah</p> <p data-bbox="148 1417 384 1447">Religious Studies:</p> <p data-bbox="148 1451 304 1776">Belief, Charity, Fasting, Forgiveness, Meditation, Neighbour, Pilgrim, Pilgrimage, Sacrifice, Self-denial, Temptation</p>	<p data-bbox="528 226 815 255">Teachers might use:</p> <p data-bbox="528 293 619 322">Books</p> <ul data-bbox="528 327 1468 819" style="list-style-type: none"> ▪ 'Islam: a very short introduction' M Ruthven (OUP) and 'What does Islam say?' I. Hewitt (Muslim Education Trust) Both are good teacher resources ▪ 'Atlas of World Faiths: Islam' C Senker (Watts, 2007) ▪ 'Muslim Festivals Through the Year' A Ganeri (Watts, 2003) ▪ 'Muslim Holy Days', 'Muslim Art and Writing', 'Muslim Faith and Practice' all by L Magloff (Curriculum Visions, 2007) ▪ 'Why is Muhammad (pbuh) Important to Muslims?' J Mead (Evans 2008) ▪ 'Religion in Focus': Iskam G Teece (Watts, 2003) ▪ 'Islamic Stories' A Ganeri (Evans) ▪ 'The Story of Islam' R L Jones (Usborne 2007) ▪ 'Sacred Spaces: The Hanifa Mosque, Bradford', DVD (Education Bradford) 'Pathways of Belief: The Qur'an' (BBC DVD plus) 'Pathways of Belief: Islam, Hinduism, Sikhism' (BBC DVD plus) ▪ 'Thinking Through Religious Education', Vivienne Baumfield: David Fulton publishers <p data-bbox="528 853 592 882">Web</p> <ul data-bbox="528 887 1468 1503" style="list-style-type: none"> ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ www.jannah.com This site contains translations of the Qur'an together with some audio and video clips to share on the interactive whiteboard ▪ www.islam4schools.com ▪ www.cleo.net.uk for videos of salah and wudu ▪ http://re-xs.ucsm.ac.uk/re/places/ and www.hitchams.suffolk.sch.uk/mosque/default.htm Good virtual tour of a mosque and information about living as a Muslim ▪ www.religiousstudies.co.uk and www.channel4.com/culture/microsites/H/hajj/index.html Both have pictures and virtual tours of the sites used on Hajj. ▪ Muslim stories can be found at http://www.sln.org.uk/storyboard/ ▪ Information on Zakah, Ramadan and other aspects of Islam can be found at http://www.bbc.co.uk/schools/religion/islam/ ▪ www.iaw-schools.org.uk/ Information on Islam for Key Stages 2, 3 and 4. It includes lesson plans, workshop information, assembly ideas, songs, stories, movie clips and games ▪ http://www.muslimheritage.com/ Islamic History, looks at Muslim contribution to present day science, technology, arts and civilisation <p data-bbox="528 1536 1406 1599">Teachers should also try to visit a mosque and have Muslim visitors from the community to bring the unit to life.</p>

Contributions to spiritual, moral, social and cultural development of pupils:

- Opportunities for **social development** come from looking at the way religion can work to support communities;
- Opportunities for **cultural development** come from appreciating the diversity of backgrounds that followers of Islam come from. Teachers should try to ensure they show Muslims with different skin colours and who choose to dress in different ways.

EXPECTATIONS: At the end of this unit....

Pupils working at level 2 will be able to:	Pupils working at level 3 will be able to:	Pupils working at level 4 will be able to
<ul style="list-style-type: none">• Retell stories from Islam and identify some religious beliefs and teachings in them (AT1);• Identify some key religious practices of Islam and know that such practices may be characteristic of more than one religion (AT1);• Suggest meanings in religious symbols, language and stories (AT1);• <i>Respond sensitively to the experiences and feelings of others, including Muslims (AT2).</i>	<ul style="list-style-type: none">• Describe some of the ways that Muslims express their beliefs (AT1);• Show the links between religious stories and beliefs (AT1);• Use religious or spiritual vocabulary to describe the different parts of the Mosque and their significance (AT1);• <i>Make links between their own beliefs, values and the way they live, and those of a Muslim (AT2).</i>	<ul style="list-style-type: none">• Use a widening religious vocabulary to show that they understand key beliefs of Islam and begin to explain the effect those beliefs have on the life of a Muslim (AT1);• Use the vocabulary learned in RE to show their understanding of the significance of the main parts of a mosque and compare them to other places of worship they have studied (AT1);• Show understanding of the effect that teaching from a sacred text has on how a Muslim might choose to behave (AT1);• Suggest the meaning and beliefs demonstrated through festival, fasting and pilgrimage (AT1);• <i>Apply ideas from Islam on charity, community, God and guidance to their own ideas, commitments, beliefs and responsibilities. (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

This work can be assessed through tasks such as these:

- Pupils write about what Muslims believe about God, and describe some of Allah's characteristics. Pupils explain what kind of art appears in pictures, prayer mats and in mosque design, and can explain the link between what Muslims believe about God and how art is used in Islam. (AT1, level 3).
- *Pupils share ideas about what their rules for behaviour are, and where they get them from. Pupils can relate their experiences of how to live their lives with Muslim belief in the importance of the Qur'an in determining behaviour. (AT2, level 3).*
- Pupils write about why Muslims perform Hajj and what Hajj entails, explaining the processes, and can empathise with how going on Hajj makes a difference to a Muslim's life. Pupils know that different experiences have meaning in a Christian's life, and can write about the significance of any experience of their choice in a Christian's life. (AT1, level 4).
- *Pupils make up a newspaper interview with a Muslim, in which sensitive questions are posed and appropriate answers provided from a fictitious Muslim. The interview is about 'What my faith means to me', and includes aspects of the Muslim's belief and practice that have been covered in this unit of work. (AT2, level 4).*

One structure for a task is like this completed with detail and reason:

What do Muslims want to achieve?	Similar or different? Why?	What about me?
Every moment, Muslims believe...		Every moment, I believe...
Each day, Muslims...		Each day, I want to...
When their money comes, Muslims give...		If I am being generous, then I...
For one month a year, Muslims try to...		My hopes for this next year are...
Once in a lifetime, Muslims try to...		My lifetime's ambition is...

UNIT TITLE: Islam: *Keeping the Five Pillars, what difference does it make?*

Key Question: *What do Muslims believe about God?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Muslims worship Allah.</p> <p>To begin to understand how Muslims view Allah.</p>	<p>Look at the names of Allah and Muhammad (pbuh) written in Arabic. Discuss why Muslims do not have pictures of either. Explain that all Muslims must show their faith by saying, "There is no God but Allah and Muhammad (pbuh) is his Messenger" (Shahadah). This is the first and most important rule of Islam. (The first of the Five Pillars).</p> <p>Look at the 99 beautiful names for God found in the Qur'an. Show a set of prayer beads, Tazbi, explaining that each one represents a name/quality of Allah.</p> <p>Ask pupils, in pairs, to select one of the names from cards, or give them out. Copy it beautifully in Arabic and explain what it means that Muslims believe about God e.g. God the Merciful means Muslims believe God is forgiving. Display everything found out about what Muslims believe about Allah.</p> <p>Individually try to think of 99 (!!) qualities/ names for someone they care for – my mum, my friend etc.</p> <p>Discuss the fact that there can be contrasting qualities. Why might this be?</p>	<p>I can describe some of the beliefs held about God in Islam (AT1 L3).</p> <p><i>I can make links between the qualities of God in Islam and the qualities of people that I care about, and give reasons why I care (AT2 L3).</i></p>	

Key Question: *Why is prayer important to Muslims?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Salah is an important duty central to the lives of Muslims.</p> <p>To begin to understand that prayer is a way for Muslims to express their faith.</p> <p>To be aware of how prayer is part of the pattern of daily life for Muslims.</p>	<p>Discuss things that we do at the same time each day, e.g. get up, have breakfast, catch the bus, have break, have Collective Worship etc. Ask the pupils to make a list of the ten most important things they do each day. Look at the patterns. What is done at the same time everyday? Which things are different? What are the benefits of having such structure in our lives? (Comforting, gives confidence, helps us remember, feel safe etc).</p> <p>Show a video extract and posters of Muslims at prayer, showing the different stages and positions of prayer. Explain that Muslims pray five times a day, facing Makkah. Prayer can take place anywhere. Have a prayer mat and compass (qiblah) and talk to the children about some of the ritual actions associated with prayer such as wudu, removing shoes, kneeling on the mat etc. Why are these actions important?</p> <p>Why are the positions of prayer so important? Discuss the symbolism and reasons for prostration, kneeling, looking round etc. Make the link between prayer in Islam and patterns to our lives – what are the benefits for Muslims of keeping to such a pattern? (Religious duty, easily remember what they have to do, rituals help concentration on words spoken, feel part of a wider Muslim community). Make links with prayer in Christianity. What similarities/differences can be found?</p> <p>Explain that prayer is an important rule in Islam. It is one of the 'Five Pillars'. Discuss what a pillar does (holds up a building) and how keeping the rules of Islam holds the religion together. Display a diagram which shows an outline of The Five Pillars of Islam. Fill in the second pillar with details of SALAH (prayer). Refer back to the first pillar and fill detail in on SHAHADAH (statement of faith).</p>	<p>I can describe the rituals associated with prayer in Islam. (AT1 L3)</p> <p>I can make links between prayer in Islam and prayer in Christianity. (AT1 L3)</p> <p><i>I can identify links between aspects of Islam and my own experiences</i> (AT2 L3)</p> <p>I can begin to identify the impact that religion has on believers' lives. (AT1 L3)</p>	<p><i>Diagrams could be given as reference material, but <u>do not</u> involve pupils in practising the prayer positions.</i></p> <p><i>Ideally have a Muslim visitor to talk about the significance of prayer and show prayer positions.</i></p>

Key Question: *What does Hajj mean to Muslims?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To show understanding of the different parts of the Hajj journey and experience.</p> <p>To reflect upon their own values.</p>	<p>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?</p> <p>Project an image of Muslims on Hajj onto the IWB. Ask groups to complete a Who? Where? When? What? Why? task to activate prior knowledge and understanding of Hajj. Groups feedback information and questions/things they find puzzling. Sum up findings, answering questions if appropriate at this stage, and explain the desire shown by Muslims to visit Makkah (the significant sites such as the cave at Hira where the prophet (pbuh) received the Qur'an, the Kab'ah and sites significant to other prophets of Islam).</p> <p>Use websites/DVDs and illustrations from books to give further, new detail on the different parts of the pilgrimage to Makkah explaining the theme of equality by showing the clothes worn, - two un-sewn white sheets for men and 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.</p> <p>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?</p> <p>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.</p> <p>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.</p> <p>Ask pupils to consider why pilgrims do this. How do they think they might feel as they do it? After discussion, give pupils some modelling dough or paper and ask them to draw or model something they would like to drive out of the world such as hate, litter, war etc. 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 they think 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.</p>	<p>I can describe some of the main parts of the Hajj experience. (AT1 L3)</p> <p><i>I am able to make links between values and commitments and my own attitudes.</i> (AT2 L3)</p> <p><i>I can raise questions and suggest answers to questions of value.</i> (AT2 L4)</p>	<p><i>These activities may cover more than one session to allow the concepts to be explored carefully.</i></p> <p><i>Muslims believe that Hajj is only compulsory when they have enough money and can provide for their family whilst they are away.</i></p>

Key Questions: *What does charity mean to Muslims? What does charity mean to you?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To learn about the practice and impact of Zakah.</p> <p>To reflect upon generosity, fairness and equality in the light of the practices of Zakah.</p>	<p>Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the world wide Muslim community (Ummah). Discuss why and how Zakah is performed and who benefits.</p> <p>Consider the importance of generosity in pupils’ own lives: Who is generous to you, and to whom are you generous? Why and how does this make a difference?</p> <p>Ask the pupils to think of a time when they have given help to somebody in some way. What was it?</p> <ul style="list-style-type: none"> - Fruit for harvest - Time to visit relatives - Time to shop for Gran - Money to a charity - Washing up for the family etc. <p>Discuss who they were helping and why they gave that help. How did it make them and the recipient feel?</p> <p>Explain that giving is very important to Muslims. One of the rules of Islam is to give a compulsory annual payment called Zakah. In Britain, Muslim communities organise the collection and distribution of Zakah. In Muslim countries the government does it. Explain what the money is used for and stress that Muslims see it as commitment to Allah and a way to give back what has been given to them.</p> <p>Collect and display photographs / adverts of those in need of help and of charities which give help.</p> <p>Explain what charity means. Discuss times when the pupils or their families have given to charities. Which? Why? Pupils write about what they have done and why.</p> <p>Arrange a class event for a charity. Discuss and vote on which one. Perhaps carry out a sponsored event or produce ‘love boxes’ (shoe boxes) for children in countries of war or organise an event for a local old people’s home, such as afternoon tea and a sing-along. Discuss how the pupils felt when the charity received their ‘gift’.</p>	<p>I can describe the practice of almsgiving and Zakah in Islam, and make links to my own experiences. (AT1/2 L3)</p> <p><i>I can make links between values and commitments and my attitudes and behaviour. (AT2 L3)</i></p> <p><i>I can describe what inspires and influences myself and others. (AT2 L4)</i></p>	

Key Question: *Why do Muslims fast?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that fasting during Ramadan is an important duty for Muslims.</p> <p>To show understanding that fasting is a way in which Muslims can show their commitment to Allah.</p>	<p>Ask the pupils to make quick collages of their favourite foods / drinks, using magazines and drawings. List all the food / drink that they have consumed in the previous 24 hours.</p> <ul style="list-style-type: none"> - What did they like most? - Which of these was consumed during daylight? <p>Using photographs, posters and text, introduce a fictitious Muslim family who are fasting during Ramadan. Explain the 'rules' that must be followed and the traditional eating pattern.</p> <p>Ask the pupils to imagine that they are Muslims or have a Muslim friend and write a daily eating plan for Ramadan. Compare this with their own day's eating plan.</p> <p>If possible, ask a Muslim adult to come to school and talk about fasting. Prepare questions to ask the visitor. Why do they do it? What is it like? Why is it so important? Stress the religious significance for Muslims.</p> <p>Discuss the difficulties of keeping the fast in general.</p> <p>Divide a piece of paper into two columns headed: 'Good things about fasting' and 'Difficult things about fasting'. Point out that Muslims would focus on the positive things about the fast. Use these positive ideas to create thought / speech bubbles to display. Higher attaining pupils could do further work on Muslim food rules (Halal and Haram). Why are such rules so important?</p>	<p>I can describe and suggest reasons for fasting during Ramadan for Muslims. (AT1 L3)</p> <p>I can describe some of the impact that religion can have on a Muslim's life. (AT1 L4)</p> <p><i>I can ask important questions about religious beliefs and lifestyles. (AT2 L3)</i></p> <p><i>I can raise questions and suggest answers to questions of identity and commitment. (AT2 L4)</i></p>	

Key Question: *What commitments do I have in my own life?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the impact that beliefs have on the life of a Muslim.</p> <p>To reflect on what the main beliefs are that support their own life.</p>	<p>What matters to Muslims? Recap the five pillars that the children have learnt about over the last few weeks. The five pillars of Islam are <i>shahadah</i> - a belief in one God, <i>salah</i> - prayer, five times a day, <i>sawm</i> - fasting, <i>hajj</i> - pilgrimage and <i>zakah</i> - the giving of alms. Why is the metaphor of pillars used?</p> <p>Ask pupils to work in five groups to produce a large pillar shaped poster upon whichever aspect they are focusing. Ensure that pupils record not only factual information but information about how upholding this pillar might affect the life of a Muslim. Bring the posters together to form a class display. Discuss the impacts of belief on a Muslim's life.</p> <p>What matters to me? Show pupils another five cut out pillar shapes. At the top of each write a different sentence stem. I believe.... Every day I will... Every time I get pocket money I will... Once a year I will... Once in my lifetime I will... Ask pupils to consider what they believe, would like to do, and aspire to, which are like the five pillars. (These can be revisited at the end of the unit and school year to see how pupils are doing). How will they keep their five pillars? What will be hard about keeping them? Will any of them make their lives better? Pupils share their pillars with a partner and give reasons for their choices.</p>	<p>I can use a developing religious vocabulary to describe some of the key features of Islam. (AT1 L3)</p> <p><i>I can ask important questions about religious beliefs and lifestyles, linking to my own values and behaviour. (AT2 L3)</i></p> <p>I can describe the impact of religion on a Muslim's way of life. (AT1 L4)</p> <p><i>I can apply ideas to my own and others' lives. (AT2 L4)</i></p>	<p><i>When illustrating the pillar poster, ensure pupils do not attempt to draw either God or any of the prophets as Muslims do not do this and this should be respected.</i></p> <p><i>This task is one of several suggested as a possible assessment activity. See the assessment section at the beginning of the unit.</i></p>

Key Question: *How are sacred texts important to believers?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the Qur'an is the holy book of Islam and to understand how it should be treated.</p>	<p>Have a collection of special books on display – story books, legal books, Bibles, Torah, record books etc. Discuss why the books might be special (old, given by important person, contain special words, a favourite story etc). This should just be a brief revision session as pupils should have done something on their own special books during KS1.</p> <p>Ask the pupils to imagine that they are going to lend their most precious book to a friend. Get them to think about the rules they would like their friend to follow so that the book is cared for. Pupils write rules on pieces of paper and display. Discuss why such rules are important.</p> <p>Have a copy of the Qur'an, wrapped in plain cloth and placed on a high shelf in the classroom.</p> <p>Ask the pupils to watch your actions. Wash your hands. Set up the Qur'an stand. Take the Qur'an from the shelf, unwrap it and place it onto the Kursi. Ask the pupils to comment on the way the book was handled. Refer back to the rules on display that were observed. Read the story of how the Qur'an was revealed to Muhammad (pbuh). Discuss how Muhammad (pbuh) felt at key moments in the story. Do a feelings graph for key points of the story.</p> <p>Introduce Arabic writing and patterns to the pupils. Look at the beauty of the writing and the symmetry of the patterns. Try out some calligraphy. (Have photocopied examples for the less able to trace over). Remember it goes from right to left! How can this help the text to look important? Compare with illuminated writing which was so significant in the early days of Christianity.</p> <p>Ask the pupils, in pairs, to write out the ten most important things they know about the Qur'an and decorate appropriately, using calligraphy and/or black paint.</p>	<p>I can describe and show understanding of some sources, beliefs and practices in Islam. (AT1 L4)</p>	<p><i>NB the Qur'an should not be placed on the ground. See "Handling Faith Sensitivities" in the Support materials.</i></p>

Key Question: How does the Qur'an give guidance to Muslims?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider why Muslims follow the guidance of the Qur'an and how the advice is relevant today</p> <p>To reflect on the texts, books and advice that has influenced their own lives.</p>	<p>Consider with pupils where they get their good advice. Who/what guides them?</p> <p>Have cards with the commandments from Surah 17 on. Ask groups to rank the cards in order of importance for themselves. Discuss outcomes. Explain where the commandments are from. Explain that Muslims believe they get their good advice from the Qur'an and Hadith (the words, actions and instructions of the prophets).</p> <p>Study and discuss the commandments and the quotes from Surah 17. How would they affect the lives of Muslims today?</p> <p>Pupils then choose from the following:</p> <ul style="list-style-type: none"> • Freeze-frame a situation in which a Muslim might find it difficult to keep one of the commandments; • Draw and annotate pictures of what it might be like if everyone kept the commandments from Surah 17; • Write about what it would be like if everyone kept one of the commandments from Surah 17. <p>Look at the similarities and differences between the Commandments found in Surah 17 and the 10 Commandments found in the Bible. Feedback and discuss key findings.</p>	<p>I can describe the impact of beliefs upon the life of a Muslim. (AT1 L4)</p> <p><i>I can describe what influences me and others. (AT2 L4)</i></p>	<p><i>Surah 17 can be found in online searchable Qur'ans but is quite wordy. The useful quotes are:</i></p> <ul style="list-style-type: none"> • <i>'A book which we have revealed unto thee, in order that those might lead mankind out of the depths of darkness into light.'</i> (Surah of Ibrahim, verse 1) • <i>'This Qur'an guides one to what is more straightforward and reassures believers who act honourably that they shall have great reward.'</i> (Surah 17, verses 9 to 10) <p>Commandments from Surah 17:</p> <ul style="list-style-type: none"> • <i>Be kind to your parents, particularly in their old age;</i> • <i>Always keep your promises;</i> • <i>In daily life be honest;</i> • <i>Avoid gossip and slander;</i> • <i>Do not take advantage of poor people or orphans.</i>

Key Question: *What is the mosque used for?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the different features of a mosque and their purpose and significance;</p> <p>To compare the mosque to other places of worship.</p>	<p>What do pupils already know about a Mosque? Share information about the mosque - 'place of prostration'. Discuss uses of the mosque including prayer, teaching and community uses.</p> <p>Complete a virtual tour of a mosque. On the tour, ensure the children understand fully the following areas: minaret, ablutions area, shoe rack, qiblah wall and mihrab, madrasah, minbar, clocks, prayer hall and women's prayer hall, prayer mats and the library area.</p> <p>Do pupils notice any similarities/differences with other religious buildings with which they are familiar?</p> <p>Mosque visit Try to follow this lesson with a visit to a mosque. Visits to places of worship are an essential part of a child's RE and whilst they can be time consuming to arrange, pupils often remember far more of their learning completed beyond the classroom than what goes on within the classroom walls.</p>	<p>I can identify and describe some key features of a mosque and suggest the meanings or use of these features. (AT1 L4)</p> <p>I can describe the meaning and main uses of a mosque and compare those uses with those of other places of worship. (AT1 L4)</p>	<p><i>There are numerous websites that offer both information about the mosque and virtual tours. The best search engine to find these is www.reonline.org.uk One good virtual visit can be found at http://rexs.ucsm.ac.uk/re/places/</i></p> <p><i>Use the guidance on "Visiting Places of Worship" in the Support Materials to plan a visit to a Mosque.</i></p>

Key Question: *What do I know about, and how have I learnt from, Islam?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest questions to ask a Muslim girl or boy about beliefs, practices and lifestyle choices.</p> <p>To consider their own ideas about lifestyle and beliefs.</p>	<p>Ask pupils to compose a set of questions to ask a Muslim boy or girl of their age and write them in an e-mail and send them to you. You can then e-mail the questions to a different child of similar ability in the class and ask him/her to answer them in the way a Muslim child would respond, showing how the child's beliefs have affected the chosen way of life.</p> <p>A personal response can be added to an appropriate question.</p> <p>To support pupils to achieve at different levels you may choose to give a scaffold with sentence stems suitable for different levels of achievement.</p>	<p><i>I can raise and suggest answers to questions of identity, belonging and commitment. (AT2 L4)</i></p> <p>I can describe the impact of religion on the lives of its believers. (AT1 L4)</p>	<p><i>This activity could form part of an assessment.</i></p> <p><i>Refer also to the other possible tasks at the beginning of the unit, in the assessment section.</i></p>