

KS2 Religion and Worldviews

How do the 'Five Pillars' guide Muslims in life?

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About this unit: The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.

Where this unit fits in: This unit of work continues on from work studied at KS1. The unit supports the agreed syllabus in Leeds, Kirklees and Calderdale which require the RE curriculum to include the study of Religion, Philosophy and Ethics. This unit primarily supports learning about Aim A of the syllabus covering Religious Studies. Specifically, it supports these elements of the syllabus:

A. Investigate the beliefs and practices of religions and other world views, including:

1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

The religion studied in this unit: Islam

Estimated teaching time for this unit: Material in this unit covers 6-8 hours of teaching, though it could be extended or subdivided as appropriate. Teachers may wish to select or supplement activities suggested. The sections are not necessarily designed to cover one single lesson but are organised in progression of learning.

Acknowledgements

Unit written by Siobhan Brady and Fatima Mamaniyat for the West Yorkshire RE Hub. Sources have been checked but if we have inadvertently omitted to attribute origins or fulfil any copyright requirements please [contact learning@kirklees.gov.uk](mailto:learning@kirklees.gov.uk) so we can rectify this.

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Vocabulary	Resources
<p>In this unit, Pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Allah • Prophet Muhammad (peace and blessings be upon him) • Qur'an • Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh)) • Shahadah (testimony of faith/belief) • Salaah (Arabic) • Sawm (fasting) • Ramadhaan (the month of fasting) • Zakaah (obligatory almsgiving) • Hajj (pilgrimage) • Mecca/Makkah • Akhirah (the afterlife) • Sunnah (the way of the Prophet Muhammad pbuh) • Shari'ah (Islamic law) • Eid ul Fitr (Eid that follows after Ramdhaan) • Eid ul Adha (Eid that follows the Hajj pilgrimage) • Qiblah - direction of prayer • Sadaqah - voluntary charity • Wudhu - Ablution 	<p>Some supporting resources are included in the folder accompanying this unit.</p> <p>Visitors and visits to places of worship may be arranged locally where possible, a list is provided here: www.penninelearning.com</p> <p>Artefacts can be borrowed locally or bought from, for example: Articles of Faith http://www.articlesoffaith.co.uk/ The Islamic Establishment http://www.theislamicestablishment.com/</p> <p>Useful websites include:</p> <p>Truetube You will need to create a free account to access this website https://www.truetube.co.uk</p> <p>BBC Islam class clips http://www.bbc.co.uk/education/topics/zpdt/bk/resources/1</p> <p>BBC Religion http://www.bbc.co.uk/religion/religions/islam/</p> <p>Any planning and resources that bear the name of Allah, Qur'anic verses etc should be cross-shredded after use before disposal.</p>

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EXPECTATIONS – informed by ongoing assessment throughout the unit:

<p>Pupils working towards the age related expectations for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Recognise some of the key teachings of Islam; • Make links with the ways beliefs can affect decisions; • Give reasons on how being a Muslim can effect a believer’s life. 	<p>Pupils working at the age related expectations for Year 4 will be able to:</p> <ul style="list-style-type: none"> • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. 	<p>Pupils who are deepening and widening their knowledge and understanding might also:</p> <ul style="list-style-type: none"> • Research and interpret Muslim beliefs and practices, explaining these coherently and clearly; • Investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations; • Investigate and evaluate Islam in the modern world and the impacts this has on the lives of believers and that of nonbelievers.
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ASSESSMENT SUGGESTIONS

Create an Islam box of items that are important to Muslims, pupils should include a fact card with each artefact explaining its importance to Muslims.

CONTRIBUTION TO SMSC DEVELOPMENT

Opportunities for **spiritual development** come from thinking about the ways Muslims show their commitment to God, and looking for links to their own lives.

Opportunities for **moral development** should demonstrate how the pillars of Islam have a positive impact on the wider world.

Opportunities for **cultural development** come from considering where Muslims live and worship and their place in the UK and local area today, with the opportunity to meet and engage with someone from the local Muslim community.

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Key Questions	Learning Objectives <i>Pupils:</i>	Teaching and Learning Opportunities	Learning Outcomes <i>Pupils:</i>	Resources
<p>What do we already know about Islam?</p> <p>What are some of the most important features of Islam?</p>	<p>Understand some important features of Islam</p> <p>Grasp the meaning of some of the key words</p>	<p>Ask pupils to create a spidergram containing information about what they know about Islam. Provide pupils with key areas to write about such as '<i>God, Key beliefs, Leaders, Important people and places, Holy book, Festivals</i>' if needed. As pupils study different sections of the unit, ask pupils to revisit their spider gram and add key words to it.</p> <p>Divide the class into small groups, providing each group with a different Islamic artefact. Pupils to work in groups to investigate the meaning and significance of their artefacts. Encourage pupils to write down questions if they are unsure about their artefact. All groups to share their artefact and ideas with the other groups.</p> <p>Watch a clip about Islam such as https://www.truetube.co.uk/film/alien-abduction-islam</p> <p>After watching ask pupils to add key points on to their spidergram. Pupils should be starting to build up a spider diagram of key beliefs, facts, terms and ideas.</p> <p>Give each pupil a post-it and ask them to write a sentence – one important fact - they have learnt about Islam today. Encourage pupils to use the correct vocabulary. Some pupils could share their fact with the rest of the class.</p> <p>Prepare a class glossary of some key terms for use during the unit.</p>	<p>Research the meaning and significance of a Muslim artefact</p> <p>Learn and explain key words for the unit</p> <p>Design a spidergram with key facts and words about Islam</p> <p>Create a class glossary book with Islamic vocabulary</p>	<p>Artefacts can be borrowed locally or bought from specialist organisations (see Resources list on page 3 of this document).</p> <p>Resource: 'Keywords' PowerPoint</p> <p>Islam at a glance: http://www.bbc.co.uk/religion/religions/islam/ataglance/glance.shtml</p>

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Key Questions	Learning Objectives <i>Pupils:</i>	Teaching and Learning Opportunities	Learning Outcomes <i>Pupils:</i>	Resources
<p>How did Islam start?</p> <p>Who is the Prophet Muhammad (pbuh) and why is he important to Muslims?</p>	<p>Understand some important features of Islam</p> <p>Consider the origins of Islam</p> <p>Explain the importance of the Prophet Muhammad (pbuh).</p>	<p>Show a map of the world and ask pupils to guess where Islam originated. <i>Clue:</i> Put a compass above the UK and explain that Muslims pray facing South East towards where Islam originated.</p> <p>Show pupils where Saudi Arabia is using Google Maps - some pupils may need to be told where it is in relation to other countries.</p> <p>Ask pupils who they think Islam started with (<i>Teacher note: it started with the First Man & Woman, Aadam and his wife Hawaa pbuh - see the Islamic Creation story for further details - and was sealed by the final Prophet of Islam, Muhammad pbuh</i>).</p> <p>Watch https://www.truetube.co.uk/film/how-islam-began-ten-minutes to learn the story of the Prophet Muhammad (pbuh).</p> <p>Pupils to complete a feelings graph of the Prophet Muhammad (pbuh)'s life. This will help identify key moments in his life.</p> <p><i>Extension:</i> Pupils to create sentences about Prophet Muhammad (pbuh)'s life using the feelings graph.</p>	<p>Find Saudi Arabia on various maps of the world.</p> <p>Create a feelings graph of the Prophet Muhammad (pbuh)'s life.</p> <p>Complete sentences about Prophet Muhammad (pbuh)'s life.</p>	<p>Pupil's spidergram from Lesson 1</p> <p>Class glossary from Lesson 1</p> <p>Visitor opportunity: Invite a Muslim in to explain why the Prophet Muhammad (pbuh) is important to them.</p>

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Key Questions	Learning Objectives <i>Pupils:</i>	Teaching and Learning Opportunities	Learning Outcomes <i>Pupils:</i>	Resources
<p>What are the 5 pillars of Islam?</p>	<p>Know the correct names for the five pillars (keywords)</p> <p>Understand some of the main features of the 5 pillars</p> <p>Know who supports them</p>	<p>Briefly introduce the five pillars by playing pupils: 5 pillars of Islam video https://www.youtube.com/watch?v=Z7pLcFFwhTY which has the correct Arabic terminology for each pillar.</p> <p>Independent research project: Pupils to work in groups - allocate one pillar per group for pupils to research. Questions that could be used to guide pupil's research could include: <i>Find out key facts about your pillar.</i> <i>What is our pillar? What does it mean?</i> <i>Which of the five pillars is it?</i> <i>What do Muslims have to do for this pillar of Islam?</i> <i>Is there a particular time when this pillar is carried out by Muslims?</i> <i>Do all Muslims have to carry this pillar out?</i> <i>How do Muslims carry out this pillar?</i> <i>Why is this pillar important to Muslims?</i></p> <p>Pupils to present their findings to the rest of the groups. Pupils write down 5 reasons why they think the pillars are important to Muslims (one for each pillar). Plenary: BBC Clip: What is Islam? http://www.bbc.co.uk/education/clips/ztgw2p3</p>	<p>Carry out a group-based independent research project on one of the pillars of Islam.</p> <p>Learn from other pupils about the five pillars of Islam.</p> <p>Be able to explain why the five pillars are important to Muslims</p>	<p>Pupil's spidergram from Lesson 1</p> <p>Class glossary from Lesson 1</p> <p>Teacher guidance: http://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml</p> <p>Visitor opportunity: Invite a Muslim in to explain why the five pillars are important to them and how they help them affirm their faith.</p>

THIS IS ONLY A SAMPLE OF PART OF THE UNIT - OTHER LESSONS FOLLOW IN FULL UNIT