

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
1		<p>Could we live without rules?</p> <p><i>To understand that we need rules in all parts of our society which keep people safe and make the group work well together.</i></p>	<p>Children record what rules they have obeyed today.</p> <p>Children put rules into 3 categories: Home; town/ city; and school. Are they different? Why are the rules needed?</p> <p>Think about different people within school context and whether they would want to have different rules.</p> <p><i>E.g. a teacher might want a rule that pupils listen when someone else is speaking but a naughty pupil may want a rule that s/he can speak whenever s/ he likes.</i></p> <p>Is it fair to have different rules for different people? <i>(not usually)</i></p> <p>Work in small groups and together as a class to formulate some suggestions for class rules, <i>N.B. teacher has final say.</i></p>	

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Week	Date	Questions	Activities	Resources
2		<p>What rules has God made?</p> <p><i>Explore the concept of caring for each other.</i></p>	<p>Tell children that Muslims try to live according to the rules given to them by Allah. One of the rules is that we should love and care for each other for Allah.</p> <p>Read the story told by the prophet Mohammed to his followers (found on the next page).</p> <p>Discuss this story with the children and the lessons to be learnt from the story.</p> <p>Ask children to discuss in pairs how they show they care for each other in school, e.g. by helping each other, not bullying, by being friends with each other etc.</p> <p>Ask children to draw a poster promoting caring for each other.</p>	<p>A Story told by the prophet Mohammed to his followers (on next page).</p>

A Story told by the prophet Mohammed to his followers

Once upon a time, a man set off on a journey. Allah sent an angel to wait for him on his way.

When the man met up with the angel, the angel asked him, 'Where are you going?' The man replied, 'I am going to see my brother who lives in another town'. 'Why are you going to visit your brother? Does he owe you anything?'. The man replied 'No. He does not owe me anything. I am going to visit him to please Allah and I love him for Allah'.

Thereupon the angel said, 'I am a messenger to you from Allah to inform you that Allah loves you as you love your brother for Allah's sake'.

(Hadith (Muslim) Kitabul Birr 45 chapter 12 pg 174)

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Week	Date	Questions	Activities	Resources
3		<p>What rules has God made?</p> <p><i>Explore the rules of praying for Muslims.</i></p>	<p>Tell children that Muslims have to observe five pillars of Islam.</p> <p>These are:</p> <ol style="list-style-type: none"> 1) The declaration of the faith when they have chosen to live according to the rules of Allah. 2) Praying five times every day (morning, just past midday, afternoon, evening and night). 3) Fasting for the whole month of Ramadan. 4) Giving an amount of charity fixed by Allah on savings called the Zakah. 5) Hajj (the visit to Maakah) at least once in the life time as long as the person can financially afford it in the month of Dhul Hajj. <p>Then look at the seven rules of movement in the prayer in each unit (found on next page) and ask children to role play these positions.</p>	<p>The rules of the seven movements in the prayer in each unit (found on next page).</p>

The rules of the seven movements in the prayer in each unit

- 1) Standing straight touching the ear lobes with the thumbs with the palms of the hand fully stretched open facing the same direction as ones face.
- 2) Standing straight with the right hand resting on top of the left hand on the chest.
- 3) Place hands on knees and bend at 90 degrees angle to the ground keeping the back straight.
- 4) Stand up straight with hands on either side of the body.
- 5) Sit with the legs folded underneath and touch the nose and the forehead on the ground with the thumbs of the hands touching the earlobes and the palms of the hands fully stretched with spaces between each finger resting on the ground.
- 6) Sit up with legs still folded underneath and place both hands on the knees.
- 7) Repeat movement 5. (Then stand up for the second unit of the prayer to start).

These movements must take place in the correct sequence.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
1		<p>What influences my behaviour?</p> <p><i>Children begin to realise that there are external and internal controls on behaviour.</i></p>	<p>Talk to children about different social situations. Use prompt pictures to find out how the children would react and/or behave in the different situations.</p> <p>Show half the class cards where they are alone in the situation, show the other half the same situation but with a policeman or teacher or someone else in authority in the picture. Compare the results from the pictures.</p> <p><i>Ideas for the situation could include...your friend hits someone, you see some money in the street, your dad drops litter.</i></p> <p>Draw a picture of what influences their behaviour.</p>	<p>Pictures of different scenarios, some with and some without authority figures.</p>

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Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2.1		<p>What behaviour choices do I make?</p> <p><i>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</i></p>	<p><i>The first 2 activities are 5 minute warm ups to get the children thinking, the main teaching point is point 3.</i></p> <p>1. Look at SEAL feelings fans. Ask the children a series of questions around the theme of how you would feel if... e.g. you lost your favourite toy, you get a new puppy, someone copies your work...etc.</p> <p>2. Move from feelings to reactions. Ask the children to describe what these feelings look like in their behaviour. Talk to the children about the feelings they have just explained and add in actions that go with them.</p> <p><i>Continued on next page.</i></p>	<p>http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal</p>

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Week	Date	Questions	Activities	Resources
2.2		<p>What behaviour choices do I make?</p> <p><i>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</i></p>	<p><i>Continued from previous page.</i></p> <p>3. How do you choose to behave?</p> <p>Using a series of statements, talk to the children about how they would react in those situations. E.g. How do you react when ... you are first one out in a game? you are unfairly accused? you have to share something? someone forgot to do something that means you can't go on an outing?</p> <p>Make the point that reactions should broadly fall into 3 categories:</p> <ol style="list-style-type: none"> 1. Not expressing feelings; 2. Expressing feelings inappropriately e.g. tantrum; 3. Expressing feelings appropriately, discussing, negotiating etc. <p><i>Generally people of faith have more self-control in difficult situations, which is drawn from their understanding of and relationship with God.</i></p>	

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Week	Date	Questions	Activities	Resources
3		<p>What does Islam (or other RT) teach about being peaceful?</p> <p><i>Begin to understand the choice of fasting as a means to inner peace.</i></p>	<p>Fasting is a chosen behaviour that leads to peace. The example that we are going to look at is Ramadan, which is a time within the Muslim faith when fasting occurs. In this situation fasting involves going without food and drink from sunrise to sunset.</p> <p>Look at what the children normally eat and drink during the day and the routines that are involved. (Draw, write, list etc)</p> <p>Discuss the self-discipline of Fasting during Ramadan. What feelings, emotions and temptations will occur during this time?</p> <p><i>The purpose of fasting is to create an inner peace and enable those fasting to concentrate more fully on Allah.</i></p> <p><i>Whilst the age at which a child will begin to fast has to be decided by their parents, it is unusual for a child below the age of Year 3 to fast because they won't have the physical or emotional maturity to deal with the fast. Eid Al Fitr marks the end of fasting where celebrations occur.</i></p> <p><i>Exceptions of fasting are ill health, youth, extreme age and pregnancy.</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Begin to understand suffering in terms of its physical and emotional intensity.</i></p>	<p>Discuss with children the many incidents that occur in the playground. Break them into two groups—physical pain such as falling over and emotional pain such as name-calling. Can they think of anything that might be in both groups, such as a friend kicking you? Using the ideas that the children have come up with, look at the emotional barometer and ask the children to put how they would feel immediately after each.</p> <p>Discuss with the children, their responses. Then ask the children to think about what their response to the same problem might be after a period of time had passed. Get the children to consider if their colour (emotions) would change over time.</p>	<p>http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 10

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being respectful of suffering		
Week	Date	Questions	Activities	Resources
2		<p>How did Jesus (Isa) make people better?</p> <p><i>Introduce how Jesus (Isa) relieved suffering using miracles given to him by Allah according to Muslims.</i></p>	<p>Jesus (Isa) performed many miracles, particularly healing miracles and helped a number of people both physically and emotionally. The Qur'an records these miracles. Read the Qur'an 5:110-115 (found on next page).</p> <p>Involve the children in a research project into leprosy.</p> <p><i>Impress upon the children that leprosy in ancient times was considered incurable and highly contagious but nowadays is considered manageable.</i></p>	<p>Reading from the Qur'an 5:110-115 (found on next page).</p> <p>http://www.leprosymission.org/</p>

Reading from Qur'an 5:110-115:

" Remember when Allah will say (on the day of resurrection): 'O Jesus son of Mary! Remember my favour to you and to your mother when I supported you with angel Gabriel so that you spoke to the people in the cradle and in maturity, and when I taught you writing and the power of reasoning, the Torah and the Gospel, and you made out of the clay, as it were, the figure of a bird, by My permission, and you breathed into it, and with my permission it became alive bird, and you healed those born blind, and the lepers by my permission."

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Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims (or other RT) try to make things better?</p> <p><i>Begin to understand how people of faith respond to the suffering of people locally and globally.</i></p>	<p>Remind children of story from last week. Whilst people of faith don't perform miracles, they do look to help those in need.</p> <p>Look at the work of Islamic Relief which is a Muslim charity serving people who are needy. Look at the website and/or contact the schools' team to see if a visitor from this charity can be arranged.</p> <p><i>Whilst looking at the work of Islamic Relief, ask the children to talk about the compulsory charity which is an amount fixed by Allah in the Qur'an payable on savings that have not been used for a year. This form of charity is called Zakah. Then optional charity which all Muslims give according to their own wishes to whomever they wish and whatever amount they wish and whatever form they wish to give it in (e.g. smile, helping someone physically, financial etc).</i></p> <p>Ask children, in pairs, to think about how they can give charity and then make a list in their books e.g. smiling, listening to the teacher and peers, taking care, removing rubbish, giving a bit of their pocket money to charity etc.</p>	<p>http://www.islamic-relief.com/</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 13

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being regardful of suffering / Sharing and being generous		
Week	Date	Questions	Activities	Resources
4/1		<p>How do Christians (or other RT) try to make things better?</p> <p><i>Begin to understand how Birmingham City Mission responds to suffering (in our city).</i></p> <p><i>NB This lesson concludes the last unit and begins this unit.</i></p>	<p>Remind children of story from last week. Those who follow Jesus seek to carry on his work and although Christians don't perform miracles they look to help those in need.</p> <p>Look at the work of Birmingham City Mission (BCM), which is a Christian charity serving people who are needy. Look at the website and/or contact the schools' team to see if a visit from BCM can be arranged.</p> <p>Particular aspects of the work of BCM which children will find interesting are hostels for the homeless, resources (food, clothes and furniture for people in difficult situations) and toys for children at Christmas.</p> <p><i>The food that fills the basics bank is collected during the season of Harvest from across the city.</i></p> <p><i>You might want to consider getting the children involved in one of these projects.</i></p>	<p>www.birminghamcitymission.co.uk</p> <p><i>At this time of Year BCM has a toy appeal which provides some of the link between the units.</i></p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 14

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
2		<p>Do you like to give and receive presents?</p> <p><i>Begin to explore the British tradition of giving Christmas gifts and how it has changed over the last 50 years or so.</i></p>	<p>Ask the children to talk about presents that they have received and presents they have given. Discuss the different occasions that presents are given. It will soon be Christmas, a time when Christians give presents. Invite an older person (60+) to talk about Christmas when they were 5 years old. And/or prepare an old fashioned Christmas stocking: shiny pennies in the toe, nuts, Satsuma, small sweets, tub of bubbles and one small wrapped present.</p> <p>Tell the children that a child was likely to only receive one other present, perhaps a doll or a train set. Ask about presents today. How many? How big? Which presents are the best? (The ones we really want/need).</p> <p>Explain that the whole idea of many and expensive gifts is to do with shopkeepers and businesses not Christians.</p>	

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Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
3.1		<p>Do you like to give and receive presents?</p> <p><i>Explore the concept of giving and receiving presents.</i></p>	<p>Tell children that Muslims believe in Jesus (Prophet Isa) as a Prophet of Allah. Muslims believe in all the prophets from the very first man, Prophet Adam, to the last prophet Mohammed and all the prophets in between.</p> <p>To be a Muslim means believing in six pillars of Iman (faith) after believing in Allah. Believing in all the prophets is one of the six pillars of Iman. Muslims love and respect all the prophets equally but follow the teachings of prophet Mohammed only, because his teachings were the last and final teachings sent to humans by Allah.</p> <p>Christians celebrate the birth of Jesus called Christmas. On this occasion Christians give each other gifts. Muslims who have friends and neighbours who are Christians might want to show generosity towards them on this occasion.</p> <p><i>Continued on next page.</i></p>	

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Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
3.2		<p>Do you like to give and receive presents?</p> <p><i>Explore the concept of giving and receiving presents.</i></p>	<p><i>Continued from previous page.</i></p> <p>Ask pupils to carry out some research and draw a timeline showing the order in which the following prophets were sent to humans with teachings from Allah so that they could live together in peace - Adam, Abraham, Moses, Jesus, Mohammed.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
1		<p>How are you both different from and also the same as everyone else?</p> <p><i>Begin to see beyond stereotypes and begin to understand common humanity.</i></p>	<p>Play mirror game. Each child stands opposite a partner and looks at how they are the same as and different from each other.</p> <p>Create a set of pictures of different people who might challenge the children's stereotypes. Ask the children: Which one is the doctor? Which one is the stay at home mum? Which is the lawyer? etc.</p> <p>Talk with the children about how they came to their conclusions. Show the children the answers and talk about how they have made mistakes and that we can't assess people by their appearance. Use the same photos and get the children to look at what the people have in common.</p> <p><i>If you are looking at a contrasting location in Geography get the children to think about what they have learnt about that location and what they have in common with the children who live there.</i></p>	<p>Pictures of different people.</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 18

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Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Creating Unity and Harmony			
Week	Date	Questions	Activities	Resources
2		<p>What does the story of the Creation of Adam (or other RT) teach Muslims about getting on with each other?</p> <p><i>Explore the concept that Muslims believe that all human beings are children of Adam and Eve.</i></p>	<p>Read the Story of the Creation of Adam (found on next page).</p> <p>Explain to the children that Muslims believe that all human beings are children of Adam and Eve and therefore should care for each other.</p> <p>When Muslims meet and see each other they should give Salam which means peace to each other(Qur'an 24:62).</p> <p>Prophet Mohammed said: "Muslims have six rights over their brothers and sisters in Islam" (found on page 21).</p>	<p>The Story of the Creation of Adam (found on next page).</p> <p>"Muslims have six rights over their brothers and sisters in Islam" (found on page 21).</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 19

The Story of the Creation of Adam and Eve

"Remember when your Allah said to the angels: 'Verily, I am going to place (humans) generations after generations on Earth'. They said: 'Will You place therein those who will make mischief therein and shed blood, while we glorify You with praises and thanks and sanctify you'.

Allah said: 'I know that which you know not'.

And Allah taught Adam all the names of everything.

Then He showed the things to the angels and said: "Tell me the names of these things". The angels said: 'Glory be to You, we have no knowledge except what You have taught us. Verily, it is You, the All-Knower, the All-Wise'."

Allah then said: "O Adam! Inform them of their names," and when Adam informed the angels of their names, He said: "Did I not tell you that I know the unseen in the heavens and the Earth, and I know what you reveal and what you have been concealing?"

Qur'an 2:30-34

'Prophet Mohammed said:

"Muslims have six rights over their brothers and sisters in Islam:

- 1) To greet each other by saying Assalamu Alaikum (peace be on you)/(response) Walaikum Salam (peace be on you too) to each other.
- 2) To say Yarhamuk Allah (may Allah forgive you) if anyone sneezes and says Alhumdulillah (praise be to Allah).
- 3) To visit anyone who is sick.
- 4) To accept any invitation to a meal.
- 5) Offer advice if he/she asks.
- 6) To take part in the burial when he/she dies.

(Hadith: Muslim book 39, chapter3, Hadith 2162R4)

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Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Creating Unity and Harmony			
Week	Date	Questions	Activities	Resources
3.1		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p><i>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</i></p>	<p>Tell children that Muslims have to observe five pillars of Islam (found on page 24).</p> <p>Tell children that we will look at Hajj and focus on the aspects which teach people how we should interact with each other so that we could live together in peace.</p> <p>During Hajj Muslims wear special clothing called the Ihram. For men this consists of two white sheets-one covering the lower part of the body and the second covering the top part of the body wrapped around in such a way that it leaves one shoulder bare. The women can wear any clothing as long as it is very simple.</p> <p>The purpose is to show equality and global citizenship. In other words, everyone is equal irrespective of how poor or rich they may be and that whether anyone is white or black and that no race is superior to another race. The world belongs to everyone and everyone has the responsibility of caring for the world and every thing within it. <i>Continued on next page.</i></p>	The Five Pillars of Islam (found on page 24).

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Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.2		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p><i>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</i></p>	<p><i>Continued from previous page.</i></p> <p>The Ihram is worn on approaching the 'Miqat' (the border of Makkah). On arrival in Makkah Muslims go round the Kaba seven times, this is called Tawaf. They then do a fast walk between two hills called Safa and Marwa, this is called Sa'ee. They then visit and stay at three places called Mina, Arafat, Mudalifah. They then throw pebbles at three fixed places and then shave or trim their hair.</p> <p>The end of Haj is marked by a special celebration called Eid-ul-Adha. Ask pupils to make Eid cards drawing some of the locations discussed in the lesson and listed in this passage or make a 3-D Kaba.</p>	

The Five Pillars of Islam

These are:

the declaration of the faith when a person is ready to live their life as a Muslim.

Praying five times a day.

Fasting for the full month of Ramadan.

Giving compulsory charity as fixed by Allah on savings only called Zakah once every year (optional charity could be given at any time, any amount, any reason).

Going to Makkah once in the life time to do Hajj in the month of Dhul Hajj, if financially affordable.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring One	Unit: 2 weeks	Cluster: Community	
Disposition:	Participating and willing to lead			
Week	Date	Questions	Activities	Resources
1		<p>What is good about taking part?</p> <p><i>Explore team membership in a practical and fun way.</i></p>	<p>Children play a team game of some description - e.g. tug of war or team challenges or getting across a space on a bench. Consider taking this lesson outside or into the hall, otherwise use tabletop team games or a quiz.</p> <p>Talk to the children about this experience, drawing on their feelings. Consider how it felt to win or lose. What they liked about being in their team? How the teams were chosen. Did someone come forward as the leader? Would it be different if not part of a team?</p>	<p>RE Quest—Christianity Unpacked DVD. (Should be in all schools was sent out from BASS)</p> <p>www.request.org.uk</p>

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Year: Two		Term: Spring One	Unit: 2 weeks	Cluster: Community
Disposition:		Participating and willing to lead		
Week	Date	Questions	Activities	Resources
2		<p>What do Muslims (RT) do together?</p> <p><i>Explore equality through Salah.</i></p>	<p>Recap with the children that Muslims observe five pillars of Islam. Get children to name the five pillars. Muslims pray five times a day. Tell the children that in Arabic these prayers are called Salah. When there are more than three people saying Salah the one of them has to become the leader of the Salah. The prophet Mohammad gave clear guidelines as to how to choose the leader (found on next page).</p> <p>Tell pupils that whilst praying, Muslims must face the Kabbah in Makkah. They use the compass to establish the direction and this direction is commonly called the Kiblah.</p> <p>Ask pupils to list the qualities they would be looking for in the person they choose as a representative (leader) from their class for the school council and report back to the whole class. Ask pupils to draw a poster of all the issues they would like their school council representative to tackle when elected.</p>	The Five Pillars of Islam (found on next page).

How to choose the Leader of the Salah

The one who knows the most Qur'an (and acts upon it) amongst those present should lead the Salah.

If all are equal in this aspect, then the one who has the most knowledge and practice of the Sunnah (i.e. teachings of the prophet Mohammad) must act as the leader.

If all are equal in this regard, then the earliest resident of the area must lead the prayer.

If all are equal, then the one who was the first amongst those present who made the declaration of faith and began the practice.

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Disposition:	Participating and willing to lead			
Week	Date	Questions	Activities	Resources
3		<p>What do Muslims (RT) do together?</p> <p><i>Explore Islamic congregation at prayer times</i></p>	<p>Look at pictures of congregations from a number of faith traditions. Then focus on Muslim congregations.</p> <p>Describe the characteristics of Muslim congregations, in particular look at how Muslims make rows when they are praying. Why do the children think this happens?</p> <p>Role play orderly entrance and formation of rows, talk about how you feel when entering a space calmly like this.</p>	<p>Pictures/photos of congregations from a number of faith.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
1		<p>How wonderful is our world?</p> <p><i>Encourage the children to explicitly appreciate the world around them.</i></p>	<p>Listen to the song "What a wonderful World" Louis Armstrong or Eva Cassidy.</p> <p>Using the song as a basis talk about what is good about the world.</p> <p>Work from the song by either drawing a picture or creating a part of a collage (which is added to by the whole class).</p>	<p>"What a wonderful World" Louis Armstrong or Eva Cassidy's version is really beautiful.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
2		<p>What would it be like if no one cared for our world or us?</p> <p><i>Encourage the children to appreciate the vulnerability of the world around them.</i></p>	<p>Listen to the song "Think of a world with out any flowers" to be found in "Someone's Singing Lord". Reflect on the words.</p> <p>Follow last week's activity but this time using this different song to envisage a world that is not cared for.</p>	<p>Someone's Singing, Lord A&C Black</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
3		<p>How does God care for us?</p> <p><i>Think about how Allah cares for us and the world.</i></p>	<p>Ask children to think about the way they think that Allah (God) cares for them (e.g. recap on the previous lessons and all the beautiful things that have been mentioned).</p> <p>Then tell the children that Muslims believe that all these things are gifts from Allah and Allah's way of showing us He loves us. (Remind children that Muslims believe that the responsibility of keeping the world beautiful is the responsibility of all human beings).</p> <p>Ask children to make a poster of all the things that they love in the world. Draw all the things that Allah has made and they love on one side and all the things that humans have made using the intelligence that Allah has given them and using the resources Allah has give them on the other side of the page. The ask pupils to think and feed back to the whole class what they can do to make sure that the things they love continue to be beautiful (e.g. recycling, walking to school etc).</p>	

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 31

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1.1		<p>How big is your love?</p> <p><i>Explore forgiveness through the story of Mohammad and The Bedouin.</i></p>	<p>With the whole class, discuss forgiveness and what it means.</p> <p>Draw a whole class mind map of the sorts of things that lead up to the children forgiving someone else or someone else forgiving the children. Also list the sorts of things children would not be willing to forgive until the person has faced some consequence for their actions.</p> <p>Tell children the story of Mohammed and the Bedouin (found on page 34).</p> <p>Discuss the story with the children and ask them the following questions:-</p> <p>1) Can anyone be too important to ask for forgiveness? (ans: No)</p> <p>2) How was the accident caused and was prophet Mohammad right to ask for forgiveness? (ans: By a walking stick, Yes, we learn from this that a person needs to ask for forgiveness if the accident is caused by the person directly or by an object belonging to them).</p> <p><i>Continued on next page.</i></p>	<p>The story of Mohammed and the Bedouin (found on page 34).</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1.2		<p>How big is your love?</p> <p><i>Explore forgiveness through the story of Mohammad and The Bedouin.</i></p>	<p><i>Continued from previous page.</i></p> <p>Ask children to discuss in pairs whether it is easy to forgive someone that we like and love or does this not matter.</p> <p>Children to feedback as a whole class.</p>	

The Story of Mohammad and The Bedouin

When charity was brought to prophet Mohammad, people who were in need of financial support in Madina would gather round him. Prophet Mohammad used to ask them to form an orderly line so that the needs of each person could be met appropriately.

On one occasion, a Bedouin, who was travelling through Madina, came to join the queue for some financial help. Not understanding the rules, the Bedouin got worried that the monies might finish before it was his turn, so he decided to push his way to the front of the queue and in doing so he hit his face on a walking stick which belonged to prophet Mohammad and the Bedouin's face got scratched.

When prophet Mohammad realised what had happened, he apologised to the Bedouin and said "the walking stick that left a mark on your face belonged to me so you may take revenge".

Prophet Mohammad gave him the walking stick and said "You can scratch my face with it". The Bedouin was very moved by prophet Mohammad's justice.

He replied "O Mohammad, Allah teaches either to take revenge or to forgive. And that Allah is pleased with those who forgive. I forgive you". Prophet Mohammad was pleased to hear this.
(Hadith: Abu Dawud).

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
2.1		<p>How big is God's love?</p> <p><i>Explore Allah's love through the story of the bear.</i></p>	<p>Tell children that Muslims believe :-</p> <p>1) Allah forgives all mistakes, as long as we ask for forgiveness if the mistake was committed deliberately. If we make a mistake unknowingly (without ever intending to do so) then Allah forgives anyway.</p> <p>2) Whenever we do anything, we start in the name of Allah the most merciful and forgiving. Be it writing, reading, eating etc.</p> <p>Read the following quote to the children: - "Say: People of Allah, you have made mistakes, do not despair of Allah's mercy, for He forgives all mistakes. He is the Forgiving one, the Merciful." (Qur'an 39:53)</p> <p>Discuss this quote with the children and explain that Muslims believe that Allah loves His creation very much. So Allah is very forgiving and merciful. (Recap from the first lesson that it is easier to forgive people who you love).</p> <p><i>Continued on next page.</i></p>	<p>The Story of the Bear (found on page 37).</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
2.2		<p>How big is God's love?</p> <p><i>Explore Allah's love through the story of the bear.</i></p>	<p>By observing the five pillars of Islam, Allah has built into a Muslim's life acts that lead to forgiveness (Re-cap the five pillars of Islam).</p> <p>Tell children The Story of the Bear (found on next page).</p> <p>Discuss the story with the children.</p> <p>Key lesson:-</p> <ol style="list-style-type: none"> 1) Muslims believe that Allah will forgive them because He is Merciful and forgiving. 2) To be a Muslim one does not necessarily need to have an Arabic name. <p>Ask children to tell the story through the drawing pictures of the Polar Bear.</p>	<p>The Story of the Bear (found on next page).</p>

The Story of the Bear

Once upon a time two friends, Simon and Paul went fishing. Simon was telling Paul how well he was doing at work. When he had no response, he turned to Simon and caught him watching a Polar Bear with intensity. Paul assumed that Simon was scared. Paul assured Simon that they are safe and that the keepers of the Polar Bears have put a strong fence around the area which forms a habitat for the Polar Bears.

"Oh no I am not scared," said Simon. "I was just watching that Polar Bear."

"Watching what?" asked Paul.

"Look," said Simon, "He rolls on the ground, gets himself dirty, then he goes for a swim and when he comes out he is totally clean and pure white again. He has been repeating this action for the past fifteen minutes".

"So big deal," said Paul.

Simon replied, "I was just thinking that when we Muslims pray, Allah promises that he will forgive all our mistakes. I was thinking how lucky we are that Allah has asked us to pray five times a day. I know I make loads of mistakes so I was just imagining myself becoming dirty like the Polar Bear when he rolls on the ground and gets himself dirty. Then I do my Wudu and pray and all my mistakes are forgiven by Allah and I become clean like the Polar Bear when he comes out of the water after a swim. I have an opportunity to do this five times everyday".

"True" said Simon, "that is an interesting way of looking at things".

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
3		<p>How big is God's love?</p> <p><i>Explore the responsibility of those who are forgiven to be forgiving from the Christian tradition.</i></p>	<p>Read parable of The Prodigal Son (Luke 15:11-32) from The Lion First Bible, p.386-391. Discuss the father's forgiveness in the story despite the son not deserving it and what that teaches us about God the Father.</p> <p>Tell the parable of The Unmerciful Servant (Matthew 18:21-35). Discuss the difference between the king who forgave the servant and cancelled his debt and the servant who was not merciful and forced another servant to go to prison until he could payback what he owed.</p> <p>Compare and contrast the two parables—Relate the king to God.</p> <p><i>Continued on next page.</i></p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
3		<p>How big is God's love?</p> <p><i>Explore the responsibility of those who are forgiven to be forgiving from the Christian tradition.</i></p>	<p><i>Continued from previopus page.</i></p> <p>Explain that it will soon be Easter, the time Christians remember Jesus' death on the cross. Christians believe Jesus came and died on the cross to make it possible for everyone who trusts and believes in him to be forgiven. Jesus, who Christians believe to be God in person, took the punishment for everyone's wrong doing, so that we can have mercy from God and live with him forever.</p> <p>Discuss forgiveness and mercy as shown in the Easter story. The cost to God/Jesus. The value to those who believe.</p> <p>Consider why the story of the unmerciful servant makes it clear that Christians (who are themselves forgiven) should be merciful and forgiving to others.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Summer One	Unit: 3 weeks	Cluster: Contemplation	
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
1		<p>What is it like when you are really quiet?</p> <p><i>Encourage the children to listen.</i></p>	<p>What can we hear in the world around us? Silence the class and listen to what they can hear for 1 minute. Then identify sounds from a tape recording.</p> <p>Go outside and lie or sit and listen. Make it 5 minutes this time.</p> <p>Take a clock so they can see the time passing.</p> <p>Ask the children how does the silence make them feel.</p> <p>(If necessary practise inside before going out)</p>	<p>Prepare a recording.</p> <p>School grounds</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
2		<p>What is it like to be quiet in a place of worship?</p> <p><i>Children begin to understand the importance of quiet in a place of worship.</i></p>	<p>What do you think about when you are quiet? Do the things that you think about differ depending on the place you are? E.g. in a classroom, outside or place of worship.</p> <p>Discuss why it is different depending on where you are and whether it is important to be quiet. Think of examples when being quiet is important, (e.g. mum talking on phone, receiving instructions from a teacher, someone praying).</p> <p>What does the quiet allow for? (Good communication, respect, thinking time, understanding, time out and inner peace).</p> <p>Discuss why it is important to be quiet in a place of worship.</p> <p>Set up the visit for next week.</p> <p>Wudu—ablution to prepare for prayer. Be able to clear the mind of thoughts for the meeting with Allah whilst praying (Salah). Qur'an 5:6.</p>	

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 41

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
3		<p>Visit to a place of worship at a quiet time - what is it like?</p> <p><i>Experience quietness in a place of worship.</i></p>	<p>Visit place of worship.</p> <p><i>(Either a Mosque, Gurdwara or a Synagogue - When planning the visit, please take into account other places of worship visits that occur throughout the syllabus.)</i></p> <p><i>Also please specify to the place of worship contact that the aspect of the building which is being explored this time is the use of quietness in worship.</i></p>	<p>Link for up-to-date contact details: http://www.faithencounter.org.uk/Tours/faith_guides.html</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
1		<p>How could you be perfect?</p> <p><i>Establish that perfection is not a static concept.</i></p>	<p>Ask the question, What is perfection? Talk to the children about what they think is 'perfect' behaviour. See if they can come up with the idea that the behaviour will change depending on the circumstances.</p> <p>Look at different situations and think about what you would do in each one. What is their perception of perfect behaviour? E.g. A sports' match is great for shouting but would this work at a carol concert, etc.</p> <p>Give children 4 different scenarios and get them to draw or describe a perfectly behaved participant in each one. Give the children support by building up a word bank.</p> <p>In many Religious Traditions, the concept that only God is perfect is so strong that artists will deliberately include a tiny error in order not to compete with God's perfection (eg. Islamic designs & Traditional Northern American Quilts).</p>	<p>Pictures. Word bank ideas.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2		<p>How did encountering Mohammad change others?</p> <p><i>Consider how Mohammad influenced the behaviour of others.</i></p>	<p>Tell children the story of how Mohammed influenced the behaviour of others (found on next page).</p> <p>Ask pupils to think about people who they know of who might have some form of disability and discuss in small groups how they have taken time out to show them that they care for them.</p> <p>Ask pupils to design a poster which promotes equality within the community (e.g. everyone has different needs and equality means meeting those needs so that they could access a good quality of life like everyone else in the community).</p>	<p>The story of how Mohammed influenced the behaviour of others (found on next page).</p>

The Story of How Muhammed Influenced the Behaviour of Others

Prophet Mohammad showed equal love, care and respect to both intelligent, educated members of the community as well as the members of the community who were illiterate or had some form of disability.

One day prophet Mohammad was sitting with his companions (called Sahaba) and discussing a very important matter, when a young girl with severe learning difficulties came and she told the prophet that she needed him to come with her because she has something important to tell him.

Prophet Mohammad left the meeting and went with her. Prophet Mohammad followed her through the streets of Madina patiently. She then stopped and sat down. She asked prophet Mohammad to sit down as well. He did exactly that. After a while she got up and left her eyes following a bird that was flying past just above their heads.

The people watching this whole episode were surprised that prophet Mohammad would leave an important meeting just to please a girl with severe learning difficulties.

People realised through this action of the prophet Mohammad that those who have physical and/or mental disabilities need special love, care and concern from all other members of the community. This changed the way the community perceived disabilities.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims (RT) help people to change for the better?</p> <p><i>Apply the moral teaching of the story of the man in Madina to the children's own life experience.</i></p>	<p>Tell children the story of the Man in Madina (found on next page).</p> <p>Explain to the children that this example of the prophet, teaches the Muslims that no matter what kind of person we deal with, we should always be reasonable and kind. That is the only way in which we could help people to change for the better.</p> <p>Draw matchstick people being kind to each other.</p>	<p>The story of the Man in Madina (found on next page).</p>

The Story of the Man in Madina

The prophet Mohammad spoke to everyone in a very kind and gentle manner because the Qur'an teaches the Muslims to invite others towards creating a just society with wisdom and by talking to them in the most reasonable manner. (Qur'an 9:128).

In the life of prophet Mohammad, there lived a man in Madina who fiercely opposed the teachings of prophet Mohammad and constantly plotted how he could make the Muslims look bad even if he had to falsify the evidence.

One day he sent a messenger to prophet Mohammad to say that he wanted to come and see him. Prophet Mohammad told the messenger that he would be happy to see him. When the man arrived, the prophet asked him to sit by his side and then conversed with him softly and with kindness.

When the man left, prophet Mohammad's wife Aisha asked the prophet why he had been so kind and gentle towards someone who is so full of hate towards the Muslims. Prophet Mohammad replied that the worst person in the sight of Allah is he who has such a harsh tongue that people are driven away by his speech.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
1		<p>What do you see in your mind?</p> <p><i>Encourage the children to be imaginative.</i></p>	<p>Play the game of '101 uses for'</p> <p>What could this be? Toilet roll holder, cardboard box, etc.</p> <p>Encourage the children to be imaginative and creative with everyday objects.</p> <p>Moving from this concrete creativity to creating images in the mind, ask the children to close their eyes.</p> <p>What do you see, when I say....</p> <p>Birthday? Home time? Dinner? Sun? Water? Etc. (e.g. pictures, colours, sound, smells).</p> <p><i>If you have time explore what colour they think anger, calm, peace ...etc would be.</i></p>	<p>A selection of everyday objects.</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2/3		<p>How do believers of (RT) imagine God to be?</p> <p><i>To explore different ideas of God.</i></p>	<p><i>Spend two lessons exploring the different ways religious traditions envisage God.</i></p> <p>Hinduism</p> <p><i>In Hinduism there are many different forms of god, but most Hindus would say there is only one God, Brahman, who may be worshipped in the form of Shiva or Vishnu (or one of his incarnations).</i></p> <p>www.cleo.net.uk</p> <p>(RE KS1) shows a picture of the incarnations of Vishnu - children could draw different parts of their personality - something they do with their grand parents; with a brother or sister; at school - to demonstrate that there are different parts to them.</p> <p>Ganesh could also be looked at in more detail. Tell the story of how Ganesh got his elephant head. Children to look at picture or murti (statue) of Ganesh - look at colours, what can they see?</p> <p><i>Continued on next page.</i></p>	<p>www.cleo.net.uk</p> <p><u>How Ganesh got his elephant head</u></p> <p>Hanesh Johari, Vatsala Sperling and Pieter Weltevrede ISBN 1591430216</p> <p><u>Hindu Stories</u></p> <p>Anita Ganeri ISBN 9780237532321</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2/3		<p>How do believers of (RT) imagine God to be?</p> <p><i>To explore different ideas of God.</i></p>	<p><i>Continued from previous page</i></p> <p>Islam</p> <p>Tell children that Muslims think about Allah by focusing on the beautiful calligraphies of His names and by exploring the meanings of His name. Allah has 99 names altogether that are also His attributes.</p> <p><i>There is no visualization of God's physical form but the attributes of God are described by the 99 beautiful names.</i></p> <p><i>Focus on three names:</i></p> <p>Al-Sami (Hearer), Ar-Rahman (Merciful) Al-Ghafoor (forgiving)</p> <p>Ask children what do these names mean to them? Ask children to look at the beauty of the calligraphy. Then attempt to copy the calligraphy. Provide children with three A5 sheets. Ask them to do one name per sheet. Ask children to choose from three names which one they like the best.</p> <p><i>Continued on next page.</i></p>	<p>http://www.sufism.org/society/asma/</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2/3		<p>How do believers of (RT) imagine God to be?</p> <p><i>To explore different ideas of God.</i></p>	<p><i>Continued from previous page</i></p> <p>Islam Ask children to explain why they chose that name. Look at the ul Haq brothers' website and see the different ways the 99 names are used. Display pupils work at the end of the lesson.</p> <p>Christianity Christians are commanded not to make false idols (Read Exodus 20:4). Read Isaiah 6: 1-5. <i>This passage describes the throne room of God.</i> Discuss the words and imagery used. Ask children to describe or draw what they think the throne room would be like.</p>	<p>http://www.ulhaqbrothers.com/</p> <p>http://www.sufism.org/society/asma/</p> <p>Bible references: Exodus 20:4 Isaiah 6: 1-5</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1&2		<p>How does 'this' make you feel?</p> <p><i>Encourage the children to respond to beauty in a variety of forms.</i></p>	<p>Expose children to a range of visual stimuli - all 5 senses, use the natural world as much as possible.</p> <p>Play a senses game with a feely bag or a smelling bottle option. What does the smell or feel remind you of?</p> <p>Then go outside the classroom to expose the children to other experiences... This could be done through a farm visit, nature walk, park visit, nature centre trip, animal man visit, bouquet of flowers, walk to local shops, rubbish collection on school grounds.....etc.</p> <p>Write or draw their observances as they go.</p> <p><i>This could be combined with a DT lesson and lead to some cookery.</i></p> <p><i>If possible do this over 2 lessons according to time availability.</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Summer Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
3		<p>Why is this special to the believers of this (RT)?</p> <p><i>Explore the beauty of Adhan (The Call to Prayer).</i></p>	<p>Focus on the call of prayer, using senses, Adhan. Talk about the prayer chpt 2:110.</p> <p>Read the Story of Bilal and the call for prayer (found on next 3 pages).</p> <p>Discuss the story with the children.</p> <p>Ask children to draw the mosque as it would have looked in the life of the prophet.</p>	<p>The Story of Bilal and the call for prayer (found on next 3 pages).</p>

Story of Bilal and the Call for Prayer

Seven months after the migration to Madina, the Mosque, which still exists today and is called the Mosque of the prophet Mohammad, was completed. At that time, the Mosque was made of bricks with mud walls that had been smoothed down and whitened and the roof that was made up of rafters and palm branches.

Late one afternoon when the followers of Islam were gathered in the Mosque, prophet Mohammad asked the people, "How shall we call Muslims to Prayer?" The room fell silent. Finally, an old man in the corner cleared his voice, "If prophet Mohammad will permit", he said, "I would like to tell of a dream". Prophet Mohammad nodded and leaned forward to hear.

"I had a dream one night of a man dressed in green. He held in his hand a bell. When I saw the bell, I thought to myself that I should buy this bell to call the Muslims to Prayer. So I offered to purchase it from him. But he refused to sell it to me and said that I will show you a far better way—the human voice, a voice that can be heard from afar. A voice calling: " **ALLAH IS GREAT! THERE IS NO GOD BUT ALLAH AND THAT MOHAMMAD IS THE PROPHET OF ALLAH COME TO PRAYER! COME TO PRAYER!**"

Prophet Mohammad closed his eyes for a moment, and then nodded, "It is a sign from Allah. A human voice, then, shall call Muslims to prayer".

Abu Bakr, prophet Mohammad's friend and companion, had been sitting with his head bowed, listening and remembering. He had heard a voice once - never in all his life would he forget that voice.

He had been strolling on the outskirts of Makka, when it reached him from across the sands and the heat of the desert. "Ahad!" it cried, "Ahad!" (meaning one Allah).

Continued on next page.

Such a cry of anguish and faith it was, that his heart melted upon hearing it. When he went to investigate, he saw Bilal the black slave with a enormous stone resting on his chest being whipped by his master because he had declared shahada and had become a Muslim. The sun had baked his bleeding lips. With a great effort he summoned up his strength and cried out his faith in defiance to the pain, "Ahad!". Abu Bakr paid Bilal's price to his master and freed him.

Seated beside the prophet Mohammad, Abu Bakr looked over to the tall Black man whose life he had saved, and who had shown such proof of faith. As he did so the prophet spoke.

"Bilal shall be the one to call the prayer. Bilal shall be our Mua'dhin".

"Yes! Bilal!" agreed everyone.

Bilal, slightly reluctant, and a bit embarrassed, let himself be hoisted to the top of a tall building. There, facing again the vast sky and the open desert, he forgot his shyness.

His beautiful voice rang out, resonant and compelling:

"Allah is the greatest, Allah is the greatest, Allah is the greatest, Allah is the greatest

I bear witness that there is no God but Allah

I bear witness that there is no God but Allah

I bear witness that Mohammad is Allah's messenger

I bear witness that Mohammad is Allah's messenger

Come to prayer, come to prayer

Come to success, come to success

Allah is the greatest, Allah is the greatest."

Continued on next page.

And the call for prayer was settled. This is called the adhan and in Arabic it sounds beautiful.

It would be nice to play the Adhan at this point if the teacher could access a pre-recorded version and appreciate the beauty of the rhyme and rhythm with which it is said.

Since that day the call for prayer is made in every mosque of the world five times a day.