

Year 5 Term 3

## What does it mean to be a Muslim in Britain today?

RE



Make connections between the key functions of the mosque and the beliefs of Muslims.

### Long-term Memory Knowledge:

Explain how the Five Pillars of Islam show Muslim people how to demonstrate their faith in Allah.  
Know why the Qur'an is so important to Muslims.  
Name some of the forms of guidance Muslim people use to make decisions about how to live their lives.  
Name some forms of guidance you use in your life.  
Suggest similarities and differences between the guidance you use and that Muslim people use.  
Name some of the roles a mosque can play, e.g. place of worship, place of learning, meeting place.  
Explain what we can learn about Muslim beliefs from a mosque.

### Key Vocabulary

<b>ibadah</b>	worship and belief in action
<b>shahadah</b>	the Islamic belief in one God, Allah, and Muhammed as His prophet
<b>salat</b>	daily prayer
<b>sawm</b>	fasting
<b>zakat</b>	a charitable tax
<b>hajj</b>	pilgrimage
<b>Ummah</b>	the Muslim community
<b>Sunnah</b>	practices, customs and traditions of the Prophet Muhammed
<b>Hadith</b>	sayings and actions of the Prophet Muhammed

### Progression in Resources:

Qur'an, particularly the first and seventeenth surahs  
[www.islamcan.com/audio/adhan/index.shtml](http://www.islamcan.com/audio/adhan/index.shtml) - the call to prayer from a mosque  
The story of Bilal, the first Muezzin

The story of the Thirsty Camel

The story of the woman at the gates of Mecca  
Animations of Muslim prayer, e.g.

[www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam](http://www.muslimkidstv.com/video/learning-how-to-pray-prayer-basics-islam)

<http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon>

Artefacts to accompany Muslim prayer, e.g. prayer mat, compass, prayer beads

### Kent REAct Syllabus Aims:

Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.

Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.

Describe, explain and analyse beliefs and practices recognising the diversity which exists within and between communities and amongst individuals.

### Essential Prior Learning:

Islam is one of the world's major religions.  
Some children in our school are Muslims.  
Muslims believe in one God, Allah.  
Muhammed is the final prophet of Islam.

### Progression in Skill:

Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammed.  
Describe and reflect on the significance of the Qur'an to Muslims.  
Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.

### Relevance

<b>Now</b>	Children have some understanding of why Muslim people perform certain actions/live their lives in a particular way that may be different to their own.
<b>Future</b>	Children are tolerant of all faiths and adjust their expectations of colleagues and friends around patterns of behaviour.
<b>Aspiration</b>	Children choose to study Islam – or another religion – in depth.