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|---|---|----------|-----------------|-----------------|--------|------|------|-------|---------|-------|---------|------|---------|---|--|--|
| <p>What this unit contains</p> | <p>The Five pillars of Islam are the foundation of Muslim life:</p> <ul style="list-style-type: none"> ▪ belief in Allah and belief in Prophet Muhammad (pbuh) as the final Messenger; ▪ prayer to Allah by 5 daily salat; ▪ giving charity and doing charitable works; ▪ visiting Makkah for Hajj; ▪ fasting. | | | | | | | | | | | | | | | |
| <p>Where the unit fits and how it builds upon previous learning</p> | <p>This unit develops pupils' knowledge and understanding of the significance of worship in the lives of Muslims and precedes a unit further developing understanding of the place of Hajj in the life of Muslims.</p> | | | | | | | | | | | | | | | |
| <p>Extension activities and further thinking</p> | <ul style="list-style-type: none"> ➤ Compare the Shahadah with other statements of belief. ➤ Describe what you consider to be the pillars of your beliefs. | | | | | | | | | | | | | | | |
| <p>Vocabulary</p> <table border="0" style="width: 100%;"> <tr> <td>Islam</td> <td>Shahadah</td> <td>Makkah</td> <td rowspan="5" style="vertical-align: middle;">pillar salah</td> </tr> <tr> <td>Muslim</td> <td>Sawm</td> <td>Hajj</td> </tr> <tr> <td>Allah</td> <td>Ramadan</td> <td>zakah</td> </tr> <tr> <td>Prophet</td> <td>Fast</td> <td>charity</td> </tr> </table> | Islam | Shahadah | Makkah | pillar salah | Muslim | Sawm | Hajj | Allah | Ramadan | zakah | Prophet | Fast | charity | <p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Rules to live by. ➤ The world family – considering the needs of others. ➤ Charitable donations as a social responsibility. | | |
| Islam | Shahadah | Makkah | pillar salah | | | | | | | | | | | | | |
| Muslim | Sawm | Hajj | | | | | | | | | | | | | | |
| Allah | Ramadan | zakah | | | | | | | | | | | | | | |
| Prophet | Fast | charity | | | | | | | | | | | | | | |



Unit 6 Session 1

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|---|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall what is already known about the instructions Allah has given to Muslims; ➤ know the term ' Five pillars and understand what these are. | <p>√ √</p> <p>√</p> <p>√</p> <p>√</p> | | <p>Before the unit prepare a wall display with five large pillars. These will be labelled and annotated as the unit continues.</p> <p>As a class recap knowledge from previous units about how Muslims lead a good Muslim life according to Allah’s will. Pupils could complete a ‘what do I know already’ sheet or brainstorm in groups and then feed back to the class.</p> <p>Explain that Muslim people have five duties which are called the Five Pillars of Islam and that in this unit they will find out more about these and what they mean to believers. As every Muslim tries to carry out these five things they feel that they are members of the worldwide Muslim community.</p> <p>Tell the children the names of the Five Pillars:</p> <ul style="list-style-type: none"> ▪ SHAHADAH. The statement of belief. Emphasise that this is the basis for all Islamic actions; ▪ SALAH. Daily worship five times a day; ▪ ZAKAH. Or obligatory wealth tax; ▪ SAWM. Fasting during the month of Ramadan during daylight hours; ▪ HAJJ. This is making a pilgrimage to Makkah at least once in your life. <p>Pupils should draw and label 5 pillars in their notes and the class display pillars should be labelled.</p> | <p>Resources</p> <p>‘What do I know already?’ sheet</p> |



Unit 6 Session 2

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|---|---|--|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the Shahadah is a statement of belief for Muslims; ➤ know what the Shahadah means; ➤ recognise the purpose of statements of faith; ➤ consider what their statement of belief might be. | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p></p> <p></p> <p></p> <p></p> <p>√</p> | <p>Indicate the first pillar on the display and introduce pupils to the name ‘Shahadah’ Explain that this is a statement of faith in one God, whose messenger is Muhammad (pbuh) and that the statement is short, succinct and easy to understand.</p> <p>Explore how the Shahadah, as part of the Adhan, is sometimes the first thing whispered in the ear of a baby and declaring this statement is thought by some to be someone’s first act in becoming a Muslim. Show pupils the film extract, showing the baby having the call to prayer whispered in its ear.</p> <p>Discuss the words of the Shahadah. Note how the words emphasise the status of Prophet Muhammad (pbuh) as the Servant and Messenger of God.</p> <p>Muslims believe in many prophets from Allah – recap what pupils already know about many of the prophets from previous units. Why are their names not listed in the Shahadah? Explain that Muslims believe all previous Prophets have been superseded by Prophet Muhammad (pbuh) as the final Prophet.</p> <p>Show pupils the Faiths CD Film footage and discuss how the elements of the Shahadah are the foundation of Islam.</p> <p>Ask the children to write a statement about the most important belief in their life at the moment. Share and discuss the outcomes.</p> | <p>Resources Video: ‘Pathways of Belief – Islam’ (BBC). The piece of film showing the naming of a baby</p> <p>Faiths CD Rom – Islam film footage on ‘God’ and ‘Where does Islam come from?’</p> <p>Shahadah sheet.</p> |



Unit 6 Session 3

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|-------------------------------------|-------------|---|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall the importance of prayer to Muslims and realise this is one of the 5 pillars; ➤ know why Muslims pray and the symbolism of the prayer positions; ➤ consider responsibility for one's actions. | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> | <p>Recall knowledge from previous units about prayer. Introduce the name 'Salah'. Recall what they already know about prayer, e.g. how often, washing, place of prayer, direction of prayer.</p> <p>Watch the Faiths CD footage and then talks about some of the symbolic actions related to prayer. Ask pupils to whom they might bow? Explore how bowing and prostration demonstrate one's position in relation to the person to whom you bow and therefore show Allah is most superior as all Muslims regardless of status on earth, prostrate and bow to Him.</p> <p>Recall what is already known about prayer. Find out about the belief that two angel scribes write down all one's actions and how at the end of prayer both are greeted.</p> <p>Annotate the classroom display. Pupils should also note these in their books for future reference.</p> <p>Plenary Consider how greeting the 2 angels at the end of prayer shows a Muslim is accepting responsibility for your actions.</p> | <p>Resources Faiths CD Rom – Film footage: Worship in the Mosque Part 2 Qur'an quotations about prayer. Prayer information sheets</p> <p>Note for teachers Removing shoes is not an obligation in Islam. As a custom to maintain a clean area for prayer many mosques expect people to remove their shoes.</p> |



Unit 6 Session 5

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Sensitivities, points to note, resources |
|--|----------------------------|-------------|---|---|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Zakah is charitable giving in Islam; ➤ recognise that charity is an important part of celebration at Eid. | <p>√</p> <p>√</p> <p>√</p> | | <p>Recall what is already known about the five pillars. Today the focus is on Zakah, the wealth tax used for charitable purposes.</p> <p>Explain that to Muslims Zakah is as important as worship. It is based on the amount of surplus wealth after everything is paid for at the end of the year. It is calculated at 2.5% of what is left over. Explain that it is the right of poor people to be supported by those who have more. In an Islamic State this would be collected by the state and distributed. Farmers can give of their goods rather than money. In a non-Muslim country many Muslims pay their Zakah to a Muslim charity.</p> <p>Investigate and record information about the work of the Muslim charity, Islamic Relief.</p> <p>Engage in a class charitable collection for a local needy group.</p> | <p>Resources Faiths CD Rom – Film Eid part 2 http://www.islamic-relief.com/</p> <p>Note for teachers Most religions have a way of giving thanks for the harvest. In Islam Zakah also incorporates this. There is a minimum amount that every human is entitled to known as Naseeb. If the wealth or produce a person has is beyond this then Zakah is due. On agricultural produce it is called Ushr indicating one tenth.</p> |



Unit 6 Session 6

| Learning objectives | A T 1 | A T 2 | Suggested teaching activities | Focus for assessment | Sensitivities, points to note, resources |
|---|-------------------------------------|-------------------|---|--|--|
| <p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall the names of the 5th pillar and introduce pupils to the last one – Hajj; | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>√</p> <p>√</p> | <p>Explain that all Muslims have a duty to try to make a pilgrimage at least once during their lifetime. Very often whole families will save to send one person at a time.</p> <p>Pilgrims enter into the condition of Ihram as they begin their Islamic duty. Ihram is a purified state the outward evidence is in the special clothes worn. Men wear 2 white unsewn sheets and backless sandals. Many women also wear white clothes. This clothing is a symbol of peace and obedience to God and shows that everyone is equal.</p> <p>The pilgrimage follows a set pattern. During the next unit pupils will find out more about what this experience is about and how important it is for Muslims.</p> <p>Watch a video or slides of pilgrims at Makkah. Talk about how Pilgrims are Muslims from all over the world, of all ages.</p> <p>Complete the display</p> <p>Assessment task Describe the importance of the 5 pillars of Islam to a Muslim</p> | <p>Assessment Levels</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils suggest meanings for religious actions and symbols.</p> <p><i>Attainment target 2</i> Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and wrong, they recognise their own values and those of others.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> <p><i>Attainment target 2</i> Pupils ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p> | <p>Resources Faiths CD Rom</p> <p>'What do I know now?... sheet</p> <p>http://www.channel4.com/life/microsites/H/hajj/index.html</p> <p>http://www.islamicity.com/mosque/hajj/</p> |



Unit 6 Session 2 Information Sheet 1

The Shahadah

The Shahadah is the Islamic confession of faith:

La ilaha illallah Muhammadur Rasulallah:

"None is worthy to be worshipped except Allah, Muhammad (pbuh) is the Messenger of Allah"



Unit 6 Session 3 Information Sheet 2

Muslim Prayer Times

| | Name | Time |
|----|----------------|--|
| 1. | Fajr | Before first light of dawn |
| 2. | Zhur | Just after the middle of the day, sun just past the high point |
| 3. | Asr | Mid afternoon |
| 4. | Mahgrib | Just after sunset |
| 5. | Isha | Night – dark, approximately 1 ½ hours after sunset |



Unit 6 Session 3 Information Sheet 3

Prayer – Salah

Muslims pray five times a day and follow a special ritual to do so.

Firstly they wash (wudu). This is a special process...

- Wash hands up to the wrist up to three times
- Wash mouth up to three times
- Wash nostrils, breathing in and out through the nose up to three times
- Wash the entire face up to three times
- Wash arms up to elbows up to three times
- Wipe head with wet hands, forehead to back, back to forehead
- Rub outside the ears with wet fingers, inside with wet thumbs at the same time
- Wash feet up to the ankles up to three times
- The water must be pure and running; if there is no clean water sand may be used but the process is different.

The prayers are all said at the same times each day.



Unit 6 session 3 Information Sheet 4

Qur'an Quotes about Prayer

Qur'an 33:41

'People who believe – remember Allah very often'

Qur'an 20:130

'be patient and always praise Allah, before the sun rises and before it sets'

Qur'an 9:71

'People who believe look after one another, men and women. They encourage what is right and stop what is wrong. They pray regularly give charity and obey Allah and His messenger'

Qur'an 7:31

'Children of Adam – wear your best clothes every time and place when you pray.'

Qur'an 11:114

'establish regular prayers at the two ends of the day, and at the approaches of the night'

Quran 1:1-7

'All Praise belongs to Allah, the Lord of the Worlds, the Beneficent, the Merciful, the Ruler of the Day of Judgment! You alone we serve and You alone we ask for help. Guide us in the Straight Path, The path of those who you have favoured; not of those who earn your anger; nor of those who go astray.'