



Y5 Autumn

Key Question U2.6 What does it mean to be a Muslim in Britain today?



The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

THE INVESTIGATION

This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore 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.

This investigation provides an opportunity to learn about the Qur'an and other forms of guidance and visit a Mosque.

Trips: East London Mosque, Brick Lane Mosque, The British Museum

Web Links: <https://www.bbc.co.uk/religion/religions/islam/>
<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx>

STEP 1: THE KEY QUESTION U2.6 What does it mean to be a Muslim in Britain today?

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING	EXPECTED	EXCEEDING
<ul style="list-style-type: none"> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). 	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	<ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1).

STEP 3: SUGGESTED CONTENT FOR LEARNING

NOTE: THE STRANDS OUTLINE LESSON IDEAS. IN TOTAL IT IS ADVISED 10 HOURS OF TEACHING FOR ALL POINTS. THEREFORE PICK 1 to 2 STRANDS PER WEEK/LESSON. YOU WILL BE UNABLE TO COMPLETE ALL STRANDS IN THE 6 TO 8 WEEKS, THEREFORE PICK WHAT IS RELEVANT.

Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?

Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today.

Consider what beliefs, practices and values are significant in pupils' lives.

Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid?

Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey).

Find out about people who memorise the Qur'an and why (hafiz, hafiza).

Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).

Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.

Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for



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STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.

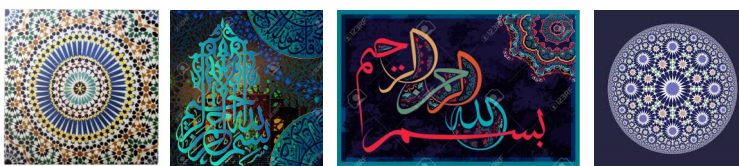
You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge)

EMERGING	EXPECTED	EXCEEDING
<p>I can...You can...Can you...? Describe what the five pillars of Islam Give examples of how each pillar might affect the life of a Muslim. Identify three reasons why the Qur'an is important to Muslims. Give an example of how following the teaching of the Qur'an might affect what a person does in their life. Describe what the Mosque is used for.</p>	<p>I can...You can...Can you...? Make links between Muslim practice of the five pillars and Muslim beliefs about God. Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad. Describe and reflect on how the Qur'an is significant to Muslims. Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims. Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim. Identify and explain connections between the main functions of the</p>	<p>I can...You can...Can you...? Offer my views and ideas on the value and importance of prayer in the life of a Muslim Offer my views and ideas on the value and importance of the Qur'an and Hadith in the life of a Muslim Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim Explain what different people think it means to be a Muslim</p>

Progression	At the end of key stage 2 most pupils will be able to:
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>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>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and Teachings about identity, diversity, meaning and value;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>



Islamic Art An Introduction to Islamic Art https://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml



Introduction to Islamic art

Islamic art is often vibrant and distinctive.

Unlike Christian art, Islamic art isn't restricted to religious work, but includes all the artistic traditions in Muslim culture.

Its strong aesthetic appeal transcends time and space, as well as differences in language and culture.

This is because of common features in all Islamic art which give it a remarkable coherence, regardless of the country or the time in which it was created.

There are, however, strong regional characteristics, and influences from other cultures are also visible.

The essentials of Islamic art

Includes all Muslim art, not just explicitly religious art

Islamic art seeks to portray the meaning and essence of things, rather than just their physical form

Crafts and decorative arts are regarded as having full art status

Painting and sculpture are not thought of as the noblest forms of art

Calligraphy is a major art-form

Writing has high status in Islam

Writing is a significant decoration for objects and buildings

Books are a major art-form

Geometry and patterns are important

People do not appear in specifically religious art



Meaning and design

Art is the mirror of a culture and its world view.

The art of the Islamic world reflects its cultural values, and reveals the way Muslims view the spiritual realm and the universe.

For the Muslim, reality begins with and centres on Allah.

Allah is at the heart of worship and aspirations for Muslims, and is the focus of their lives.

So Islamic art focuses on the spiritual representation of objects and beings, and not their physical qualities.

The Muslim artist does not attempt to replicate nature as it is, but tries to convey what it represents.

This lets the artist, and those who experience the art, get closer to Allah.

For Muslims, beauty has always been and will always be a quality of the divine. There is a hadith of the Prophet Muhammad that says: "Allah is beautiful and he loves beauty."

The Five Pillars of Islam <https://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml>

The most important Muslim practices are the Five Pillars of Islam.

The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.

The Five Pillars consist of:

- Shahadah:** sincerely reciting the Muslim profession of faith
- Salat:** performing ritual prayers in the proper way five times each day
- Zakat:** paying an alms (or charity) tax to benefit the poor and the needy
- Sawm:** fasting during the month of Ramadan
- Hajj:** pilgrimage to Mecca



Why are they important?

Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.

The Qur'an An Introduction to the Qur'an https://www.bbc.co.uk/religion/religions/islam/texts/quran_1.shtml

The Qur'an is the holy book for Muslims, revealed in stages to the Prophet Muhammad over 23 years.

Qur'anic revelations are regarded by Muslims as the sacred word of God, intended to correct any errors in previous holy books such as the Old and New Testaments.