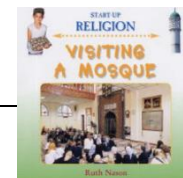
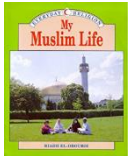
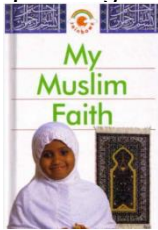


Theme Overview	Unit Outcomes
In this unit of Religious Education, children will develop their understanding of the religion of Islam with a special focus on the mosque as the special place of worship. They will explore how this develops a sense of belonging within the community.	We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.

Skills Focus	
Main Skills Focus:	Key Religion
<ul style="list-style-type: none"> • Explore key questions through enquiry based learning into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate. • Teachers should take the children’s own background, experiences and questions into consideration. • Learn about different beliefs about God and the world around them. • Encounter and respond to a range of stories, artefacts and other religious materials. • Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. • Begin to understand the importance and value of religion and belief, especially for other children and their families. • Ask relevant questions and develop a sense of wonder about 	Islam
Key Question	
Does going to mosque give Muslims a sense of belonging?	
Sequence of Learning	
Lesson 1 LI: To gain an understanding of ‘belonging’.	Lesson 2 LI: To explore praying inside a mosque.
<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall learning from previous unit. Have a class discussion about how children feel when they’re in class. What makes them feel that they belong there. Pose a scenario of being in a different year group classroom. How</p>	<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall previous RE learning. Recall the key question for this unit and allow children to share any thoughts they have about this. Show a clip of Friday prayers in a mosque.</p>
Lesson 3 LI: To explore Muslim places of worship.	Lesson 3 LI: To explore Muslim places of worship.
	<p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall previous RE learning (include a recap of who Moses was). Recall the key question for this unit and what they have learnt so far. Read the big book ‘visiting a mosque’ by Ruth Nason</p>



<p>the world using their imaginations.</p> <ul style="list-style-type: none"> • Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. <p>RE at Bland's Infant School:</p> <ul style="list-style-type: none"> • It is vital for all our children to learn from and about religion, so that they can understand the world around them. • RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection. • We encourage children to ask questions to promote enquiry-based learning. 	<p>would that contrast to be in your own classroom?</p> <p>Children to draw a picture of a place they feel they have a great sense of belonging and share with the class. Introduce the new key question for the unit.</p> <p>Read 'My Muslim Life' by Riadh El-Droubie.</p> 	<p>Read the big book 'My Muslim Faith' by Khadijah Knight.</p>  <p>Work with your group to create a poster explaining the process and significance of prayers in the mosque from your observations and learning today.</p>	<p>Take a virtual tour of different mosque and make observations of what they see. Look at different pictures of mosques (Grand Mosque in Makkah and Islamic Centre in Bournemouth) and observe the similarities. Discuss mosque school and other activities a Muslim child might take part in. Discuss Ka'aba and the significance in prayer. Can this be located on a map, can the children find the correct direction they would need to face for prayer? Use a compass to pinpoint the correct location.</p>
	<p>Lesson 4 LI: To understand the rituals and routines in preparation for prayer.</p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall previous RE learning. Recall the key question for this unit and what they have learnt so far. Discuss when people pray and whether there set times. Is this the same in every religion?</p>	<p>Lesson 5 LI: To explain why going to mosque creates a greater sense of belonging.</p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall previous RE learning. Recall the key question for this unit. Look at pictures of Muslim people praying alone and in groups.</p>	<p>Lesson 6 LI: To create a whole class sense of belonging.</p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p> <p><i>Briefly discuss what RE is and why we study it. (Religious Education is learning about different religions and how people celebrate them. It helps us understand why some people do things that might be different to others).</i></p> <p>Recall previous RE learning. Recall the key question for this unit and how they would answer this in their own words. Children to design an activity or ceremony that the whole class can take part in so that all feel a sense of belonging.</p>

	<p>Introduce the five daily prayers that Muslim people take part in (Salah). Explore the cleansing routine before prayer (Wudu). A visitor can be brought in or a child of the faith could give insights.</p> <p>Children to discuss what else is needed for prayers such as prayer mats and appropriate headdresses. (Set up a class display with any related objects available)</p> <p>Set up a cleansing routine in class that children can participate in. Someone of the Islamic faith could be asked to demonstrate.</p>	<p>The children to share thoughts on who they think has a greater sense of belonging.</p> <p>Explain what Hajj is and show some pictures of people gathering. Contrast this image with a picture of someone praying alone.</p> <p>Children to share thoughts about which scenario would provide a greater sense of belonging if they were a Muslim child.</p> <p>Reference prophet Muhammad, '<i>Prayer at home is counted once, prayer as a local mosque is equivalent to twenty-five prayers.</i>'</p>	
<p>Glossary:</p> <p>Allah: the Arabic word for God.</p> <p>Hajj: a sacred pilgrimage that is required of every Muslim at least once in their lifetime.</p> <p>Iman: the man who leads prayers in the mosque.</p> <p>Ka'aba: a building in the Grand Mosque in Makkah, that Muslims face in the direction of when they pray.</p> <p>Mosque: Muslim place for worship.</p> <p>Salah: five daily prayers said by Muslims. The word Salah means to 'demonstrate servitude to God by means of certain actions.</p> <p>Wudu: cleansing ritual Muslims follow before prayer. It follows a process to wash hands, mouth, nostrils, arms, face, ears, hair and feet.</p>			