
ISLAM YEAR 5 TERM 5

LIFE AS A JOURNEY, A MUSLIM JOURNEY, BIRTH RITES, MARRIAGE, DEATH

CHRISTIANITY – PENTECOST

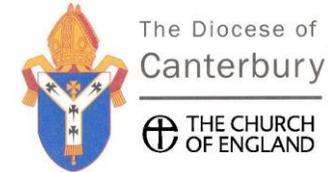
CEREMONIES CONCERNED WITH THE HOLY SPIRIT

KS2 Religious Education

JULY 2014

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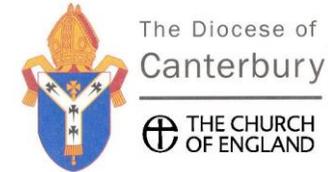


Lesson 1

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT1 Describe I can identify similarities & differences across several religions (L3)</p> <p>AT2 Connect I can identify who or what is important to me & other people, including religious people (L3)</p> <p>AT1 Show understanding I can show understanding of how & why, practising a religion affects a believers' life (L4)</p> <p>AT2 Apply I can ask questions about human values, meaning, purpose & identity, truth, belonging & commitment (L4)</p> <p>AT1 Explain I can use religious beliefs, sources & teachings to answer specific ethical & ultimate questions (L5)</p> <p>AT2 Express I can ask probing questions about values, meaning, purpose & identity, truth, belonging & commitment.</p>	<p>My journey through life: how is it going?</p> <p>Who can help me along life's journey?</p> <p>What guidance can I choose to follow?</p> <p>What is the best advice for life's journey?</p>	<p>I understand what is meant by a 'journey of life' (L4)</p> <p>I have described about my life journey so far and thought about where it might lead (L4)</p> <p>I know who has influenced my life so far (L3)</p>	<p><i>Thinking about journeys</i></p> <p>Ask the children to recall their journey to school, what took place when they first got up? Did they have breakfast? Were they late? Which route did they take to school? How did they get to school? What do they remember seeing, hearing? Discuss and record individual journey's pictorially, share with the class.</p> <p>Ask the children who kept them safe on their journey, who could they ask for help if needed, who was waiting at school to guide them.</p> <p>Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where children are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves).</p> <p>Explain that each of us takes a journey throughout our lives, some take a religious journey. Discuss why these journeys are important. Reference the special journeys taken by Muslims and Hindus that are to be studied and how their faith keeps them safe and gives guidance.</p> <p><i>Navigating the journey of life</i></p> <p>Give each pair of pupils an A3 piece of paper with a hospital drawn in the bottom left corner and a door with a question mark in the top right corner. There should be a series of roads drawn onto the paper showing different routes to get from the hospital to the door.</p> <p>Ask the pupils to think about the different things that a person might encounter through life, some joyous and some hard e.g. passing exams, falling off a climbing frame, being burgled, learning to ride a bike etc. Ask the pupils to draw something by the roadside to represent the experience e.g. a man with a swag bag. Each pair could represent ten experiences.</p> <p>Each pair then needs to show their journey to another pair and then discuss what physical strength, e.g. health, and moral/spiritual strength, e.g. love, they will need to weather their imagined life journey.</p>	<p>MuslimKids Hadith</p> <p>Islam Intro EduWeb</p> <p>Artefacts</p> <p>Islam Intro</p> <p>Pathways of Belief Islam 2.Living as a Muslim</p> <p>Prayer Mat</p> <p>Compass</p> <p>Hajj Robe</p> <p>Islamic Artefact Cards</p> <p>There are many books that include information on the Five Pillars. The following are just a few examples.</p> <p>Islam S. Penney</p> <p>What Do We Know About Islam? S. Husain</p> <p>Folens RE Photo pack Islam D .Rose</p> <p>Islam A Pictorial Guide CEM</p> <p>Mecca S .Husain</p>

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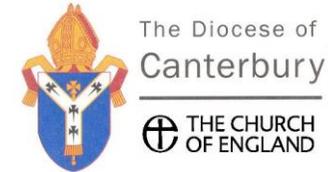


Lesson 2

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT1 Describe I can identify similarities & differences across several religions (L3)</p> <p>AT2 Connect I can identify who or what is important to me & other people, including religious people(L3)</p> <p>AT1 I can show understanding of how, & why, practising a religion affects a believers' life (L4)</p> <p>AT2 Apply I can ask questions about human values, meaning, purpose & identity, truth, belonging & commitment (L4)</p> <p>AT1 Explain I can use religious beliefs, sources & teachings to answer specific ethical & ultimate questions (L5)</p> <p>AT 2 Express I can ask probing questions about values, meaning, purpose & identity, truth, belonging & commitment (L5)</p>	<p>How do the Five Pillars support Muslims in their life journey?</p> <p>What are the first words spoken to a Muslim baby?</p> <p>What are the important things a baby needs?</p>	<p>I know the important things that mark a baby's birth (L4)</p>	<p><i>A Muslim journey:</i> What does it mean?</p> <p>Recap on children's journeys from last lesson. What do they think is meant by a 'Journey of life?'</p> <p>Talk about duties (class monitors etc) which are undertaken within school and the reasons for this. Do children have any other duties?</p> <p>Explain that Muslims have duties in the form of The Five Pillars (studied in Year 4) The pillars help Muslims to realise their true self and become the kind of human beings that Allah wants them to be. Can the children name the Five Pillars?</p> <ul style="list-style-type: none"> • Children work in groups to prepare a presentation on what they believe is important for the birth of a baby to be recognised (Giving child a name, clothing, feeding, possibly Baptism) and reasons for this. Could be a Power point. • Present these to the class. 	<p>http://www.muslimkids.co.uk/hadith/</p> <p>Pathways of Belief Islam 2.Living as a Muslim</p> <p>Prayer Mat</p> <p>Compass</p> <p>Hajj Robe</p> <p>Islamic Artefact Cards</p> <p>There are many books that include information on the Five Pillars. The following are just a few examples:</p> <p>Islam S. Penney</p> <p>What Do We Know About Islam? S. Husain</p> <p>Folens RE Photopack Islam D. Rose</p> <p>Islam A Pictorial Guide CEM</p> <p>Mecca S. Husain</p>

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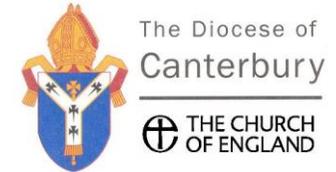


Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT1 Describe I can identify similarities & differences across several religions (L3)</p> <p>AT2 Connect I can ask important questions about religious teachings(L3)</p> <p>AT1 Show understanding I can show understanding of how, & why, practising a religion affects a believers' life (L4)</p> <p>AT2 Apply I can about human values, meaning, purpose & identity, truth, belonging & commitment (L4)</p> <p>AT1 Explain I can use religious beliefs, sources & teachings to answer specific ethical & ultimate questions (L5)</p> <p>AT 2 Express I can ask probing questions about values, meaning, purpose & identity, truth, belonging & commitment (L5)</p>	<p>What are the key features and significance behind the traditions involved in Muslim baptismal rites?</p>	<p>I know the words of the Shahadah and their significance for a Muslim baby (L4)</p>	<p><i>Muslim birth rites</i></p> <p>Muslims have some very simple rites for welcoming a child.</p> <p>The Muslim call to prayer or adhaan ("God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.") are the first words a newborn Muslim baby should hear. They are whispered into the right ear of the child by his or her father.</p> <ul style="list-style-type: none"> Ask the pupils to write the sentence that they would have liked their parents to whisper into their ear when they were born. Why would they have chosen those words? <p>The baby's first taste should be something sweet, so parents may chew a piece of date and rub the juice along the baby's gums. It was a practice carried out by the Prophet Muhammad and is believed to help tiny digestive systems to kick in. There are a number of events that take place on or after the seventh day. After seven days the baby's head is shaved (a tradition also carried out by Hindus). This is to show that the child is the servant of Allah. Although Hindus may take the baby's hair to India and scatter it in the holy river Ganges, Muslims weigh it and give the equivalent weight in silver to charity. Muslim baby boys are sometimes circumcised when they are seven days old although it can take place any time before puberty. It is also tradition to choose a name for the baby on the seventh day. The <i>aqeeqah</i> is also traditionally carried out on the seventh day. This is a celebration which involves the slaughter of sheep. Sheep are sacrificed (in Britain the meat is ordered at the butchers) and the meat is distributed to relatives and neighbours and also given to the poor.</p> <ul style="list-style-type: none"> Complete activities similar to those on the 'Welcoming a baby worksheet' Draw a story board of the events in the first week of a Muslim baby's life 	<p>NB. It is up to each school/teacher to decide whether it is appropriate to include information about circumcision.</p> <p>TES Islamic birth rites would need to be adapted for your class</p> <p>Welcoming a baby worksheet</p> <p>Hadith</p> <p>Pathways of Belief Islam 2.Living as a Muslim</p> <p>Prayer Mat</p> <p>Compass</p> <p>Hajj Robe</p> <p>Islamic Artefact Cards</p> <p>There are many books that include information on the Five Pillars. The following are just a few examples:</p> <p>Islam S. Penney</p> <p>What Do We Know About Islam? S. Husain</p> <p>Folens RE Photopack Islam D. Rose</p> <p>Islam A Pictorial Guide CEM</p> <p>Mecca S. Husain</p>

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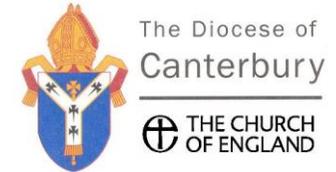


Lesson 4

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT1 Describe I can describe some of the ways people express their belief (L3)</p> <p>AT2 Connect I can ask important questions about religious teachings (L3)</p> <p>AT1 Show understanding I can show understanding of how, & why, practising a religion affects a believers' life (L4)</p> <p>AT2 Apply I can ask questions about human values, meaning, purpose & identity, truth, belonging & commitment (L4)</p> <p>AT1 Explain I can use religious beliefs, sources & teachings to answer specific ethical & ultimate questions (L5)</p> <p>AT 2 Express I can ask probing questions about values, meaning, purpose & identity, truth, belonging & commitment (L5)</p>	<p>What are the key features and significance behind the traditions involved in Muslim marriage rites?</p>	<p>I know the correct name for a Muslim Wedding (L3)</p> <p>I know that Muslim marriages must be declared in public (L4)</p> <p>I know that a celebration takes place with food and sometimes dancing (L4)</p> <p>I have asked some probing questions about Muslim marriage (L5)</p>	<p><i>Muslim marriage.</i></p> <p>The actual Muslim wedding is known as a <i>nikah</i>. It is a simple ceremony, at which the bride does not have to be present so long as she sends two witnesses to the drawn-up agreement. Normally, the ceremony consists of reading from the Qur'an, and the exchange of vows in front of witnesses for both partners. No special religious official is necessary, but often the Imam is present and performs the ceremony. He may give a short sermon. There are certain things which are basic to all Muslim marriages. Marriages have to be declared publicly. They should never be undertaken in secret. The publicity is usually achieved by having a large feast, or <i>walimah</i> - a party specifically for the purpose of announcing publicly that the couple are married and entitled to each other. Many wedding customs are a matter of culture and not of Islam. The bride and groom may be obliged to sit on 'thrones' on a platform, to be seen by the guests. They may receive gifts, or gifts of money. The majority of brides favour a traditional white wedding dress, but brides from the Asian subcontinent often favour a shalwar-qameez outfit in scarlet with gold thread, and have their hands and feet patterned with henna. They might also have vast feasts with hundreds of guests, usually with the males in a separate room from the females. Other Muslims have simple celebratory parties with only close friends and relatives. In some cultures there may be dancing, firing of guns, lots of noise and hilarity. Asian weddings often include pre-wedding parties and gathering too - the whole process may last several days.</p> <ul style="list-style-type: none"> Act out a simple marriage ceremony, the giving of gifts and a dowry. Whilst acting out the scene, freeze frame the children and ask individuals who they are, what role they play in the ceremony, how they feel. Finally ask the children to give reasons for a marriage taking place and explain how a Muslim marriage joins together two families. 	<p>http://www.muslimkids.co.uk/hadith/</p> <p>Muslim Wedding Power point</p> <p>Pathways of Belief Islam 2.Living as a Muslim</p> <p>Prayer Mat</p> <p>Compass</p> <p>Hajj Robe</p> <p>Islamic Artefact Cards</p> <p>Books:</p> <p>Islam S. Penney</p> <p>What Do We Know About Islam? S. Husain</p> <p>Folens RE Photopack Islam D. Rose</p> <p>Islam A Pictorial Guide CEM</p> <p>Mecca S. Husain</p>

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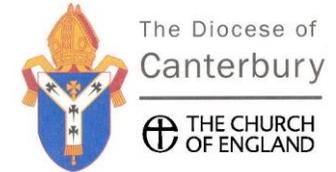


Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT1 Describe I can describe some of the ways people express their belief (L3)</p> <p>AT2 Connect I can ask important questions about religious teachings (L3)</p> <p>AT1 Show understanding I can show understanding of how, & why, practising a religion affects a believers' life (L4)</p> <p>AT2 Apply I can ask questions about human values, meaning, purpose & identity, truth, belonging & commitment (L4)</p> <p>AT1 Explain I can use religious beliefs, sources & teachings to answer specific ethical & ultimate questions (L5)</p> <p>AT 2 Express I can ask probing questions about values, meaning, purpose & identity, truth, belonging & commitment (L5)</p>	<p>What are the key features and significance behind the traditions involved in Muslim burial rites?</p>	<p>I know that Muslims believe in life after death (L4)</p> <p>I have asked and answered questions about judging someone (L5)</p> <p>I know what happens at a Muslim funeral (L4)</p> <p>I know the main events in a Muslim's journey of life (L4)</p>	<p>Look together at the 'roads of our lives' and discuss the possibility that when we die another journey may take place and this is true for Muslims because Islam teaches that there is life after death and when death occurs that person will be accountable for his/her life on earth.</p> <ul style="list-style-type: none"> Ask these questions: What do you feel should happen if someone has been a good person? How do you decide if someone is judged as good or not? <p><u>At Death</u> As death approaches, the family gather round. The dying one asks for blessings and forgiveness from God and their family. The Shahadah is repeated as death nears.</p> <p><u>Preparation of body</u> The body is very gently washed 3 times in the same way as is for daily prayer (wudu). The body is anointed with perfume and wrapped in sheets of white unsewn cloth (as on Hajj)</p> <p><u>The Funeral</u> The funeral itself is simple and inexpensive. The service is held in a mosque or cemetery. The body is buried with the face turned towards Makkah, it is never cremated. Graves are raised above ground level, large tombstones or decorations are discouraged as material possessions and wealth are of no use to the dead. The words '<i>In the name of God we commit you to the earth, according to the way of the Prophet of God</i>' are said as the body is lowered. Prayers are said for the deceased, the deceased's family. They are followed by appropriate readings from the Qur'an.</p> <p><u>Mourning</u> Mourning should last no more than 3 days. It is usual for people to visit and provide food so that the family can mourn in peace without having to worry about anything else. Graves are visited regularly and in particular at festival times.</p> <ul style="list-style-type: none"> Make a list of all the things that happen during the death and funeral of a Muslim which also happen during non-religious funerals. Come up with at least 5 things that both have in common. <p>AT 1 Assessment opportunity – Draw a timeline for a Muslim's life journey. Annotate and draw pictures</p>	<p>http://www.muslimkids.co.uk/hadith/</p> <p>Pathways of Belief Islam 2.Living as a Muslim Prayer Mat Compass Hajj Robe Islamic Artefact Cards</p> <p>Books: Islam S. Penney What Do We Know About Islam? S. Husain Folens RE Photopack Islam D. Rose Islam A Pictorial Guide CEM Mecca S. Husain</p>

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Lesson 6

Learning Objectives	Key Questions	Success Criteria	Possible Content	Possible Resources
<p>AT 1 Show understanding I can show understanding of how and why practising a religion affects a believer's life (L4)</p> <p>AT 2 Apply I can explain how religious teachings, ideas and values could be applied to my own life and that of other people's (L4)</p>	<p>Why and how does religion change some people's lives?</p> <p>What useful things can you learn from religion which applied to your own life would make a difference?</p>	<p>I can explain how practising a religion affects a believer's life (L4)</p> <p>I can apply religious teachings, ideas and values to my own life and that of other peoples (L4)</p>	<p><i>Pentecost</i></p> <p>Focus is looking at ceremonies concerning the Holy Spirit.</p> <p>Baptism (born by water and spirit, washed by the Holy Spirit and made clean)</p> <p>Confirmation (in which the Bishop prays "Confirm, O Lord, your servant with your Holy Spirit." The Church as a whole asks God to give the candidate the power, through the Holy Spirit, to enable them to live in the way of Jesus.)</p> <p>Ordination (<i>Ordination</i> is the process by which individuals are consecrated, that is, set apart as clergy to perform various religious rites and ceremonies. One of the ordination prayers includes "Send down the Holy Spirit on your servant xxxxx for the office and work of a priest in your church.")</p> <p>Pupils will have looked at Baptism and Confirmation in other units of work so looking at ordination could be a good starting point.</p> <ul style="list-style-type: none"> • Children can research what it means to be ordained • Children can prepare questions and interview a local priest • Children can make up a scenario and act out how a believer/non believer might apply religious teachings in their own life. 	<p>What does it mean to be a Priest?</p> <p>Example of Ordinands' stories</p> <p>Service of ordination</p>