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| **Lesson** | **Activity Outline** | **Knowledge and Skills** | **Learning outcomes** |
| **1**  **Part 1** | **What helps us through the journey of life?**  Give each pair of pupils an A3 piece of paper with a hospital drawn in the bottom left corner and a door with a question mark in the top right corner. There should be a series of roads drawn onto the paper showing different routes to get from the hospital to the door.  Ask the pupils to think about the different things that a person might encounter through life, some joyous and some hard e.g. passing exams, falling off a climbing frame, making a beast friend, being burgled, learning to ride a bike, falling in love, winning a competition, enjoying a great holiday etc. Ask the pupils to draw something by the roadside to represent the experience e.g. a man with a swag bag. Each pair could represent 10 experiences on the roadways of life.  Each pair then needs to show their journey to another pair and then discuss what physical strength, e.g. health, and moral/spiritual strength, e.g. love, they will need to weather their imagined life journey.  As a group of four choose the five most important things they will need to support them through life. Share these as a class. Pupils could write each one on a pillar, responding to the sentence starter o Through the journey of life I will need....because...  Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need, what happens afterwards, how they know which way to go etc. Five Pillars Introduced – use some construction blocks or similar to talk through this idea – jenga? Lego?  Introduce the Five Pillars of Islam as essentials of the life of Muslim. 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 worshipping God, 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. | Almost all pupils: Respond thoughtfully to the idea of life as a journey.  Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life.  Raise questions and suggest answers to questions raised by reflecting on the journey of life. | To gain and use new vocabulary about the Muslim faith and the practice of the religion.  To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed. |
| **Part 2** | **What is the first pillar of Islam?**  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.  The Prophet Muhammad (pbuh) • Explain what Muslims believe about prophets: there were others before Muhammad (pbuh), who was the final prophet sent by Allah. These earlier prophets include Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). A Prophet is a messenger: God gives the message, and the job of the prophet is to pass it on faithfully. • Muslims believe that the Qur’an is the message Allah / God gave to Muhammad, and which he passed on faithfully to the whole Muslim community. • Learn how Muhammad (pbuh) was chosen by Allah to be his final messenger. The story of the first revelation of the holy Qur’an is relevant. | Say what the Shahadah is and how it is used with a baby and in the call to prayer Talk about things that matter to them.  Describe some of the key qualities of Muhammad Make links with Muslim beliefs in the Shahadah by saying what matters most in my life.  Use examples from the life of Muhammad to explain why Muslims respect him. Describe what influences my life, by explaining what matters most, in response to the story of Bilal. | To consider their own beliefs about God’s character.  To gain and use new vocabulary about the Muslim faith and the practice of the religion.  To understand Muslim belief and teaching about Allah.  To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave. |
| **2** | **How do Muslims pray and why?**  Exploring how Muslim pray 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.  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. • If possible invite a Muslim into class to show the rak’ahs (prayer positions) and talk about and answer questions about what prayer means to them.  Pupils design a poster illustrating one of the rak’ahs, ensuring that all positions are selected throughout the class. Alongside the drawing of the position, pupils add a ‘thought bubble’ suggesting what a Muslim might be thinking when they are in this position before Allah. Alongside the illustration, pupils write down what they think the gesture in the rak’ah might mean. Display pupils’ work in the correct order of the rak’ahs. • Share with the pupils that this is only one type of prayer, many Muslims take time to pray more personally to Allah after the more formal prayer.  Ask pupils to consider in groups -- o Why do people pray? 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?  Exploring the significance of prayer to Muslims Before the lesson collect a series of quotes on prayer from Muslim pupils. These quotes can easily be collected from the Children Talking section on the NATRE website. https://old.natre.org.uk/db/profile2a.php Use the website for a computer studies lesson if you wish. Select Muslim responses to question 7 on prayer. Collect between 12 and 16 quotes for pupils to work with. • Explain the aim of the activity to pupils. In mixed ability groups of three, they are to read through and sort out quotes from Muslim pupils to help them answer the question, ‘Why is prayer so important for Muslims? • Give pupils a pack of the quotes you have collected. Ask pupils to prioritise the statements into a diamond shape according to how helpful they are in explaining why prayer is so important to Muslims, putting the most helpful at the top, least helpful at the bottom. - Each person in the group chooses one of the statements and answers the following: - Why did you choose this statement? What interests you about it? - What is being said, and what does it mean? - What does the person believe and why do you think they believe this? Pupils produce a statement of not more than thirty words to answer the question ‘Why is prayer so important for Muslims?' If possible, ask a local Muslim to read and respond to the pupils' statements. • Do the pupils think it is hard to pray regularly? • How might regularly praying make a Muslims life harder? • How might regularly praying make a Muslims life easier? | Suggest some meanings for the actions to do with prayer (including preparation etc).  Ask some questions about prayer and its impact for Muslims and me (NB this allows for non-religious responses too).  Describe the practice of prayer in Islam.  Make links to my own experiences and ideas about praying and about God | • To learn about Salah and its importance • To gain and use new vocabulary about the Muslim faith and the practice of the religion. • To think about the feelings that go with submission and with prayer |
| **3** | **How and why is charity important to Muslims?**  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?’ ‘How do you think it makes them feel?’ o ‘Do you think their lives are made more challenging because they have to do it?’ • Tell the story of The Two Brothers. Why did the single brother give corn to the married brother? Why did the married bother give corn to the single brother? What mattered most to each brother? What do the pupils appreciate in their lives? What have they got which they can give to others?  Find out about an Islamic charity. A good example is Islamic Relief, which has section on its website for pupils: <http://www.islamic-relief.com/hilal/index.htm>  Tell a story of the prophet and Money e.g. "They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'" - The Holy Quran, 2:215  Use the web and published resources to discover more about the charity Islamic Relief. You might start here: <https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children> Find out about some particular projects the charity has undertaken, and ask and answer questions such as: o Who supports Islamic Relief? Why? o What does Islamic Relief do to make a difference? Does it work? o Does Islamic Relief follow the teachings of Islam? In what ways? o What do you think is good about the charity?  If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful?  Consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? How could you be more generous? Ask each pupil to identify one thing they could to be more generous and try and do it for a whole week. • Ask pupils to consider this quotation, from a ten year old Muslim: “When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know.” What does this tell us about how Islamic charity works? | 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 Make links from learning about Zakah to my own ideas about generosity and charity.  Use religious vocabulary to describe how Islamic teaching about money and charity might affect the way a Muslim chooses to use his/her money. | To learn about the practice and impact of Zakah.  To gain and use new vocabulary about the Muslim faith and the practice of the religion.  To think about generosity, fairness and equality in the light of the practices of Zakah. |
| **4** | **How and why do Muslims fast?**  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 a visitor. Ensure that the questions chosen are open questions, reflecting on the effect that following their beliefs has on the real life of the visitor. • If possible invite a Muslim speaker to visit the class. If not compile a class email and send to a willing Muslim. | Say what fasting is, when Muslims fast, and give two reasons why Muslims fast Talk about times I have denied myself something.  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 Raise and suggest answers to suitable questions for a Muslim visitor. | To learn about the practice of Fasting and the month of Ramadan.  To gain and use new vocabulary about the Muslim faith and the practice of the religion.  To consider questions about self-discipline for themselves. |
| **5** | **How any why do Muslims journey to Mekkah?**  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? | 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 Make links to my own experiences and ideas about journeys.  Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim’s life.  Describe what evil I would like to drive out of the world. | To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah.  To find out how the Hajj feels to believers To learn and use new vocabulary to name, describe and understand the rituals of the Hajj.  To think about how, who, where, when, why and what if questions to do with the Hajj. |
| **6** | **Assessment: What can we learn from the 5 pillars of Islam?**  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. What matters to me?  Show pupils another five cut out pillar shapes, labelled with the five pillars of Islam. At the top of each write a different sentence stem. • Shahadah - I believe…. • Salah - Every day I will… • Zakah - Every time I get pocket money I will… • Sawm - Once a year I will… • Hajj - Once in my lifetime I will… Setting our own intentions and aspirations: Ask pupils to consider what they will aim to believe, do and aspire to. Are their intentions similar to the five pillars? How and why? These can be revisited at the end of the school year to see how pupils are doing. These ‘class five pillars’ could either be displayed separately or as shadows of the other pillars. - How will they keep their ‘five pillars’? - What will be hard about keeping them? - Will any of them make their lives better? What about other people’s lives? | I can recall the 5 pillars of Islam.  I can state how Muslims are influenced but the 5 pillars.  I can say how I have been influenced by the 5 pillars and the teachings of the Quran. | Describe how a Muslim practices some of the pillars.  Make simple links between their own experience and choices and the Muslims who choose to practice 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.  Show that I understand links between my way of life and the Muslim practice of the Pillars. |
| **Key strands addressed by this unit:**  • 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. | | | |