**RE Planning Cycle Template**

Unit Focus/ Year Groups: Year6 Enquiry 5

**How do beliefs shape identity for Muslims?**

1. Engage

Unpack the question and talk to pupils about what they can recall they already know about Muslims, give them an opportunity to share what they know and note this on a class mind map.

Ask pupils if they can name some of the different groups of Muslims? (Sunni and Shia) do they know the difference? Watch the Truetube video that explore the difference between Sunni and Shia: [www.truetube.co.uk/resource/shia-sunni/](http://www.truetube.co.uk/resource/shia-sunni/) Create a bale where as a class you note commonality and difference between the two groups (see supplementary notes to aid this).

(for teacher subject knowledge the following website is useful: <https://the.ismaili/global/news/features/shia-and-sunni-understanding-different-muslim-interpretations#:~:text=Sunni%20Muslims%20believe%20that%20the,lead%20the%20community%20after%20him>. ).

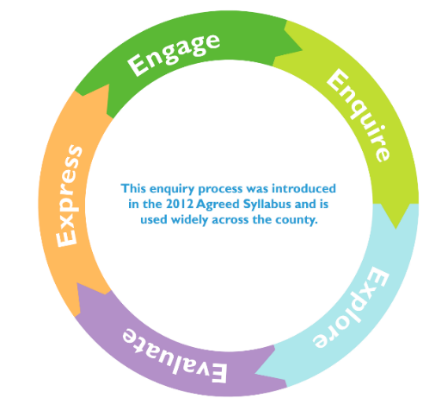
5. Express

Introduce Malala to the class – use the following video: [www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h](http://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h)

How do Malala’s actions link to teachings in the Hadith?

Pupils should read the information on each clue card (see supplementary notes) and decide whether or not it helps them to answer the question. They may find it helpful to see whether they can categorise the cards into groups of similar facts. Hold a number of mini plenaries for pupils to share how they are sorting the cards and where they are in their thinking. This will allow groups to edit and refine their work accordingly.

Groups should each share their answer with the whole class this could be in the form of a short PowerPoint, presentation or verbal discussion (recorded for evidence). Answers should be as full as possible and reasoning should be justified, so pupils might need some time beforehand to prepare what they are going to say, and how they are going to say it.



2. Enquire

In these two sessions we ill unpack the importance of the 5 pillars of Islam and how the shape the life of a Muslim and ultimately their identity.

Session 1 - Bring in a series of items that show things that people are committed to, e.g. a wristband supporting a charity, a badge or a ticket to a concert or sporting event. Discuss the sort of things that pupils do to show their commitment, e.g. raise money for charity, save up to watch their favourite team or work hard at a sporting or musical skill. • Ask each pupil to create a wristband showing two or three pictures/ symbols to indicate what they are committed to. Once the wristband has been made, each pupil should explain to a partner what they are committed to, why and how it affects how they live their life. Now as a class think about what might be important for a Muslim to have on their wrist band – why do pupils think this?

Session 2: Explain that Muslims believe that what really matters is to show that they love and want to be obedient to God. The word for this is Ibadah. It is often translated as ‘worship’ and includes any action that is performed with the intention of obeying Allah. In order to express this, Muslims follow the Five Pillars of Islam. • Show the pupils this BBC video [www.bbc.co.uk/teach/school-radio/assemblies-five-pillars-of-islam/zvvvp4j](http://www.bbc.co.uk/teach/school-radio/assemblies-five-pillars-of-islam/zvvvp4j) • Allow pupils to watch the video for a second time, and ask them to work with a partner. Partner A should note down the Five Pillars and partner B should note down details about each pillar. • As a class, agree what the Five Pillars are. How might following the pillars affect Sara’s life? What can we tell about her faith by looking at these pillars?

4. Evaluate

In these three sessions we will evaluate the importance of the Hadiths in shaping the identity of a Muslim.

Session 1 - Discuss pupils’ prior knowledge about holy books and how they guide believers. Explain that in Islam, there is guidance in the Qur’an, but many Muslims use Hadith and Sunnah for guidance too (see ‘Background knowledge for teachers’). In groups, pupils take the cards from in the supplementary notes, which each contain a Hadith. For each, pupils should pick out the key words from the Hadith and use these to help them work out what the Prophet Muhammad was supporting or opposing. Once finished, pupils should reflect on which of the Hadith they think have value in today’s world and why. Allow time for pupils to focus on who or what they themselves turn to for guidance.

Session 2 - Hadith and appearance Ask pupils for examples of times when what they are wearing shows that they belong to a group, e.g. a sports team kit, religious symbols or a uniform. Show several pictures of Muslim women from a range of ethnicities, some wearing traditional dress and others not. Ask pupils to discuss what the link might be between the pictures, other than all of the people being female. Take pupils’ answers, and if religion is not one of them, introduce the fact that all of these women are from the same religion – whilst they might look and dress differently, they are all Muslim. Look at this Hadith: Allah does not look at your bodies or your appearance, but, rather, at your hearts and your actions. (Based on Sahih Muslim, Book 45, Hadith 42.) • Discuss its meaning with pupils. Watch a film clip from My Life, My Religion ([www.youtube.com/watch?v=rkYMNewfG5c](http://www.youtube.com/watch?v=rkYMNewfG5c) of Sara, who has chosen to wear a hijab. Ask pupils to spot her reasons for wearing it and what she says about men’s clothing too. Where do pupils’ see links with the Hadith on appearance? If appropriate, explain to pupils that Sara and many Muslim women in this country make the decision to wear a hijab. In some other countries, Muslim women are expected to dress in a certain way and have less choice. Show a picture of a religion other than Islam where women traditionally cover their heads, e.g. females in an Orthodox church with their heads covered. Ask pupils which religion they think the women in the image belong to, before revealing that they are not Muslim. Put the words ‘Yes’, ‘No’ and ‘Sometimes’ up in different corners of the classroom. Pose the question ‘Can you tell what religion someone belongs to by looking at them?’ Ask pupils to stand by the answer they agree with and discuss their responses.

Session 3 - Hadith and education Share two or more of the Hadith and Sunnah below with pupils. Ask them to read the texts and decide in groups: • Do these pieces of guidance show that education is important in Islam? • After reading these pieces of guidance, who do you think Muhammad wanted to have an education? It is necessary that all Muslims, both men and women, gain knowledge. (Based on Sunan Ibn Majah, Vol. 1, Book 1, Hadith 224.) Allah makes the path to paradise easier for those who seek knowledge. (Based on Jami` at-Tirmidhi, Book 41, Hadith 2.) Some women said to Prophet Muhammad: ‘Men have started to gain more knowledge than us. So choose a special day when we can gain knowledge as well.’ Prophet Muhammad chose a day for the women. He would meet them on that day to teach them about Allah’s commandments and give them advice. (Based on Sahih Al-Bukhari.)

3. Explore

Arrange pupils to work either individually or in pairs or in small groups. Choose which arrangement will work best for your pupils. Ask each individual pupil, pair or group to work on one of the pillars. Their task is to come up with five reasons that the pillar they are looking into helps a Muslim express their beliefs. It is up to them how they present the information. • They could create an information page for a website or write a piece as if they were a Muslim explaining this (this could be spoken and recorded, post it noted or written). • Alternatively they could write a simple list of reasons or provide pupils with a mixed up list of reasons to order and discuss.

You may wish to use the 5 quotes page in the supplementary notes taken from NATRE to aid this activity.

Supplementary Notes:

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|  | **Sunni** | **Shia** |
| Adherents called | Sunnis | Shiites, Shi'i, or Shia |
| Meaning of name | "tradition" or "well-trodden path" | "partisans of Ali" |
| Current adherents | 80-90% of 1.8 billion Muslims | 10-20% of 1.8 billion Muslims |
| Did Muhammad designate a successor? | No | Yes |
| True successor of the Prophet | Abu Bakr, father of Muhammad's wife, A'isha | Ali ibn Abi Talib, husband of Fatimah, Muhammad's daughter |
| Qualifications for leader of the faith | Tribe of the Prophet; later, any qualified ruler | Family of the Prophet |
| Leadership | Imam is a prayer leader; no clerical hierarchy | Imam is exalted position; Ayatollah is title for highest imams |
| Quality of imams | Human | Infallible manifestations of God; perfect interpreters of the Qur'an |
| Approach to Islam | Qur'an applies to entire life; individuals approach God directly | More orthodox; Qur'an and laws interpreted by clerics |
| Holy cities | Mekka, Medina, Jerusalem | Mekka, Najaf, Karbala, Medina, Jerusalem |
| Day of communal worship (not considered Sabbath or a holy day) | Friday | Friday |

