

Unit L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]

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.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.38 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>A second systematic unit on Islam builds on the thematic encounters with Muslims in Foundation Stage (Being Special, Special Times, Special Places) and the KS1 systematic unit (Unit 1.6 Who is Muslim and how do they live?). This unit offers opportunities to recall and deepen learning from the earlier unit, as well as extending pupils' understanding.</p> <p>Note that Unit 1.6 introduced the Five Pillars but only looked in depth at Shahadah, exploring Muslim ideas about God and his Messenger, Prophet Muhammad. This unit begins with an exercise to recall the earlier learning, but this does not mean simply repeating what has gone before. This unit focuses on two more of the Pillars, prayer (<i>salah</i>) and fasting (<i>sawm</i>), using a more in-depth study of a text from the Qur'an to deepen understanding about God and the Prophet.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to</p>	<p>Recall learning from Unit 1.6 about <i>ibadah</i> or worship and belief in action. Remind pupils about the five pillars – they have explored Shahadah and Salah already. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Id-ul-Fitr.</p> <p>Introduce the meaning of the words 'Islam' and 'Muslim': based on the Arabic root 'slm', which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.</p>

<p>teach in an engaging way so that pupils achieve the learning outcomes</p>	<ul style="list-style-type: none"> • Read Surah 1 (chapter 1) of the Qur'an. What does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (<i>Tawhid</i> – the oneness of God). • Re-visit salah – prayer five times a day. Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. For Muslims, the God revealed in Qur'an Surah 1 is worth worshipping, submitting to and praying to. Recalling basic introduction covered in Unit 1.6, look at what happens in prayer: the preparation and the <i>rak'ah</i> (prayer positions) etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque. Look at the use of <i>subhah</i> beads as part of prayer. How does prayer show what matters to a Muslim? • The mosque/masjid is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support. • Another of the five pillars is sawm, fasting during Ramadan. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Id-ul-Fitr at the end of the fast: <ul style="list-style-type: none"> ○ Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience? ○ Explore the 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur'an. What happens in the community and why? ○ Explore what happens in a Muslim household at Id-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan? • Willing submission to God is central to Islam; ideally Muslims demonstrate this through <i>ibadah</i>, worship. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <p>...recognise some words from Islam ...identify some key words in Islam, such as Allah, Shahadah and Qur'an ...give simple definitions of some of these words from Islam ...make links between some key words from Islam ...give two examples of things Muslims do to worship God ...say what the words Islam and Muslim have to do with peace ...give an example of what it means for a Muslim to submit to God ...say why submission to God is a good thing for a Muslim ...I can say three things that Muslims believe about God</p>

<p>want pupils to be able to understand and do as a result of their learning.</p> <ul style="list-style-type: none"> 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. 	<p>...I can explain the word tawhid</p> <p>...I can give three examples of how Muslims show that God has no equals</p> <p>...I can describe at least three things Muslims do as part of ritual prayer (salah)</p> <p>...I can label the main features of a mosque</p> <p>...I can describe at least five ways that Muslims show respect for God at the mosque</p> <p>...I can ask questions about how important the mosque is for Muslims</p> <p>...I can talk about how the mosque helps a Muslim to worship God</p> <p>...I can describe how and why Muslims fast at Ramadan</p> <p>...I can describe three things that happen at Eid-ul-Fitr</p> <p>...I can ask questions about the value of fasting for Muslims and for me</p> <p>...I can suggest reasons why fasting is seen as good for self-control and submission to God for Muslims</p> <p>...I can suggest ways in which fasting can be good for people who are not Muslims</p> <p>...I can give three reasons why it can be good for any of us to control our desires sometimes.</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> 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. 	<p>The following activities are in six sections. They do not represent six lessons, however, as there is too much detail for that. You do not need to choose every section – just enough to enable pupils to address the unit key question and achieve the outcomes. It is better to do fewer sections in greater depth than to try and squeeze it all in. Rushing through with little time will not enable pupils to embed their learning for later recall.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What do we already know about Muslims and Islam?	
<p>Use this opening part of the unit to recall pupils' learning from Unit 1.6 about ibadah or worship and belief in action, and Unit 1.8, if they explored the mosque in that unit. Take the time so that pupils can revisit key words and ideas.</p> <ul style="list-style-type: none"> Use some key words from Unit 1.6, to see how much pupils recall (e.g. Allah, Muhammad, Shahadah, Qur'an, mosque). Can they recognise which religion this comes from? Note that many of the words are in Arabic, the language of the Qur'an. Once they have identified the religion, get them to match the words to some definitions (see the KS1 Core Knowledge Outlines). Use the hexagons on p.13. Cut them up and get pupils to arrange them so that each hexagon touches another one where pupils can see that there is a link. Add blank hexagons for them to write additional terms, such as <i>ibadah</i> (worship), <i>iman</i> (faith), messenger, <i>adhan</i> (call to prayer), five pillars, <i>salat</i> (prayer), <i>sawm</i> (fasting), <i>zakat</i> (charity), Ramadan, <i>hajj</i> (pilgrimage). Use discussion to remind pupils about the five pillars – they have explored Shahadah and Salah already. (This unit builds on that learning by digging deeper into prayer, then looking at fasting in Ramadan and the festival of Id-ul-Fitr.) Give pupils three words: <i>Muslim</i>, <i>Islam</i> and <i>salaam</i> (a greeting). Can they identify any connections between the words? All three have the letters S, L and M in. They are from the same Arabic root word, 'slm', which means peace; <i>Islam</i> means the peace that comes from being in harmony with God; and <i>Muslim</i> means one who willingly submits to God; <i>salaam</i> is a greeting that means 'peace'. Muslims may say: <i>As-salaam alaikum</i> (a-lay-kum) when they greet each other. It means 'Peace be with you'. In reply, a Muslim will say, <i>Wa-alaikum as-salaam</i> – which means 'And peace be with you too.' Get pupils to practise saying this to each other. Then talk about what difference it could make if we all greeted each other with 'peace' when we met. Note the meanings of the words: Muslim and Islam. What does it mean for a Muslim to 'submit' to God? Try a trust game to illustrate the idea that willing submission to God is something that brings peace, not stress, in the life of a Muslim. E.g. <ul style="list-style-type: none"> Blindfold a pupil and ask her to find her way (carefully!) across the classroom to one of her friends. The friend might move away very quietly to make it more difficult. How easy was it to find the friend? Blindfold a different pupil. Ask him to find someone in the class. This time he can be given verbal instructions by another friend. How easy was it this time? Blindfold a third pupil. This time she can be guided by someone without a blindfold, who takes her hand or arm to lead her. How easy was it this time? Why? How did she feel about her guide? Why did she let the guide lead her across the classroom? Note how for Muslims, submitting to God is more like the last example. Who better to guide them than their creator? It is not surprising Muslims can find peace in following God. Ask pupils to think of some other examples of where a person might willingly give way to a greater authority: e.g. when lost and someone knows the way; if they are about to take a free kick for their football team – and [footballer of choice!] offers to take it for the team. Go back through some of the key words from earlier. Can pupils think of ways in which some of the key words and their meanings show how or why Muslims submit to God? 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam. Make links between beliefs about God and <i>ibadah</i> (e.g. how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission to Muslims. <p>Sample 'I can...' statements: I can...</p> <ul style="list-style-type: none"> ...recognise some words from Islam ...identify some key words in Islam, such as Allah, Shahadah and Qur'an ...give simple definitions of some of these words from Islam ...make links between some key words from Islam ...give two examples of things Muslims do to worship God ...say what the words Islam and Muslim have to do with peace ...give an example of what it means for a Muslim to submit to God ...say why submission to God is a good thing for a Muslim

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What does the opening chapter of the Qur'an teach Muslims about God?	
<ul style="list-style-type: none"> Recall previous learning about the Qur'an – Muslims believe it is God's final message to humanity, revealed to the Prophet Muhammad through the Angel Jibril (Gabriel). Recall the Shahadah, in which Muslims declare that there is one God and Muhammad is his messenger. If the Qur'an is God's message to humans, what do pupils think would be written on the first page? What would be so important that it must come first? Ask them to come up with a few suggestions and be able to explain why. [Note that it does not start with a creation story. While the Qur'an does talk about God creating the world, these mentions are scattered throughout the Qur'an, as the book does not have the kind of linear narrative many Christians see in the Bible.] Read the opening surah (chapter) of the Qur'an, called <i>Al-Fatihah</i> ('The Opening'). <i>In the name of God, Most Gracious, Most Merciful. Praise be to God, The Cherisher and Sustainer of the Worlds; Most Gracious, Most Merciful, Master of the Day of Judgment. It is You that we worship and to You alone do we turn for help. Show us the straight way, the way of the people to whom You have shown your Grace, Those who have not made You Angry and do not go astray.</i> (based on the translation by Abdullah Yusuf Ali) Ask pupils to investigate the words closely. Why is this the opening? What is it that Muslims most need to know about God? How can pupils tell? What is God like and what does God do? What can they infer about what Muslims do? What difference would it make to a Muslim to believe this about God? Why do people need to be shown the 'straight way' or the 'straight path'? Introduce the term 'Tawhid'. It is to do with declaring the oneness of God – for Muslims, there is one God with no equals, the foundation and beginning of all things. The opposite of tawhid is <i>shirk</i> – which is to make something (a partner) equal to God, or to put something else in God's place, worshipping other gods or following one's own desires and ignoring God's commands in the Qur'an. Shirk is forbidden to Muslims. Ask pupils to look at <i>Al-Fatihah</i> again: what clues are there about this Muslim idea of Tawhid? (They should note the superlatives – Most Gracious etc.) What evidence is there that God is worth submitting to (recall the terms <i>Islam</i> and <i>Muslim</i>)? Ask pupils to list some ways they already know that show how Muslims see God as the one God with no equals (e.g. Shahadah, prayer, worship etc.). 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer, at home and in the mosque) <p>Sample 'I can...' statements</p> <p>...I can say three things that Muslims believe about God</p> <p>...I can explain the word tawhid</p> <p>...I can give three examples of how Muslims show that God has no equals</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Why does prayer matter to Muslims?	
<p><i>Build on prior learning: Muslims pray because they worship God, because he is Creator and has no equals. Remind pupils that this section is all about ibadah - worship. Ritual prayer in the mosque (salah in Arabic, or namaz in Persian) is worship; private prayer (du'a) is worship; living honestly to honour God is worship.</i></p> <p>Exploring how Muslims pray</p> <p>Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. A suitable animation for children can be found on http://muxlim.com/videos/zackmatt/salah-animation-islamic-animation-muslim-cartoon</p> <p>Note that Muslims recite set prayers silently during salah. The prayers can be found here: https://saioi.net/blog/translation-of-islamic-prayer-what-people-recite-salah-namaz/ and http://ramadanexclusive.blogspot.com/2012/07/muslim-prayers-format-salat-or-namaz.html and www.bbc.co.uk/religion/galleries/salah/</p> <ul style="list-style-type: none"> • While watching the rak'ah, ask pupils to make quick sketches of as many different prayer positions as they can pick out. • For each position, ask pupils to annotate the sketch to explain what they think the movement might mean or say about the worshippers' inner feelings and beliefs. • Watch the clip again with the sound up. Notice what is said about the meaning of each movement. Compare with pupils' own ideas and amend their notes. • If possible, invite a Muslim into class to show the rak'ahs (prayer positions) and talk about and answer questions about what prayer means to them. • Pupils design a poster illustrating one of the rak'ahs, ensuring that all positions are selected throughout the class. Alongside the illustration, pupils write down some of the words Muslims recite at each point. Alongside the drawing of the position, pupils add a 'thought bubble' suggesting what a Muslim might be thinking when they are in this position before Allah. Display pupils' work in the correct order of the rak'ahs. • Share with the pupils that this is only one type of prayer. Many Muslims take time to pray more personally to Allah (du'a) after the more formal prayer. <p>Ask pupils to consider in groups: Why do people pray? How do you think it might make them feel? What difference do they think it would make if a Muslim repeated these words and actions even once a day, let alone five? Do pupils recognise the words of Al-Fatihah from last lesson?</p> <p>Ask pupils to come up with at least three ways in which this ritual worship shows submission to God, recalling their earlier work on Muslim beliefs about God.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make links between Muslim beliefs about God and salah/prayer <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions about prayer and suggest answers about how valuable it is for many Muslims. <p>Sample 'I can...' statements</p> <p>...I can describe at least three things Muslims do as part of ritual prayer (salah)</p> <p>...I can describe at least two prayer positions in Muslim prayer and say what they symbolise</p> <p>...I can give two examples of things Muslims recite during prayer and say what they mean</p> <p>...I can suggest at least one reason why prayer is important to Muslims</p>

Exploring the significance of prayer to Muslims

See p. 12 for some quotes on prayer from Muslim pupils. These are from the Children Talking section on the NATRE website (select Muslim responses to question 7 on prayer). Give the pupils the 9 quotes. Save Nasima's for later.

- In mixed ability groups of three, they should read through and sort out quotes from Muslim pupils to help them answer the question, 'Why is prayer so important for Muslims?'
- Ask pupils to prioritise the statements into a diamond shape according to how helpful they are in explaining why prayer is so important to Muslims, putting the most helpful at the top, least helpful at the bottom.
- Each person in the group chooses one of the statements and answers the following:
 - Why did you choose this statement? What interests you about it?
 - What is being said, and what does it mean?
 - What does the person believe and why do you think they believe this?

Spend a little time on Nasima's comments. What do they add to what pupils have worked out about why prayer is important to Muslims?

Pupils produce a statement of not more than thirty words to answer the question 'Why is prayer so important for Muslims?'

If possible, ask a local Muslim to read and respond to the pupils' statements.

- Do the pupils 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*?
- How does salah (ritual prayer) show what matters to a Muslim?

Note that not all Muslims pray five times a day. Some may do it once, or some days not at all. Many will perform du'a (personal prayer) at any time of day. There is a huge diversity in Muslim practice.

Notes: The CLEO website has an excellent video of both Wuzu and Salah being performed by a Muslim

www.cleo.net.uk/resources/index.php?cur=15&ks=2

The Children Talking website can be accessed free from the NATRE website www.natre.org.uk Note that there are seven short videos of Muslim children (aged 7-11) talking about prayer. <http://old.natre.org.uk/db/results.php> Select primary, male & female, q.7.

The BBC clips can be found at www.bbc.co.uk/education/topics/zpdtbkb/resources/1

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Why is the mosque a special place for Muslims?

- **Listen** to an extract of an Imam reading from the Qur'an, or making the Call to Prayer. Talk about the feelings that come from the voice, even if the words aren't understood. Ask pupils to think about how words can get in the way of feelings, and how words can help with expressing our feelings.
- **Photos.** Show some photographs of a mosque and talk about how a mosque is usually thought of as a building where Muslims can come together to pray. What questions do pupils have? Collect them together, and see if pupils can find out the answers. What are the key features of a mosque? Point out that anywhere a Muslim chooses for prayer is believed to become a mosque for that particular time. Amazing photos here: <https://www.dailymail.co.uk/news/article-5491513/Britains-stunning-mosques-revealed-time-new-book.html> but an online search for UK mosques will provide plenty. Note that not all mosques are beautiful and ornate buildings.
- **Visit** – or take a virtual tour of - a mosque, explaining that this is a special place for Muslims. <https://truettube.co.uk/film/holy-cribs-mosque> ; www.bbc.co.uk/guides/z297hv4 ; www.youtube.com/watch?v=hLce9i2Ci5w
- **Enquiry - Speak and listen:** Focus in turn on: the outside of the mosque, notice the minaret and the dome. Study the most important part of a mosque – the hall where people pray. Study the lack of furniture. Why is this? Where do worshippers sit? Note the prayer mats and the way a worshipper must face. The minbar shows the direction for prayer. Study 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 as there are no pictures or statues, suggest reasons for this. Does the mosque have special windows? Notice any Islamic art, geometric patterns etc.
- What signs of respect are used? What do they mean? Ask pupils to identify 10 different ways that respect is shown to Allah, the Prophet Muhammad and the holy Qur'an. These might include visible signs: removing shoes, washing before prayer, a clean prayer mat, bowing to Allah, wishing peace to your neighbour, raising the Qur'an above ground, doing the daily prayers observantly. Some signs of respect are in the heart or mind: sincere intentions, dutiful obedience, submission. Ask pupils to discuss whether some of these are more important than others – can they rank them?
- Ask the pupils to draw a labelled diagram showing aspects of the Mosque. Ensure that the diagram to show how key beliefs of Muslims are shown e.g. Minaret linking to Shahadah, clocks showing prayer times links to importance of regular prayer, Qur'an and classes showing the importance of being able to understand the Qur'an in Arabic as a guide to how to live your life.
- **Notes:** Children could make a model mosque and design for themselves the items found within a Mosque.

Understand the impact:

- Give examples of *ibadah* (worship) in Islam (e.g. at the mosque)
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in the mosque)

Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.

Sample 'I can...' statements

...I can describe three things about a mosque and say what happens there
 ...I can label the main features of a mosque
 ...I can describe at least five ways that Muslims show respect for God at the mosque
 ...I can ask questions about how important the mosque is for Muslims
 ...I can talk about how the mosque helps a Muslim to worship God

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Why do Muslims celebrate at the end of Ramadan?	
<p>Explain that one of the five pillars of Islam is <i>sawm</i>, which is that Muslims should go without food or drink during the daylight hours of the month of Ramadan. Note that the Islamic calendar is lunar and the year is shorter than the Gregorian calendar year of 365 days. This means that the month of Ramadan moves – some years it happens in summer (very long daylight hours) and it gradually moves towards winter (short daylight hours). Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim.</p> <ul style="list-style-type: none"> Share information on the festival of Eid-ul-Fitr which happens at the end of Ramadan. It is a day of celebration, happiness and forgiveness. Find out what happens at the Mosque and in the home and neighbourhood. Excellent 4-minute video from BBC My life, my Religion here: www.bbc.com/teach/class-clips-video/ramadan-and-eidulfitr/zdv7pg8 Background information available here: www.independent.co.uk/news/uk/home-news/eid-al-fitr-2018-when-moon-sighting-muslim-islam-food-ramadan-end-fasting-a8398801.html www.learnreligions.com/how-eid-al-fitr-is-celebrated-2004613 Get half the class read information from books, web or other sources on Ramadan and half on Eid-ul-Fitr, then envoy the information to the other half. Ask pupils to give some answers to the question: Why do people visit the mosque, get new clothes, share food, spend time with friends and family and give money to charity? Pupils create mind maps on either Ramadan or Eid-ul-Fitr. Focus on this as a celebration not of relief at the end of Ramadan, but of the opportunity it affords to believers to move closer to God. Discuss the saying, ‘No pain, no gain’. Can pupils think of how this is true? Consider the sacrifice it has been for Muslims to fast and spend extra time with God? Think about the ways in which fasting might make a person feel: hungry, disciplined, strong, weak, obedient to Allah, glad. Why do they think Muslims do this? How does the class think fasting helps Muslims understand other people? Find out about the ‘Night of Power’ (Laylat-ul-Qadr). The story of the origins of the giving of the Qur’an can be found here: www.retoday.org.uk/media/display/110133_Islam_Muhammad_Night_of_Power.pdf Background about the celebrations can be found here: https://muslimhands.org.uk/latest/2016/07/laylatul-qadr-the-night-of-power www.muslimaid.org/media-centre/blog/the-benefits-and-rewards-of-the-night-of-power-laylat-ul-qadr/ What happens in the community and why? 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. <p>Sample ‘I can...’ statements</p> <p>...I can explain what fasting is ...I can describe how and why Muslims fast at Ramadan ...I can make links between what Muslims believe about God, fasting in Ramadan and celebrating Eid-ul-Fitr ...I can describe three things that happen at Eid-ul-Fitr</p>

- Spend time discussing the pupils' own experiences of self-control and self-denial, charity, community and forgiveness. Consider whether there are links between being generous and being self-disciplined: what makes it easy to be generous? What makes it hard? What makes it easy to go without food? What makes it hard?
- Discuss the similarities and differences between Eid and another festival they have studied. Eid is the end of a time of sacrifice. How does this compare to the idea of sacrifice at Easter?

Why deny yourself?

As a result of what they have found out about the festivals and the other pillars of Islam, ask pupils to work in pairs to prepare questions for a visitor. Ensure that the questions chosen are open questions, reflecting on the effect that following their beliefs has on the real life of the visitor.

- If possible, invite a Muslim speaker to visit the class. If not compile a class email and send to a willing Muslim e.g. virtual visitors can be accessed at <http://pof.reonline.org.uk/>

Notes: Information on Ramadan can be found at www.bbc.co.uk/schools/religion/islam/

The speaker can be someone from within school e.g. a TA, governor or parent if available. It is useful to cultivate your own network of people who will come into your school.

Questions can be sent to a virtual visitor on <http://pof.reonline.org.uk/>

...I can ask questions about the value of fasting for Muslims and for me

...I can suggest reasons why fasting is seen as good for self-control and submission to God for Muslims

...I can suggest ways in which fasting can be good for people who are not Muslims

...I can give three reasons why it can be good for any of us to control our desires sometimes.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>How do festivals and worship show what matters to a Muslim? What can I learn from this?</i>	
<p>Get pupils to quiz each other on what they have learned in this unit. Revise lots of key vocabulary and get them to check each other's understanding. Give them pictures to label and explain. Connect their learning to Muslim ideas about God, tawhid, submission and ibadah, giving a chance to demonstrate again how they have met the learning outcomes for the unit. Make use of the hexagon activity on p.X.</p> <p>Do they have questions about what they have learned? Can pupils help to answer them, or do you need to ask an expert – perhaps your recent visitor or via email at RE:ONLINE?</p> <p>Reflect together on what they have learned for Muslims, and whether there are any lessons for people who are not Muslims. Willing submission to God is central to Islam; ideally Muslims demonstrate this through <i>ibadah</i>, worship. Think and talk about:</p> <ul style="list-style-type: none"> • What are the benefits for anyone of living a self-disciplined life? • What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? • How is school life similar to and different from Muslim life at a mosque? (e.g. gathering together, sharing, teaching, showing respect, celebrating; but for many pupils no worship or prayer to a deity). <p>What examples of Muslims living in harmony have pupils seen in this unit? (e.g. in worship, at the mosque, during Ramadan and at Eid.) Of course, not everyone lives in harmony, and this is an ideal rather than reality for everyone everywhere. But is a world in harmony something that we all want? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and <i>ibadah</i> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of <i>ibadah</i> (worship) in Islam and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Muslim pupils on how prayer makes them feel, from NATRE database, Children Talking.

Prayer makes me feel happy and proud of myself because I know that God rewards you if you follow the rules. (Female, age 11)	When I pray I feel safe. (F, age 8)	Praying makes me feel clean as I can ask for forgiveness during it. (Male, age 11)
Prayer makes me feel happy. (F, age 8)	Prayer makes me feel happy and calm (F, age 7)	When I pray, I feel like everything is lifted off my shoulders, and all my distress is gone. (F, age 10)
When I pray it feels like I am in heaven. (F, age 8)	Praying makes me feel clean as I can ask for forgiveness during it. (Male, age 11)	I just love to pray. It is like a pool of calm in a busy day. (M, age 14)

Nasima is a Muslim from East London. Here she talks about prayer and what difference it makes to her.

Islam gives me comfort, support and peace in many ways. For example, when I hear the call to prayer, I know that Muslims all over the world are getting ready for the prayer - this helps me to do it too.

Islam brings peace in the calmness and stillness of the prayer movements. That is when your mind is free from all the busy things in life and nothing else matters apart from this moment to talk to Allah.

How do I feel when I pray? Before I pray, I may feel worried about my day and how busy it is. As I prepare, covering my hair and washing, I start to relax. The ritual helps me to calm down.

Once I have done my prayers, I feel like an invisible force is hugging me, I feel comforted and safe. I feel protected and warm. I feel as if I have recharged my energy levels and can continue with my day.

Nasima Hassan

Allah

Muhammad

Shahadah



PBUH



Prophet

Tawhid

Adhan

Muslim



Islam

