

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

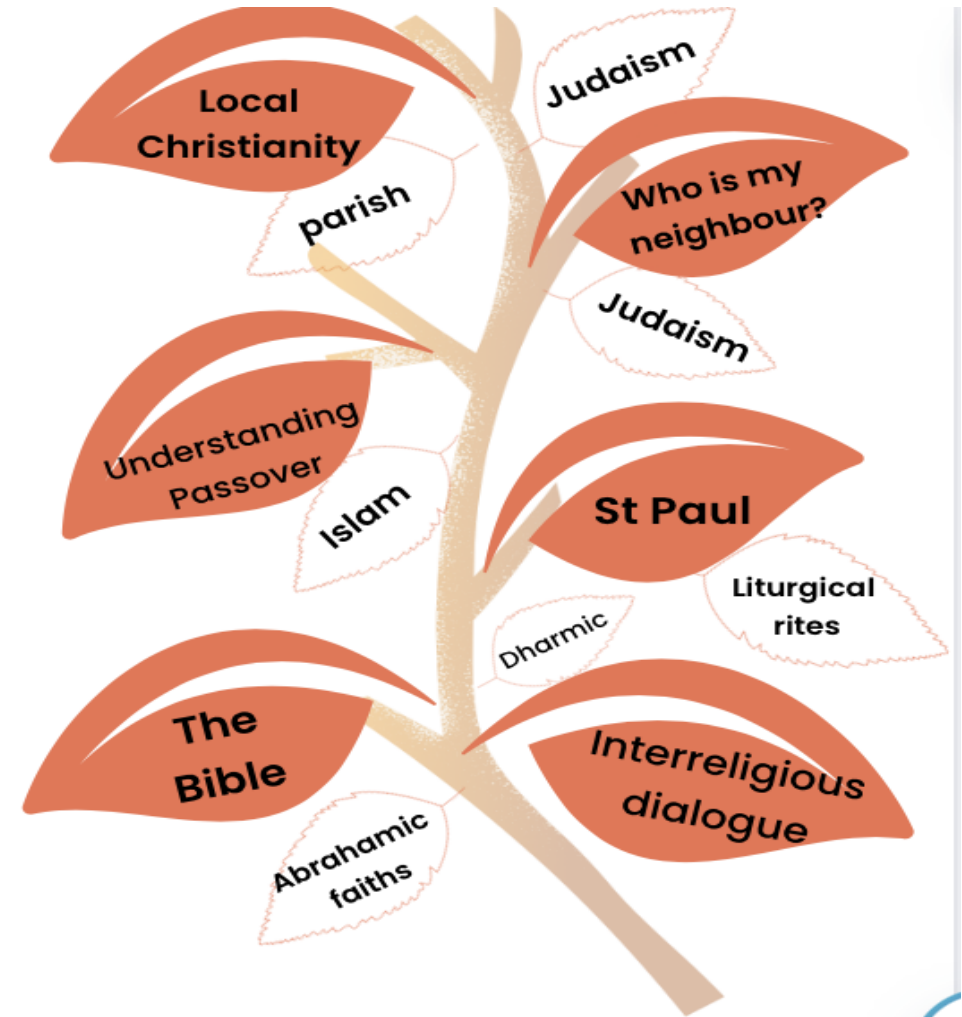
Nancy Walbank



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)



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Dialogue and Proclamation

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

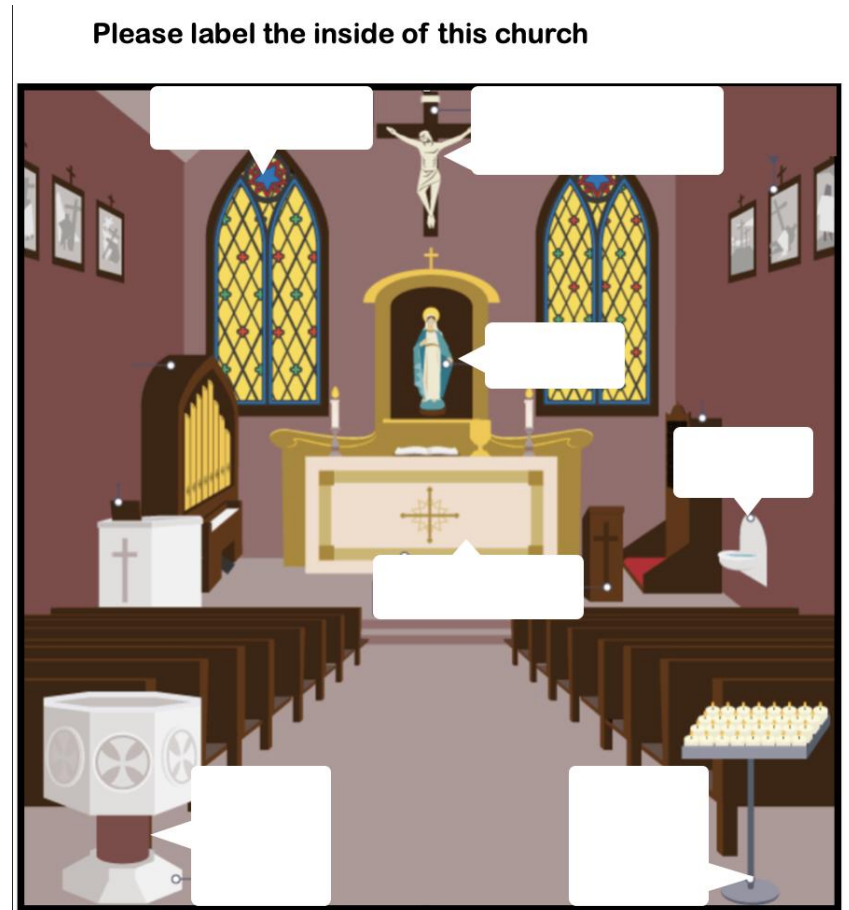
- No schematic approach to this branch, encounter begins in a local context, who is your community?
- For many children in Year One, meeting the local Catholic parish will be the first point of dialogue, where their worldview meets the sacramental, liturgical, Catholic worldview.
- Encourage schools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



This



Not



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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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Dialogue and Proclamation

Encounter – worldviews pedagogy

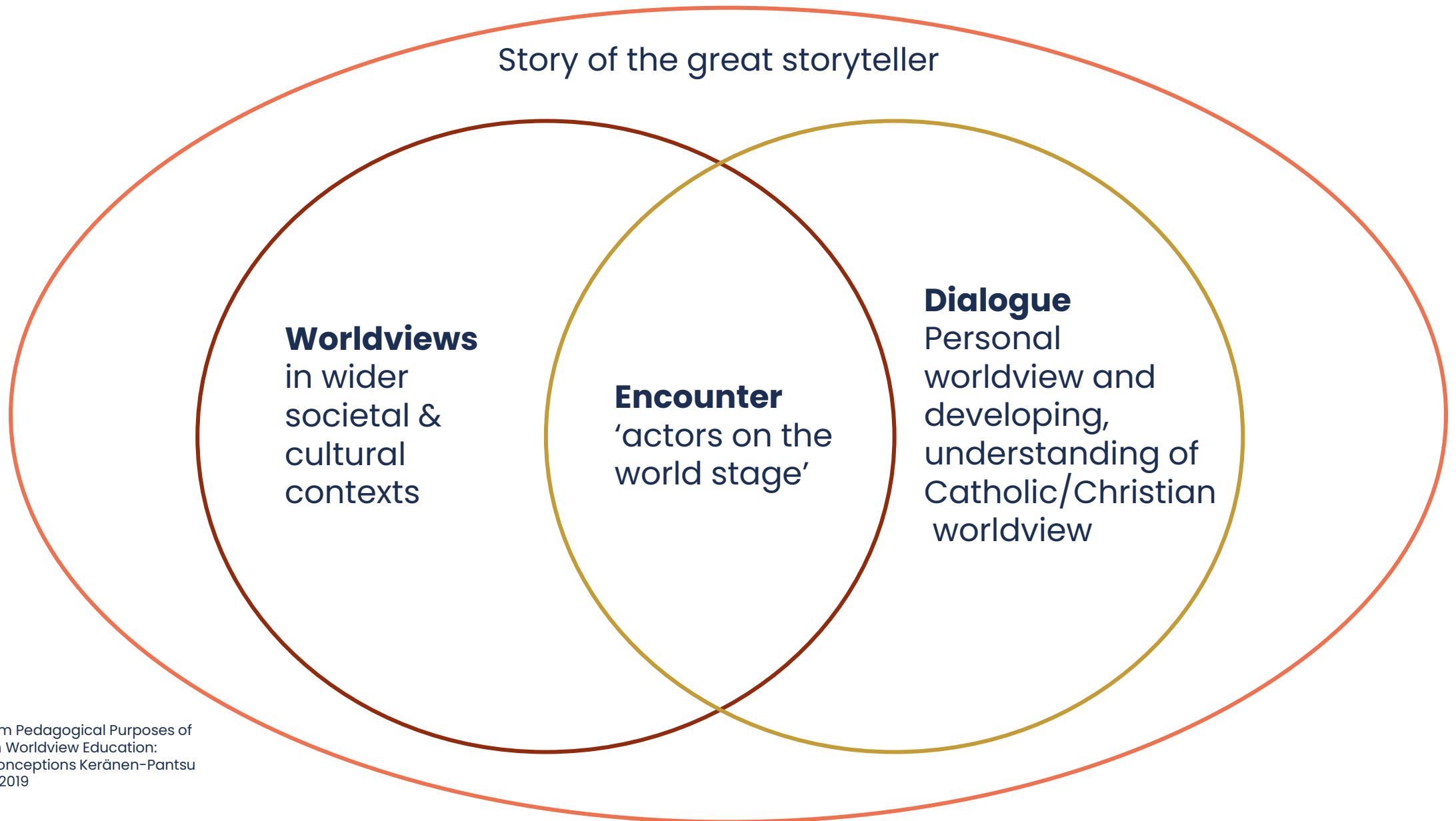
*“The narrative approach in worldview education provides means for teachers to promote conditions for a safe space and promote dialogue enabling worldview reflection. **Narratives** have a lot to offer for pluralistic and polyphonic education, opening up diverse ways of viewing the world.”*

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



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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

Learning about different religious worldviews

- Ideal local project enquiry
- Lived out today – links between belief and life
- Beginning in local context where possible
- Understanding context, such as, cultural, historic
- Develop an understanding of intercultural dialogue as a lived experience, the 'dialogue of life' (Meeting God in friend and stranger 2010)





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Dialogue and Proclamation



20:22

39%

Post



Vatican News
@VaticanNews

Follow

Pope Leo XIV holds a special audience for ecumenical and interreligious delegations who took part in the Solemn Mass for the Inauguration of his Petrine Ministry.

In his address, the Holy Father highlighted Pope Francis' emphasis on universal fraternity.

Pope Francis "promoted both the ecumenical path and inter-religious dialogue," Pope Leo said, "above all by cultivating interpersonal relations, in such a way that, without taking anything away from ecclesial bonds, the human trait of encounter was always valued. May God help us to treasure his witness!"

Post your reply



Year Four: Dialogue

Notes for teachers (RED p146-7)

Pupils will begin the dialogue part of the branch by exploring a little more about the life and work of St Paul, one of the most significant figures in the New Testament.

The Acts of the Apostles recount much of his life following his encounter with Christ on the road to Damascus. The thirteen letters or epistles attributed to him form a large part of the New Testament and the Sunday Liturgy.



PAULINE EPISTLES



**ROMANS - COLOSSIANS - 1&2 CORINTHIANS
1&2 THESSALONIANS - GALATIANS - 1&2 TIMOTHY
EPHESIANS - TITUS - PHILIPPIANS - PHILEMON**

Year Four: Dialogue

Notes for teachers (RED p146-7)

Unlike the twelve disciples, Paul comes not from Galilee but from Tarsus on the southern coast of present-day Turkey, which was then part of the Roman Empire. Paul was a Roman citizen who grew up in a busy Greek-speaking port.

He was therefore well equipped for social and geographic mobility.

Paul travelled around the Mediterranean as an apostle of Christ, leaving behind a series of Christian communities.





Year Four: Dialogue

Notes for teachers (RED p146-7)

In this branch, pupils will look at Paul's commitment to announcing the gospel to the world and simply reflect on the gift of unity Christ gave from the beginning (CCC 820). St Paul is the first model of intercultural dialogue.

Pupils will encounter a little of what he wrote and his actions that still act as a **model of interreligious dialogue** today.

Many age-appropriate Bibles have maps of the journeys of St Paul, which also help pupils to understand his life in a historical context.

The feast of St Peter and St Paul falls during this term, allowing pupils to celebrate the importance of these two great apostles.

Love is patient, love is kind.
It does not envy,
it does not boast,
it is not proud.

It is not rude,
it is not self-seeking,
it is not easily angered,
it keeps no record of wrongs.
Love does not delight in evil
but rejoices with the truth.

It always protects,
always trusts, always hopes,
always perseveres.
Love never fails.

1 Corinthians 13:1-8

29
JUNE

FEAST OF
SAINTS PETER AND PAUL

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Year Four: Dialogue

Notes for teachers (RED p146-7)

Pupils will explore something of the universal Catholic Church and the many different communities of faith that form part of the Catholic Church. In the same way that learning about other religious beliefs should begin by exploring the communities closest to the pupils' own experiences, looking at the diversity within the Catholic Church should start with the school community or the wider local community.

One, Holy, Catholic and Apostolic

Not all Catholics are Roman
But all Catholics are ONE

ALEXANDRIAN RITE

- ✓ Coptic Catholic Church
- ✓ Ethiopian Catholic Church
- ✓ Eritrean Catholic Church

ARMENIAN RITE

- ✓ Armenian Catholic Church (*)

BYZANTINE RITE (14 Churches)

- ✓ Albanian Greek Catholic Church
- ✓ Belarusian Greek Catholic Church
- ✓ Bulgarian Greek Catholic Church
- ✓ Greek Catholic Church of Croatia & Serbia
- ✓ Greek Byzantine Catholic Church
- ✓ Hungarian Greek Catholic Church
- ✓ Italo-Albanian Catholic Church
- ✓ Macedonian Greek Catholic Church
- ✓ Melkite Greek Catholic Church
- ✓ Romanian Greek Catholic Church
- ✓ Russian Greek Catholic Church
- ✓ Ruthenium Greek Catholic Church
- ✓ Slovak Greek Catholic Church
- ✓ Ukrainian Catholic Church

EAST SYRIAC RITE

- ✓ Chaldean Catholic Church
- ✓ Syros-Malabar Catholic Church

WEST SYRIAC RITE

- ✓ Syriac Maronite Church of Antioch
- ✓ Syriac Catholic Church
- ✓ Syros-Malankara Catholic Church

ROME – LATIN RITE

- ✓ Roman Church



Church at a Glance



Archeparchies/Eparchies

35



Parishes

2753



Eparchial Priests

5174



Consecrated Women

35486



Eparchial Minor Seminarians

847



Educational Institutions

4591



Apostolic Visitations

1



Semi Parishes

1259



Religious Priests

5313



Eparchial Major Seminarians

1274



Religious Minor Seminarians

1260



Charitable Institutions

2429



Faithful

5080637



Families

888871



Consecrated Men

183



Religious Major Seminarians

1520



Candidates Under Formation

2182



His Holiness Mar Francis

Head & Father of the Holy Catholic Church



His Beatitude Mar Raphael Thattil Major Archbishop.

Head and Father of Syro Malabar Church



His Excellency Mar Joseph Srampickal

Bishop of Eparchy of Great Britain

AT A GLANCE

EPARCHY OF GREAT BRITAIN

Kerala's Christian presence (18% of 34.8 Million over the geographical area of 15,005 Square Mile) has immensely contributed to the overall development of the State, especially in the areas of education and health care. This has encouraged the young people to migrate to other parts of India and the World in search of better job opportunities. Today, there are significant number of Syro-Malabar faithful in the Middle East, the US, the UK, Ireland, Australia, New Zealand, and the African Countries. During the 1960s and 70s, small numbers of professionals migrated to the UK from Kerala, and found work in the NHS as well as other occupations.

READ MORE >>



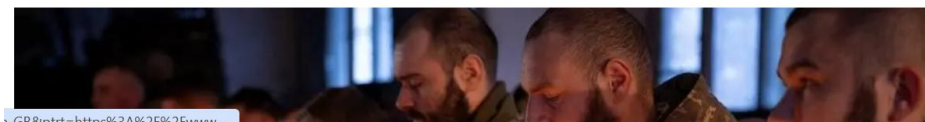
Ukraine celebrates first Christmas on 25 December

© 25 December 2023



War in Ukraine

<https://www.bbc.co.uk/news/world-europe-67816987>



https://www.vaticannews.va/en/church/news/2023-02/ukrainian-greek-catholics-to-celebrate-christmas-on-december-25.html

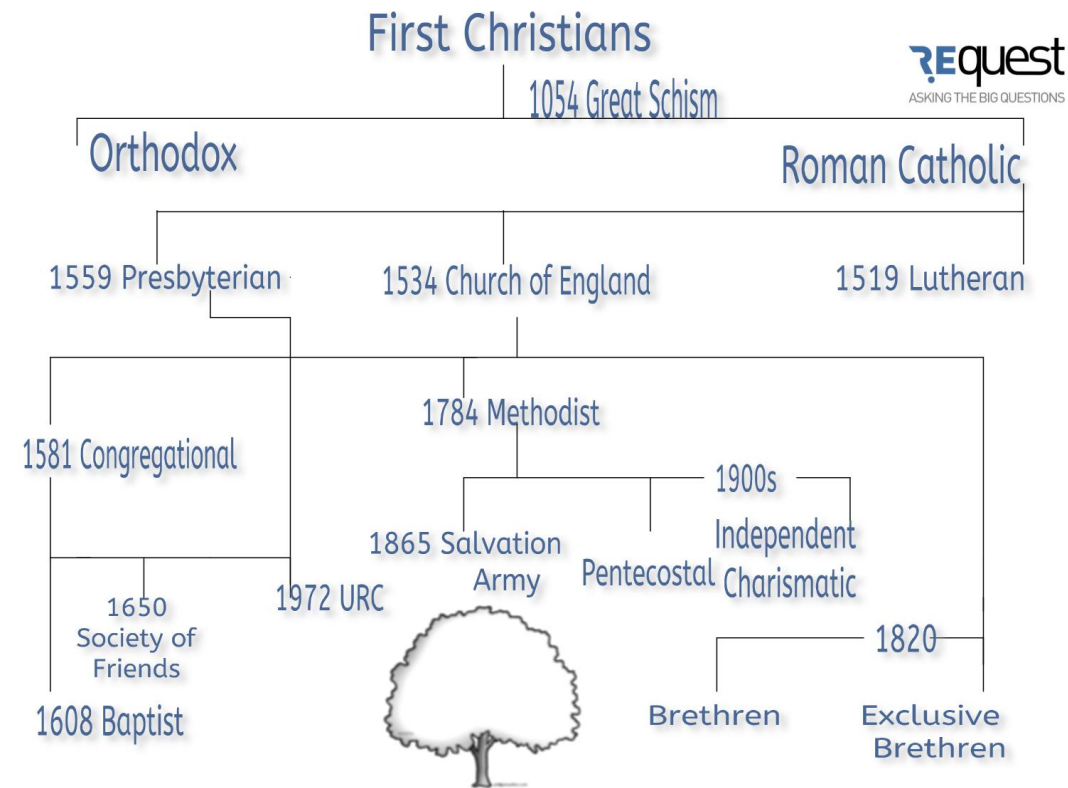
<https://www.vaticannews.va/en/church/news/2023-02/ukrainian-greek-catholics-to-celebrate-christmas-on-december-25.html>

Year Four: Dialogue

Notes for teachers (RED p146-7)

Just as schools should seek to foster interreligious dialogue between different faith communities, they should also look to deepen understanding between different Christian communities.

Teachers should consider where opportunities exist for pupils of other Christian denominations, for example, Anglicans or Free Methodists, who could share something of their faith and belief. Pupils could explore different Christian communities in their locality and find out about ways Christians work together for the common good.



Year Four: Dialogue

CCC Links	Knowledge lens content
St Paul CCC 639, 1846 Liturgical rites in the Catholic Church CCC 1203 CCEO c.28 YC 130 CCC 817 - 819	Dialogue By the end of this unit of study, pupils will hear the following key texts: • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,: • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 By the end of this unit of study, pupils will know: • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.

Year Four: Dialogue

Expected outcomes	
Understand By the end of this unit of study, pupils will be able to:	
U4.6.1 .	Describe some facts about the life of St Paul and explain why he is an important figure for Christians. (RVE)
U4.6.2 .	Make links between Cor 13:1-7, 13 and the theological virtues.
U4.6.3 .	Recount some facts about a different liturgical rite within the Catholic Church.
U4.6.4 .	Recognise some reasons why different liturgical traditions arose in different parts of the world.
U4.6.5 .	Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)

Year Four: Dialogue

*The liturgical rites used by different Catholic Churches stem from six major traditions, **Latin** (including certain local rites such as Ambrosian and those of certain religious orders), **Alexandrian** (including Coptic) **Antiochene** or West Syrian (including Maronite and Syro-Malankara), **Armenian**, **Chaldean** or **East Syrian** (including Syro-Malabar), and Byzantine or Constantinopolitan. (CCC 1203, CCEO c.28)

RED p148

<https://www.ewtn.com/catholicism/answers/catholic-rites-churches-24765>

<https://www.ewtn.com/catholicism/library/why-so-many-rites-in-the-church-4827>

Year Four: Dialogue

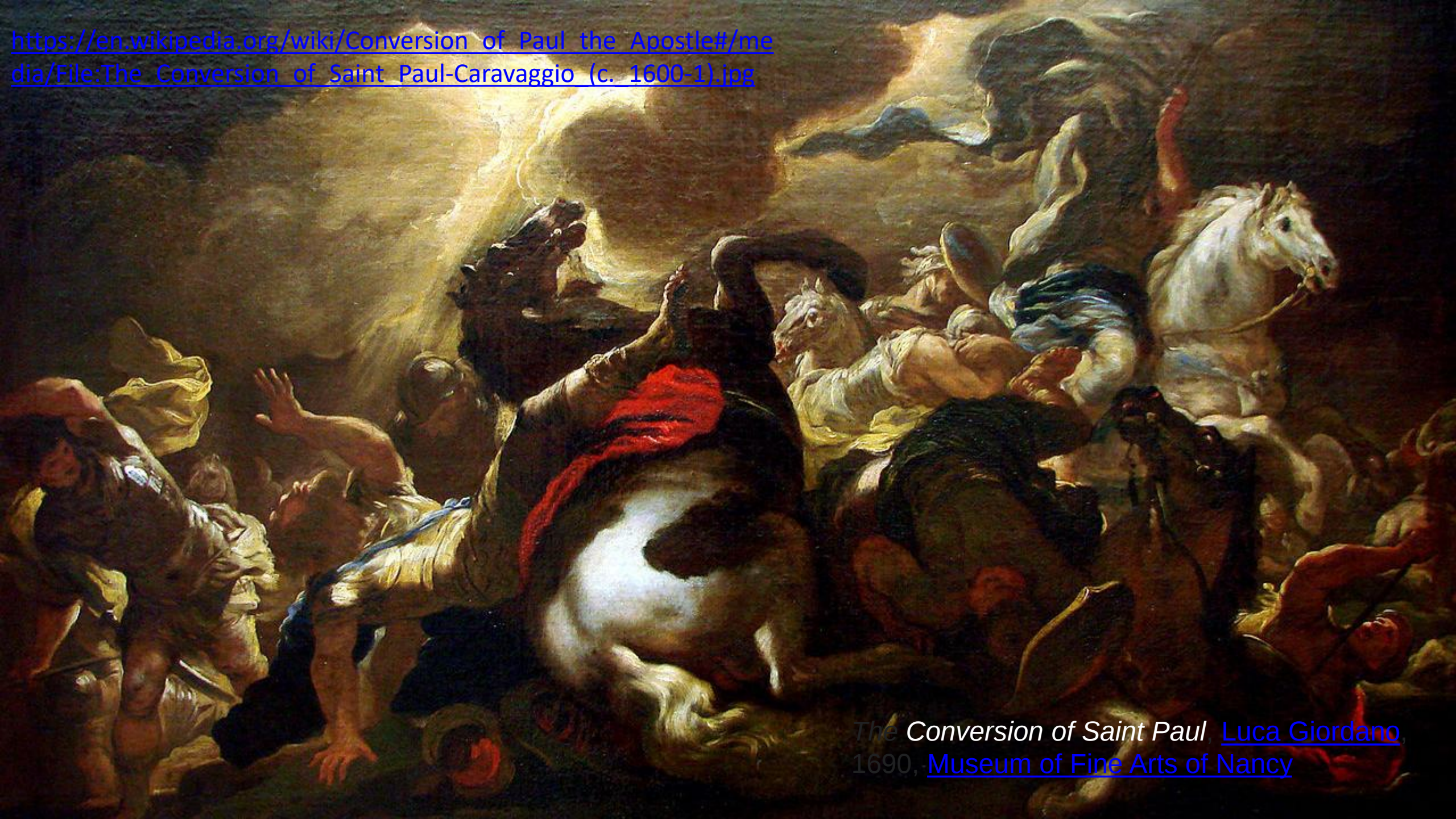
'Just what are some of these traditions? Briefly, as we'll go into more detail later, these traditions include a married priesthood, or the use of leavened bread at the celebration of the Eucharist. Some of these Churches that use leavened bread (mostly in the Byzantine Rite) and even some that use unleavened bread as Latin Catholics do (i.e., the Syro-Malabar Catholic Church), distribute Holy Communion through intinction. Through intinction, the consecrated Host is placed in the chalice and is given together with the Precious Blood directly into the communicant's mouth, often with a small, liturgical spoon.'

<https://media.ascensionpress.com/2019/01/21/the-other-23-catholic-churches-and-why-they-exist/>

Year Four: Dialogue

Expected outcomes	
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:	
D4.6.1	Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.
D4.6.2	Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE)
D4.6.3	Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE)
Respond During this unit of study, pupils will be invited to respond to their learning, for example by:	
R4.6.1	Discussing the meaning of what they have learned for their own lives. (RVE)
R4.6.2	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. (RVE)
R4.6.3	Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE)

[https://en.wikipedia.org/wiki/Conversion_of_Paul_the_Apostle#/media/File:The_Conversion_of_Saint_Paul-Caravaggio_\(c._1600-1\).jpg](https://en.wikipedia.org/wiki/Conversion_of_Paul_the_Apostle#/media/File:The_Conversion_of_Saint_Paul-Caravaggio_(c._1600-1).jpg)



The Conversion of Saint Paul [Luca Giordano](#)
1690, [Museum of Fine Arts of Nancy](#)



Year Four: Encounter

Notes for teachers (p146-7)

The encounter element of the branch focuses on the five pillars of Islam.

Year Four: Encounter

Expected outcomes

Understand

By the end of this unit of study, pupils will be able to:

U4.6	Describe the five pillars of Islam and why they are an important part of
.6.	Islamic faith and religious practice for British Muslims today. (RVE)

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:

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

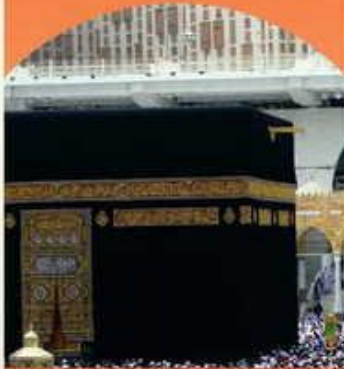
1. 1.7 billion people worldwide (24%)
2. About 4 million in the UK (6.3%)
3. 2230+ mosques in the UK (how many churches? Just over 50 000)
4. Two mosques opened in 1889 – in Woking and Liverpool
5. Islamic Relief grew from a 1st donation of 20p in 1984 to a spend of £131 million in 2023
6. No UK towns 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

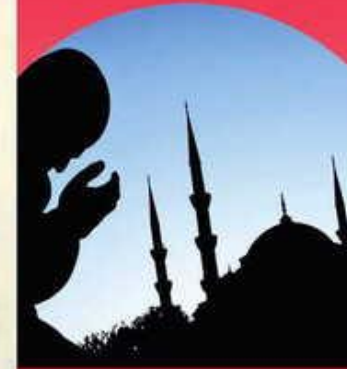


SALAH



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/need.

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.



AL ASMAA AL
THE BEAUTIFUL AL
ALLAH

الْمُجِبِّدُ	الْعَزِيزُ	الْمُحِيمِنُ	الْمُؤْمِنُ	السَّلَامُ	الْقُدُّوسُ
AL JABBAAR THE POWERFUL THE RESTORER	AL 'AZEEZ THE ALMIGHTY	AL MUHAYMIN THE GUARDIAN	AL MU'MIN THE GRANTER OF SECURITY / FAITH	AS SALAAM THE ONE WHO HAS GIVER OF PEACE	AL QUD-DUOS THE MOST PURE/HOLY
الْعَلِيمُ	الْفَاتِحُ	الزَّاقُ	الْوَهَّابُ	الْقَهَّارُ	الْمُصَوِّرُ
AL ALEEM THE ALL KNOWING	AL FAT-TAAH THE OPENER REMOVER OF DIFFICULTIES	AR RAZ-ZAAQ THE EVER PROVIDING	AL WAH-HAAB THE GIVER OF ALL	AL QAH-HAAR THE ONE WHO HAS CONTROL OF ALL	AL-GHAFFAAR THE EVER FORGIVING
الْعَدْلُ	الْحَكَمُ	الْبَصِيرُ	السَّمِيعُ	الْمَذْكُورُ	الْمُبْدِي
AL 'ADL THE JUST	AL HAKAM THE JUDGE	AL BASEER THE ALL SEEING	AS SAMEE' THE ALL HEARING	AL MU-ZHIL THE GIVER OF DISGRACE	AL-BAARI' THE MAKER
الْمُقِيتُ	الْمُحِيطُ	الْكَبِيرُ	الْعَلِيُّ	الشَّكُورُ	الْمُتَكَبِّرُ
AL MUQEET THE NOURISHER	AL HAFEEZ THE PRESERVER	AL KABEER THE MOST GREAT	AL ALIYY THE MOST HIGH	ASH SHAKOOR THE GRATEFUL	AL MU'TAKAB-BIR THE MAJESTIC
الْبَاقِ	الْمُجِيدُ	الْوَدُودُ	الْحَكِيمُ	الْمُتَعَبِّدُ	الْمُتَعَبِّدُ
AL BAA'TH THE RESTORER OF LIFE	AL MAJEED THE ALL GLORIOUS	AL WADOOD THE LOVING/KIND ONE	AL HAKEEM THE ALL WISE	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْمُعِيتُ	الْمُبْدِي	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ
AL MU-EED THE RESTORER	AL MUBDI' THE ORIGINATOR OF ALL	AL MUSHEE THE ASSESSOR	AL HAMEED THE ALL PRAISEWORTHY	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْقَادِرُ	الْعَزِيزُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ
AL QAADIR HE WHO HAS AUTHORITY AND IS MOST ABLE	AS SA-MAD THE EVERLASTING AND SELF-SUFFICIENT	AL AHAD THE ONE AND ALL INCLUSIVE	AL WAHID THE ONE AND UNIQUE ILLUSTROUS	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْبَرُّ	الْمُتَعَبِّدُ	الْوَدُودُ	الْحَكِيمُ	الْمُتَعَبِّدُ	الْمُتَعَبِّدُ
AL BARR THE SOURCE OF ALL GOODNESS AND KINDNESS	AL MUTA'ALI THE MOST EXALTED	AL WAALI THE GOVERNOR	AL HAKEEM THE ALL WISE	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْمُغْنِي	الْعَزِيزُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ
AL MUGHNEE THE ENRICHER	AL-GHA-NIYY THE INDEPENDENT THE SELF-SUFFICIENT	AL JAAMI THE GATHERER	AL HAKEEM THE ALL WISE	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْبَرُّ	الْمُتَعَبِّدُ	الْوَدُودُ	الْحَكِيمُ	الْمُتَعَبِّدُ	الْمُتَعَبِّدُ
AL BARR THE SOURCE OF ALL GOODNESS AND KINDNESS	AL MUTA'ALI THE MOST EXALTED	AL WAALI THE GOVERNOR	AL HAKEEM THE ALL WISE	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR
الْمُغْنِي	الْعَزِيزُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ
AL MUGHNEE THE ENRICHER	AL-GHA-NIYY THE INDEPENDENT THE SELF-SUFFICIENT	AL JAAMI THE GATHERER	AL HAKEEM THE ALL WISE	AL MU'IZZ THE GIVER OF HONOUR	AL KHAALIQ THE CREATOR

It has been narrated by Abu Hurairah ؓ
Verily Allah ﷻ has ninety-nine names, hundred but one.
[Bukhari & Muslim]

THE 99 NAMES OF ALLAH

مُؤَلِّدُ الدِّينِ
الْإِلَهَ الْأَمِينُ



الْمُجِبِّدُ	الْعَزِيزُ	الْمُحِيمِنُ	الْمُؤْمِنُ	السَّلَامُ	الْقُدُّوسُ	الْمَلِكُ	الرَّحِيمُ	الرَّحْمَنُ	اللَّهُ
AL JABBAAR THE POWERFUL THE RESTORER	AL 'AZEEZ THE ALMIGHTY	AL MUHAYMIN THE GUARDIAN	AL MU'MIN THE GRANTER OF SECURITY / FAITH	AS SALAAM THE ONE WHO HAS GIVER OF PEACE	AL QUD-DUOS THE MOST PURE/HOLY	AL MALIK THE OWNER/RULER	AR RAHEEM THE MOST MERCIFUL	AR-RAHMAAN THE MOST GRACIOUS	ALLAAH ALLAH
الْعَلِيمُ	الْفَاتِحُ	الزَّاقُ	الْوَهَّابُ	الْقَهَّارُ	الْمُصَوِّرُ	الْبَدِئُ	الْمُخَلِّقُ	الْمُتَكَبِّرُ	الْمُتَكَبِّرُ
AL ALEEM THE ALL KNOWING	AL FAT-TAAH THE OPENER REMOVER OF DIFFICULTIES	AR RAZ-ZAAQ THE EVER PROVIDING	AL WAH-HAAB THE GIVER OF ALL	AL QAH-HAAR THE ONE WHO HAS CONTROL OF ALL	AL-GHAFFAAR THE EVER FORGIVING	AL MUSAW-WIR THE FASHIONER OF FORMS	AL-BAARI' THE MAKER	AL KHAALIQ THE CREATOR	AL MU'TAKAB-BIR THE MAJESTIC
الْعَدْلُ	الْحَكَمُ	الْبَصِيرُ	السَّمِيعُ	الْمَذْكُورُ	الْمُعِزُّ	الرَّافِعُ	الْخَافِضُ	الْبَاسِطُ	الْقَابِضُ
AL 'ADL THE JUST	AL HAKAM THE JUDGE	AL BASEER THE ALL SEEING	AS SAMEE' THE ALL HEARING	AL MU-ZHIL THE GIVER OF DISGRACE	AL-MU'IZZ THE GIVER OF HONOUR	AR RAAFI THE EXALTER	AL KHAAFID THE ONE WHO HUMBLES	AL BAASIT' THE EXPANDER / RELIEVER	AL QAABID THE RESTRAINER
الْمُقِيتُ	الْمُحِيطُ	الْكَبِيرُ	الْعَلِيُّ	الشَّكُورُ	الْغَفُورُ	الْعَظِيمُ	الْحَلِيمُ	الْخَبِيرُ	الْطَّيِّفُ
AL MUQEET THE NOURISHER	AL HAFEEZ THE PRESERVER	AL KABEER THE MOST GREAT	AL ALIYY THE MOST HIGH	ASH SHAKOOR THE GRATEFUL	AL GHAFUOR THE ALL FORGIVING	AL 'A-ZHWEEM THE GREAT	AL HALEEM THE FORBEARING, THE INDULGENT	AL KHABEER THE ALL AWARE	AL LATEEF THE GENTLE, THE SUBTLY KIND
الْبَاقِ	الْمُجِيدُ	الْوَدُودُ	الْحَكِيمُ	الْمُتَعَبِّدُ	الرَّقِيبُ	الْكَرِيمُ	الْجَلِيلُ	الْحَسِيبُ	الْحَسِيبُ
AL BAA'TH THE RESTORER OF LIFE	AL MAJEED THE ALL GLORIOUS	AL WADOOD THE LOVING/KIND ONE	AL HAKEEM THE ALL WISE	AL MUJEEB THE ONE WHO RESPONDS / ANSWERS	AR RAQEEB THE WATCHFUL	AL KAREEM THE GENEROUS	AL JALEEL THE MOST HIGH/HONOURABLE	AL HASEEB THE RECKONER OF JUDGEMENT	AL HASEEB THE RECKONER OF JUDGEMENT
الْمُعِيتُ	الْمُبْدِي	الْمُحِيطُ	الْمُحِيطُ	الْمُحِيطُ	الْقَوِيُّ	الْوَكِيلُ	الْحَقُّ	الشَّهِيدُ	الشَّهِيدُ
AL MU-EED THE RESTORER	AL MUBDI' THE ORIGINATOR OF ALL	AL MUSHEE THE ASSESSOR	AL HAMEED THE ALL PRAISEWORTHY	AL MU'IZZ THE GIVER OF HONOUR	AL QA-WIYY THE MOST STRONG	AL WAKEEL THE ONE IN CHARGE	AL-HAQQ THE TRUTH	ASH SHAHEED THE WITNESS	ASH SHAHEED THE WITNESS

الْمُجِبِّدُ الْعَزِيزُ الْمُحِيمِنُ الْمُؤْمِنُ السَّلَامُ الْقُدُّوسُ الْمَلِكُ الرَّحِيمُ الرَّحْمَنُ اللَّهُ



Task 2: Research, capture information, quiz

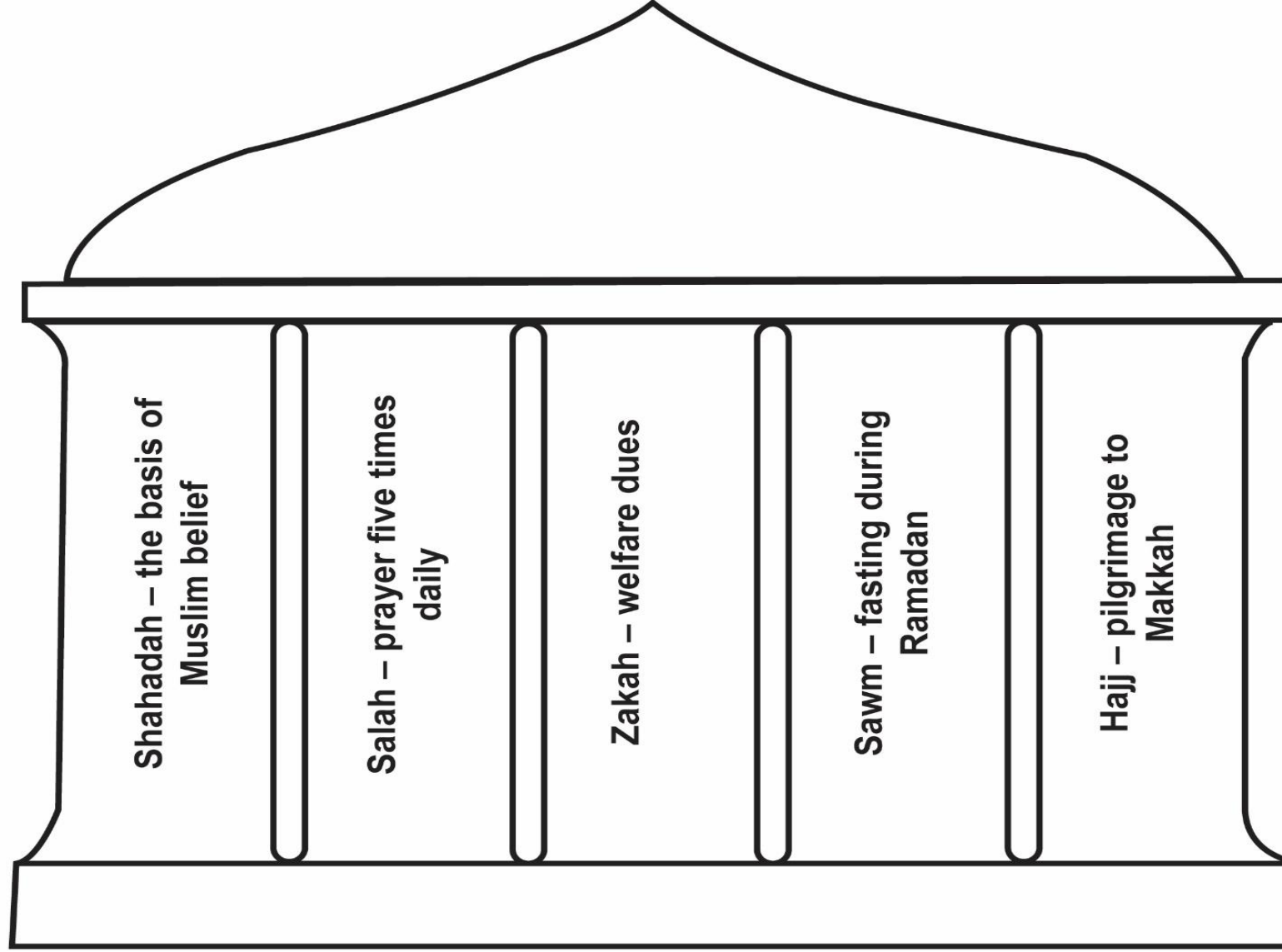
The film below is from BBC Teach: My Life My Religion

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 Four: 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

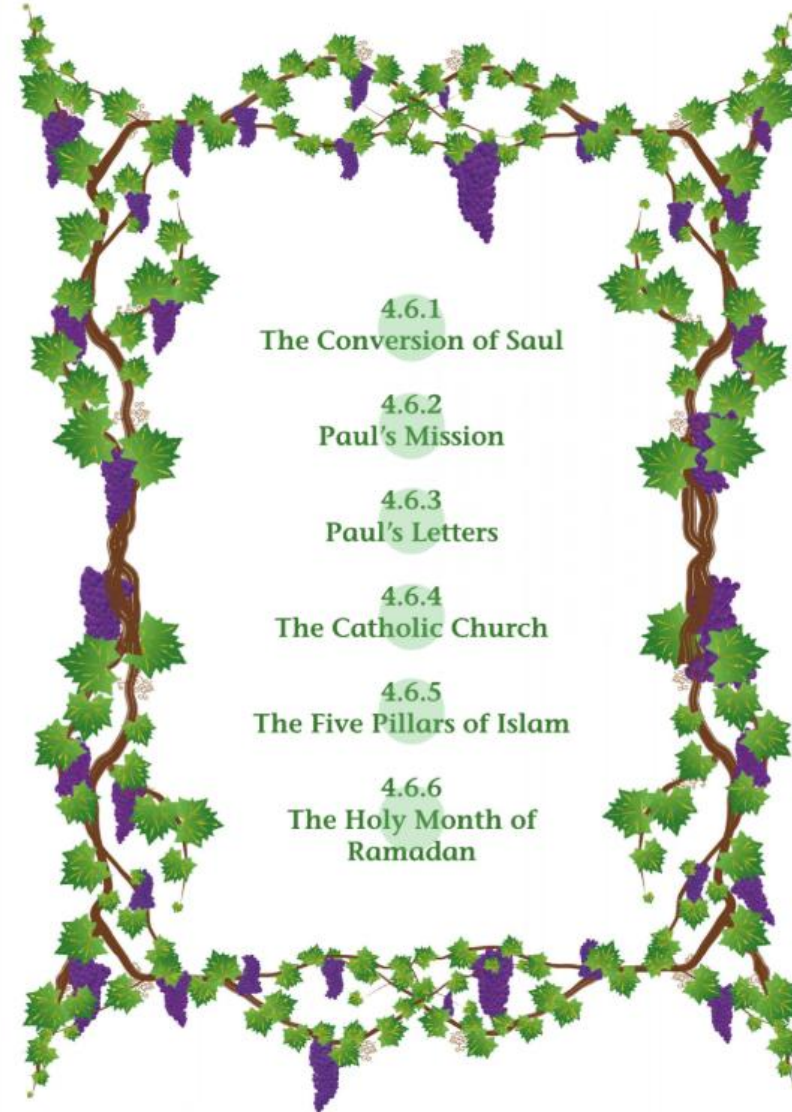
<https://www.youtube.com/watch?v=H9U8T8x1AhQ>

Year Four: Dialogue and Encounter

The Vine and The Branches



Dialogue & Encounter Branch 6



Year Four: Dialogue and Encounter

Key vocab:

- Damascus
- Liturgy
- rite
- Christian
- Islam
- Five Pillars of Islam
- Shahada, Salah, Sawm, Zakat, and Hajj
- Common good

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

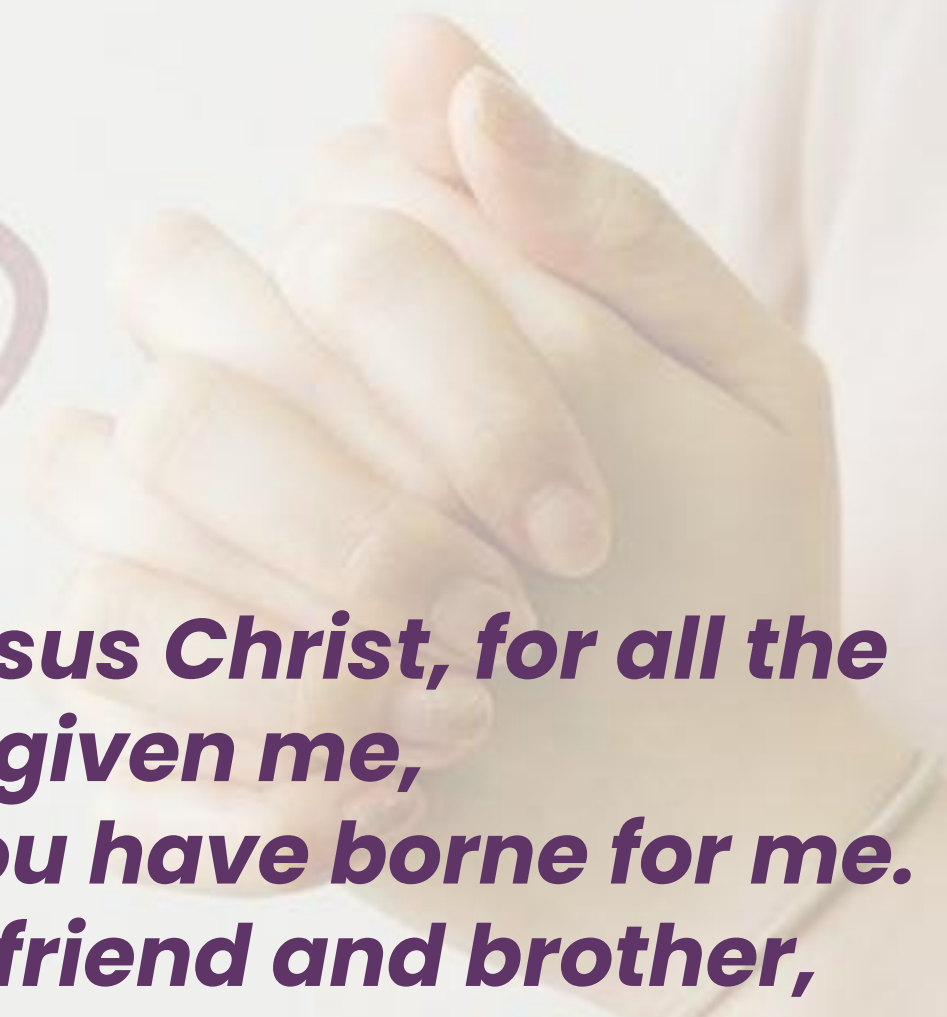
Content through Lenses	Model Curriculum Expected Outcomes	The Vine and the Branches	Support Notes
D: The road to Damascus (Acts 9:3-9, 17-19)	U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for Christians.	4.6.1 The Conversion of Saul Carefully read the 'Theological Notes' TB p60-61. These provide helpful facts and context to know who St Paul is. PB p152-3 has an image of the Conversion of St Paul and some discussion questions. These refer to the Discern exemplar: D4.6.1 Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion. The Diocesan ppt offered more images you may wish to use: Wikipedia-Conversion of Paul the Apostle (NB – a couple are of Paul's sight being restored by Annanias) Stephen B Whatley - Conversion of Saul 4.6.2 Paul's Mission This is further content offered to find out more about the life of St Paul You may find some repetition in the ppt slides on PB p157, so decide which are most relevant.	Carefully read the 'Notes for teachers', RED p146-7. Consider reading directly from the Bible as opposed to using the text in PB p150-152. You may wish to refer to the learning in Branch 4 & 5. St Peter and St Paul both shared the Good News and helped to grow the Church in the early Church. Some did not consider Paul an Apostle as he wasn't called by Jesus along with the 12. However, Jesus spoke to him on the road to Damascus and called him to change his ways. This change of heart/conversion is called 'metanoia' (Gk), which is 180 degrees turn away from the old life towards the new – a life with God. NB: St Paul's life links strongly with the overarching theme for the year. Look in the Bibles in class to explore the journeys St Paul went on. You may have 'Paul writes a letter' by Chris Raschka in school, which could be a good way to introduce St Paul, and the letters he wrote. NB The Feast of Ss Peter and Paul is 29th June

Planning

D: know some ways in which Christians work together for the common good	U4.6.5 Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good).	4.6.4 The Catholic Church NB the example of Christians working together for the common good in TB p65 is from an area in London. Consider exploring an initiative in your local area.	See if there is an ecumenical endeavour your Catholic Church is involved in working towards the common good – <u>and</u> remember, this is one of the core principles of CST!
E: Know some facts about the five pillars of Islam. E: Understand some ways Muslims in Britain today live out their beliefs.	U4.6.6 Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.	4.6.5 The 5 Pillars of Islam TB p66 offers some basic facts about Islam Consider supplementing the learning in the PB (166-168) with learning opportunities shared by Lat Blaylock (see Diocesan presentation) and from the links in the next column. 4.6.6 The Month of Ramadan NB – TB p67 has a ppt on Ramadan, but the rest of the notes offer support for teachers should pupils ask if it matters what religion people belong to. This is helpful information but doesn't cover Islam. V&B focuses on Ramadan in more detail; however, teachers are free to choose how to offer learning that satisfies the EO: <i>Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today</i>	It is recommended that Y4 teachers read the Y3 RED Teacher notes as these offer more context for teaching Islam (RED p128). Consider collaborating with the Y3 teacher(s) to decided what will be introduced in Y3 that can be built upon and developed in Y4. Compare the EO for Y3 with Y4 on Islam to be clear on expected progression. NB – avoid stereotypical images of Muslims. If possible, invite a member of the local Muslim community to speak with the class about their faith. Perhaps there are Muslim families in the school community who would be happy to share with the children. NB – it is not appropriate for non-Muslims to 'act out' Muslim practices e.g. the prayer postures Links shared in the Diocesan ppt: 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)

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.***