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| Summer 2 Year Group: Four | | Teacher: Lee Singleton | | Religion/belief: Islam | | Key Question: How should we live our lives? | |
| Focus Question: What is expected of a person in following a religion or belief? | | | | | | | |
| Links with: Spiritual Moral Social Cultural | | Possible Cross-curricular links: English – poetry linked the different pillars of Islam e.g. acrostic poems | | Shared human experience: pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value. Living religious traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. Beliefs and values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. The search for personal meaning: pupils will make links between their own lives and what they believe to be of value. | | | |
| Attainment Target 1: Learning about religion and belief · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning. | | | | Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities. | | | |
| | Key questions | Learning objectives/intentions | Possible activities | | Possible resources | | |
| SHE | What does it mean to have commitment? | To develop understanding of the idea of commitment. To offer an explanation of commitment and relate to some examples. | What clubs do we attend and what rules do they have? What is a commitment? What duties do we have in class/ at home/ at a club? Discuss what they think commitment is and any they feel they may have. Read a story that illustrates the theme of commitment. Consider what commitment requires of a person e.g. effort, time, discipline, sacrifice of other things and that it can be inconvenient. Role-play examples of commitment and how it might make someone respond. | | | | |

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| LRT | What are the five pillars of Islam? | <p>To know the five basic duties for a Muslim</p> <p>To identify the five pillars and suggest their impact on a Muslim's life.</p> | <p>Explore the idea of the duties being supports for a building, with the duties portrayed as pillars supporting the roof of Islam. In groups, research one of the pillars and report back to the class. Each group's work can be used to decorate the appropriate pillar for a display. Each pupil could label a representation of all the pillars with the most important points. Begin to look at the festival of Ramadam.</p> | |
| B and V | How are the five pillars of Islam followed? | <p>To develop understanding that for Muslims the purpose of life is to serve Allah.</p> <p>To suggest why Muslims believe it is important to carry out sawm.</p> <p>To display empathy for the difficulties Muslims may experience when fulfilling sawm.</p> | <p>Through the festival of Ramadam, explore sawm. Watch a video or interview a Muslim to identify what happens during the festival that which it celebrates. Develop questions to ask a Muslim about fasting. Read the story of Muhammad (pbuh) and the Bad Tempered Woman to explore the spirit in which it should be undertaken. To help develop empathy and understanding of the reasons and difficulties of fasting, pupils could agree to give up their school break food and donate the money to a charity instead. (If not possible for medical reasons, pair up with another child or replace food with maintaining silence) Discuss how they felt during playtime when others were eating and their reactions to successfully completing the task. Portray their understanding sawm by writing a poem such as an acrostic or cinquain.</p> | |
| SPM | Can I reflect on the things that give my life purpose? | <p>To reflect on what gives their life purpose.</p> <p>To identify that which helps them to live their life.</p> | <p>Do I show commitment to anything? Why?</p> <p>What rules should I follow? Why?</p> <p>Do I enjoy the commitments I have?</p> <p>What would I show commitment to? Why?</p> <p>Produce a written or visual version of five</p> | |

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| | | | pillars that support their life. Consider beliefs, attitudes and values and people that are important in their life. Share their response with a friend. | |
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