

## Year 5 RE Spring Term 1: Muslim Beliefs, Family Life and Celebrations

Vocabulary		Festivals, People and Places	
<b>Five pillars</b>	Five duties of Muslims in Islam faith <b>Shahadah:</b> First Pillar: Muslim proclamation of faith and belief <b>Salat:</b> Second Pillar: Muslim ritual of prayer <b>Zakat:</b> Third Pillar: Muslim belief of giving to charity/giving to the community <b>Sawm:</b> Fourth Pillar: Fasting during the month of Ramadan, denying some of life pleasures brings Muslims closer to God <b>Hajj:</b> Fifth Pillar: Special pilgrimage to Mecca	<b>Allah</b>	The Arabic word for God. Muslims believe there is only one God called Allah
<b>Qur'an</b>	Islamic sacred book believed to be the word of God as dictated to Muhammed. Consists of 114 sections known as suras. Passages are recited, in Arabic, as part of prayer ritual	<b>Muhammed (pbuh)</b>	the founder of Islam. Muslims believe he is the messenger/ Prophet of God (Allah)
<b>pilgrimage</b>	special journey to a shrine or other location important to person's faith	<b>Saudi Arabia</b>	The birthplace of Islam
<b>Arabic</b>	The Qur'an is written in classical Arabic, right to left	<b>Aqiqah</b>	Muslim baby naming ceremony
<b>hafiz</b>	Name given to a person who has memorized the Qur'an and can recite it, in Arabic, from memory	<b>Ramadan</b>	Important Muslim festival in the ninth month of the Islamic calendar, on the morning after the first crescent moon. Celebrates when the Qur'an was first revealed to the Prophet Muhammed. Muslims fast between sunrise and sunset
<b>Nikah</b>	legal contract in a Muslim wedding	<b>Eid-ul-Fitr or Eid</b>	Celebration to mark the end of Ramadan, Muslims give thanks
<b>mahr</b>	dowry—given by a groom to his bride when they marry as a sign of commitment and to look after the woman in the future	<b>Mecca (Makkah)</b>	Holiest city in Islam in Hejaz region of western Saudi Arabia, birthplace of the Prophet Muhammed and of the Islam faith. The Kaaba is located in the centre of the Great Mosque in Mecca and is considered, by Muslims, to be the most sacred place on Earth. Mecca is seen as being the heart of Islam.
<b>mehndi patterns</b>	beautiful designs on the bride's hands, using henna, for a wedding	<b>Mosque</b>	Religious building which is a Muslim place of worship
<b>walima</b>	Marriage banquet which takes place after the nikah (marriage ceremony)	<b>Imam</b>	A Muslim religious leader who performs ceremonies and leads prayer in a mosque

National Curriculum	Key Enquiry Question	Key Substantive Concepts	Building On From
4.1 Journey of life and death: important times/ celebrations for Muslims 5.3 Beliefs and Questions: how they impact on life in Islam	How do Muslims show their beliefs through family life and celebrations?	Living, Thinking and Believing—how these are demonstrated through the way in which Muslims show their beliefs through family life and celebrations Beliefs, values, traditions, rituals, sacrifice, duty	KS1 Islam Y3 Understanding of Christian beliefs through Christmas and Easter Y4 Mosques, Mohammed and Prayer

Enquiry Question	Living/Thinking/ Believing Elements	Key Knowledge	Teaching Activities and Resources	Key Vocabulary
<b>1. What are the foundations of living a good and responsible Muslim life?</b>	<b>T1</b> To analyse different ways in which people think about the world and make connections between this and their beliefs	5 Pillars are: <b>Shahadah:</b> sincerely reciting the Muslim proclamation of faith <b>Salat:</b> performing ritual prayers in the proper way five times each day <b>Zakat:</b> paying an alms (or charity) tax to benefit the poor and the needy <b>Sawm:</b> fasting during the month of Ramadan <b>Hajj:</b> pilgrimage to Mecca Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their secular lives.	1. Class discussion: what rules/values/beliefs do children live by e.g. right and wrong, tell the truth, try your best, share, REACH values at school which guide behaviour 2. Ask chn to write down on w/boards what they know already about religion of Islam 3. T shows 5 pillars and describes each one (see Lesson 1) 4. Chn discuss in pairs why are they shown as ‘pillars’, why is this a strong image for what they are? 5. Chn record 5 pillars and write sentence about what they are and sentence to show how they show Muslims leading a responsible life	Islam Muslims 5 Pillars Shahadah Salat Zakat Sawm Hajj Mecca
<b>2. What is the Qur’an and why is it important to Muslims?</b>	<b>B1</b> Name a source of authority e.g. text for a group of believers and identify beliefs/concepts they make reference to  <b>B2</b> Explain connections between beliefs/ concepts within a single belief tradition with ref to authoritative texts/ stories	Qur’an is Arabic word meaning ‘that which is read or recited’ Many learn and recite all of it –he/she is called hafiz, Main holy book for Muslims containing God’s revelation to Muhammad, Muslims believe it is actual word of Allah Gives guidance on belief, life & behaviour, & covers many everyday topics; worship practices; decision making for the community and individual, treatment of animals and world No pictures – Muslims think it’s wrong to portray holy people like Muhammad (pbuh) & prophets. Words- often artistically written – calligraphy Shown respect by placed on a stand, put on high shelf or covered with a cloth, written and read right to left	1. Class discussion about the Bible, holy book of Christianity, what we know about it and how does it show Christian beliefs 2. Introduce Qur’an as holy book of Islam, show copy, discuss similarities and differences with the Bible 3. Class watch film about the importance of the Qur’an to a Muslim family (see Lesson 2) 3. Chn stick in picture of Qur’an and write in one colour facts about it and in another colour how Muslims show they value and respect it, include key on page	Qur’an Allah Mohammed (pbuh) Arabic hafiz
<b>3. How do Muslims welcome new babies into their families?</b>	<b>B1</b> Name a source of authority e.g. text for a group of believers and identify beliefs/concepts they make reference to  <b>L4a</b> Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. rites of passage)	Aqiqah is held on 7th day after birth—baby naming ceremony with friends, family, food, baby’s head is often shaved Hair is weighed and the equivalent cost in gold given to charity Baby is given name from Qur’an The Adhan ( statement of faith) is whispered into baby’s right ear as soon as possible after the birth family enjoy special meal and celebrating with family and friends Give meat to charity as recognise how lucky they are and want to help others Sugar, date or honey is sometimes put in baby’s mouth—symbolic to make baby sweet-natured	1. Class discussion about what chn know about a Christening or baptism in a church, identify religion, share experiences, record facts in books 2. Chn watch film and learn about aspects of Muslim baby naming ceremony (lesson 3) 3. Chn share main features of an Aqiqah ceremony—what happens and what does it symbolize? 4. Record in books facts about a Muslim baby naming ceremony 5. T. draws out similarities and differences between a christening and an Aqiqah baby naming ceremony on board as a class	Christening celebration Aqiqah Baby naming ceremony Adhan (statement of faith) charity Tahnik sacrifice

Enquiry Question	Living/Thinking/ Believing	Key Knowledge	Teaching Activities and Resources	Key Vocabulary
<b>4. How does the Muslim wedding ceremony demonstrate beliefs of Islam?</b>	<b>B1</b> Name a source of authority e.g. tradition for a group of believers and identify beliefs/concepts they make reference to	The bride and groom usually know each other and are always in full agreement to marry—arranged marriages used to happen but less and less now-days Nikah— a legal contract which is signed during the marriage ceremony Mahr, a dowry, money from the groom to the bride to show his respect Bride wears red and gold, mehndi on her hands, bride and groom sit on platform or thrones to be higher than others Walima—name given to banquet after nikah shared with family and friends to celebrate union Muslims believe in marriage being a long-term commitment and the way in which to raise a family	1. Class discussion about what happens at a wedding—chn’s experiences 2. Highlight key features as a class on screen 3. Watch film/ppt about key aspects of a Muslim wedding 4. In books chn record/stick in images of key rituals in a Muslim wedding ceremony and write about what they symbolize/show/why they are important to Muslims 5. Chn complete similarities and differences table on screen, as a class, to compare Muslim wedding with others they know of 6. T. asks class How are Muslim beliefs shown through wedding traditions?	Nikah—legal contract Mahr—a dowry mehndi patterns throne walima—banquet
<b>5. What is Ramadan and why is it important to Muslims?</b>	<b>B1</b> Name a source of authority e.g. tradition for a group of believers and identify beliefs/concepts they make reference to  <b>L4b</b> Be able to identify some of the ways in which wider local/national community impacts on believer’s experience of a belief tradition (eg fasting)	Ramadan is the ninth month of the Islamic calendar and remembers the month the Qur’an (Muslim holy book) was first revealed to the Prophet Muhammed Important for Muslims and observed all over the world During Ramadan, Muslims request forgiveness for sins in the past, pray for direction and try to cleanse themselves through self-control and great acts of faith Restraint from everyday enjoyment is considered an act of obedience to God and the chance to make amends for any mistakes Ramadan is a time for Muslims to pray (Salat) more than usual Fasting is one of the Five Pillars or duties of Islam—no eating or drinking during day-light hours Before sun rise and after sunset, families enjoy meals together and celebrate End of Ramadan is celebrated with a feast called Eid-ul-Fitr	1. Recap 5 Pillars of Islam—actions/drama to show meaning 2. Show film which shows family during Ramadan, what their life is like and how their actions are linked to their beliefs. T. asks what is Ramadan and which pillar/s does it represent? 3. Children use research to create acrostic poem about Ramadan—what happens and what it means to Muslims 4. Show film with Ramadan/Eid celebrations locally (Leicester) and around the world 5. T. concludes by asking chn to explain why Ramadan is important to Muslims	Ramadan Muhammed (pbuh) Eid-UI-Fitr fasting celebration Salat Sawm Zakat Hajj
<b>6. How do Muslims show their beliefs through family life and celebrations?</b>	<b>T1</b> Be able to analyse different ways in which people think about the world and make connections between this and their beliefs	The Five Pillars are the duties of Islam and rituals Traditions and celebrations are ways of demonstrating those rules for living: Baby naming ceremony—has proclamation of faith, giving to charity, name from the Qur’an Weddings—signing of contract Nikah shows importance of commitment of marriage and mahr shows groom looking after bride Ramadan— prayer and fasting shows beliefs in one God, respect, restraint means cleansing and putting things right, giving to charity	1. Recap quiz of knowledge so far 2. Chn draw images of Islam (eg 5 pillars, mosque, baby, wedding, fasting and feasts) and annotate with way Muslims live their lives according to their beliefs e.g. the Adhan is linked to Shahada (statement of faith) 3. Chn share their work and reflect on how Muslim beliefs shape their lives 4. Enrichment opportunity if Muslim parent/visitor could tell children how their beliefs are shown through traditions and ceremonies	Recap of all vocabulary learnt in unit

#### Possible Texts

N-F texts about Muslims from ELS, school library, Bingham library, books bought in from children

#### Possible Maths / English Links

Hieroglyphics in Ancient Egyptian unit—Qur’an written in Arabic, early ways of communicating and languages

#### Possible Enrichment

Parent or member of community who is a Muslim come in and talk to the children, Q and A session