

Unit 5B How do Muslims express their beliefs through practices?

ABOUT THE UNIT

This unit outlines the key beliefs and practices in Islam, emphasising current practice in addition to providing children with opportunities to learn about the historical foundation of the religion.

WHERE THE UNIT FITS IN

This unit will build on any references to Islam in key stage 1, unit 5A 'Why is Muhammad ﷺ important to Muslims?' in year 5, and unit 6D 'What is the Qur'an and why is it important to Muslims?' in year 6.

PRIOR LEARNING

It is helpful if children have:

- had opportunities to explore the links between beliefs and practices

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- Islam, eg *the Qur'an, acts of worship, Zakah, Hajj, Sawm*
- general religious terms, eg *angel, pilgrimage*
- other non-religious terms that can have religious meaning, eg *purify, charity*

RESOURCES

- religious artefacts, eg *Qur'an and stand, prayer mat and compass*
- calligraphy pens
- a range of texts on Islam
- texts referring to shape and pattern in Islam

EXPECTATIONS

At the end of this unit

most children will:

retell the story of the origins of the Qur'an, and understand the role and significance of the final messenger – the prophet Muhammad ﷺ; understand and recount what is involved in acts of worship

some children will not have made so much progress and will:

identify that Muslims believe in one God, Allah, and that the prophet Muhammad ﷺ is his final messenger; recognise that the holy book is called the Qur'an and understand its significance for Muslims

some children will have progressed further and will:

identify the principal beliefs, ideas and teachings of Islam; recognise the significance to believers of acts of worship; compare and contrast these features with those shared by different religions

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
INTRODUCING THE QUR'AN			
<ul style="list-style-type: none"> the significance of the Qur'an for Muslims 	<ul style="list-style-type: none"> <i>What special things do you treat with respect in your home or in your school?</i> Ask the children to think about items of great value, financial or sentimental; things that are fragile; things that are special to other people. Show the children a Qur'an stand. Discuss how it might be used and by whom. Place a copy of the Qur'an on the stand and explain why it is so special. Discuss rituals associated with using the Qur'an. <i>How do we treat things we respect? Where do we keep them? How would we feel if they were soiled or damaged?</i> Ask the children to wash and dry their hands, and then discuss how they felt before and after they did so. Ask the children to design a leaflet explaining the purpose of Wudu. 	<ul style="list-style-type: none"> recognise that the name for God in Islam is Allah identify the Qur'an as the Muslim holy book explain the purpose of Wudu 	<ul style="list-style-type: none"> Wash your hands before unwrapping the Qur'an to show the children the respect with which Muslims treat the holy book. The Qur'an will be taught in greater depth in year 6. The focus here is its place in the lives of Muslims, being the source of guidance and teaching.
THE FIVE PILLARS OF ISLAM			
<ul style="list-style-type: none"> why Muslims have instructions for worship how Muslims show concern for others how Muslims care for people in the community that abstinence from food plays a part in religious observance 	<ul style="list-style-type: none"> <i>Why do we have rules? How do they help us? Who makes these rules?</i> Discuss the concept of a 'holy book' containing rules, such as the Qur'an. <p>Shahadah</p> <ul style="list-style-type: none"> Explain that this is a statement of faith in one God, whose messenger is Muhammad ﷺ. Ask the children to write a statement about the most important belief in their life at the moment. <p>Salah</p> <ul style="list-style-type: none"> <i>What is prayer?</i> Using reference books and videos, ask the children to do a self-assessment task on what they have learnt about prayer, eg <i>how often, washing, prayer mats, direction of prayer, positions of prayers and their meaning.</i> Present the results as part of a classroom display or turn them into a class book and retain this for future reference. Alternatively, divide the class into five groups to research the five forms of obligatory worship. Then ask the groups to present their work to the rest of the class. <p>Sawm (fasting)</p> <ul style="list-style-type: none"> <i>What is fasting?</i> Explain that in Islam fasting is a gift to Allah. <i>Have you ever gone without food?</i> Lead a class discussion on the significance of voluntarily going without food. <i>Why do you think people in several religions have times of fasting?</i> Watch a video or CD-ROM showing a Muslim child explaining the importance of Ramadan and Id-ul-Fitr. Compare the feasting of Id with the fasting of Ramadan. 	<ul style="list-style-type: none"> identify the Five Pillars of Islam recognise the purpose of statements of faith explain why Muslims pray and the symbolism of the prayer positions identify the link between prayer and fasting recognise the contrast between feasting and fasting identify beliefs which they hold themselves 	<ul style="list-style-type: none"> This can be covered in several lessons. Video extracts are valuable aids to support the teaching of the five main intentions and acts of worship. Children should be familiar with the concept of prayer from key stage 1. Poems, rather than prayers, can be written by some children, if appropriate. The class could have their own celebration meal.
ZAKAH (GIVING ALMS)			
<ul style="list-style-type: none"> that giving money is a form of worship that religious beliefs have an impact on how people make choices 	<ul style="list-style-type: none"> Discuss the Muslim belief that it is their duty to support people in need and that giving money is a form of worship. Explain that the root of the word Zakah means 'to purify'. Explain that wealth has to be acquired lawfully in Islam, and to retain Zakah is theft. Discuss with the children the implications of this requirement. <i>Is it difficult or easy to live up to high expectations?</i> <i>Who do the children help and why?</i> The class could organise a group or school collection of excess toys/ clothes/books etc. These could be given to a local charity. Interview a representative to discuss how giving to a charity helps those in need. 	<ul style="list-style-type: none"> identify the duty of Muslims to support those in need, and the link between belief and practice consider the implications of living by a religious code reflect on ways in which they can be involved in helping others through giving 	<ul style="list-style-type: none"> A class display of charity posters would demonstrate that many organisations, both religious and secular, are involved in caring for those in need.
HAJJ			
<ul style="list-style-type: none"> that religious beliefs, ideas and feelings can be expressed in a variety of forms 	<ul style="list-style-type: none"> <i>What is the difference between an ordinary journey and a pilgrimage journey? What would it feel like to be a pilgrim?</i> Use sequencing cards, posters and photographs to describe the stages of the Hajj and the symbolism. Ask the children to write a newspaper or magazine article about a family going on Hajj, explaining the significance of this event for them. 	<ul style="list-style-type: none"> recount the events and the purpose of the Hajj explain the symbolism of the Hajj 	<ul style="list-style-type: none"> The Hajj could be taught as part of a thematic unit on 'Journeys of pilgrimage'. Use a variety of video extracts, describing the Hajj from a family's point of view.
ANGELS			
<ul style="list-style-type: none"> that there are some experiences which cause people to wonder and question what is of value and concern to Muslims that there are puzzling aspects to life and experience, for which people of faith provide religious answers 	<ul style="list-style-type: none"> Retell the story of the angel Gabriel visiting the prophet Muhammad ﷺ. <i>What do you think angels look like? What influences our imaginary picture of angels?</i> Emphasise that, because of idolatry, there are no images of angels in Islam. <i>How do we send messages today?</i> Mention the internet, mobile phones, text messages, pagers, satellites, teletext, letters etc. Children could dramatise situations where messages have to be passed from one group to the next. Emphasise that the role of angels in Islam is as messengers. 	<ul style="list-style-type: none"> identify that Muslims believe in the existence of angels both in history and the present day know that angels are messengers recognise that there are mysteries in life 	<ul style="list-style-type: none"> Muslims believe that angels are Allah's creatures made out of light. They are invisible to humans, but can assume any form they choose. Some angels have special status: Gabriel brought Allah's messages to the prophets, Michael is life-sustaining, Azra'il is the angel of death. Muslims believe that each person has two angels constantly watching over them, recording their deeds.

