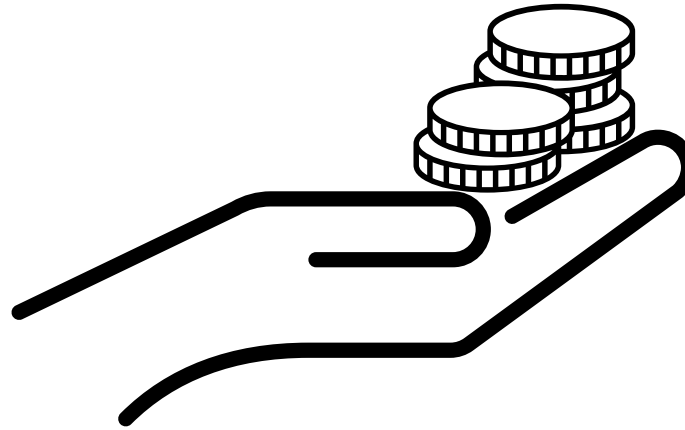


# ISLAM: What helps Muslims to live a good life?



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<p><b>What's the purpose of this unit?</b></p> <p>It is the intention of this unit to explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that many Muslims live their lives, and also to make connections between Islam and the other religions they have studied. Whilst prayer (salah) is one of the pillars, pupils should have studied it in more depth within the LKS2 unit 'How does worship (ibadah) show what's important to Muslims?</p>	
<p><b>Links across learning</b></p> <p><i>In order to access the learning in this unit, pupils should have learnt about...</i></p> <p>the Allah is an Arabic term for God Muslims believe in the oneness of God. many Muslims may pray in a mosque as a place of worship. How worship shows what is important to Muslims. reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic. the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic. following the guidance from the Qu'ran is of high importance.</p> <p><i>Where will pupils' learning go from here?...</i></p> <p>This unit could lead into the thematic units 'What does it mean to live a good life?' or 'Is life a journey?'</p>	<p><b>'Sticky knowledge'</b>      <b>By the end of this unit, pupils should know:</b></p> <ul style="list-style-type: none"> <li>that Islam is a <i>monotheistic</i> religion</li> <li>that Allah is <i>eternal, omniscient, and omnipotent</i></li> <li>that a believer can approach Allah by praying, and by reciting the Qur'an</li> <li>that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live</li> <li>what the pillars (or duties) of Islam are and how they help many Muslims to have a good life</li> <li>the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person</li> <li>that times of celebrations also help Muslims to live a good life (Eid-ul-Fitr &amp; Eid-ul-Adha)</li> </ul>
<p><b>Key questions to shape the learning</b></p>	<p><b>Expected outcomes for this phase:</b> <i>i.e. what will pupils do to show this knowledge?</i></p>
<ol style="list-style-type: none"> <li><b>Why is Allah so important to Muslims and how does this affect how Muslims might live?</b></li> <li><b>How might prayer (salah) and Hadith affect the lives of many Muslims? How do they lead to a good life?</b></li> <li><b>How might the belief in the two angels who record a person's good and bad deeds would affect how many Muslims lead their lives?</b></li> <li><b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives – and on the Muslim community?</b></li> <li><b>What is Hajj and why might many Muslims want to be part of an ummah?</b></li> <li><b>What helps Muslims to have a good life?</b></li> </ol>	<ul style="list-style-type: none"> <li>describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims</li> <li>use key vocabulary accurately</li> <li>refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life</li> <li>explain and make connections between Islam and other religions they have studied</li> <li>describe the impact of living a 'good life' on individuals and / or the ummah (Muslim community)</li> <li>give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different</li> <li>suggest how Muslims' beliefs might affect their decisions and the challenges this might present</li> </ul>



## Background knowledge for the teacher



**Allah is eternal, omniscient, and omnipotent...** this means that: Allah has always existed and will always exist; Allah knows everything that can be known; Allah can do anything that can be done.



- Pbuh – after the name of Prophet Muhammad is said Muslims say ‘peace be upon him’ as a mark of respect
- There should be no pictorial representation of Allah, Muhammad, any of the other prophets of Islam or any living creature
- Many Muslims believe that God is one- this is called Tawhid
- Many Muslims believe that God cannot be seen, but they have 99 different names that describe what God is like
- **The Pillars of Islam are: Shahadah** ‘There is no God but Allah and Muhammad is his messenger’; **Salah** (Prayer & ritual washing, wudu\*\*); **Sawm** (Fasting) – Ramadan; **Zakah** (giving to charity); **Hajj** (Pilgrimage).
- The Shahadah, the Muslim declaration of belief that ‘There is only one God and Prophet Muhammed is his messenger’, is whispered into the ear of newborn babies & as someone is dying
- \*\*The process of being ritually clean is significant in Islam. Although wudu takes place at the mosque, it is the final part in the process of becoming ritually clean for prayer. Washing of the whole body must take place at home for wudu to be effective at the mosque.
- It is often suggested that there are five pillars of Islam, but in reality, the number varies. Each pillar has an interesting time dimension to it: believe every moment; pray five times a day; give when you do your accounts; fast for a month out of the year; travel to Makkah once in a lifetime if you can.
- Hadith are words of The Prophet Muhammad (pbuh) and are followed by many Muslims as a guide for living.
- Two angels: **one records the good deeds done by the person and one records the bad deeds. There is a suggested children’s book**
- Wearing of hijab from the perspectives of different Muslim women: [Hijab & Me - YouTube](#)
- Pupils exceeding expected attainment should be encouraged to think about how what they’ve learnt in this unit relates to their understanding from other Islam units or other religions e.g. making comparisons between key celebrations of different faiths. Some pupils may do this instinctively: others may need to be questioned.



Golden thread	Further questions to support learning	Vocabulary / glossary for this unit
 <b>God</b>	<p>Why is Allah so important to Muslims and how does this affect how Muslims might live?            How might prayer (salah) and Hadith affect the lives of many Muslims?  <b>How do the practices of the Five Pillars structure Islam and the daily lives of Muslims?</b>  <b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives?</b></p>	<p><b>Allah</b>- the Arabic term for God  <b>Tawhid</b>- the oneness of God  <b>Hadith</b>- the words of prophet Muhammad  <b>Salah</b>- prayer</p>

 <p><b>Community</b></p>	<p>What is Hajj and why might many Muslims want to be part of an ummah?          What does it mean to be a Muslim today?          How do the Five Pillars give identity to individual Muslims and the worldwide Ummah?          How might the need to pray alongside and celebrate festivals (Eid -ul -Adha and Eid-ul- Fitr) with others make a difference to a Muslim?</p>	<p><b>Wudu-</b> (pron. wuzhu**) ablution, the ritual cleaning of the body before worship  <b>Ummah</b> – the Muslim community  <b>Shahadah</b> –‘There is no God but Allah and Muhammad is his messenger’; <b>Salah</b> – prayer (which includes ritual washing, wudu)  <b>Sawm</b> (Fasting) – Ramadan  <b>Zakah</b> (giving to charity)  <b>Hajj</b> (Pilgrimage)  <b>Raqib</b> – the angel who sits on the right shoulder of a Muslim &amp; records all good deeds  <b>Atib</b> – the angels who sits on the left shoulder &amp; records bad deeds.  <b>Aqueqah-</b> the Islamic tradition of the sacrifice of an animal as a way of giving thanks to Allah on the occasion of a child’s birth  <b>Eid-ul-Fitr</b> – the festival to mark the end of Ramadan, the month of fasting  <b>Eid-ul-Adha</b> – the festival to mark the end of the annual pilgrimage of Hajj</p>
<p><b>Identity</b></p>	<p>How might the belief in the two angels who record a person’s good and bad deeds would affect how many Muslims lead their lives?          How do the practices of the Five Pillars structure Islam and the daily lives of Muslims?          Which is the most demanding of the Five Pillars and why?          How do the Five Pillars give identity to individual Muslims and the worldwide Ummah?          How might a belief in Allah affect the decisions of Muslims and which challenges might this present?</p>	

<p>Learning objectives: Session 1: Key Question- <b>Why is Allah so important to Muslims and how does this affect how Muslims might live?</b></p> <p>Skills developed:  use appropriate subject specific vocabulary  describe and connect some key Muslim beliefs about Allah and how this belief is shown in everyday life.  Pupils can talk about three examples of the 99 names of Allah which many Muslims use, suggesting what they mean.  suggest ways in which a belief in Allah might affect the decisions of Muslims and the challenges this might present</p> <p>Knowledge acquired:  Shahadah (the first of the 5 pillars of Islam) 'There is no God but Allah and Muhammad is his messenger'  that God is one (Tawhid)</p>		
<p>Engage (10%)</p> 	<p><b>I wonder what many Muslims would say about what God/Allah is like?</b></p> <p>Use a story to find out about the qualities of Allah- could use Sura Al An'am 6.74-80 – The story of Prophet Abraham when he finds out more about God. What did he believe about God? Is this what many Muslims believe about God?</p>	<p>Resources:  Stories about Allah from the Qu'ran- these can be found from My First Qu'ran, available from RE Today,  The story of Bilal, the first Muezzin  God is the Light of the Heavens and the Earth, Picturing Islam Picturing Muslims, RE by Stephen Pett and Lat Blaylock, Today Services</p>
<p>Enquire &amp; Explore (50%)</p> 	<p><b>Why is Allah so important to Muslims and how does this affect how Muslims might live?</b></p> <p>Activity linked to the 99 Names of God. Use calligraphy to explore the beauty of art and its importance that shows the love for God that many Muslims have.</p> <p><b>A key Muslim belief about Allah and how this belief is shown in everyday life.</b></p> <p><b>Aqueqah activity-</b>  Pupils can research the birth ceremony and make a fact file/ presentation/ design a web page based on the facts.</p>	<p>Resources:  99 names of God by Daniel Thomas Dyer (Chickpea Press)  NATRE resources- What do Muslims believe about God?  Picturing Islam Picturing Muslims, RE by Stephen Pett and Lat Blaylock, Today Services  <a href="https://www.truetube.co.uk/resource/muslim-birth-ceremonies/">https://www.truetube.co.uk/resource/muslim-birth-ceremonies/</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z4c86sg/revision/1">https://www.bbc.co.uk/bitesize/guides/z4c86sg/revision/1</a></p>

<p>Express (20%)</p> 	<p><b>What might Muslims say about what God/Allah is like?</b></p> <p>Calligraphy/ art activity to explore the concept of Tawhid ( the oneness of Allah), for example, the use of circles to show the infinite concept of Allah. Poetry writing about the oneness of God and ibadah – Many Muslims believe... (Spirited Arts/Poetry comp?)</p>	<p>Resources:</p> <p>Inspiring RE- Muslims- RE Today NATRE Spirited Arts competition The artwork of Yasmin Kathrada/ Nassar Mansour (The 99 Beautiful Names of Allah)</p>
<p>Evaluate (20%)</p>  <p><i>(Could be done if you are cross-curricular)</i></p>	<p><b>What might Muslims say about what God/Allah is like?- an assessment opportunity</b> <b>How might a belief in Allah might affect the decisions of Muslims and which challenges might this present?</b></p> <p>*an interview with a Muslim</p>	<p>Resources:</p> <p>Link to faith speaker/ video clip link &amp; resources, esp quotes from Muslim young people <a href="https://gdbe-elevate.org/help#re">https://gdbe-elevate.org/help#re</a></p>

<p>Learning objectives: Session 2- Key Question: <b>How might prayer (salah) and Hadith affect the lives of many Muslims? How do they lead to a good life?</b></p> <p>Skills developed:  suggest what might happen as a result of Salah and consider what might motivate Muslims to pray  give meanings for Hadith studied and explain how each affects Muslim beliefs</p> <p>Knowledge acquired:  Prayer (Salah and ritual cleanliness- ablution- wudhu- pronounced wuzhu**) helps many Muslims to lead a good life  give meanings for Hadith studied and explain how each affects Muslim beliefs  That Hadith guide the way many Muslims live</p>		
<p>Engage (10%)</p> 	<p><b>How might prayer (salah) and Hadith affect the lives of many Muslims?</b></p> <p>What do children remember about prayer (salah) from the LKS2 unit How does worship show what's important to Muslims? Quiz  Recap salah and wudu (ablution)</p>	<p>Resources:  Pupils should come with some prior knowledge about salah from the LKS2 unit</p> <p>Quiz questions</p>
<p>Enquire &amp; Explore (50%)</p> 	<p><b>Why is the ritual of prayer and wudu important to many Muslims and what difference does it have to a Muslim's life?</b></p> <p>Explore how rituals can help people to focus on worship and tawhid. What problems might there be with the practicalities of having to wash and pray in daily life.</p> <p><b>How might prayer (salah) and Hadith affect the lives of many Muslims?</b></p> <p>Children are given a series of quotes made by different Muslims. They have to write a question that they would like to ask the person who wrote the quote and role play the answers given.</p> <p>Hadith and Education- it is necessary that all Muslims, both men and women, gain knowledge- Hadith 224.  Allah makes the path to paradise easier for those who seek knowledge- Hadith 2.</p> <p>How do Malala's actions link to teachings in the Hadith? Research and debate.</p>	<p>Resources:  Muslim quotes about prayer and what effect it has on a Muslim's life</p> <p>Inspiring RE- Muslims, RE Today</p> <p>Hadith 2. 224 texts</p> <p>Picturing Islam Picturing Muslims, RE by Stephen Pett and Lat Blaylock, Today Services</p> <p>Books: I am Malala, Malala's Magic Pencil</p> <p><a href="https://shahjahanmosque.org.uk/">https://shahjahanmosque.org.uk/</a></p> <p><a href="http://www.camberleymosque.org.uk/">http://www.camberleymosque.org.uk/</a></p>

<p>Express (20%)</p> 	<p><b>How might prayer (salah) and Hadith affect the lives of many Muslims?</b> Role play the meaning of various Hadith in a modern-day setting.</p>	<p>Resources: Hadith examples for children</p>
<p>Evaluate (20%)</p>  <p><i>(Could be <del>more</del> if you are cross-curricular)</i></p>	<p><b>How might prayer (salah) and Hadith affect the lives of many Muslims?- an assessment opportunity</b></p> <p>Give three reasons why you think salah and the Hadith matter to many Muslims? What problems might salah cause for many Muslims? Real life problems in schools when some Muslim pupils want to pray while at school- which problems might this pose? How would the problems be overcome?</p> <p>Hadith were said by Muhammad around 1,400 years ago. What impact do these Hadith have on people today? Are they still meaningful and help to make a difference to how many Muslims lead their lives? Interview a Muslim/ <i>role play?</i></p>	<p>Resources:</p> <p><b>Interview with a Muslim- or could we provide a clip/ clips?</b></p>



**Learning objectives: Session 3: How might the belief in the two angels who record a person's good and bad deeds affect how many Muslims lead their lives?**



Skills developed:

suggest how the belief in the two angels who record a person's good and bad deeds would affect how they lead their life.

Knowledge acquired:

The Two angels, which are said to sit on either shoulder of a Muslim person- one recording the good deeds done by the person and one recording the bad deeds.

<p><b>Engage</b> <b>(10%)</b></p>	<p><b>How might the belief in the two angels who record a person's good and bad deeds affect how many Muslims lead their lives?</b></p> <p>What is an angel? Why are angels important in Islam? Which angel do you already know the name of a angel? What is it? What's the story? (Angel Gabriel/ Jibril- in Arabic- delivered message to Mary about the birth of Jesus, as well as delivered the message of the Quran to the Prophet Mohammed (PBUH). Look at the definition of an angel in Islam- an intermediary between Allah and humans. Read Angel book.</p>	<p><b>Resources:</b></p>  <p><b>Teacher info:</b> Many Muslims believe that the angels are made up of light and help with jobs for Allah for creation to run smoothly.</p>
<p><b>Enquire &amp; Explore</b> <b>(50%)</b></p> 	<p><b>How might the belief in the two angels who record a person's good and bad deeds affect how many Muslims lead their lives?</b></p> <p>Research activity- give groups a different question each to find out more about: Why are angels important in Islam? What do angels do? Who are the two angels who many Muslims believe sit on either shoulder? What do they do? What would happen if angels didn't exist? Why?</p>	<p><b>Resources:</b></p> <p>Angels In Islam- the noble scribes. Picturing Islam Picturing Muslims, RE by Stephen Pett and Lat Blaylock, Today Services</p> <p><b>Teacher info:</b> Raqib and Atib are the 2 angels who many Muslims believe that record a person's good and bad deeds. Raqib sits on the right shoulder, records all the good deeds. Atib sits on the left shoulder and records bad deeds. Both angels are acknowledged at the end of prayer (salah), where they are thanked for recording good and bad deeds.</p>

<p><b>Express (20%)</b></p> 	<p>How might the belief in the two angels who record a person's good and bad deeds affect how many Muslims lead their lives?</p> <p>Debate: Is the belief in angels the most important belief in Islam?</p>	<p>Resources:</p>
<p><b>Evaluate (20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>How might the belief in the two angels who record a person's good and bad deeds would affect how many Muslims lead their lives?- <b>an assessment opportunity</b></p> <p>Can pupils write a written reflection/ verbal reflection around what impact a belief in the angels Raqib and Atib, would have on a Muslim and why?</p> <p>Consider how greeting the 2 angels at the end of prayer shows a Muslim is accepting responsibility for their actions.</p>	<p>Resources:</p>

**Learning objectives: Session 4: What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives – and on the Muslim community?**



Skills developed:


- describe the impact of celebrating and fasting in the life of Muslims
- give reasons why giving to charity (zakah) is important to many Muslims
- suggest reasons why celebrating Eid-ul-Fitr with the community (Ummah) might help Muslims to lead a good life
- compare their thoughts and ideas about fasting and celebrating with Muslim ideas



Knowledge acquired:


- That the Pillars of Sawm (fasting) and zakah help many Muslims to lead good lives.*
- Eid-ul-Fitr marks the end of Ramadan and is a celebration that helps many Muslims to lead a good life*


<p>Engage (10%)</p>	<p><b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives?</b>                  Teach that Ramadan is the month of fasting when Many Muslims do not eat or drink (even a sip of water) from sunrise to sunset. They do this for the whole month. The word ‘Ramadan’ is the name of the month of fasting.</p> <p>Why would a Muslim want to fast? Explore Qu’ran texts/ stories that explain the reason for fasting.</p> <p>Introduce pupils to write the word Sawm and explain that this describes fasting. Ask pupils if they have ever gone without food? Lead a class discussion on the significance of voluntarily going without food. Ask why pupils think people in several religions have times of fasting?</p> <p>Giving alms (zakah) is one of the 5 pillars of Islam- why do pupils think both fasting and zakah go hand in hand?</p>	<p>Resources:                  Stories to use- especially useful for SEN,                  Wake Up! It’s The Ramadan Drummer                  by Mariam Hakim                  Ramadan’s Coming! By Rabia Bashir</p> <p>Golden Domes and Silver Lanterns- A                  Muslim Book of Colors by Hena Khan-                  this book comes with a glossary</p> <p>Interesting short clips here: <b>view first!</b>  <a href="#">BBC Asian Network - Ramadan,</a>  <a href="#">Ramadan Bytes</a></p>
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<p>Enquire &amp; Explore (50%)</p> 	<p><b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives?</b></p> <p>Investigate and record information about the work of the Muslim charity, Islamic Relief. Engage in a class charitable collection for a local needy group.</p>	<p>Resources: Teacher info: to many 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. 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><a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a></p>
<p>Express (20%)</p> 	<p><b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives – and on the Muslim community?</b></p> <p>Pupils could make posters for a local mosque, to advertise any charities that Muslim worshippers coming to the mosque, can read, to help make a decision on which charity to donate their zakah money to. What impact would this have on the local / global Muslim community (ummah)?</p>	<p>Resources: <a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a></p>
<p>Evaluate (20%)</p> <p><i>(Could be more if you are cross-curricular)</i></p>	<p><b>What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives?</b></p> <p>Feedback from groups and evaluation of their work.</p>	<p>Resources:</p>

<p>Learning objectives: Session 5- Key Question: <b>What is Hajj and why might many Muslims want to be part of an ummah?</b></p> <p>Skills developed:          Explain what rituals happen on Hajj and their significance          explain how pilgrimage differs from other journeys          make and explain links between Ramadan / Hajj and the celebration of Id-ul-Fitr / Id-ul-Adha</p> <p>Knowledge acquired:  <b>Pilgrimage (Hajj) helps many Muslims to lead a good life</b></p>		
<p>Engage (10%)</p>	<p><b>What is Hajj and why might many Muslims want to be part of an ummah?</b>          Teach about Hajj, its rituals and why they are performed.          Pupils to find out the meaning/ importance of the following words:          Ihram, Ummah, Makkah, Ka’ba, Isma’il, Zamzam and Tawaf- make a quiz based on these terms, e.g          Bingo, multiple choice quiz, Kahoot, Odd one Out.</p> <p>Silent Debate on a picture of pilgrims walking around the Ka’ba- what do pupils notice? Why pray together?</p>	<p>Resources:          RE Ideas- Journey by Fiona Moss, RE Today Services</p> <p><a href="#">BBC Two - My Life, My Religion, Islam, Hajj</a></p> <p>Images of pilgrims at the Ka’ba: you can view it live during Hajj <a href="#">Hajj Live 2022 - Watch Online Stream of Makkah Live TV   IslamicFinder</a> or <a href="#">Hajj 2022 Live (makkahlive.net)</a></p>
<p>Enquire &amp; Explore (50%)</p> 	<p><b>What does it mean to be a Muslim today? ( how might the need to pray alongside and celebrate festivals (Eid -ul -Adha and Eid-ul- Fitr) with others make a difference to a Muslim?)</b></p> <p>Interview with a visitor,          Find out about Haj.          Watch a video or slides of pilgrims at Makkah. Talk about how Pilgrims are Muslims from all over the world, of all ages.          Pupils could watch clips and answer key questions based on Haj- What? When? Where? How? Why?</p>	<p>Resources:          Stories to use- especially useful for SEN, An Ocean In One Drop- The Tale of Hajar in Hajj- this book comes with background notes, a glossary and a bank of quotes from the Qu’ran and Bible.  <a href="http://www.channel4.com/life/microsites/H/hajj/index.html">http://www.channel4.com/life/microsites/H/hajj/index.html</a>  <a href="http://www.islamicity.com/mosque/hajj/">http://www.islamicity.com/mosque/hajj/</a></p> <p>Tch info: 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. 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</p>

		clothes. This clothing is a symbol of peace and obedience to God and shows that everyone is equal. The pilgrimage follows a set pattern.
<p>Express (20%)</p> 	<p>What does it mean to be a Muslim today? ( how might the need to pray alongside and celebrate festivals (Eid -ul -Adha and Eid-ul- Fitr) with others make a difference to a Muslim?)</p> <p>Use images to compare both festivals of Eid- what are the similarities/ differences?</p> <p>Role play interviews</p>	<p>Resources: Online pics of how Eid is celebrated around the world.</p>
<p>Evaluate (20%)</p>  <p><i>(Could be done if you are cross-curricular)</i></p>	<p>What does it mean to be a Muslim today? ( how might the need to pray alongside and celebrate festivals (Eid -ul -Adha and Eid-ul- Fitr) with others make a difference to a Muslim?)</p> <p>Pupils show what they have learnt through: Writing an assembly script Information posters Creating an exhibition about Hajj and Eid-ul-Adha</p>	<p>Resources: RE Ideas- Journey by Fiona Moss, RE Today Services</p>

<p><b>Learning objectives: Session 6: What helps Muslims to have a good life?</b></p> <p>Skills developed:  explain, using relevant sources, why the pillars are so important to individual Muslims and the Muslim community <i>and / or</i>  explain and make connections between Islam and other religions they have studied  discuss the importance of rules from their own and a Muslim point of view</p> <p>Knowledge acquired:  overview of unit in an assessment activity</p>		
<p><b>Engage (10%)</b></p>	<p>How do the practices of the Five Pillars structure Islam and the daily lives of Muslims?  Which is the most demanding of the Five Pillars and why?  How do the Five Pillars give identity to individual Muslims and the worldwide Ummah?</p>	<p>Resources:  Picturing Islam Picturing Muslims, RE by Stephen Pett and Lat Blaylock, Today Services</p>
	<p>What helps Muslims to have a good life?</p> <p>Summarising activity in groups, with a partner and then self.  Create a diamond 9 based on the learning in this unit, to show what children feel are the most important ways many Muslims try to lead ‘a good life’ and how challenging they can be, giving reasons for their choices.</p>	<p>Resources:</p>
<p><b>Express (20%)</b></p> 	<p>What helps Muslims to have a good life?</p> <p>Can pupils show their response in an artistic way? Spirited Arts comp (planning stage/ change percentages at side)?</p>	<p>Resources:</p>

<p><b>Evaluate</b> <b>(20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p><a href="#">How does being part of a group or community help you show what is important to you?</a></p> <p>What impact has learning from this unit made on developing the children’s personal worldviews?</p> <p>Pupils complete a review sheet summarising what many Muslims believe every moment, that they pray five times daily, give money to charity when they do their accounts, fast for a month out of the year and travel to Makkah once in their lifetime</p> <p>Pupils then complete a version of this for themselves.</p>	<p>Resources: Questions- Muslims by Stephen Pett, RE Today</p>
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