

## Unit 1.6 Who is Muslim and how do they live? [God/Tawhid/Ibadah/Iman]

### [double unit]

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<b>Step 1: Key question</b> <ul style="list-style-type: none"> <li>Select a key question from p.38</li> <li>Make sure that you can explain where this unit/question fits into key stage planning</li> </ul>	<b>Unit 1.6 Who is Muslim and how do they live?</b> This systematic study of Islam sets the foundations for pupils' learning about Muslims and the religion of Islam. Previous encounters in FS will have been as part of thematic units (e.g. Being Special, Special Times, Special Places). This unit is their first sustained encounter with Muslims, and will build on and deepen previous learning.
<b>Step 2: Use learning outcomes</b> <ul style="list-style-type: none"> <li>Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils.</li> <li>Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	<b>Make sense of belief:</b> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <b>Understand the impact:</b> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <b>Make connections:</b> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
<b>Step 3: Select specific content</b>  Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.  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	<ul style="list-style-type: none"> <li>Muslims belief in Allah as the one true God (<b>tawhid</b>).</li> <li>How the Shahadah expresses Muslim belief (<b>iman</b>); when, how and why Muslims use it.</li> <li>How Muslims use 99 Names for Allah to help them understand Allah better; use of calligraphy.</li> <li>Muhammad as God's messenger; explore stories of what the Prophet said and did are very important in Islam; these stories often teach Muslims an inspiring lesson. How these stories might inspire people today.</li> <li>Find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand etc).</li> <li>Introduce the idea of the Five Pillars as examples of <b>ibadah</b> or worship. Reciting the Shahadah is one pillar. Another is prayer, <b>salah</b>. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? [Note that Units L2.9 and U2.8 will go into other pillars in more depth.]</li> <li>Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.</li> </ul>

<p><b>Step 4:</b> <b>Assessment: write specific pupil outcomes</b></p> <ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements</li> <li>• 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.</li> <li>• These 'I can/You 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.</li> </ul>	<p><b>I can... (Self-assessment)</b> <b>You can... (Teacher assessment)</b> <b>Can you...? (Next steps/challenge)</b> <b>E.g.</b></p> <p>...talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</p> <p>...ask some questions about what Muslims believe and how they live</p> <p>...say what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims.</p> <p>...give one or two examples of how Muslims use the Shahadah and say how this shows what is important to Muslims.</p> <p>...talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah.</p> <p>...recognise that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like</p> <p>...say who Muhammad is, why Muslims put PBUH after his name, and why they believe he is so important.</p> <p>...retell some of the stories about the Prophet and say what their message is for Muslims today.</p> <p>...give at least one example of how a story of the Prophet shows a Muslim how to behave.</p> <p>...retell the story of the giving of the Holy Qur'an to Muhammad</p> <p>...give examples of how, where, when and why Muslims read the Qur'an and why they treat it as they do.</p> <p>...recognise and name the Five Pillars.</p> <p>...describe simply some examples of how and why Muslims pray</p> <p>...talk about what I think is good about the example of the Prophet from what they have learned, giving a good reason for my ideas</p> <p>...talk about what I think is good about how Muslims show respect for their holy book and how Muslims obey its teaching, giving a good reason for my ideas</p>
<p><b>Step 5: Develop teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See examples of teaching and learning activities below.</b></li> </ul> <p><b>NOTE:</b> This unit of work is a double unit. It 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. You can develop additional 'I can' statements as necessary for your own classroom.</p> <p><b>NOTE</b> also that there is some overlap with Units 1.8 (What makes some places sacred to believers?) and 1.9 (How should we care for others and the world, and why does it matter?). These are thematic units that allow some comparison between the religions studied during the year. You should take the opportunities to remind pupils of their learning from this systematic (single-religion) unit (1.6) as they explore the thematic units. 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.</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>What do people think about God? What do Muslims think about God?</b>	
<p><b>What really matters?</b></p> <ul style="list-style-type: none"> <li>• Show/discuss someone or something that is important to you, the teacher, and say why. Opportunity to link to story about love and what matters (e.g. Dogger by Shirley Hughes).</li> <li>• Ask pupils to share who / what they feel is most important in their lives; ask some pupils why. Steer discussion away from objects and towards significant people. Ask: do people matter more than things?</li> <li>• Give pupils 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.</li> </ul> <p><b>GOD: what does this word mean? What is invisible and what shows it is there?</b></p> <ul style="list-style-type: none"> <li>• Show a balloon to the 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.)</li> <li>• 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 (remind pupils that other believers such as Christians and Jews also think God is very important in their lives). Explain that Muslims believe that the world would not function without God just as a balloon would not function without air.</li> <li>• Talk about 'Who is a Muslim?' and answer the pupils' questions (or collect the ones you cannot answer at this point). Point out that being Muslim (or other identities) is not about our race or skin colour, but about beliefs, ways of living and communities. Tell the pupils that there are many thousands of Muslim people in our local area (see Census data on p.146 of syllabus).</li> <li>• Teach children that the Muslim word for God is in the Arabic language: Allah. Encourage pupils to ask questions about ideas of God, even if you don't know the answers – collect their questions to see if they find more out during the unit.</li> <li>• With response partners, discuss the question, 'Where is God?' Where do people think they can find God? (Look at some pupil examples from <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> )</li> <li>• Ask pupils to produce artwork showing where they think people can find God. Tell them to draw a place, but not a person – because <b>Muslims never draw Allah</b>. They say all pictures of Allah are wrong because Allah is too great for pictures.</li> </ul> <p><b>God is so important....</b></p> <ul style="list-style-type: none"> <li>• God is so important to Muslims that this forms part of the Shahadah: this is the statement that Muslims declare to show what they believe: 'There is no god except Allah; Muhammad is the Messenger of Allah.' These words are one</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> </ul> <p><b>You can use specific 'I can...' statements such as:</b></p> <p>...talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</p> <p>...ask some questions about what Muslims believe and how they live</p> <p>...say what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims.</p> <p>...give one or two examples of how Muslims use the Shahadah and say</p>

<p>of the Five Pillars of Islam and to be a Muslim, you must believe and declare these words. Practise pupils recognising the Shahadah – e.g. by putting the individual words in order; selecting them from a collection of additional words.</p> <ul style="list-style-type: none"> <li>• These words are included in the words that are whispered into the ear of a baby when they are first born (see <i>adhan</i> in Unit 1.6 support sheet). Show some pictures of Muslims whispering the words into the baby's ear and get pupils to label the pictures. Talk about how this shows how important the words are. Ask the pupils to think about whispering to a baby. If they could choose some words to whisper, what would they choose? Play a whispering game as they whisper their most important words to each other.</li> <li>• The words 'God is most great. There is no god but Allah,' are also part of what Muslims pray five times every day (pupils will learn more details about that later in the unit). Talk about how this shows just how important the Shahadah is for Muslims. What difference do pupils think it would make to a Muslim's life to repeat those words so many times a day?</li> </ul>	<p>how this shows what is important to Muslims.</p>
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Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	These activities will help pupils to work towards achieving the following expected outcomes:
<b>What do Muslims think about God?</b>	
<p><b>Many names for God:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Get pupils to talk about meanings of their own names and whether their names describe what they are like. Talk about nicknames and how these sometimes describe characteristics – sometimes in a nice way, sometimes in a hurtful way.</li> <li>Follow this by sharing positive qualities or characteristics, e.g. use an affirmation exercise in which children write down positive things about each other on a folded sheet of paper passed around the class until all have contributed. This encourages children to identify these qualities and builds a positive self-image in the recipient.</li> <li>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. The names are found in the Muslim holy book, the Qur'an. They are often called the 99 Beautiful Names of Allah. Each name describes something different about what Allah is like. Some of the names are: forgiver, light, the source of peace, the creator, the guardian, the generous, the truth. Ask pupils: Why do you think there are 99? (It is not 100. It's to remind Muslims that they don't know everything about God – only Allah knows everything.)</li> <li>Take some of the 99 Names of Allah. Explore the words and what the names mean. Pupils could:             <ul style="list-style-type: none"> <li>choose one name used in the Quran to describe Allah, reflect on what the name means, and think about how this quality or characteristic might be seen in their own and others' lives today. Sentence starters could be used to support those who need it: <i>One beautiful name found in the Qur'an is... I think it means Allah is... If I was ...[i.e. this name] I would... If other people were ...[this name] they would...</i> Pupils could decorate their written work with an appropriate Islamic pattern.</li> <li>choose four of the beautiful names. Copy them in large script. Explain what they mean. Talk or write about how a person might be changed or influenced by thinking every day about each name.</li> </ul> </li> </ul> <p><b>Artwork:</b></p> <ul style="list-style-type: none"> <li>Have a look at some examples of Islamic art based on the 99 Beautiful Names. Hafeez Shaikh has designed some colourful pieces of art <a href="http://www.arthafez.com/gallery.html">www.arthafez.com/gallery.html</a> Use these to inspire your pupils to produce their own artwork on the Names of God. They should be careful not to try and draw living forms in their artwork, but can use</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> </ul> <p><b>You can use specific 'I can...' statements such as:</b></p> <p>...talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</p> <p>...ask some questions about what Muslims believe and how they live</p> <p>...talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah.</p> <p>...recognise that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like</p>

colour and patterns to express the meaning of the name. They could copy the Arabic script or try some decorative versions of the English. Those who are able might write a sentence to explain their artwork.

**Meeting needs:**

- The language of some names can be difficult. You might instead choose 8 names and ask pupils **when** a person might be pleased to have someone around who is patient / gentle / forgiving / creator / guide / all-knowing etc.
- Ask pupils to explain three important things Muslims believe about God, from their learning about the 99 Names and the Shahadah.
- If Muslims believe that God is all of these things to them, ask pupils to talk about why God is important to Muslims. Try and get them to give concrete examples, linked with their ideas from the previous conversation. Record and gather their ideas together a class statement: "We think that God is important for Muslims because..."

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> <b>These activities will help pupils to work towards achieving the following expected outcomes:</b>
<b>Who was the Prophet Muhammad and why is he important to Muslims?</b>	
<p><b>Who is a leader?</b></p> <ul style="list-style-type: none"> <li>Ask pupils: who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (Some pupils may say 'God', or the Queen or a President). 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.</li> </ul> <p><b>The Prophet is a leader for Muslims. How and why?</b></p> <ul style="list-style-type: none"> <li>Tell the 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! Review the words of the Shahadah, learned in previous sessions. What does it say about Muhammad? From their learning already in this unit, what message do pupils think Muhammad brought?</li> <li>More than 1400 years ago Prophet Muhammad taught all Muslim people how to follow God. For Muslims, he is so special that when they talk about him and say his name they say 'Peace be upon him'. When they write his name they put the letters 'PBUH' after his name. (Pupils can write the letters downwards and the words across if this is useful to remind them.)</li> <li>Ask pupils about other religious leaders they may have studied. They may make links with Moses or Jesus. Talk about the examples these leaders set. Note that Moses and Jesus are important leaders for Muslims too. In the Qur'an they are called Musa and Isa.</li> <li>Set up a story time using the story of 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 the pupils to think about the difference this story could make to how a Muslim person lives their life.</li> <li>Ask pupils to think about people they know who are kind to animals: how does it show?</li> <li>Talk about how Muslims believe that following a Prophet helps them to understand things about God. Collect together some reasons why Muhammad is important to Muslims.</li> </ul> <p><b>The Prophet Muhammad inspired people. How do stories of the Prophet show this?</b></p> <ul style="list-style-type: none"> <li>If you were writing a book about someone, what important details would include? Collect ideas from the pupils. Prompt them with some questions.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</li> </ul> <p><b>You can use specific 'I can...' statements such as:</b></p> <p>...talk about the fact that Muslims believe in God (Allah) and follow</p>



- Teach the pupils that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad (PBUH) 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. For Muslims, he is an inspiring leader.
- Give examples of some stories of the Prophet Muhammad. These three are found in many children's collections. Make the most of these with creative story-telling techniques, but without depicting the Prophet himself or any of his companions. Give pupils a chance to retell the stories and connect them with their message for Muslims today:
  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 was considered very wise (Muhammad and the black stone – see *Share a Story with...* from RE Today for a retelling of this story to show on the whiteboard, with activities: <https://shop.retoday.org.uk/9781905893928> ).
  4. Muhammad believed in fairness and justice for all (Bilal the first Muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; to find out more about the story and see some ideas about how to teach it, see [www.natre.org.uk/primary/good-learning-in-re-films/](http://www.natre.org.uk/primary/good-learning-in-re-films/)).
- 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 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 saying thanks and being thankful. 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], e.g. pictures to show some behaviour that they think is good or kind, based on the stories they have been learning. On the other side of the paper write in response to the following sentence starter "The stories of the prophet teach Muslims..."

the example of the Prophet Muhammad  
 ...ask some questions about what Muslims believe and how they live  
 ...recognise that Muslims do not draw Allah or the Prophet  
 ...say why Muslims do not draw Allah or the Prophet  
 ...say who Muhammad is, why Muslims put PBUH after his name, and why they believe he is so important.  
 ...retell some of the stories about the Prophet and say what their message is for Muslims today.  
 ...give at least one example of how a story of the Prophet shows a Muslim how to behave  
 ...talk about what I think is good about the example of the Prophet from what I have learned, giving a good reason for my ideas.



<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> <b>These activities will help pupils to work towards achieving the following expected outcomes:</b>
<b><i>What can people learn from Muslim holy words?</i></b>	
<p><b>The Muslim holy book - the Holy Qur'an.</b></p> <ul style="list-style-type: none"> <li>Recall the Shahadah and the role of Muhammad as the messenger of God in Islam. What do pupils already know about the message Muhammad brings?</li> <li>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.</li> <li>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. (See e.g. <a href="#">Opening Up Islam</a>, ed. Mackley, from RE Today, for resources on the 'Night of Power'. See also the 1.6 support sheet for information on finding retellings of key stories in Islam for KS1.)</li> <li>Ask pupils to come up with ideas for how they think Muslims will treat the Qur'an, knowing what they now know about it. Collect a list of suggestions, then compare with how Muslims do treat it: <i>they read and study it; Muslim children often learn Arabic so that they can read the Qur'an. Some Muslims learn all of the 112 chapters (or surahs) of the Qur'an by heart - these Muslims are called Hafiz. Muslims treat their copies with care, washing their hands before using it, placing it on a stand rather than on the table (and never on the floor), and placing it high up when they are not using it, to show that it they believe it is better than all other books.</i></li> <li>Find some pictures of Muslims using the Qur'an and match them to these ideas. Get pupils to devise a simple guide for treating the Qur'an, that could be shared with children in the Reception class – i.e. it will need to be simple and visual!</li> </ul> <p><b>Choose four words...</b></p> <ul style="list-style-type: none"> <li>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? Love? Friends? God?). They write their most important words on paper plates and decorate using traditional Arabic geometric patterns – leaves and letters or stars are a good idea. Talk about why these words are important to them. Can they make a suggestion about whether these words would also be important to other people, including Muslims?</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>

<ul style="list-style-type: none"> <li>• Use the video 'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning: <a href="https://shop.channel4learning.com/?page=shop&amp;cid=13&amp;pid=1647">https://shop.channel4learning.com/?page=shop&amp;cid=13&amp;pid=1647</a> ). The section on learning Arabic and the importance of the Qur'an is very well suited to this unit.</li> <li>• Explain that the Qur'an is a guide to help Muslims live their lives. Give some examples of its teaching: Worship none but Allah; treat with kindness your parents and relations, and orphans and those in need; speak fairly to the people; be steadfast in prayer; and practise regular charity. (Qur'an 40.83)</li> <li>• Finish by asking the children if they can answer these two questions: How do Muslims use the Qur'an? Why is the Qur'an important to Muslims?</li> </ul>	<p><b>You can use specific 'I can...' statements such as:</b></p> <p>...talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</p> <p>...ask some questions about what Muslims believe and how they live</p> <p>...retell the story of the giving of the Holy Qur'an to Muhammad</p> <p>...give examples of how, where, when and why Muslims read the Qur'an and why they treat it as they do.</p> <p>...talk about what I think is good about how Muslims show respect for their holy book and how Muslims obey its teaching, giving a good reason for my ideas</p>
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Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	These activities will help pupils to work towards achieving the following expected outcomes:
<b>What difference does worshipping God make to Muslims?</b>	
<ul style="list-style-type: none"> <li>• Introduce the term <i>ibadah</i> or worship. Muslims try to make all parts of their lives an act of worship to Allah, since he is their creator. Recall some of the 99 Names here: what other reasons can pupils think for why Muslims would want to worship God?</li> <li>• Introduce the idea of the Five Pillars of Islam as examples of <i>ibadah</i> or worship: belief; prayer; charity; fasting; pilgrimage. Show a diagram of the pillars – see 1.6 Support sheet for definitions; basic intro for teachers available here: <a href="http://www.khanacademy.org/humanities/world-history/medieval-times/islam-intro/a/the-five-pillars-of-islam">www.khanacademy.org/humanities/world-history/medieval-times/islam-intro/a/the-five-pillars-of-islam</a>; basic video for children here: <a href="http://www.youtube.com/watch?v=9hW3hH9_7pI">www.youtube.com/watch?v=9hW3hH9_7pI</a> Mention all five pillars but focus here on belief (Shahadah) and prayer (salah) – the others will be covered in later units.</li> <li>• Reciting the Shahadah is one pillar: revise the words and meanings. Talk about what difference it makes to a Muslim to be remembering this core belief every day.</li> <li>• Find out about prayer (salah/salat – these are both from the same Arabic word: in Arabic, salah would be used at the end of a sentence, whereas salat would be used within the sentence). Key information is available on BBC website: <a href="http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml">www.bbc.co.uk/religion/religions/islam/practices/salat.shtml</a> Some clips available here: <a href="http://www.bbc.co.uk/education/clips/z4gkq6f">www.bbc.co.uk/education/clips/z4gkq6f</a> and here: <a href="http://www.bbc.co.uk/education/clips/zfh9r82">www.bbc.co.uk/education/clips/zfh9r82</a> . The excellent BBC series <i>My Life, My Religion</i> includes some great information: <a href="http://www.bbc.co.uk/programmes/p02q87r8">http://www.bbc.co.uk/programmes/p02q87r8</a></li> <li>• Reinforce pupils' skills at telling the time and draw a chart showing the times of day on a clock – dawn/midday/late afternoon/sunset/before midnight (technical names for each prayer are not necessary at this stage).</li> <li>• You could use a diagram of some of the prayer positions and label them with some of the key words that are prayed at each stage. Full details here: <a href="http://www.bbc.co.uk/religion/galleries/salah/">www.bbc.co.uk/religion/galleries/salah/</a> - but this is more detailed than pupils need to know. Focus on the idea of ritual movements and words, with Muslims praying alongside each other, facing Makkah. Ask pupils what they think Muslims will find helpful about praying like this. Think and talk about how prayer might remind them of God – so praying regularly helps them to remember God through the day. Think and talk about how praying shows obedience to God and how important God is in their lives. Think and talk about how praying shoulder to shoulder might build a sense of community and equality (no one is higher or better than others). Note that women do not usually pray at the mosque at Friday prayers, although some mosques have a women's gallery – Muslims usually say this is to stop the men being distracted when they pray.</li> <li>• [Note, when showing pictures of Muslims praying it is good practice to show images from the side or front, rather than from behind.]</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether prayer,</li> </ul>

- Collect together pupils' ideas about what difference it could make to a Muslim to pray five times a day. [Not all Muslims do this – they do not all manage all the prayers, and they don't all follow the Five Pillars – not all Muslims are the same! But the practice is very widely followed in the Muslim community in the UK and worldwide. Prayer five times a day is a practice of Sunni Muslims (although they don't all do it), whereas Shi'a Muslims often combine the five prayers into three sets of prayers per day.]

### Reminders

- Begin the last lesson by reminding pupils of the work they have done in this unit on 'Who is Muslim and what do they believe?' This will include work about God and belief (Shahadah); stories of the Prophet about caring for animals and helping others. They have learned about the Qur'an, holy or special words, and praying.
- 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.
- 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):
  - Reading the Holy Qur'an / Watching TV
  - Hearing stories of the Prophet / hearing the call to prayer
  - Saying: 'Peace be upon him' / saying 'thank you'
  - Being kind to animals / praying to God
  - Sharing your money / praying to Allah
  - Going on pilgrimage / going to school.
- Ask them after each pair to say why they chose their place, giving a simple reason.
- Ask pupils to list what they think is good for Muslims about:
  - worshipping God/Allah
  - thinking about the 99 Names of Allah
  - following Prophet Muhammad
  - listening to stories of Prophet Muhammad
  - reading the Holy Qur'an
  - praying.
- Give pupils some images representing these ideas (although not depicting Allah or the Prophet, of course). Then ask them for their ideas, or provide a selection of possible answers to match to the images. You could choose from the following: these things
  - bring Muslims peace

respect, celebration and self-control have something to say to them too.

**You can use specific 'I can...' statements such as:**

.....talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad

...ask some questions about what Muslims believe and how they live  
...recognise and name the Five Pillars.

...describe simply some examples of how and why Muslims pray  
...talk about what I think is good for Muslims about the way they practise their faith, giving a good reason for my ideas.

...talk about what I think is good about the example of how Muslims live – e.g. ideas of respect, self-control, gratitude etc, giving a good reason for my ideas

<ul style="list-style-type: none"> <li>○ give them a sense of what is right and wrong</li> <li>○ give them guidance on how to live and how to treat others</li> <li>○ Muslims may develop values of love and kindness, generosity and gratitude, respect and self-control.</li> <li>● Talk about why these might be good for Muslims, giving reasons for their ideas.</li> <li>● Talk about whether any of the things Muslims gain from their faith are good for people who are not Muslims, and good for pupils themselves (e.g. knowing right and wrong, being grateful, being kind, gaining self-control, and following the examples and teachings of the Prophet, such as by looking after animals, etc.), and say why.</li> <li>● 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.</li> </ul>	
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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.



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