



Kindness

Positivity

Respect

<u>R.E. MEDIUM TERM PLANNING</u>			
Year Group: 5	TERM: Autumn 1	Theme: Islam	
<p>SACRE: A1 Describe and make connections between different features of the religions and the world views they study, discovering more about celebrations, worships, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>B1 Observe and understand varied examples of religions and world views so that they can explain with reasons their meanings and significance to individuals and communities.</p> <p>A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>			
Context:	Concepts: Worship Belonging	Vocabulary: Belief, moral, philosophical, religious, political, Islam, Muslim	
Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)		Future Knowledge: In Y5 the children will look at the central figure Jesus, looking at his importance to Christians.	
End points /by the end of this unit pupils will.. Know some of the main beliefs of Islam. Understand the importance of Muhammed (pbuh) to Muslims as a teacher. That a mosque			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1 Lesson 1 part 1 Recognise our own beliefs and those of others.	Initial assessment discussion: which religious beliefs do we already know about? Which religions can we name? Look at the most recent census information which lists the	What is a belief? What types of beliefs are there? Do you have a religious belief?	Diamond 9 cards and response sheet. Flipchart – 1. Religious Beliefs

religions in Sheffield and how many people identify as belonging to these religions.

Talk about the difference between a fact and an opinion. Follow on from this discussion to introduce the concept of belief as something that you feel is true but cannot prove. Identify different categories of belief – moral, philosophical, religious and political. Give examples – ‘I believe that you should always tell the truth.’ (Moral). ‘I believe that when I die I will go to heaven (religious). Discuss why some people might believe or disagree with this belief.

Look at the 6 main beliefs of Islam:

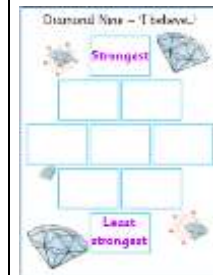
1. Muslims believe that Allah is the one and only God.
2. Muslims believe in angels.
3. They believe in the Qur’an (the holy book).
4. Muslims believe in the Prophets, special messengers between Allah and the people.
5. They believe in the Day of Judgement. This is the day when it is decided if a person will go to heaven by looking back at what that person has done in their life.
6. Muslims believe that Allah already knows what will happen in their lives.



Give out the nine belief cards and ask children to decide which belief they value most

What are the 6 main beliefs of Islam?

What do you believe most strongly/ least strongly in?

Can you explain some of your beliefs?



	strongly/ least strongly using the diamond nine diagram.		
<p>1</p> <p>Lesson 1 part 2</p> <p>Recognise our own beliefs and those of others.</p> <p>Justify our own beliefs.</p>	<p>Look back at our diamond 9 belief response.</p> <p>Children will explain their top three beliefs and justify their viewpoint using 'because.'</p> <p>Challenge - In their own words, explain the beliefs of Muslims and their Islamic beliefs.</p>	<p>What do you believe most strongly/ least strongly in?</p> <p>Why do you believe this?</p> <p>Why are these beliefs important to you?</p>	<p>Flipchart – 1. Religious Beliefs</p> <p>Recording sheet:</p> 
<p>2</p> <p>Lesson 2</p> <p>Understand the importance of Muhammad (pbuh) to Muslims.</p>	<p>Look at pictures of art work on the flipchart which could be interpreted in different ways. Ask the children to look at the pictures and describe what they can see – is it the same as what their partner can see? Explain that we may all see something different because we have different perspectives due to our beliefs. Relate this back to our last lesson and how we all chose three different beliefs that were important to us.</p> <p>Ask 'who is special to you?' Again these answers will all be different because of our background/ beliefs. Explain that your faith could be special to you. Watch this video clip to learn more about the Islam faith: https://www.bbc.co.uk/bitesize/topics/zpdt/bk/articles/zrxxgwx</p>	<p>Why are our beliefs sometimes different to others?</p> <p>Who is special to us?</p> <p>What is special about the Islamic faith?</p> <p>Who is Muhammed (pbuh)?</p> <p>Why is he special to the Islamic faith?</p> <p>Who is special to you?</p> <p>Who is your role model? Why are they your role model?</p>	<p>Flipchart 2. Muhammed(pbuh) lesson</p> <p>Recording sheet</p> 

	<p>Explain that there is a central figure who is very important to the Islam faith. Watch this video to learn about Muhammed (pbuh) https://www.bbc.co.uk/programmes/p01143yn</p> <p>Explain that Muslims believe Muhammad (pbuh) preached that people should be kind to each other and share what they have. Ask 'is this similar to your own beliefs or those of your religion?' Teach that Muhammed (pbuh) is a role model to Muslims. Looking at a set of adjectives (e.g. greedy, considerate, angry, thoughtful) and ask children which words they would choose to describe the character of Muhammed (pbuh). Children complete a worksheet with 5 words to describe Muhammed (pbuh). They should give reasons for two of the words (Task 1). Then Task 2, draw a picture of themselves and write/draw who their role models are. Write who they would like to be like when you are older and say why. Challenge - Can you say who influences your decisions?</p>		
<p>3 Lesson 3</p> <p>Identify the importance of Prayer in the Islamic faith</p>	<p>Start with a mini assessment quiz with these questions: What are the followers of the Islamic faith called? Who is special to Muslims? What do Muslims call their God? What are their 5 duties called?</p>	<p>What are the followers of the Islamic faith called? Who is special to Muslims? What do Muslims call their God?</p> <p>Where and what is special to you? Why are these places special to you?</p> <p>What is the name of the Islamic place of worship?</p>	<p>Flipchart 3 Special places and objects</p>

	<p>Remind the children of the question ‘Who is special?’ Now ask, ‘Where and what is special to you?’ Why are these places special to you? Can you remember which building is special to Muslims (studied in Year 2? Look Madina Masjid mosque in Sheffield and Mecca. Look at the picture of the Medina Mosque in Saudi Arabia and teach that Muslims believe that Muhammed (pbuh) built it. Teach that this is where the tomb of Muhammed (pbuh) is. Look at pictures inside a mosque and the intricate patterns. Look at important items in the mosque: place to leave shoes, place to wash hands, prayer beads, prayer mat, the Qu’ran. Do we remember what any of these items are and what they are used for? See teaching notes below. Ask what is similar about the interior and the items? Answer: patterns. Children will create their own Islamic pattern which will be added to a class collage.</p>	<p>Can you remember the purpose of these items in the mosque?</p> <p>What do you notice about the decoration in a mosque?</p>	
<p>4 Lesson 4</p> <p>Recognise the 5 Pillars of Islam as Muslim beliefs.</p>	<p>Starter – True or false statements. Some of these are what we have covered, some are what is coming up.</p> <p>Pillar/House page – Ask children what the picture shows. Ask them the question under the box. Then explain that the pillars of the house are keeping it firm and steady. Without the pillars, it will not be strong enough to stay up.</p> <p>It is the same concept in Islam. Islam is based on Five Pillars. If all Muslims follow</p>		<p>Flipchart 5 Pillars of Islam</p> <p>True and false statements</p> <p>True false whole class sheets at the front of the class.</p> <p>Card</p> <p>Tape</p> <p>Glue</p> <p>Pens</p>

	<p>these Five Pillars, Muslims believe the Islamic faith will be firm and strong. Muslim people (who follow Islam) have five duties. Every Muslim tries to carry out these five things, and it helps them to feel that they are members of the worldwide Muslim community.</p> <p>Islam Pillar page – Some of the pillar names are covered up as we can give the children clues as to what they might be (prayer/fasting/pilgrimage)</p> <p>Going through the pillars – Hold a pillar up as you discuss each one and maybe get 5 different children to hold them up?</p> <ol style="list-style-type: none">1. Shahadah - This pillar is the main belief of all Muslim people and it is a declaration of their faith. The word Shahadah means to testify. The English words are: “There is no god except Allah, Muhammad (PBUH) is the messenger of Allah.” Muslims say this when they pray.2. Prayer (Salah) - This pillar is prayer. Muslims pray five times a day and follow a special ritual to do so. First they must wash in symbolically clean water. All the		
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	<p>prayers are said at the same time every day and they pray from sunrise to just before they go to bed.</p> <p>3. Zakat - This pillar is about looking after other people. Each Muslim gives up a share of his wealth each year to provide for those less fortunate. The word Zakat means to purify or cleanse. As a person gives away a share of their wealth they become cleansed from selfishness and greed. Each year, Muslims are supposed to give some of their savings for charity such as helping the poor. In this way, they believe that their wealth is “made pure”</p> <p>4. Fasting (Sawm) - This pillar is all about Ramadan. The 9th month of the Islam calendar is when Muhammad (PBUH) began receiving messages from God. For 30 days Muslims fast, they do not eat or drink during daylight hours.</p> <p>The fast is to remind them how difficult it is to be poor, hungry and thirsty. It reminds them to</p>		
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	<p>thank God for the gift of the Qur'an and not be greedy. Muslims believe being able to control themselves from eating or drinking also trains them to be able to control any bad habits or bad deeds, helping them to become better Muslims.</p> <p>5. Pilgrimage (Hajj) - This is making a pilgrimage to Mecca at least once in your life, if it can be afforded. The Arabic word for pilgrimage is 'Hajj'. Muslims go on the pilgrimage to bring together the community and strengthen it. This is where Muhammad was born.</p> <p>Task – Children take the idea of the 5 Pillars and create their own version where they will think about 5 beliefs/promises they feel strongly about that they will try and achieve/carry out in their daily lives eg.</p> <ol style="list-style-type: none">1. Be a kind and caring person.2. Be helpful around the house.3. Listen and be respectful towards others.4. Do their bit to look after the environment.5. Aim to go to (university / college / be a *job* when they are older)		
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Lesson 3 Special places teaching notes:

First picture with Sheffield Mosque - Al Haram Mosque – Mecca, Saudi Arabia - largest mosque in the world and is home to one of Islam's holiest places, the Kaaba. Muslims try and make the journey here at least once in their life time. Wherever they are in the world, Muslims always pray in the direction of this special place.

Special items and rituals -

Washroom

Muslims must wash before entering the main hall.

Shoe rack

A place to leave your shoes before entering.

Prayer mats

Mosques either have carpet with individual prayer mats or Muslims take their own prayer mat to worship upon.

Qur'an

The Muslim holy book which is the word of God. It is treated with great respect and placed on a special wooden stand to be read.

Inside a mosque there is often a school where people can learn the Arabic language. This is the language that the Muslim holy book is written in, the Qur'an.

Tasbih Beads

Beads hanging around the mosque for worshippers to help think about Allah.

Talking about mosque and prayer in general -

Muslims go to mosque to pray and services are held every day. Muslims have to pray 5 times a day.

The most important weekly service is held on a Friday.

Many Muslims believe that praying with other Muslims can make you feel part of a family –We are going to create a 'family' piece of Islamic inspired art.

Could include – special places to them but then traditional geometric prints, repeating patterns, flowers to symbolise ‘paradise’, Arabic writing linked with the Qu’ran