


Caroline Haslett Primary School - RE

Topic: Unit 3- Mosque; Community; Ummah	Year 5	Does the community of the Mosque help Muslims live better lives?
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<p>Knowledge</p> <p>The architecture of the mosque reveals many key Muslim beliefs: there are no pictures, but the decorations are mostly based on Islamic calligraphy because of the rule forbidding the making of images of people and living creatures.</p> <p>Men and women are usually kept separate in the mosque.</p> <p>During Islamic festivals mosques are the focus for special morning prayers.</p> <p>Many mosques also contain Islamic schools, where children and adults learn more about Islam.</p> <p>The mosque is also the focus on Fridays for the 5 daily prayers.</p>	<p>Vocabulary</p> <p>5 Pillars - the 5 things that a Muslim must do so they can live a good and responsible life</p> <p>Imam - Muslim religious leader who plays the role of teacher, advisor, and a judge in minor disputes</p> <p>Islam- religion that means submission to the will of Allah</p> <p>Mosque - Muslim place of worship</p> <p>Muslim- followers of Islam</p> <p>Ummah - universal Muslim community</p> <p>Wudu - essential ritual washing before prayer</p>
<p>Activities</p> <p>Explore the concept of community using a mind map - what would an ideal community look like?</p> <p>Visit a Mosque to see the life of the community in action.</p> <p>Explore the call to prayer and the main Friday teaching. Look at the division between men and women in the lives of some Mosques. Explore the way that Muslims face when they pray, the fact that they pray five times a day and the Five Pillars of Islam. Explore the architecture of the Mosque and what this communicates to Muslims about Allah and their beliefs.</p> <p>Watch worship in the Mosque, and suggest how this might help Muslims to live good lives.</p> <p>Write an advert or a leaflet about the life in the Mosque showing all the community features.</p>	
<p>Skills</p> <ul style="list-style-type: none"> • Describe three things that Muslims believe and how these beliefs are shown in the Mosque • Make a link between the Mosque and the way that Muslims behave towards each other • List four ways in which Muslims show respect for the Mosque and the community • Design an ideal community, making links to Islamic teaching 	

<u>Believing</u>	<u>Belonging</u>	<u>Behaving</u>	<u>Reflecting, responding and making links</u>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders.</p> <p>Use technical & religious language to identify the different writings within sacred texts.</p> <p>Identify that an Imam leads based on the teachings of the Quran.</p>	<p>Make clear links between the texts and concepts studied and common practice across denominations.</p> <p>Identify that the Quran is part of daily life within a Mosque.</p>	<p>Describe the actions of believers in their communities, locally and globally that arise from their beliefs.</p> <p>Explore and describe Mosques and how they function.</p>	<p>Identify the key ideas from the faiths studied so far that believers may find helpful or inspiring.</p> <p>Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be.</p> <p>Compare religious ideas to the opportunities and problems of the wider world.</p> <p>Make links between the Mosque and how Muslims behave towards each other.</p>