





APPENDIX V

Exemplar Unit of Work: KS2 Religion and the individual

This unit of work contributes towards the principal aim of RE in Wiltshire: to engage pupils in enquiry into key questions arising from a study of religion and belief, so as to promote their personal and spiritual development.

 <p>Step 1: Theme</p>	<p>Religion and the individual: what is expected of a person in following a religion or belief</p>
 <p>Step 2: Key question</p>	<p>Keeping the five pillars: what difference does it make to Muslims?</p> <p>Where does this fit into our Key Stage planning?</p> <p>This unit explores the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.</p>
 <p>Step 3: Learning outcomes and assessment</p>	<p>We are focusing on Islam and the five pillars, so have selected the following learning outcomes:</p> <ol style="list-style-type: none"> i. 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; ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave; iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage; iv. identify differences and similarities between prayer in Islam and prayer in Christianity; v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives; vi. express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam. <p>These learning outcomes are turned into levelled "I can..." statements in the teaching and learning activities below.</p> <p>L3</p> <p><i>Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life</i></p> <p>Describe some of the key qualities of Muhammad</p> <p><i>Make links with Muslim beliefs in the Shahadah by saying what matters most in my life</i></p> <p>Describe the practice of prayer in Islam</p> <p><i>Make links to my own experiences and ideas about praying and about God.</i></p> <p>Describe the practice of charity and Zakah in Islam</p> <p><i>Make links from learning about Zakah to my own ideas about generosity and charity.</i></p> <p>Describe the features of Ramadan and the festival of Eid-ul-Fitr.</p> <p><i>Give examples of times I have denied myself something.</i></p> <p>Describe some of the main parts of the Hajj experience.</p> <p><i>Make links to my own experiences and ideas about journeys.</i></p> <p>Describe how a Muslim practices some of the pillars</p> <p><i>Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars</i></p> <p>L4</p> <p><i>Raise questions and suggest answers to questions raised by reflecting on the journey of life</i></p> <p>Use examples from the life of Muhammad to explain why Muslims respect him.</p> <p><i>Describe what influences my life, by explaining what matters most, in</i></p>

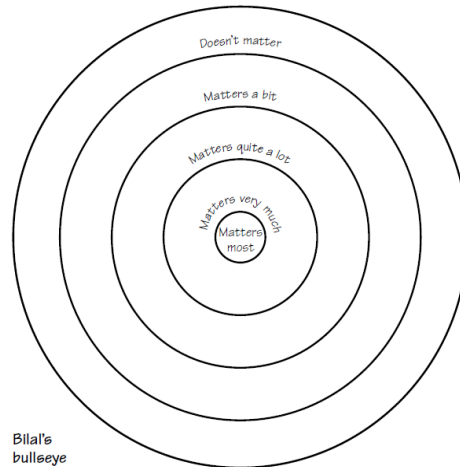
	<p><i>response to the story of Bilal</i> Describe prayers for Muslims and say why it matters so much for believers.</p> <p><i>Suggest what I might do when others choose to pray and explain why I might choose do that</i> Use religious language about prayer to describe the importance of prayer to Muslims Describe two similarities and two differences between prayer in Islam and prayer in Christianity Use religious vocabulary to describe how Islamic teaching about money and charity might affect the way a Muslim chooses to use his/her money. <i>Apply the idea of Zakah to my own life and consider actions I could take to live more generously</i> Describe reasons why Muslims choose to fast during Ramadan <i>Raise and suggest answers to suitable questions for a Muslim visitor.</i> Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life. <i>Describe what evil I would like to drive out of the world.</i> 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. <i>Show that I understand links between my way of life and the Muslim practice of the Pillars.</i></p> <p>L5 Explain, using religious sources, why Muslims are follow the prophet but do not worship him Use religious language about prayer to explain three reasons why Muslims and Christians choose to regularly pray Explain the impact of the way that Islamic aid puts religious teaching into action <i>Pose and suggest answers to questions about the difficulty of giving Zakah and the sacrifices that will have to be made.</i> Explain three difficulties and three benefits Muslims might gain from fasting <i>Come up with three thoughtful questions about fasting in Islam, and apply the idea of self-denial to my life</i> Explain the most significant parts of the Hajj experience and the meaning behind them and contrast them with pilgrimage in another faith. Explain some differences the five pillars make to Muslim life individually and in the community of the Ummah</p>
 <p>Step 4: Content outcomes.</p>	<ul style="list-style-type: none"> • Five pillars of Islam – belief in one God and his prophet, prayer, fasting, alms giving and pilgrimage; • the importance of beliefs or values as guides for making choices and decisions in daily life; • the value and challenge for Muslims of following the five pillars; • what beliefs, practices and values are significant in the pupils' lives .
<p>Step 5: Teaching and learning activities</p>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>

Please note that this unit of work is very detailed in order to provide examples of a wide range of teaching and learning opportunities for pupils in schools, and to support teachers with teaching Islam. It is not expected that school planning will be as detailed as this; the key is to follow the planning process above to achieve the learning outcomes in the syllabus.

Key question: Keeping the five pillars: what difference does it make to Muslims?			
Learning outcomes	Teaching and Learning	Levelled pupil outcomes: so that pupils can say "I can..." to one or more of the statements below.	Notes
Teaching should enable pupils to...	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>		
<i>i. 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;</i>	<p>What helps you through the journey of life?</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...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. • 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>L3 <i>Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life</i></p> <p>L4 <i>Raise questions and suggest answers to questions raised by reflecting on the journey of life</i></p>	

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Learning outcomes	Teaching and Learning	Levelled pupil outcomes:	Notes
<p>Teaching should enable pupils to...</p>	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p>	<p>What is the key belief of Muslims? How does this affect their life?</p> <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. <p>Demonstrate to the pupils two of the ways that the words of the Shahadah are used</p> <ul style="list-style-type: none"> Play the pupils the call to the prayer from a Mosque <ul style="list-style-type: none"> 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>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?</p>	<p>L3 Describe some of the key qualities of Muhammad</p> <p><i>Make links with Muslim beliefs in the Shahadah by saying what matters most in my life</i></p> <p>L4 Use examples from the life of Muhammad to explain why Muslims respect him.</p> <p><i>Describe what influences my life, by explaining what matters most, in response to the story of Bilal</i></p>	<p><i>Two suitable stories to use for this unit are the Crying Camel, woman at the gates of Mecca or kindness overcomes hatred.</i></p> <p><i>Stories can be found at www.sln.org.uk/storyboard</i></p> <p><i>The woman at the gates of Mecca story can be found in Opening up Islam: RE Today Services</i></p> <p><i>The crying camel story can be found in Faith Stories, RE Today Services</i></p>

- 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.



Learning from stories

- Share the story of the placing of the Black Stone. In pairs discuss the meaning and teaching of the story and ask pupils to consider what it teaches us about the character and qualities of Muhammad.
- Use two other stories about the Prophet and ask the pupils to find a way of retelling a story to another group so they understand the story and what it teaches about the Prophet.
- Share information about the Prophet's life and ask pupils to write a character description of Muhammad for an Islamic website.

L5
Explain, using religious sources, why Muslims are follow the prophet but do not worship him

The story of Bilal and more detail on this activity can be found in Faith Stories, RE Today Services

Key question: Keeping the five pillars: what difference does it make to Muslims?			
Learning outcomes	Teaching and Learning	Levelled pupil outcomes:	Notes
Teaching should enable pupils to...	Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.	so that pupils can say "I can..." to one or more of the statements below.	
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through prayer;</p> <p>iv. identify differences and similarities between prayer in Islam and prayer in Christianity;</p>	<p>Why does prayer matter to Muslims?</p> <p>Exploring how Muslim pray</p> <p>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. <p>Ask pupils to consider in groups --</p>	<p>L3</p> <p>Describe the practice of prayer in Islam</p> <p><i>Make links to my own experiences and ideas about praying and about God.</i></p> <p>L4</p> <p>Describe prayers for Muslims and say why it matters so much for believers.</p> <p><i>Suggest what I might do when others choose to pray and explain why I might choose do that</i></p> <p>Use religious language about prayer to describe the importance of prayer to Muslims</p>	<p><i>The CLEO website has an excellent video of both Wuzu and Salah being performed by a Muslim</i></p> <p>http://www.cleo.net.uk/resource/index.php?cur=15&ks=2</p>

	<p>Muslim and Christian prayer: Similarities and differences</p> <ul style="list-style-type: none"> • Ask the pupils to work in groups to collate what they know about prayer. Pupils could be split into 5 groups. • One group looking at a series of preselected quotes from the Children Talking website by Muslims about Prayer. This group should find five things out about prayer for Muslims. • One group looking at a series of preselected quotes from the Pupils talking website by Christians about prayer. This group should find five things out about prayer for Christians. • One group could watch the BBC Learning zone clip 5965 and make notes on Islamic prayer. This group should find five things out about prayer for Muslims. • One group could go to the website RE Quest and read the information on Christian prayer. This group should find five things out about prayer for Christians. • One group could look at a selection of artefacts that Muslims and Christians use for prayer. They should note the similarities and differences in what is used. <p>Bring the class back together and share what each group has found out. This could be recorded on a large poster with pictures and quotes showing the similarities and differences that the pupils have discovered.</p>		<p><i>selection of artefacts might include a prayer mat, a compass, some prayer beads, rosary beads, prayer cards, photographs of Muslims and Christians praying.</i></p>
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Teaching should enable pupils to...	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage;</p> <p>v. ask and respond to questions (stimulated by a range of source material) about how religion influences Muslims' everyday lives;</p>	<p>How is charity important to Muslims? How is charity important to you?</p> <ul style="list-style-type: none"> • Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the world wide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. 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 • '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 • 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: • 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? 	<p>L3 Describe the practice of charity and Zakah in Islam</p> <p><i>Make links from learning about Zakah to my own ideas about generosity and charity.</i></p> <p>L4 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><i>Apply the idea of</i></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>

	<ul style="list-style-type: none"> • 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><i>Zakah to my own life and consider actions I could take to live more generously</i></p> <p>L5 Explain the impact of the way that Islamic aid puts religious teaching into action</p> <p><i>Pose and suggest answers to questions about the difficulty of giving Zakah and the sacrifices that will have to be made.</i></p>	
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Key question: Keeping the five pillars: what difference does it make to Muslims?			
Learning outcomes	Teaching and Learning	Levelled pupil outcomes:	Notes
<p>Teaching should enable pupils to...</p>	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.</p> <p>This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage;</p> <p>v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives;</p>	<p>Why do Muslims fast?</p> <p>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.</p> <p>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> <p>Why deny yourself?</p> <p>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 Eid-ul-Fitr.</p> <p>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.</p> <p>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>	<p>L3</p> <p>Describe the features of Ramadan and the festival of Eid-ul-Fitr. Give examples of times I have denied myself something.</p> <p>L4</p> <p>Describe reasons why Muslims choose to fast during Ramadan Raise and suggest answers to suitable questions for a Muslim visitor.</p> <p>L5</p> <p>Explain three difficulties and three benefits Muslims might gain from fasting Come up with three thoughtful questions about fasting in Islam, and apply the idea of self-denial to my life</p>	<p>Information on Ramadan can be found at www.bbc.co.uk/schools/religion/islam/</p> <p>The speaker can be someone from within school e.g. a TA, governor or parent if available. It is useful to cultivate your own network of people who will come into your school.</p> <p>Questions can be sent to a virtual visitor on http://pof.reonline.org.uk/</p>

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Teaching should enable pupils to...	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.</p> <p>This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage;</p>	<p>Why do Muslims want to go on pilgrimage?</p> <p>Inspirational places</p> <p>Discuss the places in the world that pupils would like to visit.</p> <ul style="list-style-type: none"> - How can they work towards achieving that aim? - Might their ideas and dreams change whilst they waited? <p>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.</p> <p>Use websites or illustrations from books to show the different parts of the pilgrimage to Mecca 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.</p> <ul style="list-style-type: none"> - 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? <p>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>	<p>L3</p> <p>Describe some of the main parts of the Hajj experience.</p> <p><i>Make links to my own experiences and ideas about journeys.</i></p> <p>L4</p> <p>Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life.</p> <p><i>Describe what evil I would like to drive out of the world.</i></p> <p>L5</p>	<p><i>To see photographs and video of the Hajj try the following websites</i></p> <p>www.bbc.co.uk/religion/galleries/hajj</p> <p>www.channel4.com/culture/microsites/H/hajj/index.html</p> <p>http://www.bbc.co.uk/learningzone/clips/clip6236</p> <p><i>An animated story of a hajj journey can be found at</i></p> <p>http://www.bbc.co.uk/learningzone/clips/clip3920</p>

<p>v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives;</p>	<p>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.</p> <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? <p>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.</p> <p>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.</p> <p>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.</p>	<p>Explain the most significant parts of the Hajj experience and the meaning behind them and contrast them with pilgrimage in another faith.</p> <p><i>Express my own views on the challenges and rewards of completing a pilgrimage.</i></p>	
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Key question: Keeping the five pillars: what difference does it make to Muslims?

<p>Learning outcomes</p> <p>Teaching should enable pupils to...</p>	<p>Teaching and Learning</p> <p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.</p> <p>This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>Levelled pupil outcomes:</p> <p>so that pupils can say "I can..." to one or more of the statements below.</p>	<p>Notes</p>
<p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave;</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage;</p> <p>v. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives;</p>	<p>Can you think of similar commitments to the five pillars in your life? What matters to Muslims?</p> <p>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?</p> <p>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.</p> <p>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>L3</p> <p>Describe how a Muslim practices some of the pillars</p> <p><i>Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars</i></p> <p>L4</p> <p>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><i>Show that I understand links between my way of life and the Muslim practice of the Pillars.</i></p> <p>L5</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>

<p><i>vi. express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam.</i></p>	<p>Ask pupils to consider what they will aim to believe, do and aspire to, that is like the five pillars. These can be revisited at the end of the unit and 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? 	<p>Explain some differences the five pillars make to Muslim life individually and in the community of the Ummah</p> <p><i>Explain my own beliefs and how holding these beliefs affects my life.</i></p>	
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Resources

Websites:

- 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.channel4.com/culture/microsites/H/hajj/index.html www.bbc.co.uk/learningzone/clips/ clip 6236
- 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 www.plainislam.com
- 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 is www.islaminschools.co.uk

Teachers might use:

- *Opening up Islam* (Opening up Series), ed. Joyce Mackley RE Today, ISBN 978-1-905893-33-1: <http://shop.retoday.org.uk>
- *Faith Stories* (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1: <http://shop.retoday.org.uk>
- *Exploring Codes for Living* (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-07-2: <http://shop.retoday.org.uk>
- *Exploring Beliefs in Action in the World* (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-98-9: <http://shop.retoday.org.uk>
- *Exploring Celebrations*(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6: <http://shop.retoday.org.uk>
- *Exploring Worship*(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-13-3: <http://shop.retoday.org.uk>
- *Exploring Religion Around Me*(Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-96-5: <http://shop.retoday.org.uk>
- *Sacred Stories*(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)

Artefacts:

Religious artefacts for Islam are available to purchase from:

- Articles of Faith (Tel: 0161 763 6232)
- Religion in Evidence/TTS (Freephone 0800 137525)