**1SSRE Year 4/5 Cycle B Autumn 1 MTP – Y4B: Keeping 5 Pillars: What difference does it make?**

Pupils will learn to know about Muslim belief expressed in the practices of the 5 Pillars and consider questions of value and commitment: How does Islamic practice strengthen the believer? What are my own sources of strength and security?

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| **Key Questions:**  **What are the Five Pillars of Islam?**  **How do Muslims practice each one of the Pillars?**  **How do the Five Pillars change Muslims’ lives?**  **Why do these 5 rituals matter to so many millions of people?**  **What kinds of discipline, devotion and spirituality go with the Five Pillars?**  **Is it valuable to have routines and regular ways of expressing beliefs in community life?** | | **Key Vocabulary:**  **Lesson 1: Shahadah, Allah, Muhammad (PBUH), Five Pillars, Prophet, ‘As-Salamu-Alaykum’, Muezzin**  **Lesson 2: Salah, Prayer, rak’ah, Five Pillars**  **Lesson 3: Zakah, Charity, Ummah**  **Lesson 4: Sawm, Fasting, Ramadan, Eid-ul-Fitr, Self-Denial**  **Lesson 5: Hajj, Pilgrimage, Makkah, Pilgrim**  **Lesson 6: Five Pillars, Shahadah, Salah, Sawm, Hajj, Zakah** | | |
| **SACRE Guidance** | **Week** | | **SACRE Coverage/Lesson ideas** | **Learning Outcomes**  (Intended to enable pupils to meet the end of key stage outcomes) |
| **About this unit**  This unit of work is intended to enable pupils to understand the significance of the five Pillars of Islam, and to reflect on the sources of strength in their own lives. Many Walsall pupils will know a lot about Five Pillars from their own faith community, but the intentions here are to provide space for depth of thinking and developing understanding. The unit deals with Islam. Through a focus on the beliefs and concepts associated with the 5 Pillars and their impact on the life of a Muslim the pupils will be enabled to think about their own experience. Using discussion, ICT presentation skills, research and literacy skills, pupils will have opportunities to broaden their knowledge and understanding of religion  **Religions covered:**  Islam  **Which unit does this build from?**  FS: Special places: What places are special and why?  Y2C: Beginning to learn from Islam  Y3A: Holy Buildings and Sacred Space: Visiting places of worship  Y3C: Why do people make pilgrimages?  **Key Vocabulary:**  Shahadah  Belief  Allah  Prophet Muhammad PBUH  muezzin  Prayer  Salah  Charity  Zakah  Qur’an  Fasting  Sawm  Pilgrimage  Makkah  Hajj  Eid-ul-Fitr  **Key questions to explore with pupils for unit:**  • What are the Five Pillars of Islam?  • How do Muslims practice each one of the pillars – and how does it change their lives?  • Why do these 5 rituals matter to so many millions of people?  • What kinds of discipline, devotion and spirituality go with the 5 Pillars?  • Is it valuable to have routines and regular ways of expressing beliefs in community life?  **Developing attitudes in RE:**  Pupils will explore attitudes of:  • Commitment: Pupils have opportunities to think about their own commitments and discipline in the light of Islamic practice.  • Fairness: Pupils have opportunities to think about how to make a fair society (with regard to Zakat).  • Respect: Pupils have opportunities to develop their sense of tolerance and respect for those who live differently to themselves.  **Outcomes:**   * Describe how Muslims practice the 5 Pillars of Islam. * Make links between the different pillars, and with the teaching of the Qur’an and the example of the Prophet Muhammad. * Discover what some Muslim people have to say about the ways keeping the % pillars have an impact on their lives. * Ask good questions about how Muslims gain from their devotion and what matters to them about the Pillars. * Use some religious words accurately to describe Muslim ritual practice. * Make links between teachings in the Qur’an and Hadith and Muslim practices. | **Autumn 1**  **Week 1** | | **What are the Five Pillars of Islam? What does the first Pillar mean?**  Belief: Shahadah – First Pillar of Islam  Teach children about the ‘Shahadah’ which is fundamental to the Islamic religion and is their declaration of faith:- “There is no God except Allah, Muhammad is the prophet of Allah” (The 1st pillar of the 5 pillars of Islam).  A belief to shout and whisper  Share the Shahadah with the class and explain that this is one of the most important beliefs in Islam and forms one of the five pillars of Islam. The Shahadah says ‘I witness that there is no other God but Allah, and Muhammad is the prophet of Allah’. Discuss what it shows about Muhammad.  Demonstrate to the pupils two of the ways that the words of the Shahadah are used  Play the pupils the call to the prayer from a Mosque: <http://www.islamcan.com/audio/adhan/index.shtml>  Explain to the pupils that the words of the Shahadah are also the first words that a Muslim baby hears when s/he is born. The father whispers the words into the ear of the baby. See pictures and talk about the ‘why’ of this custom.  Ask the pupils what belief or value is so important that they would shout it from the top of a tall building.  Ask the pupils to write the sentence that they would have liked their parents to whisper into their ear when they were born. Why would they have chosen those words?  ‘Peace be upon him’ (pbuh)  Inform children of the importance of the words ‘peace be upon him’ which is said or written after every mention of Muhammad (pbuh) or any of the Islamic prophets out of respect and reverence.  Teach children about the Islamic greeting ‘As-Salamu-Alaykum’ (Peace be upon you). Compare this with other greetings. Islam has peace at its heart. Share the story of Bilal, the first Muezzin. He was a salve, who defied his master to proclaim his belief in one God. Despite tortuous punishment, her persisted. One of the Prophet’s companions bought him out of slavery to cruel Umaya, and Bilal was later chosen as the first Muezzin (story available in many versions). Ask the pupils to work in pairs to consider what mattered most to Bilal.  Was it his work, his own comfort, using the gifts God gave him, being loyal to his friends, serving Allah, escaping from slavery, preserving his own life, praying, following the prophet, obeying his master, fashionable clothes, helping other people?  Ask the pupils to place the statements on the target with no more than three in each circle. Each pair must be able to justify and agree the placement of their phrases. (See below for template)  **Record in books.** | * Say what the Shahadah is and how it is used with a baby and in the call to prayer. * Describe some of the key qualities of Muhammad. * Make links with Muslim beliefs in the Shahadah by saying what matters most in my life. |
| **Autumn 1**  **Week 2** | | **Prayer is the second Pillar. How and why do Muslims pray?**  **(Floorbook Lesson)** Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. The Muslim website – using Arabic - <https://www.youtube.com/watch?v=dp3Cj0fLBOE> gives a useful YouTube intro. An alternative in English is here, from TrueTube: <https://www.youtube.com/watch?v=LfFBgDtsI8A>  After watching the rak’ah, ask pupils to make sketches of the different prayer positions they can pick out. For each position, ask pupils to annotate the sketch to explain what they think the movement might mean or say about the worshippers' inner feelings and beliefs.  Watch the clip again with the sound up. Notice what is said about the meaning of each movement. Compare with pupils' own ideas.  Pupils design a poster illustrating one of the rak’ahs, ensuring that all positions are selected throughout the class. Alongside the drawing of the position, pupils add a ‘thought bubble’ suggesting what a Muslim might be thinking when they are in this position before Allah. Alongside the illustration, pupils write down what they think the gesture in the rak’ah might mean. Display pupils’ work in the correct order of the rak’ahs.  Share with the pupils that this is only one type of prayer, many Muslims take time to pray more personally to Allah after the more formal prayer.  Ask pupils to consider in groups -- o Why do people pray? o How do you think it might make them feel?  Ask pupils to share any experiences they have of prayer or similar practices and, if they have no experience, ask them what they do when others might choose to pray =- maybe meditate? Reflect? Have a quiet chat with someone they trust? Do we all need these kinds of time in life when we are real with ourselves, serious, thoughtful, seeking peace or direction? Or are these needs only for some? | * Describe the practice of prayer in Islam * Suggest some meanings for the actions to do with prayer. (including preparation, etc) * Ask some questions about prayer and its impact for Muslims. |
| **Autumn 1**  **Week 3** | | **Giving charity is the third pillar. How is charity important to Muslims? How is charity important to you?**  Charity: ‘Zakah’ – Third Pillar of Islam  Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits.  Consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference?  Challenge the pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away.  Ask the pupils to consider:  o ‘Why do you think Muslims choose to give away so much of their money?’  o ‘How do you think it makes them feel?’  o ‘Do you think their lives are made more challenging because they have to do it?’  **Children to create a 2-page spread in their books to present their findings about Muslim charity/almsgiving.** | * Use religious words to say what zakat means and why it is important to Muslims. * Talk about why sharing with others is a good thing. * Describe the practice of charity and Zakah in Islam. * Use religious vocabulary to describe how Islamic teaching about money and charity might affect the way a Muslim chooses to use his/her money. |
| **Autumn 1**  **Week 4** | | **Fasting is the fourth Pillar. How and why do Muslims fast? What happens at the end of the month of fasting?**  **PurpleMash Access Needed for this lesson.**  Fasting: ‘Sawm’ – Fourth Pillar of Islam  Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. It is a way of following the example of the Prophet. It concentrates a person’s attention on Allah. Discuss these different reasons for fasting and ask pupils: which are the ones that make most sense to them? What is the difference between a fast and a diet?  Look at how the fast can be more difficult depending on the time of year when it falls. In Britain in 2015 the Fast was over 16 hours. Because Islam follows a lunar calendar, the fast moves about 10 days earlier in the year each year. When it falls in December, then daylight in the UK is only about 9 hours.  How does the class think fasting helps Muslims understand other people? Share information on the festival of Eid-ul-Fitr which happens at the end of Ramadan. It is a day of celebration, happiness and forgiveness. Children receive presents of money or new clothes for example. Giving to Muslim charities rises hugely during Ramadan and at Eid – why might this be? Why deny yourself?  Half the class read information from books, web or other sources on Ramadan and half on Eid-ul-Fitr, then envoy the information to the other half. Spend time discussing the pupils’ own experiences of self–denial, charity, community and forgiveness. Pupils create mind maps on either Ramadan or Eidul-Fitr.  As a result of what they have found out about the festivals and the other pillars of Islam, ask pupils to work in pairs to prepare questions for an email they will be sending to a visitor. Ensure that the questions chosen are open questions, reflecting on the effect that following their beliefs has on the real life of the visitor.  **Children to compose an email on PurpleMash to send to a Muslim child named Amir, containing questions they would like to ask. (Print evidence and place in Floorbook)** [2Email (purplemash.com)](https://www.purplemash.com/app/links/2email#/inbox) | * Say what fasting is, when Muslims fast and give two reasons why. * Describe the features of Ramadan and the festival of Eid-ul-Fitr. * Make a link between the benefits of fasting for Muslims and when I have denied myself something. * Describe reasons why Muslims choose to fast during Ramadan. |
| **Autumn 1**  **Week 5** | | **Hajj is the fifth Pillar. How and why do Muslims journey to Makkah?**  Pilgrimage to Makkah: ‘Hajj’- Fifth Pillar of Islam  **Inspirational places**  Discuss the places in the world that pupils would most like to visit. Are some for inspiration? How can they work towards achieving that aim? Might their ideas and dreams change whilst they waited?  Explain the desire shown by Muslims to visit Mecca/Makkah, the significant sites such as the cave at Mount Hira where the prophet (pbuh) received the Qur’an, the Kab’ah and sites significant to other prophets of Islam, especially those associated with the stories of Prophet Ibrahim (PBUH) which are recalled during the Hajj and are the basis for rituals.. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away.  Use websites or illustrations from books to show the different parts of the pilgrimage to Mecca – get pupils to think about how, who, where, when, why and what if questions to do with the Hajj, perhaps writing them around the edges of some riveting photos.  Give information so that pupils can answer some of the questions, e.g. 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.  Ask: is there anywhere that you go where you have to dress in the same way as everybody else? How does it make you feel? What are the advantages of everyone dressing the same? What might the white robes signify?  Explain the different parts of Hajj, stopping after each and asking pupils to reflect on anything with similar significance they do or may know about. Do they know of any other religions that go on pilgrimage? What are the similarities and differences?  **Actions at the end of the Hajj**  Focus on the actions completed on Eid-ul-Adha. In Mina there are three stone pillars which represent the devil. Pilgrims throw stones at the pillars as a way of showing that they reject evil and want to drive it from the world. It is believed that the devil tried to tempt Isma’il to disobey Ibrahim. Ibrahim and Isma’il drove the devil away by throwing stones at him. Share the story of Ibrahim and Ismail.  Ask pupils to consider why pilgrims do this. It is a symbolic rejection of eviul and a powerful ritual of commitment to living a good life after the Hajj • How do they think they might feel as they do it? Many Muslims describe elation, a sense of power to make them able to live their best life: ‘In truth, I did not want to hate anyone ever again.’  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.  At the end of the lesson these can be thrown into the bin as a symbol of pupils’ desire to drive them out of the world.  Next ask pupils to draw or model what the world would be like without the evil in it. At the end of the lesson pupils should record their ideas in response to sentence stems | * Say where Muslims go on pilgrimage and what they do there. * Ask questions about Hajj, including ideas about what it might be like for Muslims to go. * Describe some of the main parts of the Hajj experience, using the right words accurately. |
| **Autumn 1**  **Week 6** | | **Anyone can learn from the Muslim way of life. What have you learned?**  **Can you think of similar commitments to the five pillars in your life?**  **What matters to Muslims?**  Recap the five pillars that the pupils have learnt about over the last few weeks. The five pillars of Islam are shahadah - a belief in one God, salah - prayer, five times a day, sawm - fasting, hajj - pilgrimage and zakah - the giving of alms. Why is the metaphor of pillars used? Set a quiz, or ask pupils to quiz you, using all their new Islamic vocabulary and keywords.  Ask pupils to work in five groups to produce a large pillar shaped poster on whichever aspect they are focusing on. Ensure that pupils record not only factual information but information about how upholding this pillar might affect the life of a Muslim. The posters should be illustrated, perhaps with calligraphy. Pupils should not draw God or any of the Prophets as Muslims do not do this and may be offended.  Bring the posters together to form a class display. | * Describe how Muslims practice some of the pillars. * Describe, using religious vocabulary, the five pillars of Islam and explain the effect that following these beliefs will have on the life of a Muslim. |
|  | **Week 7 – Assessment** | | | |