

## YEAR 5 Unit A2 – How does learning about the Mosque help us to understand community?

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Hackney and Enfield RE Curriculum Development Group.

Teaching and learning activities plan for the two attainment targets for religious education – learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS 2 Islam programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

The title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follow is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub-question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'Big Question.'

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and differentiated learning outcomes are in pupil speak, 'I can' language.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

### Enfield Agreed Syllabus 2007 - KS2 Islam programme of study:

- make connections between the revelation of the Qur'an and the Prophet Muhammad (pbuh)\* as the messenger of Allah eg the first revelation on Mount Hira
- **make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah**
- make connections between Islam and other religions in relation to, for example, teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah) which motivate individuals, communities and Muslim aid agencies (eg Islamic Relief, Muslim Aid)
- **make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah**
- **make connections between the obligations of religious observance and the strength Muslims gain from belonging to the ummah** eg sawm (fasting at Ramadan), **standing shoulder to shoulder in salah**, rituals during the hajj
- **make connections between the belief in One God, Allah and the way this is reflected in salah\*\* and the mosque eg everyone facing the qiblah and mihrab, the prohibition of idolatry reflected in an absence of representations of humans and animals, the use of calligraphy and pattern**
- make connections between the Muslim belief in Allah and the part humans are required to play in protecting the pattern, order and diversity of the world Allah has created
- make connections between two attributes of Allah, Ar-Rahman, (The Compassionate) and Ar-Rahim (The Merciful), and the qualities Muslims try to develop in their own lives

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Muslim beliefs, teachings and practices**

Teaching and learning should involve pupils in using and interpreting:

- a range of sources including the Qur'an, **stories from the Muslim tradition, the mosque, artefacts, art, pattern and calligraphy**; the media and ICT/ the internet, **to gain knowledge and understanding of Muslim beliefs, teachings and practices**

*\*After the name of the Prophet Muhammad, Muslims say or write 'Salla-illahu alaihi wa sallam' – 'peace or blessings of Allah upon him. This is often shortened to 'peace be upon him,' 'pbuh' or the letters 'saw' which abbreviate the Arabic phrase.*

*\*\*Pupils/parents originally from Turkey & the Indian sub-continent may be familiar with other terms eg Ramzan (Ramadan), Byram (Id), namaz (salah), cami (mosque or masjid), wuzu (wudu).*

**SESSION 1: WHAT DO MUSLIMS LEARN FROM THE STORY ABOUT THE FIRST MOSQUE IN MADINAH?**

<p><b>LEARNING OBJECTIVES</b> <b>Children should learn:</b></p> <p>about the building of the first mosque in Madinah</p> <p>that the building of the first mosque taught Muslims about being part of the Muslim community</p> <p>or</p> <p>about the story of the building of the first mosque in Madinah and what Muslims learn from it</p> <p><b>LEARNING OUTCOMES</b> <b>I can:</b></p> <p>recount the story of the building of the first mosque in Madinah</p> <p>explain how and why Muslims today are 'called' to prayer</p> <p>talk about what Muslims learnt from the Prophet Muhammad (pbuh) about being part of one Muslim community</p>	<p><b>TEACHING ACTIVITIES</b></p> <p>Our Big Question for this unit is 'how does learning about the mosque help us to understand community?'</p> <p>Introduce the clip of DVD with the following recap of prior learning and introduction: We're going to watch part of a film called 'The Message' which tells the story of the life of the Prophet Muhammad (pbuh) and how Islam, the Muslim religion, began. It's called The Message because another title Muslims give to their Prophet is that he is 'the final Messenger' from Allah. The part we are going to watch tells the story of when the first mosque was built in the time of The Prophet.</p> <p>When we join the story, the Prophet Muhammad is about to arrive in the city of Madinah. His friends, followers and companions have invited him to stay with them in Medina because the rulers of Makkah, where the Prophet was born, kept attacking him and his fellow Muslims. People are very excited when he arrives and each of them wants him to stay in their house.</p> <p><i>You might remember the name of one of the famous companions of the Prophet. His name was Bilal. What do you know about him? Watch carefully to see what important job he is given by the Prophet.</i></p> <p>In this film we don't see the Prophet Muhammad or hear his voice. Muslims believe that The Prophet was a human being, not God. They do not want anyone to worship a picture or an image of the Prophet. Muslims should only worship Allah.</p> <p>Watch the film to find out:</p> <ul style="list-style-type: none"> <li>• <i>why do you think it was decided that the first mosque would be built where the Prophet's camel stopped?</i></li> <li>• <i>who built this mosque?</i></li> <li>• <i>when they try to stop the Prophet working hard to build the mosque, he apparently says that 'work is worship.' How can work be worship?</i></li> <li>• <i>what was the important job Bilal was given by the Prophet when the mosque was built?</i></li> <li>• <i>when they had finished their prayers, what did the people from Madinah and Makkah do? Why do you think the Prophet wanted them to do this?</i></li> </ul> <p>Show DVD extract for session 1: Madinah</p> <p>In groups children discuss and make notes of their responses to the questions above. The teacher takes feedback from all the groups and with the assistance of the pupils on the interactive whiteboard records their key points. For guidance on leading this feedback, see points to note. Whole class and group notes should be kept so that they are used for a display built up incrementally during this unit and to feed into individual work.</p> <p><b>Plenary</b></p> <p>The followers and friends of the Prophet were from different cities and tribes, some were rich and some poor, some were black Africans and others were Arabs. <i>When Muslims tell this story (about the building of the first mosque), what teaches them that all Muslims are made equal by Allah and all part of one community of Muslims?</i></p>	<p><b>RESOURCES</b></p> <p>DVD extract for session 1: Medina</p> <p><b>POINTS TO NOTE</b></p> <p>The time when the Prophet left Makkah for Madinah is known by Muslims as the Hijrah. The year that the Prophet Muhammad arrived in Madinah forms the beginning of the Islamic calendar – 1AH (after Hijrah).</p> <p>You will note that the first mosque ('masjid' in Arabic) was a very simple building, constructed like the other buildings around it. It didn't have a tower or a dome on its roof. While it has become traditional to recognise a mosque from its dome and minaret, mosques are different all over the world.</p> <p>People were competing in eagerness and hospitality to invite the Prophet to stay with them. So as not to take sides by choosing one and offending others, the decision was made to allow the Prophet's camel to choose where the Prophet's home and mosque should be built.</p> <p>The Prophet's followers were from Madinah and from Makkah, some were humble citizens and others politically important or wealthy. All of them, including the Prophet himself, worked together to build the mosque. The Prophet explains that work [following the will of Allah] is worship.</p> <p>Bilal was a black African who was treated cruelly by his wealthy Makkan master. He became a Muslim because Islam taught that all people were made equal by Allah. His master was torturing him to death when his freedom was purchased by a follower of the Prophet. Bilal was asked by the Prophet to use his voice to call Muslims to prayer in the first mosque in Madinah. Since then, the very same words have been used by Muslims all over the world in the 'adhan,' the call to prayer.</p> <p>At the end of the DVD extract, one of the Prophet's companions tells the men of Makkah and Madinah, who have gathered for prayer, to embrace each other in brotherhood. Today Muslims refer to each other as sisters and brothers and they greet each other in the way the Prophet taught .</p> <p>All of the above points illustrate the important concept of the Muslim 'ummah' – the Muslim community, which today is a worldwide community of Islam.</p> <p>When Muslim communities raise funds to build a new mosque, they are following in the tradition of Islam from the time of the Prophet himself. The mosque was a centre of community life and learning and prayer then and continues to be so today.</p>
--	--	---

**SESSION 2: WHAT ARE MOSQUES LIKE AND WHAT ARE THEY USED FOR?**

<p><b>LEARNING OBJECTIVES</b> <b>Children should learn:</b></p> <p>that mosques are used by the Muslim community for prayer, for celebration and learning</p> <p>that mosques around the world may look different outside but they have similar features inside</p> <p>Or what mosques are like and what they are used for</p> <p><b>LEARNING OUTCOMES</b> <b>I can:</b></p> <p>recognise some common features which identify a mosque from the outside</p> <p>explain the key features inside a mosque and why they are important for Muslim prayer</p> <p>talk about the different ways a mosque is used by Muslims</p>	<p><b>TEACHING ACTIVITIES</b></p> <p>In the last lesson we learnt about the building of the first mosque in Madinah. Today there are mosques all over the world. And we are going to find out the answer to today's question 'what are mosques like and what are they used for?'</p> <p><b>Starter group/paired activity</b></p> <p>Each group/pair has some photographs of mosques around the world and in this country. They should make notes so that when the group feeds back, they can tell to the rest of the class:</p> <ul style="list-style-type: none"> <li>• where these mosques are (which country) with reasoning to explain answer</li> <li>• similarities and differences between the buildings</li> </ul> <p>Watch the DVD extract for session 2: Mosque and be prepared to feedback to the following questions:</p> <ul style="list-style-type: none"> <li>• <i>how can you often tell from the outside that a building is a mosque?</i></li> <li>• <i>what would you expect to see inside a mosque?</i></li> <li>• <i>what wouldn't you see inside a mosque?</i></li> <li>• <i>what are the different things the Muslim community uses the mosque for?</i></li> <li>• <i>what do we learn about salah (prayer) from the DVD?</i></li> <li>• <i>what do we learn about the role of the imam?</i></li> </ul> <p>(Children could be divided into groups and each group listens and watches for clues to answer one or two of the above questions)</p> <p>Children feedback and the teacher and/or pupils record notes on the whiteboard.</p> <p>Use the interactive whiteboard to project digital photographs of a mosque outside and inside. Children identify the correct vocabulary and 'drag' them to label the appropriate part of the photographs. (IWB activity Folder CD ROM)</p> <p><b>Individual activity:</b></p> <p>Children write an account in response to the question for this session 'what are mosques like and what are they used for?'</p> <p>They can use photographs (IWB Activity File) to illustrate their work; less able children could prepare captions for the photographs. Teachers may wish this work to be in the form of a booklet, with one page for writing about the outside of the mosque, another for the inside etc. Or the work could be on separate sheets and displayed on poster-size sheets.</p> <p>The account should:</p> <ul style="list-style-type: none"> <li>• use technical vocabulary such as mosque, minaret, dome, madrassah, Ka'bah, mihrab, jumu'ah, imam</li> <li>• describe typical (but not required) external features of mosques around the world</li> <li>• describe the usual features inside the mosque and why they are important for Muslim prayer</li> <li>• explain some of the ways in which a mosque is used by Muslims</li> </ul>	<p><b>RESOURCES</b></p> <p>Session 2(i). World mosques photofile: Photographs of the exterior of mosques around the world</p> <p>Session 2 (ii). IWB Activity file: Photographs of interior of mosque: prayer room, mihrab &amp; pattern &amp; calligraphy</p> <p>DVD extract for session 2: Mosque</p> <p><b>POINTS TO NOTE</b></p> <p>Many mosques have similar features such as a minaret and a dome – although these are not essential. Some mosques are built to fit in with the buildings in the area where they are situated or in line with contemporary architectural styles, others are built in a style traditional to Islamic cultures eg decorated with Islamic patterns, and geometrical archways. Some have a star and crescent, which have become associated as the symbol of Islam.</p> <p>Muslims live in many different countries and their native languages and cultures vary. What unites them worldwide as a community is that they share the same Islamic beliefs and the Qur'an. The Qur'an is written in Arabic and so Muslims all over the world will learn some Arabic to recite the Qur'an.</p> <p>External features by which people often recognise a mosque are the minaret, traditionally used by the muezzin to call Muslims to prayer, and the dome.</p> <p>Inside you would expect to see:</p> <ul style="list-style-type: none"> <li>• a large clean space, usually carpeted</li> <li>• few (if any) chairs because all except the old and infirm pray and sit on the floor</li> <li>• an indicator of the direction of the Ka'bah in Makkah, often a niche in the wall called a mihrab</li> <li>• a minbar or raised platform from which the imam gives the sermon</li> <li>• separate areas for women and men to pray, often women pray in a balcony area</li> </ul> <p>The narrator of the video tells us that the mosque is more than a place of worship. Ever since the time of the Prophet, the mosque has been a very important part of the social life of the Muslim community. It's used:</p> <ul style="list-style-type: none"> <li>• to celebrate festivals, weddings and for funerals</li> <li>• for breaking the fast at Ramadan</li> <li>• there is often a madrassah or school where people of all ages learn the Qur'an and Islamic studies</li> <li>• where people, often the elderly, meet or go for peace and quiet</li> </ul>
---	---	--

**SESSION 3: WHAT'S IMPORTANT TO MUSLIMS ABOUT BELONGING TO ONE WORLDWIDE COMMUNITY?**

<p><b>LEARNING OBJECTIVES</b> <b>Children should learn:</b></p> <p>Muslims all over the world share the same beliefs and the same Holy Book in Arabic (the Qur'an)</p> <p>when Muslims pray side by side they are all united in one Muslim community (the ummah)</p> <p>belonging to one community gives Muslims a sense of unity and support</p> <p>Or about the importance to Muslims of belonging to one worldwide community</p> <p><b>LEARNING OUTCOMES</b> <b>I can:</b></p> <p>explain what unites Muslims of many races and cultures in one community</p> <p>talk about how the experience of belonging to one community helps people to live as good Muslims</p> <p>reflect on the community I belong to and the difference it makes to my life</p>	<p><b>TEACHING ACTIVITIES</b></p> <p>At the end of the last clip of DVD the Imam told us that his duties include leading people in prayer and teaching. So in this lesson we're going to find out how young Muslims learn about their religion and how they grow up feeling that they belong to a worldwide Muslim community.</p> <p>Prepare pupils to watch the first DVD extract for session 3 (i): Madrassah, asking children to look for answers to the following questions:</p> <ul style="list-style-type: none"> <li>• <i>what does Amin go to the mosque to learn?</i></li> <li>• <i>why is it important for Muslims to learn the Qur'an in Arabic?</i></li> <li>• <i>what teaches Amin about how he should behave and treat other people?</i></li> <li>• <i>how do you think Amin's experiences at the madrassah help him to feel he belongs to a community?</i></li> </ul> <p>Children feedback the answers they have gained from watching Amin at the mosque and madrassah. <i>How many children in the class go to a madrassah? What do they learn at the madrassah? Do other children go to lessons or clubs to learn about their family's religion or culture eg Sunday school? Language and culture classes?</i></p> <p>Introduce the words 'unity' and 'united' because they will encounter these words in the next DVD extract. A child might be asked to look up the dictionary definition which is likely to say 'to be joined together, to make or become one whole; to share an agreement about something.'</p> <p>So children should watch the next DVD extract to look/listen out for what examples there are of Muslims feeling united, feeling part of one whole, feeling the same as each other whatever their differences.</p> <p>Watch the second DVD extract for session 3 (ii): Community.</p> <p>Pupils reflect on and write about what they have learned about the Muslim ummah (community) and their own sense of belonging to a community and what it teaches them. They could use the following title: 'What's important to Muslims about belonging to one worldwide community? What do I learn about my beliefs, culture and values from the community groups I belong to?' Pupils could use the following writing frame if they require additional support:</p> <ul style="list-style-type: none"> <li>• Going to the mosque helps Muslims to ....</li> <li>• Muslims call each other brother and sister. I think this means ....</li> <li>• Muslims are united by their shared beliefs. I think this must be important .....</li> <li>• I get a sense of belonging to a community when .....</li> <li>• The communities I belong to are ....</li> <li>• Because I belong to a community I feel .....</li> <li>• By belonging to the .....community I have learnt ....</li> </ul>	<p><b>RESOURCES</b></p> <p>DVD extracts for session 3: 3 (i) Madrassah; 3 (ii) Community</p> <p><b>POINTS TO NOTE</b></p> <p>Amin goes to the mosque three evenings a week after school, with his friends, to learn Arabic and study the Qur'an, the holy book of Islam which is written in Arabic.</p> <p>Muslims believe that when they read the Qur'an in Arabic, they are hearing Allah's message just as it was given to the Prophet Muhammad. So when they read it they have to get it right.</p> <p>The Qur'an and the Hadith (the saying of the Prophet) contain rules and teachings about many different things, from how Muslims must treat their others, to how they should dress and what they should eat. This code of conduct is followed by Muslims wherever they live in the world.</p> <p>So, although Muslims live all over the world, they will have a sense of belonging to the same community or ummah.</p> <p>The sense of community is very important to Muslims. Whenever two or more are together, they offer their prayers together.</p> <p>When Muslims pray, they stand side by side, shoulder to shoulder. Whether they are rich or poor, whatever the colour of their skin, they all stand together before Allah. This teaches them that they are brothers and sisters in Islam. They feel a sense of unity between themselves and Muslims all over the world.</p> <p>The young Muslim interviewed finds it "awesome" to know that when he, one individual, prays, thousands of other Muslims are also praying to Allah and glorifying Allah at the same time. He also explains this sense of belonging to one community is helpful if you have problems – because you know where to go to find help and friendship.</p>
---	--	--

## SESSION 4: HOW DO MUSLIMS DEMONSTRATE THEIR BELIEFS ABOUT ALLAH IN SALAH (PRAYER)?

<p><b>LEARNING OBJECTIVES</b> Children should learn:</p> <p>Muslims learn about prayer in their families and at the mosque</p> <p>Muslims believe in One God, Allah, who created the whole universe</p> <p>salah helps Muslims to remember Allah and how they should live</p> <p>Or about how Muslims demonstrate their beliefs about Allah in salah (prayer).</p> <p><b>LEARNING OUTCOMES</b> I can:</p> <p>describe preparations for prayer and actions of salah and make links to Muslim beliefs about Allah</p> <p>explain how salah helps Muslims to remember Allah and how they should live</p>	<p><b>TEACHING ACTIVITIES</b></p> <p>Project on the whiteboard some of the specialist vocabulary (and accompanying pictures) that has already been introduced: salah, mosque, madrassah, adhan, community, unity. (This could be played as 'Kim's Game.' When children have had a chance to listen to/pronounce and memorise the vocabulary and link it to the relevant images, cover up the clues and see how many children can accurately remember, revealing them one at a time on the whiteboard.)</p> <p>Introduce and explain some new words, which they will encounter in the DVD extract: wudu, humble, purify, prostration.</p> <p>Revisit prior learning: <i>what do you know about what the Muslim community uses the mosque for?</i> <i>what was the first mosque, in the time of the Prophet, built for?</i> <i>why do you think the main part of a mosque is a large hall or room?</i> <i>since the time of the Prophet, how have Muslims known when it is time for salah?</i></p> <p>Prepare pupils to watch the DVD extract for this session, asking them to look for answers to the following questions: <i>how do Muslims usually learn how to perform their prayer?</i> <i>what did the Muslims who were interviewed say about why they pray?</i> <i>why is it important for Muslims to prepare physically and mentally before prayer and how do they do this?</i> <i>how do Muslims show in their prayer that they believe God is greater than anything or anyone else?</i> (Children could be divided into groups and each group listens and watches for clues to answer one or two of the above questions)</p> <p>Watch the DVD extract for session 4: Salah</p> <p>The sub-question for this session is 'how do Muslims demonstrate their beliefs about Allah in salah?' This question is displayed in the middle of an A3 sheet or poster sized paper and children write explanations to respond to the question and select photographs to illustrate the points they have made.</p> <p>Children who require more support with their writing could prepare a PowerPoint presentation, writing captions to explain their choice of photographs.</p>	<p><b>RESOURCES</b></p> <p>DVD extracts for session 4: Salah Session 4. Pupil activity file: Photographs of wudu and salah</p> <p><b>POINTS TO NOTE</b></p> <p>The Agreed Syllabus embodies an approach to RE which protects the integrity of pupils. Muslim children may wish to demonstrate the prayer positions to their peers. However, pupils who are not Muslim should never be asked to perform the prayer positions, whether copying the example of a Muslim adult or child.</p> <p>Muslims do not have to go to the mosque to pray except on Friday afternoon (jumu'ah prayer). Salah is most frequently performed in the home and children learn how to pray when they join in family prayer at home and when they accompany adults to the mosque.</p> <p>The young Muslims interviewed say:</p> <ul style="list-style-type: none"> <li>• prayer brings them closer to Allah. Because prayer times are spread regularly throughout the day, prayer constantly reminds Muslims of Allah and of how Allah wants them to live</li> <li>• prayer reminds them how great Allah is. Muslims believe Allah created everything and prayer enables them to reflect upon that wonderful creation and the Creator – Allah.</li> </ul> <p>Before salah, Muslims prepare themselves physically and mentally through wudu (washing) and dedicating their action and prayer to Allah (niyyah). Wudu is a way of purifying themselves inside, as well as outside, for prayer before Allah. The sequence of actions in wudu and salah were first performed by the Prophet.</p> <p>The young Muslim who demonstrates salah for us, describes how:</p> <ul style="list-style-type: none"> <li>• standing with his hands to his ears signifies that he is pushing all his worldly concerns to the back of his mind and concentrating totally on prayer, on Allah</li> <li>• crossing his arms he praises Allah, the Creator, for life, for the universe, for happiness. He asks for guidance so that he can live the way Allah wants him to and avoid doing wrong</li> <li>• when he bows he is showing his inferiority as a human compared to the greatness of Allah. He is humbling himself before Allah</li> <li>• when he prostrates, putting his forehead on the ground, he is again showing how great is Allah and making a commitment that he will not worship any other god or anything else but Allah</li> <li>• when he looks over his right shoulder and then over his left, he is saluting the angel which records his good deeds and the angel which records the bad. He believes that on the Day of Judgement he will be held accountable for this record of his deeds.</li> </ul>
---	--	--

**SESSION 5: HOW DOES A VISIT TO THE MOSQUE HELP US TO UNDERSTAND MUSLIM BELIEFS?**

<p><b>LEARNING OBJECTIVES</b>  <b>Children should learn:</b></p> <p>the features and decoration inside a mosque show Muslim beliefs about Allah</p> <p>Muslims believe there is no God but Allah and Muhammad is Allah's messenger</p> <p>how to show respect and appropriate behaviour on a visit to a mosque</p> <p>Or</p> <p>how a visit to the mosque helps us to understand Muslim beliefs</p> <p><b>LEARNING OUTCOMES</b>  <b>I can:</b></p> <p>show respect for the beliefs and values of others when I visit a place of worship</p> <p>ask questions about how the inside of a mosque reflects Muslim beliefs</p>	<p><b>VISIT TO A MOSQUE</b></p> <p>The visit should include:</p> <ul style="list-style-type: none"> <li>• an opportunity at the beginning for the class to sit down inside the prayer room and look around quietly, noticing familiar features and experiencing the atmosphere</li> <li>• an introduction by their host/guide when they are given an introduction</li> <li>• learn and use the Muslim greeting and response: As-Salamu-Alaykum / Alaykum-As-Salaam</li> <li>• an opportunity to ask questions, some of which should have been prepared earlier, particularly in relation to how the decoration or absence of decoration inside a mosque expresses Muslim beliefs</li> <li>• time to take photographs/video, sketch, make notes</li> <li>• saying thank you to the guide and host community.</li> </ul> <p>If you are unable to take your class on a visit to a mosque, use the PowerPoint presentation 'Visiting a Mosque,' included on the CD ROM, as a virtual guided tour. This presentation could also be used, prior to a visit, so that pupils and adult helpers know how to dress and conduct themselves respectfully.</p>	<p><b>RESOURCES</b></p> <p>Digital camera/video camera (permission must be sought and given in advance)          Spare head coverings          CD ROM for session 5: 'Visiting a Mosque' PowerPoint presentation</p> <p><b>POINTS TO NOTE</b></p> <p>The Agreed Syllabus embodies an approach to RE which protects the integrity of pupils. Muslim children may wish to demonstrate the prayer positions to their peers. However, pupils who are not Muslim should never be asked to perform the prayer positions, whether copying the example of a Muslim adult or child.</p> <p>Children and adult helpers should have been well prepared in advance of this visit so that they know how to dress and conduct themselves respectfully.</p> <p>Guidance for teachers and accompanying adults is attached to this unit. It provides information on mosques and the etiquette for visits.</p>
---	---	--

## YEAR 5 Unit A2

### 'How does learning about the mosque help us to understand community?'

#### Differentiated outcomes

Please refer to the level descriptions on p48 of the Agreed Syllabus to plan and assess differentiated knowledge, understanding and skills. The following differentiated 'I can' attainment statements should be shared with pupils.

#### Working at Level 3, I can:

- use religious words to describe the inside of a mosque and say what is important to Muslims
- say what happens before and during salah and say what a Muslim means by these actions
- talk about ways in which Muslims feel part of a community at the mosque and when they pray
- talk about how belonging to my community affects my self-esteem, attitudes and behaviour

#### Working at Level 4, I can:

- use religious words to describe the features inside a mosque and make links to Muslim beliefs about Allah and how they should worship Allah
- describe wudu and salah and explain how these express Muslim belief in the greatness of Allah and help them to live a good life
- explain how salah and other activities that happen in the mosque give Muslims a sense of belonging to one worldwide community
- make links between the how Muslims feel supported by their community and the ways in which belonging to a community makes a difference to my life and decisions

#### Working at Level 5, I can:

- explain that there are Muslims of many nationalities, races and cultures and what unites them in one worldwide community, the ummah
- make connections between the Muslim belief in One God, Allah, and why mosques are decorated without human representation but often use calligraphy and pattern
- ask questions and suggest answers about how belonging to the ummah gives Muslims a sense of identity and can strengthen their commitment to their beliefs and relate this to their own experiences

#### Vocabulary developed in this unit

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

- religion in general, *eg belief, worship, prayer, prostration*
- Islam *eg Allah, The Prophet Muhammad, Qur'an, Madinah, Makkah, Ka'bah, Bilal, mosque, adhan, salah, jumu'ah prayer, imam, madrassah, mihrab*
- religious and human experience, *eg community, unity, brother/sisterhood, humility*

#### Attitudes developed in this unit

This unit helps children develop the attitudes identified in the Agreed Syllabus as central to religious education:

##### Self-awareness

- becoming increasingly sensitive to the impact of their ideas and behaviour on other people *eg willingness to dress and conduct themselves respectfully in a place of worship*
- developing a realistic and positive sense of their own religious, moral and spiritual ideas *eg Muslim pupils sharing their beliefs and practices; non-Muslims relating these to their own experiences.*

##### Respect for all

- being sensitive to the feelings and ideas of others, *eg about different places regarded as sacred by members of religious communities*
- being ready to value difference and diversity for the common good, *eg in the way religious communities worship; in observing and respecting religious requirements eg regarding dress*

##### Open-mindedness

- being willing to learn and gain new understanding, *eg visiting a place which may be unfamiliar and learning not to feel threatened by differences*

##### Appreciation and wonder

- appreciating the sense of wonder at the world in which they live, *eg in the atmosphere of a place of worship; in observing individual and congregational salah*

## GUIDANCE FOR VISITING A MOSQUE

### Etiquette

Visits, whether for a whole class or small group, should always be organised with a representative of the mosque committee in advance. Children and adult helpers should be well prepared regarding the following requirements for dress and conduct.

**Dress:** Islam requires both men and women to dress modestly. Visitors to mosques should also dress modestly: both men and women should wear loose-fitting, non-transparent clothes, which cover arms and legs to below the knees.

Normally before entering the prayer room, women should cover their hair with a scarf and men could wear a cap as Muslim men often do.

All will be required to remove their shoes on entry.

**Conduct:** Remember to maintain the spiritual atmosphere at all times and particularly to observe silence during prayer times. Voice and language should be moderated and mobile phones should be switched off prior to entering.

It is impolite to walk in front of people who are praying. It is could also be considered impolite to sit with feet or back pointing towards the qiblah (the direction of the Ka'bah in Makkah, indicated by the mihrab in the mosque).

Although it is often permitted, always ask before taking photographs. It is inadvisable to take photographs of people whilst they are praying, without their prior permission, and especially of women and children.

Please remember not to take food with you on a visit because of the halal rules. Pork and alcohol products in particular are prohibited.

### Background information: The Mosque

A Mosque, or **Masjid** as Muslims call it, is a place for Muslims to pray, study and meet together. It can be in an ordinary house or be purpose built with traditional, though not essential, features like a **minaret** and dome.

In a Muslim country the minaret is traditionally used by the **mu'adhin** to call the faithful to prayer, five times a day. The call to prayer is known as the **adhan**. The words are Arabic and are the same as those used by Bilal, a Companion of the Prophet, when he called Muslims to the first mosque in Madinah. The adhan is both a summons and a declaration of faith. Believers respond by offering their prayers, **salah**, through the physical actions taught to them by the Prophet Muhammad (pbuh).



Before Muslims pray they prepare themselves physically and spiritually with **wudu**, ablution or cleansing. The intentional offering of their devotion to Allah - making **niyyah** - is an essential part of this preparation. In most mosques in this country, the room for wudu is inside. Wudu is performed with clean, running water (from tap or jug) and according to a sequence taught by the Prophet.

Inside the prayer room there is no furniture for worshippers to sit on but space to pray, read the **Qur'an** and rest, for example during Ramadan. Nowadays mosques provide a few chairs for the elderly and infirm.

A niche in one wall, the **mihrab**, indicates the **qiblah** or direction of **Makkah**. Wherever they live, Muslims face in the direction of the **Ka'bah** in Makkah when they pray. During congregational **salah**, believers stand side by side, united by their beliefs and equal in the sight of Allah. Muslims explain that the knowledge that, all over the world, fellow Muslims are standing shoulder to shoulder, facing towards the Ka'bah in prayer, enables them to feel part of and supported by the worldwide community of Islam, the **ummah**.



Muslims pray with their whole bodies and all their heart and mind. In bowing and prostrating before Allah, they show their belief that Allah is greater than anyone or anything and that they are ready to live according to His will. **Islam** means peace - which comes from 'submission' to Allah's will.

On the right of the mihrab you will see the **minbar**. This set of steps leading to a platform are used by the **imam** when he gives the **jumu'ah**, Friday prayer sermon. Often there are clocks displaying the times of the five daily prayers and a sixth clock for the jumu'ah prayer. Muslims do not have to perform their salah in a mosque except on Fridays when men are required to attend jumu'ah prayer. Families regularly pray together at home. (In addition to the five set daily prayers, Muslims may and do offer individual prayers in their head and in their hearts.)

It is normal in a mosque for men and women to pray in separate areas and how this is arranged depends on the design. Sometimes there is a balcony area for women, sometimes a curtained-off area.

The **zakah** boxes just outside the prayer hall remind Muslims of their duty to give an amount annually for the welfare of the poor and as an offering of devotion to Allah. Mosques are sometimes very plain and sometimes decorated with beautiful patterns and calligraphy. What they do not have are picture of people because Muslims believe this could be a distraction from their concentration on the greatness of Allah.

The photographs in this guidance sheet are from the Suleymaniye mosque in Shoreditch. It is decorated with traditional Turkish tiles, which in their design make it a beautiful place and affirm belief in the Oneness of Allah. The patterns remind Muslims to praise Allah for the wonders of His created world, of the pattern and harmony He has given to everything in it and of the responsibility humans have in exercising careful stewardship over it.

The Suleymaniye mosque, like all mosques, is a centre for community life and celebrations. Weddings and funerals are performed there and festivals are celebrated. As well as providing somewhere for people to pray, there is an advice bureau and a **madrassah** (school), where both adults and children learn Arabic and study the Qur'an.

Mosques often provide accommodation for travellers and some have restaurants, and possibly a shop selling halal food and Islamic literature.