

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year B RE and World Views – Islam

Key Question (to be used all year): How should we live our lives?

Focus Question (for this investigation): Why do Muslims fast during Ramadan?

PoS aims from Lancashire SACRE:

- *Key features* = The Five Pillars of Islam, Ramadan, submission, commitment

This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

Prior Learning (what pupils already know and can do)

• **In KS1 children have already learned:**

- that Muslims believe it is important to live in obedience to God. They show this respect and gratitude through following and fulfilling the 5 pillars of Islam
- the first pillar of Islam is the Shahadah which is the declaration of faith
- that one of the 5 Pillars of Islam is Salat – Muslims must pray 5 times a day
- that the rituals of Islamic prayer including the essential act of wudhu (ritual washing) and use of a prayer mat
- that making time for the five daily prayers is an act of submission
- that submission to God is an important aspect of Islamic life

Long-term Learning (what pupils MUST know and remember) End Goals

- To understand that each of the 5 pillars of Islam provides a guide for life for many Muslims
- To recognise that the fourth Pillar of Islam is Sawm, which means 'to fast' over the month of Ramadan
- To know that Ramadan remembers the month the **Qur'an** (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh).
- To understand that many Muslims believe they should give up food and drink during the hours of daylight in the month of Ramadan unless they are unwell
- To know that Eid al-Fitr is a festival to celebrate the end of Ramadan and to know how many Muslims celebrate at this time.

Disciplinary knowledge (on-going for the year)

- Describe what a believer might learn from a religious teaching/ story
- Make links between ideas about morality and sources of authority
- Describe the impact religion has on believers' lives
- Explain the deeper meaning and symbolism for specific religious practices
- Consider the range of beliefs, values and lifestyles that exist in society
- Discuss how people make decisions about how to live their lives
- Reflect on their own personal sources of wisdom and authority

Key Vocabulary

Ramadan, Submission, sacrifice, commitment, Shahadah, Salat, Sawm, Zakat, Hajj- the Five pillars of Islam. Eid al Fitr

Session 1: How should we live our lives? How can commitment help us improve our lives?

Children ask questions, discuss and explore the idea of 'commitment' and what is involved in making a commitment to something (from a religious and non-religious viewpoint).

Suggested activities

- **Shared understanding** = Brainstorm the meaning of the word commitment. Discuss the value of showing commitment to a cause, to a community, to developing a skill, to a person etc.
- Ask pupils to discuss something that they would you like to be better at. What could you they do to improve this aspect of their life? How much time and effort would need to be focused on this in order to make a difference? What qualities might a person develop from being committed?

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Vocabulary = commitment

Session 2: What are the Five Pillars of Islam and how do they provide guidance for life for Muslims?

Children learn the Five Pillars of Islam and review their learning on the pillars from previous years (Salat and Shahadah).

Core knowledge

- To understand that each of the 5 pillars of Islam provides a guide for life for Muslims

Suggested activities/Teacher subject knowledge

- Recap prior learning about Islam – Submission to Allah through upholding the Five Pillars (Shahada, Salah, Sawm, - these have been taught in depth; *Zakah, Hajj – not been taught in depth but children should be familiar with*).
- Show a visual representation of the Five Pillars and explain that these are like foundations for the Islamic faith and way of life. Commitment is required to uphold the pillars. The Shahadah is an ongoing commitment throughout life; Salat is commitment to the five daily prayers; Sawm is the annual commitment to fast during the month of Ramadan – along with Zakat, the commitment to sharing wealth; and Hajj is the once in a lifetime commitment to going on pilgrimage to Mecca.
- This would be a good opportunity to invite a Muslim in to discuss their beliefs about the 5 Pillars in more detail
- Children discuss in groups which of the 5 pillars they would find the most difficult to uphold.
- Annotate a picture of the 5 pillars with their own ideas about how each pillar would guide a Muslim to live their life.

Vocabulary = submission, 5 pillars, Shahadah, Salat, Sawm, Zakat and Hajj

Session 3: Why is Ramadan an important time for Muslims?

Children learn that Sawm is the fourth pillar of Islam and that this means to fast. They will learn that Muslims fast during the month of Ramadan and will learn why this month is so important to Muslims.

Core knowledge

- To recognise that the fourth Pillar of Islam is Sawm, which means to fast. Muslims are required to fast during the month of Ramadan
- To know that Ramadan remembers the month the **Qur'an** (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh)
- To understand that all adult Muslims should give up food and drink during the hours of daylight in the month of Ramadan unless they are physically or mentally unwell

Suggested activities/Teacher subject knowledge

- Recap on the 5 pillars of Islam- can children recall each of the 5 pillars and what this represents?
- Show clips about Ramadan <https://www.youtube.com/watch?v=qFU9Cb0D6lo>
<https://www.bbc.co.uk/newsround/23286976>
- Discuss that Muslims fast during Ramadan and the Islamic beliefs and values referred to in the clip. How might fasting at Ramadan make Muslims more appreciative of their usual food and drink?
- Learn about the Night of Power and why this is a special day within Ramadan. This is the night that Muhammad received his first revelation, and many Muslims spend this day praying and reciting the Quran.
https://www.retoday.org.uk/media/display/110133_Islam_Muhammad_Night_of_Power.pdf
- This webpage might also be useful
<https://www.bbc.co.uk/bitesize/topics/zpdt5bk/articles/zjc2bdm#:~:text=Most%20Muslims%20fast%20between%20dawn,don't%20have%20to%20fast.>

Vocabulary = Ramadan, Sawm, fasting, revelation, Qu'ran

Session 4: What does fasting involve during the month of Ramadan and why do Muslims take part?

Children will connect their prior exploration of 'commitment' to the act of fasting during Ramadan. They will learn about how Muslims break their fast and eat together. Through consideration of the Qu'ran, they will investigate who should fast and who is exempt.

Core knowledge

- To recognise that the fourth Pillar of Islam is Sawm, which means to fast. Muslims are required to fast during the month of Ramadan

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- To know that Ramadan remembers the month the **Qur'an** (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh).
- To understand that all adult Muslims should give up food and drink during the hours of daylight in the month of Ramadan unless they are physically or mentally unwell
- To know that the evening meals during Ramadan are occasions for family and community get-togethers.

Suggested activities/Teacher subject knowledge

- View and discuss a quote from the Qu'ran about Ramadan and fasting i.e. *"The month of Ramadhan [is that] in which was revealed the Qur'an, a guidance for the people and clear proofs of guidance and criterion. So whoever sights [the new moon of] the month, let him fast it; and whoever is ill or on a journey - then an equal number of other days. Allah intends for you ease and does not intend for you hardship and [wants] for you to complete the period and to glorify Allah for that [to] which He has guided you; and perhaps you will be grateful."* -- Surat Al-Baqarah 2:185
- Discuss what it would be like to give up food and drink during daylight hours. How much commitment would be required?
- Find out who is exempt from the fast. Discuss why these people are not obliged to take part.
- Look at images of Muslims breaking their fast. Discuss how it might feel to eat after a day of fasting. Why might it be important to share the Iftar? What impact might this have on individuals, families and the Islamic community?
- Talking to a Muslim would be helpful here for children to gain insight into the impact of fasting upon a believer and their life.
- Discuss the spiritual benefits and difficulties around fasting.

Vocabulary = Iftar (the meal eaten by Muslims after sunset), fasting

Session 5: What is the significance of Eid al-Fitr to Muslims?

Children will learn about the celebrations involved in Eid al-Fitr and how the celebrations make Muslims feel.

Core knowledge

- To know that Eid al-Fitr is a festival to celebrate the end of Ramadan. This is marked by dressing up and visiting the mosque for prayer, and with visits to family and friends for celebratory meals, as well as giving gifts and cards.

Suggested activities/Teacher subject knowledge

- Investigate the celebrations involved with Eid al-Fitr.
- Discuss the feelings that a Muslim who has fasted may have at the end of Ramadhan and why they would want to celebrate this.
- Why do people send cards and gifts?

Vocabulary = Eid al-Fitr, celebration

Session 6: How should we live our lives?

Children will reflect upon their learning and the commitment involved in fasting. They will discuss, debate and explore whether 'it is important to totally commit to the things that matter'.

Suggested activities

- **Personal understanding** = Pupils should discuss their own values and commitments. Who or what are they committed to and how do they show this? Do they ever make sacrifices as part of their commitments? Would it ever be beneficial to do so? Is commitment part of a person's duty or is it a choice?
- Debate the importance of commitment – create a continuum line to discuss the statement 'It is important to totally commit to the things that matter'.

Vocabulary = sacrifice, commitment, celebration

Future learning this content supports:

This supports future learning in UKS2 when looking in more depth at Hajj as another significant and important event in a Muslim's life.