

The Vine and the Branches

May 2025

Agenda

Prayer

- What is *Dialogue and Encounter*?
- Explore *Dialogue and Encounter*

Father in heaven,
may the faith you have given us
in your son, Jesus Christ, our brother,
and the flame of charity enkindled
in our hearts by the Holy Spirit,
reawaken in us the blessed hope
for the coming of your Kingdom.





May your grace transform us
into tireless cultivators of the seeds of the Gospel.
May those seeds transform from within both
humanity and the whole cosmos
in the sure expectation
of a new heaven and a new earth,
when, with the powers of Evil vanquished,
your glory will shine eternally.

May the grace of the Jubilee
reawaken in us, Pilgrims of Hope,
a yearning for the treasures of heaven.
May that same grace spread
the joy and peace of our Redeemer
throughout the earth.
To you our God, eternally blessed,
be glory and praise for ever.
Amen



Agenda

Prayer

- What is *Dialogue and Encounter*?
- Explore *Dialogue and Encounter*

The Big Picture

Has it been possible to see the story of salvation throughout the five branches now that you are near the end of teaching it?

How has this been possible?

Has it been possible to see the overarching theme for the year group being taught?

(Y1 – revelation; Y2 – Baptism; Y3 – Eucharist; Y4 – How people's lives are transformed by God)

To Know You More Clearly

Unpacking Branch Six

Diocese of Shrewsbury

1st March 2024

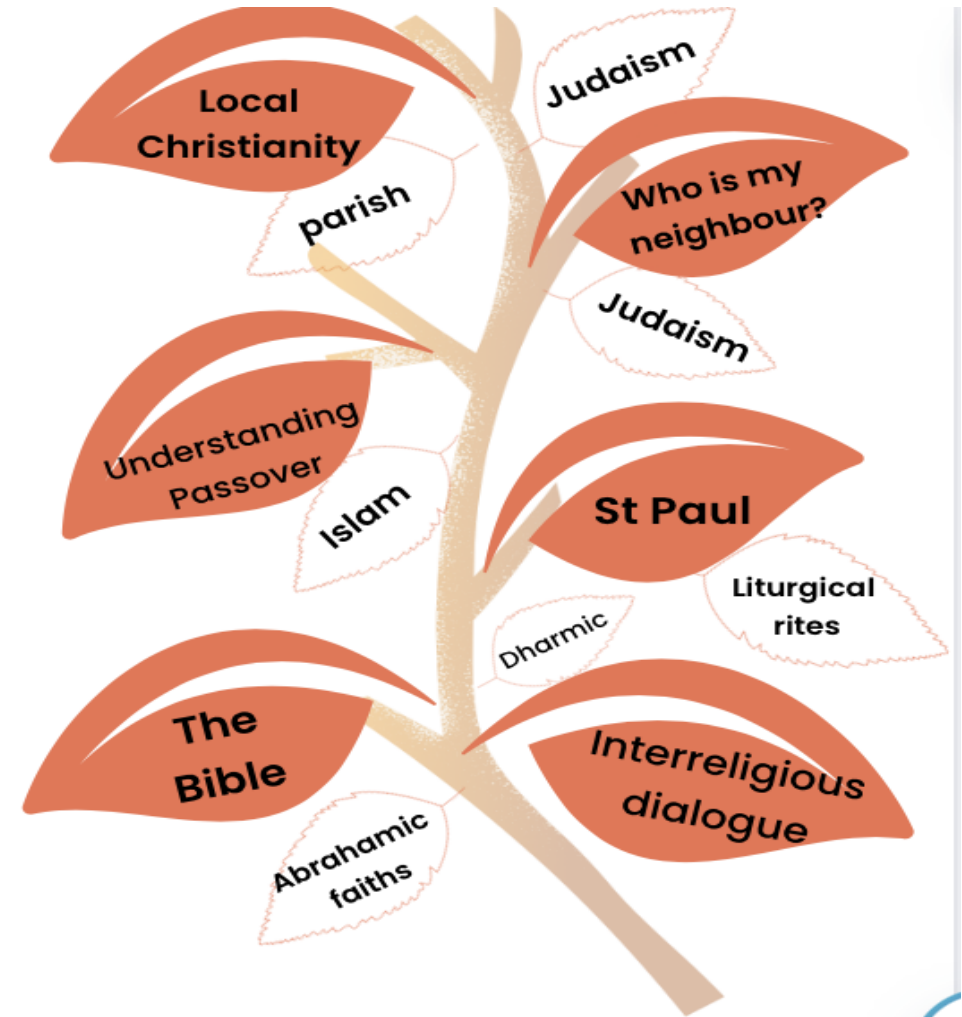
Nancy Walbank



What is Branch Six?



**Dialogue
&
Encounter
Ordinary time**



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Branch Six

Dialogue and Proclamation

It is not a new initiative...

"Men of Athens, I have seen for myself how extremely scrupulous you are in all religious matters, 23 because I noticed, as I strolled around admiring your sacred monuments, that you had an altar inscribed: To An Unknown God. Well, the God whom I proclaim is in fact the one whom you already worship without knowing it.

24 "Since the God who made the world and everything in it is himself Lord of heaven and earth, he does not make his home in shrines made by human hands. 25 Nor is he dependent on anything that human hands can do for him, since he can never be in need of anything; on the contrary, it is he who gives everything-including life and breath-to everyone. 26 From one single



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Dialogue and Proclamation

What does the Church teach?

“Respect and love ought to be extended also to those who think or act differently than we do in social, political and even religious matters. In fact, the more deeply we come to understand their ways of thinking through such courtesy and love, the more easily will we be able to enter into dialogue with them.” (GS,n:27)

Audium et Spes

of the Church in the Modern World

VATICAN COUNCIL II



Introduction by
CARDINAL ANGELO SCOLA

Nostra Aetate

"The Catholic Church rejects nothing that is true and holy in these religions." (n:2)



First World Day of Prayer, Assisi 1982

Ecclesiam Suam (1964)

- Self-awareness
- Call for renewal of the Church
- Dialogue, 'concerns the relationships that the Church of today should establish with the world that surrounds it and in which it lives and labours' n:13
- Dialogue is transcendent in origin, since God initiated dialogue in the Incarnation; the whole history of salvation is a dialogue, a fact we must recall and one that encourages us to open this dialogue with other(s) (n:72-4)



The Identity of a Catholic School for a Culture of Dialogue

“We cannot create a culture of dialogue if we do not have identity.”



Pope Francis visits synagogue in Rome
Image NBC news 17.01.16



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Dialogue and Proclamation

Thinking about implications for the RE classroom

- Dialogue and Encounter (branch six) is about understanding how the Catholic worldview informs relationships with people of different religious and areligious worldviews.
- It is about developing pedagogies of intercultural dialogue that allow genuine exchange and encounter to take place.
- It is not tied to the liturgical year so can be 'distributed'.
- It is not a block of time to 'exhibit' facts about a range of beliefs.



Branch Six

Dialogue and Proclamation

Starting points

Dialogue is:

- a. Learning about the diversity in Catholicism and Christianity.
- b. Understanding Christianity in a global and cultural context.

Encounter is:

- a. Discreet study
- b. Based on Ecclesiam Suam
- c. Love of neighbour involves respecting and esteeming their culture



Dialogue in local contexts

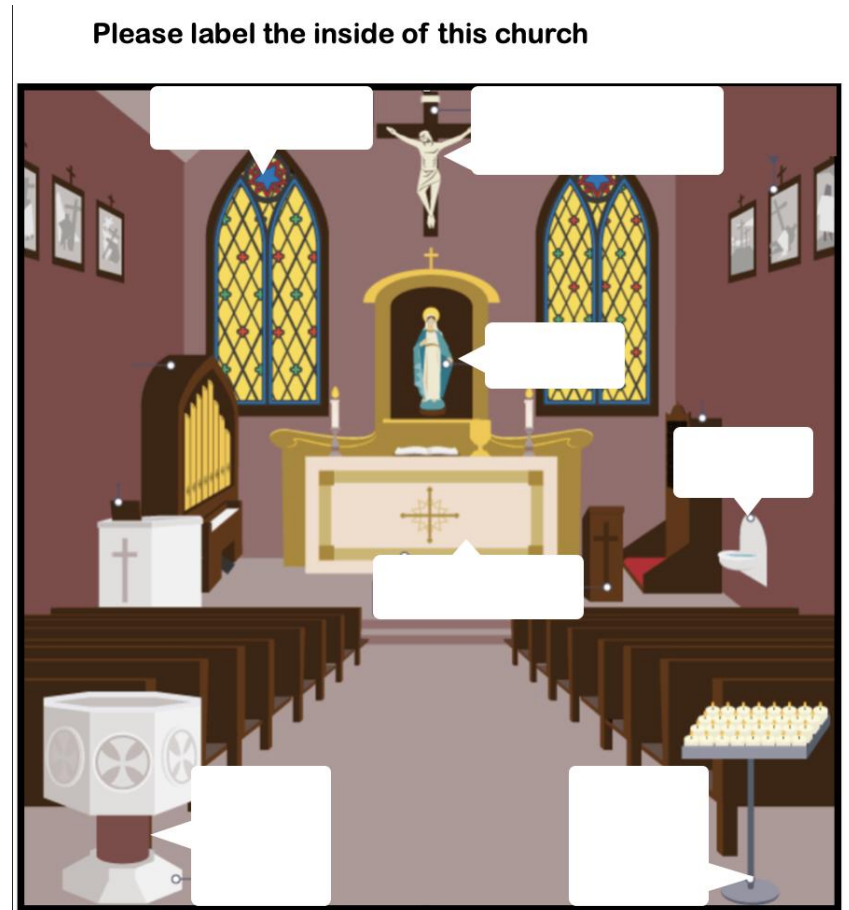
- No schematic approach to this branch, encounter begins in a local context, who is your community?
- For many children in Year One, meeting the local Catholic parish will be the first point of dialogue, where their worldview meets the sacramental, liturgical, Catholic worldview.
- Encourage schools to engage in 'real life' encounters rather than paper exercises.



This



Not



Branch Six

Dialogue and Proclamation

Where are the opportunities for dialogue in your area?

- What do you already do?
- Are there other Catholic communities e.g., Ukrainian, Syro-Malabar?
- Are there other Christian communities?
- Are there community projects where people of faith work together?



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Branch Six

Dialogue and Proclamation

Encounter – worldviews pedagogy

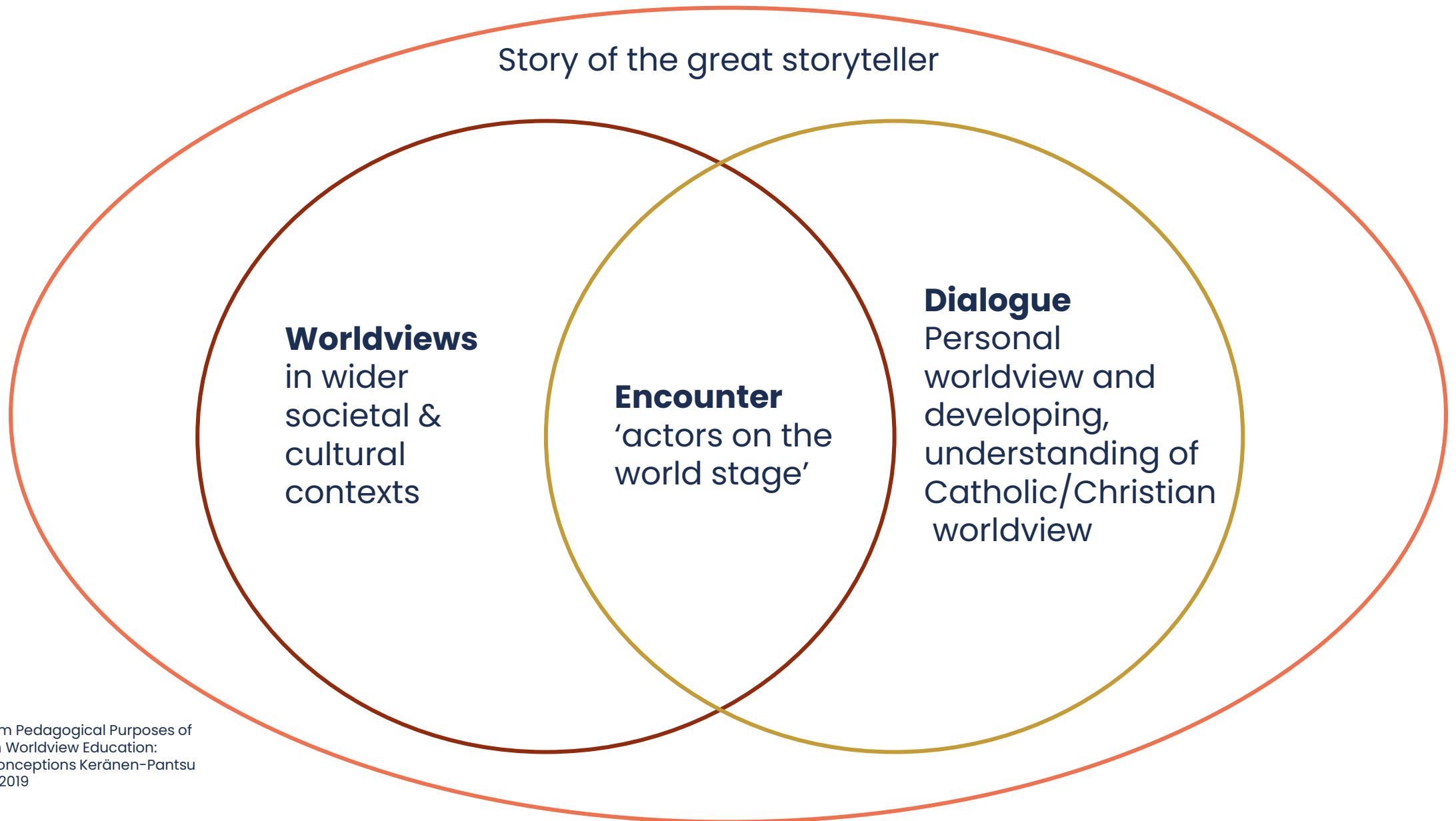
*“The narrative approach in worldview education provides means for teachers to promote conditions for a safe space and promote dialogue enabling worldview reflection. **Narratives** have a lot to offer for pluralistic and polyphonic education, opening up diverse ways of viewing the world.”*

Pedagogical Purposes of Narratives in Worldview Education: Teachers' Conceptions Keränen-Pantsu & Heikkinen 2019



Branch Six

Dialogue and Proclamation



Adapted from Pedagogical Purposes of
Narratives in Worldview Education:
Teachers' Conceptions Keränen-Pantsu
& Heikkinen 2019



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Dialogue and Proclamation

Hello,
What's your story?
How does what
you believe
change the way
you live?



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Branch Six

Dialogue and Proclamation

What are the opportunities to encounter people with diverse worldviews in your school community?



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Dialogue and Proclamation

Year One: Encounter

<https://jewishmuseum.org.uk/schools/in-the-classroom/>



Learning Portal

Browse our extensive objects, videos and audio in the Jewish Museum London collection with prompts to support classroom learning.

[Browse the Portal >](#)



Inclusive Judaism Image Library

Download photographs direct from the UK's vibrant Jewish community to your classrooms today.

[Explore Image Library >](#)

Year One: Encounter

<https://www.manchesterjewishmuseum.com/your-visit/schools-and-groups/>

MANCHESTER JEWISH MUSEUM

WHAT'S ON

COLLECTION

VISIT US

GET INVOLVED

ABOUT US



Manchester Jewish Museum Schools visit, Chris Payne 2021

Here, at Manchester Jewish Museum, we give your students playful, engaging and imaginative ways to explore the historic synagogue and stories in our gallery through film making, baking and exploration activities!

Our museum includes a learning studio with kitchen, an educational gallery, as well as a recently restored synagogue, providing the perfect hands-on environment for schools wishing to learn more about Jewish culture.



Year One: Encounter

<https://www.jewfaq.org/>



Judaism 101

Today is true Nissan 5784
Yom Ha-Shoah

Ask JewFAQ

IdeasPeoplePlacesThingsWordsDeedsTimesLife CycleReference

Judaism 101

*Answering Frequently Asked Questions
about Jews and Judaism in plain English
for a quarter of a century*

Judaism 101 or "Jew FAQ" is an online encyclopedia of Judaism, covering Jewish beliefs, people, places, things, language, scripture, holidays, practices and customs, written from a traditional perspective in conversational language you can understand.



Passover

sunset April 22, 2024 - nightfall April 30, 2024

The journey from slavery in Egypt to freedom, remembered with a retelling of the story at a family gathering followed by a week of unleavened food.

Count the Omer!

evening of April 23, 2024 - evening of June 11, 2024

We count the 49 days from Passover (the Exodus from Egypt) to Shavu'ot (receiving the Torah at Mount Sinai) to emphasize the connection between these two important holidays.

Today is day 9, making 1 week and 2 days of the Omer. (Add 1 day after sunset)



Year One: Encounter

BBC Websites

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>

How do Jewish people show care?

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zc2fsk7>

A visit to a synagogue

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd>

Further information

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zvwphcw>

NATRE

Symbols of Judaism

<https://www.youtube.com/watch?v=pKXBEmdmPl0>

Real people real faith

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith/real-people-real-faith-ks1/>

RE Online

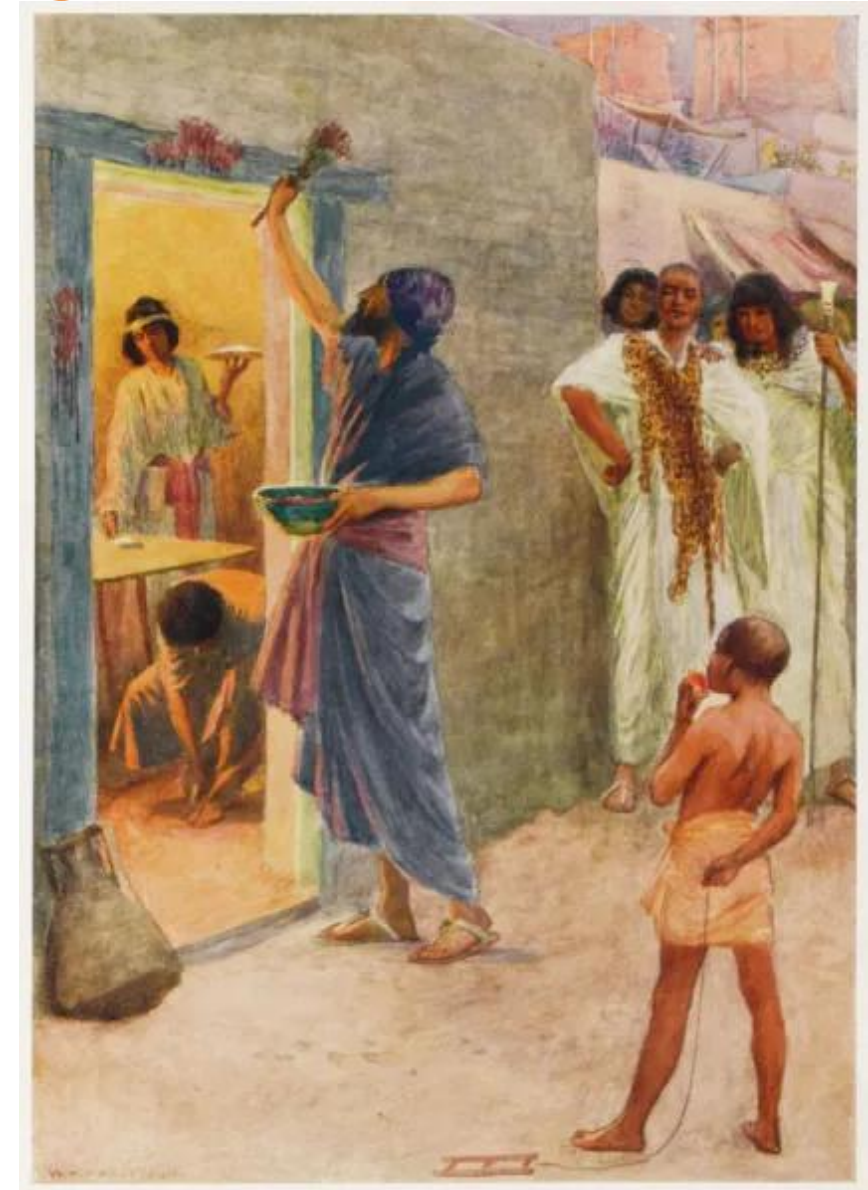
<https://www.reonline.org.uk/>

Year Three: Dialogue

Notes for teachers (RED p128)

Teachers may want to begin this branch by **looking at the Jewish Passover**. Pupils may need some **contextual understanding** to know that the **festival of Passover** (Pesach in Hebrew) **celebrates the liberation of the Hebrew people from slavery in Egypt**.

'The Lord spoke to Moses and Aaron in Egypt: "This month is to be the first month of the year for you. Give these instructions to the whole community of Israel: On the tenth day of this month each man must choose either a lamb or a young goat for his household. If his family is too small to eat a whole animal, he and his next-door neighbour may share an animal, in proportion to the number of people and the amount that each person can eat. You may choose either a sheep or a goat, but it must be a one-year-old male without any defects. Then, on the evening of the fourteenth day of the month, the whole community of Israel will kill the animals. The people are to take some of the blood and put it on the doorposts and above the doors of the houses in which the animals are to be eaten.' (Ex 12:1-7)



Year Three: Dialogue

Testament - The Bible in Animation - Moses

YouTube · Stephen Barnett · 11 Aug 2015

YouTube 



Testament - The Bible in Animation - Moses



Copy link

MOSES



0:57 / 27:44



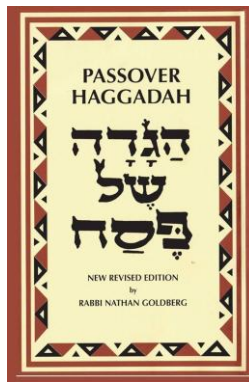
YouTube



Year Three: Dialogue

Notes for teachers (p128)

On the **evening before Passover** starts, Jewish families have a **special service called a Seder** which takes place over a **meal**. The **story of Exodus** is read from a book called the **Haggadah**. Different family members read parts of the story (some parts are read in Hebrew) and **food and drink with symbolic meaning is placed upon the table**. The food includes unleavened bread as the Hebrews had no time to wait for bread to rise before leaving Egypt. (The leaven they threw away is like a sourdough starter rather than yeast.) **It is important that pupils understand that the Passover is a festival for Jewish people across the world today, and through history.**



Year Three: Dialogue



Notes for teachers (p128)

For Christians, the feast of the Passover is important because they believe that it links with Jesus' last meal with his disciples. In the gospels of St Matthew, St Mark, and St Luke, the Last Supper is a Passover meal. **In the book of Exodus, the Passover happens at the beginning of a new era for the Jewish people when they are saved from slavery by God and set free.**

For Christians, Jesus offers himself as the sacrifice (he is the Paschal lamb) and his death and resurrection save people from sin and restore the way to a relationship with God in this life and in heaven. Jesus commands the disciples to remember and repeat his actions as he establishes a new promise (covenant). **Pupils may be able to make simple connections between the Last Supper, Passover, and the sharing of unleavened bread and wine at Mass and Jesus' instruction to 'Do this in memory of me'.**

Year Three: Dialogue

	The Passover	The Last Supper
Sacrifice	Lamb	Jesus
Freedom from	Slavery	Sin and death
Promise of	New land to call their own	New life with God, now and in heaven
<i>Meal/celebration to remember event</i>	Seder - sharing of matzah (unleavened bread)	Eucharist – sharing of consecrated host (unleavened bread)
	‘Then Moses said to the people, “Commemorate this day, the day you came out of Egypt, out of the land of slavery, because the Lord brought you out of it with a mighty hand”’ (Exodus 13:3)	“This is my body, which is given for you. Do this in remembrance of me.” (Luke 22:19b)

How does the first Passover link with the Last Supper?
What links can be made by Christians between the Passover and the Eucharist?





What foods are found on the Seder plate?

These foods are all reminders of part of the Jewish story of rescue from the slavery of Pharaoh. The story is told, and the food and drink is shared, as a reminder of how the Almighty used Moses to rescue the Hebrew people from 400 years of slavery.

What are these foods? Which do you like? Which 7 things here are specially for Pesach? What do these foods stand for? Label and caption.

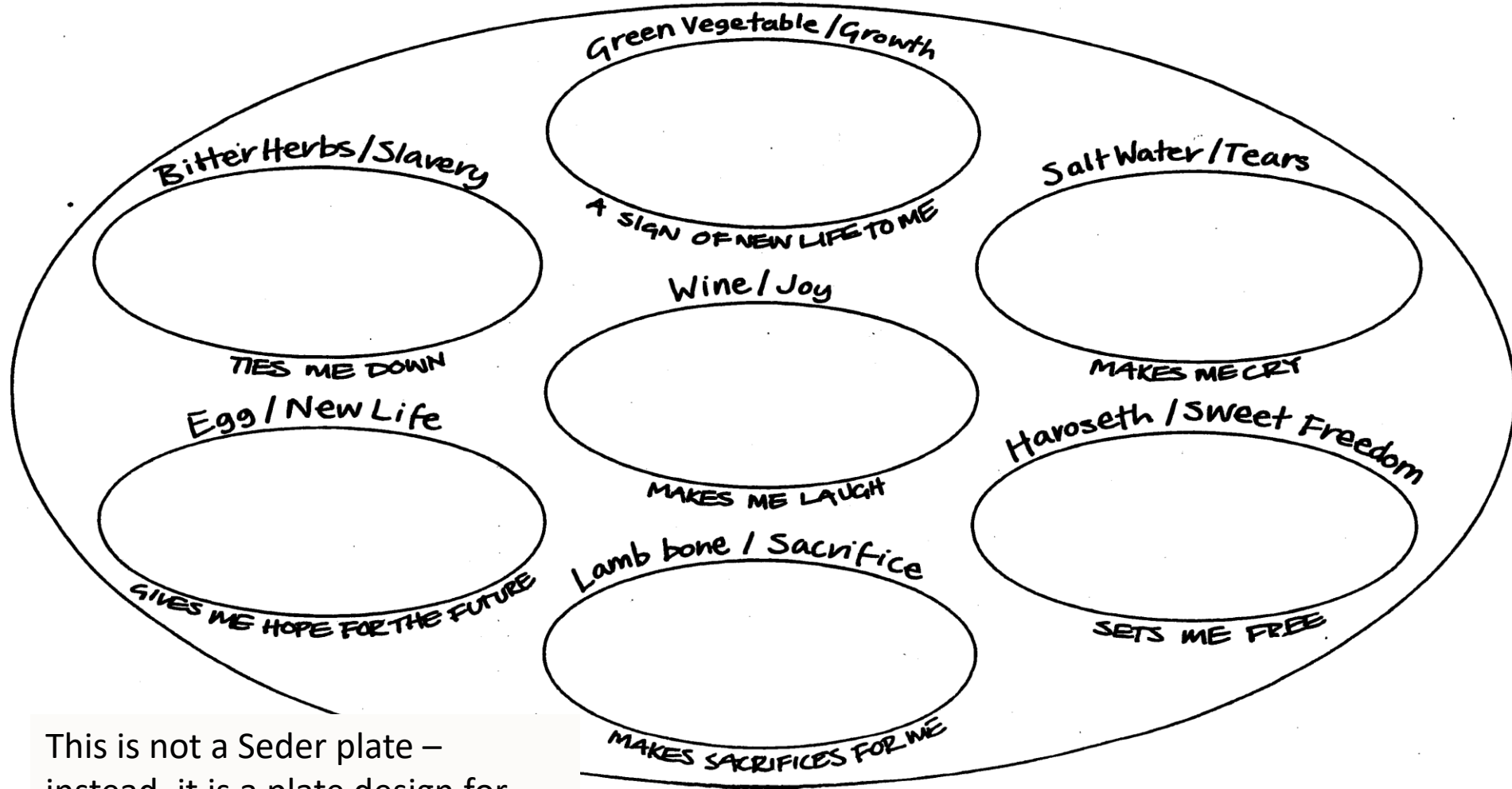


What foods are shared at Pesach, and why?

Gathering information and describing religious practice + meaning: knowing symbolic meaning

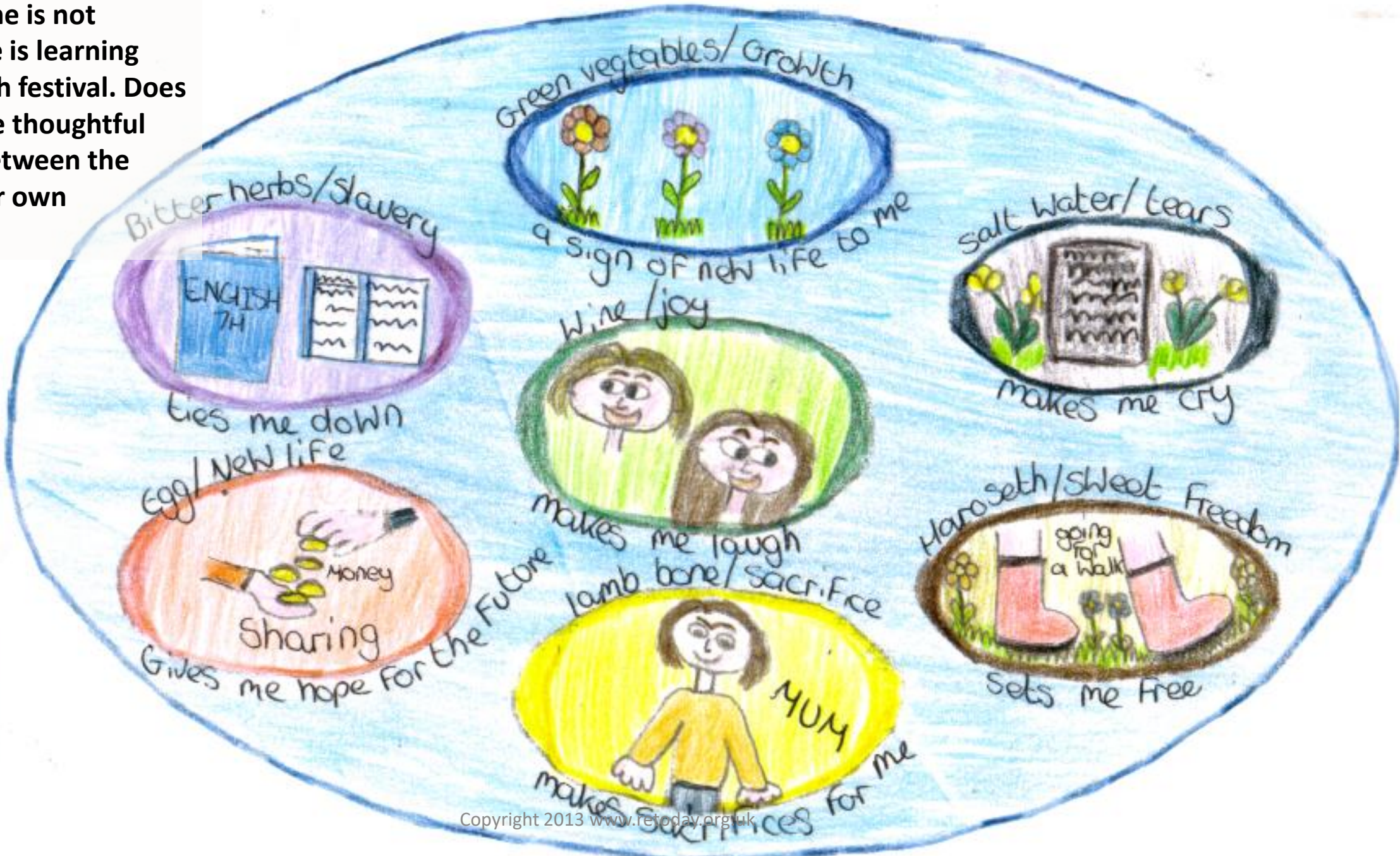
Salt water	The slaves in Egypt cried tears. Salt water is a reminder of the tears of the slaves
Bitter herbs	A reminder of the bitter experiences of being a slave. The hard task masters in Egypt were nasty to the slaves. They were fierce.
Haroseth	This is a kind of sweet paste. It's made of nuts, apples, raisins and wine. It looks like cement! It reminds you that the slaves had to build the pyramids. It tastes sweet – like freedom.
Roast Lamb Bone	On the last day before they escaped, the Hebrews killed a lamb. They put lamb's blood on the doors. It protected their houses from the 'Angel of Death'.
Roasted Egg	An egg looks dead, but new life comes out. The Hebrews escaped from slavery to go to the promised land – it was a new beginning.
Green Vegetable	In spring, green vegetables grow from what looks like dead ground. This is a reminder of growth.
Wine	Wine makes people happy. The cups of wine are drunk to celebrate sweet freedom.

LEARNING FROM JUDAISM - Pesach



This is not a Seder plate – instead, it is a plate design for you to think about your own experiences, and make some links to the Jewish story

Here is an example of Jodie's experiences: she is not Jewish, but she is learning from the Jewish festival. Does she make some thoughtful connections between the festival and her own experiences?



Learning from Judaism - Pesach

Green Vegetable/Growth:

A sign of new life to me is the cross because it represents new life for Christians and I am a Christian. It represents forgiveness and when you have been forgiven you are fresh as though you are being born again.

Bitter Herbs/Slavery:

Something that ties me down are my flute and dancing lessons. I have to attend them every week and have to practice in between.

Wine/joy:

One thing that makes me laugh are my friends especially the middle one in the picture, Katie. She makes nearly everything funny and her face expressions are funny too. On the right in the photo is Leah and on the left is Lianne.

Saltwater/tears

One of the things that makes me cry is when a close relative or friend is seriously ill. When my Nanna was in hospital I cried as she had many tubes 'plugged' into her.

Haroseth/Sweet Freedom

I feel as though I have been set free when I am peacefully sunbathing on Lilo preferably although my sister would knock me off! I love the warm feeling of the sun on my skin.

Lamb bone/Sacrifice:

Someone who makes sacrifices for me is my Mum. If I had an out of school activity on and she had a meeting she would be late to the meeting for me.

Egg/New life:

When I achieve a high grade, certificate or cup it gives me hope for the future, as it makes me proud and I feel as though I am further up the ladder of life.

Writing about your 'not the seder' plate

	Reasons and examples	How does this link to the Jewish celebration?
What ties me down...		
What sets me free...		
What makes me laugh...		
What makes me cry...		
What gives me hope for the future...		
A sign of new life to me is...		
Someone who's made sacrifices for me is...		

Year Three: Dialogue

CCC Links	Knowledge lens content
Passover YC 95,171 CCC 569- 570, 1085	Dialogue By the end of this unit of study, pupils will have encountered the following key text: - Exodus 12:1-8,15-20, 13:3 - Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches: - For Christians, the Eucharist is linked with the Jewish celebration of Passover.

Year Three: Dialogue

Expected outcomes	
Understand By the end of this unit of study, pupils will be able to:	
U3.6.1.	Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).
U3.6.2.	Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)
Discern By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:	
Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.	
Respond During this unit of study, pupils will be invited to respond to their learning, for example by:	
Reflecting on the meaning of what they have learned for their own lives. (RVE)	
Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)	

Year Three: Dialogue

Chabad.org – Passover Story for Kids

https://www.chabad.org/kids/article_cdo/aid/485982/jewish/The-Passover-Story-for-Kids.htm

BBC KS2 religious – Pesach

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6>

BBC – the story of Passover

<https://www.youtube.com/watch?v=ZgH8Wle8M2s> *(older video – but has some useful info for teachers)*

Newsround – What is the story of Passover?

<https://www.bbc.co.uk/newsround/39565685>

BBC Bitesize – What is Passover?

<https://www.bbc.co.uk/bitesize/articles/zn22382>

True Tube - Charlie and Blue celebrate Passover

<https://www.truetube.co.uk/resource/charlie-and-blue-celebrate-passover/>

BBC Celebrations – The Seder (3-part clips) – (good for teacher knowledge)

<https://www.bbc.co.uk/programmes/p01147yd>

Year Three: Encounter

Notes for teachers (p128)

As always, encountering other religious beliefs should be a **first-hand experience where possible**, allowing people to speak about their religious beliefs. In learning about Islam, pupils should **take a religious law or belief and explore how people live this out**. This is intentionally left open so that **teachers can consider the time of year and the pupils in their class when thinking about which aspects of Islam to study**. Generally, teachers may **consider which of the five central beliefs of Islam it is most appropriate to study depending on the Islamic calendar**. Studying the declaration of faith, prayer, or the importance of almsgiving are not as closely linked with months of the year as fasting and pilgrimage. **It is important that all pupils appreciate that Islam has a rich culture** which incorporates art, religious music, poetry, and architecture **as well as learning what Muslims believe**.

Year Three: Encounter

Knowledge lens content

Encounter

By the end of this unit of study, pupils will have encountered the following:

Some **simple** facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.

By the end of this unit of study, pupils will have encountered the following:

Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).

Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.

Year Three: Encounter

U3.6.3.	Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)
D3.6.2.	Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)
D3.6.3.	Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)
R3.6.1.	Reflecting on the meaning of what they have learned for their own lives. (RVE)
R3.6.2.	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)

Islam: peace, submission, good conduct QUIZ

1. %age of world population who are Muslim?
2. %age of UK population?
3. Number of mosques in the UK? (3b - how many churches?)
4. Date of first mosque in Britain?
5. Biggest Muslim charity in the UK?
6. Most Islamically populous towns / cities in the UK? How many over half Muslims? Name 3 top examples?

Islam: peace, submission, good conduct

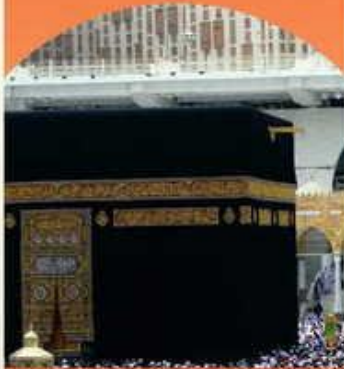
1. 1.7 billion people worldwide (24%)
2. About 4 million in the UK (6.3%)
3. 2230+ mosques in the UK (how many churches? Just over 50 000)
4. Two mosques opened in 1889 – in Woking and Liverpool
5. Islamic Relief grew from a 1st donation of 20p in 1984 to a spend of £131 million in 2023
6. No UK towns over half Muslim. Tower Hamlets: 39.9%, Blackburn with Darwen: 35.0% Newham: 34.8%, Luton: 32.9%

THE 5 PILLARS OF ISLAM: بُنْيَ الْإِسْلَامُ عَلَى خَمْسٍ :



وَحَجُّ الْبَيْتِ

Pilgrimage to Makkah



HAJJ



وَصَوْمُ رَمَضَانَ

Fasting



SAWM



وَإِيتَاءُ الزَّكَاةِ

Giving 2.5% of savings
to the poor

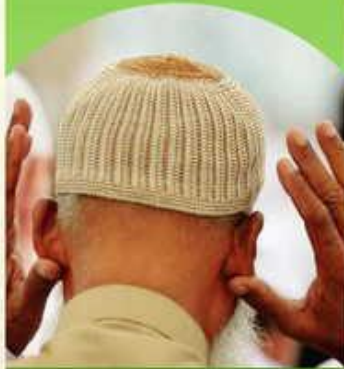


ZAKAH



وَإِقَامِ الصَّلَاةِ

5 daily prayers

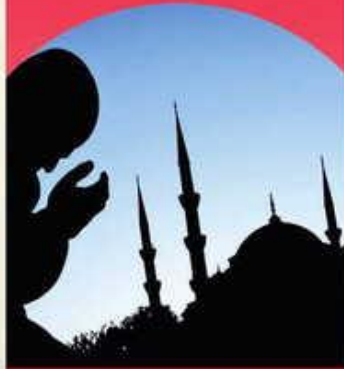


SALAH



شَهَادَةُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ
وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ

Faith in Allah ﷻ and
His Messenger ﷺ



SHAHADAH

Five Pillars of Islam

Muslims must perform these duties to show submission to Allah

Shahadah



A declaration of faith.
"There is no God but
Allah and Muhammad
is his messenger.

Salah



Pray facing Mecca five
times a day: dawn,
noon, afternoon
evening and night.

Zakat



It is a Muslims duty to
give 2.5% of their
income to the
poor/needy.

Sawm



During the holy
month of Ramadan,
Muslims cannot eat or
drink from dawn to
dusk.

Hajj



If possible, Muslims
must go on a
pilgrimage to Mecca
once in their life.



اللَّهُ أَكْبَرُ اللَّهُ أَكْبَرُ

اللَّهُ أَكْبَرُ اللَّهُ أَكْبَرُ

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ

أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ

أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ

أَشْهَدُ أَنَّ مُحَمَّدًا رَسُولُ اللَّهِ

حَيَّ عَلَى الصَّلَاةِ

حَيَّ عَلَى الصَّلَاةِ

حَيَّ عَلَى الْفَلَاحِ

حَيَّ عَلَى الْفَلَاحِ

اللَّهُ أَكْبَرُ اللَّهُ أَكْبَرُ

لَا إِلَهَ إِلَّا اللَّهُ

Allahu Akbar, Allahu Akbar

Allah is most great, Allah is most great

Allahu Akbar, Allahu Akbar

Allah is most great, Allah is most great

Ash-hadu an La ilaha ill-Allah

I testify that there is no god but Allah

Ash-hadu an La ilaha ill-Allah

I testify that there is no god but Allah

Ash-hadu anna Muhammad-ar-Rasul Allah

I testify that Muhammad (ﷺ) is the Messenger of Allah

Ash-hadu anna Muhammad-ar-Rasul Allah

I testify that Muhammad (ﷺ) is the Messenger of Allah

Hayya 'al-as-salah

Come to pray

Hayya 'al-as-salah

Come to pray

Hayya 'al-al falah

Come to salvation

Hayya 'al-al falah

Come to salvation

Allahu Akbar, Allahu Akbar

Allah is most great, Allah is most great

La ilaha ill-Allah

There is no god but Allah.

Task 2: Research, capture information, quiz

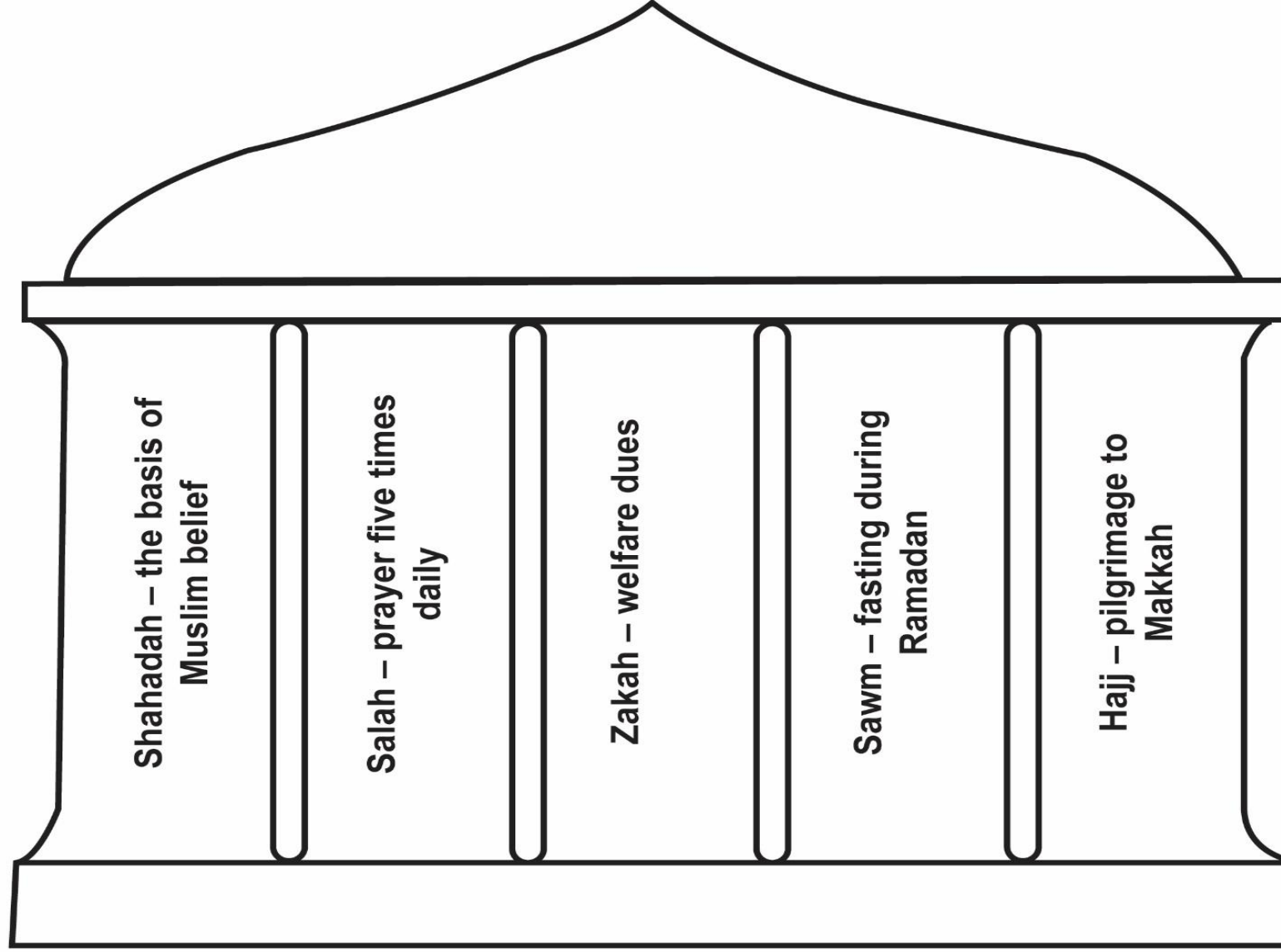
The film below is from BBC Teach: My Life My Religion

It is called ‘What is Islam?’ In it, a Muslim girl, Sara, explains her life and her religion.

Click this link and watch carefully:

www.bbc.co.uk/programmes/p02mwkxn

- Almost all text books and resources about Islam say something about the Five Pillars.
 - Use the film as a basis for this task. Use your research skills to gather further information from other resources (including Muslim people you know if possible) about the Five Pillars. A website you could use is <https://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml> . Design a page and fill it up with all the Five Pillars facts you now know. Use the title: ‘All the facts I found out about the Five Pillars.’
 - Can you turn your information sheet into questions and run a quiz about the Five Pillars with some other pupils in your class?
-



5 pillars of Muslim religion

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The Five Pillars of Islam

Muslims try to follow their faith in five ways:

- ☉ Every moment, they believe in Allah and his prophet [Belief]
- ☉ Everyday they pray five times [Salah, Prayer]
- ☉ They give £1 for every £40 they have, to help those less fortunate [Zakat, 'Charity']
- ☉ They fast for the month of Ramadan [Fasting]
- ☉ They visit the holy city of Makkah on pilgrimage once in their lives if they can [Hajj, Pilgrimage]

On the next slide you will see ten quotes from young Muslims, each one is about one of the five pillars.

Which is which?

**Five Pillars
give strength
to the
Muslim
religion**

The five Pillars of Islam

- Believing in Allah
- Praying every day
- Giving to those less fortunate
- Fasting during Ramadan
- Visiting the holy city of Makkah

“My Dad has been to Makkah. He says its important because all Muslims around the world come together, not interested in their colour, language or wealth, but united as brothers and sisters in their religion.”

“When worshipping, think about who you are worshipping. Have faith in what you have been taught. Nobody is worthy of worship except Allah.”

“This pillar makes me feel strength in my faith, and develops a united community.”

“Insh'Allah I have been keeping the fast for seven years now. Ramadan is a month in which you and your Lord are very close.”

“Prayer should help us to stop doing evils. it is something solemn, not a joke. It should make us feel close to Allah, just as if He is right there in front of us.”

“Each year in Ramadan, I learn a new thing about myself, and I also get rid of at least one bad trait in myself. It teaches self control, which is very badly needed among us humans.”

“The most important thing to me about pilgrimage is that the Holy Prophet has stood on the soil of Makkah.”

“This pillar is a training programme in which I feel for the poor, plus I can try and help.”

“We believe in only one God, who is Allah. And Muhammad [pbuh] is the last prophet. Us being Muslims, we follow Muhammad [pbuh] and worship Allah.”

“Giving is good.”

Exploring the significance of prayer to Muslims

The NATRE database of young people talking about their faith has over 30,000 statements from children and young people about their beliefs. You can easily search by age, gender, faith, theme.

<https://old.natre.org.uk/db/profile2a.php>

There is a database of pupil writing for RVE. You - or your teacher - will find 12-16 things Muslim children say about prayer on the DB

- In groups of three read out and sort out quotes from Muslim children. From the quotes, answer this one: 'Why is prayer so important for Muslims?'
 - Prioritise 9 of the statements into a diamond shape: which are most helpful in explaining why prayer is so important to Muslims? Put the most helpful at the top, least helpful at the bottom.
 - Most interesting? Each person in the group chooses one of the statements and answers the following:
 - What interests you about this statement?
 - What is being said, and what does it mean?
 - What does the person believe and why do you think they believe this?
 - Write a statement of not more than thirty words to answer the question 'Why is prayer so important for Muslims?'
 - Do you think it is hard to pray regularly?
 - How might regularly praying make a Muslims life *harder*?
 - How might regularly praying make a Muslims life *easier*?
-

Year Three: Encounter

True Tube – How Islam began in 10 minutes (good background for teachers)

<https://www.truetube.co.uk/resource/how-islam-began-in-ten-minutes/>

True Tube – The 5 pillars of Islam (KS3 & 4 – but helpful info)

<https://www.truetube.co.uk/resource/the-five-pillars-of-islam/>

True Tube – Islam (clips and accompanying resources)

[True Tube - Islam - search for info on individual pillars](#)

BBC Bitesize – Islam

<https://www.bbc.co.uk/bitesize/topics/zpdtsbk>

BBC Religious Studies - My life, my religion – Islam

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znm47h>

Islamic Relief – 5 pillars of Islam

<https://www.islamic-relief.org.uk/resources/knowledge-base/five-pillars-of-islam/>

BBC Teach – the 5 pillars of Islam

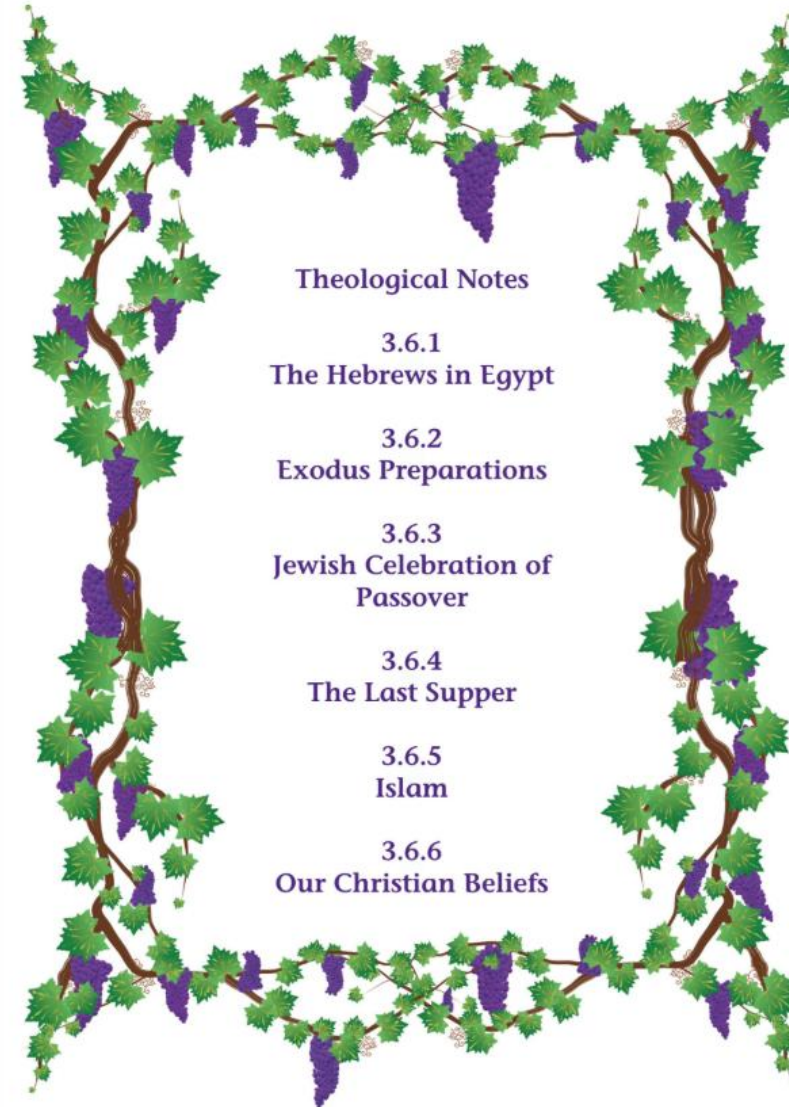
<https://www.youtube.com/watch?v=H9U8T8x1AhQ>

Year Three: Dialogue and Encounter

The Vine and The Branches



Dialogue & Encounter Branch 6



Theological Notes

3.6.1

The Hebrews in Egypt

3.6.2

Exodus Preparations

3.6.3

Jewish Celebration of
Passover

3.6.4

The Last Supper

3.6.5

Islam

3.6.6

Our Christian Beliefs

Year Three: Dialogue and Encounter

Key vocab:

- Passover
- unleavened
- Exodus
- Muslim
- Islam
- Ramadan
- Sawm
- adhan

How will you support the learning and usage of these key vocab terms?

How will you ensure they are understood in context?

Planning

1. Read the Teacher notes from the RED for the Year group and for the branch
2. Note the lens content in the RED (Dialogue and Encounter) for the branch. This will help you to recognise the key content that should be taught. [NB – find out more about the lenses in the RED (p23-35)]
3. Note the Expected Outcomes in the RED (Understand, Discern, Respond) for the branch
4. Read the Teacher Book (TB), this contains theological notes and also identifies the learning linked to the Expected Outcomes
5. Read the guidance from the Diocese on each branch as these show how the RED, TB and PB talk to each other. They may provide a helpful basis for your planning

NB: Note the key vocab for the branch is in the Teacher Book (TB)

Planning

Year Three: Dialogue and Encounter

(TB = Teacher Book; PB = Pupil Book; RED = RE Directory; EO = Expected Outcomes
GNT = Good News Translation of the Bible; YC4K = YouCat for Kids)

NB: Y3 Branch 6 only has 3 Understand EO, however, this allows for a greater opportunity in this term for *Encounter* with Judaism, via the celebration of the Passover, and *Encounter* with Islam as an introduction as this is the first time pupils will encounter Islam in their RE lessons.

However, please note, V&B have included 6 areas of learning with only one of these focussing on Islam. The RED model curriculum offers scope for a study of Islam over several weeks (3-4). Also note: the first EO is given three of the six areas of learning in this Branch. You may consider spending less time on this EO than is given in V&B, for example, 3.6.1 and 3.6.2 and 3.6.4 can be taught together over a couple of weeks beginning with some historic context, the story of the First Passover, and linking this with prior learning on the Last Supper and the Eucharist. The Jewish celebration of Passover in the UK today should be a true opportunity for Encounter, so consider exploring this after the first EO has been covered (i.e. cover 3.6.1, .2 and .4 first, THEN 3.6.3)

NB: the final area of learning in branch 6 for Y3 is 'Our Christian beliefs'. This is extra learning to what is required by the RED model curriculum. Teachers may decide to spend more time encountering Islam rather than exploring this learning. However, the TB info, p68, and PB, p183-5, does have some context for the learning in branch 6, which may be helpful for teachers, particularly in response to potential questions from the children.

Content through Lenses	Model Curriculum Expected Outcomes	The Vine and the Branches	Support Notes
D: Exodus 12:1-8,15-20, 13:3 D: Lk 22:14-23 D: For Christians, the Eucharist is linked with the Jewish celebration of Passover.	U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).	3.6.1 The Hebrews in Egypt Carefully read the Theological Notes, TB p60-62 TB p63 'Activity EO' has a list of bullets that speak to the EO. Consider working towards these as the content is covered in class The Discern opportunity here may be too complex initially for pupils, though could be used as something	Carefully read the 'Notes for teachers', RED p128. Consider sharing the Testament Animation of Moses as another way to share the story of Moses and the plagues, rather than the text in PB p163-4 https://www.youtube.com/watch?v=GRT6WPn2vnQ

Planning

D: Exodus 12:1-8,15-20, 13:3 E: Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.	U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal.	3.6.3 Jewish Celebration of Passover See Theological Notes TB p61-62 TB shares some of the questions asked by the youngest member of the household during the seder meal. See info on all 4 here: What-Are-the-Four-Questions The ppt in PB p127 offers a recap of the first Passover then focuses on the practice and symbolism of Passover celebrations today	Carefully read the 'Notes for teachers', RED p128. Refer to the Diocesan ppt for slides on the seder plate from Lat Blaylock, RE Today. Consider what else would be on the table at this time. NB: the 'not a seder plate' activity is an opportunity to respond to the learning in a personal way – it is not something Jewish people would recognise as part of the Passover celebrations. To access the EO pupils will need to make links between the Exodus account of the first
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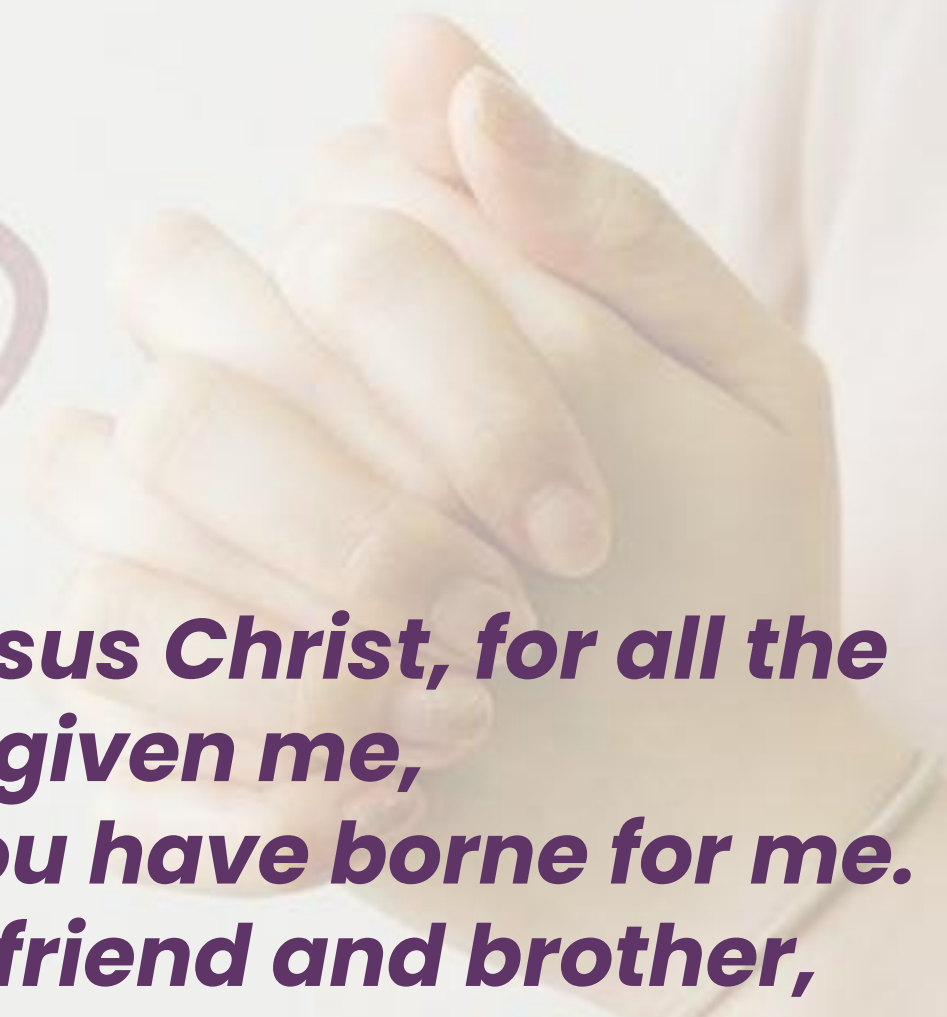
Year Three: Dialogue and Encounter

(TB = Teacher Book; PB = Pupil Book; RED = RE Directory; EO = Expected Outcomes
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		NB – ensure depictions of Jewish people reflect the diversity of belief and practice in Judaism. https://jewishmuseum.org.uk/schools/in-the-classroom/ The Jewish Museum, London, houses an inclusive Judaism Image Library	Passover with how a Jew may celebrate Passover in Britain today. Those links will need to use specialist vocab to describe the symbols and actions in the meal. Where possible – try to hear from Jewish people for that authentic encounter. Web links shared in the Diocesan ppt for Passover Chabad.org – Passover Story for Kids https://www.chabad.org/kids/article_cdo/aid/185082/jewish/The-
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LET US

pray.



***Thanks be to you, my Lord Jesus Christ, for all the
benefits you have given me,
for all the pains and insults you have borne for me.
O most merciful redeemer, friend and brother,
may I know you more clearly, love you more dearly,
and follow you more nearly, day by day. Amen.***