

YEAR GROUP: 3 or 4

Alix, 11: "I made this image of what Muslims believe about Allah, using Islamic rules for art. They don't paint God or the holy Prophets. My picture shows that they believe God connects everything, and God is light."

Learning from Islam Keeping 5 Pillars: what difference does it make?

**Wolverhampton Religious
Education: Support for Schools
from SACRE**



**TITLE: Keeping Five Pillars: What difference does it make to Muslims?
YEAR GROUP 3 or 4**

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 Tower Hamlets 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.

Where this unit fits in: The unit builds upon the work of KS1, and is appropriate for Year 4 pupils. It is the key unit that deals with Islamic belief and practice in the whole syllabus.

Estimated time for this unit: about 10 hours. It is recognised that this unit could take longer: it is better to work on some of the material in depth than to rush through it all.

KEY STRANDS ADDRESSED BY THIS UNIT

- **Beliefs and practice:** How does Muslim belief expressed in the practices of the 5 Pillars?
- **Questions of value and commitment.** How does Islamic practice strengthen the believer? What are my sources of strength and security?

ATTITUDES FOCUS

- **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.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Learned about the Mosque, the Prophet and Islamic ways of living through the appropriate units of the KS scheme of work in the Tower Hamlets Agreed Syllabus.</p> <p>Built some basic skills in presenting their learning through ICT.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Islam: Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Kaa'ba</p> <p>Religion: Ritual Religious practice Pilgrimage Charity / Almsgiving</p> <p>General: Duty Choice</p>	<p>Websites:</p> <ul style="list-style-type: none"> • CLEO has a collection of excellent online video resources for RE in all key stages suitable for this unit: www.cleo.net.uk • The National Association of Teachers of RE (NATRE) supports the creative elements of this unit: www.natre.org.uk/spiritedarts • The BBC's Learning Zone Broadband Clips Library provides short clips relevant to this unit: www.bbc.co.uk/learningzone/clips • Sacred Space provides inspiration, case studies and guidance to help you make learning outside the classroom work really well for RE: www.refuel.org.uk/sacred-space • The Learning Outside the Classroom (LOtC) website is a useful resource for professionals: www.lotc.org.uk • REonline is a good gateway to RE resources: www.reonline.org.uk • Jannah.com provides a Flash presentation showing ablution before salah: www.jannah.com/learn/ablution.html ▪ Good virtual tour of a mosque and information about living as a Muslim www.hitchams.suffolk.sch.uk/mosque/default.htm ▪ To see photographs and video of the Hajj try the following websites www.bbc.co.uk/religion/galleries/hajj www.channeSome.com/culture/microsites/H/hajj/index.html www.bbc.co.uk/learningzone/clips/clip6236 ▪ An animated story of a hajj journey can be found at www.bbc.co.uk/learningzone/clips/clip3920 ▪ Muslim stories can be found at http://www.sln.org.uk/storyboard/ ▪ Information on zakah, Ramadan and other aspects of Islam can be found at www.bbc.co.uk/schools/religion/islam/ and

		<p>www.plainislam.com</p> <ul style="list-style-type: none"> ▪ Information on Islam for key stages 2, 3 and 4. It includes lesson plans, workshop information, assembly ideas, songs, stories, movie clips and games. www.iaw-schools.org.uk/ ▪ http://www.muslimheritage.com/ Islamic History, looks at Muslim contribution to present day science, technology, arts and civilisation ▪ Information on Zakah http://www.islamic-relief.com/hilal/index.htm ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ Games and a site designed for children can be found at www.islaminschools.co.uk <p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ <i>Opening up Islam</i> (Opening up Series), ed. Joyce Mackley RE Today, ISBN 978-1-905893-33-1: http://shop.retoday.org.uk • <i>Faith Stories</i> (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1: http://shop.retoday.org.uk • <i>Exploring Codes for Living</i> (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-07-2: http://shop.retoday.org.uk • <i>Exploring Beliefs in Action in the World</i> (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-98-9: http://shop.retoday.org.uk • <i>Exploring Celebrations</i>(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6: http://shop.retoday.org.uk • <i>Exploring Worship</i>(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-13-3: http://shop.retoday.org.uk • <i>Exploring Religion Around Me</i>(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-96-5: http://shop.retoday.org.uk • <i>Sacred Stories</i>(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-11-9: http://shop.retoday.org.uk ▪ 'Islam: a very short introduction' M Ruthven (OUP) and 'What does Islam say?' I. Hewitt (Muslim Educational Trust) Both are teacher resources ▪ 'Atlas of World Faiths: Islam' C Senker (Watts, 2007) ▪ 'Muslim Festivals Through the Year' A Ganeri (Watts, 2003) ▪ 'Muslim Holy Days', 'Muslim Art and Writing', 'Muslim Faith and Practice' all by L Magloff (Curriculum Visions, 2007) ▪ 'Why is Muhammad (pbuh) Important to Muslims?' J Mead (Evans 2008) ▪ 'Religion in Focus': Islam G Teece (Watts, 2003) ▪ 'Islamic Stories' A Ganeri (Evans) ▪ 'The Story of Islam' R L Jones(Usborne 2007) ▪ 'Sacred Spaces: The Hanifa Mosque, Bradford', DVD (Education Bradford) ▪ 'Pathways of Belief: The Qur'an' (BBC DVD plus) ▪ 'Pathways of Belief: Islam, Hinduism, Sikhism' (BBC DVD plus) <p>Artefacts:</p> <p>Religious artefacts for Islam are available to purchase from:</p> <ul style="list-style-type: none"> ▪ Articles of Faith (Tel: 0161 763 6232) ▪ Religion in Evidence/TTS (Freephone 0800 137525)
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EXPECTATIONS At the end of this unit:	
All pupils will be able to...	<ul style="list-style-type: none"> Identify the Five Pillars of Islam Suggest a meaning for the Muslim's practice of the pillars Respond sensitively to the ways Muslims practice their religion
Many pupils will be able to...	<ul style="list-style-type: none"> Describe how a Muslim practices some of the Pillars Make simple links between the teaching of Islam and what Muslims do Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences)
Some pupils will be able to...	<ul style="list-style-type: none"> Show that they understand the impact of the Pillars on Muslim people Apply the ideas of duty, choice and strength to some of the things they do in life Show that they understand links between their way of life and the Muslim practice of the Pillars.

ASSESSMENT SUGGESTIONS

This work can be assessed through tasks such as these:

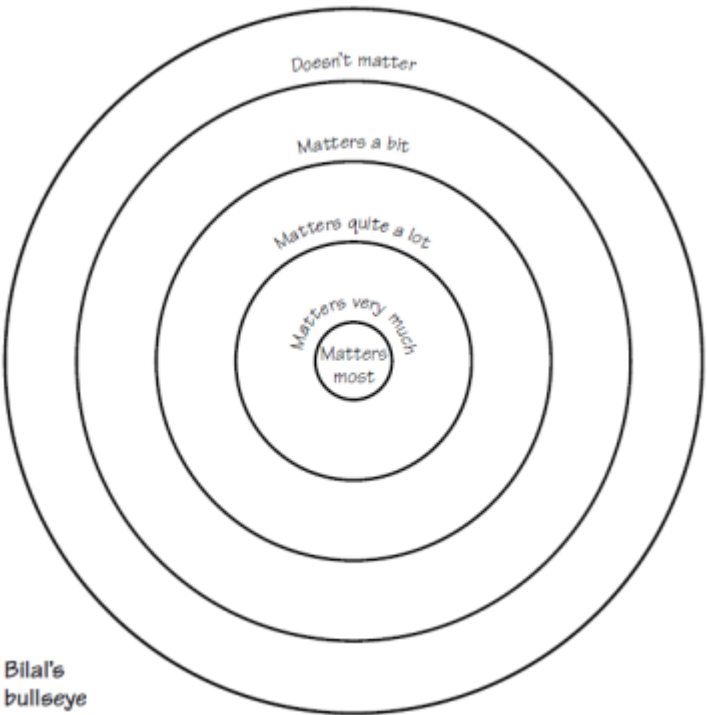
- ◆ Pupils write about what Muslims believe about God, and describe some of Allah's characteristics. Pupils explain what kind of art appears in pictures, prayer mats and in mosque design, and can explain the link between what Muslims believe about God and how art is used in Islam.
- ◆ Pupils share ideas about what their rules for behaviour are, and where they get them from. Pupils can relate their experiences of how to live their lives with Muslim belief in the importance of the Qur'an in determining behaviour.
- ◆ Pupils write about why Muslims perform Hajj and what Hajj entails, explaining the processes, and can empathise with how going on Hajj makes a difference to a Muslim's life. Pupils know that different experiences have meaning in a Christian's life, and can write about the significance of any experience of their choice in a Christian's life.
- ◆ Pupils make up a newspaper interview with a Muslim, in which sensitive questions are posed and appropriate answers provided from a fictitious Muslim. The interview is about 'What my faith means to me', and includes aspects of the Muslims belief and practice which have been covered in this unit of work.

One structure for a task is like this:

What do Muslims want to achieve?	Similar or different? Why?	What about me?	
Every moment, Muslims believe...		Every moment, I believe...	
Each day, Muslims...		Each day, I want to...	
When their money comes, good Muslims give...		If I am being generous, then I...	
For one month a year, Muslims try to...		My hopes for this next year are...	
Once in a lifetime, Muslim try to...		My lifetime's ambition is...	

LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What helps you through the journey of life?			
<p>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;</p>	<p>Navigating the journey of life</p> <ul style="list-style-type: none"> • 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, being burgled, learning to ride a bike 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. • 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 <ul style="list-style-type: none"> ○ 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. <p>Five Pillars Introduced</p> <ul style="list-style-type: none"> • 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 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. 	<p>ALL: Respond thoughtfully to the idea of life as a journey</p> <p>MANY: Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life</p> <p>SOME: Raise questions and suggest answers to questions raised by reflecting on the journey of life</p>	<p>Note the connection to the unit of work on life as a journey here.</p>

LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What are the Five Pillars of Islam? What does the first pillar mean?			
<p>To consider their own beliefs about God's character</p> <p>To understand Muslim belief and teaching about Allah.</p> <p>To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave</p>	<p>Belief: Shahadah – First Pillar of Islam</p> <ul style="list-style-type: none"> 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). <p>A belief to shout and whisper</p> <ul style="list-style-type: none"> 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. 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? <p>'Peace be upon him' (pbuh)</p> <ul style="list-style-type: none"> 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. 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. <p style="text-align: right;">CONTINUED</p>	<p>ALL: Say what the Shahadah is and how it is used with a baby and in the call to prayer</p> <p>Talk about things that matter to them</p> <p>MANY: Describe some of the key qualities of Muhammad</p> <p>Make links with Muslim beliefs in the Shahadah by saying what matters most in my life</p> <p>SOME: Use examples from the life of Muhammad to explain why Muslims respect him.</p> <p>Describe what influences my life, by explaining what matters most, in response to the story of Bilal</p>	<p>Visual learning: it is very valuable for pupils to see a wide range of images of Islam, and to become increasingly familiar with Islamic rules of representation, particularly about Allah and the Prophets. Islam is a multicultural religion, and its British, African and Eastern expressions are all worth studying.</p> <p>Two suitable stories to use for this unit are the Crying Camel, woman at the gates of Mecca or kindness overcomes hatred.</p>

	<p>The Prophet Muhammad (pbuh)</p> <ul style="list-style-type: none">• Explain what Muslims believe about prophets ie. there were others before Muhammad (pbuh), who was the final prophet sent by Allah.• Learn how Muhammad (pbuh) was chosen by Allah to be his final messenger.  <p>Bilal's bullseye</p>		<p>Stories can be found at www.sln.org.uk/storyboard</p> <p>The woman at the gates of Mecca story can be found in Opening up Islam: RE Today Services</p> <p>The crying camel story can be found in Faith Stories, RE Today Services</p> <p>The story of Bilal and more detail on this activity can be found in Faith Stories, RE Today Services</p>
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LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
Prayer is the second Pillar. How and why do Muslims pray?			
<ul style="list-style-type: none"> • To learn about Salah and its importance • To think about the feelings that go with submission and with prayer 	<p>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 www.jannah.com/learn/flashprayer1.html contains a useful downloadable presentation called 'Prophet Muhammad's manner of doing prayers'.</p> <ul style="list-style-type: none"> • Whilst watching the rak'ah, ask pupils to make sketches of as many different prayer positions as 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 -- <ul style="list-style-type: none"> ○ 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. 	<p>ALL: Suggest some meanings for the actions to do with prayer (including preparation etc)</p> <p>Ask some questions about prayer and its impact for Muslims and me (NB this allows for non-religious responses too)</p> <p>MANY: Describe the practice of prayer in Islam</p> <p>Make links to my own experiences and ideas about praying and about God.</p>	<p>The CLEO website has an excellent video of both Wuzu and Salah being performed by a Muslim</p> <p>http://www.cleo.net.uk/resources/index.php?cur=15&ks=2</p> <p>The NATRE database of young people talking about their faith has over 30,000 statements from children and young people about their beliefs. You can easily search by age, gender, faith, theme.</p> <p>http://www.natre.org.uk/db/index.html</p>
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	<p>Exploring the significance of prayer to Muslims</p> <p>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. Select Muslim responses to question 7 on prayer. Collect between 12 and 16 quotes for pupils to work with.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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? <p>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.</p> <ul style="list-style-type: none"> • Do the pupils think it is hard to pray regularly? • How might regularly praying make a Muslims life <i>harder</i>? • How might regularly praying make a Muslims life <i>easier</i>? 	<p>SOME:</p> <p>Describe prayers for Muslims and say why it matters so much for believers.</p> <p>Suggest what I might do when others choose to pray and explain why I might choose do that</p> <p>Use religious language about prayer to describe the importance of prayer to Muslims</p>	
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LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
Giving charity is the third pillar. How is charity important to Muslims? How is charity important to you?			
<p>To learn about the practice and impact of Zakah.</p> <p>To think about generosity, fairness and equality in the light of the practices of Zakah</p>	<p>Charity: 'Zakah' – Third Pillar of Islam</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 'Why do you think Muslims choose to give away so much of their money?' ○ 'How do you think it makes them feel?' ○ 'Do you think their lives are made more challenging because they have to do it?' • Tell the story of <i>The Two Brothers</i>. Why did the single brother give corn to the married brother? Why did the married brother 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. <i>"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.'"</i> - The Holy Quran, 2:215 	<p>ALL: Use religious words to say what zakat means and why it is important to Muslims</p> <p>Talk about why sharing with others is a good thing</p> <p>MANY: Describe the practice of charity and Zakah in Islam</p> <p>Make links from learning about Zakah to my own ideas about generosity and charity.</p> <p>SOME: Use religious vocabulary to describe how Islamic teaching about money and charity might affect the way a Muslim chooses to use his/her money.</p>	<p>This unit can easily link on the Y5/6 unit on Islamic (and Christian) charities at this point.</p> <p><i>The story of the two brothers can be found in Beliefs in Action: RE Today services</i></p> <p><i>This area of work offers links to PSHCE</i></p>

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	<ul style="list-style-type: none"> • Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: <ul style="list-style-type: none"> ○ Who supports Islamic Relief? Why? ○ What does Islamic Relief do to make a difference? Does it work? ○ Does Islamic Relief follow the teachings of Islam? In what ways? ○ 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? 	<p>Apply the idea of Zakah to my own life and consider actions I could take to live more generously</p>	
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LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
Fasting is the fourth pillar. How and why do Muslims fast?			
<ul style="list-style-type: none"> To learn about the practice of Fasting and the month of Ramadan. To consider questions about self discipline for themselves. 	<p>Fasting: 'Sawm' – Fourth Pillar of Islam</p> <ul style="list-style-type: none"> 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. 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. <p>Why deny yourself?</p> <ul style="list-style-type: none"> Half the class read information from books, web or other sources on Ramadan and half on Eid-ul-Fitr, then convey 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 Eid-ul-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 e.g. virtual visitors can be accessed at http://pof.reonline.org.uk/ 	<p>ALL: Say what fasting is, when Muslims fast, and give two reasons why Muslims fast</p> <p>Talk about times I have denied myself something</p> <p>MANY: Describe the features of Ramadan and the festival of Eid-ul-Fitr. <i>Make a link between the benefits of fasting for Muslims and when I have denied myself something</i></p> <p>SOME: Describe reasons why Muslims choose to fast during Ramadan <i>Raise and suggest answers to suitable questions for a Muslim visitor.</i></p>	

LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
Hajj is the fifth pillar. How and why do Muslims journey to Makkah?			
<p>To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah</p> <p>To find out hoe the Hajj feels to believers</p> <p>To think about how, who, where, when, why and what if questions to do with the Hajj.</p>	<p>Pilgrimage to Makkah: 'Hajj' - Fifth Pillar of Islam</p> <p>Inspirational places</p> <ul style="list-style-type: none"> • 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 Hira where the prophet (pbuh) received the Qur'an, the Kab'ah and sites significant to other prophets of Islam. 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? 	<p>ALL: Say where Muslims go on pilgrimage and what they do there</p> <p>Ask questions about hajj, including ideas about what it might be like for Muslims to go</p> <p>MANY: Describe some of the main parts of the Hajj experience.</p> <p>Make links to my own experiences and ideas about journeys.</p> <p>SOME: Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life.</p> <p>Describe what evil I would like to drive out of the world.</p>	<p>To see photographs and video of the Hajj try the following websites www.bbc.co.uk/religion/galleries/hajj</p> <p>www.channeSome.com/culture/microsites/H/hajj/index.html</p> <p>http://www.bbc.co.uk/learningzone/clips/clip6236</p> <p>An animated story of a hajj journey can be found at http://www.bbc.co.uk/learningzone/clips/clip3920</p>
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	<p>Actions at the end of the Hajj</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Ask pupils to consider why pilgrims do this. • How do they think they might feel as they do it? • 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 		
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LEARNING OBJECTIVES Pupils should learn:	TEACHING ACTIVITIES	LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
Anyone can learn from the Muslim way of life. What have you learned?			
<p>To make significant links between Islamic ritual and their own lives.</p>	<p>Can you think of similar commitments to the five pillars in your life?</p> <p>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?</p> <p>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.</p> <p>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...</p> <p>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.</p> <ul style="list-style-type: none"> - 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? 	<p>MANY: Describe how a Muslim practices some of the pillars</p> <p>Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars</p> <p>SOME: 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.</p> <p>Show that I understand links between my way of life and the Muslim practice of the Pillars.</p>	<p><i>When illustrating the pillar poster, ensure pupils do not draw either God or any of the prophets as Muslims do not do this and may be offended.</i></p>