

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
1.1		<p>What makes you happy and how do you show it?</p> <p><i>Be able to understand the difference between happiness and spiritual joy.</i></p>	<p>Whole class activity: Ask pupils to think about all the things that make them happy and all the times that make them happy. Record the pupil responses on a mind map.</p> <p>Marriage between a man and a woman is a happy occasion in all religious traditions. The first part of the marriage is two people liking each other. A class discussion: Ask pupils how they think two people come together and decide to get married.</p> <p>How do you think two Muslim people come together and decide to get Married? (A: Boy and Girl might like each other when they met at school, college, university, work etc. Or parents, extended family, friends etc. might introduce them and they like each other. Once the two are sure that they are happy to get married, they inform their parents who will then make all the arrangements for the marriage.)</p> <p><i>Continued on next page.</i></p>	

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Week	Date	Questions	Activities	Resources
1.2		<p>What makes you happy and how do you show it?</p> <p><i>Be able to understand the difference between happiness and spiritual joy.</i></p>	<p><i>Continued from previous page.</i></p> <p>The only Islamic rule that applies is that the boy and girl should not meet each other on their own without the presence of the third person until after marriage. Ask pupils to discuss in pairs whether that is a good rule or not and why that rule might be there.</p> <p>Choose a few pupils to feedback on their discussion to the whole class. Teacher to ensure that the discussion is a balanced discussion. (The only guiding principle for the teacher is that sex outside marriage is not encouraged and if two people in love are alone they may get carried away with their emotions).</p>	

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Week	Date	Questions	Activities	Resources
2		When and where do you see happy people in RT?	<p>Marriage is a happy occasion in all religious traditions. Ask pupils to discuss in pairs why this might be a happy occasion.</p> <p>Give pupils pictures of marriage ceremonies from different religious traditions and cultures. In pairs, children to research and discuss marriage ceremonies in a religious tradition other than in Islam.</p> <p>Write an informative article for a magazine as to how marriage is celebrated in the religious tradition you have researched to raise awareness amongst the readers of the magazine. Pupils may want to include photos and pictures.</p> <p>Choose a few pupils to share their article with the whole class. Display the articles in class.</p>	<p>Information books of marriage in different religions or access to the internet.</p> <p>Photos/pictures of religious marriage ceremonies</p>

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3.1		When and where do you see happy people in RT?	<p>Marriage in Islam. Show pupils the photos/ pictures of the actual marriage ceremony. Point out that the ceremony begins in the name of Allah followed by the Imam or a learned person asking first the bride in the presence of three witnesses whether she is happy to marry the groom with the gift (Mahr) offered by him with her own free will without any external pressure. The question is repeated three times and the bride must answer herself.</p> <p>The Imam or the learned person then asks the groom if he is happy to marry the bride in the presence of the same three witnesses. This completes the Muslim marriage ceremony.</p> <p><i>Continued on next page.</i></p>	<p>Pictures/Photos of Muslim marriage ceremonies.</p> <p>Henna for hand decorations</p>

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3.2		When and where do you see happy people in RT?	<p><i>Continued from previous page.</i></p> <p>The celebrations of the marriage can be very different amongst Muslims depending on what culture they come from. E.g. the celebrations of an English Muslim couple would look very different to the celebrations of an African Muslim couple which would be very different to an Arab Muslim couple which would be very different to a Pakistani Muslim couple.</p> <p>The only rules that would apply are: No alcoholic drinks, Halal food, no mixed gender dancing (if people want to sing and dance to celebrate then the males and females have to be in separate rooms).</p> <p>In Pakistani Muslim marriages, bridegrooms sometimes like to decorate their hands and feet with Henna patterns as part of expressing Joy. Look at some Henna patterns. Ask pupils to be creative and draw a Henna pattern on paper or using Henna on their hands and take a photograph.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	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 awareness of the need to say "Thank You".</i></p>	<p>Ask pupils to think about all the things that they have which they are thankful for (e.g. health, warmth, food, education, living in a part of the world where there is no war etc). Ask pupils to share their thoughts and do a whole class mind map.</p> <p>Ask pupils to discuss in pairs who they are thankful to for the things that they agree with on the mind map.</p> <p>Ask pupils in the same pairs to discuss how they show that they are thankful and record these in their books.</p> <p>Can they think of parts of the world where people do not have some of the things on the mind map? Have a whole class discussion.</p> <p>Think about the children who live in war areas. In pairs discuss how they think they would feel. Make a card for them so that it will make them happy.</p>	

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Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
2		<p>When and why do Muslims say thank you to Allah?</p> <p><i>Explore the concept of parents as a gift from Allah.</i></p>	<p>How many of you have parents or people who look after you? Show of hands. (For the rest of this lesson we will just use the word parents and this will include anyone who looks after you if you are not living with mum and dad).</p> <p>Ask pupils to discuss in pairs the sorts of things that their parents do for them. Ask pupils to give feedback to whole class and do a mind map.</p> <p>Read Reading One and discuss by asking pupils: Why do you think the prophet mentioned the mother three times before he mentioned the father? (Answer: to emphasis caring for the mother is three times more important than caring for the father because the mother has to go through pregnancy, birth and generally caring for the child in the early years of the child's life when they are at their most vulnerable.)</p> <p><i>Continued on next page.</i></p>	<p>Reading One and Reading Two (found on page 9).</p>

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Week	Date	Questions	Activities	Resources
2		<p>When and why do Muslims say thank you to Allah?</p> <p><i>Explore the concept of parents as a gift from Allah.</i></p>	<p><i>Continued from previous page.</i></p> <p>Read Reading Two and discuss by asking pupils:</p> <ol style="list-style-type: none"> 1) What may have been the special circumstances of the person's parents? (A: disabled, old age, illness etc). 2) Why do you think prophet Mohammad advised him not to join the army? (A: looking after the parents in their time of need is the best thing that children can ever do if they wish to please Allah). <p>(Hadith: Muslim, chapter 1, hadith 2548, 2549R3)</p>	Reading One and Reading Two (found on next page).

Reading One

Prophet Mohammad was once asked what is the best charitable act that I can do where paradise would be guaranteed. The prophet said look after your mother. The person asked and what else. The prophet said look after your mother. The person said what else. The prophet said look after your mother. The person said what else. The prophet said look after your father.

Reading Two

On another occasion, a person went to prophet Mohammad for advice that he wanted to join the army. Prophet Mohammad asked him if his parents were alive. He replied yes. The prophet Mohammad then asked whether there was someone to look after them in his absence (because of the special circumstances of his parents). The person said no. Then the prophet said that if you want reward from Allah then in these circumstances your first responsibility is to look after your parents and you should not join the army.

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Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
3		<p>How do believers say thank you to Allah?</p> <p><i>Explore the concept of patience as a way of saying thank you to Allah.</i></p>	<p>Read the story of Prophet Mohammad's advice to Abu Hurairah.</p> <p>Ask the children the following questions:</p> <ol style="list-style-type: none"> 1) How should children treat their parents in Islam? (A: With respect, care and kindness) 2) Does it matter whether the parents are Muslim or not? (A: No) 3) What do you think Islam teaches regarding how Muslims behave towards their teachers, neighbours, friends etc. if they are not Muslim? (A: exactly the same way as they would behave towards them if they were Muslims.) 	<p>The story of Prophet Mohammad's advice to Abu Hurairah (found on next page).</p>

Prophet Mohammad's Advice to Abu Hurairah

Prophet Mohammad advised people always that they should look after their parents and be kind to them.

Once, a person called Abu Hurairah asked him, "What should I do to go to paradise?"

The prophet replied, "Paradise lies under the feet of your mother."

Abu Hurairah lived with his mother. She was not a Muslim. She was very upset that her son had become a Muslim. She always said that prophet Mohammad had cast a magical spell on her son and had brainwashed him. The conflict between the mother and son continued to grow because she would say bad things about prophet Mohammad. Abu Hurairah remembered prophet Mohammad's advice and continued to respect and care for his mother.

One day when Abu Hurairah's mother used bad language for prophet Mohammad, Abu Hurairah lost his patience. He went back to prophet Mohammad and said, "My mother hates you and Islam. What should I do with her?" Prophet Mohammad advised Abu Hurairah, "Continue to be kind, caring and respectful towards your mother."

Abu Hurairah went back and followed prophet Mohammad's advice and continued to serve his mother.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
1		<p>Why is why important?</p> <p><i>Begin to think about the process of gaining knowledge.</i></p>	<p>Teacher to ask a range of big issue questions. E.g. What was the world like before people? What is it like to clean your teeth in space?</p> <p>Then ask what is the process of answering the questions and talk about the importance of knowledge.</p> <p>Ask pupils where do we look for answers. Complete a mind map. Ask pupils to work in small groups and write ten questions that they would like others to answer.</p> <p>Divide the class into two groups. Use questions written to play a quiz with teacher organising and managing it.</p>	Access to information books or internet.

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Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2		<p>Where do Muslims look for answers?</p> <p><i>Explore the concept of Muslims using the Qur'an to look for answers.</i></p>	<p>Read the Story of Abraham's (Ibrahim's) Curiosity and Reasoning.</p> <p>Ask the children the following questions:</p> <ol style="list-style-type: none"> 1) What observations did Abraham make? 2) What did he conclude from his observations? 3) Why do you think he may have come to this conclusion? (Ans. The system of the day and night, the rising and setting of the sun, the organisation of the moon, stars and planets is such that it cannot be random therefore there must be a creator.) <p>Read the story about Abraham and the statues. Discuss the story and list lessons learnt from the story. Focus particularly on how Abraham tried to help people understand his faith by using the knowledge he had.</p>	<p>The Story of Abraham's (Ibrahim's) Curiosity and Reasoning (found on next 2 pages).</p> <p>Abraham and the Statues (found on pages 16-17).</p>

Abraham's (Ibrahim's) Curiosity and Reasoning

Muslims believe in Abraham (Ibrahim) as a prophet of Allah. One night Abraham left his house to go to a mountain. He walked alone in the dark until he chose a cave in the mountain, where he sat resting his back against the wall. He looked at the sky. He had hardly seen it when he remembered that he was looking at planets and stars which were worshiped by some people on Earth. His young heart was filled with tremendous pain. He considered what was beyond the moon, the stars and the planets.

The Qur'an continues with the story:

"So we show Abraham the kingdom of the heavens and the Earth that he be one of those who have faith with certainty. When the night covered him over with darkness, he saw a star. He said, "This is my Lord (Allah)." But when it set, he said, "I like not those that set." When he saw the moon rising he said, "This is my Lord (Allah)." But when it set he said, "Unless my Lord guides me, I shall surely be among the erring people." When he saw the sun rising, he said, "This is my Lord (Allah). This is greater." But when it set, he said, "O my people! I am indeed free from all that you join as partners in worship with Allah."

(Qur'an 6:75-78 & 83)

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Abraham's (Ibrahim's) Curiosity and Reasoning

Continued from previous page.

In that debate, Abraham clarified to his people that these celestial bodies do not serve as deities and cannot be worshiped as partners with Allah the Almighty. Indeed, these bodies are created things, fashioned, controlled, managed and made to serve. They appear sometimes and disappear at others, going out of sight from our world. However, Allah the Almighty does not lose sight of anything, and nothing can be hidden from Him. He is without end, everlasting without disappearance. There is no other deity but Allah.

Abraham's curiosity and reasoning helped him to conclude that the celestial bodies are unworthy of his worship and are actually the signs of Allah. This created a conflict between him and his people, some of whom were worshipers of the stars and planets. They were not happy about Abraham's choice of faith, so they began to argue with him and threaten him.

Abraham and the Statues

Abraham's father and his followers were idol worshipers. He tried his best to explain his faith to the people, that it is Allah that created all human beings, the Earth, the universe, he will cause him to die and be raised up again. It was whom Abraham would pray to and who would forgive his sins on the day of judgement.

Abraham decided to make a point. He knew that there was going to be a great celebration at the other bank of the river which would be attended by all the people. Abraham waited until the city was empty and the temple itself was deserted, for the priests had also gone to the festival outside the city.

Abraham went to the temple with a sharp axe. He looked at stone and wood statues of gods and at the food laid in front of them. He approached one of the statues and asked, "The food in front of you is getting cold. Why don't you eat?" The statue kept silent and rigid. Abraham asked the other statues around him, "Will you not eat of the offerings before you?" He once again asked, "What is the matter with you that you do not speak?" He then damaged some of the statues and placed the axe on the shoulder of the biggest statue which was not damaged at all.

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Abraham and the Statues

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When people returned to the temple and saw the damage to the statues they guessed it had to have been Abraham. Furious, they demanded Abraham was arrested and tried. Abraham did not resist. At the trial, they asked him if he was responsible for breaking the idols. He told them to ask the biggest idol with the axe and said he must have done it. The people replied that Abraham knew that the idols cannot move or speak, so how could the big idol have damaged the other idols and how could he speak now to defend himself. Abraham said, "That is the point I am making. If the idols cannot move or speak, how could they create humans, the world and everything within it?"

The people at the temple became even more angry and decided to punish Abraham by throwing him into the fire with flames that seemed to be reaching the sky. Abraham was thrown into the fire with his hands and feet tied. Allah commanded the fire to be cool and safe for Abraham. The fire only burnt the rope to untie Abraham's hands and feet. Abraham then sat in the middle of the fire as though he was sitting in a garden. The people sat around the fire until it finished burning. They saw Abraham sitting in the middle. He then got up and walked out. People cried in astonishment. Despite witnessing this, they were not willing to accept Abraham with his different faith.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
3		<p>Where do the members of the (RT) look for answers?</p> <p><i>Introduce the concept of there being a number of religious traditions each with their own holy book.</i></p>	<p><i>Amongst the various religious traditions, knowledge about God is either revealed (Christianity, Islam and Judaism) or discovered (Hinduism, Sikhism and Buddhism).</i></p> <p><i>The religions which consider knowledge about God to be revealed rely upon holy books / scripture inspired by God and the words of acknowledged prophets.</i></p> <p><i>Christians believe that there is a general revelation of the nature of God, which is apparent in creation, and a special revelation, which is found in scripture.</i></p> <p><i>The Holy Qur'an was revealed to The Prophet Mohammad by Allah (God) through the angel Gabriel. Islamic belief is that the revelations to Moses was a direct speech with Allah (God).</i></p> <p>Explain to the children that people of faith look for answers in sacred books. In some traditions, the books are believed to have been written directly or indirectly by God but in other traditions they are considered to be the writings of wise men.</p> <p>Create a visual aid where children match up the name of a religion with the name of that religion's holy book and possibly one or more religious symbols.</p>	Mix and match sets showing Religious names/symbols/places/holy books

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
1		How could you be perfect? Explore the concept of perfection outside religious traditions.	Ask the children to discuss in small groups, what sort of ways are people trying to achieve perfection these days. E.g. tablets not to get ill; cosmetics to stay beautiful (who sets the standards of beauty?); surgery to stay young etc. Pupils to discuss in small groups. Ask pupils to discuss in small groups and then write in their books, whether it is right or wrong, in their view , for people to strive for this sort of perfection. Pupils to give feedback to class.	

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Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2		<p>How do religious traditions encourage it's members to do better?</p> <p><i>Explore the concept of Prophets and their teachings.</i></p>	<p>Read the following passage from the Qur'an 2:124-129</p> <p>Discuss the verse to ensure pupils can answer the following questions:-</p> <ol style="list-style-type: none"> 1) Who told Abraham that he will make him Imam of nations? (A: Allah). 2) What did Abraham ask for from Allah? (A: that his offspring were also given guidance and chosen as Imams by Allah). 3) Did Allah accept Abraham's prayer (A: this answer is not in the text but from wider Islamic knowledge: Yes Allah accepted his prayer and prophets like Moses, Jesus, Mohammad were from amongst his offspring). 4) Which house do you think is being referred to in the text? (A: the house of Allah called the Kaba in Makkah in Saudi Arabia which Muslims visit to this day to perform the Hajj). 5) What is the station of Abraham? (A: the station of Abraham is the place where prophet Abraham stood as Kaba was being made. It can be seen today when Muslims go for Hajj and is the place where an act of worship called the Twaaf starts from which means going around the Kaba seven times and reciting prescribed prayers and is part of Hajj.) 	Qur'an 2:124-129 (found on next page).

Qur'an 2: 124-129

"And remember that Abraham was tried by his Lord with certain commands, which he fulfilled: He said, "I will make thee an Imam to the Nations." He pleaded, "And also (Imams) from my offspring!" He answered, "But My Promise is not within the reach of evil-doers." Remember We made the House a place of assembly for men and a place of safety; and take ye the station of Abraham as a place of prayer; and We covenanted with Abraham and Isma'il, that they should sanctify My House for those who compass it round, or use it as a retreat, or bow, or prostrate themselves (therein in prayer).

And remember Abraham said, "My Lord, make this a City of Peace, and feed its people with fruits,"

And remember Abraham and Isma'il raised the foundations of the House (With this prayer): "Our Lord! Accept (this service) from us: For Thou art the All-Hearing, the All-knowing. Our Lord! make of us Muslims, bowing to Thy (Will), and of our progeny a people Muslim, bowing to Thy (will); and show us our place for the celebration of (due) rites; and turn unto us (in Mercy); for Thou art the Oft-Returning, Most Merciful. Our Lord! send amongst them a Messenger of their own, who shall rehearse Thy Signs to them and instruct them in scripture and wisdom, and sanctify them: For Thou art the Exalted in Might, the Wise."

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Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
3		<p>How does Buddhism (or other RT) encourage it's members to do better?</p> <p>What is it like to meditate?</p> <p><i>To experience the practice of meditation.</i></p>	<p>Recap questions about the Four Noble Truths. Ask children what it is like to be peaceful and calm.</p> <p>Explain what meditation is and why Buddhists do it. The "<i>Being Silent and Attentive to, and cultivating a sense for the sacred and transcendence</i>" film could be used to introduce this concept.</p> <p>Introduce the practice of meditation to children with simple breathing exercises; being aware of their breath; counting breaths; being aware of the sounds around them - no need to lie down, the children could put their heads on their desks.</p> <p>Read a meditation.</p> <p>Children to be brought out of meditation in a calm way.</p> <p>Ask children to respond to their experience of mediation through writing or art work.</p> <p>Ask the children - What do you think are the benefits of meditation?</p>	<p><u>Relax Kids: The Wishing Star</u> Marneta Viegas</p> <p><u>Relax Kids: Aladdin's' Magic Carpet</u> - Marneta Viegas</p> <p>The Clear Vision Trust KS2 pack - DVD and stories www.clear-vision.org</p> <p><u>Buddhist Vihara</u> Anita Ganeri - ISBN 0713654988</p> <p><u>Bodh Gaya</u> Mandy Ross - ISBN 0431155178</p> <p><i>Being Silent and Attentive to and Cultivating a sense for the Sacred and Transcendence</i> film www.birmingham-asc.org.uk/dvd)</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	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 the concept of mutual listening .</i></p>	<p>Play the adding on shopping game - "I went shopping and I got ..." which can be played alphabetically e.g. begin with apple, banana etc.</p> <p>Talk about the skills that they had to use whilst playing the game: listening; remembering; recalling in sequence; being quiet.</p> <p>Would the game have worked if people didn't listen to each other? Get the children to discuss in small groups the benefits of listening to other people not only in the context of a game but in other life situations. E.g. we can learn from each other, be amused, be consoled, be encouraged, be enthused, save your life...if needed, give the children small picture clues.</p> <p>In their book ask the children to create a diagram showing the positives that come from listening.</p>	

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Week	Date	Questions	Activities	Resources
2		<p>How do Muslims show that other people matter?</p> <p><i>Explore the idea of taking feedback from individuals.</i></p>	<p>Allah has taught Muslims how to listen by revealing verse 204 in chapter 7 of the Qur'an. "When the Qur'an is read; listen to it with attention and hold your peace, that you may receive mercy" (Qur'an 7:204)</p> <p>Discuss what the verse means (e.g. listen to the Qur'an in silence, take time to reflect in what you have heard and then decide what your opinions are about what you have heard).</p> <p>Prophet Mohammad has taught us how to practice Allah's teachings. He always advised Muslims to make things easy and not difficult for people. Read the story found on the next page.</p> <p>Ask pupils to discuss the story in pairs, decide and record the key lessons.</p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 13: Being modest & listening to others, Initial, The right to be heard - start time on DVD 00:00</p>

Prophet Mohammad advised Muslims to make things easy and not difficult for people

Once a person came to prophet Mohammad and said that I am trying really hard to fulfil the second pillar of Islam and say the five daily prayers prescribed by Allah in the mosque.

Imam Ma'adh recites long chapters of the Qur'an in his prayers and this makes me very tired. I am getting to a point where I am beginning to prefer not to say my prayers in the mosque.

When prophet Mohammad heard this he became very concerned. He addressed the people at the next opportunity and said that whoever leads the prayer should recite short passages from the Qur'an because old, weak or busy people might be praying behind you, show them special concern.

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Disposition:	Being Modest and Listening to Others			

Week	Date	Questions	Activities	Resources
3		<p>How do Muslims show that Prophet Mohammad's words matter?</p> <p><i>Explore the concept that prayer is important to give strength to deal with all tests that may be encountered through life.</i></p>	<p>Teacher to ask pupils to listen very carefully and then read the following verse 286 chapter 2 from the Qur'an (found on next page).</p> <p>Give pupils a copy each of the verse. Ask pupils to discuss the whole verse in pairs.</p> <p>Ask pupils to read the part of the verse after the word (Pray) carefully and then write their own prayers in their own words.</p> <p>Ask some of the pupils to share their prayers. Conclude by explaining that Allah has taught Muslims words as prayers but if they cannot remember those words they can pray using any words - Allah always listens.</p>	<p>Qur'an 2:286 (found on next page).</p>

"On no soul does Allah place a burden greater than it can bear. It suffers every good that it earns and suffers every ill that it earns."

(Pray) "O Allah! Condemn us not if we forget or fall into error; O Allah! Lay on us not a burden like that which you did lay on those before us; O Allah! Lay not on us a burden greater than we have strength to bear. Blot out our sins, and grant us forgiveness. Have mercy on us. You are our protector; help us against those who stand against faith."

(Qur'an 2:286)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
1		<p>How do you know you belong?</p> <p><i>Begin to understand how belonging can be signified by outward appearance.</i></p>	<p>Create either a whole class or individual spider diagrams around the key question: What do you belong to and how do you show it?</p> <p>Using the diagrams, discuss the various groups, clubs and other situations that the children are part of.</p> <p>Lead onto how items of dress show this belonging to outside observers. Talk about the various clothing that the children might wear in their club or group. What rules of behaviour and responsibility are attached to wearing this clothing?</p> <p>In their books, ask the children to draw a picture of themselves in either school uniform or other clothing and label how it shows they belong.</p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 1: Being Imaginative & Explorative, Initial, Poet - start time on DVD 02:43</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
2.1		<p>How do Sikhs show they belong?</p> <p><i>To explore the Sikh Amrit ceremony.</i></p>	<p>Look at photographs of clothes and uniforms - e.g. police officers, fire-fighters. Imagine if they didn't wear that uniform and carried out their job in "normal" clothes - How difficult would it be to identify them? What might happen as a result? Recap story of Baisakhi from Year 3 Summer Term Two. The Sikh Amrit ceremony is an initiation service for Sikhs.</p> <p><i>During this ceremony five older Sikhs are dressed like the Panj Pyare as in the first Baisakhi. They stir the Amrit in the bowl using a Khanda. This is drunk and sprinkled on their faces. The person promises to be a true Sikh and follow the teachings of the gurus. She/he will always wear the five Ks.</i></p> <p>Use a PowerPoint Presentation to show the children what happens during the Sikh Amrit ceremony. Children to either sequence pictures to the caption given or with the pictures in the correct order and write a caption for each.</p> <p><i>Continued on next page.</i></p>	<p><u>Rites of Passage - Naming Ceremonies</u> Mandy Ross - 978-1403439895</p> <p><u>Life Times - Growing Up</u> Anita Ganeri - 978-0237518325</p> <p><u>Looking at Religion - My Sikh Life</u> - Kanwaljit Kaur-Singh 978-0750249577</p> <p><u>Sikhs in Britain</u> - Fiona MacDonald - 978-0749658830</p> <p><u>The facts about Sikhism</u> - Alison Cooper - 978-07500251075</p> <p><u>My Sikh Year</u> - Cath Senker - 978-0750240550</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
2.2		<p>How do Sikhs show they belong?</p> <p><i>To explore the Sikh Amrit ceremony.</i></p>	<p><i>Continued from previous page.</i></p> <p>Look at the rules members of the Khalsa are expected to obey. Which ones would you find easy to obey? Which ones would you find difficult?</p> <p>Why do you think that it is important to have a special ceremony when you become part of a group to show that you belong? How do you think that this ceremony helps the person involved to become a full member of the group? How does it help the group that the person is joining? What about people who are to members of the group?</p> <p>Was this the same for you when you joined your group/school?</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
3.1		<p>How do Muslims show they belong to their RT?</p> <p><i>To explore the five daily prayers and the dress code of believers at prayer.</i></p>	<p>Muslims show their belonging to their religion by praying five times a day which is the second pillar of Islam. Muslims pray because Allah told them to do so in the Qur'an chapter 17 verse 78.</p> <p>"Establish regular prayers - at the sun's decline till the darkness of the night, and the morning prayer and reading: for the prayer and reading in the morning carry their testimony."</p> <p>Discuss the verse (e.g. when the sun begins to decline from the zenith to full darkness, Muslims say four prayers, these are called Zuhr, Asr, Maghrib and Isha. The morning prayer is called Fajr and the reading is the reading of the Qur'an straight after Fajr.)</p> <p>Muslims try their best to say all their prayers in the mosque because there is a greater reward but if this is not possible then they pray at home.</p> <p><i>Continued on next page.</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
3.2		<p>How do Muslims show they belong to their RT?</p> <p><i>To explore the five daily prayers and the dress code of believers at prayer.</i></p>	<p><i>Continued from previous page.</i></p> <p>When Muslims pray, they have to be dressed modestly. This means that women must be covered from shoulder to ankles and from neck to wrists. They must cover their heads, including their necks. Men must be covered from shoulder to knees and it is desirable that they cover their heads.</p> <p>Ask pupils to draw pictures of the different ways men and women can dress to meet the above guidelines whilst praying (e.g. long dresses, skirts and shirts, shalwar/kameez, etc. with a head covering, men may wear long Kurta's (long dress) trouser suits, jeans/tops or any casuals, etc). (TELL PUPILS THEY MUST NOT DRAW FEATURES OF THE FACE WHEN THEY ARE DRAWING THE PICTURES). Display the pictures.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1		<p>How big is your love?</p> <p><i>To begin to make the connection between love and forgiveness.</i></p>	<p>Play game to explore the word 'sorry'. For example: "Sorry Honey, I love you but I just can't smile". A volunteer tries to make another class member smile by saying "Honey I love you, can you give me a smile?" The class member then responds with "Sorry Honey, I love you but I just can't smile" without smiling.</p> <p>It's easy to say "sorry" in a game, where we don't mean it, but sorry when we mean it is often very hard to say.</p> <p>Explore different forgiveness scenarios by using Venn diagram. "Easy to forgive", "Hard to forgive" and "Depends".</p> <p>Discuss if forgiveness changes for each person e.g. Is it easier to forgive your mum or a shop assistant?</p> <p>Discuss nice things we can do to help us say sorry e.g. make a card, give flowers.</p> <p>Children to make a "sorry" card.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
2		<p>What does Islam teach about forgiveness?</p> <p><i>Explore forgiveness from the story of Mohammad and the woman who threw garbage at Him.</i></p>	<p>Tell pupils the story of the woman who threw garbage at prophet Mohammad (found on next 2 pages).</p> <p>Discuss the story with the children. Ask children to role play the story.</p> <p>In pairs, decide on a scale of 1 to 10 how easy/difficult it would be for them to love and forgive someone who treated them like this for Allah.</p>	<p>The Story of the Woman who Threw Garbage at Prophet Mohammad (found on next 2 pages).</p> <p>Links with 'Faith makes a difference' DVD: Film clip 8: Being Merciful and Forgiving, Initial, The importance of forgiveness - start time on DVD 00:40</p>

The Story of the Woman who Threw Garbage at Prophet Mohammad

Prophet Mohammad began to tell people the teachings of Allah, for example, all humans are equal irrespective of their ethnicity, disability, status, nationality. Muslims should love everyone for Allah. This love should be shown in a practical way by giving everyone equal rights and respect.

This upset some of the people living in Makkah very much because they felt that by saying this, prophet Mohammad was attacking their way of life and if they did not stop him, he would destroy a civilised society which was built on inequalities.

They could not understand how a society could function in a civilised way if the person employed as house-help had the same right to respect as the person who employed him. Some people went out of their way to show prophet Mohammad that they were not happy with his teachings.

Continued on next page.

The Story of the Woman who Threw Garbage at Prophet Mohammad

Continued from previous page.

Amongst these people, there was a woman who, after sweeping her house, would save all the rubbish and throw it over prophet Mohammad each time he passed her house.

One day he passed by her house and no rubbish was thrown over him. He became very concerned for the woman living in the house because despite her behaviour he loved her for Allah and did not want any harm to come to her. He decided to visit her.

When the woman found out that prophet Mohammad had come to visit her, she became worried. She thought that prophet Mohammad has come to have a go at her when she was too weak to defend herself. She was shocked when he bought her a gift and prayed for her good health and left.

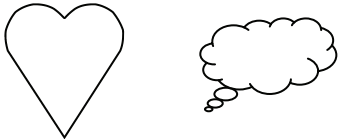
Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
3		<p>What does Islam teach about forgiveness?</p> <p><i>Explore the forgiveness through the story of Abdullah ibn Ubai and the Prophet Mohammad.</i></p>	<p>Tell the pupils the following story called forgiveness for Abdullah ibn Ubai (found on next page).</p> <p>Ask the children to discuss the story in pairs and write bullet points of what they have learnt (A: Prophet Mohammad forgave Abdullah even when he was doing his best to harm the Muslims. Prophet Mohammad showed kindness to Abdullah always).</p> <p>Explain that Muslims should try to follow the example of prophet Mohammad by forgiving and loving for Allah as long as life is not under threat.</p>	<p>The story called Forgiveness for Abdullah ibn Ubai (found on next page).</p> <p>Links with 'Faith makes a difference' DVD: Film clip 8: Being Merciful and Forgiving, Initial, The importance of forgiveness - start time on DVD 00:40</p>

Forgiveness for Abdullah ibn Ubai

In Madina, Abdullah ibn Ubai became the worst enemy of Islam and the prophet Mohammad. Even though he pretended to become a Muslim, because that was politically the right thing to do in Madina, he never missed an opportunity to harm the Muslims. In particular, to harm prophet Mohammad by helping the Makkans, who continued to oppress Islam, even though prophet Mohammad had migrated to Madina at the request of the people of Madina.

Abdullah's own son who was a true Muslim became so upset with his father's behaviour that he said to prophet Mohammad, "If you order the execution of my father, I would like to carry it out. I love my father but he is making life very difficult for everyone."

Prophet Mohammad said, "No. We will love him even more for Allah and show our love in practical terms by being even more kind to him."

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring 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 explore empathy.</i></p>	<p>Talk briefly about the obvious causes of hurt, such as physical pain, and then move on to name calling etc.</p> <p>Move on to the next level of hurt - the empathy we feel with those who are suffering.</p> <p>Show children the SEAL pictures.</p> <p>Use post-it notes to allow each pupil to attribute a thought or a feeling to the child/children in the picture who is being hurt. Use a second post-it note for the pupil to respond to the hurt child's distress.</p> <p>As a class, look at these responses. Then discuss situations that they might come across in school. Would their responses be the same? How can their responses help and support each other when they are hurt?</p>	<p>http://www.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>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Regardful of Suffering		
Week	Date	Questions	Activities	Resources
2		<p>How do Muslims (or other RT) respond to the suffering of others?</p> <p><i>Explore the basis of Muslim empathy.</i></p>	<p>Islam teaches Muslims to care for others. Read through the following Hadith (sayings of the prophet) (found on next page).</p> <p>Discuss this Hadith with the children.</p> <p>Ask the children to work in pairs. Write and record how Muslims would help people who might be hungry because they have no money to buy food, thirsty because there is no clean water to drink. For example, by giving money to Islamic Relief and/or working with them as a volunteer.</p> <p>Ask pupils to research on the sorts of projects Islamic Relief is involved in. Visit website. Choose children to give feedback to whole class.</p>	<p>Hadith: Muslim Book 45: chapter 13 p175-176 Hadith 2568 and 2569 (found on next page).</p> <p>http://www.islamic-relief.com/uk/</p> <p>Links with 'Faith makes a difference' DVD: Film clip 7: Being Regardful of Suffering, Initial, Islamic Relief - start time on DVD 02:14</p>

Abu Rabi reported that prophet Mohammad said, "The one who visits the sick is like the one who is in the fruit garden of paradise until he returns."

Abu Huraira also reported that prophet Mohammad said, "Allah will ask on the day of judgement:

"O son of Adam, I was sick but you did not visit me." He would say, "O Allah how could I visit you, You are Allah the Lord of the Worlds?" Thereupon Allah would say, "Did you not know such and such person of mine was ill but you did not visit him and were you not aware that if you had visited him, you would have found Me by him."

"O son of Adam I asked for food from you but you did not feed Me." He would say, "O Allah, how could I feed you, You are Allah the Lord of the Worlds?" Thereupon Allah would say, "Did you not know such and such of my person asked for food from you but you did not feed him, and were you not aware that if you had fed him you would have found him by My side."

"O son of Adam I asked you for a drink but you did not give Me the drink." He would say, "O Allah, how could I provide you with a drink, You are Allah the Lord of the worlds?"

Thereupon Allah would say, "Such and such person of mine asked you for a drink but you did not provide him and had you provided him drink you would have found him by My side."

(Hadith: Muslim Book 45: chapter 13 p175-176 Hadith 2568 and 2569).

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Regardful of Suffering		
Week	Date	Questions	Activities	Resources
3		<p>What hurts God? How does God respond to human suffering?</p> <p><i>Begin to explore God's response to human suffering - Easter Story in Christianity.</i></p>	<p>Recap suffering. Recap the human responses to suffering. Retell the Easter Story. Using the Crucifixion worksheet, put the story into the correct sequence.</p> <p>In groups, ask the children to consider the various responses to the crucifixion (Mary mother of Jesus - sad; Jewish leaders - triumphant; Roman Soldiers - indifferent; Disciples - lost).</p> <p>As a class, discuss the reaction of God. Point out the three-hour darkness, which is an indication of God's distress during the crucifixion.</p> <p><i>Today's lesson looks at God's response. Because of sin (thinking, saying and doing wrong things) the Bible tells us that the world suffers (Romans 8:22-23) Sin also upsets God (Genesis 6:5-7). In the story of Noah and the flood we learn that God was prepared to destroy his creation (Genesis 6:9-8:22). The New Testament teaches that instead of total destruction God himself came to take the punishment for sin (Romans 5:12-21). The way in which God did this is by Jesus dying on the cross (Easter Story). At the end of time, all suffering will be over (Revelations rev21:4) God is delaying his judgement so that more people can be saved (2Peter3:9).</i></p>	<p>www.educate.org.uk</p> <p>Crucifixion Worksheet is found on this website under the unit Unit 4c: Why is Easter important for Christians? (example shown on next page).</p>

The Crucifixion

Cut out the sentences and put them in order.

When they reached the top of the hill, the guards nailed Jesus to the cross.

Later Jesus died. There was an earthquake and the temple curtain tore in two.

Those who were executed had to carry their own wooden cross to the hill called Golgotha, but Jesus was weak.

Pontius Pilate knew Jesus was innocent but the crowds shouted "Crucify him!"

The Pharisees and Jewish leaders mocked Jesus. "Save yourself; Let God rescue you; Get down from the cross" they shouted. Jesus prayed to God to forgive them.

Above his head was a sign - "This is Jesus, King of the Jews."

The guards told Simon to carry the cross.

Jesus saw his mother, Mary, crying. He asked John to look after her.

The soldiers dressed Jesus in a purple robe and put a crown of thorns on his head.



Teachers Notes:

This worksheet fits in with the DCA Religious Education Unit 4: 'Why is Easter important for Christians?' Outcomes: 2000 Objectives differ according to locally agreed syllabuses.

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1

PAGE

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer 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>Make the children aware that every aspect of society is governed by rules.</i></p>	<p>As a class, discuss rules in education, e.g. teachers follow rules about what is taught as part of the curriculum.</p> <p>Draw the class timetable which is followed during the day.</p> <p>Ask pupils to discuss in pairs whether they think it is a good thing to have a class timetable or not and put their decision on a scale from one to ten. Feedback to whole class.</p> <p>Ask pupils to discuss and list all other school rules which pupils think are important.</p> <p>Ask pupils to give feedback and draw a mind map of the school rules pupils think are important.</p>	Blank timetable

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
2.1		<p>What rules does Judaism say are important?</p> <p><i>To explore the Ten Commandments as rules to live by.</i></p>	<p>Look at school rules. See how they could be grouped in the following categories; interactions between children and children; children with adults and children with property/school grounds.</p> <p>Explain to the children that The Book of Exodus tells of how God called Moses to the top of Mount Sinai. God told him that he had chosen the Israelites as his special people. He would care for them and take them to a new land but they must keep the ten rules. He gave these rules to Moses, written on two stone tablets. The story is in the Tenakh or Old Testament of the Bible. (Exodus Ch. 19-20). The Torah (The Five Books of Moses) contains all of the commandments given to Moses for the Jewish people including the famous Ten Commandments.</p> <p><i>Continued on next page.</i></p>	<p>Copies of the School Rules.</p> <p><u>Festivals</u> - Jean Gilbert - ISBN 0193212854</p> <p><u>My Jewish Faith</u> Anne Clarke ISBN 023751897-X</p> <p><u>Great Religious Leaders - Moses and Judaism</u> Sharon Barron ISBN 978-0750237055</p> <p><u>Facts about Judaism</u> Alison Cooper ISBN 978-0750248327</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
2.2		<p>What rules does Judaism say are important?</p> <p><i>To explore the Ten Commandments as rules to live by.</i></p>	<p><i>Continued from previous page.</i></p> <p>Read the Ten Commandments. Ask children to differentiate between which of the two relationships the Ten Commandments refer to; humans' relationship with God and human to human.</p> <p>What rules would you write for people to follow today? Compare these with the Ten Commandments.</p>	<p>Copies of the School Rules.</p> <p><u>Festivals</u> - Jean Gilbert - ISBN 0193212854</p> <p><u>My Jewish Faith</u> Anne Clarke ISBN 023751897-X</p> <p><u>Great Religious Leaders - Moses and Judaism</u> Sharon Barron ISBN 978-0750237055</p> <p><u>Facts about Judaism</u> Alison Cooper ISBN 978-0750248327</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
3		<p>What rules does Islam say are important?</p> <p><i>Explore the five pillars of Islam as rules.</i></p>	<p>Muslims believe in five pillars of Islam (found on next page).</p> <p>Using books or worksheet (found on next page), ask pupils to read carefully and role play the rules of start and end of Ramadan/fasting. Ask pupils to present their role play in the form of a cartoon strip.</p> <p>Ask pupils to discuss in pairs the rules of Zakat on the worksheet and discuss the following statement:- "Zakat should be used to help the poor within the family and if there was no one needy in the family then the neighbours".</p>	<p>Photocopy "The Five pillars of Islam" (found on next page).</p> <p>Information sheets (found on pages 48-49).</p> <p>Information books that include the five pillars of Islam.</p>

Muslims believe in five pillars of Islam

These are:

- 1) Shahada (declaration of faith).
- 2) Salah (five daily prayers).
- 3) Ramadan (9th month of the Islamic calendar in which Muslims fast).
- 4) Zakat (a fixed percentage of money which must be given on savings once every year to purify ones wealth). Muslims can give Zakat at any time in the year. A lot of people tend to choose Ramadan to give Zakat because it is easy to remember.

The prophet Mohammad taught Muslims that if they love Allah, then they would they would love their neighbours:-

"Aisha reported that prophet Mohammad said that Angel Jibrael (Gabrail) kept stressing the importance of treating the neighbours with kindness so much that for a moment I thought that they might even be given the right to inherit."

"Abu Thar reported that the prophet Mohammad said that whenever you are making food, make a little extra and send some to the neighbours as a present."

(Hadith: Muslim, Book 45, chapter 42, page 200 hadith 2625, 2625R1.)

- 5) Hajj (pilgrimage to Makkah once in a lifetime compulsory for those who can afford the cost).

ZAKAH

- Zakah is the third pillar of Islam. It is associated with prayer in eighty two Quranic verses. Allah (s.w.t) prescribed it in His book, Prophet Muhammed (saw) corroborated it with his Sunnah, the Ummah by consensus upheld it.
- Zakah is one of the basic principles of the Islamic economy, based on social welfare and fair distribution of wealth. It is the portion of wealth which is designated for the poor. Zakat must be paid by every Muslim who has a Nisab.
- Zakah is to be paid once a year on savings (Nisab). Savings is any amount of money remaining after meeting expenses for such necessities as food, clothes, housing, vehicles, craft machines. A complete year of Islamic Calendar should pass starting from the very day of the Nisab's possession without any decrease in the year.
- Zakah provides us with the opportunity of sharing our excess wealth with those less fortunate than ourselves. In fact it is a reminder that our wealth belongs to Allah. Allah is the real owner, we are merely the trustees of His wealth.
- Zakah is given according to the source eg gold, cash in hand, trading goods (the minimum Nisab is 85 grams or equivalent in value) and silver 595 grams, 2.5% of the savings are to be given in Zakah. In the case of the agricultural land 5% on the irrigated land and 10% on the rain fed lands. In the case of cattle it depends on kind. Scholars agree that no Zakat is payable on diamonds, pearls, sapphires, rubies, corals, chrysolites or any kind of precious stones unless they are used for trade. Womens gold or silver jewellery according to Malik, Ash Shafi and Ibn Hanbal is exempt from Zakat but according to Abu Hanifa and Ibn Hazm Zakat should be paid. Scholars are reported to have said that during the life of the Prophet(saw) Zakat was paid on plants and fruits eg wheat, barley, dates and raisins to implement the Aya, "O you who believe! spend of the good things which you have earned and of that which we bring forth from the earth" (Al Bakarah:27)

- According to Abu Hanifa this excludes the plants which are not intentionally planted and cultivated such as firewood, bamboo, grass and those trees which bear no fruit.
- Zakah is given to; the poor, the needy, payment of salaries to its collectors, free captives, debtors, travellers in need, to win over hearts, for the cause of Allah.
- The Guardian of a child or a mentally retarded person must pay Zakat on his behalf from his property if it constitutes a Nisab.
- If a person dies before he pays Zakat, then it must be taken out of the Zakat.
- Since the payment of Zakat is an act of worship, it's validity depends upon the expression of one's intention.
- The English equivalent to the term zakah is alms.
- Paying zakah means to purify ones property and assets by making a payment to the poor. The heart of the person who gives zakat is purified of from selfishness and greed. The recipient is purified from jealousy and hatred. Purification of the society from problems of class struggle and social injustice.
- In Islam it is a very clear principle that everything in the universe belongs to Allah. No one owns anything in the absolute sense and all human beings are just trustees for Allah. The wealth that is given to humans in trust is a test.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer 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 your behaviour?</p> <p><i>Begin to understand that the opinions of others is a major influence on our behaviour.</i></p>	<p>Ask pupils to discuss in pairs, How they would behave in their place of worship (e.g. Muslims in a mosque, Christians in a church etc)? How do they behave in class?</p> <p>Then give feedback to whole class whether they would behave the same in the two different situations or differently and why?</p> <p>Ask pupils to draw a poster showing all the people (represented by symbols which you think best represent them) who influence their behaviour in a good way on the right side and all the people (using symbols) who influence their behaviour in a bad way on the left side of the poster.</p> <p>Display the posters.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2		<p>How did Allah influence the life of the Prophet Yusuf (Joseph)?</p> <p><i>Begin to understand that faith is a major influence on our behaviour.</i></p>	<p>Tell pupils that we will look at the life of prophet Yusuf (Joseph) to see how Allah influenced his life.</p> <p>Ask pupils to work in pairs to discuss the story and then draw a cartoon strip to illustrate the story.</p> <p>Finish the lesson by telling the pupils that Yusuf's test was that he was separated from his father but Yusuf was to become a prophet in Egypt, this is how Islam was to be introduced into Egypt by Allah.</p>	<p>How Allah Influenced The Life of Yusuf (Joseph) - Part One (found on next 3 pages)</p>

How Allah Influenced The Life of Yusuf (Joseph) - Part One

When prophet Yusuf was eighteen years old, he was very handsome and robust with a gentle temperament. He was respectful, kind and considerate. His father loved him very much. His brothers were jealous of him. Together they decided to get rid of him.

The brothers went to their father and said, "O our father! Why do you not trust us with Yusuf, when we are indeed his well wishers? Send him with us tomorrow to enjoy himself and play, and verily, we will take care of him."

He said, "Truly, it saddens me that you should take him away. I fear lest a wolf devour him, while you are careless."

They said, "If a wolf devours him, while we are guarding him then surely we are the losers."
(Qur'an 12:11-14)

They coaxed their father into sending Yusuf with them. They were excited that they could now get rid of Yusuf.

Continued on next page.

How Allah Influenced The Life of Yusuf (Joseph) - Part One

Continued from previous page.

On leaving home, they went directly to the well, as they had planned, on the pretext of drinking water. One of them put his arms around Yusuf and held him tightly. Startled by this unusual behaviour, Yusuf struggled to free himself. The rest of his brothers rushed to hold him. One of them removed his shirt, while the others lifted Yusuf and threw him into the deep well. Yusuf's pleas made no difference to their cruel hearts.

There was water in the well which buoyed Yusuf's body, so he was not harmed. He sat lonely in the water, then clung to a rock ledge overhead and climbed on top of it. His brothers left him in this desolate place. Then they killed a sheep and soaked Yusuf's shirt in its blood. They went back home.

They went to their father in the early part of the night weeping, "O our father! We went racing with one another, and left Yusuf by our belongings and a wolf devoured him; but you will never believe us even when we speak the truth" and they bought his shirt stained with false blood.

Continued on next page.

How Allah Influenced The Life of Yusuf (Joseph) - Part One

Continued from previous page.

The broken hearted father burst into tears, "Nay, but your ownelves have made up a tale. So for me patience is most befitting. And it is Allah alone whose help could be sought against that which you assert."

(Qur'an 12:16-18)

Yusuf surrendered himself to Allah's will. A caravan was on its way to Egypt. They stopped at the well for some water. As a man from the caravan lowered his bucket into the well Yusuf was startled and he then grabbed hold of the bucket. As the man began to bring the bucket up, he felt the load unusually heavy, so he peeped into the well. What he saw shocked him. A man was clinging to the rope! He shouted to his friends, "Better give me a hand fellows! Looks like I found real treasure in the well!"

They got Yusuf out of the well, they clapped iron shackles on his feet and took him along to Egypt, where he was sold as a slave to the chief minister of Egypt called Aziz.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
3		<p>How did Allah influence the life of the Prophet Yusuf (Joseph)?</p> <p><i>Begin to understand that faith is a major influence on our behaviour.</i></p>	<p>Read the next part of How Allah influenced the life of Yusuf (Joseph).</p> <p>Ask the children to work in pairs, discuss the story and continue with the cartoon strip.</p>	<p>How Allah Influenced The Life of Yusuf (Joseph) - Part Two (found on next 2 pages).</p>

How Allah Influenced The Life of Yusuf (Joseph) - Part Two

Aziz soon began to like Yusuf very much and trusted him enormously. He removed Yusuf's shackles and made him his wife's personal attendant. Yusuf soon was confronted with his second test from Allah.

Aziz's wife Zulaikha, could not resist the handsome Yusuf and her obsession with him caused her sleepless nights. Zulaikha convinced her husband Aziz that the only way to save her honour was to put Yusuf into prison.

Aziz knew Yusuf was totally innocent. He loved Yusuf because he had been a very loyal servant. After a lot of thought he put Yusuf into prison convincing himself that this would safeguard Yusuf's honour as well.

Whilst in prison, Yusuf began to interpret dreams using the knowledge that Allah had given him. The king of Egypt got to know Yusuf's gift of interpreting dreams. The king of Egypt said, "Verily, I saw (in a dream) seven fat cows, whom seven lean cows were eating ... and seven green ears of corn, and seven others dry. O notables! Explain to me my dream, if it be that you can interpret dreams."

Continued on next page.

How Allah Influenced The Life of Yusuf (Joseph) - Part Two

Continued from previous page.

They said, "Mixed up false dreams and we are not skilled in the interpretation of dreams." The man who was released from prison remembered and said, "I will tell you its interpretation, so send me forth." He said, "O Joseph, the man of truth! Explain to us the dream" Joseph said, "For seven consecutive years, you shall sow as usual and that (the harvest) which you reap you shall leave in ears, except that which you eat. Then there will come seven years... .."

(Qur'an 12:43-49)

The king was told the interpretation of the dream as told by Yusuf. The king said, "Bring him to me that I may attach him to my person." Then when he spoke to him, he said, "Verily this day, you are with us in high rank and fully trusted."

(Qur'an 12:54-57)

This is how Yusuf was put into power by Allah's plan. Allah influenced Yusuf's life by taking him from a small town called Canine to Egypt and gave him a position of power so that he could establish justice on the land of Egypt.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1.1		<p>What do you see in your mind?</p> <p><i>Explore uniqueness by following Isaac Newton's example.</i></p>	<p>Ask the children to look at their hands, what can they learn about themselves and the world from their hands?</p> <p><i>We are hoping that the children will come up with things to do with creativity, uniqueness, dexterity, caring, hating, destruction, communication, emotion, helping, etc.</i></p> <p><i>Newton's thumb. Individuals and fingerprints being unique.</i></p> <p>Briefly introduce the scientist Isaac Newton then inform the children that when Newton considered his hands, what occurred to him was-God.</p> <p>" If there were no other evidence for the existence of God then simply my thumb print would convince me."</p> <p><i>Continued on next page.</i></p>	<p>Building to the Unique Me Folder. My relationship to my world and my God.</p> <p>Links with 'Faith makes a difference' DVD: Film clip 2: Appreciating Beauty, Initial - start time on DVD 00:00</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1.2		<p>What do you see in your mind?</p> <p><i>Explore uniqueness by following Isaac Newton's example.</i></p>	<p><i>Continued from previous page.</i></p> <p>As an activity the children could look at their thumb through a microscope or a magnifying glass. Then they could try to draw their thumb print on A4 or A3 paper, in the gaps between the lines they can write words that explain how they are unique and individual. If a digital camera is available, then the thumbs could be photographed and enlarged. And / or they could make a print of their thumb, which could be enlarged on the copier, printed onto acetate and projected on the wall. Children could use that to create their image.</p> <p>The thumb drawing is the first item in the project folder, "The Unique Me."</p>	<p>Building a Unique Me Folder. "My relationship to my world and my God".</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
2		<p>How does this make you feel?</p> <p><i>Lead the children to an understanding of the creativity and majesty of God.</i></p>	<p>As a class record the names of as many species of animals, birds and insects as possible in 3minutes.</p> <p><i>Google some information about the number of varieties of one or more species of animal. E.g. there are 75000 types of spider.</i></p> <p>Watch a clip from a wildlife video e.g. David Attenborough. The children can make notes as they are watching the film of the variety of creatures they see.</p> <p>How does this make you feel? (Use word bank)</p> <p>Look at pictures of a large number of butterflies. Only one kind of butterfly is 'needed' but many butterflies are in existence.</p> <p><i>Believers think that it is important to God to create a variety of individual creatures. It is also a measure of his ability to create.</i></p> <p>Share the poem.</p> <p>Ask the children how they feel about a God that has made them uniquely?</p> <p>Then children can create their own butterfly.</p>	<p>Access to Google</p> <p>David Attenborough DVD/ video</p> <p>Books or access to the web to find information about butterflies</p> <p>The butterfly poem (found on the next page) is the second item in the project folder, "The Unique Me."</p>

Children are like Butterflies

Children are like butterflies in the wind.
Some can fly higher than others,
But each one flies the best it can.
Why compare one against the other?
Each one is different.
Each one is special.
Each one is beautiful in his own way.

Poet unknown

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
3		<p>What can we learn about God from creation?</p> <p><i>Explore thoughts that people have about the creation of the world.</i></p>	<p>Simply out line the Big bang theory and the theory of Intelligent Design using these web links. (Check out web sites.)</p> <p>Does what we have done in the last two weeks help us make sense of either of these theories? Let the children discuss amongst themselves their initial thoughts.</p> <p><i>At this stage we don't want to point the children in either direction but allow them to use their imagination and uniqueness to consider the two theories. The reason that we use the word "theory" is because neither of these views can be empirically proven, you may wish to explain this to the children.</i></p> <p>In their project folder they can write or draw about which theory they favour and explain their reasons why.</p>	<p>http://www.astronomy-for-kids-online.com/bigbangtheory.html</p> <p>http://www.sikhpoint.com/kidscorner/kid_universe_detail.php?artid=156&module=ww&level=3</p> <p>http://www.big-bang-theory.com/</p> <p>http://www.allaboutthejourney.org/evidence-for-intelligent-design.htm</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
4/5		<p>What can we learn about God through creation stories?</p> <p><i>Awaken the children's awareness by sharing a variety of creation stories with them.</i></p>	<p>Most people of faith favour the intelligent design theory, believing that the world is so complex and ordered that it supports the idea of a creator God.</p> <p>Provide resource materials for 2/3 creation stories, including those from faith groups represented in your class. This could easily be done as a comprehension activity where they read a text about the story and answer the questions.</p> <p><i>Continued on next page.</i></p>	<p>Thinking and rationality are part e.g. unique me.</p> <p>Focus English Anthology Text extracts 5 Chris Buckton and Pie Corbett Heinemann Educational Publishers (1998) ISBN 0 435 10729 1</p> <p>A Tapestry of Tales Sandra Palmer and Elizabeth Breuilly ISBN 0003120007</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
4/5		<p>What can we learn about God through creation stories?</p> <p><i>Awaken the children's awareness by sharing a variety of creation stories with them.</i></p>	<p><i>Continued from previous page.</i></p> <p><i>'Tapestry of Tales' (see resources) outlines the main creation stories, (Christianity, Islam, Buddhism, Hinduism, Chinese, Maori).</i></p> <p><i>In line with the ethos of the syllabus, please create the opportunity for each child to study the creation story of their own religion. By using this book, you will be able to very easily create a question and answer sheet for the main faiths represented in Birmingham.</i></p> <p><i>Ask the children to point out differences and similarities between the stories they have learnt about. Then develop the discussion into the idea of the story supporting their uniqueness.</i></p> <p>Additional activities for their project folder are: Children can paint or produce a collage of the world in which they live or of themselves.</p>	<p>Focus English Anthology Text extracts 5 Chris Buckton and Pie Corbett Heinemann Educational Publishers (1998) ISBN 0 435 10729 1</p> <p>'Tapestry of Tales' Sandra Palmer and Elizabeth Breuilly ISBN 0003120007</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
6		<p>What can we learn about God from creation?</p> <p><i>Explore the verse in the Qur'an drawing attention to the natural world.</i></p>	<p>Allah draws Muslims attention to the natural world around them in the Qur'an (found on next page).</p> <p>Ask pupils to paint/draw a time of the day/night that they feel is the most beautiful.</p>	<p>The Natural World (found on next page).</p>

The Natural World

Allah created you from dust, then from a little fluid, then He made you pairs (the male and female). No female beareth or bringeth forth save with His knowledge. And no-one groweth old who groweth old, nor is aught lessened of his life, but it is recorded in a Book, Lo! that is easy for Allah.

And the two seas are not alike: this, fresh, sweet, good to drink, this (other) bitter, salt. And from them both ye eat fresh meat and derive the ornament that ye wear. And thou seest the ship cleaving them with its prow that ye may seek of His bounty, and that happily ye may give thanks.

He maketh the night to pass into the day and He maketh the day to pass into the night. He hath subdued the sun and moon to service. Each runneth unto an appointed term. Such is Allah, your Lord; His is the Sovereignty; and those unto whom ye pray instead of Him own not so much as the white spot on a date-stone.

(Qur'an 35:11-13)

Allah presents this as evidence that there has to be a creator because if one does not believe in a creator then in a way they are suggesting that the world came into existence at random just like that. Allah asks Muslims to reason and decide whether such thinking makes sense to them.