



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 5	TERM: Autumn 2	Theme: U2.8 What does it mean to be a Muslim in Britain today?
SACRE:		
<p><b>Context:</b> (why is this unit being taught?)</p> <p>Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p>	<p><b>Concepts:</b>            What does it mean to be a Muslim in Britain today?            IBADAH/TAWHID Islam            In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today. Units 3, 5 and 6 where pupils are introduced to Islam Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Salah</li> <li>• Sawm</li> <li>• Zakah</li> <li>• Hajj</li> <li>• Pilgrimage</li> <li>• Muslim</li> <li>• Ibadah</li> <li>• Submission</li> <li>• Ramadan</li> <li>• Shahadah</li> </ul>
<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p><b>Year 6:</b> U2.11 Why do some people believe in God and some not?</p>	

Year 4 unit of work: L2.9 How do festivals and worship show what matters to a Muslim?			
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):</p> <p>To know that the Muslim population makes up approximately a quarter of the world.</p> <p>To know the common features of all mosques.</p> <p>To understand why the five pillars might affect the lives of Muslims today.</p> <p>To know why Zakah is important to Muslims.</p> <p>To understand that the Qu'ran teaches Muslims about Zakah.</p> <p>To know that Hajj is a pilgrimage that all Muslims should try to go on once in their lifetime.</p> <p>To understand how the Hajj might change the life of a pilgrim.</p> <p>To understand what it means to be a Muslim in Britain today.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To know that the Muslim population makes up approximately a quarter of the world and 6% of UK.</p> <p>To know the common features of all mosques.</p>	<p><b>Enquiry: How many Muslims and how many mosques are there in Britain?</b></p> <p><b>STEP 1:</b> Share the big question for the unit with pupils. Ask pupils what they already know and what they want to find out. Share the key vocabulary for the unit with pupils and check which words they already know.</p> <p><b>STEP 2:</b> Explain that we are going to be looking at data to think about the worldviews from around the world. Ask pupils to imagine that the world was a village of 100 people; how many would belong to each religion, and how many non-religious people would there be? Draw up a table to allow them to make their predictions. Share the actual data and ask if any of the data surprised or puzzled them, and why. The data is on the PP from this website -  Pew Research Center <a href="https://www.pewresearch.org/religion/2017/04/05/the-changing-global-religious-landscape/pf_17-04-05_projectionsupdate_grl310px/">https://www.pewresearch.org/religion/2017/04/05/the-changing-global-religious-landscape/pf_17-04-05_projectionsupdate_grl310px/</a>  Note that nearly a quarter of the world is Muslim, around 1.8 billion people.</p>	<p>How many mosques are there in Britain?</p> <p>Where are our local mosques?</p> <p>Which traditions does this mosque follow?</p> <p>Which features do all mosques have in common?</p>	<p>Lesson 1 Research sheet – adapted by teachers to question children about local mosques and their traditions. See Key Questions as examples.</p>

	<p><b>STEP 3:</b> Do a similar activity with the number of worldviews in England and Wales. Also on PP.</p> <p><b>STEP 4:</b> Talk about some of the different traditions within Islam. Explain that not all Muslims practise their religion in the same way, although the Five Pillars are important to almost all Muslims. Mention that the largest groups of Muslims in the UK follow the Sunni or the Shi'a tradition. The main differences between these two traditions are around the origins of the groups in the years after the death of Prophet Muhammad.</p> <p><b>STEP 5:</b> (This could be done by the teacher as a whole class activity on the board). Ask pupils to find out how many mosques there are in Britain, and where any mosques are in their local area.  **<a href="http://www.muslimsinbritain.org">www.muslimsinbritain.org</a> (this gives a regular update on number of mosques) (<a href="https://mosques.muslimsinbritain.org/index.php">https://mosques.muslimsinbritain.org/index.php</a>) and Wikipedia (<a href="https://en.wikipedia.org/wiki/List_of_mosques_in_the_United_Kingdom">https://en.wikipedia.org/wiki/List_of_mosques_in_the_United_Kingdom</a>). Choose one local mosque to research and complete the sheet. Explain that some mosques are designated as Islamic centres and don't feature on the Wikipedia list.</p> <p><b>STEP 6:</b> Show pupils the Holy Cribs tour of a traditional mosque <a href="https://youtu.be/Ca4X9EpmOE">https://youtu.be/Ca4X9EpmOE</a>  The video suggested visits the East London Mosque, a large Sunni mosque. Ask pupils to note down some of the key features of the mosque and how they are used, building on their prior learning in Y4.</p> <p><b>STEP 7:</b> Go back to the images of the mosques on the Wikipedia page. Ask pupils to list some features that they notice, such as how many are purpose-built, with domes and minarets, like the East London Mosque, and how many are converted buildings, such as houses or churches. Explore some examples of different kinds of mosques e.g.</p> <ul style="list-style-type: none"> <li>• the Cambridge Central Mosque (the 'Eco' mosque) <a href="https://cambridgecentralmosque.org/">https://cambridgecentralmosque.org/</a></li> </ul> <p>Ask pupils to think about what difference it might make to a Muslim to be in a purpose-built mosque or a converted one.</p>	<p>What is different about some mosques?</p>	
--	--	--	--

<p>2</p> <p>To understand why the five pillars might affect the lives of Muslims today.</p>	<p><b>Enquiry: How might the five pillars affect the lives of Muslims in Britain today?</b></p> <p><b>STEP 1</b> Use the sticky knowledge quiz slides to recap last lesson. Recall how many Muslims there are in Britain (6.5%, almost 4 million people), and how many mosques. Ask them to recall some differences between different mosques. <b>STEP 2:</b> Show pupils a picture to represent the Five Pillars of Islam. Find out what they can recall from Y4 about the pillars. Remind pupils that when Muslims follow the five pillars, it is part of <i>ibadah</i> (worship). Ask pupils to come up with some initial ideas about which pillar might be most helpful for helping Muslims develop commitment, generosity, self-control, worship, obedience to Allah, and why. They will do this again in a bit more detail later in the lesson. <b>STEP 3:</b> Watch the My Life, My Religion video clip about the Five Pillars of Islam. (My life My religion clip is on BBC Bitesize and can currently be found here <a href="https://youtu.be/c5c9-1zxPeA">https://youtu.be/c5c9-1zxPeA</a>.)</p> <p>Ask pupils to discuss with talking partners what impact they think it would have on Muslims, and why, if they:</p> <ul style="list-style-type: none"> <li>• repeat the Shahadah many times a day</li> <li>• pray up to five times a day</li> <li>• fast as an individual but to break-fast as a community each month of Ramadan</li> <li>• share a percentage of savings every year with the poor</li> <li>• be able to make a once-in-a-lifetime pilgrimage to Makkah</li> </ul> <p>Bring the class back together and discuss their answers to the above questions. Discuss if they all thought the same – and why/why not. Bring the class back together and discuss their answers to the above questions. Discuss if they all thought the same – and why/why not.</p> <p><b>STEP 4:</b> Bring the class back together and give pupils a different pillar to focus on. Encourage them to think carefully about the following questions:</p> <ul style="list-style-type: none"> <li>• Does your pillar help Muslims to develop commitment, generosity, self-control, worship or obedience to Allah? Why?</li> </ul>	<p>Five Pillars resource sheet may be helpful saved in lesson 2 folder.</p>
---	--	---

	<ul style="list-style-type: none"> <li>• Are there are opportunities in your own lives to develop commitment, generosity and self-control? Bring the class back together and encourage pupils to explain their reflections and responses.</li> </ul> <p><b>STEP 5:</b> Note that not all Muslims manage to do all 5 pillars. One ‘way of knowing’ we use in RE is to look at surveys and demographic data from around the world. From research across 39 countries (but not the UK), we can see that observance varies across the pillars. Talk about why this might be the case, asking pupils for their suggestions. Ask pupils how they might find out what the situation is like among Muslims in Britain. For example, do a survey among Muslims, talk to some Muslim visitors. Discuss how many people they would need to talk to in order to have a representative sample.</p>		
<p>3</p> <p>To know why Zakah is important to Muslims.</p> <p>To understand that the Qu’ran teaches Muslims about Zakah.</p>	<p><b>Enquiry: Why is Zakah/charity important to Muslims? How is charity important to you?</b></p> <p><b>STEP 1:</b> Recap with pupils what they have learnt so far using the sticky knowledge quiz slides. Look again at the picture of the Five Pillars of Islam; can pupils remember what these pillars represent? Remind pupils how these pillars link with ibadah, worship.</p> <p><b>STEP 2:</b> Focus on Zakah. Ask pupils what this means. Remind pupils that each year, Muslims should try to give 2.5% of their savings (if they can afford it) to charity. Tell pupils that usually this is given at the mosque at the end of Ramadan. Share the following verse from the Qur’an with pupils: <i>‘They ask you [O Muhammad] what they should spend their wealth on; tell them: “Spend on your parents, relatives, orphans, the needy and travellers.” Whatever good you have done Allah is the Knower and is fully aware of it.’</i> The Holy Quran, 2:215 The Majestic Qur’an, trans. Musharraf Hussain Ask pupils what they think this teaches Muslims about Zakah. Explain that if Muslims can’t afford to give money at Zakah, they might choose to give food, their time or even a smile.</p>		<p>Large outline of the world.</p>

	<p><b>STEP 3:</b> Explain that some of the money goes back to help the mosque, the local community or even supports people internationally. Show pupils the video of the Islamic Relief charity* (This film from the Islamic relief website can currently be found here <a href="https://youtu.be/6qdPPViDTYU">https://youtu.be/6qdPPViDTYU</a>.)</p> <p>Ask pupils to note down ways in which this charity lives out the values of Zakah, and what they think motivated these Muslims to set up and work for this charity.</p> <p><b>STEP 4:</b> Share the following quote with pupils:  <i>The Messenger of Allah said: “To smile in the company of your brother is charity. To command to do good deeds and to prevent others from doing evil is charity. To guide a person in a place where he cannot get astray is charity. To remove troublesome things like thorns and bones from the road is charity. To pour water from your jug into the jug of your brother is charity. To guide a person with defective vision is charity for you.”</i>  <i>(From the collection of sayings – hadith - of Muhammad compiled by al-Bukhari)</i></p> <p>Ask pupils what they think this means and what it is calling Muslims to do. Have a large outline of the world at the front of the classroom. Give pupils sticky notes and ask them to record their thoughts linked to the following question: if everyone followed this teaching from the hadith, what would the world be like? Ask them to consider some things that are equivalent to these actions, that they might do to be charitable towards others.</p> <p><b>STEP 5:</b> Ask pupils to create an information poster explaining the importance of Zakah that a local mosque could share with the community. It should include ways in which the funding is used and refer to the Qur’an quote and the Hadith included above.</p>		
<p>4</p> <p>To know that Hajj is a pilgrimage that all Muslims should try to go on once in their lifetime.</p>	<p><b>Enquiry: Why do Muslims go on pilgrimage?</b></p> <p><b>STEP 1:</b> Use the sticky knowledge quiz slides to recap the learning so far. Explain that this lesson focuses on Hajj. Do pupils know what this is? Explain that the Hajj is a pilgrimage that all Muslims should try to go on</p>		<p>Lesson 4 Resource sheet in Lesson 4 folder.</p>

	<p>(if they are able) once in their lifetime. Introduce the Hajj to pupils by using the My Life, My Religion video clip*. (My life My religion clip Hajj episode is on BBC Bitesize and can currently be found here <a href="https://youtu.be/Ok7-mB62xeE">https://youtu.be/Ok7-mB62xeE</a>)</p> <p><b>STEP 2:</b> Share some pictures from the Hajj that show lived experience (photos in lesson 4 folder). Look briefly at the different stages of the pilgrimage (this is the focus of the next lesson, so use this to connect the story of the water of ZamZam to the Hajj rituals). Share the story of the ZamZam well with pupils (you could use this video link <a href="http://www.youtube.com/watch?v=QrxCVfDTE2U">www.youtube.com/watch?v=QrxCVfDTE2U</a>), which sets out the Quranic account of Abraham, Hagar and Ismail. Ask pupils to discuss the following questions in talking partners:</p> <ul style="list-style-type: none"> <li>• How does the story show Allah’s provision for Muslims?</li> <li>• Why do you think drinking the ZamZam water is a spiritual experience for Muslims?</li> <li>• Why do you think pilgrims might bring this water back to share with friends and family?</li> </ul> <p>Bring the class back together and discuss pupils’ answers to these questions. Show pupils some pictures of pilgrims drinking the ZamZam water. Discuss what pilgrims might be thinking of and remembering as they drink. Complete the resource sheet. <b>STEP 3:</b> Explain that pilgrims are able to bring back bags and containers of ZamZam water. Ask pupils to suggest how it might feel for pilgrims to share this with family and friends. Discuss how far this is the same or a different spiritual experience for the family and friends, and why.</p>		
<p>5</p> <p>To understand how the Hajj might change the life of a pilgrim.</p>	<p><b>Enquiry: Why do Muslims go on pilgrimage?</b></p> <p><b>STEP 1:</b> Use the sticky knowledge quiz slides to recap the learning so far within the unit. Explain that today we are going to further focus on the Hajj and its significance for Muslims today. Show pupils the Hajj clip from My Life, My Religion again.</p> <p>Talk to pupils about spiritual journeys, where might someone go?</p> <p>Talk about the importance of thinking about somewhere that would be life changing for the person going. Give pupils the spiritual journey planning</p>		<p>Information sheet for each stage of the Hajj in Lesson 5 folder.</p> <p>Spiritual journey planning sheet in Lesson 5 folder.</p>

	<p>sheet and encourage them to write about where they would go and how it might change them.</p> <p><b>STEP 2:</b> Look carefully at each stage of the Hajj, discussing what Muslims reflect on, do and pray about.</p> <p><b>STEP 3:</b> Give pupils information sheets about each stage of the Hajj (use the RE Ideas resources). Encourage pupils to make a travel guide for pilgrims going on the Hajj for the first time. This work could form a travel agent display in your classroom.</p> <p><b>STEP 4:</b> Bring the class back together and discuss how the Hajj might change the life or thinking of a pilgrim. Discuss how it might make them feel closer to Allah, how it might have an impact on their wider community when they return from the pilgrimage. As a class, write some questions to ask a Hajji – someone who has been on Hajj.</p>		
<p>6</p> <p>To understand what it means to be a Muslim in Britain today.</p>	<p><b>Enquiry: What does it mean to be a Muslim in Britain today?</b></p> <p><b>STEP 1:</b> Use the sticky knowledge quiz slides to recap the learning for this unit. Discuss key knowledge with pupils and encourage them to fill out the assessment sheet for the unit. Connect with the idea of ibadah (worship), by recalling how carrying out the five pillars is part of worship of Allah.</p> <p><b>STEP 2:</b> Encourage pupils to respond to the unit key question, based on their learning in this unit. Ask them to list at least 3 ways in which a Muslim’s worldview may affect how they think and act, giving their reasons.</p> <p><b>STEP 3:</b> Invite a Muslim, ideally a Hajji, into class to talk to pupils about living out their worldview in the local community. Encourage pupils to ask their questions from last week and take part in a class discussion.*</p>		<p>. Assessment sheet in folder</p>