

TITLE: Keeping Five Pillars: What difference does it make to life?
YEAR GROUP 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 for all pupils. 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.

Estimated time for this unit: about 10 hours

Where this unit fits in: The unit builds upon the work of KS1, and is appropriate for Y3 4 pupils. It is the key unit that deals with Islamic belief and practice in the whole syllabus.

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: Learned about the Mosque, the Prophet and Islamic ways of living through the appropriate units of the KS 1 / 2 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>	<ul style="list-style-type: none"> ◆ Poster or list of 99 names of Allah and their meanings. ◆ Qur'an, Qur'an stand ◆ Examples of Islamic art and patterns, including names of Allah and Muhammad (pbuh) in Arabic. ◆ Books with information about the 5 pillars of Islam. ◆ School rules and/or rules for living from other faith(s). ◆ Prayer mat and compass. ◆ Books with information about times of Muslim prayer and Muslim prayer positions. ◆ Books, posters or video with information about mosques. ◆ Story of the two Muslim brothers. ◆ Books/posters about Hajj and Makkah. • RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> ➢ Islam A Pictorial Guide ➢ Developing Primary RE: Symbols of Faith ➢ Developing Primary RE: Special Times ➢ Developing Primary RE: Stories about God <p>BBC Broadcast (also available on DVD / Video) Pathways of Belief, Islam 2 programmes, one on Allah as creator and provider, one on living as a Muslim.</p> <ul style="list-style-type: none"> • The Islamic Foundation publish a range of relevant resources and posters: publications@islamic-foundation.com Their series of books on Allah the Maker are a good starting point. • Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief. They publish two useful sets of posters for this unit as well. http://www.muslim-ed-trust.org.uk/index • www.jannah.co/learn/flashprayer1.html gives a guide to Salah that can be downloaded • www.unn.ac.uk/societies/islamic/index.htm is a good site for basic learning about Islam.

Tower Hamlets Scheme of Work 7: The Five Pillars

This unit provides opportunities for pupils to develop:

Spiritually by: reflecting for themselves on the disciplines and habits that make people able to live well.

Morally by: Considering the place of difference in a society where all can live well

Socially by: Taking note of varied ways of being strong, and appreciating them all.

Culturally by: Thinking about the cultural differences and unities that the five pillars show up.

EXPECTATIONS

At the end of this unit:

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| <p>Nearly all pupils will be able to work at level 2:</p> | <ul style="list-style-type: none"> • Identify the Five Pillars of Islam • Suggest a meaning for the Muslim's practice of the pillars |
| <p>Most pupils will be able to work at level 3:</p> | <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) |
| <p>Some pupils might be able to work at level 4:</p> | <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...

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils:	WIDER LEARNING
<p>What makes people strong enough to face life's difficulties and challenges?</p>	<p>That strength in life can be found in many ways</p> <p>That the 5 pillars make Islam like a strong building.</p>	<ul style="list-style-type: none"> • What makes you strong? Begin the unit by talking about strength with pupils. From a list of 'what makes people strong' pupils choose four things that help them. The list can include the physical (food, exercise) and the spiritual and moral (love, feeling secure) • What do we need when times are hard? Talk about some of our needs when we face difficulties: these needs are often in our minds, but they are real. • Set a simple D&T challenge: use five pieces of paper to make a platform. See who can make the tallest, strongest platform – test it with books to see how much it will hold. The winner will roll the 5 pieces of paper into cylinders. Talk about what this has to do with the five pillars of Islam. 	<p>Can think and talk about sources of strength in life.</p>	<p>Literacy: Throughout this unit, pupils should use the text level skills of their literacy programme to work with information and ideas in RE.</p>
<p>What are the Five Pillars of Islam? What does the first pillar mean?</p>	<p>To understand Muslim belief and teaching about Allah.</p> <p>To consider their own beliefs about God's character</p>	<p><u>Belief: Shahadah – First Pillar of Islam</u></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>'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. • Learn about the 5 most important components of Muslim worship, the 5 pillars of Islam. Compare the codes of conduct relevant to pupils today in family, school and society. <p><u>Prophet Muhammad (pbuh)</u></p> <ul style="list-style-type: none"> • Explain what Muslims believe about prophets i.e. 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 	<p>Can understand why belief in Allah and the Prophet are the first pillar of Islam.</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, Asian and Middle Eastern expressions are all worth studying.</p>

		messenger.		
Prayer is the second Pillar. How and why do Muslims pray?	<p>To learn about Salah and its importance</p> <p>To think about the feelings that go with submission and with prayer</p>	<p><u>Prayer: 'Salah' – Second Pillar of Islam</u></p> <ul style="list-style-type: none"> Learn about Muslims preparation for prayer (wudu-ablution), positions, frequency of praying, prayer mats and patterns and orientation to Makkah. Look at and discuss a range of artefacts used in Islamic worship eg. Qur'an, prayer mat, compass. Learn about the importance of Friday prayers. Learn about Friday Prayers at a Mosque. Give the children an overview of the role of the Islamic 'Imam' (key figure, leader of prayer). Learn about the minaret, the tower at a mosque from which the prayer call is made. Consider the role of prayer for pupils and those they know. What can they learn from Islamic prayer? To whom, how and why do many people pray? Why do others not pray? For what reasons do pupils think Muslims pray? How does it feel to bow? To submit? What feelings and emotions are associated with prayer for the pupils? 	Can describe the practice of prayer in Islam, and make links to their own experiences.	
Giving alms is the third pillar. How and why do Muslims give?	<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><u>Almsgiving: 'Zakah' – Third Pillar of Islam</u></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. 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? 	Can describe the practice of almsgiving and Zakah in Islam, and make links to their own experiences.	This unit can easily link on the Y6 unit on Islamic (and Christian) charities at this point.
Fasting is the fourth pillar. How and why do Muslims fast?	<p>To learn about the practice of Fasting and the month of Ramadan.</p> <p>To consider questions about self discipline for themselves.</p>	<p><u>Fasting: 'Sawm' – Fourth Pillar of Islam</u></p> <ul style="list-style-type: none"> Study Muslim obedience to Allah by abstention and fasting during Ramadan. Learn about the celebration of Eid-ul-Fitr. Think about the ways in which fasting might make a person feel: hungry, disciplined, strong, weak, obedient to Allah, glad. Consider whether there are links between being generous and experiencing need for yourself: does 	Can describe the practices associated with Ramadan and the fast in Islam, and make links to their own experiences and ideas about self discipline and community	A charity action by the school could be an excellent citizenship tie-in to this work.

		hunger make you help the starving?	life.	
Hajj is the fifth pillar. How and why do Muslims journey to Makkah?	To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah	<p><u>Pilgrimage to Makkah: 'Hajj'- Fifth Pillar of Islam</u></p> <ul style="list-style-type: none"> • Investigate why Muslims place such value on the Hajj. • Learn about what happens during the Hajj including the festival of Id-ul-Adha. • Learn about their preparation for the Hajj. • Learn about how clothing at Hajj symbolises equality for all humans before Allah. 	Can describe the practice of Hajj in Islam, and make links to their own experiences.	
Anyone can learn from the Muslim way of life. What have you learned?	To make significant links between Islamic ritual and their own lives.	<p><u>Learning from Islamic Pillars</u></p> <ul style="list-style-type: none"> • What can be learned from Muslim belief and lifestyle? How does it relate to pupils' own ways of life? • How are pupils developing their own understanding of beliefs and religion? • How does belonging to a Muslim family influence life? What groups do pupils belong to, and what are their roles? • Make two displays, one about the ways 5 Pillars give strength to the Muslim community, the other about all the things which strengthen the class and the school. (See the task in the assessment section of this unit above). 	Make links between their own lives and the Islamic Pillars. The framework in the assessment section above is a good starting point for this.	ICT: Pupils can use an appropriate software application to sum up their understanding of Islamic practice.