

# Christianity: Prayer, Worship and Pilgrimage

## Based on Units 5A 5B and 6D

# RELIGIOUS EDUCATION YEAR 5

## PRAYER, WORSHIP AND PILGRIMAGE

### ABOUT THE UNIT

In this unit children learn about aspects of the life and teachings of Muhammad ﷺ and develop their understanding of why he is significant for Muslims. (Notts. Agreed Syllabus Unit 2.11; QCA Unit 5A)

They identify similarities and differences between Christianity and Islam in terms of features such as beliefs, values, holy books and places of worship.

It outlines the key beliefs and practices in Islam, emphasising current practice in addition to providing children with opportunities to learn about the historical foundation of the religion. (Notts Agreed Syllabus Unit 2.8; QCA 5B)

### PRIOR LEARNING

It is helpful if children have:

- studied other key figures in religions

### VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- religious experience, eg *revelation, holy, sacred, angel*
- Islam, eg *Qur'an, Allah, Mecca, Ka'aba, Ramadan, Hadith, Shahadah, acts of worship, Hajj, Sawm*
- religious terms, eg *prophet, idol, fasting, pilgrimage, sacred, , revelation, authority, compassionate, merciful*

### RESOURCES

- artefacts: a copy of the Qur'an for school use, Qur'an stand , *prayer mat and compass*
- calligraphy pens
- Folens Photo Pack - Islam
- Folens Ideas Bank – Islam; Islam in Words and Pictures (RMEP)
- videos BBC Video Pack – Pathways to Belief; Animated World Faiths – The Life of Muhammad ﷺ
- a range of books with stories about Muhammad ﷺ

**LEARNING OBJECTIVES**  
CHILDREN SHOULD LEARN

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**  
CHILDREN

**POINTS TO NOTE**

**EXPECTATIONS**

**At the end of this unit**

*most children will:*

identify key points in the life of Muhammad ﷺ; understand why Muhammad ﷺ is important to Muslims; know that Muhammad ﷺ is regarded as a model for all Muslims to follow; describe the different stories about Muhammad ﷺ that teach Muslims about how to carry out God's will in their daily life; identify people in their own life who are role models for themselves, and recognise other influences on their behaviour and views

describe how and why the Qur'an is treated in a special way by Muslims; retell the story of the origins of the Qur'an, and understand the role and significance of the final messenger – the prophet Muhammad ﷺ; understand and recount what is involved in acts of worship

show an understanding of how moral values may be embodied in religions; respond thoughtfully to others' views on religious and moral issues

*some children will not have made so much progress and will:*

know that Muhammad ﷺ is important for Muslims and that they follow his example in their lives; be able to identify people in their own lives, whose example they try to follow

identify that Muslims believe in one God, Allah, and that the prophet Muhammad ﷺ is his final messenger; recognise that the holy book is called the Qur'an and understand its significance for Muslims; understand how a Qur'an would be treated by a Muslim

*some children will have progressed further and will:*

explain the key beliefs Muslims hold about Muhammad ﷺ and his role as the final messenger, including the meaning of the Shahadah; review their own values and commitments in the light of those people who belong to the faith they have studied

identify the principal beliefs, ideas and teachings of Islam; recognise the significance to believers of acts of worship; compare and contrast these features with those shared by different religions; identify some beliefs of Muslims from the Qur'an which they share, and others which they do not share and be able to explain the reasons for their views

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**POINTS TO NOTE**

**THE ORIGINS OF ISLAM**

<ul style="list-style-type: none"> <li>to know the Islamic name for God</li> <li>how Muslims do, and others should speak or write about Muhammad ﷺ with respect</li> <li>why there are no pictures of Muhammad ﷺ</li> <li>about Islamic art</li> </ul>	<ul style="list-style-type: none"> <li>Explain that the Islamic name for God is "Allah"</li> <li>How to respectfully refer to Muhammad ﷺ</li> <li>Explain why there are no pictures of Muhammad ﷺ and discuss Islamic art</li> <li>Names of Allah             <ul style="list-style-type: none"> <li>describing what Allah is like</li> <li>describing what Allah does</li> </ul>             What names do we give to ourselves (son/daughter, midfielder, pupil, etc.)? What names do we give to others?           </li> </ul>	<ul style="list-style-type: none"> <li>use respectful forms of address when using the name of Muhammad ﷺ</li> <li>describe how the Qur'an contains the</li> </ul>	<p>Resources:</p> <p>video: Animated World Faiths - Muhammad ﷺ</p> <p>Islamic patterns</p> <p>Pathways to Belief Video 1</p>
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**MUHAMMAD ﷺ : THE NIGHT THAT CHANGED HIS LIFE**


<ul style="list-style-type: none"> <li>to understand why Muslims call Muhammad ﷺ the messenger of God</li> <li>to identify the religious beliefs about Allah, Muhammad ﷺ and the Qur'an which are expressed in the story of the revelations to Muhammad ﷺ</li> <li>to recognise the impact and influence this event had on Muhammad ﷺ and all followers of Islam</li> <li>to compare their own experience of quietness for reflection with those of religious people such as Muhammad ﷺ</li> <li>to use a range of skills to locate the life of Muhammad ﷺ in its geographical context</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the story which is often called the 'Night of power' and how it changed Muhammad's life and the history of the world. Tell or read the story which tells of the revelation of the Muslim holy book, the Qur'an, to Muhammad ﷺ. This is an exciting and dramatic story which can be a starting point for some work on themes such as:             <ul style="list-style-type: none"> <li>experiences which have changed the lives of individuals</li> <li>the meaning of 'revelation', making links with other stories children may know about powerful religious experiences</li> <li>the importance many people, both religious and non-religious, place on finding time for reflection and contemplation</li> <li><i>How might Muhammad ﷺ have felt when he realised what Allah had done (eg fear, inadequacy)?</i></li> </ul> </li> <li>Muhammad ﷺ frequently spent time alone in quiet contemplation. Ask the children to sit quietly and reflect on times when they have been asked to do something which they felt a bit afraid of doing.</li> <li>Ask the children to write for example a response to this story in different forms, such as a first person account, an account from the point of view of another character (eg <i>Khadijah</i>) or a poem, to capture the spiritual dimension of Muhammad's experience.</li> <li>Ask the children to copy the Shahadah and write a short explanation of the beliefs it expresses.</li> <li>finding out where and when the events took place in the story. (Mapwork: marking on the map places of significance in the life of Muhammad). Make links with other people, places and events which they have studied in other curriculum areas. <i>What other places can you identify on the map?</i></li> </ul>	<ul style="list-style-type: none"> <li>explain why Muhammad ﷺ is called the messenger of God</li> <li>describe how the Qur'an contains the revelations given to Muhammad ﷺ by Allah</li> <li>explain why the Qur'an is believed to be the word of God</li> <li>reflect on their own experience of being daunted by a task</li> <li>place the events in the life of Muhammad ﷺ in historical and geographical context</li> </ul>	<ul style="list-style-type: none"> <li>Muslims often write or say 'peace be upon him' when the name of the prophet Muhammad ﷺ is used.</li> <li>Introducing children to different versions of the stories could be a valuable teaching point and link with the <i>National Literacy Strategy: Framework for teaching</i>.</li> <li>Some television and video versions of the stories are available, but check that these are acceptable before using them. Remember that it is not acceptable to the majority of Muslims to reproduce the human form: teachers need to be aware of this and the reasons why, and select resources with this in mind. Be particularly sensitive to Muslim children when you set tasks that may require drawing people.</li> <li>Use a range of resources for the research task, including ICT.</li> </ul>
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**POINTS TO NOTE**

<b>THE REVELATION OF THE QUR'AN TO MUHAMMAD</b> 			
<ul style="list-style-type: none"> <li>to understand that the Qur'an is fundamental to Muslims because it is the 'word of God'</li> <li>to make links between symbolic actions and the beliefs which underpin them</li> <li>to recognise that Muslim beliefs and practices are rooted in the Qur'an</li> <li>to know that Muslims believe the Qur'an is Allah's final revelation and Muhammad ﷺ the final messenger</li> </ul>	<ul style="list-style-type: none"> <li>Follow on from the story of the revelation of the Qur'an by introducing the children to the Qur'an itself. Take some time preparing them so that they expect this to be something special. They should be familiar with special books from previous units.</li> <li>Explain that Muslims treat the Qur'an with great respect because they believe that the Qur'an is from Allah, and every word and every letter is sacred. Discuss why they think this is. Explain that the Qur'an is treated with respect in a Muslim home. It is usually placed on a special wooden stand to be read. Show a copy of the Qur'an and Qur'an stand. Discuss how Muslims treat the book and what this shows about its importance. Make links with the way the children and their families treat special things in their own homes.</li> </ul>	<ul style="list-style-type: none"> <li>explain why the words of the Qur'an can never be changed and why all Muslims learn Arabic in order to read and understand it</li> <li>explain how Muslims treat the Qur'an and the reasons why</li> <li>explain what is meant by revelation</li> <li>reflect on the meaning of responsibility and its meaning in their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Muslims believe that every word of the Qur'an is the holy word of Allah.</li> <li>Copies kept in school should be treated with respect. Never place the Qur'an on the floor or under other books.</li> </ul>

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STORIES ABOUT MUHAMMAD ﷺ			
<ul style="list-style-type: none"> <li>the key beliefs that Muslims hold about Muhammad ﷺ</li> <li>to recognise the importance of events in Muhammad's life for Muslims today</li> <li>to know some of the teachings Muhammad ﷺ gave</li> <li>to identify the ideas and beliefs which are expressed through the stories they study</li> </ul>	<ul style="list-style-type: none"> <li>Explain that many of the things which Muhammad ﷺ did and said were remembered and carefully recorded. The stories and sayings help Muslims to understand the Qur'an and put what it teaches into practice in their daily lives.</li> <li>As a class, share and discuss selected stories from the Hadith. Alternatively, children could work in pairs or small groups and deduce from their story what it tells Muslims about Muhammad ﷺ, and whether there is any guidance in it for Muslims today. In this way, a range of stories could be covered within the class and ideas could then be pooled to build up a profile of what Muhammad ﷺ was like and what he did.</li> <li>Help the children to make a simple storybook for Muslim children about the life of Muhammad ﷺ. <i>Looking back at what we've learnt, what are the key points that you think Muslim children should know about Muhammad ﷺ?</i> Discuss why most Muslims do not find pictures of human or animal forms acceptable. Ask the children to think carefully about how the book can be illustrated without pictures of people or animals.</li> </ul>	<ul style="list-style-type: none"> <li>identify some key beliefs about Muhammad ﷺ which Muslims hold today</li> <li>explain why Muslims remember at least one key event in the life of Muhammad ﷺ</li> <li>explain the meaning of at least one story about Muhammad ﷺ</li> </ul>	<p>Children could re-tell one of the stories about Muhammad seen on the video.</p>

INTRODUCING THE QUR'AN			
<ul style="list-style-type: none"> <li>the significance of the Qur'an for Muslims</li> </ul>	<ul style="list-style-type: none"> <li><i>How do we protect precious objects? What special things do you treat with respect in your home or in your school?</i> Ask the children to think about items of great value, financial or sentimental; things that are fragile; things that are special to other people.</li> <li>Show the children a Qur'an stand. Discuss how it might be used and by whom. Place a copy of the Qur'an on the stand and explain why it is so special. Discuss rituals associated with using the Qur'an. <i>How do we treat things we respect? Where do we keep them? How would we feel if they were soiled or damaged?</i> Ask the children to wash and dry their hands, and then discuss how they felt before and after they did so.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that the name for God in Islam is Allah</li> <li>identify the Qur'an as the Muslim holy book</li> </ul>	<ul style="list-style-type: none"> <li>Wash your hands before unwrapping the Qur'an to show the children the respect with which Muslims treat the holy book.</li> <li>The Qur'an will be taught in greater depth in year 6. The focus here is its place in the lives of Muslims, being the source of guidance and teaching.</li> </ul> <p>Resources:</p> <p>Video: Pathways to Belief Video 1</p>

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WHAT IS THE QUR'AN? (C.F. YEAR 6 NAS UNIT12)			
<ul style="list-style-type: none"> <li>that the Qur'an is the sacred text for Muslims</li> <li>that it is believed to be the word of God and is treated with respect and reverence</li> </ul>	<ul style="list-style-type: none"> <li>Show a Qur'an to the children. Wash your hands first and let the children see you take it down from a high shelf and uncover it. Build up a sense that this is a special book.</li> <li>Discuss with the children what they think about a book being handled in this way. <i>What does it suggest to you about the book?</i> Introduce the word 'sacred' and explore what this means. Tell them that Muslims believe that the Qur'an is the word of God. It guides their behaviour and is the basis for their belief.</li> <li>Use questions to establish what children can remember from previous work on Islam. <i>Can you recall the story of the revelation of the Qur'an to Muhammad ﷺ?</i> Revise this story and then move on to the importance of the Qur'an for Muslims today.</li> <li>Tell children that many Muslims learn the words of the Qur'an by heart and recite rather than read them. Discuss why the children think learning something 'by heart' is important. <i>What do you know 'by heart'? Is it easy or difficult? Why do you think learning the Qur'an is important for Muslims?</i></li> </ul>	<ul style="list-style-type: none"> <li>understand the meaning of 'sacred' in relation to a religious text</li> <li>can explain some of the reasons why the Qur'an is important to Muslims</li> </ul>	<ul style="list-style-type: none"> <li>Care must be taken when handling the Qur'an in the classroom. It should be covered and kept on a high shelf. Hands should be washed before touching it.</li> <li>Muslims who have learnt the whole of the Qur'an from memory are called 'Hafiz'. They are highly respected.</li> <li>Emphasise that it is not enough to keep the Qur'an properly – respect is shown through regular reading and reflection.</li> </ul>

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HOW DO MUSLIMS TRY TO FOLLOW THE EXAMPLE OF MUHAMMAD ﷺ?			
<ul style="list-style-type: none"> <li>to compare their own experience of role models and influences on their life with those of Muslims</li> <li>to identify their own values and commitments and recognise how these affect their own behaviour</li> <li>to make links between the values and commitments of Muslims and their behaviour in daily life</li> <li>to identify some key Muslim ideas exemplified in the life of Muhammad ﷺ</li> </ul>	<ul style="list-style-type: none"> <li>Explain that Muslims believe that Muhammad ﷺ brought the message of Allah and that he also interpreted it in his daily life. Explore the idea of a role model. Use examples from the children's own experience of role models. <i>Who is special in your life? Who influences the things you do, what you think, eat, drink, wear, how you spend your time? Why do these people influence you? Where do you think their values have come from?</i> Use examples from the teachings of Muhammad ﷺ that provide a model for living.</li> <li>Use videos or CD-ROMs which show examples of Muslims, preferably children or young people, talking about the importance of Muhammad ﷺ as an influence on how they live their lives. Use role play to explore a situation where children could show their understanding by deciding how a Muslim might respond and why.</li> <li>Compare and contrast what they have learnt about Muhammad ﷺ with key people who are very important in religions they have studied. <i>What special qualities did Muhammad ﷺ have? What are the qualities a religious leader should have? How are these different from the qualities of other types of leader?</i></li> </ul>	<ul style="list-style-type: none"> <li>identify people who influence them and give a simple explanation of how and why</li> <li>give an example of an action they themselves have done which reveals their values</li> <li>identify sources of their own values and commitments</li> <li>explain why Muslims try to follow the example of Muhammad ﷺ</li> <li>apply their knowledge by suggesting what a Muslim might do in a given situation, following the example of Muhammad ﷺ</li> </ul>	<ul style="list-style-type: none"> <li>Where possible, use materials, eg videos, CD-ROMs, which show Muslims, especially children, speaking for themselves about their faith and way of life.</li> </ul>

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**THE FIVE PILLARS OF ISLAM**

<ul style="list-style-type: none"> <li>• why Muslims have instructions for worship</li> <li>• how Muslims show concern for others</li> <li>• how Muslims care for people in the community</li> <li>• that abstinence from food plays a part in religious observance</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why do we have rules? How do they help us? Who makes these rules?</i> Discuss the concept of a 'holy book' containing rules, such as the Qur'an.</li> </ul> <p>Shahadah</p> <ul style="list-style-type: none"> <li>• Explain that this is a statement of faith in one God, whose messenger is Muhammad ﷺ. Ask the children to write a statement about the most important belief in their life at the moment.</li> </ul> <p>Salah</p> <ul style="list-style-type: none"> <li>• <i>What is prayer?</i> Using reference books and videos, ask the children to do a self-assessment task on what they have learnt about prayer, eg <i>how often, washing, prayer mats, direction of prayer, positions of prayers and their meaning.</i></li> <li>• Present the results as part of a classroom display or turn them into a class book and retain this for future reference.</li> <li>• Alternatively, divide the class into five groups to research the five forms of obligatory worship. Then ask the groups to present their work to the rest of the class.</li> <li>• Designs for prayer mats</li> </ul> <p>Sawm (fasting)</p> <ul style="list-style-type: none"> <li>• <i>What is fasting?</i> Explain that in Islam fasting is a gift to Allah. <i>Have you ever gone without food?</i> Lead a class discussion on the significance of voluntarily going without food. <i>Why do you think people in several religions have times of fasting?</i> Watch a video or CD-ROM showing a Muslim child explaining the importance of Ramadan and Id-ul-Fitr. Compare the feasting of Id with the fasting of Ramadan.</li> </ul> <p>Islamic art and calligraphy</p>	<ul style="list-style-type: none"> <li>• identify the Five Pillars of Islam</li> <li>• recognise the purpose of statements of faith</li> <li>• explain why Muslims pray and the symbolism of the prayer positions</li> <li>• identify the link between prayer and fasting</li> <li>• recognise the contrast between feasting and fasting</li> <li>• identify beliefs which they hold themselves</li> </ul>	<ul style="list-style-type: none"> <li>• This can be covered in several lessons. Video extracts are valuable aids to support the teaching of the five main intentions and acts of worship.</li> <li>• Children should be familiar with the concept of prayer from key stage 1.</li> <li>• Poems, rather than prayers, can be written by some children, if appropriate.</li> <li>• The class could have their own celebration meal.</li> </ul> <p>Resources:</p> <p>video: Pathways to Belief Video 2</p>
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**ZAKAH (GIVING ALMS)**

<ul style="list-style-type: none"> <li>• that giving money is a form of worship</li> <li>• that religious beliefs have an impact on how people make choices</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the Muslim belief that it is their duty to support people in need and that giving money is a form of worship. Explain that the root of the word Zakah means 'to purify'. Explain that wealth has to be acquired lawfully in Islam, and to retain Zakah is theft. Discuss with the children the implications of this requirement. <i>Is it difficult or easy to live up to high expectations?</i></li> <li>• <i>Who do the children help and why?</i> The class could organise a group or school collection of excess toys/clothes/books etc. These could be given to a local charity. Interview a representative to discuss how giving to a charity helps those in need.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the duty of Muslims to support those in need, and the link between belief and practice</li> <li>• consider the implications of living by a religious code</li> <li>• reflect on ways in which they can be involved in helping others through giving</li> </ul>	<ul style="list-style-type: none"> <li>• A class display of charity posters would demonstrate that many organisations, both religious and secular, are involved in caring for those in need.</li> </ul>
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**HAJJ**

<ul style="list-style-type: none"> <li>• that religious beliefs, ideas and feelings can be expressed in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is the difference between an ordinary journey and a pilgrimage journey? What would it feel like to be a pilgrim?</i> Use sequencing cards, posters and photographs to describe the stages of the Hajj and the symbolism. Ask the children to write a newspaper or magazine article about a family going on Hajj, explaining the significance of this event for them.</li> </ul>	<ul style="list-style-type: none"> <li>• recount the events and the purpose of the Hajj</li> <li>• explain the symbolism of the Hajj</li> </ul>	<ul style="list-style-type: none"> <li>• The Hajj could be taught as part of a thematic unit on 'Journeys of pilgrimage'. Use a variety of video extracts, describing the Hajj from a family's point of view.</li> </ul> <p>Resources:</p> <p>Photopack picture investigations</p>
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