Key Question: 1.2 Who is a Muslim and what do they believe?

This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Key question	**1.2 Who is a Muslim and what do they believe?** **Strand**: Believing **Recommended Y2** **Questions in this thread:** 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? **Religions and worldviews:** Muslims Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outline on p.41 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

Emerging:	Expected:	Exceeding:
• **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad** • **Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3).**	• **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** • **Re-tell a story about the life of the Prophet Muhammad (A2).** • **Recognise some objects used by Muslims and suggest why they are important (A2).** • **Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).**	• **Make links between what the Holy Qur'an says and how Muslims behave (A2).** • **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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Step 3: Select specific content	♦ Look at the suggested content for your key question, from column 3 in the unit outlines. ♦ Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify. Pupils will:** ♦ Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. ♦ Look at calligraphy and listen to *nasheeds* that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; *I am a Muslim* by Zain Bhikha; ♦ Share the words of the Shahadah, listen to the Call to Prayer. ♦ Give pupils a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. ♦ Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). ♦ Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. ♦ Talk to Muslims about what they believe about God. ♦ Many pupils have no personal belief in God but will have learnt about Muslim people who do. Give pupils the opportunity to comment on the idea of God for themselves, in the light of their learning. Are their ideas similar to or different from what they have been learning? ♦ Identify the objects that are most precious to them. Why are they precious? How does it show? ♦ Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? ♦ Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?

NOTE: This unit of work offers around 10-12 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above.

NOTE also that there is some overlap with Units 1.4 (What can we learn from sacred books?) and 1.5 (What makes some places sacred?) It is good for pupils to encounter content more than once – it helps to settle it in their long-term memory – but you will need to ensure that you explore it in different ways each time.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can/You can/Can you?' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging: I can… You can… Can you…?	**Expected:** I can… You can… Can you…?	**Exceeding:** I can… You can… Can you…?
• **Talk about the fact that Muslims believe in God (Allah)** • **Talk about the fact that Muslims try to follow the example of the Prophet Muhammad** • **Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).** • **Recognise that Muslims do not draw Allah or the Prophet, but (for example) use calligraphy to say what God is like (A3).**	• **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** • **Re-tell a story about the life of the Prophet Muhammad (A2).** • **Recognise some objects used by Muslims and suggest why they are important (A2).** • **Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).**	• **Make links between what the Holy Qur'an says and how Muslims behave (A2).** • **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. • Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What do people think about God?		
Pupils will learn to: identify some ways a Muslim might describe God; respond sensitively to what matters to Muslims and what matters to me;	**What really matters?** • Teacher to show/discuss someone or something that is important to them and why. Opportunity to link to story about love and what matters (e.g. Dogger by Shirley Hughes). • Pupils to share who / what they feel is most important in their lives and some pupils are asked why. Teacher to steer discussion away from objects and towards significant people. Ask: do people matter more than things? • Pupils to have a picture of a heart and to draw and label who are the most important to them. Choose one drawing on the heart and explain why. **GOD: what does this word mean? What is invisible and what shows it is there?** • Show a balloon to pupils and blow it up. Talk about what is inside and that the air cannot be seen. Can pupils think of other of things existing that can't be seen? (e.g. wind, electricity, love, magnetic force.) • Recapping who was important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Link to previous ideas e.g. Muslims believe that the world would not function without God, just as a balloon would not function without air. Teach pupils that the Muslim word for God is in the Arabic language: Allah. (Arab Christians also use the word 'Allah' for God.) • Discuss in response partners the question, 'Where is God?' (Look at some pupil examples from www.natre.org.uk/spiritedarts) • Pupils to produce artwork showing where they think people can find God. Tell them to draw a place, but not a person – because Muslims never draw Allah. They say all pictures of Allah are wrong – Allah is too great for pictures! **God is so important….** • God is so important to Muslims that they form part of the Shahadah, the words that are whispered into the ear of a baby when they are first born. The words 'God is most great. There is no god but Allah,' are also part of what Muslims pray five times every day. They are very important words for Muslims. Ask the pupils to think about whispering to a baby. If they could choose some words to whisper, what would they choose? • To extend the work for high achieving children, introduce them to the First Surah of the Quran which uses 5 of the Names of Allah. Some Muslim pupils may know it well. (See Unit 2.4)	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1)** ♦ **Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy, for example, to say what God is like (A3).** **Expected:** ♦ **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** **Exceeding:** ♦ **Make links between what the Holy Qur'an says and how Muslims behave (A2).** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Who was the Prophet Muhammad, and why is he important to Muslims?		
Pupils will learn to: retell a story about the Prophet Muhammad; say why Muslims try to follow Muhammad and have great respect for him; respond sensitively to what matters to Muslims and what matters to me;	**Who is a leader?** • Ask pupils who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (Some may say God). Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example. A good leader is not the one with the loudest shout, or the best fighter, or the cleverest – a good leader sets a good example. **The Prophet is a leader for Muslims. How and why?** • Tell pupils that Prophet Muhammad is such a special leader that he has over 1.5 billion followers who respect him, all over the world. People have followed his teaching for over 1400 years! • More than 1400 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name, many of them say 'Peace be upon him'. And when they write his name, many put the letters 'PBUH' after his name. (Pupils can write the letters downwards and the words across if this is useful to remind them.) • Ask pupils if they know any other religious leaders. Talk about the examples these leaders set. They may know of Jesus or Moses, or some modern examples: welcome them all. • Set up a story time using the story of Prophet Muhammad and the Cat (see the last page of this unit for a usable version and some simple activities. Remember that Muslims make no pictures of the Prophet.) Tell the story and ask pupils to think about the difference this story could make to how a Muslim person lives their life. • Ask pupils to think about people they know who are kind to animals: how does it show? • Does following a Prophet help people to understand things about God? Consider the possible answers to this question.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad** ♦ **Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy, for example, to say what God is like (A3).** **Expected:** ♦ **Re-tell a story about the life of the Prophet Muhammad (A2).** **Exceeding:** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What stories of the Prophet do Muslims love to tell?		
Pupils will learn to: retell a story about Allah and Prophet Muhammad; say why Muslims try to follow Muhammad and have great respect for him; respond sensitively to what matters to Muslims and what matters to me;	**The Prophet Muhammad inspired people. How do stories of the Prophet show this?** • If you were writing a book about someone, what important details would include? Collect ideas from pupils. Prompt them with some questions. • Teach pupils that stories of the Prophet are very important in Islam. They say a lot about what he Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. He is an inspiring leader. • Give examples of some stories of the Prophet Muhammad. These three are found in many children's collections. Teachers need to work carefully on their storytelling techniques to make the most of these! 1. The Prophet cared for all Allah's creation (the story of the tiny ants); 2. Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (Muhammad and the camel); 3. Muhammad believed in fairness and justice for all (Bilal the first Muezzin was a slave to a cruel master. The Prophet freed him, and made him the first prayer caller of Islam). • Talk to pupils about the stories and ask: if someone wanted to follow the Prophet in Islam in your area today, what would they be inspired to do? Talk about being kind to animals, caring for the earth and helping people who are treated unfairly. Can the pupils give examples of what they do with regard to these things? Can they think about who inspires them to be kind and caring? • Ask pupils to think about thanks. Do we say thank you to people who inspire us to do something good? How? Who else should we say 'thank you' to? Why? • Create a simple outline drawing of a crescent moon – part of the Muslim symbol, showing that faith can light a person's path in the dark. On one side draw pictures to show how the Prophet inspires Muslims to behave [but NOT drawing the Prophet]. Ask pupils to draw into the other side of the moon shape pictures to show some behaviour that they think is good or kind. On the other side of the paper write in response to the following sentence starter "The stories of the prophet teach Muslims..." • To extend the work for higher achieving pupils, give them some quotes from the Qur'an to think about in relation to the Prophet. Some stories and sayings of the Prophet show he was trusted as a peace maker.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1)** ♦ **Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy, for example, to say what God is like (A3).** **Expected:** ♦ **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** ♦ **Re-tell a story about the life of the Prophet Muhammad (A2).** **Exceeding:** ♦ **Make links between what the Holy Qur'an says and how Muslims behave (A2).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What makes a place or an object special to us? And to Muslims?		
Pupils will learn to: Identify what makes a place special, or holy Recognise and describe the significance of particular objects and places to Muslims	**Our special places and our special objects.** *Select one or two from these introductory activities before examining Muslim ideas:* ○ Pupils listen to and report back to class on paired talk about their partner's special place. Also ask about special objects: what is worth lots, but not in money? ○ Photograph special places in and around school. Create a PowerPoint and annotate with speech bubbles for pupils to say: Why are these places special? Are the all special to everyone, or just to some people? This can be a class or group activity. Language: favourite / friendly place / calm place / exciting place. Can pupils do the same with some special objects? Incorporate photographs taken outside of school / at home into the PowerPoint. Pupils ask other members of the school community about their special places. ○ Guided visualisation: write or use a script focusing on taking pupils to their special place in their imagination – what can they see, touch, smell, hear, taste? How do they feel? Follow this up with artwork to express their sense of place. ○ Show and tell others in the school about their special places using the PowerPoint presentation and artwork. • Ask pupils to get ready to learn about special places for Muslim people. Talk about 'Who is a Muslim?' and answer pupils' questions. Point out that Muslim (or other religious) identities are not about our race or skin colour, but about beliefs, communities and ways of living. Tell pupils that there are many thousands of Muslim people in your local area or region (see demographics from Census 2011 on page. 5 of your syllabus). Remind pupils of the story they heard about the Prophet Muhammad, the Muslim leader. Remind them that Muslims say 'Peace be upon him' when they speak of Muhammad. Teach pupils that a Muslim holy building is called a mosque – a special place for Muslims. Tell them they will learn more in the next lesson. • Can pupils suggest why a mosque might be a place to feel close to God? Can they raise relevant questions?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad** **Expected:** ♦ **Recognise some objects used by Muslims and suggest why they are important (A2).** **Exceeding:** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What is a mosque, and what happens at a mosque?		

Pupils will learn to:
 	
Recognise and describe the significance of particular objects and places to Muslims
 	
Use the right words to describe some things that are important in Islam
	A special place for Muslims
	• Show / talk about / ask questions of images of mosques. Handle and talk about the significance of a prayer mat, water and a Qur'an stand for Muslim prayer (a clean place, a clean body, facing Makkah, using the ancient words of Islamic prayer).
	• Pupils listen to the call to prayer (see resources section for a sound file online). How does the sound feel? Why does it matter to some people? Discuss the words special and sacred: 'Sacred is a religious kind of special.' Usually things are 'sacred' if they relate to God.
	• Visit an actual or virtual mosque. On a visit:
	  ○ ask a member of the community to speak about the significant features of the building, its importance to Muslims, what happens there
	  ○ record what pupils say about the mosque, and allow time for quiet reflection
	  ○ take photographs (if allowed)
	On return to school put photographs into pupils' own virtual tour, to be used by others. Include: where is the mosque? What does it look like outside and inside? Who goes there and why? What do people do there? What is so different about this place and why? How do you feel about it?
	What can we learn from a story about a mosque? The new mosque
	Tell pupils a simple story about Aysha going to the new mosque near her house. See if a local new build mosque has photos online to illustrate the story. Use this as a starting-point: "Mum helped Aysha to dress for a special day. Her uncle came to the house. They all walked to the mosque together. Last time Aysha saw it, there was scaffolding and a building site. When she went in, it was very crowded, and beautiful. But she found a quiet place to pray. She had a special feeling of calm. She said thank you to Allah for the lovely new mosque. Her uncle came back for tea."
	Ask pupils to choose between pairs of words (both could be true of course) by running to the side of the classroom they choose. Do you think Aysha was...
	• Happy or sad to be going to the mosque?
	• Puzzled or excited when they left home?
	• Surprised or joyful when she saw the mosque?
	• Rushed or chilled when she got inside?
	• Scared or pleased in the crowds?
	• Calm or peaceful when she prayed?
	• Close to God or happy when she stood up from her prayers?
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging:
		♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad**
		Expected:
		♦ **Recognise some objects used by Muslims and suggest why they are important (A2).**
		Exceeding:
		♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How and why do Muslims pray and worship at the mosque?		
Pupils will learn to: Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam	**Photos, images and a virtual tour of the mosque** • Remind pupils of what a mosque looks like by showing a photograph of a mosque, talk about how a mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. • Visit a virtual tour of a mosque, explaining that this is a special place for Muslims. • Guess how many mosques there are in the UK: about 1750. There are about 50,000 church congregations (although they don't all have churches). **Speak and listen:** • Focus on the outside of the mosque, notice the minaret and the dome. Look at the most important part of a mosque – the hall where people pray. • Look carefully at the lack of furniture. Why is this? Where do worshippers sit? Notice the prayer mats and the way a worshipper must face. • The minbar shows the direction for prayer. Look at the clock: what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the mosque at that time? Note the separate prayer hall for women, why is this? Who is the Imam? What does an Imam do? • Talk about how mosques look rather empty because there are no pictures or statues. Suggest reasons for this. Does the mosque have stained glass? Notice the Islamic patterns, carpets, clocks, washrooms and other features. How do these patterns show the idea that God is perfect? • Many Muslim children go to madrassah after school – find out what they learn there. **Focus on: prayer and worship.** • Taking shoes off, wudu (washing) before prayers as a way of showing respect for Allah. • Look together at other mosques, look at the appearance, size, welcome notices. Are they all the same? Note that some mosques have a purpose-built building and others are in converted houses or other buildings. Suggest reasons for this. • Read 'My Muslim Faith' (Evans publishing) and re-cap on what we have learnt about a Muslim's sacred place. What have we learned about special places for Muslims?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Identify some ways Muslims pray, worship and celebrate (A1).** ♦ **Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy, for example, to say what God is like (A3).** **Expected:** ♦ **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** ♦ **Recognise some objects used by Muslims and suggest why they are important (A2).** **Exceeding:** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Mosques near where we live: What can we find out?		
Pupils will learn to: Recognise and describe the significance of particular objects and places to Muslims Use the right words to describe some things that are important in Islam	**Are there any mosques in our local area?** Pupils find out with photos, internet, or by walking to visit a mosque close to their school and community. They learn that these are special places for Muslims, and are similar to churches (for Christians) or synagogues (for Jewish people). What questions would they like to ask about the mosque? How could they find out some answers? **What shows us that a building is a mosque?** The pupils learn that a mosque often has a dome and a minaret or tower. They work in teams to make a model mosque from cardboard, or Lego, or in some other way. They could make a minaret, a dome and a prayer hall, with a washroom and some prayer mats. Get the pupils to look at lots of pictures of mosques, and gather ideas for their making. Teach the pupils that there are many uses for a mosque, but the most important one is of a place to pray. Use a photo story (see the RE Today webshop for examples) to introduce praying the Muslim way to children. **Making simple links** Arrange to talk to pupils as a class or in small groups about the first lesson from the unit. Remind them they were thinking of their own special places. Is a mosque like these places? Answers will say 'yes' and 'no'. It is good in early RE to see that questions are often unanswered! Teach the class that Muslims, Christians and Jewish people have a place of worship – can they remember what each is called? What do they think: is it good to have a building where people can go to see if they can feel close to God? What would help people who want this feeling? Have any of the pupils ever felt close to God? Some from a faith background might be able to talk about this. Note: This is a brief piece of work – but don't miss it out. Links matter in RE.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Identify some ways Muslims pray and worship (A1).** **Expected:** ♦ **Recognise some objects are used by Muslims and suggest why they are important (A2).** **Exceeding:** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What can we learn from Muslim holy words?		
Pupils will learn: to recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an ; use the right words to describe some things that are important in Islam respond sensitively to what matters to Muslims and what matters to me	**The Holy Qur'an: sacred text for Muslims** • Focus on the Qur'an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. • Tell the story of the first revelation of the Qur'an to Muhammad, in a cave on Mount Hira by the angel Jibril. Emphasise and explain that for Muslims this is the word of God, the final revelation: the words of the angel were recited and written down to become the Holy Qur'an • Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters) and ask what words might be so special that they are written so beautifully and in so many different places? • Explore what the Shahadah means: "There is no God but God and Muhammad is the Prophet of God." **Choose four words...** • Ask the class if they can think of four words that really matter to them - they can close their eyes and make a choice in their mind, then tell a talking partner. Pupils reflect on words which might be important to them (Peace? Fun? Safety? Love? God?). They write their most important words on paper plates and decorate using traditional Arabic geometric or arabesque patterns – leaves and letters or stars are a good idea – do these most important words grow in our minds? • Explain that Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify some beliefs about Allah: such as creator, judge, merciful, forgiver. • Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fairly to the people; be steadfast in prayer; and practice regular charity. (Qur'an 40.83) • Finish by asking the pupils if they can answer these two questions: How do Muslims use the Qur'an? Why is the Qur'an important to Muslims? **…continued…**	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad** **Expected:** ♦ **Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).** ♦ **Recognise some objects used by Muslims and suggest why they are important (A2).** **Exceeding:** ♦ **Make links between what the Holy Qur'an says and how Muslims behave (A2).** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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	Many names: • Tell the class that we have many names for our mums. See how many they can suggest: is 'mum' sometimes a nurse, tear-wiper, hugger, waitress? Is she sometimes a friend? Like a police officer? Collect as many ideas as possible. • Show the class some Islamic prayer beads, 99 beads on a string, and tell them Muslims have 99 names for God, because God is all things to them. Some of the names are: forgiver, light, the source of peace, the creator, the guardian, the generous, the truth. Why so many names? • Take some of the 99 Names of Allah. Remind pupils that Muslims don't draw Allah, but they write his names in lovely calligraphy. Can pupils do some? **Holy books: the Qur'an. What have we learned? A discussion about sacred words and books** • Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please). • Are some words more important than others? Why? Which of these words do the pupils think are the most important, and why? **Please / sorry / peace / thank you / kindness / love / family / life / earth / God / another one chosen by a pupil** • Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. In holy books, people say these things to God and to each other. • Ask pupils what they learned from the work about words that are special to Muslims and Christians and words that are special to them. • Ask them if there is someone to whom they would like to say some special words, and whether they would like to plan and do so (moral development). • They could make a card with one word on it only (this uses calligraphy as a skill, which is prized in Islamic arts) and give it to someone they would like to have that word.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What happens at the celebration of Eid-ul-Fitr, and why?		
Pupils will learn to: identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr	**What events started the celebration of Ramadan and Eid-ul-Fitr? What do Muslims remember at Ramadan and Eid-ul-Fitr?** • Using simple information books, flash cards, pictures and the like, pupils are to work in small groups to find out about fasting. Why do Muslims do this? What's the importance for Muslims of fasting during Ramadan? • Join together as a whole class and discuss how fasting during the month of Ramadan gives Muslims a wonderful sense of community and that fasting is one of the duties as a Muslim. How do the pupils think it feels to go without food? What would be the hardest thing about this? What might make it worth it? **Free from BBC Learning Zone** • Watch the video (Wafa's Eid) a child's view of Eid-ul-Fitr (the end of Ramadan). Using sticky notes pupils are asked to record the different ways in which the EId-ul-Fitr is celebrated (e.g. giving of cards, new clothes, day off school, Mehndi patterns) together talk about the symbolic meaning of these. **What matters most?** • Ask some big questions by offering simple alternatives: what matters most at Eid, would it be presents or lunch? Remembering or giving? Kindness or honesty? Reading the Qur'an or giving money to help the poor? Presents or prayers? Prompt pupils to give simple reasons for their answers. This learning idea prepares pupils for the last lesson below.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** ♦ **Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).** **Expected:** ♦ **Recognise some objects used by Muslims and suggest why they are important (A2).** ♦ **Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).** **Exceeding:** ♦ **Ask some questions about God that are hard to answer and offer some ideas of their own (C1).**

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<table>
<tr><th>LESSON OBJECTIVES</th><th>TEACHING AND LEARNING</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">Who is a Muslim, and what do they believe? Final learning ideas</td></tr>
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<td>Pupils will learn to:

respond sensitively to what matters to Muslims and what matters to me</td>
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Reminders
Begin this last lesson by reminding pupils of the work they have done in this planned unit on ‘Who is a Muslim and what do they believe?’ This will include work about stories of the Prophet about caring for animals and helping others. They have learned about praying, the Qur’an, holy or special words, the festival of Eid and the importance of the Mosque.
You could use a set of pictures and ask the pupils what they think are the most important things for Muslim people in our local area. The correct answer is that Allah is most important to Muslims, but some of the other things matter too.
<table>
<tr>
<td>Ask pupils to move around between two stations to show which of the following they think is most important to Muslims (there is not always one correct answer, of course – Muslims are not all the same!):
• Reading the Holy Qur’an / Watching TV
• Hearing stories of the Prophet / hearing the call to prayer
• Saying: ‘Peace be upon him’ / ‘thank you’
• Prayer mats / washing hands
• Being kind to animals / praying to God
• Going to the mosque / having presents at Eid
• Sharing your money / praying to Allah
Ask them after each pair to say why they chose their place, simply.</td>
<td>Continue with some more examples, but this time the pupils have to say what matters most to themselves – give them four alternatives if it works:
• Chips / sweets / donuts / chocolate
• Fruit / Coca Cola / Milk / Water
• Parents / brothers / sisters / friends
• Pets / computer games / soccer / TV
• Playing inside / playing outside / playing on my own / playing with my friends
• My favourite book / my favourite movie / my favourite song / my favourite place
• God / myself / other people / animals
• Love / peace / safety / cleverness
Again, ask them after each pair to say simply why they chose their place.</td>
</tr>
</table>
• In a final circle time and paired talk session, remind pupils they have begun to learn about Islam. Ask them what they liked. Ask them what they would like to find out more about. Record their questions for future study.
• Tell them that the run around activity is important because different things matter to different people: all different, we can all learn from each other.
Final questions: What matters to Muslims? What matters to me?
</td>
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These activities will help pupils to work towards achieving the following expected outcomes:
Emerging:
♦ Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad
♦ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).
Expected:
♦ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
♦ Re-tell a story about the life of the Prophet Muhammad (A2).
♦ Recognise some objects used by Muslims and suggest why they are important (A2).
♦ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
Exceeding:
♦ Make links between what the Holy Qur’an says and how Muslims behave (A2).
♦ Ask some questions about God that are hard to answer and offer some ideas of their own (C1).
</td>
</tr>
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Resources

Teachers might use:

- Say Hello to… (Interactive CD and book) RE Today https://shop.retoday.org.uk/9781904024811
- Share a Story With… (Interactive CD and book) (RE Today) includes story of Prophet Muhammad and the black stone. https://shop.retoday.org.uk/9781905893928
- Opening Up Islam edited by Fiona Moss, RE Today, includes a model mosque https://shop.retoday.org.uk/9781905893331
- RE Ideas: Sacred Places (ed Fiona Moss, RE Today) includes lovely cutaway line drawing of a mosque, with some suggested activities. https://shop.retoday.org.uk/9781905893850
- Festivals 1 & 2 (DVD), Child's Eye Media Ltd: https://trumedia-shop.co.uk/product/childs-eye-view-of-festivals-1-dvd/
- Faith Stories (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1 https://shop.retoday.org.uk/9781904024231
- Sacred Stories (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-11-9: https://shop.retoday.org.uk/9781905893119
- Exploring Celebration (Exploring a Theme), ed. Joyce Mackley, RE Today: https://shop.retoday.org.uk/9781905893096
- Peace at Last by Jill Murphy or equivalent story. www.amazon.co.uk/Peace-At-Last-Jill-Murphy/dp/0230015484
- Jigsaw of mosque (from Religion in Evidence, TTS) https://www.tts-group.co.uk/primary/re/
- My Muslim Faith, Rainbows Series, Evans www.amazon.co.uk/My-Muslim-Faith/dp/0237531763
- Muslim, Beliefs and Cultures Series, Franklin Watts www.amazon.co.uk/Muslim-Beliefs-Cultures-Richard-Tames/dp/0749652322

From the Web:

- Recording of the call to prayer www.reonline.org.uk/allre/tt_nframe.php
- The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: www.bbc.co.uk/learningzone/clips
- The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion
- You can find and use searchable sacred texts from many religions at: www.ishwar.com
- The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk
- The websites of RETodaty and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts

Websites:

- www.eastlondonmosque.co.uk The website of the East London mosque – has a good visual section.
- The National Association of Teachers of RE (NATRE) supports the creative elements of this unit: www.natre.org.uk/spiritedarts
- Sacred Space provides inspiration, case studies and guidance to help you make learning outside the classroom work really well for RE: www.refuel.org.uk/sacred-space
- The Learning Outside the Classroom (LOtC) website is a useful resource for professionals: www.lotc.org.uk
- A PowerPoint about Muslim prayer and some Muslim Stories can be bought cheaply at https://shop.retoday.org.uk/resources-for-teaching-islam/
- REonline is a good gateway to RE resources: www.reonline.org.uk

Artefacts:

- Religious artefacts for Islam are available to purchase from- Articles of Faith (Tel: 0161 763 6232) and Religion in Evidence/TTS (Freephone 0800 137525)
- A video and some teaching resources about the story of Bilal can be found here: **Slave set free**: www.natre.org.uk/primary/good-learning-in-re-films/
- Check out some of the artwork from Spirited Arts: e.g. www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2011/bilal-and-the-call-to-prayer/
- Photo stories available from RE Today: http://shop.retoday.org.uk/category/.photo.islam.pr

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The story of Muhammad and the cat (suitable for younger pupils)

You will need: a toy cat, a piece of material and some scissors.

Place the cat on the cloth.

Tell the story, pausing for pupils to consider what Muhammad might do, and cut the material at the appropriate time.

Talk about:

What do you think about caring for animals?

- If there is a class pet, the pet can be held and questions asked about how it is cared for. Why do people look after animals? Have you ever had to move out of the way because an animal was blocking your way? Did you mind? What did you do? Why?
- Do you think Muhammad was right to cut the cloth? Why do you think he cut it?
  For Early Years children, soft toys can be introduced into a play corner along with feeding utensils, packets of food, combs, brushes, and so on. In the corner a sign can ask 'How would Allah want people to care for these animals?'

A class collage can be created of the mother cat with her kittens sitting upon a piece of material. (Remember Muhammad must not be depicted.) The words, 'Allah cares for all animals' can be written around the cat.

Muhammad and the cat

It was a very hot day. Muhammad sat down in the shade of a date-palm tree and began talking to his friends. He was wearing a long cloak which covered the ground when he sat down. When he went to stand up he noticed that a mother cat had brought her kittens and placed them on the corner of his cloak. The mother started to feed her kittens. Muhammad looked at them and gave thanks to Allah who created all living creatures. Then he . . .

Pause . . . ask 'What do you think he did?

He asked for a knife. Carefully he cut around his cloak where the cat and her kittens were lying and then without disturbing them he walked quietly away.



Extract from 'Opening Up Islam', Edited by Fiona Moss, RE Today
(Buy the book at www.retoday.org.uk)

Background information for the teacher

The unit picks up some key areas for learning from Islam, and connects them to the children's own ideas and experiences. Teach about the Quran, the Prophet, the Mosque, prayer and the festival of Eid-ul-Fitr.

The word Islam means submission or peace. Muhammad was born in the city of Makkah in 570 CE. Muhammad is not seen as the founder of Islam but rather as the final Prophet, the first of whom was Adam. There are many other prophets mentioned in the Qur'an including Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). Prophet Muhammad is known as the seal of the prophets.

Muhammad was a trader happily married to his wife, Khadija. At the age of 40 he began experiencing a series of revelations from God. These revelations were delivered by the Angel Jibril or Gabriel over a number of years and form the sacred text of the Qur'an. The Quranic text was written down, during the life of the Prophet, although it was compiled as one volume only after his death. The words are regarded as a direct transmission from God Himself. Allah is the Arabic name for God.

The Qur'an was revealed to the Prophet Muhammad over a 23-year period. Muslims show their love and obedience to God by being obedient to the words in the Qur'an and living as closely as possible to the way the Prophet lived. The Qur'an gives guidance on a range of topics about everyday life, ethical, spiritual, social and moral issues. It is treated with reverence, being handled carefully, and ideally read on a daily basis. Pupils will often learn to read Arabic and recite the Qur'an at an early age. Recitation is important to Muslims: the words of the Quran have a power when spoken that doesn't go with them being read.

The Shahadah (The declaration of faith)

'There is no god but the One God and Muhammad is the Messenger of God.'

Belief in the oneness of God is the foundation of Islam. The words of the Shahadah form part of the words of the Adhan, which are the first words whispered into the ear of a newborn baby and are also the last words a Muslim will hope to hear before s/he dies.

Salah (Prayer)

The ritual prayers (salah – also referred to as namaz), are offered five times a day. All Muslims are required to pray from the age of about 12. Prayer enables one to develop a closer relationship with God. Prayers are said at specific times of day, (once early in the morning, once in the night and the others dispersed through the day), the times will alter slightly depending on the time of year. At the mosque, Muslims pray in rows behind the Imam, the leader of congregational prayers. Prayer can be carried out anywhere that is clean. Often a prayer mat is used to pray on, but as long as a space is clean it is not essential to use one. Muslims will have to have made Wudhu (ablution), before they pray, so access to water is useful. Muslims face Makkah (towards South East in the UK) when they pray.

Eid-ul-Fitr celebrates the end of the fast of Ramadan. This is a time to ask for forgiveness, thank God for everything He has blessed one with and share in congregational prayers. Special food is prepared and shared with family and friends. Presents are given and new clothes are often bought. This is also a time when Muslims will visit the cemetery and remember family and friends who have died.

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