

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: Compassion / Choice
Disposition:		Caring for Others, Animals and the Environment / Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
1		<p>Is caring for our world a straightforward issue?</p> <p><i>Begin to think about the balance between choice and necessity.</i></p>	<p>Start with a mind map based on "Ways to care for the world." E.g. recycling, composting, walking, etc.</p> <p>Discuss how sometimes these things can be difficult to do.</p> <p>Ask questions based on these difficulties, using if possible, real life examples.</p> <p>E.g. The politician who supports cycling to work but needs a lot of paperwork and security.</p> <p>The environmentalist who needs to fly to meetings.</p> <p>The healthy eater whose food comes in plastic packaging.</p> <p>Ask the children to think about the issues that these people have, leading onto the fact that caring for the world is important but maybe not straightforward.</p> <p><i>We want the children to consider the issues surrounding caring for our world and you might find some interesting issues that could be debated in the press or through other resources.</i></p>	

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Week	Date	Questions	Activities	Resources
2		What would it be like if no one cared for our world or us?	<p>Paint, draw or create a collage showing what it would be like if no-one cared for the world (do this on half of the world).</p> <p>Then ask the children to create a 'label' like they would find in clothes that gives advice on how to care for the planet.</p> <p>Next paint, draw or create a collage on the other half of the world showing what it would be like if the care label was applied.</p> <p>Talk about their pictures.</p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 5: Caring for Others, Animals and the Environment, Initial, Soundbites from faith communities - start time on DVD 00:00</p>

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Week	Date	Questions	Activities	Resources
3.1		<p>How does God want Buddhists and Jains to care for the world?</p> <p><i>Explore what Buddhists and Jains do to care for the world.</i></p>	<p>Introduce the idea of vegetarianism. What does this mean? Why would someone become vegetarian? How would they live this out in their day-to-day life? Could use cards and children in groups each discuss a card - an aspect of the practice of vegetarianism e.g. - job, food, clothes etc...</p> <p><i>Buddhists follow the five precepts - guidelines. They are not seen as commandments to be obeyed. One of the precepts is not to harm living things.</i></p> <p>Children to complete a chart to illustrate this precept; <u>Not to harm living things</u>. Match from a selection of pictures a picture to illustrate this precept; draw their own example to illustrate this precept; give three examples of how this would impact on day-to-day life - e.g. not wearing leather shoes.</p> <p><i>Continued on next page.</i></p>	<p>The Clear Vision Trust KS2 pack—DVD and stories www.clear-vision.org</p> <p><u>Buddhist Vihara</u> Anita Ganeri ISBN 0431155178</p> <p><u>Bodh Gaya</u> Mandy Ross ISBN 0431155178</p> <p><u>Looking at Religion: My Buddhist Life</u> Marty Casey and Meg St. Pierre ISBN 0750249595</p> <p>http://www.bbc.co.uk/religion/religions/buddhism/</p> <p><u>The facts about Buddhism</u> Alison Cooper ISBN 0750249595</p>

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Week	Date	Questions	Activities	Resources
3.2		<p>How does God want Buddhists and Jains to care for the world?</p> <p>What do Buddhists and Jains do to care for the world?</p> <p><i>Explore what Buddhists and Jains do to care for the world.</i></p>	<p><i>Continued from previous page.</i></p> <p>What jobs could a Buddhist not do with this in mind? E.g. not a butcher.</p> <p>What jobs could a Buddhist do to promote this precept? E.g. work for the RSPCA.</p> <p>What list of promises could you make to take care of the world?</p> <p><i>Jains take this even further. Their basic belief is in Ahimsa - no violence, no injury. No-one should cause pain to others - they view violence in three ways - physical violence, verbal violence and mental violence; thinking or feeling anger and animosity towards others.</i></p> <p><i>(Many Jain priests wear gauze masks over their faces to stop them inhaling creatures in the air and sweep the floor in front of them before walking on it so not to step on any living creatures. Continued on next page.</i></p>	<p>www.learnjainism.org</p> <p><u>Stories from World Religions</u> Anita Ganeri and Jackie Morris ISBN 9780750247375</p> <p>http://www.bbc.co.uk/religion/religions/jainism/</p> <p>http://www.jainism.org/</p> <p><u>A Faith like Mine</u> Laura Buller ISBN 9780756611774</p>

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Week	Date	Questions	Activities	Resources
3.3		<p>How does God want Buddhists and Jains to care for the world?</p> <p>What do Buddhists and Jains do to care for the world?</p> <p><i>Explore what Buddhists and Jains do to care for the world.</i></p>	<p><i>Continued from previous page.</i></p> <p>A possible discussion could centre on the positives and negatives of this behaviour.</p> <p>Which of our school rules fit into these three categories?</p>	<p>www.learnjainism.org</p> <p><u>Stories from World Religions</u> Anita Ganeri and Jackie Morris ISBN 9780750247375</p> <p>http://www.bbc.co.uk/religion/religions/jainism/</p> <p>http://www.jainism.org/</p> <p><u>A Faith like Mine</u> Laura Buller ISBN 9780756611774</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and Being Generous		
Week	Date	Questions	Activities	Resources
1.1		<p>Do you like to give and receive presents?</p> <p><i>Demonstrate to the children that things of value don't necessarily have intrinsic worth in monetary terms.</i></p>	<p><i>Following on from Year 3 reintroduce the idea of presents which are not material.</i></p> <p>Briefly discuss with the children something they would really like to receive that would cost nothing e.g. a hug, a compliment, an invitation, a smile, an extended bedtime.</p> <p>After talking about these things discuss with the children the concept of a present. Is the value of a present only measured by its cost? What is the point of giving presents? Can presents be more than physical things?</p> <p><i>Continued on next page.</i></p>	<p>Example of personal story of special present (found on page 8).</p>

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Disposition:		Sharing and Being Generous		
Week	Date	Questions	Activities	Resources
1.2		<p>Do you like to give and receive presents?</p> <p><i>Demonstrate to the children that things of value don't necessarily have intrinsic worth in monetary terms.</i></p>	<p><i>Continued from previous page.</i></p> <p>Tell the children a personal story about a present that you have received that might look of no value to anyone else but is really important to you e.g. a pen pot made by a child, a scruffy toy from a parent, a stone painted, etc.</p> <p>Ask the children to think of the things that they have been given as presents what would they save if their house is burning down, they could draw and write about it.</p>	<p>Example of personal story of special present (found on next page).</p>

Example of personal story of special present:

I have my special Teddy Bear here.

It might not look like anything special but it is very important to me. I know it is old, falling apart, missing an eye and not as cuddly as what it used to be but it is still my Ted.

My Dad gave this to me when I was born. My Mum didn't want it ruined so she put it in the cot. But that meant I grew a special attraction to it.

It went everywhere with me, all throughout my childhood and even my teenage years. When we went on holidays it would come with me. When I was left by myself I would always have my trusted Teddy.

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Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and Being Generous		
Week	Date	Questions	Activities	Resources
2.1		<p>Are you rich enough to share?</p> <p><i>Explore the importance of sharing in Islam.</i></p>	<p>Recap sharing and showing generosity as covered in the last lesson.</p> <p>In the Qur'an Allah says to the Muslims in chapter 2 verse 254 (found on next page).</p> <p>Discuss what this verse means (e.g. Allah says share and be generous with the bounties or the blessings that Allah has given Muslims). Put information on the mind map on the white board as the discussion proceeds.</p> <p>Read through and discuss what constitute "bounties" (found on page 11).</p> <p>Ask pupils to design a poster promoting sharing and generosity to others.</p>	<p>Qur'an 2:254 (found on next page).</p> <p>"bounties" (found on page 11).</p>

O ye who believe! Spend out of (the bounties) We have provided for you, before the Day comes when no bargaining (Will avail), nor friendship nor intercession.

(Qur'an 2:254).

Bounties does not only mean money but may include things like:

- 1) Family- so include a needy person without a family in the family so that they can enjoy being part of a family etc.
- 2) Physical Health- so help someone physically, such as:
Giving up the seat on the bus to someone more needy, possibly an old person, disabled person, ill or pregnant person;
Carrying someone's shopping who may be struggling, with permission;
Helping a neighbour or member of the family with their housework, garden etc.
- 3) Mental Health- to always THINK
 - a) about every action and ensure that they will not hurt anyone.
 - b) about everything that is said to ensure that it will not hurt anyone's feelings.
 - c) where possible say good things to others so that they may feel positive.

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Year: Five		Term: Autumn One	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and Being Generous		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims show generosity?</p> <p><i>Explore the different ways in which generosity can be shown in Islam.</i></p>	<p>All acts of sharing and generosity Islam are called Charitable Acts.</p> <p>Ask pupils to make a list of all the charitable acts they can think of in their books.</p> <p>Explain to the children that in addition Muslims regard the following as charitable acts (found on next page) according to the teachings of prophet Mohammad (who Muslims believe is the last prophet of Allah and to be a Muslim it is important to remember that Muslims have to believe in and respect all the prophets that came before him like Adam, Noah, Abraham, Jesus, Moses etc.).</p> <p>Ask the children to think of a good deed that they did which made them feel really good. In pairs, they are to discuss this with their partner.</p> <p>Write this in their book as a diary entry.</p>	Charitable Acts (found on next page).

Charitable Acts

- Smiling is an act of charity when it is intended to keep every one cheerful and feeling positive.
- Saying Assalamu Alaikum (peace be on you), is the way Muslims greet each other and this is an act of charity.
- Not taking part in bad deeds is an act of charity and doing good deeds is an act of charity (1006)
- Working to meet ones own needs is an act of charity (1008).
- Asking Allah for forgiveness is an act of charity (1007).
- Removing stones, rubbish etc. from people's path with the intention to make life easy for them is an act of charity (1007).

(Hadith: book 12, chapter 16, pp95-96)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Loyal and Steadfast		
Week	Date	Questions	Activities	Resources
1		<p>What sort of friend are you?</p> <p><i>Explore what good friendship is.</i></p>	<p>Teacher to ask pupils to discuss in pairs what they are committed to and how they show commitment.</p> <p>Pupils to record what the person they were paired with was committed to and how they show their commitment. Does this help them to be a good friend?</p> <p>Pupils to swap books and read what the other person has written about their commitment and how they show their commitment.</p> <p>Teacher to ask a few children to share their write-ups with the whole class to develop a collective understanding as to what is meant by commitment and to understand that different people show their commitment in different ways.</p>	

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Week	Date	Questions	Activities	Resources
2		<p>How do Muslims show their commitment?</p> <p><i>Explore commitment in Islam through the Prophet Ayub (Job).</i></p>	<p>Ayub (Job) is a prophet which both Christians and Muslims believe in. He showed an enormous commitment in his faith even when all his friends left him in a difficult time in his life.</p> <p>Read as a whole class the story of Ayub (Job) as told in the Qur'an and through the Hadith (the sayings of the prophet Mohammad) (found on next 4 pages).</p> <p>Ask pupils to write in their books four bullet points which best show how committed Ayub (Job) was to his faith.</p> <p>If there is time available, ask pupils to draw a poster that will tell the story without drawing prophet Job.</p> <p>Display the pictures.</p>	<p>The story of Ayub (Job) (found on next 4 pages).</p> <p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 18: Being Loyal & Steadfast, Initial, Scouts - start time on DVD 03:41</p>

The Story of Prophet Job

A group of angels were discussing Allah's creation and humans in particular. How those who were humble earned Allah's pleasure, whilst those who were arrogant incurred His displeasure. One of the angels remarked, "The best creature today is Job, a man of noble character who displays great patience and always remembers his Generous Lord. He is an excellent model of the worshippers of Allah. Allah has blessed him with a long life and plenty of riches, yet he is never haughty or selfish. He feeds and clothes the poor and makes them feel as though he was not doing them a favour, so kind and gentle is he."

Iblis (also known as satan/shaitan; who had promised Allah when Allah created Adam, the first human, that he would do everything he could to make sure that humans are not obedient to Allah), overheard all this and became very annoyed. He planned to tempt Job to corruption and disbelief, so he hastened to him. He tried to distract Job from his prayers by whispering to him about the good things in life, but Job was a true believer and would not let evil thoughts tempt him. This disturbed Iblis more, so he began to hate Job even more.

Iblis complained to Allah about Job. He said that though Job was continuously glorifying Allah, he was not doing so out of sincerity but to satisfy Allah so that his wealth should not be taken away. It was all a show out of greed. "If You removed his wealth then You will find that his tongue will no longer mention Your name and his praying will stop".

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The Story of Prophet Job

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Allah told Iblis that Job was one of His most sincere devotees. He did not worship Him because of favours; his worship stemmed from his heart and had nothing to do with material things. But to prove to Iblis the depth of Job's sincerity and patience, Allah allowed him to do whatever he and his helpers wished to do with Job's wealth. Iblis was very happy. He gathered his helpers and set about destroying Job's cattle, helpers, farms until Job was left with nothing. Iblis was very happy. He appeared before Job in the guise of an old man and said, "All your wealth is lost. People say that you lost your wealth because you gave too much charity and you are always wasting your time worshiping Allah. Others say that Allah has bought this upon you in order to please your enemies. If Allah had the capacity to prevent harm, then He would have protected your wealth."

True to his belief, Job replied, "What Allah has taken away from me belongs to Him. I was only its trustee for a while. He gives to whom He wishes and takes it away from whom He wishes." With these words Job again prostrated to Allah.

Iblis was frustrated. Again he went to Allah and said, "I have stripped Job of all his possessions, but he still remains faithful to you. However, a real test for a parent is through his children. You will then see how Job will reject you".

Allah granted Iblis authority but warned him that it would not reduce Job's faith in his Allah nor his patience.

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The Story of Prophet Job

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Iblis again gathered his helpers and set about his evil deeds. He shook the foundation of the House in which Job's children lived. The building came crashing down killing all of them. Then he went to Job disguised as a man who had come to sympathise with him. In a comforting tone he said to Job, "The circumstances in which your children died were sad. Surely, your Allah is not rewarding you properly for all your prayers". Having said this Iblis waited anxiously, hoping Job was now ready to reject Allah. Job replied, "Allah sometimes gives and sometimes takes away. He is sometimes pleased and sometimes displeased with our deeds. Whether a thing is beneficial or harmful to me I will remain firm in my belief and remain thankful to Allah."

Then Job prostrated to his Lord. At this Iblis was extremely vexed. Iblis again called on Allah. "O Allah, Job's wealth is gone, his children are dead but he is still healthy in body and as long as he enjoys good health he will continue to worship You in the hope of regaining his wealth and having more children. Grant me authority over his body so that I may weaken it. He will surely neglect worshiping You and will thus become disobedient."

Allah wanted to teach Iblis a lesson that those people who truly believe do not become weak in faith when tested with harsh conditions. Allah said, "I give you authority over his body but not over his soul, intellect, heart for in these places reside the knowledge of Me and My religion."

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The Story of Prophet Job

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Armed with this new authority, Iblis began to take revenge on Job's body and filled it with disease until it was reduced to mere skin and bone and he suffered severe pain. But through all the suffering Job remained strong in his faith, patiently bearing all the hardships without complaining. He did not despair or turn to others for help but remained hopeful in Allah's mercy. Even close relatives and friends deserted him. Only his wife remained by his side and took good care of him.

In this helpless state, Job turned to Allah not to complain but to seek His mercy. Allah says, "Commemorate Our Servant Job. Behold he cried to his Lord, "The Evil One has afflicted me with distress and suffering!"

(The command was given:) "Strike with thy foot: here is (water) wherein to wash, cool and refreshing, and (water) to drink."

And We gave him (back) his people, and doubled their number - as a Grace from Ourselves, and a thing for commemoration, for all who have Understanding."

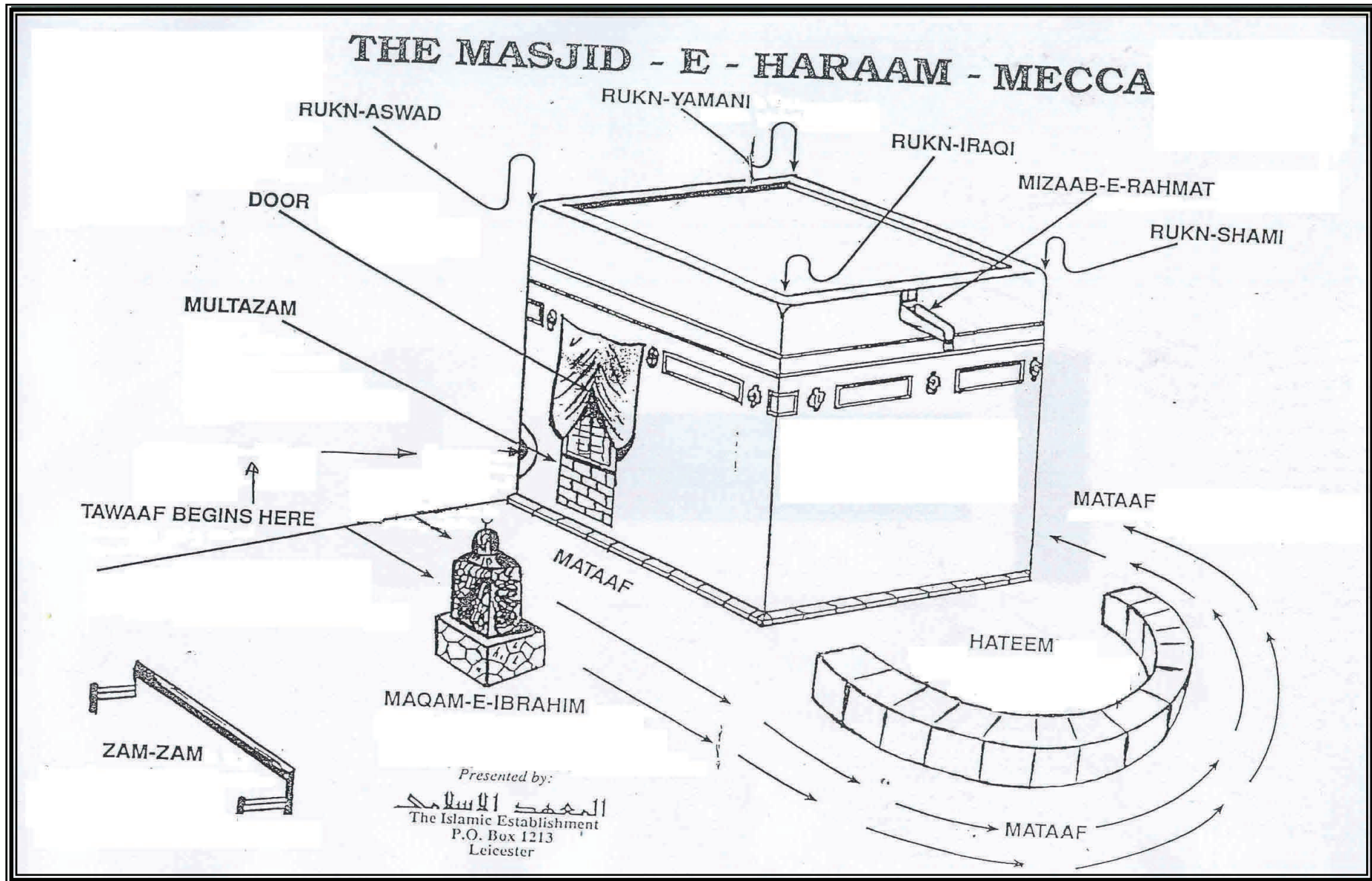
(Qur'an 38:41-44).

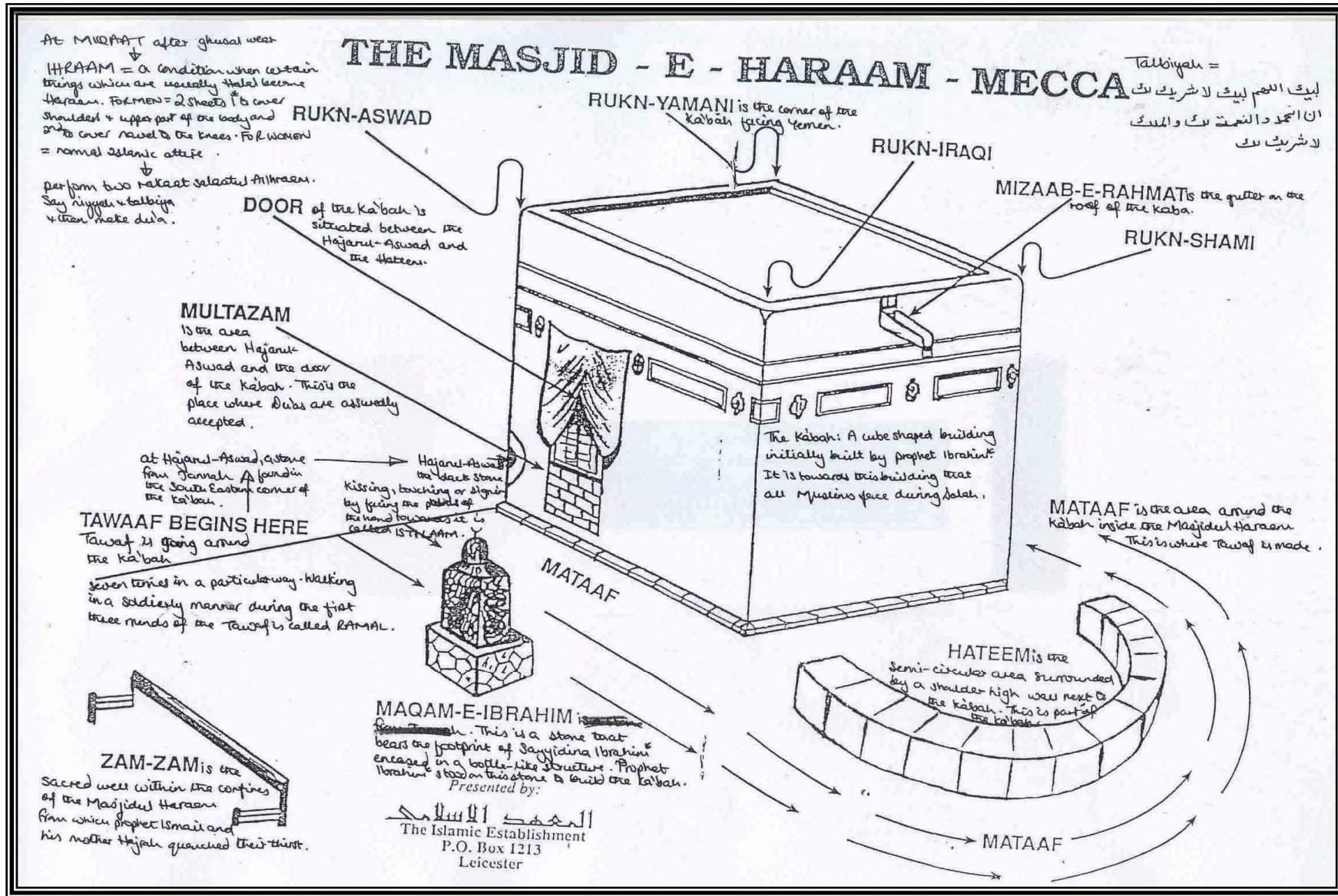
Job obeyed immediately. His good health was restored.

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Disposition:		Being Loyal and Steadfast		
Week	Date	Questions	Activities	Resources
3		<p>How do RTs show their commitment?</p> <p><i>Explore commitment through maintaining friendship.</i></p>	<p>Show pupils a part of any film etc. which demonstrates friendship. Use this media to discuss friendship.</p> <p>Get pupils to clearly state whether the friends were good to each other or not with clear explanations. Pupils might have different views. That is OK as long as they can justify their views with a rational explanation.</p> <p>Teacher to handle discussions in such a way that the following points are made:</p> <ol style="list-style-type: none"> 1) A good friend always keeps their friend out of trouble. 2) A good friend would inform a trusted adult and not keep secrets if their friend was in trouble. 3) Good friends always help each other to become better people. 	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
1.1		<p>What do you hope for the future?</p> <p><i>Begin to understand that human hopes are often limited with little certainty.</i></p>	<p>Discuss with the pupils what they would like to do with their life in the future and construct a mind map for the whole class.</p> <p>Seven years after the Muslims migrated from Makkah to Madina prophet Mohammad saw a dream that Muslims were going to Makkah to perform the lesser of the pilgrimage called Umrah in the month of Dhul Qida. This was a month in which the Arabian peninsula had an agreement that there would be no war because the people of Arabia, irrespective of what their faith was, usually went to Makkah to visit the Kabbah, a cube building, which all Arabs believed to be a sacred building.</p> <p><i>Continued on next page.</i></p>	

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Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
1.2		<p>What do you hope for the future?</p> <p><i>Begin to understand that human hopes are often limited with little certainty.</i></p>	<p><i>Continued from previous page.</i></p> <p>Prophet Mohammad was really happy because for him in an ideal world he would be able to live in peace and make a peaceful journey to Makkah to visit Kabbah which Muslims call the house of Allah. Kabbah was rebuilt by prophet Abraham (Ibrahim) and his son Ismael.</p> <p>Children to either draw a Kabbah or to make a 3D Kabbah.</p> <p>Next lesson we will read the whole story which is called the story of Hudaybiyya.</p>	





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Week	Date	Questions	Activities	Resources
2		<p>What do Muslims hope for the future?</p> <p><i>Explore how peace could be achieved through unexpected circumstances as long as you are committed to the intention.</i></p>	<p>Give pupils a copy of the story of Hodaybiyya (found on next 5 pages). Read through the story together.</p> <ol style="list-style-type: none"> 1) What steps were taken by the Muslims to ensure that their journey to Makkah was peaceful? (Ans: no weapons, changing the route when they knew that a group of 200 people were coming from Makkah, trying to see things from the Makkans point of view, signing an unfair treaty, returning home without completing the pilgrimage etc). 2) What emotions would Muslims have experienced whilst preparing for the journey, during the journey and at the end of the journey? 3) What made the Muslims believe that the journey to Makkah and back was a victory? 	The story Of Hodaybiyya (found on next 5 pages).

The Story of Hidaybiyya

The month of Ramadan had begun, and prophet Mohammad, as he usually did, intensified night worship and was even more attentive to the well-being of the poor and needy. This was a month of intense spirituality, when Prophet Muhammad recited back to Angel Gabriel all that had been revealed of the Qur'an, and during which he lengthened ritual prayers and performed the additional prayers of Tarawih (which are only performed in the month of Ramadan).

Women and men were fasting during the day liberating themselves from eating and drinking. By controlling their needs, Muslims were to strive to get closer to the qualities of the divine and experience Allah's presence through meditation. Beyond this, Muslims were also expected to 'fast' with their tongues (avoiding lies, vulgarity and indecent remarks) and their hearts (avoiding bad feelings or thoughts). That spiritual discipline went along with additional demands as to the care and attention the poor must receive.

The month of Ramadan was both the month of the Qur'an and that of generosity, giving and solidarity. Muslims whether women, men or children were strongly advised to pay Zakat-ul-Fitre at the end of the fasting month in order to take care of the needs of all the members of the Muslim community during the days of celebration they observed. The quest for proximity to the one All mighty God, Allah, can only be experienced and perfected through proximity to the poor: respecting, caring for and serving them brings one closer to God.

During that month, the prophet Mohammad had a surprising dream both perplexing and gratifying. He dreamed that he entered the Kabbah. The vision was powerful and prophet Mohammad interpreted as a sign and a message.

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The Story of Hdaybiyya

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The next day, he told his companions about the dream and invited them to get ready for the lesser pilgrimage called the Umrah (the greater pilgrimage is called the Hajj and is the fifth pillar of Islam). Between twelve hundred and fourteen hundred companions undertook the journey. The danger was considerable because the people of Makkah were bitter enemies of Muslims but prophet Mohammad did not allow the pilgrims to carry weapons.

When the people of Makkah heard that a convoy of Muslims was heading for Makkah, intending to visit the Kabbah they were faced with an irresolvable dilemma. They could not see how they could justify barring the Muslims from entering Makkah because for decades this had been the most legitimate right of all Arabs irrespective of their faith and their relationships with the people of Makkah. By allowing the Muslims to enter Makkah, in the opinion of the Makkans they would be giving them unacceptable prestige. The Makkans sent two hundred men under the leadership of a man called Khalid ibn al-Walid to stop the Muslims reaching Makkah. On hearing this, prophet Mohammad changed his route and relied on the knowledge of a companion who knew the area well and arrived south of Makkah in the plain of Al-Hudaibiyyah.

The people of Makkah were determined not to allow the Muslims to perform the pilgrimage. The people of Makkah sent different influential people in the region, four times, to tell the Muslims to go back. After each visit, the person returned to report that the Muslims have come unarmed, in peace to carry out the pilgrimage and should not be stopped.

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The Story of Hdaybiyya

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Prophet Mohammad then decided to send Uthman ibn Affan, his son-in-law to assure the Makkans that the Muslims have come in peace only to perform the pilgrimage. Three days passed and Uthman did not return. A rumour spread that Uthman had been killed. This caused prophet Mohammad deep sorrow because if the rumour proved to be true on investigation, this would mean that the people of Makkah have declared war. This would mean that the Muslims would have to defend themselves with no weapons and it would end prophet Mohammad's hope for peace.

Prophet Mohammad sat under an acacia tree and called all the Muslims who had come with him. He explained that if the rumour was true and they were attacked they would have to defend themselves with no weapons. He asked each Muslim to pledge allegiance, this is famously called Bait-ul-Ridwan, that they would stand firm whatever the outcome. However, just as the last Companion had finished giving their pledge Uthman suddenly appeared. He too took the pledge. Prophet Mohammad was happy to see him. The courage of the Muslims was tested to the extreme and Muslims passed this test by taking the allegiance. Allah acknowledges this in the Qur'an in chapter 48 verse 18;

'Allah's good pleasure was on the believers when they swore fealty to you under the tree' (48:18).

Uthman informed the prophet that the people of Makkah were sending a person called Suhayl ibn Amr with another two men to seal a formal agreement with the Muslims. When Suhayl arrived after a lot of discussion the terms of the agreement were at last settled. Prophet Mohammad asked his cousin Ali ibn Abu Talib to write them down.

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The Story of Hdaybiyya

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Ali started the agreement with 'In the name of Allah the most merciful the most kind.' Suhayl stopped him and said 'I do not like that phrase just write 'In your name O God'. The companions of the prophet objected but the prophet instructed Ali to write as Suhayl says. The terms of the agreement were written. Prophet Muhammad signed the agreement 'Muhammad Allah's messenger'. Suhayl refused to accept the signature. He said, 'If we had known you to be Allah's messenger we would not have fought you. Sign Muhammad ibn Abdullah for the agreement to be finalised.' Prophet Mohammad agreed to this condition. The Muslims were both upset and shocked at this, as well as the terms of the agreement which they thought to be unfair.

The four points of the agreement worth mentioning here are:

- Muslims could not complete their pilgrimage this year but could come for three days next year.
- A ten year peace was to be observed by both sides.
- Any person who went from Makkah to Madina was to be returned immediately to Makkah.
- Any person who went from Madina to Makkah was never to be allowed to return to Madina.

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The Story of Hdaybiyya

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The companions of the prophet were really upset. They could not understand prophet Mohammad's attitude. He had always taught them courage and dignity and now he was accepting an unfair agreement. On the way home, Allah revealed His words to prophet Mohammad, through angel Gabrail, recorded in chapter 48 verse 1 and 27 of the Qur'an:

'Verily We have granted you a manifest victory'.. 'Truly did Allah fulfil the vision of His prophet: you shall enter the Kabbah, if Allah wills. He knows what you do not know, and he has granted you, besides this, a victory near at hand.' (Qur'an 48:1,27)

The Muslims were soon to realise the benefits of the agreement. For the first time ever they were not being attacked. They could live in relative peace and concentrate on education and building the community. They were sad about point 3 of the agreement but they felt comfortable with point 4 because they strongly felt people should have the right to choose where they lived. Over the next few years the peaceful conditions helped the spread of Islam in Arabia and the landscape of Arabia was changed for ever.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
3.1		<p>What do Christians hope for the future? Why are they confident?</p> <p><i>Begin to explore the Christian concept of heaven. What it is and how it is secured.</i></p>	<p>Ask the children what they think heaven is like. Collate their ideas. Are there any major themes recurring?</p> <p>Read Revelations 21:1-4. <i>Explain to the children that the language used in this book is 'imagery' or 'picture language'.</i></p> <p>Working in groups, give the children a photocopy of the text. Ask them to highlight words and phrases which describe what heaven will be like.</p> <p><i>The key points are:</i> <i>heaven replaces the current earth and sky (v.1);</i> <i>there is no sea (sea is biblical imagery for chaos/ uncertainty);</i> <i>God's home is with his people (v.3);</i> <i>God will personally care for his people (v.4);</i> <i>and there will be no death, sadness, crying or pain (v.4).</i></p> <p><i>Continued on next page.</i></p>	<p>Bible References:</p> <p>Revelations 21:1-4 John 14:1-3 John 11:23-27</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Autumn Two	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
3.2		<p>What do Christians hope for the future? Why are they confident?</p> <p><i>Begin to explore the Christian concept of heaven. What it is and how it is secured.</i></p>	<p><i>Continued from previous page.</i></p> <p>In groups, ask the children what things they expect to happen in the future and why (e.g. they will have lunch, because they have their lunch box; they will go on holiday next month because their parents have already booked).</p> <p>Ask the children to assign each point a certainty rating (e.g. very likely, likely, even, unlikely, very unlikely, impossible). In discussion, are there any common themes for the things they are absolutely sure about, or sure about? Introduce the old saying "the only things which are certain are death and taxes."</p> <p>Christians are sure and certain about heaven because Jesus promised all who follow him that they will be with him in heaven for ever (Read John 14:1-3) and that those who believe in Jesus will live even though he dies (John 11:23-27).</p>	<p>Bible References:</p> <p>Revelations 21:1-4 John 14:1-3 John 11:23-27</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Open, Honest and Truthful		
Week	Date	Questions	Activities	Resources
1		<p>Why does the truth matter?</p> <p><i>Understand that a speaker has some responsibility for the reactions of listeners especially if the speaker is telling lies.</i></p>	<p>Look at newspaper cuttings reporting on news. Discuss how accurate these are. Are they the total truth or are they interpretations of the truth by the journalist?</p> <p>Look at some recent events that have happened in class, playground etc. Ask pupils to write about their version of the event in their books with honesty and truthfully without allowing any relationships to cloud their judgements.</p> <p>Finish the account by giving advice.</p> <p>Draw a mind map of the advice pupils have written at the end of their account.</p> <p>Discuss how many pupils always follow their own advice.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Open, Honest and Truthful		
Week	Date	Questions	Activities	Resources
2		<p>How do Muslims find out what is right?</p> <p><i>Begin to understand that the Qur'an, a Muslim's source of truth, is from Allah.</i></p>	<p>Discuss how well pupils listen in class and follow the teachers instructions with honesty. Can this be seen in pupils actions?</p> <p>To the Muslims Allah says in the Qur'an: "..... Be steadfast in prayer, and practice charity, fulfil contracts which ye have made, be firm and patient". (Qur'an 2:177)</p> <p>Briefly discuss what this verse means. (Prayer here means five daily prayers prescribed for the Muslims which are the second pillar of Islam). Prophet Mohammad taught the Muslims how to pray.</p> <p>Ask pupils to do a project on Muslim prayers, starting from the preparation to the end. (Paying particular attention to the order in which Muslims wash themselves called Wudu, and the order of the different positions in the prayer (e.g. standing, bowing, prostrating, sitting etc.). If pupils are to draw pictures, ask them not to draw the facial features. Finish projects off for homework.</p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 10: Living By Rules, Initial, Wudu - start time on DVD 00:00</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Open, Honest and Truthful		
Week	Date	Questions	Activities	Resources
3.1		<p>How do the Muslims and people from other RTs learn to live openly honestly and truthfully?</p> <p><i>Discover that Mohammad does not like hypocrisy and his teaching encourages his followers to ensure that their own lives are open, honest and truthful.</i></p> <p><i>Explore whether people of other RTs agree with the actions regarded as charitable acts in Islam.</i></p>	<p>Get a few pupils to role play the order of washing for wudu and the order of the different positions in prayer as they have drawn/written in their projects.</p> <p>People who are honest and truthful mean what they say and live out their actions. People who say that they are Muslims if they mean what they say, then they pray five times a day following the rules truthfully and with honesty. As stated in the verse we shared in lesson 2, they would be very charitable.</p> <p>How would we see this 'charity' in school? List a few points in your books. Get one or two pupils to share their jottings (e.g. smiling, taking part in all good causes in school, helping teachers e.g. by listening and following instructions in class and always working to the best of their ability, taking care of school grounds and school property etc).</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: Five		Term: Spring One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Open, Honest and Truthful		
Week	Date	Questions	Activities	Resources
3.2		<p>How do the Muslims and people from other RTs learn to live openly honestly and truthfully?</p> <p><i>Explore whether people of other RTs agree with the actions regarded as charitable acts in Islam.</i></p>	<p><i>Continued from previous page.</i></p> <p>Discuss - Would people of other religious traditions and people who do not believe in any religion agree with these actions as a form of charity in your opinion?</p> <p>Ask the children, "If you were asked to draw up a school contract, what points would you include in the contract to encourage everyone to be charitable?"</p> <p>Discuss- Would people of other religious traditions and those who do not believe in any religion agree with these points being a form of contract in your opinion?</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring 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
1.1		<p>What is it like when you are really quiet and listen?</p> <p><i>Explore the ability to listen in a discerning way.</i></p>	<p>Teacher to play a piece of music. Pupils to listen carefully and try to identify the instruments used to make up that piece of music.</p> <p>Qur'an says that: When the Qur'an is read, listen to it with attention, and hold your peace: that ye may receive Mercy. (7:204). Reflect on the following verses from the Qur'an and relate them to events around the world.</p> <p>Qur'an 2:155-157 Be sure we shall test you with something of fear and hunger, some loss in goods or lives or the fruits (of your toil), but give glad tidings to those who patiently persevere, Who say, when afflicted with calamity: "To Allah We belong, and to Him is our return":- They are those on whom (Descend) blessings from Allah, and Mercy, and they are the ones that receive guidance.</p>	<p>Music: "Peter and the Wolf" "Carnival of the Animals"</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring 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
1.2		<p>What is it like when you are really quiet and listen?</p> <p><i>Explore the ability to listen in a discerning way.</i></p>	<p>Ask pupils to discuss in pairs what these words mean to them. Record bullet points in their books.</p> <p>Ask some pairs to feed back and develop a class understanding.</p>	<p>Music:</p> <p>"Peter and the Wolf"</p> <p>"Carnival of the Animals"</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring 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>How does Islam teach you to listen and see what is really important?</p> <p><i>To realise that obedience is of the heart not simply the body.</i></p>	<p>In small groups, ask pupils to blindfold one person and give them instructions to follow, to move around the class etc or play Queen's treasure- where one child tries to sneak up and grab something (noisy) and a blindfolded person points to where it is, etc.</p> <p>The Qur'an says: When the Qur'an is read, listen to it with attention, and hold your peace: that ye may receive Mercy. (7:204).</p> <p>Reflect on the Reading one (found on next page), two verses from the Qur'an.</p> <p>Pupils to discuss this verse in small groups and write a few bullet points in their books to answer the following question:- Q:What can a Muslim, listening to this verse carefully, understand from it?</p> <p>Finish the lesson by sharing a saying of prophet Mohammad with the pupils (found on next page). As a whole class write down listening rules as a whole class.</p>	

Reading One from the Qur'an:

It is not righteousness that ye turn your faces Towards east or West; but it is righteousness- to believe in Allah and the Last Day, and the Angels, and the Book, and the Messengers; to spend of your substance, out of love for Him, for your kin, for orphans, for the needy, for the wayfarer, for those who ask, and for the ransom of slaves; to be steadfast in prayer, and practice regular charity; to fulfil the contracts which ye have made; and to be firm and patient, in pain (or suffering) and adversity, and throughout all periods of panic. Such are the people of truth, the Allah-fearing.

Qur'an 2:177

Reading Two from the Hadith:

"He who performed ablution well, then came to Friday prayers, listened to the sermon, kept quiet (silent) all his/her sins between that time and the next Friday prayers would be forgiven (he who fidgeted has caused an interruption)."

(Hadith: Book 7, chapter 8, page 10 hadith 857R1)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring 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>How does Islam teach you to listen and see what is really important?</p> <p><i>Discover that listening to Allah is a two way process.</i></p>	<p>Ask pupils to work in pairs. Sitting back to back one pupil to draw a simple lined diagram. Then verbal instructions to the other pupil (without showing them the diagram). Once they have given the instructions for the whole diagram then compare the two. Pupils working together to decide how well the instructions were given and how well they were listened to. Then get a quick feed back from the different groups.</p> <p>Read two verses from the Qur'an (found on next page).</p> <p>Ask pupils to reflect on this quietly (in silence) and then write three sentences in their books as to what they have understood.</p> <p>Whole class feedback as to what it was like to reflect on the words in the quiet (or silence).</p>	Two verses from the Qur'an (found on next page).

Reading One:

When the Qur'an is read, listen to it with attention, and hold your peace: that ye may receive Mercy.

(Qur'an 7:204)

Reading Two:

"When My servants ask thee concerning Me, I am indeed close (to them): I listen to the prayer of every suppliant when he calleth on Me. Let them also, with a will, listen to My call."

(Qur'an 2:286)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 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>Become more aware of the need for social interaction and social responsibility.</i></p>	<p>Discuss with the children what they can participate in the school community. As they get to the top of the school their role changes, when taking part, from a follower to a leader, Do any of the children have experience of leading?</p> <p>Talk about how even as a leader you have to sit back and listen and still take your turn. Today's activity is about articulating your merits in a way that does not diminish the qualities of others but promotes you.</p> <p>Create a Balloon debate- this could centre around important people or roles in the school- justify your existence (e.g. someone from school council, a sports person, recyclers, monitors etc.) Children have to speak for a minute about why people should join their cause. They then vote for who should stay and go.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: Community
Disposition:		Participating and Willing to Lead		
Week	Date	Questions	Activities	Resources
2		<p>What is good about taking part?</p> <p><i>Become more aware of the need for social interaction and social responsibility.</i></p>	<p>Ask the school representatives of the class to list the priorities the school council is working on, teacher to act as a scribe and write these on the board.</p> <p>Ask pupils to work in pairs, choose a cause that appeals to them the most, from the list. Then prepare a one-minute talk in pairs which would encourage the others to support the cause they have chosen.</p> <p>Ask pupils to practice the talk in their pairs and decide how they will deliver the talk to the class e.g. one person from the pair or half the talk by each person in the pair.</p> <p>Pupils to deliver their talk. Rest of the pupils to vote whether they have been convinced to participate in the cause or not. If not why not.</p>	<p><i>*If possible a good extra piece of work could involve inviting a local councillor to come and talk to the pupils about the issues in the area which they can get involved or take a lead in to making a difference to people's lives in their community.</i></p> <p><i>Then write a letter to the councillor thanking him/her for coming into school letting him/her know as to what they would be willing to lead on or get involved in.</i></p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: Community
Disposition:		Participating and Willing to Lead		
Week	Date	Questions	Activities	Resources
3		<p>How do believers of other faiths (RT) participate in the world?</p> <p><i>Learn how individuals influence the nature of society.</i></p>	<p>Look at other example of people from a variety of faiths: E.g. Gandhi Malcolm X Baha'u'llah</p>	<p>"The Salt of Freedom" - The Story of Mahatma Gandhi Peter Hepplewhite ISBN 0-7502-3770-8</p> <p>The Official Malcolm X website: http://www.cmgww.com/historic/malcolm/home.php</p> <p>Baha'u'llah Book Christine Abbas ISBN 1904744443</p> <p>The Baha'i Faith Patrick Vickers ISBN 1851680306</p> <p>http://www.bahai.org/dir/bahauallah</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
1		<p>Why should we listen to others?</p> <p><i>Explore, experience and begin to understand pride and humility.</i></p>	<p>Using a dictionary, ask pupils to find out what the following words mean: Humility, Pride, Modesty.</p> <p>In pairs, ask pupils to discuss what is a good characteristic to have and what is a bad characteristic and why?</p> <p>In their books, ask pupils to write whether they would like to be proud or modest and why.</p> <p>Ask a few pupils to share their thoughts with the whole class.</p>	Dictionaries

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
2		<p>Why should we listen to others?</p> <p><i>Explore the concept of modesty through the verses in the Qur'an dealing with the life of Isa (Jesus)</i></p>	<p>Muslims believe in Jesus (Isa) as a prophet of Allah. Chapter 5 verses 111-120 in the Qur'an describes his modesty and ability to listen to others beautifully (found on next page).</p> <p>As a whole class discuss what this verse means and make notes together (in easy language).</p>	<p>Modesty and ability to listen to others beautifully of Jesus (Isa) (found on next page).</p>

Modesty and ability to listen to others beautifully of Jesus (Isa)

"And when I inspired the disciples, (saying): Believe in Me and in My messenger, they said: We believe. Bear witness that we have surrendered (unto Thee) "we are Muslims."

When the disciples said: "O Jesus, son of Mary! Is thy Lord able to send down for us a table spread with food from heaven?" He said: "Observe your duty to Allah, if ye are true believers."

(They said:) "We wish to eat thereof, that we may satisfy our hearts and know that thou hast spoken truth to us, and that thereof we may be witnesses."

Jesus, son of Mary, said: "O Allah, Lord of us! Send down for us a table spread with food from heaven, that it may be a feast for us, for the first of us and for the last of us, and a sign from Thee. Give us sustenance, for Thou art the Best of Sustainers."

Allah said: "Lo! I send it down for you. And whoso disbelieveth of you afterward, him surely will I punish with a punishment wherewith I have not punished any of (My) creatures."

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Spring Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
3		<p>What does the bible teach about putting yourself first?</p> <p><i>Learn about pride and humility by seeing what it looks like from modern day and Jesus examples. Including the humility of Jesus by Him washing the disciples feet and what it teaches about putting others first. To understand the significance of the last supper and why it is important for Christians to listen to Jesus and remember it.</i></p>	<p>Discuss what the worst thing is that you have ever done for someone. Look at carer's role and the humility they have to serve others despite it not being glamorous.</p> <p>Tell story of Jesus washing disciples' feet John 13:1-17. Jesus was willing to serve other people, and humble himself.</p> <p>Discussion of how we can serve one another within the classroom.</p> <p>Play memory game.</p> <p>Lord's supper about remembering a very important event in Christian history.</p> <p>Watch Miracle Maker on Last Supper.</p> <p>Read 1Corinthians 11:23-26. Explain the significance of bread and wine representing Jesus body and blood.</p> <p>Important because it was the last meal that Jesus had with his friends before he was killed.</p>	<p>Footage of carer helping someone.</p> <p>Story of Jesus washing disciples feet (John 13:1-17) International Children's Bible</p> <p>Memory game.</p> <p>Miracle Maker DVD/video on Last Supper.</p> <p>International Children's Bible (1Corinthians 11:23-26)</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <i>Choice</i>
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
1.1		<p>How does Islam (RT) teach you to react to things that hurt you or make you angry?</p> <p><i>Explore how anger can change one's behaviour.</i></p>	<p>Ask pupils how they would feel if someone accused them of something they did not do. Write pupils reactions on a Mind map in words, colours, thoughts, feelings.</p> <p>Prophet Mohammad has taught Muslims: "When you are angry if you are standing up sit down, if you are sitting down stand up, if you are sitting down lay down." Q Why do you think Prophet Mohammad advised this? (to dispel anger).</p> <p>Ask pupils to discuss in pairs the sorts of things that can go wrong if they allowed their anger to influence their behaviour. Ask pupils to record these in their books.</p> <p>Whole class discussion is it a good thing or a bad thing to control ones anger. <i>Continued on next page.</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <i>Choice</i>
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
1.2		<p>How does Islam (RT) teach you to react to things that hurt you or make you angry?</p> <p><i>Explore how anger can change ones behaviour.</i></p>	<p><i>Continued from previous page.</i></p> <p>The prophet Mohammad taught Muslims: "The strong person is not someone who fights well but is someone who controls anger when in a rage".</p> <p>Because it is so hard to control anger prophet Mohammad taught Muslims to ask Allah for help against anger by saying, "I seek refuge with Allah from the Satan." (Hadith: Book 45, chapter 30, hadith 2609,2610).</p> <p>In pairs, discuss things that might have made you angry and whether you showed strength by controlling your anger or not.</p> <p>Whole class discussion to conclude whether controlling anger is an easy thing to do or not.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <i>Choice</i>
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2		<p>What influences your behaviour?</p> <p><i>Explore reactionary behaviour through the story of Cain and Abel.</i></p>	<p>Read the statement on the following page. In your mind, think carefully about the statement made and about the times you may have felt angry and how did this affect your behaviour. Then decide whether you agree or disagree with the statement. Ask pupils to put their hands up if they agree or disagree.</p> <p>The Qur'an tells the story of Cain and Abel, sons of prophet Adam, and the consequence of one brother being angry with the other in chapter 5 verses 27-32 (found on page 54).</p> <p>Discuss the following questions with the pupils and ask them to record the answers in their books.</p> <p>Q1: Why was Cain jealous? (Ans: Abel's offering was accepted by Allah)</p> <p>Q2: What did Cain do because of his anger? (Ans: Killed his brother)</p> <p>Q3: Why did Cain repent? (Ans: He realised he did wrong)</p>	<p>Statement (found on next page).</p> <p>The Story of Cain and Abel (found on page 54).</p>

"Anger is an emotion that can influence one's behaviour in a bad way and hurt others."

The story of Cain and Abel

"Recount to them in all truth the story of Adam's two sons, how each made an offering, and how the offering of the one was accepted while that of the other was not.

Cain said, "I will surely kill you." His brother replied, "Allah accepts offerings only from the righteous. If you lift your hand to kill me, I shall not lift mine to slay you; for I fear Allah, the lord of the creation. I would rather you add to your sins against me to your other sins and thus incur the punishment, such is the reward of the wicked."

Cain's soul prompted him to slay his brother; he killed him and thus became one of the lost. Then Allah sent down a raven, which dug the earth to show him how to bury the corpse of his brother. "Alas!" he cried. "Have I not enough strength to do as this raven has done and so bury my brother's corpse?" and he repented. Allah is merciful and forgiving.

(Qur'an 5:27-32)

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: <i>Choice</i>
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
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</p> <p>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>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
1		<p>Can others depend on you?</p> <p><i>Explore what being dependable means.</i></p>	<p>Can the teachers depend on you to be responsible in school? (What does being responsible mean to you in this context?)</p> <p>Teacher to do a mind map on the board (include finishing classwork to the best of their ability, do homework, follow school rules, listen well, take part in what's happening in school, be kind and caring towards each other etc).</p> <p>In pairs, each person to discuss two points on the mind map that they do well, with examples.</p> <p>Whole class activity, each pair to feed back what their partner does well.</p> <p>Conclude the lesson by asking pupils, why would they want to be responsible/dependable? (Is it for themselves? Parents? Allah? all three? Etc.)</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
2		<p>Can you let yourself down?</p> <p><i>Explore how Qarun let himself down through the story of Qarun and his treasure.</i></p>	<p>Read with the pupils the following story (call it Qarun and his treasure for easy reference later) from the Qur'an, chapter 28 verses 76-82 (found on next page).</p> <p>Discuss the story with the pupils. Ensure pupils take the following from the story:</p> <p>Q1: Describe Qarun? (A: rich and proud person who did not give charity)</p> <p>Q2: Who do Muslims believe would have given Qarun the wealth? (A: Allah the creator of the universe)</p> <p>Q3: Who would he be accountable to about his choices in life and why? (A: Allah)</p> <p>Q4: Was he living with integrity according to the rules of Allah eg be charitable? (A: No)</p> <p>Q5: What happened to his wealth? (A: Allah gave him the wealth and he took it away).</p> <p>Pupils to answer the above five questions in their books.</p>	Qarun and his treasure (found on next page).

Qarun and his treasure

Qarun was doubtless, of the people of Moses; but he acted insolently towards them: such were the treasures We had bestowed on him that their very keys would have been a burden to a body of strong men, behold, his people said to him: "Do not be proud, for Allah does not love those who are proud (in riches)."

But seek, with the (wealth) which Allah has given you, the Home of the Hereafter. Do not forget your portion in this world: but do good, as Allah has been good to you, and seek not (occasions for) mischief in the land: for Allah loves not those who do mischief."

He said, "This has been given to me because of a certain knowledge which I have." Did he not know that Allah had destroyed, before him, (whole) generations,- which were superior to him in strength and greater in the amount (of riches) they had collected? but the wicked are not called (immediately) to account for their sins.

So he went forth among his people in the (pride of his worldly) glitter. Those whose aim is the Life of this World said, "We wish that we had the like of what Qarun has got! for he is truly a lord of mighty good fortune!"

Continued on next page.

Qarun and his treasure

Continued from previous page.

But those who had been granted (true) knowledge said, "Alas for you! The reward of Allah (in the Hereafter) is best for those who believe and work righteousness: but this none shall attain, save those who steadfastly persevere (in good)." Then We caused the earth to swallow up him and his house; and he had not (the least little) party to help him against Allah, nor could he defend himself."

(Qur'an 28:76-82).

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
3.1		<p>What do Hindus teach about living out your beliefs?</p> <p><i>To understand why Hindus believe cows to be special and how this affects their lives.</i></p>	<p><i>The sanctity of the cow has probably originated from the association with Krishna. The legend states that Krishna was brought up as a dairy farmer's son. He used to look after the cattle. In India there is even a festival in November set aside for cows.</i></p> <p>Produce a mind map of all the things that cows can be used for (ploughing, milk and dairy products, meat... the cow is a real asset to a farmer).</p> <p>Explain to children how special cows are because of their uses. Hindus do not eat beef. This is not only religious but also a factor within Hindu agricultural society.</p> <p>Start a discussion around the following ideas:</p> <p>"Killing cows is banned in India"</p> <p>"Some Hindu temples keep sacred animals"</p> <p>"No Hindu will eat beef"</p> <p>"Sacred cows are allowed to wander wherever they want in India"</p> <p>Why do you think that some of these statements were said?</p> <p><i>Continued on next page.</i></p>	<p>http://www.hinduvoice.co.uk/Issues/18/Shambo.htm</p>

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
3.2		<p>What do Hindus teach about living out your beliefs?</p> <p><i>To understand why Hindus believe cows to be special and how this affects their lives.</i></p>	<p><i>Continued from previous page.</i></p> <p>What would Hindus do if the life of a sacred cow were put in danger? The case of Shambo hit the news last year for exactly this reason. The following information is from the bbc newsround website (found on next page).</p> <p>Divide the class into two groups - those who will argue to sustain the life of Shambo and those in favour of Shambo being put down. Class to present arguments. Then whole class to vote on the evidence presented.</p> <p>Ask children what would they be prepared to stand up for? Ask the children to write down a list of things that are important to them - then split this list into two - things that are important to the,; things that they would be prepared to stand up for. They could be shared with the class as a poster, talk, display.</p>	

Shambo the Hindu Bull—from BBC Newsround

A young bull from west Wales, who faced being put down, has been given the right to live after a campaign by the Hindu monks who worship him. Shambo tested positive for a cow version of a lung disease called tuberculosis - or TB for short.

Welsh Assembly officials feared that Shambo would be a threat to other creatures if he was allowed to live. But a judge overturned the ruling, saying the bull could live, as long as he was kept away from other animals. However, he also said he could not guarantee that Shambo "would live until his natural death." That means that Shambo's future is uncertain and it's possible that he might be put down in the future.

Cows are sacred in the Hindu religion and the monks argued that, because of this, Shambo should live. They said that the bull's "religious importance" meant that normal farm animal rules shouldn't apply to Shambo.

It's possible that the Welsh Assembly might appeal against the High Court's decision.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	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>Explore the difference between spontaneous appreciation of others and a trained dutiful response.</i></p>	<p>Discuss with the children the phrase 'thank you'. Ask for examples of when and how they use these words.</p> <p>Create two lists using the examples given. One list being when they have said it as a response the other being when they have initiated thanks. <i>(For example the difference between saying thank you for some food the dinner lady has given them and thank you to the dinner lady for being there. At home, the difference between saying thank you for pocket money or spontaneous thank you for just being their mum).</i></p> <p>In their environment, when could they say thank you during their day as opposed to using it like a reward when they have been given something? What could they give thanks for?</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
2		<p>What different ways do believers have of saying thank you?</p> <p><i>Explore the different ways that Muslims are thankful to Allah.</i></p>	<p>Recap from the previous lesson, the different ways people say thank you to each other. Muslims say thank you to Allah for all that He has given them.</p> <p>Teacher to lead a whole class discussion on the things that Muslims might want to thank Allah for (e.g. life, health, all or some of the five senses, family, air, water, food, beautiful things in the world like weather, grass trees, birds, animals and so on, beautiful things in the universe like the moon, sun, stars and so on, day and night etc).</p> <p>Ask pupils to draw, make something(s) that they think is beautiful in a way that will show their love and appreciation for it and Muslims might want to thank Allah for it.</p> <p>Ask a few pupils to share their drawings with the whole class and talk about them.</p> <p>Display pupil drawings.</p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
3		<p>What different ways do believers have of saying thank you?</p> <p><i>Explore the different ways that Muslims are thankful to Allah.</i></p>	<p>How do Muslims thank Allah for all that He has given them?</p> <p>Read through and discuss the different ways how Muslims thank Allah for all that He has given them (found on next Page).</p> <ol style="list-style-type: none"> 1) Ask pupils to work in pairs to make a list of all the ways in which they can help people. 2) Ask pupils to work in pairs and make a list of things they would never say to anyone because they know it would be hurtful. 3) Ask pupils to discuss in pairs what other worship do Muslims do and give pupils an opportunity to feed back to class. 4) In pairs pupils to discuss the times when they have given charity. <p>Finish the lesson by telling pupils that prophet Mohammad taught Muslims to give charity before praying on the day of the Eid celebrations which marks the end of Ramadan so that everyone rich and poor can celebrate Eid.</p> <p>(Hadith Muslim: book 12, chapter 5, page 80 Hadith 986).</p>	<p>Ways in which Muslims thank Allah for all that He has given them (found on next page).</p>

Ways in which Muslims thank Allah for all that He has given them:

- 1) Through action by doing things that please Allah,
e.g. by giving helping.

- 2) Through words
E.g. By Always using the tongue to say good things and by never hurting people by saying bad things. Using words that Allah has taught Muslims through His last prophet Mohammad e.g. Assalamu Alaikum/ Walaikum Salaam when Muslims greet each other which means peace on you/ peace on you too; when thanking someone to say Jazakum Allahu Kheirun which means may Allah bless and reward you; When someone asks how are you to respond by saying Alhumdulillah which means praise be to Allah etc.

- 3) Through worship
e.g. Praying five times a day, fasting in the month of Ramadan, going for Hajj at least once in the life time, reading the Qur'an etc.

- 4) Through money
E.g. by Giving alms (zakah) which is the fourth pillar of Islam therefore is also an act of worship. By giving as much charity as possible and to remember that one does not have to be rich to give charity. If one only has one pound then give a few pence from that as well.

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		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>Begin to appreciate the uniqueness and complexity of imagination.</i></p>	<p>Give the children 10 minutes to paint or draw a flower in silence. Discuss the drawings/ paintings. What do the representations have in common? Why is that? Draw out that, although flowers have certain things in common, the children's drawings have been sourced from their own minds. Where do the ideas come from? (Memory, nature, imagination, God?)</p> <p><i>Cross-curricular link, Art, study flower paintings by famous artists.</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2		<p>How do RT's respond to human creativity in worship?</p> <p><i>Become aware of the different RT's attitudes to human creativity.</i></p>	<p>What do religions encourage and prohibit in their artistic creativity?</p> <p>Look at pictures of the inside of a number of different places of worship. What do you notice about artistic decoration?</p> <p>Draw out that different religious traditions adopt quite different approaches to artistic representation, e.g. in Islam, neither prophets nor Allah are represented in drawings. Mosques are therefore beautifully decorated by tessellated patterns.</p> <p>In Hinduism, decoration of the human body (Murti) is a form of worship and the sacred dance is common in worship. <i>The word mudra comes from a Sanskrit word Mud and Dhra - bliss and dissolving... Bringing the worshipper and the divine together. The mudras are gestures performed with the hands to convey various feelings, expressions and meanings. They are used in worship, yoga and dance. Various Hindu deities have specific mudras associated with them. Each finger represents one of the five elements (earth, wind, fire, air and water).</i></p>	

Exemplar Material for a school with majority Muslim pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Five		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
3		<p>What attributes are given to Allah?</p> <p><i>To develop some understanding of the qualities of Allah.</i></p>	<p>Description of Allah is given in the Qur'an in chapter 2 verse 255 (found on next page). Read the description together and develop an understanding as to what it means. Ask pupils to learn it.</p> <p>Give pupils 99 names of Allah with meanings. Discuss that the names help us to develop some understanding of the qualities of Allah.</p> <p>Ask pupils to choose three that they really like and attempt to write them as beautifully as they can in Arabic.</p>	Description of Allah (found on next page).

Description of Allah

"Allah! There is no god but He -the Living, the Self-subsisting, Eternal. No slumber can seize Him nor sleep. His are all things in the heavens and on earth. Who is there that can intercede in His presence except as He permitteth? He knoweth what (appeareth to His creatures as) before or after or behind them. Nor shall they compass aught of His knowledge except as He willeth. His Throne doth extend over the heavens and the earth, and He feeleth no fatigue in guarding and preserving them for He is the Most High, the Supreme (in glory)."
(Qur'an 2:255)