

*The questions we might ask:*

- *What do Muslims do to express their beliefs?*
- *Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?*

**The ideas we might explore**

- Worship (*ibadah*) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (*shahadah*): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (*wudu*)
- Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don’t pray directly on the ground), prayer beads (*subha*), compass (to indicate the direction of Makkah)
- Studying the Qur’an: the *madrassah* (school) – studying the Qur’an to find out how to follow the straight path (*shariah*); learning to recite the Qur’an
- Festivals: **Eid ul-Fitr** (end of the month of Ramadan), **Eid ul-Adha** (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings

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KS1 Compulsory Unit: Community (Islam)

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Recap of Muslim beliefs</i></p>	<p><b>Believing:</b></p> <p>Work in pairs/groups to produce an iBook on key Muslim beliefs covered last half term:</p> <ul style="list-style-type: none"> <li>• Oneness of God (<b>tawhid</b>)</li> <li>• Harmony</li> <li>• Human beings and the straight path</li> <li>• Guidance: natural world, Qur'an, Prophets</li> </ul> <p>Support pupils to make connections between the different beliefs (visual map, crossword puzzle that connects the key words together, etc.)</p>
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SAMPLE

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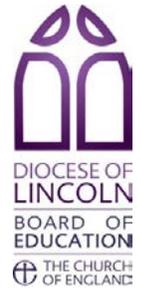
<p><i>Prayer</i></p>	<p><b>Thinking:</b> what is prayer and why is it important? Might like to revisit the characters from the <i>Understanding Christianity</i> unit on God (1.1) if the school has access to this – Andy Ask, Peter Praise, Suzy Sorry, Thea Thanks.</p> <p><b>Living:</b> One of the five key duties Muslims are asked to fulfil to keep them on the straight path = prayer five times a day Immersive learning – introduce preparation for prayer (<b>wudu</b>) and key artefacts, e.g. <b>prayer mat, compass, subha beads</b>, etc.; explore what they are and how they are used in prayer.</p> <p><a href="https://www.bbc.com/education/clips/zfh9r82">https://www.bbc.com/education/clips/zfh9r82</a>  <a href="https://www.bbc.com/education/clips/z4gkq6f">https://www.bbc.com/education/clips/z4gkq6f</a>  <a href="https://www.bbc.com/education/clips/z2hrk7h">https://www.bbc.com/education/clips/z2hrk7h</a>  <a href="https://truetube.co.uk/film/muslim-prayer">https://truetube.co.uk/film/muslim-prayer</a></p> <p><b>Believing:</b> Make links between what Muslims do when they pray and the beliefs that underpin this (e.g. harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc.)</p> <p>Could teach pupils a basic song with different parts and ask them to sing it together separately then sing it together as a class choir. Which version sounds better and why? Why might it be better if Muslims are praying in harmony?</p>
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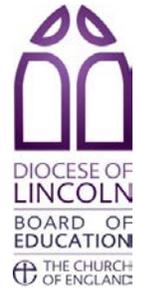
<p><i>Mosque</i></p>	<p>Consider setting up the classroom to make this an immersive experience – ask pupils to remove their shoes and wash their hands and faces before they enter the classroom. Have the <b>adhaan</b> (call to prayer) playing as they come in. Arrange the seating so that it faces towards the east in the direction of Makkah and have some sign that indicates this, like the <b>qibla</b> in a mosque. Seat boys and girls separately.</p> <p><b>Thinking:</b> What makes a place special? Why might some places be set aside for special activities? What sorts of special places can you think of?</p> <p>Pupils could imagine their own special place and create an image of it (construction, art, drawing with labels, etc.); some pupils could explain why certain features are important and how they help make the place special.</p> <p><b>Living:</b> Introduce the key features of a mosque and the activities that are associated with them:</p> <p><a href="https://truetube.co.uk/film/traditional-mosque">https://truetube.co.uk/film/traditional-mosque</a></p> <p><a href="https://truetube.co.uk/film/holy-cribs-mosque">https://truetube.co.uk/film/holy-cribs-mosque</a></p> <p>Make a link with the previous lesson on prayer: <a href="https://www.bbc.com/education/clips/z74wmp3">https://www.bbc.com/education/clips/z74wmp3</a> (Friday prayers in the mosque)</p> <p><b>Believing:</b> Support pupils to make links between key features of the mosque/key activities that take place in the mosque and key Muslim beliefs. Have several baskets labelled with key beliefs, e.g. one God, harmony, straight path, etc. and cards labelled with key features of the mosque/key activities that take place in the mosque. Ask pupils to place the cards in the correct baskets, giving reasons why they have put them in that basket.</p>
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<p><i>Festivals: Eid ul-Adha</i></p>	<p>Eid ul-Adha is a festival that celebrates the sacrifice that the Prophet Ibrahim (Abraham) was willing to make for God. God asked him to sacrifice his son, Ismail, and the Prophet (pbuh – peace be upon him) was willing to do so.</p> <p><b>Believing:</b> The head teacher has asked Class 1 to do something that seems to be wrong (e.g. spread rubbish on the floors around the school); she has definitely, definitely asked Class 1 to do this. Should we do it? Generate some arguments for and against then take a vote.</p> <p>Introduce the story of Eid ul-Adha in very basic terms: God asks the Prophet Ibrahim to do something that seems to be wrong; the Prophet Ibrahim is willing to do it to show his respect for God, but God stops him before he can go through with it (perhaps use <i>My First Qur'an Storybook</i> or roleplay).</p> <p>Revisit some of the 99 Names of Allah: what do Muslims believe God is like (e.g. All-Wise, All-Compassionate, All-Just)? Do you think God would really want the Prophet Ibrahim to do something that is wrong?</p> <p><b>Living:</b> how do Muslims celebrate this story during the festival of Eid ul-Adha? Focus on the idea of celebrating what Muslims believe God is like and what he wants the world to be like – everything in harmony, everything fair, everyone treated fairly, everyone trying to do the right thing.</p> <p><a href="https://www.youtube.com/watch?v=iUtIG3CMaYE">https://www.youtube.com/watch?v=iUtIG3CMaYE</a> – ask pupils to identify key words from the clip and work out why they might be important to Muslims (e.g. 'share', 'family', 'give', 'love', 'care', 'pray')</p> <p>Introduce key practices, e.g. prayer, special foods, giving gifts – could use artefacts, e.g. Eid cards, particular foods, henna, etc.</p> <p>Ask pupils to write a sentence/a few key words that explain why Eid ul-Adha is important to Muslims and how it helps them remember what God is like. Then place this in a box and wrap the box like a present to create a display of Eid gifts.</p>
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<p><i>Festivals: Eid ul-Fitr</i></p>	<p><b>Thinking:</b> ask pupils what their favourite toy/book/food is; tell them that they are not going to be able to play with/read/eat it for the next week. How do they feel? Do they think it will be easy or difficult? How do they think they might feel by the end of the week? Frustrated? Cross? Surprised? Proud?</p> <p><b>Living:</b> The special month of <b>Ramadan – fasting</b> (no food or drink) between the hours of sunrise and sunset. Pupils could create an eating/drinking diary for that day – what things do they eat and drink between getting up and going back to bed? How might they feel if they couldn't have these things? What would it feel like to 'break the fast' (<b>iftar</b>) with family and friends after the sun has gone down? Pupils could plan an <b>iftar</b> meal that they would want to share with friends and family if they were fasting during the month of <b>Ramadan</b>.</p> <p><b>Thinking:</b> how might <b>fasting</b> help Muslims think about people around the world who don't have enough to eat or drink? What might they do as a result of their own experience of fasting?</p> <p><b>Living:</b> <b>Eid ul-Fitr</b> marks the end of the month of <b>Ramadan</b></p> <p><a href="https://www.youtube.com/watch?v=XAxHfkWmr1g">https://www.youtube.com/watch?v=XAxHfkWmr1g</a> (up to 2.38) – what are the key practices associated with the festival? Draw pupils' attention to the giving of gifts; Muslims also give gifts to those in need during this festival. This connects with beliefs about bringing <b>harmony</b> into the world.</p> <p>Create an Eid card that includes key words associated with both <b>Ramadan</b> and the festival of Eid; pupils could also represent key activities associated with celebrating the festival of Eid (<a href="https://www.vecteezy.com/free-vector/eid-card">https://www.vecteezy.com/free-vector/eid-card</a>)</p>
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<i>Summative</i>	Build on iBook from start of the term – support pupils to make connections between key practices studied this term and key beliefs studied in the last half term.
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SAMPLE