

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Autumn One	Unit: 3 weeks	Cluster: Community
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Disposition:	Cultivating inclusion, identity and belonging
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Week	Date	Questions	Activities	Resources
1		<p>How do you know you belong?</p> <p><i>Raise awareness of the concept of belonging from children's own perspective.</i></p>	<p>Discuss with children what "groups" they belong to. Mention family, class, school, city, faith, culture, nature, world?</p> <p>Play the game Happy Families.</p> <p>Talk about having names in common, location in common and language in common.</p>	<p>Happy Families game or something similar.</p>

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Disposition:	Cultivating inclusion, identity and belonging
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Week	Date	Questions	Activities	Resources
2		<p>What do Muslims (RT) do when a baby is born?</p> <p><i>Introduce the concept of belonging in a religious sense.</i></p>	<p><i>When a Muslim child is born, the call to prayer, Adhan, is called in the child's ear. All head hair is removed; the weight of the hair removed is the equivalent to the amount of money given to charity. Additional charity has to be given, normally in the form of a sacrifice e.g. give a goat or sheep etc to feed the poor and thank Allah for the child.</i></p> <p><i>Charity linked to the fact that children are gifts from Allah and so giving thanks to Allah. Muslims believe a child joins a wider family, family of Allah (Ummah)</i></p> <p>Listen to the Adhan and talk about when else they would hear this. The same Adhan is used to call Muslims to prayer. Discuss with the children why this prayer is whispered in a baby's ear. Share their family experiences of when any new baby has been born into their family. Include in this conversation the experiences of any non-Muslims in the class.</p>	

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Disposition:	Cultivating inclusion, identity and belonging
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Week	Date	Questions	Activities	Resources
3		<p>What do Christians or other (RT) do when a baby is born?</p> <p><i>Introduce the concept of belonging in a religious sense.</i></p>	<p><i>Christians believe a child joins a wider family, the family of God.</i></p> <p>Discuss and look at videos or pictures of Christening, infant baptism and or dedication. Role-play baptism. What experiences do the children have of these things?</p> <p><i>Understanding the point at which family belonging arises would differ depending on the church denomination.</i></p> <p><i>If there are any children in the class from a religious tradition other than Christianity explore with them belonging rituals of their religious tradition.</i></p>	<p>Baptism ceremonies. Photos, videos, books.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Autumn One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
1		<p>When and why do we say "Thank you"?</p> <p><i>Raise the children's awareness of the importance of saying "Thank You".</i></p>	<p>Discuss with children the importance of manners and being polite.</p> <p>Role play different situations when we say 'Thank you'. E.g. Giving presents, receiving things.</p> <p>Explore how it feels when people don't say thank you. If available create an adult drama between teacher and teaching assistant.</p> <p>Give the children their 'Thank you' diaries that they are going to keep for the week. E.g. 8 boxes on a sheet, each day has a smiling and a sad face in it. Children colour face when they have said 'Thank you' that day.</p> <p>Then sing "I nearly forgot to say thank you".</p>	<p>Thank you diaries.</p> <p>"I nearly forgot to say thank you" from "Big Blue Planet Book" ISBN 0852498276</p>

Disposition:	Being Thankful
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Week	Date	Questions	Activities	Resources
2		<p>When and why do Muslims say 'Thank you' to Allah?</p> <p><i>Raise children's awareness of how Muslims say thank you to God.</i></p>	<p>Tell children that Muslims believe that one way of thanking Allah is remembering Allah in whatever they do.</p> <p>For example:-</p> <ol style="list-style-type: none"> 1) They say Bismillah Ir rahman irahim which means In the name of Allah, the Compassionate, the Merciful before they start doing any thing. 2) Insha Allah which means if Allah wills when ever they talk about the future. 3) Al-humdulillah which means praise be to Allah is said when talking about personal circumstances. 4) JazakAllah which means may Allah reward you is said when saying thankyou. 5) Fiamanillah which means in Allah's protection when seeing someone off. <p>Ask children to practice using the words with each other.</p> <p>Ask children to make an information poster which would help other people understand the words that Muslims commonly use in everyday life.</p>	

Week	Date	Questions	Activities	Resources
3		<p>Do you know a thank you prayer?</p> <p><i>To introduce the children in to how they can participate in saying thank you to Allah.</i></p>	<p>Remind children through the use of last weeks picture stimuli what they have to be thankful for.</p> <p>Remind them of their thank you diaries, discuss with the children any other way they know to say thank you.</p> <p>How would they say thank you to Allah?</p> <p>We can say thank you to Allah by saying a thank you prayer. Read the following thank you prayer to the children. Tell children Allah has taught Muslims this prayer and is the first chapter of the Qur'an:-</p> <p>In the name of Allah, The compassionate, the Merciful. Praise be to Allah, Lord of the Creation, The Compassionate, the Merciful, Master of the day of Judgement! You alone we worship, and to you alone we pray for help. Guide us to the straight path the path of those you have favoured. (Qur'an 1:1-6)</p> <p>Tell children that Muslims can pray to Allah how ever they wish in what ever language they wish. For example a prayer could be "O Allah thank you for giving me parents who look after me".</p> <p>Ask children to construct their thank you prayer.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Community	
Disposition:	Being Modest and Listening to Others			
Week	Date	Questions	Activities	Resources
1		<p>Why should we listen to others?</p> <p><i>Introduce to the children the concept of society as opposed to self. (Everyone has an equal right to be heard.)</i></p>	<p>Play team games or engage in team activities, e.g. parachute. Explore that it has to be equally shared so all the children have fun.</p> <p>We all share in one world, one city, one school, therefore, everyone needs to be listened to.</p> <p>Discuss with children the practise of circle time and how we ensure that everyone gets their say.</p> <p><i>Raise awareness of school council.</i></p>	<p>Team games.</p> <p>Parachute (if possible)</p>

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Year: One		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
2		<p>What does the story of Soleman (RT) teach us about listening?</p> <p><i>Explore the importance of listening.</i></p>	<p>Advice - when the Qur'an is read, listen to it with attention so that you may hold your peace and receive mercy (Chpt 7;204). Qs Ask children what does this advice mean. Ans Muslims believe that Allah listens to them. It is only right that Muslims should listen to Allah's message carefully so that they can learn what Allah wants them to do and only then can they do the right thing to please Allah.</p> <p>Tell pupils The Story of Solomon, Qur'an Chpt 27: 15-19 (found on next page).</p> <p>Important lesson from the story:- Allah has given the responsibility to look after the planet Earth and everything inside it to humans. We cannot do our job carefully unless we learn to listen to other living beings (e.g. humans, animals etc). Ask pupils to discuss times when they may have seen someone or something in distress even though they did not understand what they were saying they knew that help was needed.</p>	<p>The Story of Solomon, Qur'an Chpt 27: 15-19 (found on next page).</p>

The Story of Solomon

Qur'an Chpt 27: 15-19

Solomon inherited his father David's (Dauds) prophethood and dominion after his death. Allah had blessed Solomon with many abilities. He could command the winds and understand and talk to birds and animals. During his time, horses were the main mode of transport. Solomon made sure that all his horses were well cared for, to please Allah.

One day Solomon gathered his army, which had different battalions of men, birds and animals. He marched them to the country of Askalon.

While they were passing through the valley, an ant saw the approaching army and cried to warn the other ants: "Run to your homes! Otherwise, unaware, Solomon and his army might crush you!"

Solomon hearing the cry of the ant, smiled. He was glad that the ant knew that Solomon would not intentionally harm Allah's creation because he loved Allah very much. Solomon thanked Allah for saving the lives of the ants.

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Year: One		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
3		<p>What does a story from the Christian tradition teach us about listening?</p> <p><i>Understand that even young people can say important things.</i></p>	<p>As a 5/6-year-old child, would you expect your younger brother to do what you say? Your older brother? Your parents? Your teacher? A policeman? The Prime Minister? The Queen?</p> <p>Explain that the people in this story were even more important than that.</p> <p>Read the story of Jesus at the temple, Luke 2:41-52. (Lion First Bible pg 310-315)</p> <p>Children act out the story.</p> <p>Ask questions to the children about the story, including:</p> <p>Do wise, important people normally listen to young children?</p> <p>Who listens to you?</p> <p>Who would you like to listen to you?</p> <p>Who can you speak to and know you will be listened to?</p> <p><i>Although he was only a boy, the teachers listened to him. Even young people can say important things.</i></p>	<p>Bible reference: Luke 2:41-52.</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
1.1		<p>What makes us happy and how do we share it?</p> <p><i>To make pupils aware that Muslims believe in Jesus.</i></p>	<p><i>The birth of Jesus (Isa) was a very happy occasion because before his birth angel Gabriel (Jibrail) visited Mary (Maryam) mother of Jesus and said: "I am only a Messenger from Allah, (to announce) to you the gift of a righteous son" and then gave her a message from Allah: "And (We wish) to appoint him (Jesus) as a sign to mankind and a mercy from Us (Allah)" (Qur'an 19:18-21).</i></p> <p><i>Muslims believe in Jesus as one of the prophets of Allah and are happy that he was sent as a sign and mercy to mankind. They show their happiness by praying for Jesus to Allah and by reciting the Chapter from the Qur'an called Mary (Qur'an 19). It is important to remember that Muslims have to believe in all the prophets from Adam to prophet Mohammed otherwise they cannot call themselves Muslims and this is one of the Pillars of Iman (faith).</i></p> <p>Tell children what Muslims believe about Jesus (see pages 13-14).</p> <p>Ask pupils to draw the palm tree where Mary gave birth to Jesus. Ask pupils to imagine what else might have been around and add detail in their picture through imagination. Remind pupils that they cannot draw Jesus or Mary because Muslims respect all prophets and drawing, role playing or representing them in any other form is seen as a sign of disrespect.</p> <p><i>Continued on next page.</i></p>	The Story of Jesus (found on pages 13-14)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
1.2		<p>What makes us happy and how do we share it?</p> <p><i>To make pupils aware that Muslims believe in Jesus.</i></p>	<p><i>Continued from previous page.</i></p> <p>Discuss the story with the children, picking up the Key points to be drawn out of the story:-</p> <ol style="list-style-type: none"> 1. Muslims believe that the birth of prophet Isa (Jesus) was a miracle of Allah and he was created without a father just like Adam and Eve were created without a mother or a father. 2. Muslims believe Jesus to be a prophet of Allah like all other prophets starting from prophet Adam being the first prophet and to prophet Mohammed being the last prophet. Believing in all the prophets is a Pillar of Iman (faith) for the Muslims and there are six Pillars of Iman. 3. Allah gave Jesus a book called Injil (Bible). Muslims believe in the original Injil revealed by Allah in its original language and not the translated versions. But they only follow the teachings of the Qur'an because this is the last book of Allah revealed to prophet Mohammed and this has totally replaced the Injil. 4. Muslims have to believe in all the books revealed by Allah and this is another Pillar of Iman. There are six pillars of Iman altogether. Two pillars are mentioned in points 2 and 3. The remaining 4 Pillars of Iman are as follows: Angels, life after death, day of Judgement and destiny. 	See next 2 pages for The Story of Jesus

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THE STORY OF JESUS SON OF MARY (ISA SON OF MARYAM)

While Mary was praying, an angel in the form of a man appeared before her. Filled with fear, she tried to flee, praying, " Verily! I seek refuge with Allah from you....".

The angel said, "I am only a messenger from your Lord, (to announce) to you the gift of a righteous son."

Mary said, "How can I have a son, when no man has touched me?"

The angel replied, "So (it will be), Your Lord said, "That is easy for Me (Allah): And we wish to appoint him as a sign to mankind and a mercy from Us (Allah), and it is a matter (already decreed, (by Allah).

(Qur'an 19:18-19)

The angel's visit caused Mary great anxiety, which increased as the months went by. How could she face having a child without having a husband. She was from a noble family. She was afraid of the sorts of things people would say about her.

After some months with a heavy womb, she left Nazareth, not knowing where to go to be away from this depressing atmosphere. She had not gone far, when she was overtaken by the pains of childbirth. She sat down against a dry palm tree, and there she gave birth to a son. Looking at her beautiful baby, she was hurt that the baby did not have a father so people would treat him and her badly.

Suddenly, she heard a voice nearby, "Grieve not, your Allah has placed water near you and shake the trunk of the tree and ripe dates will fall. So eat and drink and regain your strength; and be of good cheer, for what you see is the power of Allah, Who made the dry palm tree gain life, in order to provide you with food." For a while she was comforted by the Allah's miracle.

Continued on next page

THE STORY OF JESUS SON OF MARY (ISA SON OF MARYAM)

Continued from previous page.

When Mary was well enough she decided to return to Nazareth. She started to worry again about what people would say. As if sharing the mother's worry, the baby began to speak, "If you meet any person say: 'I have taken a vow of silence for Allah' and do not speak to anybody today". With this miracle Mary felt at ease.

As she had expected, her arrival in Nazareth with a new born baby in her arms aroused the curiosity of the people. They scolded her, "This is a terrible sin that you have committed." She put her fingers on her lips and pointed towards the baby. They asked, "How can we speak to a new born baby?" To their total amazement, the child began to speak clearly, "I am Allah's servant. Allah has given me the Book, and has made me a prophet, and has blessed me wherever I may be, and has enjoined on me prayers and alms-giving as long as I live. Allah has made me dutiful towards my mother. He has not made me arrogant or unblessed. Peace unto me the day I was born, the day I die and the day I shall be raised alive." (Qur'an 19)

Most of the people realised that the baby was unique, for if Allah wills something, He merely says "Be" and it happens (like the creation of Adam and Eve who had no mother or father). Of course, there were those who regarded the baby's speech to be a mere trick, but at least Mary could now stay in Nazareth and bring up her son Jesus without being harassed.

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Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
2		<p>Why were the angels happy when they told the shepherds about the baby Jesus' birth from the Christian tradition?</p> <p><i>Learn about the joy of the angels, who brought the good news of Jesus' birth.</i></p>	<p>Show birth announcements and birth congratulations.</p> <p>Discuss the different methods available to inform people about a new baby being born (e.g. phone, text, e-mail etc.).</p> <p>Tell the story of the birth of Jesus and the announcements to the Shepherds. Luke 2:1-20 or The Lion First Bible—The Very Special Baby pages 292-301.</p> <p>Explore the joy of the Angels who brought good news. Why were they joyful? (Bringing good news). How did they show it? (Singing).</p> <p>Listen to the Christmas carol "Mary's Boy Child". Read through the lyrics, seeing how the words build up our understanding that the angels brought good news.</p> <p>Discuss that Jesus' birth was good news for everyone, even for us 2000 years later.</p>	<p>Please ensure the children are taught a biblical account without additions, eg. Mary travelling on a donkey, and encourage the use of the word 'Magi' instead of Kings/Wisemen (Matthew's gospel)</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>"Mary's Boy Child" CD and lyrics</p>

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Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
3		<p>Why were the Shepherds joyful at Jesus' birth from the Christian tradition?</p> <p><i>Learn about the joy of the shepherds when they heard about Jesus' birth.</i></p>	<p>Play Chinese Whispers - to illustrate the passing on of news.</p> <p>Learn a bit about shepherds, then & there, here & now.</p> <p><i>Shepherding in ancient times was a very low grade occupation (dirty, smelly, hard work, bad hours, low waged). It is remarkable that God chose to tell the news to shepherds first.</i></p> <p>Tell Christmas story again but from Shepherds perspective - possibly a drama, or use the Grumpy Shepherd video or story book.</p> <p>End with a quiz based on the bible story account of the first Christmas. A good way to score is to create laminated sheep with random scores on the back. Children answering correctly choose a sheep and gain that score for their team. Divide the class into 2-4 teams depending on the number of questions. Ask each team 3 or 4 questions.</p>	<p>Luke 2:1-20 story in different format.</p> <p>E.g. The Grumpy Shepherd</p> <p>Scripture Union: The Christmas Video.</p> <p>ISBN 1-85999-091-6.</p>

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Spring One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
1		<p>Does it matter if people are not fair?</p> <p><i>Encourage the children to realise that fairness is a practical issue that they encounter on a daily basis.</i></p>	<p>Two children are asked to share a mini roll, cake, chocolate or something similar.</p> <p><i>Never specify half.</i></p> <p>First experiment is for one child to cut it, not knowing that the other child is to choose a piece first. Next time, repeat with the procedure but now the child has the knowledge that the other picks first. Ask the child about how it felt when they cut it the first time and did it affect the way that the child cut it the second time, knowing they wouldn't get to choose? (Use crib sheet for wording)</p> <p>Children play board games. Teacher to intervene during the game and change a rule - eg, boys can now have an extra go. Play Snakes and Ladders, suddenly reverse the rules eg up snakes, etc.</p> <p>Discuss how they felt when they took turns and played the games correctly and then how it felt when the rules were changed at the teacher's whim. Did it feel any different?</p> <p>Discuss the fairness of the lesson and whether it matters if people are not fair.</p>	<p>Board games.</p> <p>Snake & Ladders boards, die and counters</p>

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
2		<p>Who decides what is fair? Is it God?</p> <p><i>To explore the idea of wisdom and fairness through the story of Quaswa.</i></p>	<p>Tell the story of Quaswa - from the life of the prophet (found on next page).</p> <p>Divide the class into two, while one half uses percussion instruments to make music, the other half mimes the story, then switch.</p> <p><i>There is agreement across the Muslim community that percussion music is acceptable.</i></p> <p>Have a look at images of The Mosque of The Prophet Mohammed in Medina that exists now and discuss what it would have looked like when it was originally built.</p>	<p>The story of Quaswa - from the life of the prophet (found on next page).</p> <p>Photos or access to the internet to see pictures of the Mosque of the Prophet Mohammed.</p>

The story of Quaswa - from the life of the prophet

When Muslims migrated from Makkah to Medina, everyone wanted their house to be used by the Prophet Mohammed.

The Prophet Mohammed didn't want to disappoint anyone and he wanted to be fair so he asked the people of Medina whether it was alright to let Quaswa the camel to wander around and where ever he sat would be where he stayed.

The people agreed and felt that that was a fair way of deciding a place where the Prophet Mohammed was going to stay.

Quaswa was allowed to move around, all the people moved back and the place where he sat is the place where the Prophet's house and the first Mosque in Medina was made.

This mosque is called the Mosque of The Prophet and still exists to this day.

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Year: One		Term: Spring One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
3		<p>Who decides what is fair? Is it God?</p> <p><i>To explore the idea of wisdom and fairness and for the children to realise that often things are not fair.</i></p>	<p>Tell the story of Story of Solomon and the 2 babies. (1 Kings 3:16-28)</p> <p><i>One mother claims that her baby is alive when in fact she has taken the other mother's child. The real mother wants her baby back. King Solomon sends for a sword to cut the living baby in half, at which point the real mother gives the living baby to the liar and King Solomon knows the truth.</i></p> <p>Children act out the story.</p> <p>Discuss why it is that what King Solomon did is thought to be very fair. Explain that King Solomon was very wise because he asked God to give him wisdom. 1 Kings 3:5-15 explains that his wisdom came from God.</p> <p>Does everyone have the wisdom of King Solomon? <i>No because people make unfair and unwise choices.</i></p> <p>Explore this by asking the children to share decisions they have made and/or getting the children to discuss decisions that are made for and about them.</p>	<p>Bible References: 1 Kings 3:16-28 1 Kings 3:5-15</p>

Week	Date	Questions	Activities	Resources
1		<p>Can others depend on you? What impact does the unfairness of cheating have upon friendships?</p> <p><i>Introduce the concepts of cheating having wide repercussions; if everyone cheated, then no-one could be trusted.</i></p> <p><i>NB: This unit comes under a different disposition but is closely linked to previous unit.</i></p>	<p>Recap, from the previous two weeks, especially looking at the story of Solomon and the 2 mothers.</p> <p>Tell the story of a family who play board games with the young children but there is one member of the family who always wins. When he is grown-up, he admits that the reason he always won at everything was because he always cheated. Discuss with the children about how they would feel if that child was in their family.</p> <p>Ask the children to think about if they have ever cheated. Discuss in pairs. Find out if any child has cheated and ask if they think it is ever acceptable to cheat.</p> <p>Look at the consequences of cheating. Explain that when you cheat, it has an impact on you, on the person you have cheated and then on the surrounding group. Discuss a Stone and Ripple diagram, stone=cheat, the moving out into wider diagram of themselves to the person who they cheated, their group and then the school. Children draw a picture to show how each of those involved may have felt.</p>	

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Year: One		Term: Spring One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
2		<p>Can you let yourself down?</p> <p><i>Explore the feelings involved when you disappoint yourself through the story of Jonah.</i></p>	<p>Tell The Story of Jonah (Yunus) - Qur'an 10:98, 21:87 and 37:139-148 Part One (found on next page).</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Why did Jonah leave Nineveh? (A: <i>Jonah left Nineveh in anger because he became impatient with the people</i>). 2. What was he trying to teach the people of Nineveh? (A: <i>that all human beings are equal, they should respect and care for each other, love each other for Allah and live together in peace</i>). 3. When do you think Jonah realised he had a made a mistake and had let himself down when he left Neneveh? (A: <i>When the Whale swallowed him and he was not harmed, he realised that Allah wanted him to reflect over his actions</i>). <p>Key lesson from the story: We must never become impatient and act in anger. Lesson to be learnt: prophet Jonah became impatient with his people and left in anger without Allah's permission. He let himself down. So Allah imprisoned him in the stomach of the whale to give him time to reflect over his actions.</p> <p>Ask pupils to represent the story of Jonah through a picture without drawing Jonah.</p>	<p>The Story of Jonah (Yunus) - Qur'an 10:98, 21:87 and 37:139-148 Part One (found on next page).</p>

THE STORY OF JONAH (YUNIS) - Part One

Jonah lived in a town called Nineveh where people did not believe in Allah. Their rules did not give all human beings equal rights. They felt it was okay to treat anyone they did not like badly.

Allah appointed Jonah a prophet so that he could teach people that:

- all human beings were equal,
- they should respect each other and care for each other,
- they should be fair and just towards each other,
- they should love each other for Allah and live together in peace.

The people of Nineveh did not listen to prophet Jonah because they felt that what Prophet Jonah was saying would destroy their civilised society. Prophet Jonah became impatient and disheartened. He left Nineveh in anger without waiting for instructions from Allah.

Hardly had he left the city when the skies began to change colour and looked as if they were on fire. The people of Nineveh were filled with fear at this sight. They decided to follow the teachings of prophet Jonah and live together in peace. They thought that this might save them from the disaster about to befall them from the skies. As soon as they decided to live together in peace the skies cleared.

Meanwhile prophet Jonah had boarded a small ship in the company of other passengers. It sailed all day in calm waters. When night came the sea suddenly changed. The waves looked wild. They rose as high as mountains, then plunged down like valleys, tossing the ship. Behind the ship a large whale was splitting the water and opening its mouth.

Continued on next page.

THE STORY OF JONAH (YUNIS) - Part One

Continued from previous page.

The tempest continued and the Captain asked the crew to lighten the ship's heavy load. All the baggage was thrown overboard, but this was not enough. The crew suggested that to lighten the load further, one person had to be thrown off the ship into the angry sea.

The Captain directed, "We will make lots with all the travellers' names. The one whose name is drawn will be thrown into the sea". Prophet Jonah knew this was the seamen's tradition when facing the tempest. Prophet Jonah reluctantly participated in the lot, and his name was added to the other travellers' names. The lots were drawn and "Jonah" appeared.

Prophet Jonah realised that Allah's hand was in this, for he had abandoned his mission without Allah's consent. The matter was over and it was decided that Jonah should throw himself into the water. Jonah stood at the edge of the ship, looking at the furious sea. It was night and there was no moon. The stars were hidden behind a black fog. Jonah kept mentioning Allah's name as he jumped into the raging seas and disappeared beneath the huge waves.

The whale found Jonah floating on the waves. It swallowed Jonah into its furious stomach and shut its ivory teeth on him, as if they were white bolts locking the door of the prison. Allah ordered the whale not to harm Jonah.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims (or other RT) say sorry to God?</p> <p><i>Explore the feelings of repentance through the story of Jonah.</i></p>	<p>Tell pupils the rest of The Story of Jonah (Qur'an 37:139-148) Part Two.</p> <p><i>Summary: Jonah repented to Allah for his impatience and anger. Allah heard Jonah and forgave him. The whale left Jonah on an island. When Jonah recovered, he went back to Nineveh and was pleased to see that people were living by the laws of Allah in peace.</i></p> <p>Questions: What language should be used to pray to Allah? (A: <i>Any language</i>) Do animals and plants pray to Allah? (A: <i>Yes</i>) Does Allah forgive all mistakes we make? (A: <i>Yes</i>)</p> <p>KEY LESSON: Allah is all forgiving and merciful.</p> <p>Ask pupils to work in pairs and write a prayer they would say to Allah to say sorry if they did something wrong and or draw a picture to show the story.</p>	<p>The Story of Jonah - Qur'an 37:139-148 Part Two (found on next page)</p>

THE STORY OF JONAH (YUNIS) - Part Two

After swallowing Jonah, the whale dived to the bottom of the sea. Jonah imagined himself dead, but his senses became alert when he found he could move. He knew he was alive. He began to remember Allah and prayed:

“La ilaha illa Anta (none has the right to be worshiped but You O Allah, Glorified be You. Truly, I have been of the wrong doers” (Qur’an 21:87).

Jonah continued to pray to Allah repeating the above prayer. Fishes, whales, sea-weeds and all the creatures that lived in the sea heard the voice of Jonah praying and celebrating Allah’s praises. All these creatures gathered around the whale and began to celebrate the praises of Allah in their own languages. Allah saw that Jonah was truly repentant. Allah accepted Jonah’s “sorry” and forgave him. Allah commanded the whale to surface and eject Jonah onto an island. The whale obeyed and swam to the farthest side of the ocean. Allah commanded it to rise towards the warm, refreshing sun and the pleasant earth. The whale ejected Jonah onto a remote island. He was weak and ill. Allah caused a vine to grow over him for protection and caused Jonah to get better.

Gradually Jonah became strong and healthy. He went back to Nineveh. He was pleasantly surprised to notice the change that had taken place there. The entire population came out to welcome him and told him that they had turned to believe in Allah and are following his laws and living together in love and peace. Together they led a prayer of thanksgiving to Allah.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 2 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
Week	Date	Questions	Activities	Resources
1		<p>What is courage?</p> <p><i>Explore the meaning of 'courage'.</i></p>	<p>Ask the children if they know what the word courage means.</p> <p>Discuss with the children when they have been brave and how it felt.</p> <p>Show children clip from the Lion King when Simba stands up to Uncle Scar.</p> <p><i>Courage is owning up and standing up.</i></p> <p>Draw out in discussion that courage is both physical and moral.</p> <p>Consider role playing, encouraging your friend to be brave in a given situation.</p>	Lion King DVD.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 2 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
Week	Date	Questions	Activities	Resources
2		<p>How did Hamza (character in story) show courage?</p> <p><i>Develop the children's understanding of courage through the story of Hamza.</i></p>	<p>Tell the story from life of the prophet when Mohammed's Uncle Hamza protects him (found on next page).</p> <p>Hamza wasn't a Muslim but he stood by his nephew because he believed that people have the right to freedom of belief. To give people freedom of belief requires courage.</p> <p>Children to work in pairs to think of times when they might have been in a difficult situation and had to stand up for themselves or someone else.</p>	<p>The story from life of the prophet when Mohammed's Uncle Hamza protects him (found on next page).</p>

The Story from Life of the Prophet
Mohammed is protected by his Uncle Hamza

Prophet Mohammed was being attacked outside Kab'a when his Uncle Hamza, who at that time was not a Muslim, returned from a hunting trip.

Seeing his nephew in such distress, he helped him by asking people to stop.

The people stopped because they respected Hamza enormously and Hamza said, "When I am on hunting trips and I lie down under the stars, I know that there has to be a God, and therefore let my nephew talk about God without hurting him."

From that day on, Hamza protected him.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
Week	Date	Questions	Activities	Resources
3		<p>How can we show courage in the way that Hamza did?</p> <p><i>Relate the Islamic story of Hamza to the practical problem of bullying.</i></p>	<p>Look at images of bullying from SEAL resources. Discuss what is happening in the pictures.</p> <p>Talk about the feelings of the person being bullied, the person bullying but more importantly focus on the 'third person' who mediates.</p> <p>Talk about the example of Hamza where he could have walked away or joined in but he chose to stand up for the one in trouble.</p> <p>Children to role play where the children get to be the 'third person' or mediator.</p> <p><i>Stress the fact that it is very courageous to stand up for something when you could just walk away.</i></p>	<p>SEAL resources website: http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal</p>

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
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Disposition:	Being Loyal and Steadfast
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Week	Date	Questions	Activities	Resources
1		<p>What makes a good friend?</p> <p>What sort of friend was Peter from the Christian tradition?</p> <p><i>To begin to understand that part of being a good friend is living up to the promises you make.</i></p>	<p>Children to discuss and teacher to scribe verbs that describe a good friend and verbs that describe a bad friend.</p> <p>Talk about "Man's best friend" and the qualities desired in a dog.</p> <p>Look at different scenarios where children have to decide what a good and a bad friend would do.</p> <p>Talk about the importance of living up to your promise of friendship and to specific promises you make to friends.</p> <p>Tell the story of Peter denying Jesus (the Lion First Bible. Page 428).</p> <p>Discuss the content of the story with the children, e.g. What should Peter have done? What sort of friend was Peter? (<i>Bad and disloyal</i>).</p> <p>Ask the children to fill in the blanks: Peter is a _____ (<i>bad</i>) friend because _____ (<i>he let Jesus down</i>) A good friend is someone who _____ (<i>?</i>).</p>	<p>Pictures portraying different scenarios to discuss being a good and bad friend.</p>

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
Disposition:		Being Loyal and Steadfast		
Week	Date	Questions	Activities	Resources
2		<p>What sort of a friend was in (RT) ?</p> <p><i>To raise children's awareness that in Islam friends do not have to be from the same faith but they are people who believe in protecting the rights and freedoms of other human beings and living things.</i></p>	<p>Tell children The Story of Prophet Mohammed and Abu Talib (found on next page).</p> <p>Discuss the story with the children. Ask them questions, e.g.</p> <ol style="list-style-type: none"> 1. Do good friends have to share the same faith? (Ans: No) 2. What does being a good friend mean? (Ans: being there for each other and protecting each others rights and freedoms) etc. <p>Ask children to imagine what the gods and goddesses that Abu Talib worshiped might have looked like and draw these. Remember prophet Mohammed worshiped One Allah who cannot be drawn or made because He is a power and not a shape.</p>	<p>The Story of Prophet Mohammed and Abu Talib (found on next page).</p>

The Story of Prophet Mohammed and Abu Talib

Prophet Mohammed had four very best friends and companions who supported him throughout his mission. They were called Umar, Abu Bakr, Uthman and Ali. These companions, after the death of prophet Mohammed, became Khalifas. Abu Bakr was the first Khalifa, Umar was the second, Uthman was the third and Ali was the fourth. Khalifa means leaders in Islam. Thus making sure that the message of the prophet Mohammed was clearly understood and practiced after the death of prophet Mohammed. However, there was another friend of prophet Mohammed called Abu Talib who was also his Uncle. Abu Talib brought Mohammed up after the death of his parents and grandparents. Abu Talib always knew that there was something unusual about prophet Mohammed when he was little. But it was on his journey in Syria that he was told by a Christian Monk to look after Mohammed and protect him because he has a great mission to accomplish in life.

Prophet Mohammed was about ten years old then. Prophet Mohammed did not become a prophet until he was forty years old! Abu Talib followed the Monks advice even during the most difficult times, when prophet Mohammed was being treated badly for his beliefs, after he became a prophet without abandoning his own religion of worshipping Gods and Goddesses. Abu Talib remained a loyal friend to prophet Mohammed until his death and prophet Mohammed loved and respected him very much.

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
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Disposition:	Being Loyal and Steadfast
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Week	Date	Questions	Activities	Resources
3		<p>What sort of friends were Jesus and Peter from the Christian tradition?</p> <p><i>Understand that a good friend is loyal and that Christians believe Jesus is a loyal good friend whereas understand from the story of Peter that it is possible to change from being a bad friend to a good friend.</i></p>	<p>Read The Saddest Day (Lion First Bible, 436-441).</p> <p>Discuss how Peter may have felt, having let Jesus down. Then read Mark 16; John 20-21 or The Lion First Bible: The Happiest day, 442-451).</p> <p>Encourage the children to talk about how it feels when they are forgiven after doing something wrong that hurts someone else.</p> <p>Children play good or bad friend game with flashcards.</p> <p>Using Brick Testament look at story of Peter in prison because he was being a good friend to Jesus (reference Acts12:1-19)</p> <p>Children then talk about how Peter changed from being a bad friend to a good friend.</p> <p>Children draw their own good and bad friend scenarios. Then discuss in partners how it would feel to be that sort of friend and to have that sort of friend.</p> <p>In conclusion ask children to think of ways that they can become someone who others say is a good friend.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>CD: The King, the snake and the promise: Genesis to Jesus... For kids! (EMU: Australia - available from the BCM bookshop 0121-384-3650).</p> <p>'Brick Testament': http://www.thebricktestament.com/acts_of_the_apostles/another_holy_prison_break/ac12_01-02.html</p>

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
Week	Date	Questions	Activities	Resources
1		<p>How do you remember special people, places and events?</p> <p><i>Introducing the idea that things we remember are not necessarily things within our living memory.</i></p>	<p>Discuss with children, how do they remember what is important? E.g. Where they live, their name or others names, phone numbers, Mother's day, birthdays, etc.</p> <p>Raise the idea that some of the things that we remember didn't actually happen in our lifetimes. E.g. Parents being born, parents marriages, older siblings birthdays, etc.</p> <p>Ask the children for ideas of how we might mark the remembering of these things. E.g. calendars, birthday balloons, cards, parties, special meals, writing things in diaries, lists, etc.</p> <p>Children to create and decorate a card with their birth date on it to remind them when their birthday is, or more advanced pupils could create a school address tag.</p>	Children's birth dates and addresses.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
Week	Date	Questions	Activities	Resources
2		<p>Which special person or event do the believers of Islam (or another religious tradition) remember?</p> <p><i>Raise awareness of Ramadan as a time when something is remembered.</i></p>	<p>Tell children that Muslims believe the revelation of the Qur'an, the holy book of Muslims, started in Ramadan. The Qur'an was revealed by Allah to prophet Mohammed through angel Jibra'il (Gabriel) (in the month of Ramadan.</p> <p>Read the Story of the Revelation of the Qur'an (found on the next 2 pages).</p> <p>Ask pupils to draw a cave in the mount Hira (must not draw prophet or angel).</p> <p>(Fasting is not encouraged below age 7, and becomes compulsory at puberty)</p>	<p>The Story of the Revelation of the Qur'an (found on the next 2 pages)</p>

THE STORY OF THE REVELATION OF THE QUR'AN

It was the last ten days of the month the Arabs called Ramadan that Mohammed climbed, as he often did when he wanted to think alone, once again the mountains of Hira and spent a day of fasting and a night of prayer sitting in his usual place. Much later, when the night was at its darkest, just before dawn, he heard a voice. This voice grew louder and louder and seemed to come from all directions, from around the cave, from beyond in the night, and from within Mohammed himself. He looked around and there appeared to him an angel who was holding a coverlet of green brocade upon which was embroidered some writing. 'Read!' commanded the being. Mohammed was stunned. 'What shall I read?' The angel squeezed him hard in embrace, and then released him. 'Read' commanded the angel once more. 'What shall I read?' exclaimed Mohammed, a little louder this time. Again the angel embraced him and the embrace was tighter than before. 'Read!' commanded the angel for the third time. 'What shall I read!' replied Mohammed who was fearful of another embrace. 'Read!' continued the angel:

'IN THE NAME OF YOUR LORD WHO CREATED YOU FROM A DROP OF LIQUID: READ IN THE NAME OF ALLAH WHO TAUGHT MAN THE USE OF THE PEN AND TAUGHT HIM WHAT HE KNEW NOT BEFORE.....' (Qur'an 96:1-5)

These were the first verses of the Qur'an revealed to prophet Mohammed (and the revelation of the Qur'an continued for the next 23 years).

Continued on next page.

THE STORY OF THE REVELATION OF THE QUR'AN

Continued from previous page.

Mohammed repeated these verses over and over again, after the angel, until he could recite them perfectly. Soon he was alone. The angel and the writing had gone. Only the words remained, carved forever upon his memory. And there was an extraordinary sensation in his body...of having been held in a very tight embrace.

He arose, trembling with awe and began to wander out of the cave and down the mountain path, when a voice... the very same voice ... called to him from the heavens:

'OH MOHAMMED! TRULY YOU ARE THE MESSENGER OF ALLAH AND I AM HIS ANGEL GABRIEL'

Mohammed looked up and beheld the angel so enormous that he covered the whole horizon. Mohammed looked up at him for a moment, and then turned to escape. But no matter which direction he looked the angel was there, filling the entire sky. Helpless, Mohammed just stood, neither advancing nor turning back, until Gabriel disappeared from the skies as suddenly as he had appeared.

Each year during the month of Ramadan over the next 23 years Angel Gabriel asked prophet Mohammed to recite the Qur'an revealed up to that point. Once the whole Qur'an was revealed and just before the death of prophet Mohammed, the angel Gabriel asked prophet Mohammed to recite the whole Qur'an to him in the month of Ramadan. Till this day Muslims do the same. They read the Qur'an every day but during the month of Ramadan they recite the whole Qur'an during special prayers at night called the Tarawih prayers. They distribute sweets when the whole Qur'an is finished normally on the 27th or 29th of Ramadan to celebrate that they have been able to follow this example of the prophet Mohammed.

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Remembering Roots
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Week	Date	Questions	Activities	Resources
3		<p>Which special person do the believers of Islam (or other RT) remember?</p> <p><i>Raise awareness of Eid ul Fitr as a time of celebration remembering Allah revelation.</i></p>	<p>Eid ul Fitr marks the end of Ramadan. Discuss with the children what Ramadan involves, how long it lasts and why it is important.</p> <p>Discuss with the children the longest that they have gone with out food, how did they feel, can they understand how people who fast feel?</p> <p>Eid ul Fitr is a celebration for Muslims who have managed to fast during Ramadan. It is celebrated by saying a prayer and giving to charity, this ensures that everyone, rich and poor, can take part in the Eid celebrations.</p> <p>Show children the DVD (about 8 minutes long, goes from the child's home to the festival). Look at Eid cards, parties and discuss how it is celebrated. Look at photos and videos. Have a party celebration.</p>	<p>Look at Ramadan</p> <p>Festival's One DVD by Child's Eye Media. www.childseyemedia.com</p> <p>Photos/books/videos celebrating Eid</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment	
Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
1		<p>What do you hope for the future?</p> <p><i>Explore the idea of the children's hopes for the future.</i></p>	<p>Talk to the children about what they hope to be when they grow up. Start with thinking about the job they would like to have and move the discussion on to the type of person/character they would like to be.</p> <p>Ask the children how they would like the world to be if they were King/Queen/ in charge/ruler.</p> <p>Children to draw a picture of what the world would look like if they were in charge.</p>	

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Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment	

Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
2		<p>To what do the believers of the Islamic tradition (or other religious faith) look forward?</p> <p><i>To help children understand that only by treating each other fairly, can we create a fair world which in turn will help to make the world peaceful.</i></p>	<p>Explain to the children that Muslims observe five pillars of Islam. The first is the declaration of faith, second are the five daily prayers Muslims must say (in the morning, just after mid-day, afternoon, evening and night), fasting for the whole month of Ramadan, Zakah (giving compulsory charity as fixed by Allah once a year on savings only) and Hajj at least once in the life time.</p> <p>It was the 9th day of Dhul Hajj (the month in which the Hajj is performed), prophet Mohammed was in the Uranah valley of Mount Arafat in Makkah when he delivered the last sermon of his life at the time of Hajj. Read the following sentences from different parts of the sermon to the children:</p> <p><i>'All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab (or vice versa), white has no superiority over black (or vice versa)-except through good actions.... Hurt no one so that no-one may hurt you.... You neither inflict nor suffer inequality..'</i></p> <p>The prophet Mohammed taught Muslims that only by being fair to each other can we look forward to creating a peaceful world.</p>	

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
3		<p>To what do the believers of Islamic tradition (or other religious faith) look forward?</p> <p><i>To explore the rituals of Hajj.</i></p>	<p>Tell children that performing Hajj at least once in a life time is compulsory for Muslims, as long as they can afford the costs. Muslims have to travel to Makkah in Saudi Arabia to do Hajj.</p> <p>Tell children that there are several rituals in Hajj but they will role play two of those rituals:-</p> <p>1. Either draw a square on the ground or put chairs to form a square. Label this as the Ka'bah. Explain to the children that Muslims call this the house of Allah and the building is a Cube covered with black cloth and totally empty from inside and this was first built by Abraham (prophet Ibrahim). Muslims wear very simple clothes called the ihram which is white and consists of two sheets for men, women can wear anything simple. Allah has asked Muslims to go round the Ka'bah seven times and this is the first ritual of Hajj. As Muslims go round the Ka'bah they say 'Labaik Allah Huma Labaik' this means 'Allah I am present O Allah I am present.' Ask children to do this. Tell children for Muslims this ritual signifies that all humans are equal and belong to one global Ummah.</p> <p><i>Continued on next page.</i></p>	<p>The Story of Abraham and Makkah (found on pages 44-45).</p>

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
3 continued		<p>To what do the believers of Islamic tradition (or other religious faith) look forward?</p> <p><i>To explore the rituals of Hajj.</i></p>	<p><i>Continued on next page.</i></p> <p>2. Place two chairs as far apart as the room allows. Label one as Safa (name of a hill) and label the second Marwa (name of another hill). Ask children to walk fast between the two hills seven times. This is the second ritual of the Hajj and is called sa'ee. It signifies the trust Abraham's wife Hajra had in Allah when she was left in a desert with her son. Tell children that for Muslims this ritual signifies that they should always put their trust in Allah whatever circumstances they might find themselves in.</p> <p>Finish the lesson by telling children The Story of Abraham and Makkah (found on next 2 pages).</p>	<p>The Story of Abraham and Makkah (found on next 2 pages).</p>

THE STORY OF ABRAHAM (PROPHET IBRAHIM) AND MAKKAH

One day, Abraham woke up and asked his wife Hajar to get her son and prepare for a long journey. After a few days, Abraham started out with his wife Hajar and their son Ishmael (Ismail). The child was still nursing and still not weaned.

Abraham walked through cultivated land, desert and mountains until he reached the desert of the Arabian peninsula and came to an uncultivated valley having no fruit, no trees, no food and no water. The valley had no sign of life. After Abraham helped his wife and child dismount, he left them with a small amount of food and water hardly enough for two days. He turned around and walked away. His wife hurried after him asking, "Where are you going, Abraham leaving us in this barren valley?" Abraham did not answer her, but continued walking.

She repeated what she had said, but he remained silent. Finally, she understood that he was not acting on his own initiative. She realised that Allah had commanded him to do so. She asked him, "Did Allah command you to do this?" He replied, "Yes". Then his wife said, "We are not going to be lost, since Allah who has commanded you, is with us."

Abraham prayed to Allah, "O our Lord! I have made some of my offspring dwell in a valley without cultivation by Your Sacred House (Kab'bah in Makkah) in order, O Lord, that they may offer prayers perfectly. So fill some hearts among men with love towards them, and (O Allah) provide them with fruits, so that they may give thanks" (Qur'an 14:37)

Continued on next page.

THE STORY OF ABRAHAM (PROPHET IBRAHIM) AND MAKKAH

Continued from previous page.

Ishmael's mother went on suckling Ishmael and drinking from the water she had until it was all used up. After a while Ishmael began to cry because he was thirsty. Hajar knew that Allah will help. With this trust in her heart she climbed a hill near by called Safa just in case she might see some water from the height or see people who might be carrying water. When she did not see anything she came down the hill back to the valley.

She checked that her son was safe, then crossed the valley and climbed the second hill, called Marwa, again hoping that from a height she might see water or see people who may be carrying water. When she did not see anybody she climbed down the hill and returned to the valley, checked that her son was okay and climbed up Safa repeating the whole process seven times.

When she reached Marwa the seventh time and was returning back to the valley where her son was, she saw an angel by the heels of her son digging the ground till water flowed from this place. This water is called Zam Zam water and people drink it to this day when they go for Hajj. After Hajar quenched her thirst by drinking the water and suckled her child, the angel said to Hajar, "Don't be afraid of being neglected, for the house of Allah, which at that time resembled a hillock, will be built into a cube by this boy and his father and Allah never neglects his people."

With water soon people began to settle in the valley and all kinds of vegetation began to grow particularly the date trees and soon Makkah became a settlement.

Exemplar Material for a school with majority Muslim pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
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Disposition:	Being Curious and Valuing Knowledge
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Week	Date	Questions	Activities	Resources
1		<p>Why is 'why' important?</p> <p><i>Begin to explore the value of question words (interrogatives)</i></p>	<p>Play a question game, e.g. simplified 20 questions. We need to know what, who, where, when, why and how.</p> <p>Look at Cinderella's invitation to the ball and discuss - what, who, where, when, why and how</p> <p>Read Kipling's "I Keep Six Honest Serving Men" - poem. Demonstrate using simple finger puppets.</p> <p>Class exploration of questions on an exotic place. What would you like to find out about the world? (Literacy words)</p> <p>Make a class collection of the children's questions, in the form of a book, pin board, post-its or flip chart page.</p>	<p>Rudyard Kipling's "I Keep Six Honest Serving Men" poem.</p> <p>Pictures/photos of exotic place</p> <p>http://www.kipling.org.uk/poems_serving.htm</p>

I Keep Six Honest Serving Men

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and
When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For *I* am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!

She sends 'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

The Elephant's Child



Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2		<p>What do we need to know?</p> <p><i>Introduce sources of information for general questions and Holy books for information about God.</i></p>	<p>Look at different information books and their uses. For example: encyclopaedia, dictionary, Google, maths textbook, atlas.</p> <p>Play a game where team members run to the appropriate source of an answer to the questions asked.</p> <p>Talk about different Holy Books, including the Bible, the Qur'an, The Pali Canon (Buddhists), Bhagavad-Gita (Hindu). Show some if possible.</p> <p>Explain that people of faith go to Holy Books for information about God.</p>	<p>Different information texts</p> <p>Different Holy Books</p> <p>Internet</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
3.1		<p>How do the believers of (RT) learn about God?</p> <p><i>To begin to realise that Muslims believe that exploring the logic and order in the nature around them, it helps them to learn about God.</i></p>	<p>The Holy book for Muslims is called the Qur'an. The Qur'an encourages Muslims to learn about Allah by looking at their environment and the world around them.</p> <p>Invite the children to think about the differences between day and night. Either give the children a selection of pictures of the same places during the day and night and get them to match them AND/OR play sounds and get them to recognise if they are day time or night time sounds AND/OR show pictures of animals and match nocturnal or day time animals.</p> <p>Move on to the fact that as day and night passes then time is passing too, with a new day the date also changes. Watch a sand timer, hourglass, egg timer and time them with stopwatches.</p> <p><i>Continued on next page.</i></p>	<p>Pictures or photos of day and night.</p> <p>Sand timers, hourglasses, egg timers and stop-watches.</p>

Exemplar Material for a school with majority Muslim pupils				Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation	
Disposition:		Being Curious and Valuing Knowledge			
Week	Date	Questions	Activities	Resources	
3.2		<p>How do the believers of (RT) learn about God?</p> <p><i>To begin to realise that Muslims believe that exploring the logic and order in the nature around them, it helps them to learn about God.</i></p>	<p><i>Continued from previous page.</i></p> <p>Once they have a concept of time, move on to the belief that Allah expects us to use our time doing good things. Read the following chapter from the Qur'an to the children (found on next page).</p> <p>Get children to discuss in pairs the good deeds they may have done during the course of the last 24 hours and feedback to the whole class.</p>	<p>Reading from the Qur'an 103:1-3 (found on next page).</p> <p>Pictures or photos of day and night.</p> <p>Sand timers, hourglasses, egg timers and stop-watches.</p>	

Reading from the Qur'an 103:1-3

In the name of Allah, the compassionate,
the merciful. By the time! Man is surely
in loss, except those who believed and
did good works and joined together in
the mutual teaching of the truth and
patience.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer Two	Unit: 2/3 weeks	Cluster: Contemplation	
Disposition:	Being Open, Honest and Truthful			
Week	Date	Questions	Activities	Resources
1		<p>Why does the truth matter?</p> <p><i>Explore with children the importance of truth.</i></p>	<p>Teacher reads out a statement. The children have to stand in an agree or disagree corner. Repeat this for more statements.</p> <p><i>AND /OR</i></p> <p>Put 6 photos of members of staff in an appropriate place. The teacher reads out 6 statements and the children have to say who the statement is true about.</p> <p>Tell the story of the Boy who cried wolf. <i>Emphasise the words 'he's' and 'lying'.</i></p> <p>Discuss the link between truth and trust.</p> <p><i>AND /OR</i></p> <p>Matilda (Who told such awful lies) poem.</p> <p>Talk to the children about why the truth is so important.</p>	<p>Statements with which the children can agree or disagree.</p> <p>6 Photos of staff with corresponding statements.</p> <p>Story of "The boy who cried wolf".</p> <p>Matilda by Hilaire Beloc READ ME- National Year of Reading. ISBN 0-330-37353-6 and other collections.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer Two	Unit: 2/3 weeks	Cluster: Contemplation	
Disposition:	Being Open, Honest and Truthful			
Week	Date	Questions	Activities	Resources
2		<p>Do believers ever lie?</p> <p><i>Explore honesty through the story of Jilani.</i></p>	<p>Tell the story of Abdul Quadir Jilani from Islam traditions (found on the next page).</p> <p>Give the children 5 pictures from the story. Get them to put them in order and write a few sentences about the story.</p>	<p>The Story of Abdul Quadir Jilani from Islam traditions (found on the next page).</p>

The Story of Abdul Quadir Jilani

His mother sent him on a journey to school, in Damascus, at the age of 5.

On their way their caravan got attacked by robbers. The robbers asked Abdul Quadir Jilani whether he had any money on him. He replied yes. The robbers searched Abdul Quadir Jilani and found no money. The robbers got upset and beat him up because they thought that he was lying.

Abdul Quadir Jilani assured them that he did have the money but that his mother had sewn it in his clothes. The robbers checked his clothes and found the money in his clothes.

The robbers then asked Abdul Quadir Jilani why he told them where the money was because they would never have found it. Abdul Quadir Jilani told the robbers that his mother told him to always tell the truth and that to listen to his mother was the only way to please his mother, so he had no choice but to tell the truth.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer Two	Unit: 2/3 weeks	Cluster: Contemplation	
Disposition:	Being Open, Honest and Truthful			
Week	Date	Questions	Activities	Resources
3		<p>Do believers ever lie?</p> <p><i>Explore the idea of truth through the story of Rahab.</i></p>	<p>Remind the children about truth and lies from previous week.</p> <p>What is a lie? Can you think of one that you have told this week (keep it in your head)? Do you think it was right to tell that lie, was anyone hurt or helped by you telling it.</p> <p>Tell the children the story of Rahab (Joshua 2 or Lion First Bible pg 138-147)</p> <p><i>Rahab lied about the spies that were hiding in her house. As a reward for protecting the spies she and her family were saved. See Matthew 1:5, only three women mentioned in Jesus' family tree -one of them is Rahab. Her lie was because her loyalty was to God and his people (the spies) rather than the country in which she lived.</i></p> <p>Is it right to lie? Can the children think of any other situations when lying could be justified? E.g. Lying to save someone's life.</p>	<p>Bible reference: Joshua 2</p>