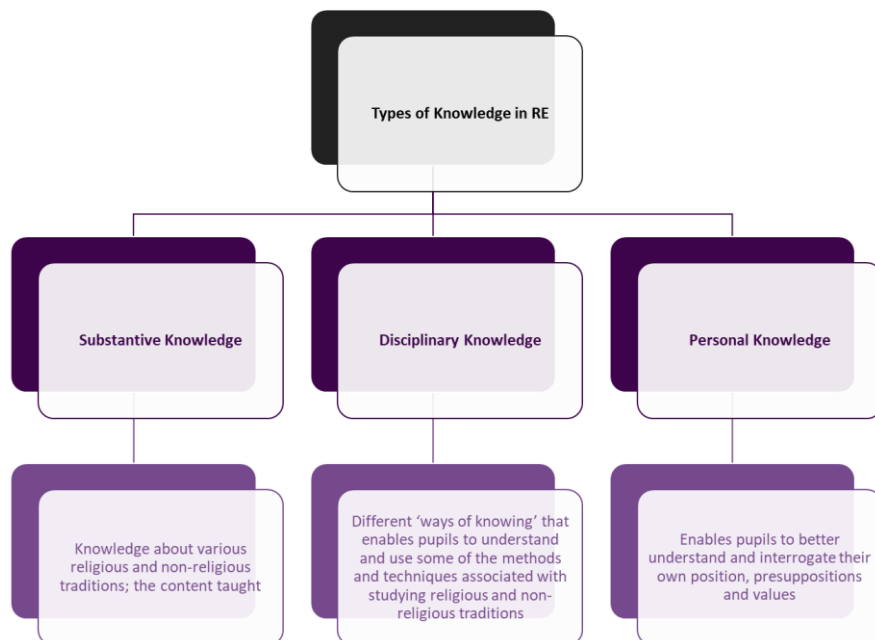


***The questions we might ask:***

- *What do different Muslims do to express their beliefs?*
- *What celebrations are important to Muslims?*
- *What are the different practices associated with these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world?*

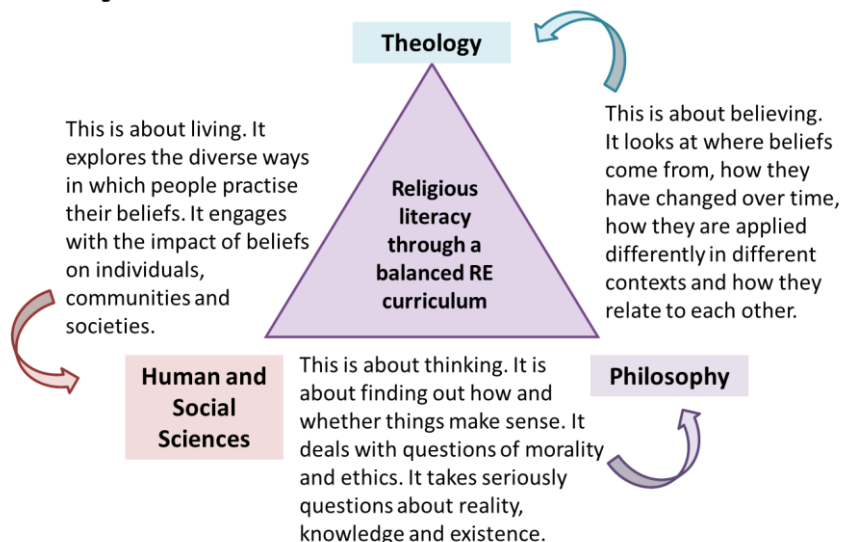
**Types of knowledge you might include (*substantive, disciplinary, personal – see below*):**

- 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

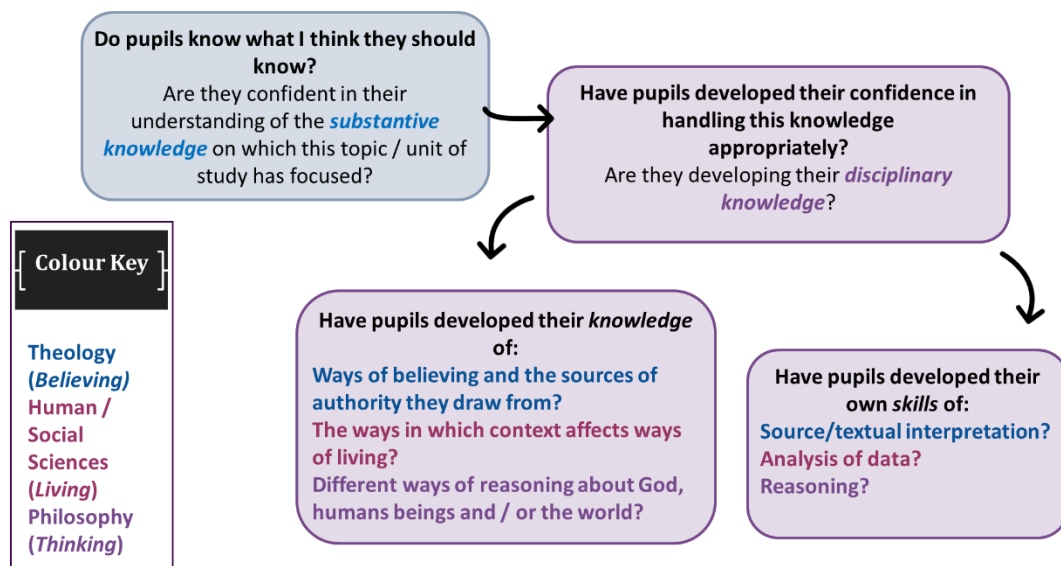


## Disciplinary RE

These are the 'lenses' we look through that help pupils develop specialised knowledge and specialised skills associated with RE.



Monitoring progress in RE



KS1 Compulsory Unit: Community (Islam)

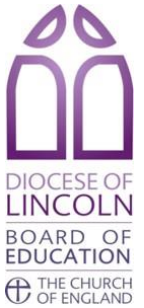
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## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS1 Compulsory Unit: Community (Islam)

#### *Suggestions for Teaching and Learning*

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



<b><i>Recap of Muslim Beliefs</i></b>	<p><b><u>Believing</u></b> (<i>specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation</i>)</p> <p>Ask pupils to work in pairs/groups to produce an iBook (or alternative) on key Muslim beliefs covered in KS1 Compulsory – God (Islam):</p> <ul style="list-style-type: none"><li>• The oneness of Allah [God] (<b>tawhid</b>)</li><li>• The importance of harmony</li><li>• Human beings and the straight path (<b>shariah</b>)</li><li>• The importance of guidance, including studying the natural world, following the teachings and examples of the Prophets and studying the Qur'an</li></ul> <p>Support pupils to make connections between the different beliefs (e.g. creating visual map, crossword puzzle that connects the key words together, etc.). See <a href="#">this key concept map</a> for an example.</p>
<b><i>Practices that take place in Muslim Communities: Prayer</i></b>	<p>Ask pupils to describe what they think prayer is and why they think it might be important to religious people, including Muslims. If your school is using the <i>Understanding Christianity</i> resource, you might like to revisit the characters from the <i>Understanding Christianity</i> KS1 unit on God (1.1) – Andy Ask, Peter Praise, Suzy Sorry, Thea Thanks.</p> <p><b><u>Believing</u></b> (<i>specialist knowledge – ways of believing and the sources of authority they draw from</i>) and <b><u>Living</u></b> (<i>specialist</i></p>

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	<p><i>knowledge - ways in which context affects ways of living)</i></p> <p>Explain that one of the five key duties Muslims are asked to fulfil to keep them on the straight path (<b>shariah</b>) is prayer five times a day. Muslims learn about this from studying the Qur'an and from following the teaching and example of the Prophet Muhammad.</p> <p>Provide opportunities for pupils to find out about practices, words and objects associated with Muslim prayer, e.g. preparation for prayer (<b>wudu</b>) and key artefacts, e.g. <b>prayer mat</b>, <b>compass</b>, <b>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></p> <p><a href="https://www.bbc.com/education/clips/z4gkq6f">https://www.bbc.com/education/clips/z4gkq6f</a></p> <p><a href="https://www.bbc.com/education/clips/z2hrk7h">https://www.bbc.com/education/clips/z2hrk7h</a></p> <p><a href="https://truetube.co.uk/film/muslim-prayer">https://truetube.co.uk/film/muslim-prayer</a></p> <p>Make links between what Muslims do when they pray and the beliefs that underpin this (e.g. praying in harmony – all praying at the same time of day, saying the same words, carrying out the same actions, facing the same direction, etc. – even if they can't see each other, from a 'God's-eye view', this is a picture of harmony).</p> <p>You might wish to underline this point by teaching 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>Practices that take place in Muslim Communities: Worship at the Mosque</i></p>	<p><u>Believing</u> (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation), <u>Living</u> (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) and <u>Thinking</u> (specialist knowledge – different ways of reasoning about God, human beings and/or the world; specialist skill – reasoning)</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. You could seat boys and girls separately.</p> <p>As pupils come into the classroom, ask them to consider the following questions:</p> <ul style="list-style-type: none"><li>• What makes a place special?</li><li>• Why might some places be set aside for special activities?</li><li>• What sorts of special places can you think of?</li></ul> <p>Pupils could imagine their own special place and create an image of it; they could explain why certain features are important and how they help make the place special.</p> <p><u>Living</u> (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</p>
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Introduce the key features of a mosque and the activities that are associated with them.

#### Useful Resources

<https://truetube.co.uk/film/traditional-mosque>

<https://truetube.co.uk/film/holy-cribs-mosque>

You could make a link with the previous session on prayer:

<https://www.bbc.com/education/clips/z74wmp3> (Friday prayers in the mosque)

If possible, share examples of different kinds of mosques in the UK and around the world: ask pupils to consider whether they all look the same or whether they look different. Do they all have the same key features? Do the same activities take place in the different mosques? (See [here](#) for some images of different mosques around the world.)

#### Believing (*specialist knowledge – ways of believing and the sources of authority they draw from*)

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.

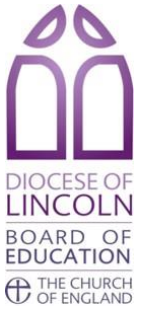
<p><b><i>Practices that take place in Muslim Communities: Festivals – Eid ul-Adha</i></b></p>	<p>The head teacher has asked the class to do something that seems to be wrong (e.g. spread rubbish on the floors around the school); she/he has definitely, definitely asked the class to do this. Should we do it? Generate some arguments for and against then take a vote.</p> <p><b><u>Believing</u> (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation)</b></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 (cf. <i>KS1 Compulsory Unit: God [Islam]</i>): what do Muslims believe God is like (e.g. All-Wise, All-Compassionate, All-Just)? Ask pupils whether they think God would really want the Prophet Ibrahim to do something that is wrong.</p> <p>Introduce the festival of Eid ul-Adha, which 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><u>Living</u> (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data)</b></p> <p>Encourage pupils to investigate how 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>
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	<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 – you 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>
<p><b><i>Practices that take place in Muslim Communities: Festivals – Eid ul-Fitr</i></b></p>	<p>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><u>Living (specialist knowledge - ways in which context affects ways of living)</u></b></p> <p>Introduce pupils to the special month of <b>Ramadan</b> for Muslims, during which they <b>fast</b> (no food or drink) between the hours of sunrise and sunset.</p> <p>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><u>Thinking (specialist skill – reasoning)</u></b></p> <p>Ask pupils to think about how <b>fasting</b> might 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? Ask pupils to give reasons for their answers;</p>

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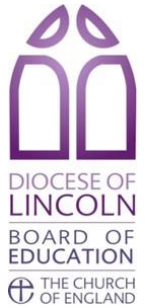


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	<p>encourage them to connect their answers with Muslim beliefs about harmony and following the straight path (<b>shariah</b>).</p> <p><u>Living</u> (<i>specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data</i>)</p> <p>Introduce pupils to the festival of <b>Eid ul-Fitr</b>, which 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>If possible, invite local Muslims to share with the class the ways in which they celebrate Eid ul-Fitr. Draw attention to the idea that not every family carries out the celebration in exactly the same way – some families might prepare particular foods, some might give gifts at different times of the day, and so on.</p> <p>Ask pupils to 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>
<b>Summative</b>	<p><u>Believing</u> (<i>specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation</i>) and <u>Living</u> (<i>specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data</i>)</p>

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	Ask pupils to build on the iBook (or alternative) from the start of the term – support them to make connections between the key practices studied this term and the key beliefs studied in KS1 Compulsory Unit – God (Islam). Encourage them to note how the things they have learned about this term tell us something about what it means to belong to a Muslim <b>community</b> and link this with Muslim beliefs about God, harmony and following the straight path ( <b>shariah</b> ).
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