

Topic Title: Islam Encounter

Whole School Summer 1



Disciplinary Focus:

To ensure that our children are seeing religions and worldviews through different lenses, our 'encounters' don't have a disciplinary focus like our 'in-depth investigations'; rather, an approach that balances the three disciplines across this whole-school learning journey.

Background for Teachers:

- Islam Primary Classroom Activities in R.E. Today Publications:
<https://www.natre.org.uk/resources/islam-primary-classroom-activities-in-re-today-publications/>
- Understanding Islam:
<https://understanding-islam.co.uk/>
- Muslim Worldview Traditions:
<https://www.reonline.org.uk/knowledge/muslim-worldview-traditions/>
- Voices from Muslim Worldview Traditions:
<https://www.reonline.org.uk/resources/voices-from-muslim-worldview-traditions/>

Key Stage 1:

- *Who is a Muslim and how do they live?*
<https://www.natre.org.uk/primary/primary-re-curriculum/primary-re-curriculum-key-stage-1/who-is-a-muslim-and-how-do-they-live-part-2/>

Key Stage 2:

- *How do the Five Pillars help Muslims express their faith?*
<https://www.natre.org.uk/resources/how-do-the-five-pillars-help-muslims-express-their-faith/>
- Teacher's Guide to Islam:
<https://www.natre.org.uk/resources/ks2-re-teachers-guide-to-islam/>

Previously On ... (Links to Prior Learning):

At the beginning of the 'encounter' in each year group is a 'Previously On ...', which includes reference to key stories and vocabulary, to support children in recalling prior learning. In addition, there are questions that will scaffold the connections that children are able to make to prior learning about Christian beliefs and practice.

Big Questions:

What does this story teach us about Muslim beliefs and ways of life?
How would Allah want people to ...
Why is the Qur'an so special to Muslims? Why do they treat it with such respect?
Why do you think it is important for Muslims that these are the first words whispered in a baby's ear?
How, where and why do Muslims pray?
Why are there 99 different names for Allah? How might a Muslim be influenced by these names?
How might a Muslim make a commitment to their faith?
What do Muslims believe the Five Pillars help them to do?
How easy do you think it is to practise the Five Pillars?
How might hearing the Shahadah every day affect the life of a Muslim?
What does it mean to be a Muslim?

EARLY YEARS FOUNDATION STAGE

EARLY YEARS FOUNDATION STAGE				
LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS		PLENARY
Lesson 1	LO: to begin to understand Muslim beliefs and ways of life.	<p>Starter: Children to be invited to bring in or share a special book and explain why it is special to them. How does their special book make them feel?</p> <p>Q- What books and stories do you know that are special to Christians?</p> <p>Input: Explain that this week, we will be listening to stories that are special to Muslims – people who have different beliefs about God to Christians. Share <i>Belonging and Believing: My Muslim Family</i> as an introduction to Muslim beliefs, values and everyday life.</p> <p>Explain to the children that you are going to share a story that is special to Muslims, called <i>The Boy Who Threw Stones at Trees</i>. You could use a creative storytelling process and story box – see SharePoint for an example from R.E. Today. Whether or not you choose to, explain before sharing that this story is important to Muslims because it teaches them about the wisdom of God and the Prophet Muhammad and the importance of caring for the natural world.</p> <p>Q- I wonder how the boy felt when he was told he'd damaged the date palm?</p> <p>Q- I wonder what would have happened if the farmer had not forgiven him?</p> <p>Q- I wonder why the Prophet Muhammad suggested this solution to the problem?</p> <p>Q- I wonder whether you have ever harmed something and regretted it?</p>		<p>Task: Following the creative storytelling process, have a range of resources available that will allow the children to represent a part of the story or make something that the story has made them think about.</p> <p>Plenary: Invite the children to come together to share their artwork in the circle. You might conclude the lesson by sharing the dates from the story, thinking about how these are a favoured dried fruit for many Muslims.</p>

Lesson 2	<p>LO: to begin to understand Muslim beliefs and ways of life.</p>	<p>Starter: Show the front cover of <i>Belonging and Believing: My Muslim Family</i> – but imagine that it is zipped up! What can the children remember from the story from last week?</p> <p>Input: Explain to the children that you are going to share another story that is special to Muslims, called <i>Muhammad and the Cat</i>. Once again, you could use a creative storytelling process and story box – see SharePoint for an example from R.E. Today. Whether or not you choose to, recap before sharing that this story is important to Muslims because it teaches them about the wisdom of God and the Prophet Muhammad.</p> <p>Place a toy cat on the cloth and during reading, pause for the children to consider what Muhammad might do, cutting the material at the appropriate time.</p> <p>Q- I wonder what you think about caring for animals? Q- I wonder why people look after animals? Q- Have you ever had to move out of the way because an animal was blocking your way? Did you mind? Q- I wonder whether you think Muhammad was right to cut the cloth? I wonder why he cut it?</p>	<p>Task: Create a class collage of the mother cat with her kittens sitting upon a piece of material. The words, '<i>Allah cares for all animals</i>' can be written around the cat.</p>	<p>Plenary: Show a range of soft toys. Q- How would Allah want people to care for these animals? What might they need to care for them?</p>
----------	---------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 1

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand why the Qur'an is special to Muslims.	<p>Starter: Share with the children a range of pictures:</p> <ul style="list-style-type: none"> - Muslims praying - The Qur'an placed on a stand - A compass - A prayer mat - Muslims carrying out wudu - A new-born baby having the Adhaan whispered into their right ear - Aqilah – welcoming ceremony - Symbol of Islam - The Arabic word for God – Allah <p>What can the children tell you about what they can see?</p> <p>Input: Explain that during our next two R.E. lessons, we will be learning about Islam and what it means to be a Muslim.</p> <p>Introduce some key vocabulary:</p> <ul style="list-style-type: none"> - Islam - Muslim - Prayer - Wudu - Prayer mat - Allah (Arabic name for God) <p>Which of these words have the children heard of before? Are they able to make any connections to the pictures? What else do they know about Islam? Create a 'knowledge gathering' display showing the pictures, vocabulary and children's responses.</p> <p>Explain to the children that Muslims believe in one God. They have a Holy Book called the Qur'an. Prayer is very important to a Muslim. Islam is a way of life.</p> <p>Q- Which other Holy Books do you know of?</p>	<p>Task: Children to be given six statements and in pairs, choose which three statements they think are the most important when it comes to showing care and respect for important stories and books. See SharePoint.</p> <p>Snowball – children to share their three statements with another pair – do they agree or disagree? As a group of four, decide on the three most important statements only.</p>	<p>Plenary:</p> <p>Q- Why is the Qur'an special to Muslims?</p> <p>Q- How does a Muslim care for the Qur'an?</p> <p>Q- Why do Muslims treat the Qur'an with such respect?</p>

		<p>Q- Can you think of something that is very special to you?</p> <p>Q- How do you treat and look after this special thing?</p> <p>The children could be encouraged to bring in their special item and a photo of it for a 'special table' in the classroom.</p> <p>Play a recording of an Arabic reading of the Qur'an: https://www.bbc.co.uk/bitesize/clips/z4fgkqt Pause the clip at 0.53 and show the children an image of the Qur'an, giving some information about it – see background knowledge for teachers.</p> <p>Watch a film clip of Muhammad receiving the Qur'an: https://www.bbc.co.uk/programmes/p01143yn Summarise how the Prophet Muhammad (pbuh) was chosen to tell the people there was only one God, how to worship him and how to treat all of his creation. This happened when Muhammad was 40 years old, when an angel appeared to him in a cave and revealed the first verses of the Qur'an to him.</p> <p>Q- Why do you think this Holly Book is treated with such care and respect?</p> <p>Q- Can you think of a story or book that is special to you?</p> <p>Q- Why is it so special to you?</p> <p>Share a story or book that is special to you and explain why. What is the story or book about? Does it have a meaning? How does it make you feel when you hear the story? Does that make the story even more special to you?</p>		
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--


Lesson 2	<p>LO: to understand what stories teach us about Muslim beliefs.</p>	<p>Starter: Return to the ‘knowledge gathering’ display started last lesson. Work collaboratively to add new knowledge to this to recap last lesson’s learning. This could include:</p> <ul style="list-style-type: none"> - The Qur’an is the Holy Book for Muslims. - The Qur’an is special to Muslims because they believe it is the word of God. - The Qur’an was reveal to the prophet Muhammad (pbuh) and delivered by the Angel Jibril (Gabriel). - The Qur’an was written in Arabic and is best understood when read in Arabic. - The Qur’an is to be treated with the utmost respect and care. <p>Input: Introduce the prophet Muhammad (pbuh) to the children – see background knowledge for teachers.</p> <p>Q- What stories are told by Christians? Why are these stories told?</p> <p>Explain that in Islam, stories are told that have a meaning behind them and often give an indication as to what many Muslims believe. They help people to understand how some Muslims choose to live their life. The teachings of the prophet Muhammad (pbuh) are often evident in these stories.</p> <p>Q- Whose teachings are often evident in Christian stories? Jewish stories? Buddhist stories?</p> <p>Recap last lesson’s learning when children reflected on a story or book that was important to them, reminding children of the reasons they gave as to why the book was important to them.</p> <p>Share the story <i>The Boy Who Threw Stones at the Tree</i> – see creative storytelling process saved on SharePoint.</p> <p>Q- I wonder how the boy felt when he was told he’d damaged the date palm?</p> <p>Q- I wonder what would have happened if the farmer hadn’t forgiven him?</p> <p>Q- I wonder why the prophet Muhammad suggested this solution to the problem?</p>	<p>Task: Children to respond to the story of <i>The Boy Who Threw Stones at the Tree</i> creatively, either by creating a picture of the part of the story that they liked the most or thought was the most important or making something the story has made them think about.</p> <p>Ensure that no images of God or the prophet Muhammad (pbuh) are drawn or created using the art materials – drawing of living things is prohibited in Islam.</p> <p>Children to create a circle with their artwork – what have they created? Why did they like that part of the story most or think it was the most important part? Why did the story make them think about this?</p> <p>Q- What do you think the prophet’s message was?</p> <p>Q- How do you think the prophet wants humanity to treat all God’s living creatures?</p> <p>Q (MA)- How does this compare to beliefs of other religions about how humanity should treat God’s living creatures?</p>	<p>Plenary:</p> <p>How would the children describe the prophet Muhammad (pbuh)? Add some words to ‘knowledge gatherer’.</p>
----------	-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

		Q- I wonder whether you have ever harmed something and regretted it?		
--	--	----------------------------------------------------------------------	--	--

YEAR 2

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand how Muslim babies are welcomed into the world.	<p>Starter: Share with the children a range of pictures:</p> <ul style="list-style-type: none"> - Muslims praying - The Qur'an placed on a stand - A compass - A prayer mat - Muslims carrying out wudu - A new-born baby having the Adhaan whispered into their right ear - Aqilah – welcoming ceremony - Symbol of Islam - The Arabic word for God – Allah <p>What can the children tell you about what they can see?</p> <p>Input: Explain that during our next two R.E. lessons, we will be learning about Islam and what it means to be a Muslim.</p> <p>Introduce some key vocabulary:</p> <ul style="list-style-type: none"> - Islam - Muslim - Prayer - Wudu - Prayer mat - Allah (Arabic name for God) <p>Which of these words have the children heard of before? Are they able to make any connections to the pictures? What else do they know about Islam? Create a 'knowledge gathering' display showing the pictures, vocabulary and children's responses.</p> <p>Q- What gift would you give a new-born baby? Why?</p>	<p>Task: Children to explore:</p> <ul style="list-style-type: none"> - What are the first words they would like said into a baby's ear? Why? - What gift would you give a baby? Why? <p>Further Challenge: Is there anything else you would choose to do to welcome a new-born baby into the world? Why?</p> <p>Model creating a version under the visualiser by thinking aloud before the children create their own.</p>	<p>Plenary:</p> <p>Return to the 'knowledge gatherer' from the beginning of the lesson – what new knowledge can the children now add?</p>

		<p>Watch the film clip below: https://www.youtube.com/watch?v=IU3ywwtUSel</p> <p>Before watching:</p> <p>Q- I wonder what you think the father is going to whisper into the baby's ear?</p> <p>After watching, explain that this is the call to prayer (Adhaan), in which the father whispers the words of the call of prayer into the baby's right ear. <i>God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.</i></p> <p>Q- Why do you think, for a Muslim parent, it is important that these words are the first words are whispered into a baby's ears?</p> <p>Watch the film clip below, which provides further explanation as to what some Muslim families do to welcome a baby into the world: https://www.youtube.com/watch?v=ya5wYKKT4kc</p>		
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Lesson 2	<p>LO: to understand how, why and to whom Muslims pray.</p>	<p>Starter: Show children a prayer mat and a compass – either the artefacts themselves or pictures. Where have the children seen them before? What are they used for? What might Muslims use them for?</p> <p>Input: Start by discussing:</p> <ul style="list-style-type: none"> - Times in the day when the children are really quiet and still. - Times in the day when children might pray or see other people praying. - What the children think prayer is. - Why and when the children wash. - Special occasions when the children might wash and dress up – and why. Discuss the idea that it is a way of showing respect and commitment to an occasion. <p>Watch the below film clips of a Muslim family carrying out wudu and praying: https://www.bbc.co.uk/programmes/p0114y8q Explain that wudu is a washing ritual that helps prepare Muslims for prayer – being physically clean helps you to also feel clean inside. https://www.bbc.co.uk/bitesize/clips/z4gkq6f Q- Why do Muslims pray? Q- Where do they pray? Q- How many times a day do most practising Muslims pray? Q- What direction does a Muslim face when praying and what is the reason for facing this way? Explain to the children that for a Muslim, the most important thing to do is to communicate to God, to give thanks to God and to submit to God. Prayer is therefore the most important thing a Muslim can do.</p>	<p>Task: Which three things do the children think praying five times a day will help Muslims with? See resource sheet on SharePoint.</p> <p>Does praying 5 times a day help Muslims to do any of these things? Choose 3 only.</p>  <p>Further challenge: I think praying five times a day will help Muslims to ... because ...</p>	<p>Plenary: True or false challenge – see resource sheet on SharePoint.</p>
----------	--------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

YEAR 3

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explain how and why the Qur'an uses 99 different names for Allah.	<p>Starter: Share with the children a range of pictures:</p> <ul style="list-style-type: none"> - Muslims praying - The Qur'an placed on a stand - A compass - A prayer mat - Muslims carrying out wudu - A new-born baby having the Adhaan whispered into their right ear - Aqilah – welcoming ceremony - Symbol of Islam - The Arabic word for God – Allah <p>What can the children tell you about what they can see?</p> <p>Input: Explain that during our next two R.E. lessons, we will be learning about Islam and what it means to be a Muslim.</p> <p>Introduce some key vocabulary:</p> <ul style="list-style-type: none"> - Islam - Muslim - Prayer - Wudu - Prayer mat - Allah (Arabic name for God) <p>Which of these words have the children heard of before? Are they able to make any connections to the pictures? What else do they know about Islam? Create a 'knowledge gathering' display showing the pictures, vocabulary and children's responses.</p> <p>Do any of the children know the meaning of their own names? How closely do their names describe what they are like? You could have some examples of the meanings of the names of children in your class ready to share – how closely do the other</p>	<p>Task: Children to choose one of the names used in the Qur'an to describe Allah, reflect on what the name means and think about how this quality or characteristic might be seen in their own and others' lives today.</p> <p><i>One beautiful name found in the Qur'an for Allah is ,,</i> <i>I think it means Allah is ...</i> <i>If I was ..., I would ...</i> <i>If other people were ..., they would ...</i> See template on SharePoint.</p> <p>Children could develop their chosen name in the style of contemporary Islamic artist Hafeez Shaikh, who expresses the 99 names: http://www.arthafez.com/gallery</p>	<p>Plenary: Q- How might a Muslim be changed or influenced by reflecting on each name?</p>

		<p>children think their name describes what they are like?</p> <p>Recap how Allah is the Arabic word for 'God' – and how the Qur'an, the Islam Holy Book, uses 99 different names for Allah. Each name describes something different about what Allah is like.</p> <p>Q- Why do you think there are 99 names rather than 100?</p> <p>Discuss how it's to remind Muslims that they don't know everything about God – only Allah knows everything.</p>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Lesson 2	<p>LO: to understand how Muslims show their commitment to their faith and to God.</p>	<p>Starter: Sorting activity: divide a number of statements into two categories – ‘requires commitment’ and ‘doesn’t require commitment’.</p> <p>For example: training to be a sportsperson, learning a new skill, someone visiting a poorly relative once every week, planning a holiday with friends, going out with friends, going to a place of worship every week, praying.</p> <p>Elicit how 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.</p> <p>Input:</p> <p>Q- What might it mean to make a commitment to your faith?</p> <p>Q- How might a Christian show commitment to their faith?</p> <p>Q- How might a Muslim show commitment to their faith?</p> <p>Encourage children to make links to knowledge from previous year groups.</p> <p>Introduce the children to the five pillars of Islam: Shahadah, Salat, Zakat, Sawam, Hajj. Establish that these are the five religious duties expected of every Muslim.</p> <p>Watch the film clip below to introduce the children to the five pillars of Islam in more detail: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty</p> <p>Q- What do Muslims believe the five pillars help them to do?</p> <p>Q- Why do you think they are called pillars?</p> <p>Q- What pillars do you think ‘hold you up’ and guide you in life?</p>	<p>Task: Children to decide on something that they are committed to. This could be their faith, being part of a sports team or a club, belonging to the school community, belonging to their family, living a full and positive life.</p> <p>Children to decide on the five ingredients that they think would help them show their commitment to the thing they have chosen.</p> <p>Teacher to model an example. For example, for being part of a sports team:</p> <ul style="list-style-type: none"> - I will attend training every week. - I will always try my best. - I will practise the skills every day. - I will eat healthily. - I will be kind and caring towards my team members. <p>See SharePoint for further examples.</p> <p>Further challenge: what things have you put on your list that are similar to the five pillars of Islam? Different?</p>	<p>Plenary:</p> <p>Q- How easy do you think it is for a Muslim to practise the five pillars?</p> <p>Q- When might it be difficult?</p> <p>Q- Do you think a Muslim who doesn’t follow the five pillars of Islam is less committed?</p>
----------	----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

YEAR 4

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<p>Lessons 1 & 2</p> <p>LO: to understand how Muslims show a commitment to God.</p>	<p>Starter: Share an image of the five pillars of Islam and recap how these are the five religious duties expected of every Muslim. Which can the children remember?</p> <p>Recap prior learning in relation to the first two pillars:</p> <ul style="list-style-type: none"> - Shahadah – confession of faith – there is no god but the one God, Allah, and Muhammad (pbuh) is the messenger of God. - Salat – praying five times a day. <p>Input: Explain that during today’s lesson and next week’s lesson, we will be learning about the third, fourth and fifth pillars of Islam:</p> <ul style="list-style-type: none"> - Zakat – giving to charity - Sawm – fasting - Hajj – pilgrimage <p>And about how each of these shows a commitment to God.</p> <p>Q- What might it mean to make a commitment to your faith?</p> <p>Q- How might a Christian show a commitment to their faith?</p> <p>Q- How might a Muslim giving to charity show a commitment to their faith?</p> <p>Explain that the children will be working in pairs or threes to find out more about how Muslims show a commitment to God in these ways – a ‘jigsaw’. By researching the three remaining pillars between us and sharing our findings, we can work cooperatively to build our understanding.</p>	<p>Task: Children to work in pairs or threes to research and create a presentation on one of the three remaining pillars of Islam – this could be in the form of a large (A3/A2) poster, a PowerPoint or otherwise.</p> <p>3rd Pillar – Zakat: How does giving to charity show a commitment to God? Why is giving important? In what different ways can we give to others? How does giving money for a Muslim show commitment to God? Is a Muslim who doesn’t or who isn’t able to give money to charity less committed?</p> <p>4th Pillar – Sawm: What is Sawm? What is fasting? Why do Muslims fast? How does fasting, for a Muslim, show commitment to God? What is Ramadan? What and whom might Muslims remember while fasting? Is a Muslim who doesn’t fast less committed?</p> <p>5th Pillar – Hajj: What is Hajj? What is a pilgrimage? Why is it important for a Muslim to go on a pilgrimage?</p>	<p>Plenary: Card sort – children to sort the cards (see SharePoint) under each pillar.</p> <p>Q- How do the five pillars of Islam help a Muslim show commitment to God (Allah)?</p>

			<p>How does going on a pilgrimage for a Muslim show commitment to God? What items are needed for Hajj? What is the ka'bah? What does circling the ka'bah seven times signify for Muslims? Why is the story of Hagar significant? How do you think Muslims feel when they are on Hajj?</p> <p>Once the children have completed their research and presenting their findings, children to form a group with two children representing each of the other two pillars of Islam to each share their findings.</p>	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

YEAR 5

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to explore what helps Muslims through the journey of life.	<p>Starter: Share an image of the five pillars of Islam and recap how these are the five religious duties expected of every Muslim. Which can the children remember? You could have an enlarged copy of each of the five pillars, each one on a table, for children to add prior knowledge to.</p> <p>Input: Children to work in pairs with an A3 piece of paper:</p> <ul style="list-style-type: none"> - Draw a hospital in the bottom left corner and a door with a question mark in the top right corner. - Draw a series of roads showing different routes to get from the hospital to the door. - Children to think about the different things a person might encounter through life, some joyous and some challenging, and draw ten experiences by the roadside. <p>Children to snowball into groups of four – what would they need to support them on their imagined life journey? Annotate the journey with these things in a different colour e.g. health, morals, love.</p> <p>Challenge each group of four to choose the five most important things they will need to support them through life. <i>Through the journey of life, I will need ... because ...</i> Share some ideas as a whole class using this sentence stem.</p> <p>Reintroduce the Five Pillars of Islam as essentials of the life of a Muslim. Islam is like a house held up by five strong pillars and Muslims must not only believe in the five pillars but also act on their beliefs.</p>	<p>Task: Explain that the Five Pillars of Islam affect the life of a Muslim moment by moment, daily, annually and over a lifetime.</p> <p>Children to create a table with four columns titled:</p> <ul style="list-style-type: none"> - Moment by moment - Daily - Annually - Over a lifetime <p>What examples can the children add of how the five pillars will affect a Muslim over these time periods. Work together to add examples under the visualiser.</p>	<p>Plenary: Q- How might the Five Pillars of Islam affect a Muslim over different time periods?</p> <p>Invite children to share their own ideas to add to whole-class example – children to add any that they agree with to their own.</p>

Lesson 2	<p>LO: to understand the key belief of Muslims and how this affects their life.</p>	<p>Input: Share the Shahadah and explain that this is one of the most important beliefs in Islam, forming one of the Five Pillars of Islam. The Shahadah says, <i>'I witness that there is no other god but Allah, and Muhammad is the prophet of Allah.'</i></p> <p>Q- What does this show about Muhammad?</p> <p>Q- What connections are there to Christianity?</p> <p>Show the two ways that the words of Shahada are used and play the call to the prayer from a mosque: www.islamcan.com/audio/adhan/index.shtml</p> <p>Recap how the words of Shahadah are also the first words that a Muslim baby hears when he or she is born. The father whispers the words into the ear of the baby.</p> <p>Q- What belief or value is so important to you that you would shout it from the top of a tall building?</p> <p>Ask the children to write the sentence that they would have liked their parents to whisper into their ear when they were first born. Why would they have chosen those words?</p>	<p>Task: Share the story of Bilal, the first Meuzzin. Children to work in pairs to consider what mattered most to Bilal. For example:</p> <ul style="list-style-type: none"> - 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? <p>Ask children to come up with their own ideas before sharing these examples.</p> <p>Give each pair a copy of the target – see SharePoint. Children to place each of the above statements on the target with no more than three in each circle. Children to choose three statements and annotate to explain why they placed them where they did.</p>	<p>Plenary:</p> <p>Q- How might hearing the Shahadah every day affect the life of a Muslim?</p>
----------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

YEAR 6

LEARNING OBJECTIVE	WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
<div>Lesson 1</div> <div>LO: to explore where people get advice and guidance from.</div>	<p>Starter: Share an image of the five pillars of Islam and recap how these are the five religious duties expected of every Muslim. Which can the children remember? You could have an enlarged copy of each of the five pillars, each one on a table, for children to add prior knowledge to.</p> <p>Input: Q- Where do you get good advice from? Invite children to share thoughts about where they get good advice from. Explain that Muslims get their advice from a variety of sources, which include:</p> <ul style="list-style-type: none"> - The Qur'an – Muslims believe the words came directly from Allah and that they should follow the words and instructions of the Qur'an exactly. - Hadiths – words, actions and instructions of the Prophet Muhammad (pbuh), as reported by the people around him during his life. <p>Share the story of the revelation of the Qur'an to the Prophet Muhammad: www.bbc.co.uk/education/clips/zv6sb9q Who might be most likely to listen to Muhammad? Who might be most likely to reject the message? Why and how might they do this?</p> <p>Share examples of 'commandments' from the Qur'an. Q- Why do you think these commandments are included in the Qur'an? Q- How relevant are they today?</p>	<p>Task: Children to draw and annotate or write a description of what their community would look like if everyone kept to the commandments listed in the Qur'an – focus on Surah 17.</p> <p>Further challenge: what similarities are there to where Christians get their advice and guidance from? Differences?</p>	<p>Plenary: GPC: children to apply this learning for themselves: <i>A book that has given me guidance is ...</i> <i>The advice it gave me was ...</i> <i>This advice was useful because ...</i></p>

Lesson 2	<p>LO: to explore what matters to Muslims.</p>	<p>Starter: Why is the metaphor of pillars used within the Five Pillars of Islam?</p> <p>Input: Ask children to work in groups of five to produce a large pillar-shaped poster on whichever aspect they are focusing on. This should draw together all their learning during their Islam encounter throughout their time at primary school – reference to R.E. books and use of books/laptops as appropriate.</p> <p>Children to record not only factual information but information about how upholding this pillar might affect the life of a Muslim. They could illustrate their posters with calligraphy but should not draw God or any of the prophets. Bring the posters produced by each group together.</p>	<p>Task: Show the children another five cut-out pillar shapes with a different sentence stem written at the top of each.</p> <ul style="list-style-type: none"> - Shahada – 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 ... <p>Ask the children to consider what they will aim to believe, do and aspire to – like the five pillars.</p> <p>Further challenge: How will they keep their five pillars? What will be hard about keeping them? Which will make their lives better?</p> <p>Further challenge: How might a Christian respond to the five sentence stems?</p>	<p>Plenary: Q- What does it mean to be a Muslim?</p> <p>Challenge the children to respond from at least two perspectives e.g. a Muslim and their own or a Muslim and Christian.</p>
----------	-------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------