**Year group: 5**

**Big question:** How do Muslims live and embrace their faith in a diverse world?

**Sensitivities:**

Be mindful of pupils’ cultural backgrounds and beliefs.

Be mindful of your school Muslim community.

Be mindful that diversity within a living faith exists and must be respected.

**Core concept:**

God, Revelation, Iman (faith/beliefs) Ibadah (worship) Akhlaq/adab (character/conduct)

**Weekly questions:**

**Week 1 and 2:** What difference do you think it would make to a Muslim to repeat the Shahadah and greeting several times a day?

**Week 3 and 4:** Does connecting today’s message with ancient buildings make a difference? If yes why and if not why not?

**Week 5:** What does giving to charity mean for a Muslim?  
**Week 6 and 7:** What does it mean to be a Muslim in Britain today?

**What a child needs to know and remember by the end of the unit:**

* The significance and importance of the Shahadah to a Muslim’s life.
* The importance of zakat for Muslims and the impact it has on an individual’s way of thinking.
* How a Muslim expresses and embraces their faith will be different for each individual.
* There is diversity within Islam.

**Religious vocabulary**: (Definitions taken from Picturing Islam, Picturing Muslims.)

* **God:** Oneness of Allah. Islam teachers an absolute monotheism.
* **Shahadah:** The declaration of faith.
* **Prophethood:** Messengers who have been sent by God to give guidance on how to follow the straight path.
* **Iman:** Faith. The believer’s response to God.
* **Ibadah:** Worship and any action that is performed with the intention of obeying Allah.
* **Akhlaq:** Character and behaviour and the way one conducts themselves.
* **Revelation:** The knowledge that has been sent down from the divine.
* **Zakat:** A compulsory payment to charity, using 2.5 per cent of savings.

**What a child should be able to do: (Assessment)**

**Questions of identity, diversity and belonging:**

* I can verbalise my own understanding of what I think it means to be a Muslim in today’s world. (WT)
* I can consider and apply ideas about what I think diverse communities need to live together for the well-being of all. Eg – understanding, acceptance, common goal, shared message etc. (Exp)
* I can consider the challenges and impact of being a Muslim in today’s world and talk about some of the challenges I face in my daily life. (GD)

|  |
| --- |
| **Background knowledge for teachers:**  The resource required to teach this unit is **Picturing Islam Picturing Muslims** – A resource for exploring British and global Islam. Written by Stephen and Lat Blaylock. **RE today services.**  [https://shop.retoday.org.uk/9781910261545](about:blank)  Five photos have been carefully chosen from the pack to help explore and answer the big question. It is important to note that the pack has been written to be used with children and students aged 7 – 14 and therefore the photos that have been chosen for this unit of learning are believed to be age appropriate for Year 5.  The unit consists of 7 sessions allowing quality time for learning to take place.  **Essential guidelines that schools are advised to follow before teaching this unit:**   * Ensure you have considered your school community and are very aware of the sensitivities within your own context.   **KQ:** Is this unit of learning appropriate for your school context?   * Ensure your **governing body** have agreed to adopt and include this unit of learning within the RE curriculum map for your school. * Ensure your **Headteacher** is fully aware that this unit of learning is being taught. * Read pages 2 and 3 of the book that accompanies the photos – principles that underpin the resource. * Read pages 4 – 6 of the book that accompanies the photos – A brief outlie of Muslim belief and practice. * Go to the resources online – link and password can be located in the front of the book once purchased. Read the additional information linked to each photo used. * References will be made to pages 20 – 23 throughout the unit of learning. Consider how you might like to use some of the strategies to help pupils engage with the photos.   **Five concepts that will be explored within this unit:** God, Revelation, Iman (faith/beliefs) Ibadah (worship) Akhlaq/adab (character/conduct)  The aim of the unit of learning is to help pupils gain a secure understanding of the central beliefs of Islam, have a greater awareness of the diversity within Islam, be given the opportunity to think critically, ask questions, challenge pre-conceived ideas and continue to develop their own personal worldview.  The unit has been designed in such a way that lots of time has been given to allow for quality conversation to take place. It is essential that teachers become facilitators and allow pupils the space to express their views and opinions and to raise questions. Through the conversations it is hoped that pupils will grow in confidence thus developing their religious literacy. Teachers should take the opportunity to actively listen to pupils’ responses and use what they hear to assess pupils’ progress. |

|  |  |
| --- | --- |
| **Lesson 1 and 2:** What difference do you think it would make to a Muslim to repeat the Shahadah and greeting several times a day? | |
| **Intentions:**  To give pupils opportunities to: | * Understand the importance of the Shahadah for a Muslim. * Express and explain their own views and opinions.   **Key religious vocabulary:** Shahadah, prophethood, iman |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  Begin by eliciting what pupils can remember from their prior learning and their own knowledge of Islam.  Talking Tub: **(See appendix 1.)**  **Main teaching input: (Investigate and explore)**  **Introduce the big question for the unit: How do Muslims live and embrace their faith in a diverse world?**  **Introduce this week’s question: What difference do you think it would make to a Muslim to repeat the Shahadah and greeting several times a day?**  **Focus for the lesson:** Photo 2: Kufic script – ancient and modern.  Children to spend time looking closely at the photo and to then open up a discussion using these sentence starters:   * **I see….** * **I think….** * **I wonder….**   **Explain** the context of the two photos to the pupils. Information to be found on the card in the pack and on page 8 in the knowledge section of the book.  **Also refer to the online resource.** Click on the document for external links and resources. Here you will find information about each of the artists intentions when creating the artwork found on the photo.  **Recap** on the significance of the Shahadah in Islam. Information to be found on the card under the heading - **Islamic sources of authority.**  Introduce the two important concepts that the Shahadah addresses: **God** and **prophethood** which lead to a third concept **Iman** – faith.  **The essence of the Islamic faith is these two concepts:** Allah is the one true God and the prophet Muhammad (pbuh) is his messenger.  **Refer to the story section on the photo card.**  **Talk partners**  **Key question:** If you were going to whisper words into a new born baby’s ear, what would they be and why?  Watch the video clip below.  [**https://www.youtube.com/watch?v=lU3ywwtUSeI**](about:blank)  This clip is the call to prayer (Adhaan) in which the father whispers the words of the Shahadah into the baby’s right ear.  "God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer."  **Key question:**   * Why do you think it is important to Muslim parents that the words of the Shahadah (Declaration of Faith) are the first words that are heard?   Refer to photo card for further explanation as to the importance of this ritual.  Return to the photo – what do you now see? What do you now think? Do you have any further questions to ask?  **Refer to the learning section in the book:**  **Key wondering questions to raise with pupils:**   * I wonder what impact creating these photos had on the artists themselves? Listen to pupils’ responses.   Return to the question for the lesson: **What difference do you think it would make to a Muslim to repeat the Shahadah and greeting several times a day?**  Listen to pupils’ responses.  **Talk partners then snow ball into fours.**  Gather response for the group of fours.  Reflect as a class on the variety of views and opinions in the room.  Invite, if appropriate, Muslims within the class to share their personal views from a living faith perspective.  **Talk partners then snow ball into fours.**  **Key question:**   * Do you think repeating the Shahadah strengthens the Muslim community? Encourage pupils to explain and give reasons for their view point.   Gather responses from the group of four.  Reflect as a class on the variety of views and opinions in the room.  Invite, if appropriate, Muslims within the class to share their personal views from a living faith perspective.  **Plenary: (Reflect and express)**  Give each table a copy of the photos and a set of post it notes.  Pupils are invited to tag the photos.   * I wonder what word/tag you would give each photo that sums up what you believe the artist is trying to convey/show/say?   As a table group pupils discuss if there is one word that stands out above the others.  Teacher takes feedback.  **Lesson 2:**  **Recap:**  Show the photo card with the tags surrounding them to help prompt memory.  **Key knowledge checking:**   * Shahadah – declaration of Faith. * Three concepts: God, prophethood, faith. * The importance of whispering the Shahadah into the ears of a new born child. * What the impact of reciting the Shahadah several times a day might have on the individual and community.   **Main teaching input: (Investigate and explore)**  Refer to **comment** section of the photo card. Share with pupils the comments from the two teenagers.  **Key question:**   * If you had to comment on a value that is important to you, what might you say? If you are from a practicing faith, I wonder what value your belief has for you?   **Model a response for pupils:**   * Being a Christian for me, means that I can look to the examples of Jesus’ life to help me know how to live my life well. For example – the importance of loving my neighbour and looking out for people who others reject. * For me the most important value statement to live by is respect all people and all living things. If everyone did this then the world would be a much happier place.   **Explain** the significance of designing in Kufic. For further information go to online resource**.** Click on the document for external links and resources.  **Task:** Write a value or belief statement of your own and design or select a font that you think best depicts what you are trying to say. Consider not only the font but colours, spacing, size, presentation.  **Plenary: (Reflect and express)**  Pupils to explain in writing or talk to their partner the reasons as to why the value or belief statement they have chosen is important to them and the reasons for their choice of design. |
| **Resources:** | * Photo 2. * Talking tub – appendix lesson 1. * [**https://www.youtube.com/watch?v=lU3ywwtUSeI**](about:blank) |
| **Sensitivities:** | * Be mindful of the range of views within the class. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

|  |  |
| --- | --- |
| **Lesson 3 and 4:** Does connecting today’s message with ancient buildings make a difference? If yes why and if not why not? | |
| **Intentions:**  To give pupils opportunities to: | * Understand the importance of making connections between ancient and modern. * Express and explain their own views and opinions. * Consider how a message can help bring a diverse community together.   **Key religious vocabulary:** God, iman. |
| ***Implementation:***  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * Shahadah – declaration of Faith. * Three concepts: God, prophethood, faith. * The importance of whispering the Shahadah into the ears of a new born child. * What the impact of reciting the Shahadah several times a day might have on the individual and community.   **Main teaching input:** **(Investigate and explore)**  **Introduce this week’s question: Does connecting today’s message with ancient buildings make a difference? If yes why and if not why not?**  **Focus for the lesson:** Photo 6: Ancient mosque, modern graffiti.  Children to spend time looking closely at the photo and to then open up a discussion using these sentence starters:   * **I see….** * **I think….** * **I wonder….**   Introduce the two concepts that are being explored in this lesson: God and Faith.  Explain the **context** of this photo. Refer to the photo card.  **Teacher information:** Refer to the online resources. Click on the document for external links and resources. Watch the video which will explain the artist’s intention.  **Text analysis:**Share the Qur’an verse with the pupils.  Refer to the photo card - **Islamic sources of authority.**  **Key questions:**   * What do you think this verse is saying to the reader? * What do you think this reader is asking humanity to do? * Why do you think the artist chose this verse to paint on the minaret? * What do you think the artist wanted people to do once they had seen his art?   **Tell the story** – refer to the photo card.  **Gather views.**  **Share the artist’s intention:** Calling the people of modern Tunisia to be people of unity not division, to bring about peace. A message that should not just stay in the mosque but should spread outwards to the whole of humanity. God is everywhere not just inside the mosque. eL Seed wanted people to start talking to each other. Not all Muslims are the same. We need to talk to one another. Accept difference. (Extract from Picturing Islam - Picturing Muslims.)  **Explain** why this message worked in this context. Predominately Muslim country, in Arabic where all would understand. The importance of recognising difference that we are not all the same. (Extract from Picturing Islam - Picturing Muslims.)  **Key question:**   * If you did some calligraffiti which had an important message for your community today, what building in your community would you choose to display it on and why?   **Main activity: (Evaluate and communicate)**  **Outcome:** To create some calligraffiti in the style of eL Seed.  Tell the pupils that they are going to be ‘sociologists’ for the next part of the lesson. (Balanced curriculum – discipline - human and social science.)    **Pupils are to consider their school context:**   * History of the school. * How long has the school been serving its local community? * How has the area changed over time? What things have stayed the same and what things have changed? * How have the demographics changed over time? * Has the community in the past struggled with any particular issues? * What are some of the issues facing the community today? * What community does the school serve today?   Pupils to carry out some research to find answers to the questions above and any further information about their school and the communities it has served over the years and the current community it serves today.  **To note:** For this part of the lesson to work well, teachers need to ensure pupils have access to the material they require and a clear framework of how to research and gather the relevant information.  **Lesson 4:**  **Part 1:**  Knowing the history and current context – pupils decide on what they want their calligraffiti to say to their community today, taking into consideration the sensitivities surrounding the community and any issues the community might be currently facing. Consider how the concept of God and faith might be reflected in the calligraffiti.  You may wish to link this in with your school vision – what does your vision say and how might you sum this up in one verse?  Working in groups of three, pupils create their calligraffiti in the style of eL Seed – ie using words only.  **Circle time:** Pupils bring their calligraffiti to the circle and together each group shares their message, the reasons behind their choice of words and why they think it is relevant to today’s community. Pupils together vote on what one message they are going to use to graffiti for all to see.  Encourage pupils to think about what they are hoping their message will make people think about when they see and read it.  With **permission** from the Headteacher, pupils write their messages on the school playground, walls for all to see.  **Alternatively** – take over a display board in the school corridor and pupils’ graffiti onto it their message for today’s community or write an article for the school newsletter and send the message home for all to see. You may have other means you wish to use to get the message as far reaching as possible.  **Plenary: (Reflect and express)**  As a class create a survey to use with a number of different people to get their views and reactions to the calligraffiti.  **Examples of questions that could be asked:**   * Do you like the message? * Do you agree with the message? * Is there a particular word in the message that has impacted on you? * Has the message made you think differently? * Will the message make you act differently? * Is it a message that you would share with others? * Do you think the message is relevant to this community today? * Do you think the message will help the diverse community to live well together? * Do you think this message will bring about change? If yes how? If no, why not?   Decide as a class who you are going to ask to complete the survey. Ie selection of pupils, parents, teachers, governors. If your school is near a road which has passing traffic and you have displayed your graffiti on the wall, it may be possible to survey some passers by to gather their views. Alternatively – you could take the message onto the streets and ask people to read it and then answer your survey questions.  Pupils are divided into groups and given the task of surveying their stake holder.  **Part 2:**  Pupils bring back the results of their survey to the classroom.  **Key questions to explore as a whole class:**  **Key questions:**   * What are the responses telling you? * What are the similarities and differences between the stake holders’ responses? * Any surprises from the responses? * Did your message have the impact you were hoping for? * Is there anything you would do differently if you were to repeat the task?   **Return to the photo.**  Allow pupils the time and space to look and reflect, having now learnt about the artist and what the Arabic says.  Each pair is given two post it notes.  **Key question:**   * If you had to give this photo a title, what would it be and why? (Write the title on one post it note and the explanation on the other post it note.)   Pupils place their post it notes on their tables and the class moves round and reads them.  Pupils then are given the opportunity to share with the whole class the titles they liked the most and explain why.  **Return to the week’s question: Does connecting today’s message with ancient buildings make a difference? If yes why and if not why not?**  Gather pupils’ views. |
| **Resources:** | * Photo 6. |
| **Sensitivities:** | * Be mindful of any sensitivities within the community. * Be mindful of any issues the community is currently responding to. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

|  |  |
| --- | --- |
| **Lesson 5:** What does giving to charity mean for a Muslim? | |
| **Intentions:**  To give pupils opportunities to: | * Know the importance and significance of zakat for a Muslim. * Express and explain their views and opinions. * Consider the challenges and impact of being a Muslim in today’s world.   **Key religious vocabulary:** Zakat, ibadah, akhlaq. |
| ***Implementation:***  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * The importance of linking the ancient with the modern. * Ensuring the messages given out are relevant to the community they are written for. * The importance of knowing that not all Muslims are the same and that the Qur’an speaks of there being different races and tribes and the importance of knowing each other.   **Main teaching input:** **(Investigate and explore)**  **Introduce this week’s question: What does giving to charity mean for a Muslim?**  **Focus for the lesson:** Photo 22  Children to spend time looking closely at the photo and to then open up a discussion using these sentence starters:   * **I see….** * **I think….** * **I wonder….**   Introduce the two concepts that are being explored in this lesson: Worship (Ibadah) and character and behaviour (Akhlaq)  **Explain** the meaning of the concepts from a Muslim perspective.  Explain to pupils the importance of zakat – giving generously to charity. Refer to **context** on the photo card.  **Text analysis:**Share the Qur’an verse with the pupils.  Refer to the photo card - **Islamic sources of authority.**  **Explain** how the concepts link in with zakat.  In Islam, it honours God to serve the poor and needy, so it is an act of **worship,** a part of submitting your whole life to Allah. (Extract from Picturing Islam. Picturing Muslims.)  Many Muslims testify that giving money away develops their will to be helpful, and makes a person less selfish. In this way, **behaviour** is linked to **character.**  (Extract from Picturing Isla. Picturing Muslims.)  Tell the story – refer to the photo card.  **Key question taken from the photo card:**   * ‘Muslim’ food banks may get their donations from Muslims, but they give food to anybody, whatever their beliefs. Why do you think this is important?   **Main activity: (Evaluate and communicate)**  **Working in groups of 3 think about your own community and city and discuss the following questions:**   * What signs have you seen in your local community that people are hungry – not just for lunch but day afterday? * What signs have you seen that food is wasted? Think about litter seen on the streets, lunch hall, own homes, restaurants, shops at the end of a day. * What signs do you see in your local community that some people are well off? (cars, buildings, clothing, housing) * If everyone followed the Muslim teaching of giving £1 in every £40 of spare income to those less fortunate, how would your community change?   (Questions taken from the photo card)  **Plenary: (Reflect and express)**  **Return to this week’s question: What does giving to charity mean for a Muslim?**  **Display the words:** Worship, character and behaviour, zakat, food bank and get pupils to make the connections between the words.  Eg: Zakat = worship – **connection** – act of worship because it honours God to serve the poor and needy.  Zakat = character and behaviour - **connection** – giving money away develops the will to be helpful and makes a person less selfish. In this way behaviour is linked to character.  Zakat = food bank – **connection** – food bank is a result of people giving money away in the form of food. |
| **Resources:** | * Photo 22. |
| **Sensitivities:** | * Be mindful of those for whom hunger is a living reality. * Be mindful of those who whom poverty is a living reality. * Be mindful of those who may have had to flee leaving behind all that they possessed. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

|  |  |
| --- | --- |
| **Lesson 6 and 7:** What does it mean to a be a Muslim in Britain today? | |
| **Intentions:**  To give pupils opportunities to: | * Express and explain their views and opinions. * Explore and understand that there is diversity within Islam. * Consider the challenges and impact on being a Muslim today. * Consider what challenges they have had to face or might have to face growing up in today’s world.   **Key religious vocabulary:** Iman, akhlaq**.** |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * The impact of combining today’s message for the world with ancient buildings. * The importance of knowing your community in order for a message to be accepted and have impact.   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: What does it mean to be a Muslim in Britain today?**  **Whole class thought gathering:**  **Mind maps:** Pupils consider what they think when they are given the heading: Muslim women. Muslim men.  **Muslim women:** Use the following as headings to help pupils think: Dress/jobs/role within the family /hobbies/food/how they live the faith/where they live  Repeat for Muslim men.  Begin by looking at the meaning of the 2 concepts: Iman (faith) Akhlaq (character and behaviour)  Gather from pupils what they think each of these concepts mean.  Give the children the Arabic term and Muslim understanding of each concept.  **Focus for the lesson:** Photos 19 and 20.  Share the photo card of the women.  Children to spend time looking closely at the photo and to then open up a discussion using these sentence starters:   * **I see….** * **I think….** * **I wonder….**   **Key questions:**   * What do you notice? * Do you notice any similarities or differences? * What questions do you have? * What do you think these women have in common?   Provide children with the **context:** Refer to photo card.  Also provide children with the background of each of these women – refer to the online resources.  **Key questions:**   * What challenges do you think these women might have had to face? * Do you think these women could be themselves or do you think they might have felt that they had to represent all Muslim women? Why might they have felt that they had to represent Muslim women and what does that really mean? * Are there any challenges you have had to face or you think you might have to face growing up in today’s world?   Refer to **sources of authority** on the card, explaining to pupils that this verse in the Qur’an point to the importance of both genders in Islam. Both are to be equally valued.  Share with pupils an extract from Nadiyah Hussain – Reference point: **Comments section on photo card.**  **Open discussion with pupils:** Gather views, opinions, reflections, questions.  Repeat the same process with photo card 20 – Muslim men. Include also a photo of Moeen Ali to ensure a balanced selection of Muslim men.  Share with pupils **if appropriate** extract from comments on Muslim men photo card.  **Open discussion with pupils:** Gather views, opinions, reflection, questions.  **Return to the two photos:**  In pairs, pupils think of three key words or tags that sum up what the photos show.  **Return to the mind map.**  **Key questions:**   * Is there anything you want to add this map? * Is there anything you want to remove or expand on?   **Return to the question of the lesson:** **What does it mean to be a Muslim in Britain today?**  Having now explored the two photos, how would the pupils answer this question? Talk partners, snowball into fours.  Emphasize to pupils the importance of not stereotyping people and not expecting everyone to think or be the same even if they come from the same faith.  **Lesson 6:**  **Recap** on previous week’s learning:  Provide the pupils with the tagged photos from the previous lesson to prompt memory.  Pupils are given the opportunity to discuss in their table groups what they learnt last lesson and what they were left wondering about.  **Key knowledge checking:**   * There is diversity within the Muslim community. * Faith is understood and expressed differently. * There are a variety of different ways of being a Muslim in Britain today. * Muslims are represented in range of jobs.   **Continuing on from lesson 5:**  **Main activity: (Evaluate and communicate)**  **Discussion tables:**  **Create groups of five.** Ensure the group dynamics allow for quality conversation and sharing of diverse views.  Establish clear ground rules to enable quality discussion.  Each table is given a question to discuss: 3 questions are given out.  Pupils are asked to discuss the question ensuring that everyone is given the opportunity to speak and is heard. All views are listened to. Together the group decide on a group response which they prepare in order to share with another group.  **Questions:**   * Some Muslims say that they are often sterotyped in Britain today? What would you say about this? (Taken from the photo card.) * We can’t tell what a person believes by looking at them. We have to talk to them. Why is this idea important? (Taken from the photo card.) * Being a Muslim woman in Britain today is different to what it would have been 50 years ago. Agree/Disagree. What do you think has changed? Think about roles and rights. Do you think there is equality for women today?   **Pupils prepare their group response.**  Each group pairs up with another group that had the same question. Each group in turn shares their response. What is similar and what is different about the responses?  **Plenary: (Reflect and express)**  **Key questions:**   * What have you learnt about Muslim women and men from the last 2 lessons that you didn’t know before? * Has anything you heard today made you think differently? * Do you have a question or reflection that you would like to share?   **Circle time: (You may choose to do this at another time. It will require 30 minutes and is an opportunity to assess children’s religious literacy)**  If pupils are used to P4C then this time could be structured taking the P4C approach.  **Return to the big question of the unit:** **How do Muslims live and embrace their faith in a diverse world?**  Allow pupils to discuss and share their thoughts and reflections.  Before you begin the discussion, you may like to give pupils the opportunity to look back on the previous weeks’ questions to prompt memory and to make some notes as to what they are going to contribute to the discussion.  You may like to provide pupils with sentence starters to help them construct their conversation.   * I think….. * From this unit I have learnt…. * This unit has taught me that…… * Muslims live and embrace their faith by…..   **Things to be listening out for:**   * The importance of the Shahadah, which is repeated five times a day, in the life of a Muslim. * Th importance of sharing the message of an ancient faith within today’s world. * Every Muslim will live their faith differently. * There is diversity within the faith. * There is no one way of being a Muslim. * Having Muslim men and women in the public eye helps break down the stereotypes. |
| **Resources:** | * Photos 19 and 20. |
| **Sensitivities:** | * Be very mindful of your Muslim community and the sensitivities that might surround it. * Be mindful of pupils who come from homes where perhaps their view of what it means to be a Muslim woman or man differs from the lesson content. * Be mindful of pupils who have had to face many challenges in life. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |