

KS2 Religion and Worldviews

How do the 'Five Pillars' guide Muslims in life?

4.3 How do the Five Pillars guide Muslims in life?

About this unit: The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.

Where this unit fits in: This unit of work continues on from work studied at KS1. The unit supports the agreed syllabus in Leeds, Kirklees and Calderdale which require the RE curriculum to include the study of Religion, Philosophy and Ethics. This unit primarily supports learning about Aim A of the syllabus covering Religious Studies. Specifically, it supports these elements of the syllabus:

A. Investigate the **beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

The religion studied in this unit: Islam

Estimated teaching time for this unit: Material in this unit covers 6-8 hours of teaching, though it could be extended or subdivided as appropriate. Teachers may wish to select or supplement activities suggested. The sections are not necessarily designed to cover one single lesson but are organised in progression of learning.

Acknowledgements

Unit written by Siobhan Brady and Fatima Mamaniyat for the West Yorkshire RE Hub. Sources have been checked but if we have inadvertently omitted to attribute origins or fulfil any copyright requirements please contact enquiries@penninelearning.com so we can rectify this.

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Vocabulary	Resources
<p>In this unit, Pupils will have an opportunity to use words and phrases related to:</p> <ul style="list-style-type: none"> • Allah • Prophet Muhammad (peace and blessings be upon him) • Qur'an • Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh)) • Shahadah (testimony of faith/belief) • Salaah (Arabic) • Sawm (fasting) • Ramadhaan (the month of fasting) • Zakaah (obligatory almsgiving) • Hajj (pilgrimage) • Mecca/Makkah • Akhirah (the afterlife) • Sunnah (the way of the Prophet Muhammad pbuh) • Shari'ah (Islamic law) • Eid ul Fitr (Eid that follows after Ramdhaan) • Eid ul Adha (Eid that follows the Hajj pilgrimage) • Qiblah - direction of prayer • Sadaqah - voluntary charity • Wudhu - Ablution 	<p>Some supporting resources are included in the folder accompanying this unit.</p> <p>Visitors and visits to places of worship may be arranged locally where possible, a list is provided here: www.penninelearning.com</p> <p>Artefacts can be borrowed locally or bought from, for example: TTS www.tts-group.co.uk The Islamic Establishment http://www.theislamicestablishment.com/</p> <p>Useful websites: Truetube You will need to create a free account to access this website https://www.truetube.co.uk</p> <p>BBC Islam class clips http://www.bbc.co.uk/education/topics/zpdt/bk/resources/1</p> <p>BBC Religion http://www.bbc.co.uk/religion/religions/islam/</p> <p>Books: Inspiring RE: Muslims (RE Today) Fiona Moss ISBN: 9781910261224 Picturing Islam, Picturing Muslims (RE Today) A visual teaching resource pack for exploring British and global Islam Lat Blaylock and Stephen Pett ISBN: 9781910261545</p> <p>Any planning and resources that bear the name of Allah, Qur'anic verses etc should be cross-shredded after use before disposal.</p>

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EXPECTATIONS – informed by ongoing assessment throughout the unit:

Pupils working towards the age related expectations for Year 4 will be able to:	Pupils working at the age related expectations for Year 4 will be able to:	Pupils who are deepening and widening their knowledge and understanding might also:
<ul style="list-style-type: none"> • Recognise some of the key teachings of Islam; • Make links with the ways beliefs can affect decisions; • Give reasons on how being a Muslim can affect a believer's life. 	<ul style="list-style-type: none"> • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. 	<ul style="list-style-type: none"> • Research and interpret Muslim beliefs and practices, explaining these coherently and clearly; • Investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations; • Investigate and evaluate Islam in the modern world and the impacts this has on the lives of believers and that of nonbelievers.

ASSESSMENT SUGGESTIONS

Create an Islam box of items that are important to Muslims. Pupils should include a fact card with each artefact explaining its importance to Muslims.

CONTRIBUTION TO SMSC DEVELOPMENT

Opportunities for **spiritual development** come from thinking about the ways Muslims show their commitment to God, and looking for links to their own lives.

Opportunities for **moral development** should demonstrate how the pillars of Islam have a positive impact on the wider world.

Opportunities for **cultural development** come from considering where Muslims live and worship and their place in the UK and local area today, with the opportunity to meet and engage with someone from the local Muslim community.

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What do we already know about Islam?</p> <p>What are some of the most important features of Islam?</p>	<p>Understand some important features of Islam</p> <p>Understand the meaning of some of the key words</p>	<p>Ask pupils to create a spidergram containing information about what they know about Islam. Provide pupils with key areas to write about such as '<i>God, Key beliefs, Leaders, Important people and places, Holy book, Festivals</i>' if needed. As pupils study different sections of the unit, ask pupils to revisit their spider gram and add key words to it.</p> <p>Divide the class into small groups, providing each group with a different Islamic artefact. Pupils to work in groups to investigate the meaning and significance of their artefacts. Encourage pupils to write down questions if they are unsure about their artefact. All groups to share their artefact and ideas with the other groups.</p> <p>Watch a clip about Islam such as https://www.truetube.co.uk/film/alien-abduction-islam</p> <p>After watching ask pupils to add key points on to their spidergram. Pupils should be starting to build up a spider diagram of key beliefs, facts, terms and ideas.</p> <p>Give each pupil a post-it and ask them to write a sentence – one important fact - they have learnt about Islam today. Encourage pupils to use the correct vocabulary. Some pupils could share their fact with the rest of the class.</p> <p>Prepare a class glossary of some key terms for use during the unit.</p>	<p>Explain the meaning and significance of a Muslim artefact</p> <p>Present some key facts about Islam and show understanding of some Islamic vocabulary</p>	<p>Artefacts can be borrowed locally or bought from specialist organisations (see Resources list on page 3 of this document).</p> <p>Resource pack: 'Keywords' PowerPoint</p> <p>Islam at a glance: http://www.bbc.co.uk/religion/religions/islam/ataglance/glance.shtml</p>

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>How did Islam start?</p> <p>Who is the Prophet Muhammad (pbuh) and why is he important to Muslims?</p>	<p>Understand some important features of Islam</p> <p>Find out about the origins of Islam</p> <p>Investigate the importance of the Prophet Muhammad (pbuh).</p>	<p>Show a map of the world and ask pupils to guess where Islam originated. <i>Clue:</i> Put a compass above the UK and explain that Muslims pray facing South East towards where Islam originated. Show pupils where Saudi Arabia is using Google Maps - some pupils may need to be told where it is in relation to other countries.</p> <p>Ask pupils who they think Islam started with; make links with the Islamic creation story and introduce the Prophet Muhammad (pbuh). Watch https://www.truetube.co.uk/film/how-islam-began-ten-minutes to learn the story of the Prophet Muhammad (pbuh).</p> <p>Pupils to complete a feelings graph of the Prophet Muhammad (pbuh)'s life. This will help identify key moments in his life.</p> <p><i>Extension:</i> Pupils to create sentences about Prophet Muhammad (pbuh)'s life using the feelings graph.</p>	<p>Find Saudi Arabia on various maps of the world and identify its significance.</p> <p>Explore and describe the life of the Prophet Muhammad (pbuh).</p> <p>Explain the importance of the Prophet Muhammad (pbuh) for Muslims.</p>	<p>Teacher note: Muslims believe Islam started with the First Man & Woman, Adam and his wife Hawaa pbuh and was sealed by the final Prophet of Islam, Muhammad pbuh. The Islamic creation story is studied in unit 3.4</p> <p>Visitor opportunity: Invite a Muslim in to explain why the Prophet Muhammad (pbuh) is important to them.</p> <p>A list of visits and visitors is provided here: www.penninelearning.com</p>

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What are the 5 pillars of Islam?</p>	<p>Find out the correct names for the five pillars of Islam</p> <p>Understand some of the main features of the 5 pillars</p> <p>Reflect on what is important in their own lives</p>	<p>Briefly introduce the five pillars by playing pupils: 5 pillars of Islam video https://www.youtube.com/watch?v=Z7pLcFFwhTY which has the correct Arabic terminology for each pillar.</p> <p>Independent research project: Pupils to work in groups - allocate one pillar per group for pupils to research. Questions that could be used to guide pupil's research could include: <i>Find out key facts about your pillar.</i> <i>What is our pillar? What does it mean?</i> <i>Which of the five pillars is it?</i> <i>What do Muslims have to do for this pillar of Islam?</i> <i>Is there a particular time when this pillar is carried out by Muslims?</i> <i>Do all Muslims have to carry this pillar out?</i> <i>How do Muslims carry out this pillar? Why is this pillar important to Muslims?</i></p> <p>Pupils to present their findings to the rest of the groups. Pupils write down 5 reasons why they think the pillars are important to Muslims (one for each pillar). Pupils consider what supports them in their own lives. Revisit and add to the spidergram and glossary from lesson 1.</p> <p>Muslims want to be obedient in all their actions. This daily observance is called 'ibadah' or 'worship' and the five pillars are an expression of this commitment. Watch a BBC Clip: 'What is Islam?' What do we learn about the daily life of a Muslim from this clip? http://www.bbc.co.uk/education/clips/ztgw2p3</p>	<p>Investigate and present independent research on one of the pillars of Islam.</p> <p>Give reasons to explain why the five pillars are important to Muslims</p> <p>Apply their ideas to their own lives and give examples of who/what supports them.</p>	<p>Teacher guidance: http://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml</p> <p>Visitor opportunity: Invite a Muslim in to explain why the five pillars are important to them and how they help them affirm their faith.</p> <p>Revisit and add to the spidergram and glossary from lesson 1.</p> <p>The Five Pillars – a selection of activities for lower KS2 pupils can be found in 'Inspiring RE: Muslims' (RE Today)</p>

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<p>What do Muslims believe about God?</p> <p>What is the Shahadah?</p>	<p>Understand what monotheism is</p> <p>Understand that the first pillar of Islam is the Shahadah (testimony of faith/belief statement) and how it affects a Muslim's life.</p> <p>Investigate the Shahadah and find out why it is a central part of being a Muslim.</p>	<p>Show pupils a range of items that start with the word 'mono' and draw out their understanding. The Greek for 'alone' is 'monos'.</p> <p>Refer to previous lesson where the Prophet Muhammad (pbuh) wanted the people of Mecca/Makkah to believe in only one God and stop worshiping false idols/gods.</p> <p>Muslims remember the importance of Allah and the Prophet Muhammad (pbuh) in the Shahadah (testimony of faith/belief statement). See Keywords PPT for an example of the Shahadah in English (resource pack). Explain to pupils that in this one sentence it holds the key beliefs of Islam which the whole religion is centered around.</p> <p>Pupils can listen to a nasheed (Islamic song) relating to the oneness of God and the Shahadah: https://www.youtube.com/watch?v=6pfLnQIBi1g</p> <p>Islamic patterns and calligraphy can be observed and created by pupils to explore the islamic concept of the oneness of God (Tawhid) e.g circles with no beginning and no end.</p> <p>Ask pupils to create their own 'Shahadah' (belief statement) about what is important to them in their lives. Limit their use of commas and explain it should be in one memorable sentence. Revisit and add to the spidergram and glossary from lesson 1.</p> <p>Spoken word video on the 99 Names of God, each name demonstrates an aspect of the character of God. https://www.youtube.com/watch?v=HLo8F7OvGMk</p>	<p>Create a personal statement of belief.</p>	<p>Resource pack: 'Keywords' PowerPoint from Lesson 1</p> <p>Make sure pupils are aware that pictures of Allah and the Prophet Muhammad are Haraam (forbidden) and so at no point in this topic of Islam will pupils be asked to draw God or the prophets in Islam. Papers that bear the name of Allah, Qur'anic verses should be cross-shredded before disposal.</p> <p>Ideas for using Islamic art: Picturing Islam, Picturing Muslims (RE Today)</p> <p>Information on the Shahadah: http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml</p>

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<p>What is Salaah?</p>	<p>Understand that the second pillar of Islam is Salaah (praying 5 times a day) and how it affects a Muslim's life.</p> <p>Consider the commitment required to take part in Salaah every day.</p> <p>Consider the spiritual benefits of Salaah for Muslims.</p>	<p>Ask pupils to generate 3 questions they would like to know about Islamic prayer. Watch https://www.truetube.co.uk/film/muslim-prayer and ask pupils if their questions have been addressed.</p> <p>Teach pupils about the basics of Salaah (Ppt in resource pack):</p> <ul style="list-style-type: none"> • Muslims believe that God created human beings to worship him, so the second pillar of Islam is prayer. • Prayer was a gift given to the Prophet Muhammad (pbuh) on his night of ascension, so Muslims treat the act of prayer as a privilege and a gift. • Muslims must pray 5 times a day. Each time takes about 10 minutes. • The 5 daily prayers are compulsory. <p>Ask pupils to think about the following quotation from the Qur'an, and/or some of the sayings of the Prophet Muhammad from the Salaah ppt (resource pack). Find clues in the text(s) to answer the question 'Why do Muslims pray 5 times a day?'</p> <p><i>Recite what has been revealed to you of the Book (the Quran), and perform the prayers. Verily the prayer prevents from great sins of every kind and disbelief, and the remembering of Allah is greatest and Allah knows what you do. " (Quran: 29: 45)</i></p> <p>Possible activities pupils could carry out as carousel activities to consolidate learning about Salaah:</p> <p>1) Investigate the location and names of mosques/Masjids in the local area or district. Ask pupils to find out prayer times for your area via</p>	<p>Ask and respond to questions about Islamic prayer</p> <p>Observe and describe how Muslims prepare for prayer</p> <p>Investigate Salaah through research and questioning and present their ideas.</p> <p>Reflect on why Salaah is important Muslims and explain how it might make Muslims feel closer to God</p>	<p><i>Additional clips pupils can watch on:</i></p> <p>Wudhu/Ablution: http://www.bbc.co.uk/education/clips/zcdhfrd</p> <p>The Mosque/Masjid: http://www.bbc.co.uk/education/clips/z82fbk7</p> <p>Information on Salaah: http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml</p>

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	<p>http://www.salahtimes.com/uk/</p> <ol style="list-style-type: none">2) Give pupils the different names of the five daily prayers to investigate on the internet.3) Pupils to investigate what Muslims say in the different positions during prayer and consider how they might make Muslims feel closer to God.4) Ask pupils to find out which direction Muslims pray towards and why - can they work out which direction Muslims would face from your school? Use http://www.al-habib.info/qibla-pointer/ and compasses.5) Design and make a prayer mat using simple sewing skills with felt pieces. <p>Pupils could then create a mini-booklet with key facts about Salaah to teach younger children about the second pillar in Islam.</p> <p>Revisit and add to the spidergram and glossary from lesson 1.</p> <p>Pupils to reflect on and try and answer the question 'How does performing Salaah show commitment?' Show pupils a clip on what the inner dimensions of prayer mean to a young Muslim boy: http://www.bbc.co.uk/education/clips/z2hrk7h</p>		
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What is Sawm?	<p>Understand that the third pillar of Islam is Sawm (fasting in the month of Ramadhaan) and how it affects a Muslim's life.</p> <p>Investigate the obligations of Muslims during Ramadhaan.</p> <p>Understand the importance of fasting for the Muslim community.</p> <p>Consider the spiritual benefits of fasting both for religious and</p>	<p>Ask pupils what they already know about Ramadhaan, the month of fasting; do they know anyone who has fasted before? What were their experiences?</p> <p>Watch the following clips and ask pupils to make notes on what Muslims do during this month and how they might feel: http://www.bbc.co.uk/education/clips/zyr76fr https://www.truetube.co.uk/film/five-pillars-islam</p> <p>Ask pupils to share their findings, discuss as a class.</p> <p>Pupils could write a short diary extract from the perspective of a Muslim child - 'A day in the life of a Muslim child in Ramadhaan'. Revisit and add to the spidergram and glossary from lesson 1.</p> <p>Explain that the first verses of the Qur'an (Surah or chapter 1) were revealed in the month of Ramadhaan, hence it is called the 'Month of the Qur'an'.</p> <p>Look at an English translation of these verses (Resource pack). Read the verses slowly out loud to the class and ask pupils to underline/highlight key words and ideas. What do these verses teach about Islam and what is important to Muslims?</p> <p>Listen to a recitation of this chapter of the Qur'an (try https://quran.com/)</p> <p>Ask pupils to focus on how they feel as they listen with their eyes closed.</p> <p>Other activities pupils could carry out:</p> <ul style="list-style-type: none"> • Design a book of Ramadhaan reflections/prayers on gratitude. • Design and make a charity box. 	<p>Describe and identify features of the month of fasting (Ramadhaan).</p> <p>Reflect on and explain the meaning and importance of an Islamic text.</p> <p>Give reasons and examples to explain why Muslims fast during Ramadhaan and reflect on how it might feel.</p>	<p>Information on Sawm: http://ilmfeed.com/category/ramadan/ http://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml</p> <p>'Nabila's Eid' – a selection of activities with adaptations for KS2 pupils can be found in 'Inspiring RE: Muslims' (RE Today)</p>

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	non-religious individuals.	<ul style="list-style-type: none">• Design a healthy plate of food to eat at iftar. (See Resource Pack : Sawm Activity ideas) <p>Additional activity: Let pupils experience how Muslims break their fast at iftar – with dates and water.</p> <p>Pupils to reflect on and try and answer the question ‘How does fasting show commitment to God?’ Ask pupils to think of reasons why someone without religious beliefs might find fasting spiritual.</p> <p>Plenary: Class quiz on Ramadhaan: http://ilmfeed.com/ramadan-quiz/</p>		
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<p>What is Zakaah?</p>	<p>Understand that the fourth pillar of Islam is Zakaah (almsgiving) and how it affects a Muslim's life.</p> <p>Understand the reasons why Muslims give Zakaah</p> <p>Consider the moral, spiritual and social benefits of giving zakaah.</p> <p>Consider the impact that giving zakaah has on society.</p>	<p>Explore when, how and why we might give to others e.g. Red Nose Day, Children in need etc. Ask pupils to work in small groups to think about the last time they gave money to others; who did they give to, why did they give it and how did it make them feel? Feedback thoughts.</p> <p>Explain that many Muslims give regularly to care for others within the community and that they believe that they should follow the example of the Prophet Muhammad (pbuh) who cared for the poor and weak in society.</p> <p>Think of reasons why we might want to give to others. Explain that Muslims have been commanded by God to give Zakaah - money to the needy - and that it is the fourth pillar of Islam (See Zakaah ppt in resource pack for texts and quotations). Explain that Muslims who have a certain amount of wealth have been commanded by God to give Zakaah, which is 2.5% of their income and savings to charity every year.</p> <p>Ask pupils why God might have commanded Muslims to do this and what impact it might have on the wider world.</p> <p>Watch a short clip on Zakaah and ask pupils what they have learnt: https://www.youtube.com/watch?v=9bz1APF_yAE Revisit and add to the spidergram and glossary from lesson 1.</p> <p>Use Resource ppt 'Zakaah' to introduce the task to pupils - pupils to work in small teams to research an Islamic charity and pitch a Dragons Den's-style pitch to the other teams. The team with the best pitch wins. (This lesson may stretch</p>	<p>Describe what Zakaah is and explain its importance for Muslims.</p> <p>Research and describe an Islamic charity, focusing on how they distribute Zakaah</p> <p>Explain how Zakaah can make an impact on the wider world.</p> <p>Evaluate and apply ideas about the importance of charitable donations and suggest ideas about how society could be made fairer.</p> <p>Reflect on how it feels to give to others.</p>	<p>Teacher guidance: http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml</p> <p>Additional clips on Zakaah: https://www.bbc.co.uk/programmes/p010xbny</p> <p>Resources: Zakaah PowerPoint in Resource pack.</p>

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		<p>over two sessions).</p> <p>Pupils to reflect on and try and answer the question 'How does paying zakaah show commitment to God?' Evaluate whether giving to charity makes society a better place.</p>		
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<p>Why do Muslims go on Hajj?</p>	<p>Understand that the fifth pillar of Islam is to perform Hajj (pilgrimage) once in a lifetime.</p> <p>Find out what happens on Hajj and why.</p> <p>Understand why Hajj is important to Muslims.</p> <p>Consider the spirituality behind performing Hajj.</p>	<p>Play a video clip about Hajj - can pupils pick out key words or rituals that take place on the Hajj? https://www.bbc.com/bitesize/clips/z9vcd2p</p> <p>Explain to pupils that the fifth pillar of Islam is to go on Hajj once in a lifetime - on Hajj.</p> <p>Use the Hajj Powerpoint (Resource pack) to introduce the topic of Hajj to pupils, adapting the PPT as needed to suit the needs of your class. Choose one of the suggested activities from the PPT to suit your class. Revisit and add to the spidergram and glossary from lesson 1.</p> <p>The 5 days of Hajj explained step-by-step: https://prezi.com/f6mnjxbpgrfs/the-5-days-of-hajj/</p> <p>Pupils to reflect on and try and answer the question 'How does going on Hajj show commitment to God?'</p> <p>Plenary: Reflections on Hajj. Use this clip to reflect on a young Muslim's ideas about Hajj. http://www.bbc.co.uk/education/clips/z8jpycw</p>	<p>Describe Hajj and explain what it might mean to Muslims.</p> <p>Observe and identify what happens during the 5 days of Hajj.</p> <p>Explain how Muslims might feel after performing Hajj.</p> <p>Reflect on and express ideas about the importance of Hajj for Muslims.</p>	<p>The theme of Hajj is re-visited in Unit 5.1 'Why are some journeys and places special)</p> <p>Resource pack - 'Hajj' PowerPoint has information and ideas.</p> <p>Teacher guidance: http://www.bbc.co.uk/religion/religions/islam/practices/haji_1.shtml</p>

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<p>What have we learned in this unit about Islam?</p>	<p>Reflect on knowledge learnt about Islam and Muslims.</p>	<p>Ask pupils to review their spidergrams - how have they changed since Lesson 1? Ask volunteers to share some key words and concepts, explaining their understanding to others.</p> <p>Review the class glossary - would pupils be able to use the glossary to explain key vocabulary to others who may not know the correct words for the different aspects of Islam that they have learnt about?</p> <p>Remind pupils of the topics they have covered in the unit - what has surprised them most? What did they find to be the most interesting? How do the pillars of Islam show Muslims' commitment to their faith and God? Why do Muslims carry out the five pillars willingly? How do the five pillars benefit the wider world? Ask pupils to write down three key facts about Islam that they have learnt from this unit of work.</p> <p>Assessment activity: Tell pupils that they are to create an 'Islam box' using their knowledge from the unit to teach other children about Islamic artefacts that might be important to Muslims. Explain that each artefact should have a fact card attached to it to explain the significance of the artefact and its importance to Muslims.</p>	<p>Describe and explain the five pillars of Islam.</p> <p>Give examples of Muslim beliefs and practices learned during the unit.</p> <p>Apply ideas and express their own opinions about the importance of the five pillars.</p>	