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| **Name of unit:** What is the best way for a Muslim to show commitment to God (Allah)? Five pillars of Islam and the key festivals – Eid-ul- Fitr and Eid-ul - Adha | **Faith:** Islam |
| **Key stage in which this unit should be taught:** KS 1 or KS 2 | Recommended year group: Year 5/6 |
| **Previous learning:** This unit builds on the first unit: What does it mean to be a Muslim? |  |
| **AT 1 Learning About Religion**  *Main Focus:* Practices and Ways of Life   * I can recognise the link between faith and action in individuals and in groups of believers * I can explain the impact of faith on individuals | **AT2 Learning From Religion**  *Main Focus:* Values and Commitments   * I can recognise the links between beliefs and action in my own life * I can offer insights into the faith and religious commitment of others |
| **What this unit teaches:**  Importance of the following:   * The Shahadah: Call to faith * Salah: The role prayer plays in a Muslim’s life * Zakat: Giving to charity * Hajj: The importance of pilgrimage * Sawm: Fasting   **The meaning of the following festivals:**   * Eid-ul-Fitr * Eid-ul-Adha | |
| **Key RE Vocabulary:**  Islam, Muslim, Allah, Muhammad (PBUH), Prophet  The Five pillars of Islam: The Shahadah, Salah Sawm, Zakat, Hajj,  Ramaadan, Eid-ul-Fitr, Eid-ul Adha, wudu, ka’bah, Mecca, prayer mat, Islamic compass, holy.  Values, commitment | **Cross- curricular Links:**  Literacy |
| **Spiritual, Moral, Social and Cultural Development:**  Opportunities for reflection;  Listening to the views of others;  Appreciation of what having a religious commitment means;  Developing understanding and respect for a world faith;  Collaborative learning opportunities. | **Sensitivities:**  Respectful use of names and artefacts;  Respect for children and adults of the Muslim faith especially during discussions around commitment.  Awareness of other faiths and children of no faith, that they may have their own ways of showing ‘commitment’ which are different to Islam. |

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| **Learning Objectives** | **AT 1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  I know that Muslims have ‘5 pillars’ which they are expected to follow  I can understand that commitment is part of living as a practising believer  I know what commitment means and am able to identify things that I am committed to | ✓  ✓ |  | **What does it mean to make a commitment?**  **How might a Muslim show their commitment to their faith?**  Introduction:  **Sorting activity:** Divide a number of statements into 2 categories: requires commitment and doesn’t require commitment, either as a class or in small groups.  Eg: Training to be a sportsperson, learning a new skill, someone visiting a sick relatively once every week, planning a holiday with friends, going out with friends, going to a place of worship every week, praying etc.  **Elicit the following:** To show commitment you need to do something on a regular basis and by demonstrating loyalty, hard work and belief in what you are doing.  **Key Question:** What does it mean to make a commitment?  How might a believer show commitment to their faith? (explore what this might look like in different faiths, including Christianity, and where possible draw on pupils’ own faith experiences)  **How might a Muslim show their commitment to their faith**?  (Initial assessment to establish what the children already know about commitment within a faith, and about practices within Islam)  **Introduce the children to the five pillars of Islam:** Shahada, Salat, Zakat, Sawam, Hajj – at this point it is making children aware that there are five religious duties expected of every Muslim.  Discuss what each word means. Find out if the children have any knowledge or experience of any of these practices in their own lives, or the lives of their friends of families.  Display the 5 pillars as actual pillars of a building and talk about why they might be called this.  What are the ‘pillars’ that you base your life on? How do you show your faith, or beliefs about the world?  Possible connection with the school’s values.  **Suggested activities:**   * Create a recipe with 5 ingredients for how a person can show their commitment * Make my own house with 5 ‘pillars’ which are the practices or values I base my own life upon – this could be on a diagram, or a 3D model of a building using construction materials (depending on age of pupils) * Write a commitment statement, setting out what I base my life upon – almost like a manifesto   NB For Muslim pupils, ask them to explore what each of the pillars means to them and how they help them to demonstrate their faith  Plenary  Gather together different ideas the pupils have of how they, and how other believers, might show commitment. Why do they think that Islam has chosen these 5 particular activities as its core ‘pillars’? | The **Five Pillars of Islam** are the five religious duties expected of every Muslim. The five pillars are mentioned individually throughout the Qur’an and they are listed together in the Hadith when he was asked to define Islam.  Within a few decades of Muhammad's (PBUH) death, the five practices were singled out to serve as anchoring points in the Muslim community and designated as "pillars." Fulfilment of the Five Pillars is believed to bring rewards both in this life and in the afterlife.  The pillars are acknowledged and observed by all sects of Muslims, including the largest sect of Sunni Islam, although Shias add further obligatory duties, including: jihad, payment of the imam's tax, the encouragement of good deeds and the prevention of evil. |

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| **Learning objectives** | **AT 1** | **AT 2** | **Suggested teaching activities** | **Points to note** |
| **Lesson 2**   * I know that having a faith leads people to act in certain ways * I can describe how religious practice shapes the lives and worship of believers * I can talk about places, times and conditions that are conducive to prayer and reflection in their life * I can explain how silence and stillness may aid reflection and prayer, and how this relates to my own life | ✓  ✓ | ✓  ✓ | **How does a Muslim show their commitment to God (Allah) through prayer and confession of faith?**  **First & second Pillars of Islam: Shahada, Salat**  **Focus of lesson:** Daily confession of faith (Shahada) and the ritual of praying five times a day (Salat)  **Shahada:** Explain to the children that Muslims have a profession of faith which expresses two simple but central beliefs that makes a person a Muslim:   * There is no god but God (Allah) * Muhammad (Pbuh) is the prophet of God (Allah)   Why do you think it is important for a Muslim to say this out loud?  **Salat:** Begin with odd one out: Show children a number of objects and see if they can identify which one is the odd one out and explain why.  Prayer mat, Compass, Mosque, Water  (Aim of the exercise is for children to identify that for a Muslim, prayer can take place anywhere but at set times. It does not ask people to always go to a Mosque. Men are encouraged to pray in congregation – go to the mosque. Women do not have to pray in congregation. Lunch time prayer on the Friday is the main prayer of the week for men.)  What is the purpose of each of the other elements? Ask children to discuss in pairs/ groups  Prayer mat, Compass (to find Mecca), water (for Wudu)  Before any prayer – **Wudu** must be performed. A trip to the local mosque to see this in action or inviting a visitor in to demonstrate wudu could be a possibility.  **Alternatively – children to watch a video clip of a Muslim preparing for prayer.**  **Suggested Activities:**  For a Muslim, praying five times a day is important and reminds them of God (Allah)’s greatness, forgiveness and peace.  **KS 1:** Sequence a set of pictures related to Wudu in order (see resource sheet).  Sequence a set of pictures relating to the prayer in order (see resource sheet). Explain what the person is doing. Why do you think they do these different actions?  **KQ:** What difference might praying five times a day make to a Muslim’s life?  **KS 2:** **Working in groups:** Children are given a selection of statements/pictures of things people of other faiths do as part of their prayer life.  **K.Q:** What is similar and what is different and distinct about the Muslim way of praying?  Why do you think this is?  How is this similar or different to your own experience of prayer? What is the point of prayer?  **Common thread between all faiths:**  Silence & stillness/reverence & acknowledgement of a higher power  **Plenary:**  Draw out the common threads between faiths in relation to prayer.  **Class discussion:** A choice of questions:   * Why is silence so important for prayer? * Do you think that praying five times a day would draw a Muslim closer to God (Allah) than a Muslim that didn’t pray five times a day? Why/ why not? * How might praying five times a day affect a Muslim’s daily life? When would it be easiest/hardest? | **The First Two Pillars of Islam are:**   1. **Shahada:** daily confession of faith 2. **Salat:** Performing ritual prayers in the proper way five times a day   **Resources:**  How Muslims prepare for prayer: Wudu  [http://www.bbc.co.uk/learning zone/clips/preparations-for-prayer-wudu/5957.html](http://www.bbc.co.uk/learning%20zone/clips/preparations-for-prayer-wudu/5957.html)  <http://www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3056.html>  Prayer in the Mosque video clips:  <http://www.bbc.co.uk/learningzone/clips/praying-at-the-mosque/487.html>  [http://www.bbc.co.uk/learningzone/clips/friday-prayer-at-the- mosque/488.html](http://www.bbc.co.uk/learningzone/clips/friday-prayer-at-the-%20mosque/488.html)  **Website:** BBC World Faiths; BBC Bitesize; RE Online; Expresso Faiths - Islam  Ways people of other faiths might pray:  **Christianity:** Lighting of candles, kneeling in silence, attending confession, going to church and receiving the sacraments, praying as part of a small group.  **Hinduism:** Standing in front of a shrine at home and in the temple, carrying out puja, offering a gift in the form of food to the deity.  **Sikhism:** Attending the Gurdwara,  **For more information, see:** Espresso Faiths units; BBC Bitesize World Faiths; RE Online |

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| **Learning objectives** | **AT 1** | **AT 2** | **Suggested teaching activities** | **Points to note** |
| **Lesson 3**   * I recognise the link between faith and action in individuals and in groups of believers. * Ican offer insights into the faith and religious commitment of others. * I can talk about why it is important to give to others. * I can recognise the links between beliefs and action in my own life | ✓  ✓ | ✓  ✓ | **How does giving to charity show a commitment to God (Allah)?**  **The third pillar of Islam: Zakat.**  **Watch video clip 3292 – Muslims and charity -BBC learning clips online**  **K.S 1:** Giving is really important. Explain the importance of putting others before ourselves.  It is not only money that we can give to others, but our time and commitment.  Think about different children around the world. What might each need?  **Suggested Activity:** Children to work on a practical project to help other children (look at charities eg ‘Children in Need’ for ideas) eg cook cakes/biscuits and run a cake sale for charity; collect food for a food bank, write a letter to a lonely child, pack up a shoebox/ pencil case to send to a school child in Africa.  **Plenary:** How does giving money away help someone to be a good Muslim?  What have we learnt from supporting our chosen charity?  **K.S 2:** Children to jot down why they think Muslims are required to give 2.5% to charity.  **K.Qs:**   * How does giving money show commitment to Allah/God? * Should Muslims have a choice about how much money to give or not give? * It is not only Muslims that give to charity so what is unique about ‘zakat’ for Muslims? * Why do followers of different faiths give money to others?   **Things to draw out in discussion:** refer to benefits of Zakat on information sheet. Think about how Zakat benefits:   * The believer * The community * Allah   **Activity:**  In groups children plan a fundraising event for a charity of their choice (see ideas above) and advertise it to the school community.  **Plenary:**   * Is it always possible for everyone to give 2.5% to the poor? * By preparing for a fundraising event, what have you learnt about giving to others and about yourself? | **Resources:**  Watch video clip 3292 – Muslims and charity -BBC learning clips online |

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| **Learning objectives** | **AT 1** | **AT 2** | **Suggested teaching activities** | **Points to note** |
| **Lesson 4**   * Ican describe some religious practices, including fasting * I can explain and compare the impact of faith on individuals and on the community * I can reflect on how religious or other belief affects the way I and others behave * I can think about the needs of others and how religious practices might help those in need | ✓  ✓ | ✓  ✓ | **How does fasting show commitment to God (Allah)?**  **The fourth pillar of Islam: Sawm – fasting.**  **K.Q:** How do Muslims show their commitment to God (Allah) during Ramadan?  Tell a story, watch a clip or tell a personal account of fasting during Ramadan. Discuss its importance, drawing out in particular who Muslims are remembering when they fast and how through thinking about the poor they are showing their commitment to God (Allah) by putting others first. Talk\* about who is called to fast – children who have hit puberty, all adults who are well.  \* *only if age appropriate*  **Video clip: Watch clip 3053: Fasting during Ramadan – BBC learning clips online.**  Show a whole range of people who are poor – think about poverty in a broad way – no food, no money, no shelter, people who are alone, children alone **(be sensitive to class needs)**  **Activity:**  Gather children’s thoughts, responses and questions about the pictures. This could be done through a P4C lesson and turn into the main activity.  **OR**  **KS1 suggested activity:**  Children to look at images representing different times of the day and ask ‘would a Muslim eat or fast now?’  **Explain** that Muslims fast to remember the poor and those that have very little.  Children to write about what or whom they would want to remember while fasting.  **KS2 suggested activity:**  Children to complete a Venn diagram showing ‘the benefits of fasting’, overlapped with ‘the challenges of fasting’. Eg. being hungry (but also being reminded of hungry people around the world), missing out on social events with friends (giving more time to pray).  Discuss how the challenges of fasting help a believer to show their commitment to Allah.  **Plenary:**  **KS1:**  Flash card up a number of different people – **K.Q:** Do you think this person has to fast? If so why if not why not? (eg child, teenager, adult man, pregnant woman, sick person)  Show a second set of cards – people we might remember if we were fasting. Who would you want to remember/ think about/ pray for?  **KS2:**  **K.Q:** What can non-Muslims learn from Sawm? And how could they put some of that learning into practice daily?  Class to write a statement of intent together, that they will commit to as a class in the light of their learning.  **Eg:** Looking out for the poor, only eating what is necessary, sharing with others what you have, not being greedy. | **Resources:**  Video clip: Watch clip 3053: Fasting during Ramadan – BBC learning clips online.  **Pictures of** different times of day, different Muslim people (different ages, health conditions etc), different people around the world we might want to help/ think about |

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| **Learning objectives** | **AT 1** | **AT 2** | **Suggested teaching activities** | **Points to note** |
| **Lesson 5**   * I know why believers make special journeys (pilgrimages) * I can recognise the link between faith and action in individuals and in groups of believers * I can explain the impact of faith on the behaviour of individuals * I can talk about journeys that are important to me and explain why | ✓  ✓  ✓ | ✓ | **How does pilgrimage show a commitment to God (Allah)?**  **The fifth pillar of Islam: Hajj.**  **KS1:**  **Circle time:** Going on a special journey.  Have you ever been on a special journey? When, where, why, with whom? What made it special?  **Open a mystery suitcase:** Inside it are the items needed for Hajj: Hajj robes, map of Mecca, Qu’ran, small stones, spring water, umbrella, picture of Grand Mosque in Mecca.  **K.S 2:** Present the objects with some unrelated objects: Which are the odd ones out and why?  Watch an extract from Hajj and begin to make links between what they are seeing and the mystery suit case/objects.  [www.bbc.co.uk/learning zone/clips/hajj-pilgrimage-at-mecca/6236.html](http://www.bbc.co.uk/learning%20zone/clips/hajj-pilgrimage-at-mecca/6236.html)  Recap the key events of Hajj.  **K.Q:** Why do you think Muslims make this pilgrimage?  Have you ever been on a special journey? Why was it special? How did you feel on your journey?  **Suggested activity: KS1**  **K.Q:** What happens during Hajj? What difference does this make to the believer?  Draw three things that are important to Muslims when they go on Hajj, for example, rituals, clothes, places.  **Three thought bubbles:** How would Muslims feel on the Hajj? Add these to a picture of Muslims on their Hajj.  **Plenary:** Reflection: A special place I have travelled to is… Why is it special?  **Suggested activities KS2:**   * **Written response:** If you were going on a sacred journey where would you go and why? Describe your journey and what happens along the way. Where do you end up? Why? * **Collaborative group work:** As a group you can only take 4 things on your journey – what would they be? Give reasons for your choice. * **Individual prayer response:** Imagine you were at the mountain of Arafat asking for God (Allah)’s forgiveness. What would be your prayer? Write a confessional prayer seeking forgiveness. * Write a song, dance or drama that expresses the pain and hurt in the world.   **Plenary:**  Are you prepared to give up something you really enjoy in order to spend more time help someone else or (for children with a religious faith) to pray/ read your sacred text?   * Children are encouraged to bring in something and leave it at school for the week, or to commit themselves to giving something up by writing on a piece of card what it is and what they are going to do instead. Place all these commitment cards into an envelope which will then be put in a box with all the things the children may have brought it.   **Extension:** A visitor to come and share with the children how going on Hajj has impacted on their lives. | **Resources:**  [www.bbc.co.uk/learning zone/clips/hajj-pilgrimage-at-mecca/6236.html](http://www.bbc.co.uk/learning%20zone/clips/hajj-pilgrimage-at-mecca/6236.html)  **Further clips to support the teaching:**  **Day 1of Hajj:** [www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html](http://www.bbc.co.uk/learningzone/clips/hajj-day-one/3258.html)  **Day 2 of Hajj:**  [www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html](http://www.bbc.co.uk/learningzone/clips/hajj-day-two/3259.html)  **Day 3 of Hajj:**  www.bbc.co.uk/learningzone/clips/hajj-day-three/3261.html |

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| **Learning objectives** | **AT 1** | **AT 2** | **Suggested teaching activities** | **Points to note** |
| **Lesson 6**   * I know all 5 pillars of Islam and can explain what they mean to Muslims * I can recognise the link between faith and action in individuals and in groups of believers      * I can explain the impact of faith on individuals and communities. * I can recognise the links between religious practices and faith in my own life. * I can reflect upon what I can learn from the religious practices of others | ✓  ✓  ✓ | ✓  ✓ | **How do the 5 pillars of Islam help a Muslim to demonstrate their faith and draw closer to God (Allah)?**  **K.Q:** What have we learnt about the different practices a Muslim will do to show their commitment? Recap on all 5 pillars of Islam.  **Group activity:** split the class into 5 groups. Each group to brainstorm all they can remember about 1 of the pillars on a large piece of paper in a particular colour. Groups to rotate, adding in a different colour to each of the sheets all they can remember.  If too challenging, this can be done in pairs or as a whole class, depending on the age of the pupils.  **K.Q:** If I could only choose one pillar that I think most helps a Muslim to be a better Muslim, I would choose ….because…  Shahada  Salat  Zakat  Sawm  Hajj  Using notes from their learning, children prepare a short speech that addresses the following questions:   * How does the pillar help a Muslim show their commitment to God (Allah)? * How does the pillar draw the person closer to God (Allah)? * How does the pillar help the person demonstrate their faith to others?   **Plenary:**  Children to present their speeches either to the whole class, or to a group.  **Vote** on which the children think is most helpful to a Muslim. Why?  **KQ:** What can people who are not Muslim learn from the 5 pillars which would help them in their spiritual lives?  Return to the class statement of intent from lesson 4. Is there anything they have learnt from the unit which they could add to this? What will we try to do differently now? | Refer to the information sheet on the 5 pillars.  **Sensitivities:** be aware of children who don’t follow a religion. What might these practices mean to them? Encourage them to think about the activities that help them to engage with their emotions and give them a feeling of ‘awe and wonder’; the activities that help them to know what is right and wrong and the activities which enable them to engage with social justice. |