**Awareness, Mystery and Value (AMV) 2016:**

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| **Key Stage 2 Unit 11: What does it mean to belong to a religion? ISLAM [B, D & E]**  **This unit explores aspects of festivals, celebrations, practices and communities and the beliefs to which they relate** | | | | |
| **About this example**  This example is intended to provide a set of learning activities for a **Year 5 or 6 class**. It could be used in RE lessons or as part of a ‘creative curriculum’ approach.  It was written by **Adam Robertson** – Y5 teacher at Horfield CEVC Primary and Diocese of Bristol Schools Adviser with advice from **Mohammad-Nassir Miah** – Bristol Muslim Cultural Society, and further ideas from **Jo Backus** and **Dave Francis.** | | | | |
| **Where the example fits into the new primary curriculum**  This example may be used as a ‘stand-alone’ sequence of learning within a discrete unit of learning for RE or there may be cross-curricular links.  **Essentials for learning and life.** This sample scheme will support pupils to learn how to listen attentively, talk clearly and confidently about their thoughts, opinions and ideas (Literacy), investigate and communicate (learning and thinking skills) and work collaboratively towards common goals (social skills).  **Islamic Context**  See [Appendix](#APPENDIX) for an overview and understanding of links between different topics. | | | | |
| **Prior Learning**  Pupils will have some experience of and practice at being able to put forward a point of view and say why things are important, giving reasons.  In addition pupils will have explored what it means to belong to another faith group. They will have explored questions of identity and feelings through PHSE. | | | | |
| **Featured Religions / Beliefs** | **Areas of Enquiry** | | | |
| Islam | **AT 1: Learning ABOUT religion and belief** | | **AT 2: Learning FROM religion and belief** | |
|  | A. Beliefs, teachings and sources |  | D. Identity and belonging | 🗸 |
|  | B. Practices and ways of life | 🗸 | E. Meaning, purpose and truth | 🗸 |
|  | C. Forms of expression |  | F. Values and commitments |  |

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| **Key Question: What does it mean to belong to a religion?** |
| **Supplementary Questions** |
| 1. How do members of this faith celebrate and live out their beliefs in:    1. the journey of life?    2. their main festivals and practices?    3. their faith communities?    4. the wider world? 2. Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? |

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| **Learning Outside the Classroom** |
| Pupils could have the opportunity to visit a mosque. If this is not possible someone who is a Muslim could come to the classroom.  Bristol Muslim Cultural Society can facilitate both – email: [bmcs@bmcs.org.uk](mailto:bmcs@bmcs.org.uk); telephone: 0117 9521802.  Alternatively, see this Directory for help: [www.awarenessmysteryvalue.org/2016/g03-resources-visitors-and-local-places-of-worship/](http://www.awarenessmysteryvalue.org/2016/g03-resources-visitors-and-local-places-of-worship/)  The experience could look at special days / festivals (e.g. Jumu’ah, Eid-ul-Adha, Eid-ul-Fitr), understanding of being part of the Bristol Muslim community and the wider world, and similarities / differences between Muslim denominations (see Supplementary Question ‘b’). |

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| **Resources** | | |
| The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.   * Book: *1001 Inventions & Awesome Facts from Muslim Civilization*: £10 from <https://inv.ecgroup.net/collections/all-products/products/1001-inventions-and-awesome-facts-from-muslim-civilization> * Various weblinks as indicated in the lesson below. * Jam jars, sand, pebbles, rubber ball or stone, sparkles for ‘Jar of Life’ and ‘Mind Jar’ activities (see Lessons 3 & 4 below). * [Ramadan Moon by Na’ima B Robert](https://www.amazon.co.uk/Ramadan-Moon-Naima-B-Robert/dp/1845079221) * Hajj robes for men and women (Can often be borrowed from RE Resource Centre) * Selection of egg boxes or pictures of them. | | |
| **‘Learning Outcome’ (new)**  **Learning Outcomes for Upper Key Stage 2 in this Unit:** | | | |
| **Investigation of religious and non-religious worldviews:**  By the end of this stage, as a MINIMUM requirement, pupils will be taught to:  3. ask important questions about social issues and suggest what might happen depending on different moral choices;  4. provide good reasons for the views they have and the connections they make.  **Knowledge and understanding of religions or worldviews other than Christianity (Islam):**  By the end of this stage, as a MINIMUM requirement, pupils will be taught to:  2. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;  3. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;  5.provide good reasons for the views they have and the connections they make. | | | |
| **‘Can-do’ levels expectations (old)**  **By the end of this sequence of learning:** | | | |
| **All pupils:** | **Most pupils (majority class expectation):** | **Some pupils:** | |
| B3 describe some of the things that are the same and different for religious people.  D3 compare some of the things that influence me with those that influence other people.  E3 ask important questions about life and compare my ideas with those of other people. | B4 use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.  D4 ask questions about who we are and where we belong and suggest answers which refer to people who have inspired and influenced myself and others.  E4 ask questions about the meaning and purpose of life and suggest a range of answers which might be given by me as well as members of different religious groups or individuals. | B5 describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.  D5 give my own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me.  E5 ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others’ lives. | |

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| **Learning objectives and questions** | **Suggested activities for teaching and learning** | **Learning Outcomes** |
| **Lessons 1 & 2**  Pupils will:   * find out about some Muslim scientists / inventors * understand how the Qur’an guides people to form beliefs * explore the qualities of a questioning person   Enquiry questions:  *Can you name some Muslim Scientists / Mathematicians / Inventors, and say what they invented / discovered?*  *How does the Qur’an guide people to form beliefs?*  *Why might people question and adapt their beliefs?*  Notes:  \*Translates to ‘May God send blessings and peace upon him’  1Due to an interpretation of [Hadith 0056 in Kitab Al-Iman of Sahih Muslim](https://www.searchtruth.com/book_display.php?book=001&translator=2&start=0&number=0056#0056) | **Who are Muslims?**  See Appendix 1 below for background information.  If you have the Book [‘1001 Inventions & Awesome Facts from Muslim Civilization**’**](https://inv.ecgroup.net/collections/all-products/products/1001-inventions-and-awesome-facts-from-muslim-civilization)Ask the pupils to complete the activity on p.19, aiming to optimise each measurement.  If you don’t’ have the book you could do an experiment testing paper planes with information from [Scientific American](http://www.scientificamerican.com/article/bring-science-home-paper-planes-drag/). This involves taking a sample of paper planes and arranging them according to extremes of attributes (e.g. biggest wings and smallest wings).  Encourage the pupils to ask questions: e.g. Do bigger or smaller wings fly further? Why?  Link the exercise to experiments in early flight by Abbas ibn Firnas by relaying some of the [information about him](https://www.trtworld.com/magazine/abbas-ibn-firnas-the-first-human-to-fly-36655). If you have time you could show the 14 minute film about the [Golden Age of Islamic Innovation](http://www.1001inventions.com/fun-learning/films-videos/library-of-secrets/) starring Ben Kingsley, or an extract from it featuring ibn Firnas.  Ask the pupils what they remember from the film: Who were some Muslim scientists / mathematicians / inventors? What did they discover / invent?  **How might a Muslim be guided by the Qur’an about how to form beliefs?**  Read the following story (adapted from Qur’an 6:76-79):  *Some people during the time of prophet Abraham thought the Planets were God; some thought the Moon was God; and some thought the Sun was God. Prophet Abraham questioned if this could be true and said: “No, these rise and set by day and night. They are just following the laws of God.” For prophet Abraham, the one they had been created by and obeyed the laws of was God.*  Ask pupils: What can we learn about prophet Abraham from this story? How did he form his beliefs? (e.g. questioned existing beliefs, and came to believe something different). Why might he have done this? (e.g. he was seeking truth and wanted beliefs that were logical and in line with what he observed).  Explain that many Muslims believe the Qur’an guides people to question their beliefs. Just like prophet Abraham in the story, many Muslims believe people can improve their beliefs and get closer to finding out what is really true by questioning and adapting beliefs through reason and evidence. Point out the connection with the innovations of Islamic civilisation.  **What qualities might a questioning person have?**  Explain that many Muslims believe there are many qualities or ‘branches’ we might see in a questioning person. Ask pupils to draw a tree with the branches (this could be done by drawing around an open hand) describing some qualities they think a questioning person may grow to have, adding leaves with examples, and fruits with names of people they feel show this quality.  Ask questions to draw out understanding from the glider activity and story: *What qualities make for a good glider designer?* (e.g. someone who has patience to keep trying, learns from their experiences, can be adaptive when something needs changing, and creative to think of different solutions), *What quality did prophet Abraham show after he had questioned the beliefs of his people?* (e.g. he was a truth seeker - someone who changed his beliefs and way of life to follow truth).  Explain that some Muslims believe1 the prophet Muhammad ﷺ\* said that the top branch is something similar to this quality of the prophet Abraham, but also said that ‘modesty’ is an important branch.  Ask: *How might questioning make people more modest* (e.g. they might realise they may not know all the information and so should not arrogantly declare they know something absolutely)*?* The base branch was also mentioned as ‘removing something harmful from the path’.  Ask: *Why might a questioning person have the quality of wanting to remove harmful things?* (e.g. they may realise the way they want to be treated is how other people want to be treated and so removing something harmful not only removes it from their path but for others too).  Similarly, introduce British Values, such as ‘**Mutual respect and tolerance of those with different faiths and beliefs’,** and explore if/why these might be qualities of a questioning person. Offer pupils resources to learn about and be inspired by Islamic Scientists / Mathematicians / Inventors etc for their tree. | Pupils understand:   * that Islam has a rich history of inventors and those who have contributed to science / mathematics etc * that the Qur’an guides people to form beliefs through questioning and adapting * the qualities of a questioning person, e.g. being confident to challenge beliefs they do not agree with and being willing to adapt their own beliefs, modesty, and treating others as they would want to be treated |
| **Lesson 3**  Pupils will:   * understand some Muslim beliefs about God / Allah * explore how people may prioritise their lives differently * understand Shahadah * explore similar commitments / contracts   Enquiry questions:  *What are some Muslim beliefs about God?*  *What is important to us? What do we prioritise first in life?*  *What is the Shahadah?*  *Why do people make commitments / promises?* | **What are some Muslim beliefs about God?**  Play the [‘Kids describe colour to a blind person’](https://www.youtube.com/watch?v=MK94B9VcDyU) video and ask pupils: What were the pupils trying to do? Why was it so hard? What are some things we cannot sense but some people might believe in? (e.g. God, Heaven).  Point out that many Muslims believe that although we cannot fully grasp these Unseen things, we can get some understanding through Allah’s Messengers and Books.  Complete the reflective activity in [Resource 1](#RESOURCE_1) helping pupils to understand more about Muslim ideas about God / Allah.  **What are some Muslim practices? Shahadah**  Complete activity in [Resource 2](#RESOURCE_2) on fitting God / Allah into a person’s life.  Ask: *What might the Ball / Pebbles / Sand represent in your life? What order do you put them into your jar*?  Play a [video explaining the Shahadah](http://www.youtube.com/watch?v=Z1uYIpD_SyE), and ask pupils: if someone wants to become a Muslim, what do they have to do? (e.g. Say the Shahadah in front of witnesses). Remind pupils about *Jar of Life* activity and point out how a simple act can lead to big changes.  Ask: *What might the Shahadah represent*? (e.g. reprioritising things - God coming first).  Read this verse from Qur’an 1:5:  *We devote ourselves to being as You want us to be,*  *and we ask for Your help to achieve this;*  *Guide us on the Straight Path;*  *A*sk: *What might this mean?* (e.g. Asking God for guidance on our journey through life). *Where might the Path lead?* (e.g. Heaven) *What might Shahadah be on this path?* (e.g. the beginning).  Ask pupils: *Why might someone say the Shahadah in front of the community? Have you made any New Year’s Resolutions? How might it help to tell others?*  Explore how the Shahadah is like a contract. Pupils look at other promises / contracts (e.g. Brownie / Cubs’ Promise). Pupils discuss and design a [Class Contract](http://www.theteachertoolkit.com/index.php/tool/classroom-contract), or examine their own class charter / rules.  Questions to think about: *What do they expect from their teacher? What might the teacher expect from them? How should the pupils behave towards each other?* | Pupils understand:   * Muslim beliefs of One God and some other names / attributes * that many Muslims may priorities God first in life * that the Shahadah is reprioritising God coming first in life * commitments / contracts in other faiths and their own lives. |
| **Lesson 4**  Pupils will:   * explore thoughts, moods and feelings * understand what Salah is and how it affects Muslims.   Enquiry questions:  *What thoughts, moods and feelings do we have? What makes me angry?*  *What is Salah?* | **What are some Muslim practices? Salah**  Read ‘Moody Cow Meditates’ or show [video of book being read aloud](https://www.youtube.com/watch?v=xbzeRg7Ms1A).  Ask pupils: What rules did Peter break ‘on purpose’? Why? What things did Peter blame for him being moody? What happened once he had let go of these thoughts? Have you experienced being moody? How does it feel? How does it feel to be around people who are moody? Are there things you do to change how you are feeling?  Make some ‘Mind Jars’, following, e.g. ["Mind in a Jar": Teach Mindfulness to Your Kids - Left Brain Buddha](https://leftbrainbuddha.com/mind-in-a-jar-mindfulness-practice-for-our-little-buddhas/). Alternatively, simply describe the process and point out the possibility for pupils to make their own. Explain, similar to Peter concentrating on the sparkles, Muslims concentrate on words and actions in a practice called Salah - prayer.  Pupils perform the Salah activity in [Resource 3](#RESOURCE_3).  After the practice, ask them: How do you feel? Was it hard to concentrate / did you get distracted? How might someone improve their concentration in Salah? (e.g. through practice / repetition).  Read the following story which was told by Prophet Muhammad ﷺ\* to his companions (adapted from Hadith Collections):  *Between one Salah to the next, you pick up dirt.*  *>> Shake Mind / Moody Jar <<*  *Each Salah is like taking a bath in a stream, all the dirt flows away.*  *>> Let the sand / glitter settle <<*  Explain by regularly practising Salah five times a day, many Muslims find they can let negative thoughts flow away and prevent them from taking over their minds. This helps them to stay **focused** on being as God wants them to be.  Remind pupils of the following from Lesson 3:  *We devote ourselves to being as You want us to be,*  *and we ask for Your help to achieve this;*  *Guide us on the Straight Path;*  Remind the pupils of their Class Contract and ask them: *Have we been able to keep our contract with each other so far? What did we learn about in this lesson that might take us off track?* (e.g. bad moods caused by repeatedly thinking about negative thoughts). *How might Muslims be guided on the ‘Straight Path’ by performing Salah every day?* (e.g. train mind to keep negative thoughts from taking over their minds and so stay focused on being as God wants them to be). *Could we add something to our contract to help us keep on track from bad thoughts too?*  **Assessment activity**  Ask pupils to write down their answers to the following questions:   1. *Why does prayer matter to Muslims?’* 2. *How might regular prayer make a Muslim’s life harder? How might it make it easier?*   EITHER:  Pupils divide the page and write harder reasons on one side and easier/better on the other.  OR:  Engage in a ‘Washing line’ activity – Ask pupils to write reasons in pairs, and peg to a washing line – the neighbour moves it along if they agree or disagree.  **What would you say if you paused five times per day**?  Could the ideas behind Salah offer benefits to non-Muslims? *Should everyone take time out to reflect and create periods of calm in their lives? What might the benefits of this be?* Task: Pupils reflect on this question – what *would they say? What would they do? How would they stop negative thoughts? Can periods of prayer/reflection help people in their lives?*  **Activity**: If pupils were to stop five times per day – how would they stop distractions / negative thoughts? | Pupils understand:   * that thoughts can adversely alter how we experience the world and our behaviour if we let them. * that Salah is a practice many Muslims find helps them to disconnect from ruminating on negative thoughts that cause bad moods etc, and so stay focused on being as Allah wants them to be. |
| **Lesson 5**  Pupils will:   * explore impulsive behaviour and self control * understand Sawm   Enquiry questions:  *How do I behave in unexpected situations?*  *What is Sawm?* | **What are some Muslim practices? Sawm**  Play the WonderGrove YouTube animation ‘[Managing Impulsivity’](https://www.youtube.com/watch?v=BAM3nFqCn7Q)  Ask pupils: What happened in the video? What unexpected situation did Chris face? How did he react? What advice did Miss Flowers give Chris to manage his impulsivity? (Stop – Think - Act) How else might people act impulsively? (e.g. blurting out answer, skipping a queue, impulse buying, tantrums when lose a game)  Pupils complete activity in [Resource 4](#RESOURCE_4) about how Muhammad reacted when a man behaved disrespectfully in the mosque.  Ask them: What effect might hunger have on our impulsivity? If the brain has less energy, how might this affect its ability to ‘Stop – Think’ before acting? Have you ever been angry?  **Why do Muslims fast?**  Watch this My Life My Religion video clip about [Ramadan](http://www.bbc.co.uk/programmes/p02mwdxf).  *What reasons does Sara give for fasting?*  *How does it help her think of others? What changes might she see in herself as a result?*  Alternatively, read the beautiful book [‘Ramadan Moon’ by Na’ima B Robert](https://www.amazon.co.uk/Ramadan-Moon-Naima-B-Robert/dp/1845079221).  *Why do people fast? How do they celebrate the end of Ramadan?*  Explain that many Muslims intentionally do not eat or drink (Sawm / fast) between dawn and sunset everyday for 29 to 30 days every year. This period is called Ramadan and changes every year according to the Moon.  Ask pupils: *What might be the purpose of this?* (e.g. To increase self-control over impulsive behaviour.)  Remind pupils of the following from Lesson 3:  *We devote ourselves to being as You want us to be,*  *and we ask for Your help to achieve this;*  *Guide us on the Straight Path;*  Remind the pupils of their Class Contract (in Lesson 2). Ask pupils: *What did we learn about in this lesson that might take us off track from our Class Contract?* (e.g. impulsive behaviour) *How might Muslims be guided on the ‘Straight Path’ by performing Sawm? (*e.g. increases self control to be how God wants them to be rather than behaving impulsively) *Could we add something to our contract to help us keep on track from impulsive behaviour?*  **How can Ramadan teach us to live well together?**  Case study ‘Iftar meal’ – St Mark’s Road, Bristol  Show photographs or footage of the BBC News report on the [Iftar street party](http://www.bbc.co.uk/news/av/uk-england-bristol-40381555/non-muslims-invited-to-iftar-street-party-in-bristol) in Bristol.  Ask pupils: *Why did Muslims decide to hold the meal in this way? Why do you think other non –Muslims came to the meal? What messages might this give to people in Bristol?*  **Assessment Task:** encourage the pupils to write an article for a school newspaper or website describing the event, why it has taken place, and analysing what lessons it teaches people about living well together. | Pupils understand   * some impulsive behaviours and ways to increase self-control * that many Muslims practise Sawm and find it helps them increase their self-control over reacting impulsively. |
| **Lessons 6 & 7**  Pupils will:   * explore living in poverty * understand Zakat   Enquiry questions:  *How does it feel to live in poverty?*  *What is Zakat* | **What are some Muslim practices? Zakat**  Pupils play the 30 minute version of the [Christian Aid ‘Poverty Challenge’ game](https://www.christianaid.org.uk/resources/poverty-challenge-game). Note – this game requires considerable preparation and debriefing time, so you may need two lessons, or use of curriculum time across the Humanities.  Ask pupils: How does it compare with life here in the UK? How might people living in poverty be helped?  Explore the current [exchange rate for £1 into rupees](https://www.google.co.uk/search?q=%C2%A31+in+rupees&oq=%C2%A31+in+rupees&aqs=chrome..69i57j0l5.21067j0j7&sourceid=chrome&ie=UTF-8) and explain that the average income for a family in India is about 20 times less that for a family in the UK. See [World Population Review](https://worldpopulationreview.com/country-rankings/median-income-by-country) statistics.  Ask them: How much difference do you think receiving £1 would make to someone living in poverty?  Explain that the Qur’an prescribes Muslims who have wealth / savings (above a threshold called [nisab](https://www.nzf.org.uk/Knowledge/Calculation_Rules/Nisab)) to donate every year to people living in poverty. This is called Zakat. Many Muslims believe Zakat is to stop people hoarding wealth.  Ask pupils*: If poorer countries / people received a fairer price for their work, what difference would that make? Would it change the game if prices did not go up and down?*  Remind pupils of the following from Lesson 3:  *We devote ourselves to being as You want us to be,*  *and we ask for Your help to achieve this;*  *Guide us on the Straight Path;*  Remind the pupils of their Class Contract. Ask pupils: *What did we learn about in this lesson that might take us off track from our Class Contract?* (e.g. not sharing / not trying to make things fair) How might Muslims be guided on the ‘Straight Path’ by giving Zakat? (e.g. By thinking about how they are using their possessions, in the way God wants them to be used by sharing with those less fortunate - rather than hoarding for themselves etc.) *Could we add something to our contract to help us keep on track from being greedy?*  **Activity**  Pupils imagine they have **won £100 in a competition**.  *What will they do? Save it? Give it away? If so, to who and why? How would they spend it?* Pupils discuss in groups and then record their decisions with reasons.  Then discuss - *what might a Muslim child do with the money? Why would they do this?*  *Optional Extension:*  Pupils create boxes using [Resource 5](#RESOURCE_5) and label (e.g. ‘Savings’, Charity’). Remind pupils to add details of when they will they open each box and what they to do with the money. For example: open Savings box when enough to buy computer game; open charity box every year 1st January to give to Barnardo’s charity.  *Are there ways they can think of to increase their money? Do they want an ‘Investment’ box?*  *Are there things they want to buy now? Do they want a ‘Spend’ box?* | Pupils understand   * difficulties faced by people living in poverty * Zakat as a means of redistributing wealth to people in poverty. |
| **Lesson 8**  **Pupils will:**   * explore how people feel about death * understand what Hajj is and how it affects Muslims. * explore how the ideas behind the Hajj might help Muslims to detach from worldly attachments.   Enquiry questions:  *How do people feel when someone they love dies?*  *What is Hajj? How does it affect Muslims?*  *What are addictions? How can people overcome them?* | **What are some Muslim practices? Hajj**  Read Badger’s Parting Gifts or play [video of book being read aloud](https://www.youtube.com/watch?v=tRTRABhJTbo).  Ask for four pupils to be one of these characters in the story: Mole, Frog, Fox or Mrs Rabbit.  Each character in turn will come to the front of the class and allow the other pupils to ask them questions such as:   * How did Badger help you? * How did he make you feel when he helped you? * What were your feelings when you knew you wouldn’t see Badger again? * What will you do with your ‘gift’ from Badger? * How will this make you feel?   Ask the pupils to discuss the answers that the characters give and say which are positive and which are negative feelings. Discuss the range and intensity of feelings. Remind the pupils of the different feelings that each character has had and explain that this is quite alright.  Play a video about game addiction, e.g. <https://www.youtube.com/watch?v=uSjvZDkh0AU>  Ask pupils: *What was the video about? What might have made it difficult for Sam to see he was addicted on his own?* (e.g. Regularity / became normal part of life) *How might Hajj help a Muslim see their addictions / excessive worldly attachments?* (e.g. gives time and space away from regular activities, freeing mind to think about if what they are doing is a good use of time etc)  Ask pupils: *How did Atty help Sam? How might Hajj help a Muslim not spend excessive time on the internet / gaming? (e.g. reminding them of the context of limited time in life and what comes after death makes the internet / play games feel less important than other things they could be doing) How would you feel about spending less time on the internet / gaming / TV etc?*  Remind pupils of the following from Lesson 3:  *We devote ourselves to being as You want us to be,*  *and we ask for Your help to achieve this;*  *Guide us on the Straight Path;*  Remind the pupils of their Class Contract. Ask pupils: What did we learn about in this lesson that might take us off track from our Class Contract? (e.g. wasting time / addictions) How might Muslims be guided on the ‘Straight Path’ by performing Hajj? (e.g. puts worldly attachments, such as looks / money / fame / authority as well as addictions such as excessive internet use / gaming, in to context where they are less important and so a Muslim spend time/effort in ways God wants them to instead)  Complete activity in [Resource 6](#RESOURCE_6) with pupils, showing simplicity of Hajj robes.  **Activity**: Scenario for pupils *‘If they had only one day to live, what would they do?*’ Hajj can be described as a ‘reset’ button for Muslims.  *What would they do less of? What would they do more of? What would they want to achieve? Who would they want to speak to?* | Pupils understand:   * different feelings of people about death * some practices in Hajj and how these might remind a Muslim about the context of life (according to Islamic beliefs) and how these might help them detach from excessive worldly attachments / addictions. |
| **Lesson 9**  Pupils will:   * explore social issues relating to food choices * understand what might affect a Muslims life choices.   Enquiry questions:  *Do Animals have rights? What is Free Range? What is Fairtrade?*  *How does a Muslim decide what is good and bad?* | **How might Muslims try to live?**  You will need some empty egg boxes for this activity – or some pictures of them. Make sure there is a range of ‘free-range’, ‘barn eggs’ and unlabelled cartons. Pupils complete activity in [Resource 7](#RESOURCE_7) exploring the choices people can make about buying eggs.  Then read the following two stories which were told by Prophet Muhammad ﷺ\* to his companions (adapted from Bukhari, Muslim, Tirmidhi and Ahmad Hadith Collections):  *A man was really, really thirsty while on a journey. He found a well. He climbed down and drank water from it. He then came out and saw a dog. This dog was really, really thirsty. It was so thirsty its tongue was hanging out and was even trying to eat mud for some water. The man said: “This dog is suffering from thirst like I was suffering”. He climbed back down the well, filled his shoe with water, grabbed it in his mouth, climbed back out and gave it to the dog. From this, God entered the man in to Heaven.*  *A woman owned a cat. She tied the cat but did not feed it. Nor did she free the cat so it could find its own food. The cat starved to death. From this, God entered the woman in to Hell.*  Ask pupils: What were the stories about? How did the man and woman behave differently? (e.g. the woman caused suffering while the man removed suffering)  Remind pupils they had been looking at the first Sura of the Qur’an, and read the following passage, noting in particular the phrases *‘favoured path’* and *‘earned Your anger’* (Qur’an 1:6-7):  *The path of those who You have favoured;*  *Not of those who earned Your anger,*  Ask pupils: Who in the stories did God favour? Who earned God’s anger? Buying which type of eggs might a Muslim believe God favours or earns God’s anger? Why? | Pupils understand:   * the meaning of Free Range, Fairtrade etc * questioning and how each of the Five Pillars might help Muslims ‘Straighten’ their path – from one ‘earning Anger’ to those of the ‘Favoured’ (e.g. towards making more ethical choices in life), and Muslims may use the Qur’an and examples from the Prophet Muhammad ﷺ\* to help them decide what is good / bad.   **Note:** \* Translates to ‘May God send blessings and peace upon him’. |
| **Optional Lesson 10** | Introduce pupils to Fairtrade Foundation’s [Negotiating Game](https://schools.fairtrade.org.uk/teaching-resources/the-negotiating-game/) and work through the role play with them.  Ask : What type of deal were you able to get from the buyer? How happy were you with this?  Play video: <http://schools.fairtrade.org.uk/resource/my-next-fairtrade-adventure-for-7-11-yrs-part-2/>.  Ask pupils: Who and what have we learned is affected by our choice of food? (e.g. crop farmers and the environment.) How does Fairtrade try to help farmers and the environment they work in? How else can people help the environment? (e.g. Reduce, Reuse, Recycle.) Are there any symbols on packaging that can help with this?  Ask pupils: Other than the effects on animals, people that make the food and the environment, what else might influence what people buy? (e.g. healthiness, taste, price, advertising / branding.) |  |
| **Lesson 11**  See Assessment exemplar on p.23. | Pupils complete [Assessment](#ASSESSMENT) activities below.  Remind them of the following verse from Sura 1 of the Qur’an:  *The path of those who You have favoured;*  *Not of those who earned Your anger,*  Remind the pupils of their Class Contract. Ask them: What did we learn about in the previous couple of lessons? (e.g. ethical issues related to our choices.) What could we add to our contract to help us make good ethical choices and avoid bad ethical choices? Would we like there to be rewards for being good and forfeits for being bad? | See Assessment exemplar on p.23. |
| **Lesson 12**  Pupils will:   * understand how the Qur’an guides people not to form insecure beliefs * explore stereotypes, prejudice and discrimination.   Enquiry questions:  *How does the Qur’an guide people to challenge their beliefs?*  *What stereotypes might I have? Why do I have these? How does it feel to be discriminated against because of peoples’ prejudices?* | **How might a Muslim be directed by the Qur’an about how not to form insecure beliefs?**  See Appendix 1 below for background information.  Read the following story (adapted from Qur’an 26:70-76, 19:46-48):  *Some people during the time of prophet Abraham made statues and thought these represented real gods. Prophet Abraham questioned his father and people about this.*  *He asked for proof they really existed: “Do they hear you when you call? Can they benefit or harm you?”*  *They did not have any proof their gods really did exist and could hear them, or benefit or harm them, but said: “No, but we found our parents doing this.” Prophet Abraham was not convinced by this and questioned them further as to how their parents could have known if they were only blindly following their parents too.*  *Abraham’s father said: “Are you rejecting my gods? If you don’t stop that I will stone you. Go away somewhere far from me.” Abraham left his father saying “Peace” and “I shall ask God for forgiveness for you.”*  Ask pupils: What were the beliefs of the people of Abraham and his father? How did they come to their beliefs? How did Abraham feel about this? How did Abraham’s father respond to someone who chose to have different beliefs from him? Explain that many Muslims believe the Qur’an guides people not to blindly believe things.  Ask Pupils: Is it good or bad to question our beliefs? Why? Could we sometimes have some wrong beliefs? Can you think of a time when you changed you mind about something? Pupils look at stereotypes they may have about people based on appearance by completing the Teach Primary activity: [‘General Stereotyping’](https://www.teachprimary.com/learning_resources/view/pshe-lesson-plan-challenging-stereotypes).  Pupils think about sources of stereotypes and prejudice by completing activity: [‘Tackling Islamophobia in the Classroom’](https://education4liberation.files.wordpress.com/2012/10/primary_materials_tackling_islamophobia-final-draft.pdf) - p.9.  Pupils think about how discrimination makes people feel by completing the Teach Primary activity: [‘Exploring Prejudice’](https://www.teachprimary.com/learning_resources/view/pshe-lesson-plan-challenging-stereotypes).  Remind pupils they had been looking at the first Sura of the Qur’an, and read the following (Qur’an 1:7):  *Nor of those who go astray.*  Remind the pupils of their Class Contract (in Lesson 2). Ask pupils: What did we learn about in this lesson? (e.g. prejudice / discrimination) What could we add to our contract to help us avoid being prejudiced and discriminating against others? | Pupils understand   * the meaning of prejudice and discrimination * that Muslims may use the Qur’an and examples from the Prophet Muhammad ﷺ\* to help them decide what beliefs are worth having.   **Note:** \* Translates to ‘May God send blessings and peace upon him’. |

**RESOURCE 1**

Praise be to Allah, the Lord of all the worlds,

the All-Merciful, the Most Merciful,

the King of the Day of Judgement.

You alone we worship. You alone we ask for help.

Guide us on the Straight Path,

the Path of those You have blessed,

not of those with anger on them,

nor of the misguided.

(Qur’an 1:1-7; Aisha Bewley translation)

Show and read Chapter 1 of the Qur’an using a ‘lectio divina’ approach:

* Read the lines slowly and then hold silence for a short time.
* Ask pupils to repeat one word that struck them in small groups.
* Read again (ask another child to read). Keep silence.
* Ask pupils to choose another word or phrase – repeat in small groups
* Read for final time (or choose a different child). Keep silence.
* Pupils in 1-2 sentences discuss why they chose words – what struck them.

Pupils then highlight key words on shared paper - **what does this revelation seem to be telling them about Muslim ideas of God?**

Remind pupils about the gliders they made in Lesson 1. Ask: *Was it useful to gather more information? Why?*

Explain Arabic words can have deeper meanings by looking at their roots and form. Reveal the following:

* The root of ‘**Lord’** is related to ‘**Creator / Sustainer’** (i.e. creator of everything and keeping everything working).
* The roots of ‘The **All-Merciful**’ and ‘**The Most Merciful’** are both ‘**Mother’**.
* ‘The **All-Merciful’** could be seen as ‘*Like a mother gives to her baby without demanding anything back’*.
* ‘The **Most Merciful’ could be seen as ‘*Especially loving to her pupils’* (e.g. over strangers).**
* **‘Worship’ could** be seen as ‘*following in all ways’* (i.e. living a godly / ethical life).

Ask pupils: Has this changed what you had originally thought? How? Pupils add more details to their shared paper.

Pupils can use these papers in future activities and continue add their new information/knowledge/understanding.

Pupils record 2-3 sentences ‘*What do I know about Muslim ideas of God? What evidence can I find from the Qur’an for this?*

*Optional Extension Activity*

Explain these are quotations from Muslims inspired by the first three verses in the Qur’an (Qur’an 1:1-3) that mention what God is like:

1. “I believe Nature is the creator of everything and is keeping everything working. I believe God and Nature are the same and God’s laws are the same as the Law’s of Nature.” Are God and Nature the same?
2. “If there were any other gods, they could turn gravity off and make it rain real cats and dogs – it would be chaos! As I don’t see the laws of Nature changing, I believe in one God.” Is there (only) one God (or none/more)?
3. “God gave us tasty vegetation all around us to eat and water to drink through the rain cycle separated from salty sea water, and the Sun is right to neither turn everything into desert nor let it all freeze. All these things and more make me believe God is loving like a mother.” Is God loving?
4. “I believe God is especially loving to some, granting a good life in this world and the next to those who follow a Godly path, but not to everyone.” Does God love some people more than others?
5. “I believe God brought us to life and made what things we experience in life, and so will also be the decider of what happens to us after we die.” Is there an afterlife and will what we do now matter?

Pupils debate in pairs ‘for and against’ (one or two of) these positions and write their best answers to support each position.

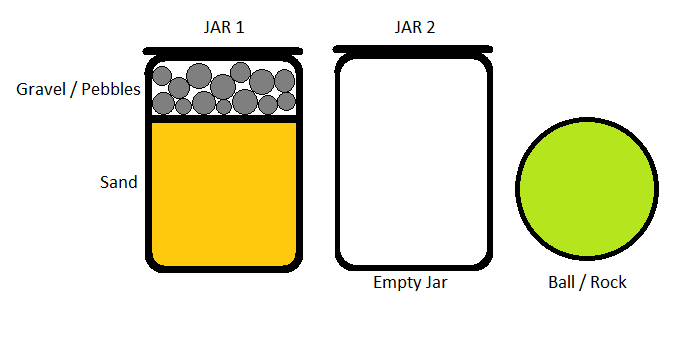
**RESOURCE 2**

**Jar of Life (*Inspired by Stephen Covey*)**

For this activity you need two empty and clean jam jars, some sand, pebbles and a rubber ball or stone.

Prepare JAR 1 (see diagrams below) and label it ‘Jar of Life’. Label the ball or stone, ‘God’.

Ask pupils: What might the Pebbles represent? Explain they represent the big / important things in life (e.g. Family, School).

Ask pupils: What might the Sand represent? Explain they represent the smaller / less important things in life, or ‘fillers’ that we do in our spare time (e.g. TV, Gaming).

Read the following (inspired by Qur’an 1:4):

*We devote ourselves to being as You want us to be,*

*and we ask for Your help to achieve this;*

Show Ball labelled ‘God’. Ask a child to try and fit the ball into JAR 1 without taking anything out (or breaking the Jar).

Ask pupils: *Could we force the ball to fit into the Jar with everything inside it?* (No*) Is there a way we could make the Ball fit?* (e.g. empty Jar first) What might this represent? (e.g. reprioritising what comes first in life.)

Ask pupils: From what we have read in the Verse, what might be prioritised first / second / third in the life of a Muslim? (Ball, Pebbles, Sand).

Ask a child (or small groups of pupils) to try and fit everything from JAR 1 and the Ball into JAR 2 (experiment with amounts of Pebbles/Sand/Ball prior to lesson to make sure this is possible).

Look at the filled JAR 2.

Ask pupils: How are things shaped differently? (e.g. the Sand should fill gaps between Ball and Pebbles) What might this represent? (e.g. the same things can be in both lives but everything is shaped around the presence of God in the second type of life.)

**RESOURCE 3**

**Before Salah**

Ask pupils to rub some water on their face, hands/arms, head/hair and feet.

Alternatively, if water is not available, they can tap a clean natural surface (e.g. a rock or clay walls) with the palms of your hands, blow off any excess dust and rub their face and hands/arms.

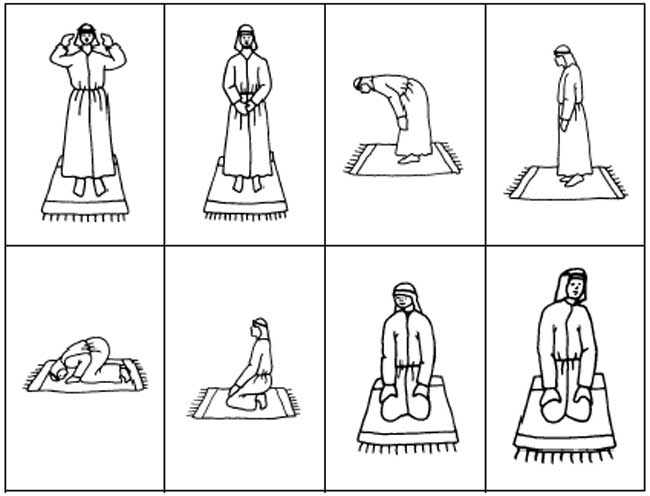
Ask pupils: How does it make you feel? Can water change our state of mind? How do you feel after taking and shower/bath? How might it help Muslims prepare for Salah?

Salah: [The Importance of Salah with Maryam Masud & Fatima Masud](https://www.bing.com/videos/search?q=children+explore+salah&docid=608012003097838088&mid=B4A39743F521424D38F8B4A39743F521424D38F8&view=detail&FORM=VIRE)

Explain to pupils they are going to perform a modified version of Salah to understand how Salah might affect a Muslim. Muslims would usually have words relating to God but this has been modified so it does not conflict with anyone’s beliefs. If anyone still feels uncomfortable they are welcome to just observe and take notes.

Explain that you will be leading the Salah and pupils should do their best to follow but it is okay if they cannot do everything (e.g. if they cannot hold their breath for 7 seconds).

Explain once the Salah begins they should try to concentrate on only their breath/actions and not give attention to any other thoughts that come into their mind or what is happening around them. Explain it is okay if they get distracted and they should just go back to concentrating on their breath when they realise.



<http://fahm-e-deen.com/how-to-perform-ghusl-wudu-tayammum-and-salah-with-pictures-and-text/>

Go through what will be happening with the pupils before beginning:

* Arrange the pupils into rows and stand at the front so pupils can see and copy your actions. Eyes should focus on the place where head will go in prostration.
* Raise your hands, and slowly say “We are now in Salah”.
* Hands should be placed on chest / navel so that the rising and falling of breath can be felt.
* A deep breath is taken in through the nose for about 4 seconds – breath is held for about 7 seconds – breathe is slowly released through mouth for about 8 seconds. Say stage and count aloud to help pupils. Repeat this in the following positions: bowing, standing, prostrating and sitting.
* End the Salah by facing the right shoulder and saying “We have completed the Salah”, and repeat facing the left shoulder.

**What would you say if you paused five times per day**?

Could the ideas behind Salah offer benefits to non-Muslims? *Should everyone take time out to reflect and create periods of calm in their lives? What might the benefits of this be?*Task: Pupils reflect on this question – what *would they say? What would they do? How would they stop negative thoughts? Can periods of prayer/reflection help people in their lives?*

**Activity**: If pupils were to stop five times per day – how would they stop distractions/negative thoughts?

**RESOURCE 4**

Read the following story (adapted from Bukhari, Muslim, Tirmidhi, Ahmad and other Hadith Collections):

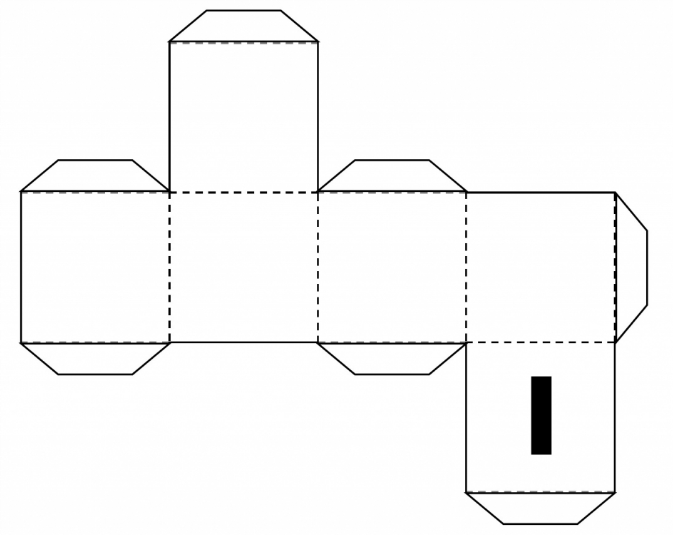
*The Prophet Muhammad ﷺ and some of his companions were in the mosque when a man from the desert joined them.*

*After some time had passed, the man from the desert went to one corner of mosque and started urinating. The companions started shouting at the man, “Stop! Stop!” and were about to attack him. However, the prophet ﷺ said, “Leave him alone; don’t interrupt him,” and so they left him alone. The prophet ﷺ said to the companions they were for making things easier for people and not more difficult, and said they should just pour a bucketful of water to wash it away once the man had finished.*

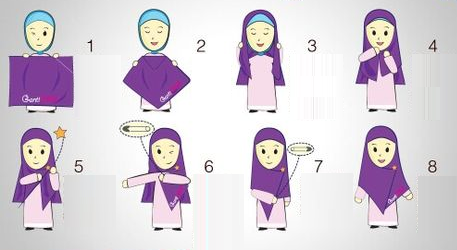
*After the man had finished, the prophet ﷺ explained it was not appropriate to urinate inside the mosque. Once the man understood this, he was very apologetic, and appreciated the prophet ﷺ neither scolded nor hurt him and told others of his story.*

Ask pupils: How might we react if we found someone urinating somewhere special to us like our bedroom? How would we like to be treated if we went to a place where we did not know the rules and made a mistake?

Would we prefer the impulsive way of the companions in the story of the way of the Prophet ﷺ?

**RESOURCE 5 From Premier Scrap Book Design** **RESOURCE 6**

Ask pupils: How did Badger try to prepare the other animals for his departure? (e.g. Informing them, “Someday soon, he would be going down the long tunnel”)

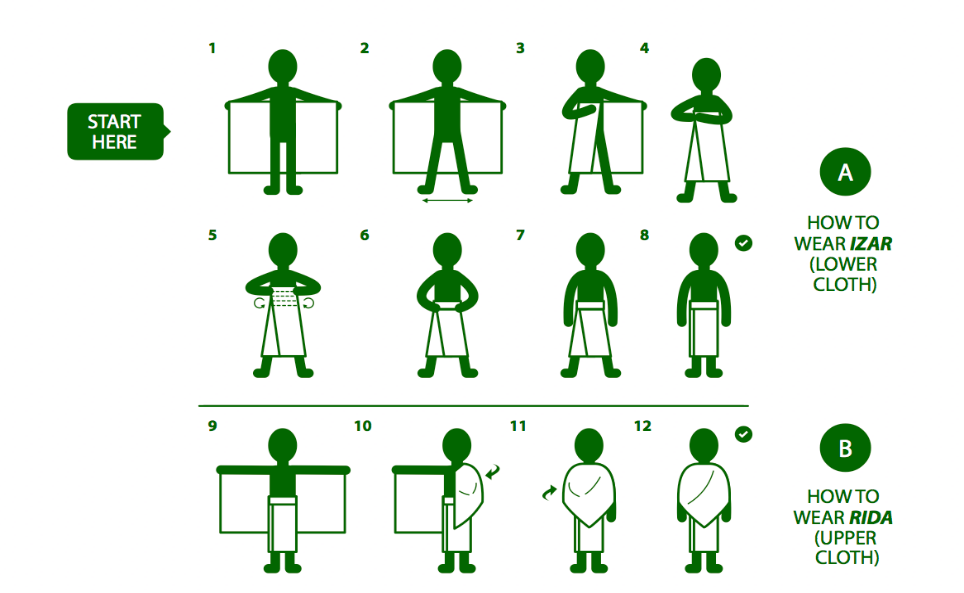


Adapted from: of the portant) utine helps see how spention? ()nd what comes after death, affect how they spend time on internet<https://i.pinimg.com/474x/21/2c/cd/212ccde882b0321a3e8c3fcbe87b1ab4--tutorial-hijab-hijab-niqab.jpg>

Explain the Qur’an prescribes Muslims to make pilgrimage, called Hajj, to a place called Makkah at least once in their lifetime (if they are able), which similarly prepares them. Similar to Ramadan, the time for Hajj changes every year according to the moon and lasts for about a week (although many Muslims choose to stay for longer).

Explain Muslims wear simple clothing during Hajj. Offer pupils to try on Hajj robes (which you may be able to borrow from an RE Resource Centre) as in these diagrams.

Tell the pupils that a Muslim is usually buried in two pieces of white cloth (many save their Hajj robes for this).



Adapted from: <http://hajjessential.com/index.php/product/100-cotton-ihram-large-size-2/>

Ask them: *What might wearing two pieces of white cloth during Hajj remind a Muslim of?* (e.g. their limited amount of time in life / death.)

Ask pupils: *Why do you think it is simple clothing? How does it make you feel to wear all the same clothing? How would you know who is rich / poor, a celebrity, a king / queen etc? Is it important? What might this be reminding Muslims of?* (e.g. Muslim belief of life after death – where how someone looks/money/fame/authority will not be important in front of God)

Remind pupils of the following from Lesson 3:

*We devote ourselves to being as You want us to be, and we ask for Your help to achieve this;*

*Guide us on the Straight Path;*

Ask pupils: *How might remembering about death and life after death in Hajj help a Muslim to stay on the ‘Straight Path’?* (e.g. puts worldly attachments, such as looks / money / fame / authority, in to context where they are less important and so a Muslim spend time / effort in ways God wants them to instead.)

**Activity**: Scenario for pupils *‘If you had only one day to live, what would you do?*’ Hajj can be described as a ‘reset’ button for Muslims.

*What would they do less of? What would they do more of? What would they want to achieve? Who would they want to speak to?*

**RESOURCE 7**

Free Range (adapted from RSPCA Lesson Plans <https://education.rspca.org.uk/education/teachers/lessonplans>)

Show pupils various egg cartons or pictures of egg cartons.

Ask pupils: What can we learn about these eggs from the carton?

Play [‘What do farm animals need’](https://www.youtube.com/watch?v=ULlnRZz69QE) YouTube video and ask pupils: What might a hen need to be happy and healthy?

Show the following list from the RSPCA:

1. flapping their wings
2. being with other hens
3. pecking and scratching at the ground
4. having nests to lay eggs in
5. dustbathing
6. sleeping on a perch at night.

Show two images, one of caged hens and the other of free-range hens, e.g. from the RSPCA full lesson plan on [egg-production and labelling](https://education.rspca.org.uk/education/teachers/primary/lessonplans/farmanimals/eggproduction). Ask pupils to describe the difference and ensure they know the difference caged and free-range.

Choose six pupils to be the caged hens. They crouch underneath a table to create the effect of cages being stacked in tiers, or stand together in a hoop on the floor with their arms at their sides as 'wings'.

The other pupils are the free-range hens. Define the boundaries where they can go.

Ask the free-range hens if they can flap their wings. Ask the caged hens if they can do the same - the answer should be no. Repeat for all the other types of hen behaviour.

Finally, ask both groups if they are happy hens.

Ask why the caged hens were not happy. They could not do all of the things that they like to do. What does this tell us about the kindest way to keep hens? Hens are sometimes kept in barns but as long as they have enough space and the right facilities, they can still be happy.

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| **AMV Assessment Exemplar: Key Stage 2 (Upper) Unit 11** | | | | |
| **Title:** What does it mean to belong to a religion? Islam **Areas of Enquiry:** B, D & E  **Key Question:** How has becoming a Muslim changed the way I live? (with ref to questioning and the five pillars).  **Outcomes:**   * ***Investigation of religious and non-religious worldviews:*** *3.* ask important questions about social issues and suggest what might happen depending on different moral choices; 4.provide good reasons for the views they have and the connections they make. * ***Islam:*** *2.* describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities; *3.* describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; 5.provide good reasons for the views they have and the connections they make. | | | | |
| **Context / Prior Learning:** Pupils have looked at Muslim commitments to ‘Straightening’ their path through Questioning and the Five Pillars (Lessons 1 to 8); and have looked at social issues relating to food and development and how the ‘Favoured’ path is related to making moral choices (Lessons 9-12). | | | | |
| **Assessment Activities – Pupils:** | | **Developing – Pupils:** | **Secure – Pupils:** | **Exceeding – Pupils:** |
| 1. Using a diamond nine pattern, work with one or two others in the class to discuss and then rank which of the following factors might affect the choice of food of someone on a Muslim ‘Favoured’ path and someone on the ‘earning Anger’ path. Put the ‘most favoured’ at the top and least favoured at the bottom: (1) advertising & branding; (2) animal welfare, Free-Range , RSPCA, Vegetarian, Vegan; (3) easy & quick to make; (4) low environmental impact, less miles, recyclable packaging; (5) Fairtrade (or similar); (6) opinions of family/friends etc; (7) healthiness, organic; (8) price; and (9) taste. Pupils discuss in small groups. [Adapted from the [Food for Life Education Pack](https://www.food4families.org.uk/userfiles/resources/soilassocnschoolpack.pdf)] 2. Write a blog from a Muslim perspective who has recently become practising, entitled ‘*How being a Muslim has changed the way I live’*, giving examples of how Questioning and each of the Five Pillars has helped them ‘Straighten’ their path – from one ‘earning Anger’ to those of the ‘Favoured’. | | * talk about and ask some questions relating to food and other life choices – e.g. “I enjoy eating sweets. Do Muslims eat sweets?” * describe some Muslim practices – e.g. “Muslims pray five times a day.” | * ask appropriate questions about social issues relating to food choices, and what might happen depending on moral choices – e.g. “Is buying Fairtrade important? Yes. The hard working farmers then get paid enough to meet their basic needs. A Muslim would want to make a choice that helps them, rather than what is cheaper.” * describe and compare (e.g. between practising and non-practising) how Questioning and the Five Pillars might impact on the life of a Muslim – e.g. “When non-practising, I used to eat a lot of junk food. After I became a practising Muslim, I performed Hajj. During Hajj, I had time and space to think, and recognise my addiction to junk food was not good for me. From this time, I made a commitment to be careful of what I eat and make sure it is healthy.” * Explain how practices, such as Salah (prayer) might impact on the life of a Muslim. “I used to be angry and had a short temper, but regular fasting and prayer has enabled me to control my anger and focus on what is important in life.” | * ask appropriate and tough questions about social issues relating to food choices, and different opinions on what might happen depending on moral choices – e.g. “Is it more important to buy Free-Range or Fairtrade? Some people may say Free-Range is more important as Fairtrade farmers are, at least, not suffering in battery-cage conditions. Others may say Fairtrade is more important as they see human life as more valuable.” * describe and compare how Questioning and the Five Pillars might impact on the life of a Muslim, and how this relates to Muslim beliefs – e.g. “When non-practising, I used to eat a lot of junk food. After I became a practising Muslim, I performed Hajj. During Hajj, I had time and space to think – to straighten my path - and recognised my addiction to junk food was not good for me and may be earning God’s anger. From this time, I made a commitment to be careful of what I eat and make sure it is healthy, and feel this is the way of people who God favours.” |
| **Key Concepts**   * Questioning (Iman) * Five Pillars / Straight path (Islam / Taqwa) * Favoured Path (Ihsan) | **Pupils’ Attainment (names)** |  |  |  |

**APPENDIX**

**LESSONS 1 and 12**

**Who are Muslims? (Tackling Islamophobia)**

From September 2017 to August 2019, Avon & Somerset Police logged 159 anti-Muslim hate crime victims representing 47 per cent of all religious hate crimes in the area. In the same period, 72 per cent of religious hate crimes targeting women in Bristol were anti-Muslim hate crimes.[[1]](#footnote-1) This may be due to a negative image of all Muslims being formed through media coverage of negative actions and behaviour of a few (e.g. terrorism acts). This lesson aims to challenge any negative imagine by introducing positive examples of Muslims as contributors to their society.

**How might a Muslim be guided by the Qur’an about how to / not to form insecure beliefs? (Concept of Īmān. Tool for challenging Extremist-Narratives)**

One of the key concepts repeated in the Qur’an is *Īmān*. Linguistically, the root of Īmān is related to becoming ‘secure’. Many Muslims understand this to mean to test any held or new beliefs through questioning / investigation and see if they endure. If any do endure, they can then become more secure the belief is actually true.

An opposing view is that questioning should not be unrestricted and, specifically, Muslims should not question Islam as, for example, it may lead them to reject Islam. Many see this as having become the majority view and has led to many practices becoming ritualised (e.g. many Muslims are taught to recite the Qur’an in Arabic but not what the words mean) and allowed extremists’ narratives to flourish unchallenged.

This lesson aims to offer Īmān (especially to Muslim pupils) in a way that they feel confident they can challenge extremists’ narratives.

**What characteristics might come from being a questioning person? (Attributes associated with Īmān. Promoting British Values)**

Many see the view of Īmān as unrestricted questioning (and becoming ‘secure’) as having led to Muslim advances (e.g. in science, mathematics, philosophy, technology etc) and tolerant societies where different views were respected (e.g. many schools of thought were established in early Islam and considered each other co-orthodox). This lesson aims to explore attributed associated with Īmān / questioning and promote British Values, such as “Mutual respect and tolerance of those with different faiths and beliefs” (See [‘Promoting fundamental British values as part of SMSC in Schools’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf), DFE, November 2014.

Many link the rise of the Western world out of the Dark Ages (e.g. Scientific Revolution, Age of Enlightenment) with adopting Īmān / questioning (as well as the decline of the Muslim world with abandoning questioning). Presenting Īmān in this way can show (especially to Muslims pupils) that British Values are something that can very compatible with their beliefs and something they can be proud of.

**LESSONS 2 to 12**

These lessons flow from going through Sura 1 of the Qur’an.

**What are some Muslim beliefs about God? (Objects / Pillars of Īmān)**

Īmān can be seen to be particularly related to the ‘Unseen’. Specifically: God, Carriers of communication from God (e.g. Messengers and Books), and the Message from God (e.g. about an afterlife)[[2]](#footnote-2). It is assumed the other Objects and associated details (e.g. Prophet Muhammad, Qur’an) have already been studied in previous Units (but if not should also be studied in this Unit).

**What are some Muslim practices? (Pillars of Islām)**

**How might Muslims try to live? (Ihsān)**

Many Muslims believe the five Pillars of Islām are tools to increase Taqwā (God-consciousness or God-centred mind) – e.g. by lessening the affects of ruminating thoughts, impulsivity etc. This then results in Ihsān (living life as if God were constantly walking by your side 2) – i.e. making more godly/ethical choices in life.

1. [www.bristolpost.co.uk/news/bristol-news/number-hate-crimes-reported-police-3417166](http://www.bristolpost.co.uk/news/bristol-news/number-hate-crimes-reported-police-3417166) [↑](#footnote-ref-1)
2. This is taken as an understanding from Hadith of Gabriel: <https://en.wikipedia.org/wiki/Hadith_of_Gabriel> [↑](#footnote-ref-2)