

RE Intent

Year: 5/6

Cycle: A

Topic: Exploring Muslim Beliefs

Religion focus: Islam

Enquiry question: What do Muslims believe?



<u>Key questions:</u>	<u>Substantive Knowledge:</u>	<u>Curriculum opportunities:</u>
What is the Qur'an, where does it originate from and how do Muslims show respect for it?	<ul style="list-style-type: none"> The Islamic holy book is the Qur'an. Muslims have customs/traditions associated with the Qur'an. Muhammad (pbuh) was the last Prophet and the Qur'an was revealed to him by the Angel Gabriel/Jibril. Muslims believe the Qur'an is the direct word of Allah (God). 	Use the PPT to explore the Qur'an and its associated rules/customs. Record these in RE books. Read about its origins and the role of Prophet Muhammad (pbuh). Use the clip to explore how Muslim children use the Qur'an in their daily lives. Pupils reflect and compare with how/where they get guidance from in their lives.
How was the first call to prayer made?	<ul style="list-style-type: none"> The mosque is the place of worship for Muslims. Mosques can have common features (including a minaret). Bilal was the first muezzin. The call to prayer (adhan) is delivered by the muezzin from the minaret. 	Read and discuss the story of Bilal and the how the first call to prayer was realised. Compare different images of mosques around the world. How are they the same? How are they different? Identify key features of the mosque. Label and explain their purpose, referencing Bilal's story when labelling the minaret.
Who do Muslims' worship and how do they prepare for prayer?	<ul style="list-style-type: none"> Muslims worship Allah (God). Muslims refer to Allah with 99 different names. The names given are positive characteristics. The Arabic word for prayer is Salah. Prayer is the second Pillar of Islam. Muslims pray to feel connected to Allah. Muslims prayer 5 times a day in the direction of Mecca. Wudu is the act of preparing for prayer and is performed after every bodily function and sleep. 	Use prayer beads and the PPT to explore the 99 names given to Allah and their meanings. Revisit key information about Salah (prayer) and its meaning to Muslims. Explore common customs of prayer and the different stages of performing Wudu. Children use the images to sequence and explain the different stages.

<p>What are the 5 Pillars of Islam?</p>	<ul style="list-style-type: none"> • The 5 Pillars of Islam are a set of rules/guidance on how Muslims should lead their lives. • The 5 Pillars of Islam are: Shahada (faith), Salah (prayer), Sawm (fasting), Zakah (giving/donating) and Hajj (pilgrimage). • Some of these are followed every day (Salah) whilst others may be followed at specific times (Sawm) or once in their life (Hajj). 	<p>Pupils reflect on the rules they follow in their lives (at school, home and in the community). Discuss why we follow these rules and who sets them. Explain that faith is an integral part of family and home life for Muslims and they also have a set of rules/guidance to follow called the 5 Pillars of Islam. In small groups, pupils investigate a different Pillar and present their findings back to the class. Pupils reflect on those they would find easy/more difficult to follow and explain why.</p>
<p>How do Muslims celebrate the end of Ramadan?</p>	<ul style="list-style-type: none"> • Ramadan remembers the month the Qur'an was first revealed to the Prophet Muhammad (pbuh). • During the month of Ramadan, Muslims (who are able to) won't eat or drink during the hours of daylight. This is called fasting (Sawm). • Ramadan is the ninth month of the Islamic calendar. The exact dates of Ramadan change every year. This is because Islam uses a calendar based on the cycles of the Moon. • Eid-al-Fitr is the celebration to mark the end of Ramadan. • It means the festival of breaking the fast and lasts for 3 days. • Muslims celebrate Eid with their families and friends in different ways: wearing their best clothes, eating together, giving presents, making donations, praying and attending special services at the mosque. 	<p>Pupils discuss what a festival is and give examples of those they celebrate. They reflect on what food is eaten, how they might dress and special customs/traditions associated with them. Revisit Y3/4 learning about Ramadan: what it is, when it is celebrated and customs/traditions associated with it. Follow the PPT/clips to learn about how Muslims celebrate the end of Ramadan with the Eid-al-Fitr celebration. Explore customs/traditions associated with it. Pupils use this knowledge to design a card for Eid.</p>
<p>What are Islamic rules about food and dress?</p>	<ul style="list-style-type: none"> • Muslims have several rules about clothes. Men must cover their bodies between the waist and knees, even when swimming. A woman should cover herself from head to toe with the exception of her hands and face. • Ladies often dress modestly and wear long tunics over loose trousers. The clothes should neither be transparent nor show up the shape of the woman's body. • The word hijab comes from the Arabic for veil and is used to describe the headscarves worn by Muslim women. These scarves, regarded by many Muslims as a symbol of both 	<p>Discuss the meaning of modesty as a class. Use images to explain Islamic rules/customs associated with dress for men and women from different countries. Explore Islamic rules for food and define halal. In their books, pupils divide their page into two: one side to write Muslim customs/rules for food and one side for clothing customs/rules. Pupils reflect on rules/customs they themselves have for clothing and food and make comparisons.</p>

	<p>religion and womanhood, come in a myriad of styles and colours.</p> <ul style="list-style-type: none"> • Muslims have strict rules on the food that they eat, especially thinking about meat. They do not eat anything that is from a pig. • Any meat that they do eat has to be prepared in a special way. This is called halal. • Muslims wash and pray before meals. The eldest person present always eats first. • Drinking alcohol is strictly forbidden. 	
<p>What are the customs and traditions of Muslim weddings and welcoming new babies into their families?</p>	<ul style="list-style-type: none"> • There are customs/traditions associated with Muslim weddings and births. • Some marriages are arranged by families and take place at the mosque. The Imam usually leads the ceremony and announces that the couple are married. The ceremony ends with a Dua, which is a prayer. • Brides often wear a white wedding dress or a brightly coloured shalwar-qameez outfit in red and gold. Some have henna patterns called Mehndi painted onto their hands and feet. Grooms wear a simple traditional or western-style suit or a combination of both. • Walimah is the second part of the wedding where performances, speeches and the feasting happen. Sometimes there are days of celebrations which might include dancing and guns being fired. • The couple may receive presents or gifts of money. • Later, the ritual of Rukhsat is performed at the groom's home where the couple will now live. • When babies are born, the call to prayer (adhan and iqamah) is sometimes recited in both ears. • Sweet food is prepared in celebration and distributed. • Within the first 7 days, the baby's hair is shaved (aqiqah), weighed and the equivalent weight in money is donated. 	<p>Use the PPT information, images and clips to explore customs and traditions of Muslims weddings and Islamic birth rites. Pupils discuss, compare and contrast to their own experiences. Using the knowledge learnt, pupils annotate images to describe the wedding scene and explain each birth rite.</p>