

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Living by Rules</b>		
Week	Date	Questions	Activities	Resources
1		<p>Could we live without rules?</p> <p><i>Engage with the need of society for civil order.</i></p>	<p>Watch a short video clip of a castaway or a group of castaways arriving on a desert island.</p> <p>In small groups, draw up a list of rules for a society 'built from scratch'.  Would the rules be any different if you knew you would be there; 4 months, 4 years, forever?  Do the rules fall into groups? (e.g. People, property, position?)  Which rules are most important?  What behaviour would you expect if there were no rules?</p>	

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2		<p>What laws are needed by society today?</p> <p><i>Apply newly acquired understanding of the interface between mortality and law.</i></p>	<p>Class to produce a mind map of the problems of society today.</p> <p>In small groups, design one law that would address those issues. Spend time developing, expanding and clarifying the law. Each group presents their law and argues for its adoption.</p> <p>Each pupil has one vote and may not vote for their own law.</p>	

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Disposition:		<b>Living by Rules</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>What impact do the rules of Islam have on society?</p> <p><i>Consider how the rules of fasting may create passion and the effect of passion in society.</i></p>	<p>Recap for the pupils that those people who wish to be Muslims follow five pillars of Islam (found on page 6).</p> <p>Read the Qur'an (Holy book for Muslims) Allah says in chapter 2 verses 183 to 185 (found on page 7).</p> <p>Pupils to discuss this quote from the Qur'an and list any points that sound like rules.</p> <p>How can the rule of Fasting produce a compassionate society?</p> <p>Muslims fast because it is a pillar of Islam. Ask Pupils to discuss as to what might Muslims learn when they fast. (e.g. patience, self-control, how other poor people who cannot afford feel, overcome selfishness, greed and laziness) and what impact will this learning have on the society?</p> <p><i>Continued on next page.</i></p>	<p>The Five Pillars of Islam (found on page 6).</p> <p>One of The Five pillars of Islam - Fasting (found on page 7).</p>

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Week	Date	Questions	Activities	Resources
3.2		<p>What impact do the rules of Islam have on society?</p> <p><i>Consider how the rules of fasting may create passion and the effect of passion in society.</i></p>	<p><i>Continued from previous page.</i></p> <p>Give pupils the rules of fasting: e.g. Muslims stop eating and drinking at dawn just before the sun rises and this is the start of the fast. Muslims end their fast after the sun has set at dusk and they can eat and drink until dawn the next day.</p> <p>Muslims pray an additional prayer (to the daily five prayers) called Tarawih in Ramadan only during the night and read as much Qur'an as possible in this prayer and celebrate if they manage to finish the whole Qur'an.</p> <p>Fasting in Ramadan is compulsory for every adult, sane and healthy person who has chosen to be a Muslim.</p> <p><i>Continued on next page.</i></p>	<p>The Five Pillars of Islam (found on page 6).</p> <p>One of The Five pillars of Islam - Fasting (found on page 7).</p>

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Week	Date	Questions	Activities	Resources
3.3		<p>What impact do the rules of Islam have on society?</p> <p><i>Consider how the rules of fasting may create passion and the effect of passion in society.</i></p>	<p><i>Continued from previous page.</i></p> <p>Muslims who follow the rules of fasting in Ramadan and make sure that they are kind, caring and merciful to all humans and other creation of Allah with the intention of maintaining this for the rest of the year, the gates of mercy are open Hadith: Muslim, book 13 chapter 1 p139 Hadith 1079 by Abu Huraira).</p> <p>Throughout Ramadan, particularly on the night of power which falls in the last ten days of Ramadan, a prayer during this night is as though one has prayed for a thousand nights.</p> <p>Pupils to discuss, "How can people who are not fasting help those who are fasting?"</p>	<p>The Five Pillars of Islam (found on page 6).</p> <p>One of The Five pillars of Islam - Fasting (found on page 7).</p>

## The Five pillars of Islam

These are:-

- 1) Declaration of faith (Shahada).
- 2) Five daily prayers (Salah).
- 3) Zakah (A fixed percentage of charity on savings which have been there for a year).
- 4) 29 or 30 days of fasting (in the month of Ramadan which is the ninth month of the Islamic Calendar).
- 5) Hajj - a pilgrimage to Makkah once in the lifetime, if healthy and wealthy.

## One of The Five pillars of Islam - Fasting

"O ye who believe! Fasting is prescribed to you as it was prescribed to those before you, that ye may (learn) self-restraint:-

(Fasting) for a fixed number of days; but if any of you is ill, or on a journey, the prescribed number (should be made up) from days later. For those who can do it (With hardship), is a ransom, the feeding of one that is indigent. But he that will give more, of his own free will,- it is better for him. And it is better for you that ye fast, if ye only knew.

Ramadan is the (month) in which was sent down the Qur'an, as a guide to mankind , also clear (Signs) for guidance and judgment (Between right and wrong). So every one of you who is present (at his home) during that month should spend it in fasting, but if any one is ill, or on a journey, the prescribed period (Should be made up) by days later. Allah intends every facility for you; He does not want to put to difficulties. (He wants you) to complete the prescribed period, and to glorify Him in that He has guided you; and perchance ye shall be grateful."

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Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Fair and Just</b>		
Week	Date	Questions	Activities	Resources
1.1		<p>Does it matter if people are not fair?</p> <p><i>Begin to be aware of the unfairness of prejudice and discrimination.</i></p>	<p>Discuss with the children whether anyone has used the saying "That's not fair" to defend someone else who is being unjustly accused. Is it used more frequently to defend yourself?</p> <p>Talk about ways that people can be discriminated against: denied certain jobs; not allowed to attend university; being imprisoned; being tortured, maimed or killed.</p> <p>Rank the variety of punishments in order of severity, starting with the least severe.</p> <p>Ask the class how they would feel if the government has decided that brown haired people can't go on a bus, move situation with increasingly severe behaviour restrictions, to the point where they can't leave the house on pain of death.</p> <p>Ask the class how they feel about the fairness of the situation.</p> <p><i>Continued on next page.</i></p>	

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Disposition:		<b>Being Fair and Just</b>		
Week	Date	Questions	Activities	Resources
1.2		<p>Does it matter if people are not fair?</p> <p><i>Begin to be aware of the unfairness of prejudice and discrimination.</i></p>	<p><i>Continued from previous page.</i></p> <p><i>The children might respond with 'I would leave anyway'. Allow them to discuss this whilst pointing out the punishment that each situation attracts. This might seem to the children a very abstract idea but finish by saying that currently in the world this is happening and we will learn about it next week.</i></p>	

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Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: <b>Choice</b>
Disposition:		<b>Being Fair and Just</b>		
Week	Date	Questions	Activities	Resources
2		<p>What is it like if people behave unfairly on the basis of religion?</p> <p><i>Begin to be aware of religious persecution.</i></p>	<p>Share the following with the pupils - Persecution of Muslims (found on next 2 pages).</p> <p>Is there any religion that is popular with the media these days in England?</p> <p>Is that religion being treated fairly by the media?</p> <p>Pupils to discuss this in small groups. Collate the ideas to widen the whole class understanding of what fairness means in the form of a mind map to be used next lesson.—Are Muslims still being persecuted around the world? (e.g. Palestine)</p>	<p>Persecution of Muslims (found on next 2 pages).</p> <p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 9: Being Fair &amp; Just, Initial, The importance of fairness and justice - start time on DVD 03:15</p>

### Persecution of Muslims

Persecution of Muslims started in Makkah, when prophet Mohammad invited people to believe in one God (Allah) like all the prophets before him, men and women are different but equal, All humans should love each other for Allah, All humans are equal irrespective of their colour, race, disability, religion or job they do for their living, everyone should live together in peace.

People of Makkah did not like this message because it meant that the poor and rich in Makkah would be exactly the same, the women would have to be consulted, maintain their own names after marriage, the women would have a right to inherit from their parents and husband, hold property in their own name and educate, work or do business with the same rights as men if they so choose.

1400 years ago the poor people had no rights and women had no rights, they were the property of the men. For example: after getting married the women had to change their second name to their husbands name; women could not vote; they could not get degrees from certain universities. This was not the case just in Makkah but all over the world even in England.

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## Persecution of Muslims

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The people in Makkah believed that if, the poor had the same rights as the rich and the women had the same rights as the men then, the civilised society as they knew it would be destroyed.

The people in Makkah began to feel that the Muslims were threatening their way of life because more and more people in their society were beginning to listen and take notice and feel that the rules of an Islamic community sounded fair and just to everyone.

The people in Makkah began to panic. They started persecuting the Muslims physically (e.g. hitting them to the point of death in some cases) and by spreading rumours that Muslims were bad people and saying that they wanted to destroy our civilised society with their rules. To give Muslims a bad name, the Makkans hired professional poets and story tellers (this was the equivalent to today's media).

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Disposition:		<b>Being Fair and Just</b>		
Week	Date	Questions	Activities	Resources
3		<p>How do believers of Islam act fairly?</p> <p><i>To explore the concept of fairness through the story of Prophet Daud (David) and the disputants.</i></p>	<p>Display the mind map on the board from the last lesson.</p> <p>The following story Daud and the two disputants (found on next page) is from the Qur'an (chapter 38 verses 21 to 24) and it teaches believers of Islam to act fairly.</p> <p>Q. Why did David ask for Allah's forgiveness (what did he do wrong)?</p> <p>Ans: David listened to just one person and made his decision. He did not listen to the other, therefore, he could not have made a fair and just decision.</p> <p>Add this to the mind map and stress the importance of everyone having a voice as the most important aspect of a fair and just community.</p>	<p>The story of Prophet Daud (David) and the disputants (found on next page).</p>

### The story of Prophet Daud (David) and the disputants

One day Prophet Daud (David) was praying in his prayer niche. He ordered his guards not to allow anyone to interrupt him. Despite his orders, two men managed to enter his room undetected by his guards.

"Who are you?" asked Daud, when he became aware of their presence. One of the men said, "Do not be frightened. We have a dispute and have come for your judgement."

Daud asked, "What is your dispute?" The first man replied, "This is my brother. He has ninety-nine sheep and I have one sheep. The one sheep I have, was given to me by him. He has now decided to take it back and I feel that is not fair." Daud, without hearing from the other party said, "Your brother did you wrong by taking the sheep back."

The two men vanished like a cloud. Prophet Daud realised that they were angels sent to him by Allah to teach him fairness. He immediately, upon reflection, realised that he had passed the judgement without hearing from the second man (the other brother) his side of the story. Fairness cannot be achieved unless one hears both sides of the story. Daud immediately asked Allah to forgive his mistake.

(Qur'an 38: 21-24)

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
1.1		<p>How are you both different from and also the same as everyone else?</p> <p><i>Explore the fundamental similarities between people who look very different.</i></p>	<p><b>SAME</b>  Show children list of ingredients (found on page 15). What can be made from them? (Some of the ingredients that make up a person)  Discuss what people need to survive for a month? (Food, Water, Shelter...) Show children the scientific facts of what they actually need - how does it differ from what they thought? Discuss the difference between needs and wants. Bring in the idea of people from other parts of the world, do they need the same?  Develop further by discussing whether friends and family are luxuries or necessities?</p> <p><b>DIFFERENT</b>  What does different mean? Discuss differences between people. Can the children list obvious differences? (e.g. Likes, dislikes, age, colour, look, accent, clothes, languages etc)</p> <p><i>Continued on next page.</i></p>	List of ingredients (found on page 15).

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Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
1.2		<p>How are you both different from and also the same as everyone else?</p> <p><i>Explore the fundamental similarities between people who look very different.</i></p>	<p><i>Continued from previous page.</i></p> <p>Create a set of contrasting paired pictures (e.g. A traditional ballet dancer and a male ballet dancer wearing street clothes, a priest and a Buddhist monk).</p> <p>Give each group a pair of pictures. Ask the children to find the similarities and differences, some of which will be obvious and others less so. Discuss the findings from each group, could you find something in common with everybody?</p> <p><i>Muslims believe that Allah created the humans and the resources required to meet the physical and emotional needs of all human on earth (e.g. food, raw materials to make houses etc and concept of relationships).</i></p> <p><i>Continued on next page.</i></p>	

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Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
1.3		<p>How are you both different from and also the same as everyone else?</p> <p><i>Explore the fundamental similarities between people who look very different.</i></p>	<p><i>Continued from previous page.</i></p> <p><i>Muslims believe that to meet the spiritual needs of the humans Allah has given guidance to humans, from the time since he created the first man called prophet Adam to the last prophet Muslims call prophet Mohammad. In between, Allah sent many prophets, like Noah, Abraham, Jesus, Moses etc. Humans always had the choice to follow the guidance or not. Allah also told humans not to judge each other on our choices and leave that to Allah.</i></p>	

## What am I?

Enough carbon for 9000 pencils

20 teaspoons of salt

16 pints of water

2 ounces of lime

Enough sugar for 60 cups of tea

Enough iron to make a metal spike

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the difficulties of people with opposing views reaching unity and harmony.</i></p>	<p>Muslims believe that the guidance which Allah has sent down, from prophet Adam onwards to all prophets - prophet Mohammad being the last prophet, has been the same. Its main purpose has been to help humans to live in peace together.</p> <p>Discuss with the pupils that Muslims believe in six pillars of Iman (faith) after having believed that there is one God called Allah. These pillars are found on page 19.</p> <p>The six pillars of Islam promote peace e.g. All prophets taught their people to live in peace, bought laws from Allah in the form of books that promote peace, the concept of life/death/day of judgement promoting peace (to hold accountable those who escaped accountability in this world).</p> <p>Firstly, Islam teaches Muslims to talk about their beliefs and practices openly. An open approach helps to develop understanding and as a result unity and harmony. <i>Continued on next page.</i></p>	The Six Pillars of Iman (faith) (found on page 21).

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Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the difficulties of people with opposing views reaching unity and harmony.</i></p>	<p><i>Continued from previous page.</i></p> <p>Secondly, Islam teaches Muslims to respect people with different views. Prophet Mohammad has taught Muslims to say, "You to your views and leave me to mine." If need be, to maintain unity and harmony in the community (unless saying this would lead to part of the community being oppressed).</p> <p>Pupils to make a poster for display purposes to communicate the six pillars of Islam that will help people to understand the beliefs of Muslims, reduce misunderstandings and promote unity and harmony. (These posters will be worth referring to in spring term-remembering roots.)</p>	The Six Pillars of Iman (faith) (found on page 19).

### The Six Pillars Of Iman (faith)

- 1) Believing in all the prophets that Allah has sent (e.g. Adam, Noah, Abraham, Solomon, David, Jonah, Jesus, Moses, Mohammad etc).
- 2) Believe in all the books that Allah has sent (e.g. Psalms (zaboor), Torah (torat), Injeel (Bible), Qur'an etc).
- 3) All the angels (e.g. Gabreil (Jibrail) who brought revelations to prophet Mohammad from Allah).
- 4) Destiny.
- 5) Death and life after death.
- 6) Day of Judgement.

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Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>How do believers seek to restore unity and harmony?</p> <p><i>To explore the role of prayer in restoring unity and harmony in Islam.</i></p>	<p>At the start of the lesson, play the Adhan (the Muslim call to prayer). Explain that Muslims pray everyday, five times a day, at set times and they are encouraged to pray at the mosque whenever possible. However, every Friday, it is compulsory that every sane Male Muslim says the mid-day prayer in the Mosque and every female who wishes to do so.</p> <p>Share chapter 62 verse 9-10 from the Qur'an with the children (found on page 22). Discuss the quote with the pupils and ask pupils to list benefits of everyone having to pray in the mosque on Friday (e.g. people getting together produces a sense of unity, a sense of belonging etc).</p> <p>Explain that whenever Muslims pray, they perform Wudu (ablution). However, when getting ready for Friday prayers every Muslim should take a bath (Hadith: Muslim, book7 chapter 1 page 5 hadith 846). <i>Continued on next page.</i></p>	The Call to Friday Prayer (found on page 22).

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Disposition:		<b>Creating Unity and Harmony</b>		
Week	Date	Questions	Activities	Resources
3.2		<p>How do believers seek to restore unity and harmony?</p> <p><i>To explore the role of prayer in restoring unity and harmony in Islam.</i></p>	<p><i>Continued from previous page.</i></p> <p>Prophet Mohamed said that Muslims should try to get to the mosque for Friday prayers as early as possible because the angels are standing at the door of every mosque recording the order in which people arrive (Hadith: Muslim, book7 chapter 7 page 9 Hadith 850).</p> <p>Before the start of the Friday prayers, the Imaam gives a talk (called the Khutbah). This generally deals with any current issues of importance in the community, including advice or education. Prophet Mohammad said that listening to the talk in silence is important, even asking someone to be quiet equates to talking (Hadith: Muslim, book7 chapter 3 page 6 Hadith 851).</p> <p>Friday prayers is a reminder of equality, forgiveness and the fundamental message of Islam-peace as Muslims stand shoulder to shoulder to pray.</p> <p>(Talk about Jainism the forgiveness circle to create unity and harmony.)</p>	The Call to Friday Prayer (found on the next page).

### Call to Friday Prayer

O ye who believe! When the call is proclaimed to prayer on Friday (the Day of Assembly), hasten earnestly to the Remembrance of Allah, and leave off business (and traffic): That is best for you if ye but knew  
And when the Prayer is finished, then may ye disperse through the land, and seek of the Bounty of Allah: and celebrate the Praises of Allah often (and without stint): that ye may prosper  
(Qur'an 62:9-10)

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Community</b>
Disposition:		<b>Cultivating Inclusion, Identity and Belonging</b>		
Week	Date	Questions	Activities	Resources
1.1		<p>How do you know you belong?</p> <p><i>Explore belonging in terms of roles and group membership.</i></p>	<p>At the start of the lesson play short tracks of different types of music. Ask pupils to stand in different areas of the classroom depending on whether they like the music they hear or not.</p> <p>Draw a Venn diagram on the board. Fill it in (e.g. with holidays that pupils have been on or hobbies etc) to show commonalities.</p> <p>Make a mock Facebook page. Ask pupils to plan what their page would look like.</p> <p>Go back to the Venn diagram. Fill it in to show that: Muslims, Christians and Jews believe in Adam, Noah, Abraham, Solomon and Moses as important leaders in their religions. Christians and Muslims believe in Jesus as an important leader in their religions. Muslims believe in Mohammad as an important leader in their religion (and regard him as the last prophet of Allah).</p> <p><i>Continued on next page.</i></p>	

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Disposition:		<b>Cultivating Inclusion, Identity and Belonging</b>		
Week	Date	Questions	Activities	Resources
1.2		<p>How do you know you belong?</p> <p><i>Explore belonging in terms of roles and group membership.</i></p>	<p><i>Continued from previous page.</i></p> <p>Share with the pupils, chapter 42 verse 13 from the Qur'an orally or through a worksheet:</p> <p>"The same religion has He established for you as that which He enjoined on Noah - the which We have sent by inspiration to you - and that which We enjoined on Abraham, Moses, and Jesus." (Qur'an 42:13)</p> <p>Discuss with pupils what this means (e.g. all prophets were given the same guidance/teaching on how to live together in peace).</p> <p>List some of the common teachings of the religions (e.g. love thy neighbour, give charity etc).</p>	

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Week	Date	Questions	Activities	Resources
2		<p>Why do some believers change their name?</p> <p><i>Explore the importance of a good name in Islam.</i></p>	<p>Share with the pupils the advice of prophet Mohammad that when we name a child at birth, we should be visionaries and choose a name that represents at least one characteristic we would like to see in that child.</p> <p>Ask pupils to work in pairs, tell their partner what they think their name means and why do they think their parents gave them the name.</p> <p>Sometimes Muslims choose to change their name when they get older because they feel that their birth name does not reflect who they are. Ask pupils to think about their name, if they were told they have to change their name what name would they choose for themselves and why. Pupils to share their thoughts with another pupil. Finally choose a few pupils to feedback.</p> <p>In Sikhism girls are given the title Kaur (princess) and men Singh (lion) after the Amrit ceremony.</p>	

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Week	Date	Questions	Activities	Resources
3		<p>What do the names of Jesus mean for Christians?</p> <p><i>Explore the story of Christmas through the names of Jesus announced by angels.</i></p>	<p>Do any of the children know what their names mean? <i>Do some research and know a few yourself.</i></p> <p>Are the children's names a prediction of their lives, an expression of their parent's hopes, or just a nice name?</p> <p>In three groups, read the passages: Luke 1: 26-38, Luke 2: 8-21, Matthew 1:18-25. Which names or titles of Jesus are mentioned? Look them up in the dictionary pages. Key names mentioned are: Jesus - saviour (all God saves); Christ - (Greek word for Messiah) - both mean 'anointed one' or 'chosen king'; Immanuel - God with us.</p>	<p>Bible references: Luke 1: 26-38, Luke 2: 8-21, Matthew 1:18-25.</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Remembering Roots</b>		
Week	Date	Questions	Activities	Resources
1.1		<p>How do you remember special people places and events?</p> <p><i>Explore the value of collective remembering.</i></p>	<p>Ask the children to bring in baby photos/ memorabilia. How do we remember personal events? (Photos, Albums, Letters, keepsakes.)</p> <p>Consider important days in our society. Some are religious but focus more on those that are not: e.g. Remembrance Sunday, bonfire night, Queen's birthday, Burn's night etc. What happens to mark those events? Visit, real or virtual, one or more Birmingham monuments. What do they commemorate?</p> <p>Discuss how remembering the past, may encourage us to go forward? E.g. encouraged by past triumphs; taught by past mistakes; and warned by past experiences?</p> <p>By studying the stories of the prophets in the Qur'an it helps Muslims to understand the close historical relationship they share with Christians and Jews. <i>Continued on next page.</i></p>	<a href="#">DVD Prince of Egypt</a>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Remembering Roots</b>		
Week	Date	Questions	Activities	Resources
1.2		<p>How do you remember special people places and events?</p> <p><i>Explore the value of collective remembering.</i></p>	<p><i>Continued from previous page.</i></p> <p>Also that all the prophets mentioned in the Qur'an from Adam (first prophet) to Mohammad (last prophet) and all those who came in between taught the same message of PEACE.</p> <p>Try to list some of the prophets we mentioned in the autumn term.</p> <p>Jews follow the teachings of which prophet? (Moses).</p> <p>Do Christians and Muslims believe in Moses? (Yes)</p> <p>Start watching the film called Prince of Egypt. It is important to point out that if Muslims had a say in the making of the film, they would not have shown Moses as a character out of respect because Muslims respect all the prophets because Allah sent them as teachers with guidance.</p>	<a href="#">DVD Prince of Egypt</a>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Remembering Roots</b>		
Week	Date	Questions	Activities	Resources
2		<p>Why is the past important to Christians?</p> <p><i>Explore the value of stories that tell us what God has done in the past.</i></p>	<p>Finish watching the film prince of Egypt.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1) Why did Pharaoh want to kill the children?</li> <li>2) Who bought Moses up?</li> <li>3) Why did Moses leave Egypt?</li> <li>4) Why did Moses come back to Egypt?</li> <li>5) What was the message that Moses bought to Pharaoh from Allah?</li> <li>6) List the miracles shown in the film by Moses.</li> <li>7) Briefly describe how Moses led the Israelites to freedom (e.g. dead sea parted leaving a dry path in the middle).</li> </ol>	<a href="#">DVD Prince of Egypt</a>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Remembering Roots</b>		
Week	Date	Questions	Activities	Resources
3		<p>Why is the past important to Muslims?</p> <p><i>Consider how the lessons of the past promises which were kept in the past help us to go forward.</i></p>	<p>Go over each answer to each question one at a time as in the film and then read out the quote from the Qur'an relevant to the question to see the similarities and differences between the two. The quotes from the Qur'an (found on next 5 pages).</p> <p>Then ask the children: What is the key message in this story? (Ans: Allah does not like people to live in oppression. This is applicable to present day in the sense that we must not allow anyone to oppress us and if we see anyone else being oppressed, we must use peaceful means and help those people to get out of that situation.)</p>	<p>Quotes from the Qur'an (found on next 5 pages).</p>

**Quotes from the Qur'an in answer to last week's questions:**

1) Why did Pharaoh want to kill the children?

"Now Pharaoh made himself a tyrant in the land. He divided his people into castes, one group of which he persecuted, putting their sons to death and sparing their daughters. Truly, he was an evil-doer. But it was Our will to favour those who were oppressed and to make them leaders of mankind.....We revealed our will to Moses' mother, saying: Give him suck, but if you are concerned about his safety put him down the river. Have no fears, nor be dismayed; for we shall restore him to you and make him one of the apostles."

(Qur'an 28:1-7)

**Quotes from the Qur'an in answer to last week's questions:**

2) Who bought Moses up?

"His wife said to pharaoh, "This child may bring us joy. Do not slay him. He may show promise and we may adopt him as our son."

(Qur'an 28:9)

**Quotes from the Qur'an in answer to last week's questions:****3) Why did Moses leave Egypt?**

"One day he (Moses) entered the town unnoticed by the people and found two men fighting, one of his own race (Israelite) and the other an enemy. The Israelite appealed for Moses' help against the enemy, so Moses struck him with his fist and killed him ....

Someone came running from the other end of the city. "Moses" he cried, "the elders are plotting to kill you. Run for your life, if you will heed my counsel."  
(Qur'an 28:14-21)

**Quotes from the Qur'an in answer to last week's questions:****4) Why did Moses come back to Egypt?**

"..... When he saw fire, he said to his people, "Stay here I can see a fire. Perchance I can bring you fire or a guide." When he came near a voice called out to him, "Moses, I am your Lord. Take off your shoes, you are in the sacred valley of Towah."

(Qur'an 20:1-12)

..... .. a voice called out to him, "Blessed be He who is in this fire and all around it! Glory be to Allah, Lord of the creation! Moses, I am Allah, the Mighty, the Wise One. Throw down your staff." And when he saw his staff writhing like a serpent, he turned his back and fled, running on and on. "Moses do not be alarmed," said He (Allah). "My apostles are never afraid in My presence ..... .. Put your hand in your pocket (armpit). It will come out white although unharmed. This is but one of the nine signs that will be shown to Pharaoh and his people ..... .."

(Qur'an 27:7-14)

**Quotes from the Qur'an in answer to last week's questions:**

5) What was the message that Moses brought to Pharaoh from Allah?

"Go to Pharaoh he has transgressed all bounds."

(Qur'an 20:23-24)

6) List the miracles shown in the film by Moses.

"This is one of the nine signs that will be shown to Pharaoh and his people.... ...."

(Qur'an 27:7-14)

7) Briefly describe how Moses led the Israelites to freedom (e.g. Dead Sea parted leaving a dry path in the middle).

"Then We revealed Our will to Moses saying, "Set forth with my servants in the night and strike for them a dry path across the sea. Have no fear of being overtaken, nor let anything dismay you."

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Being Courageous and Confident</b>		
Week	Date	Questions	Activities	Resources
1		<p>What is courage?</p> <p><i>Explore the idea of moral courage.</i></p>	<p>Look at a range of newspaper headlines and find examples of people who have been courageous and brave. Ask pupils to discuss why these people have been regarded as courageous and confident.</p> <p>Ask pupils to use websites or CD-ROMS to search for other people who have been courageous and confident. Ask pupils make notes and report to whole class.</p> <p>Allow pupils to reflect and share with a partner, how they can be courageous and confident in their life and ask them to then record it in their book. For example: Create a list of 'wrong things' e.g. shop lifting, bullying, keeping mum about someone else's wrong doing etc. Ask the children to rearrange the offences as things they would or wouldn't do in order to 'stay in' with their friendship group.</p> <p>Design posters to encourage pupils to be true to their values and ignore peer pressure by being courageous.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Being Courageous and Confident</b>		
Week	Date	Questions	Activities	Resources
2		<p>What is courage?</p> <p><i>Explore Ali's courage through the story of Mohammad and the cave Hira.</i></p>	<p>Tell pupils the story, called Mohammad and the Cave Hira (found on next 4 pages).</p> <p>Ask pupils to recap the story and point out parts where Ali was courageous and how they came to that conclusion.</p>	<p>The Story of Mohammad and the Cave Hira (found on next 4 pages).</p>

### The Story of Mohammad and the Cave Hira

Muslims believe in Prophet Mohammad as being the Last prophet of Allah. Mohammad was born an orphan because his father Abdullah had died a few months before his birth.

Mohammad was about 7 years old when his mother Amina died. His grandfather, Abd al-Muttalib, looked after him for a while but he too died a couple of years later. Mohammad was then looked after by his uncle Abu Talib.

Mohammad was forty years of age when Gabriel (Angel Jibrail) visited him in the cave Hira. A place where Mohammad went regularly to be totally alone to fast, pray, ponder, reflect and trying to find answers to the questions which riddled his soul. The angel commanded, "Read!" Mohammad was stunned, "What shall I read?" he asked. The angel embraced him and squeezed him a little and repeated, "Read!" "What shall I read?" replied Mohammad again. "Read!" said the angel for the third time and continued, "In the name of thy Lord who created man from a drop of fluid. Read in the name of Allah who taught man the use of the pen and taught him what he knew not before ...."

(Qur'an Chapter/Verse?)

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## The Story of Mohammad and the Cave Hira

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These were the very first verses of the Qur'an revealed to Prophet Mohammad. Mohammad repeated these verses after the angel until he could recite them perfectly.

When he returned home and talked about his experiences, Mohammad's cousin Ali (son of Abu Talib) who was only ten was the first child who became a Muslim by declaring that there is no God but Allah and Mohammad is the messenger of Allah.

Ali was a brave and courageous companion of prophet Mohammad throughout his life.

When Abu Talib, Mohammad's uncle, guardian and protector died, the situation in Makkah became worse than ever before. Muslims began to leave Makkah. When the Quraish, the main opposers of Islam in Makkah, noticed this, they became more and more violent in their opposition. The chiefs of all the families decided to unite at Abu Lahab and Abu Jahl's (who were also Mohammad's uncles) instigation, they resolved that the prophet must be done away with. Their plan was to mandate an executioner from each family to prevent Banu Hashim (the family prophet Mohammad belonged to) from taking revenge or asking for blood money. They agreed that no time should be lost and that they must get rid of the Prophet as soon as possible.

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## The Story of Mohammad and the Cave Hira

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In the meantime, the angel Gabriel had come to confirm to the prophet the meaning of a dream he had had a few days before, when in a vision he had seen a flourishing city appear and welcome him. The angel announced to him that he must prepare to emigrate to Madina and that his companion was to be Abu Bakr. Mohammad went to impart the news to Abu Bakr, who wept with joy; however, they still had to organise the final details of their departure.

They had heard that the Quraish had devised a plan to get rid of the prophet. Mohammad asked Ali to take his place on his mat the following night. Even though people of Makkah persecuted Mohammad, for the message of Allah that he was informing everyone about, when it came to choosing someone to keep their valuable things safe they would ask Mohammad to do so because they trusted him more than anyone else in Makkah. Despite the persecution, Mohammad would help out. At this time in Mohammad's life when he was leaving his home in Makkah because of the persecution of the Quraish, he still was worried about the valuables that these very people had entrusted to him. He felt that Ali was honest, confident and courageous, therefore the right person to do the job.

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### The Story of Mohammad and the Cave Hira

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Mohammad left for Madina. Ali lay motionless on Mohammad's mat covered by Mohammad's green cloak, his head drenched in sweat, waiting and listening. A long time seemed to pass; no sound broke the silence of the night. The would-be murderers surrounding the house crept silently out of the shadows towards the front of the house. A door swung open, their swords flashed upwards and then stopped in mid-air. An astonished cry of disappointment escaped their lips. In the doorway, his head held high, his shoulders square, stood Ali. His black eyes searched deeply into those of each man standing before him. Then tossing the prophet's green cloak over his arm, he pushed past the drawn swords and marched down the road to return the valuables entrusted to Mohammad to the rightful owners.

The would-be murderers plan had failed. They did not see Mohammad leave, such was the will of Allah.

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Being Courageous and Confident</b>		
Week	Date	Questions	Activities	Resources
3		<p>How were Sikhs brave during this festival? How do Sikhs show bravery today?</p> <p><i>Explore courage through the Sikh story of Baisakhi.</i></p>	<p>Recount the story of the first Baisakhi and what happened. (Year 3 and Year 4) Tell this and get some volunteers to re-enact the story.</p> <p>Write a newspaper account of the event. Pretend that you have interviewed one of the 5 volunteers who are called "Panj Pyare" meaning 5 blessed ones". How did they feel? Think of a headline to capture what happened.</p> <p>Research: A Sikh should only take Amrit when he/she is mature enough to realise the nature of the obligations and responsibilities that they will have to live up to.</p> <p>Discuss - What commitments should someone only undertake when they are mature enough to do so? Why do you think this?</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>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Regardful of Suffering</b>		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Explore different kinds of acts that cause suffering and hurt and how these can be avoided</i></p>	<p>In groups, pupils to make a mind map of all the things that actually hurt, or may hurt.</p> <p>Each group to choose one hurtful event from their mind map and rehearse it as a role play.</p> <p>Each group to present their roleplay to the whole class followed by a very brief class discussion as to how the hurt could have been avoided.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Regardful of Suffering</b>		
Week	Date	Questions	Activities	Resources
2		<p>How do Muslims put others first?</p> <p><i>Explore different kinds of acts that are mentioned in the Qur'an that cause suffering and hurt.</i></p>	<p>Orally or through the worksheet, share the following quote with the pupils from the Qur'an chapter 49 verses 11 and 12 (found on next page).</p> <p>List all the things that are listed in this quote as hurtful things that can cause suffering.</p> <p>Ask the children the following questions:</p> <ol style="list-style-type: none"> <li>1. What can the person who has been hurtful do to please Allah? (Ans: apologise and never carry out the same act again).</li> <li>2. What can the person who has been hurt do to please Allah? (Ans: Be forgiving and merciful <i>(Forgiveness is when the wrong that we have done is not counted against us and mercy is when we do not receive the punishment we deserve.)</i> and help the person who has been hurtful to understand how painful the experience was so that they are discouraged from ever doing such a thing again).</li> </ol>	<p>Qur'an chapter 49 verses 11 and 12 (found on next page).</p>

"O ye who believe! Let not some men among you laugh at others: It may be that the (latter) are better than the (former): Nor let some women laugh at others: It may be that the (latter are better than the (former): Nor defame nor be sarcastic to each other, nor call each other by (offensive) nicknames" ... ..

"O ye who believe! Avoid suspicion as much (as possible): for suspicion in some cases is a sin: And spy not on each other behind their backs. Would any of you like to eat the flesh of his dead brother? ... .. fear Allah: For Allah is Oft-Returning, Most Merciful."

(Qur'an 49:11-12)

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Regardful of Suffering</b>		
Week	Date	Questions	Activities	Resources
3.1		<p>How did prophet Mohammad put others first?</p> <p><i>Explore the concept of putting others first through the story of the silent protest.</i></p>	<p>Tell the pupils the story, called Silent Protest (found on pages 50-51). Ask pupils to answer the following questions in their books:</p> <ol style="list-style-type: none"> <li>1) How did the woman try to hurt the prophet?</li> <li>2) Why was she trying to make prophet Mohammad suffer?</li> <li>3) When did prophet Mohammad become concerned?</li> <li>4) What made the woman change?</li> <li>5) What principle did prophet Mohammad use to help the woman understand Islam? (Ans: he remained calm even when he was suffering; He followed the teaching of Allah e.g. "to visit the sick is as though you have visited me" and visited the woman even though she was not a Muslim.)</li> <li>6) What lesson can we learn from this story? (Ans: e.g. Allah expects us to show kindness to all human beings, irrespective of their faith those who are not Muslims will learn about the teachings of Islam in a practical way rather than just talk.</li> </ol> <p><i>Continued on next page.</i></p>	<p>The story of the Silent Protest (found on pages 50-51).</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Regardful of Suffering</b>		
Week	Date	Questions	Activities	Resources
3.2		<p>How did prophet Mohammad put others first?</p> <p><i>Explore the concept of putting others first through the story of the silent protest.</i></p>	<p><i>Continued from previous page.</i></p> <p>Pupils to share an experience where they continued to be kind for Allah even when the other person was causing pain and suffering for them (e.g. said something hurtful).</p>	<p>The story of the Silent Protest (found on pages 50-51).</p>

### The story of the Silent Protest

Prophet Mohammad lived in Makkah. When he became a prophet of Allah, at the age of 40, he began to inform people about the guidance of Allah called the Qur'an. The main messages were about everyone being equal, living together in peace and that there is life after death. There was one particular woman who did not like this message. She felt that the message of equality, and oneness of God (Allah) would destroy civilisation as she knew it and undermine her idol worshipping. She decided to carry out a quiet protest by putting thorns in the path of prophet Mohammad whenever she knew He was going past her house. Doing this made her feel very good because she knew the thorns would hurt the prophet since his shoes were as thin as socks.

"Now I have taken revenge for our idols," she would say to herself. Prophet Mohammad was hurt but he did not say anything. He just continued on his way. Silently he prayed for the woman. People around who witnessed this event regularly thought that Mohammad was afraid of the woman that was why he didn't say anything even though he was suffering. One day Mohammad walked down the woman's road and there were no thorns on the path. Prophet Mohammad was concerned. He asked the people around what had happened to the woman. "She is very sick," they told him. "She cannot get up to do her own work."

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### The story of the Silent Protest

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Prophet Mohammad was very sad to hear that the woman was not well. He went to visit the woman straight away for Allah because Allah has taught Muslims that they must always visit the sick. When the woman saw prophet Mohammad she thought he had come to have a go at her when she was not well because she would not be able to defend herself. Prophet Mohammad however talked to her respectfully and politely, asked her how she was and prayed for her.

The woman was ashamed because despite the bad way in which she treated Mohammad, Prophet Mohammad was sad to see her suffer. She realised that prophet Mohammad was very different to anyone she knew and therefore very special. She became a changed person herself and later accepted Islam.

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
1		<p>What do Muslims teach about forgiveness and mercy?</p> <p><i>Explore the mercy and forgiveness of prophet Mohammad for his Ummah through the story "Mohammad's journey to Taif".</i></p>	<p>Tell pupils the story of Prophet Mohammad's Journey to Taif.</p> <p>Project the story, Mohammad's journey to Taif, on the white board. Highlight the prayer (Du'a) prophet Mohammad made when he was sitting by the garden wall.</p> <p>Ask pupils to write the prayer in easy words so that pupils in year 2 can understand it easily.</p> <p>Mohammad was very hurt by the way the people of Taif treated him. When the angel of the mountains offered to overturn the mountains on these people, why was prophet Mohammad forgiving, merciful and compassionate?</p> <p>What do we learn from this story?</p>	<p>The story of Mohammad's Journey to Taif (found on next 3 pages).</p>

### The Story of Prophet Mohammad's Journey to Taif

After the death of prophet Mohammad (pbuh)'s wife Khadijah and his uncle Abu Talib, the disbelievers of Makkah became even bolder against prophet Mohammad. They started treating him even more harshly, so much so, that it became difficult for him to step out of the house. Of these days Ibn Hisham has related the incident that the Quraish (people who lived in Makkah) threw dust at the prophet Mohammad openly in the street.

At last, the prophet Mohammad left for Taif with the intention that he should invite the Bani Thaqif to Islam, for even if they did not accept Islam, they might allow him to work for his mission peacefully. He travelled all the way to Taif on foot. He stayed in Taif for a few days and approached each of the chiefs and nobles of the Bani Thaqif and talked to them about his mission. But not only did they refuse to listen to him but told him to leave the city because they worried that their younger generation may take notice and become misguided. When prophet Mohammad (pbuh) was leaving the city of Taif, the chiefs of Thaqif asked the residents of Taif to abuse and throw stones at prophet Mohammad from either side of the road. Prophet Mohammad was badly wounded and his shoes were filled with blood.

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### The story of Prophet Mohammad's Journey to Taif

*Continued from previous page.*

Exhausted, he took shelter in the shade of the wall of a garden outside Taif and prayed:-  
"O God, to you I complain of my weakness, little resource and my insignificance before men. O Most Merciful of the Merciful, You are the Lord of the weak and you are my Lord. Into whose hand do you entrust me? To a remote stranger who will ill treat me? Or to an enemy to whom You have given authority over my affairs? I harbour no fear as long as You are not angry with me. Yet your gracious support would open a broader way and a wider horizon for me! I seek refuge in the light of your countenance, by which all darkness is illuminated and the things of this world and the next are set aright, so that I do not incur Your anger and am not touched by your wrath. Nevertheless, it is Your prerogative to admonish as long as You are not satisfied. There is no power, no strength but in you."  
(Ibn Hisham, As Sirah-an-Nabawiyyah 2:268).

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### The story of Prophet Mohammad's Journey to Taif

*Continued from previous page.*

The garden was owned by two brothers. When they heard the prayer they sent their servant Addas with some grapes to him. When prophet Mohammad took the grapes, he said, "Bismillah ....." (In the name of Allah the most merciful the most kind). Addas said, "This is not the way people of this country speak." Prophet Mohammad asked him where he came from. Addas said, "I come from the Assyrian town of Nineveh." "From the town of that good man Jonah, son of Matta?" said the prophet Mohammad. "How do you know about him?" asked Addas. He was a prophet of Allah and I am a prophet," said prophet Mohammad. Addas knew he was telling the truth so he became his follower.

Prophet Mohammad continued back to Makkah. When he reached a place near Qarn-al-Manazil, he felt as though the sky was overcast by clouds. Prophet Mohammad looked up and saw angel Jibrael (Gabriel) in front of him who called out, "Allah knows the way your people have responded. He has therefore, sent his angel in charge of mountains. You may command him as you please." Then the angel of the mountains greeted him and said, "If you like I would overturn the mountains from either side upon these people." Prophet Mohammad did not want any such action taken. He was forgiving, compassionate and merciful because he hoped that the future generations of Taif may learn to become more compassionate and just. (Hadith: Muslim and Bukhari).

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>How big is your love?</p> <p><i>Explore the relationship between love and forgiveness.</i></p>	<p>Prophet Mohammad mentioned Jonah (Yunus) to Addas. Using resources available in class, ask pupils to work in pairs and write the story of Yunus in their own words.</p> <p>Re-cap the story of Jonah and discuss Allah's forgiveness and mercy in the context of the story.</p> <p>Remind pupils of the story from the last lesson, where prophet Mohammad showed mercy and forgiveness to the people of Taif even though Allah had appointed an angel to punish the people of Taif, if prophet Mohammad so wished.</p> <p>Q1: Why was Allah able to forgive Jonah? (Ans: Because Allah loved Jonah just like he loves the whole of his creation including you and me, therefore he can forgive anything as long as we are not arrogant)</p> <p><i>Continued on next page.</i></p>	<p>Story of Yunus from "Stories of the Prophet" by Sayyed Abul Nadwi published by UK Islamic Academy</p> <p>OR</p> <p>Year 1 Spring 1 Lesson 3</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>How big is your love?</p> <p><i>Explore the relationship between love and forgiveness.</i></p>	<p><i>Continued on next page.</i></p> <p>Q2: Why did prophet Mohammad forgive the people of Taif? (Ans: He forgave them for Allah and in the hope that future generations may love Allah like he did-knowledge from previous lesson).</p> <p>Q3: Who would you be willing to forgive and why?</p> <p>Ask pupils to discuss, in small groups, and record some thoughts in their books and give feedback to whole class.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
3		<p>What do Christians teach about Mercy?</p> <p><i>Explore the Christian view of mercy through Aslan's sacrifice in the Lion, the Witch and the Wardrobe.</i></p>	<p>Watch Aslan's sacrifice in the film, The Lion, The Witch and the Wardrobe.</p> <p>This is how a Christian author, C. S Lewis, illustrated the voluntary sacrifice of Jesus to save others from punishment.</p> <p>Ask the children the following questions:          What did Aslan do?          Why did he do it?          Who did he do it for?          What made him able to do it?</p> <p>Then ask the same questions of Jesus in respect of the Easter story.</p>	<p><a href="#">The Lion, The Witch and the Wardrobe DVD.</a></p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Expressing Joy</b>		
Week	Date	Questions	Activities	Resources
1.1		<p>What makes you happy and how do you show it?</p> <p><i>Explore joy in religious festivals.</i></p>	<p>Produce a mind map of all the things that make people happy. (e.g. birth of a child, marriage, graduation after getting a degree, Eid-ul-Fitr, Eid-ul Adha etc).</p> <p>Muslims go to the mosque to say their Eid-ul-Fitr and Eid-ul-Adha prayers (as well as Friday prayers and if possible the five daily prayers).</p> <p>Plan a visit to the mosque for the next lesson. Write down the rules that need to be followed to ensure that we can show sensitivity during the course of the visit.</p> <p>Pupils to do a project on "Why do Muslims celebrate Eid-ul-Fitr and Eid-ul Adha?" How do Muslims express their joy at the Eids? (Jabir bin Abdullah said, "I observed the prayer with the messenger of Allah on the Eid days. He commenced the prayer without sermon, Adhan or Iqama. After the prayers he stood up and gave a sermon." (Hadith: Muslim Book 8, chapter 1, page 22, Hadith885R1) <i>Continued on next page.</i></p>	<p>Links with '<a href="#">Faith makes a difference</a>' DVD:</p> <p>Film clip 3: Expressing Joy, Initial, Al Furqan Choir - start time on DVD 00:00</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Expressing Joy</b>		
Week	Date	Questions	Activities	Resources
1.2		<p>What makes you happy and how do you show it?</p> <p><i>Explore joy in religious festivals.</i></p>	<p><i>Continued from previous page.</i></p> <p>The prayer consists of two bows and six Takbirs. After prayers, families and neighbours get together to eat. After eating, people do different things that they might enjoy to continue with the celebrations for the rest of the day.</p> <p>(Aisha said, "Abu Bakr came to see me. I had two girls with me. They were singing and playing an instrument. Abu Bakr got angry. Prophet Mohammad said, "It's Eid. Let them play." (Muslim:Book8, chapter 4, page 25, hadith 892R2).</p> <p>(Aisha said, "Some Abyssinians came and danced in the mosque. Prophet Mohammad invited to me to see the dance." (Muslim:Book 8, chapter4, page 25, hadith 892R5).</p> <p><i>Continued on next page.</i></p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Expressing Joy</b>		
Week	Date	Questions	Activities	Resources
1.3		<p>What makes you happy and how do you show it?</p> <p><i>Explore joy in religious festivals.</i></p>	<p><i>Continued from previous page.</i></p> <p>Children to discuss, from their own experience or from the above two quotes:</p> <p>What sorts of fun things do you think Muslims may do to celebrate Eid after they have finished praying?</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Expressing Joy</b>		
Week	Date	Questions	Activities	Resources
2		<p>How do RT express their joy in worship? (Visit)</p> <p><i>To explore the concept of joy in prayers.</i></p>	<p>Visit the mosque.</p> <p>Demonstration of Eid prayers, if possible.</p> <p>Discuss how these are different to the daily five prayers.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Expressing Joy</b>		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims celebrate Eid?</p> <p><i>Explore the different ways in which Muslims celebrate Eid.</i></p>	<p>Discuss the key learning experiences and the patterns used to decorate the mosque, e.g. Patterned tiles, patterned carpet etc.</p> <p>In class, draw tessellating patterns (cross-circular Maths).</p> <p>Choose a few pupils to present the Eid projects, while the rest of the class to mark using the success criteria found on the next page.</p> <p>Collect the rest in for assessing and displaying.</p>	<p>Success criteria (found on the next page).</p>

**1) Eid-ul-fitr is a celebration:**

- a) at the end of Ramadan.
- b) Muslims celebrate because they have successfully completed 29 or 30 fasts (third pillar of Islam).
- c) They have managed to pray all the Tarawih prayers (additional prayers in Ramadan only).
- d) They have managed to read as much of the Qur'an as possible.
- e) They have managed to pay the Zakat-ul-fitre (a form of charity) before the prayer.

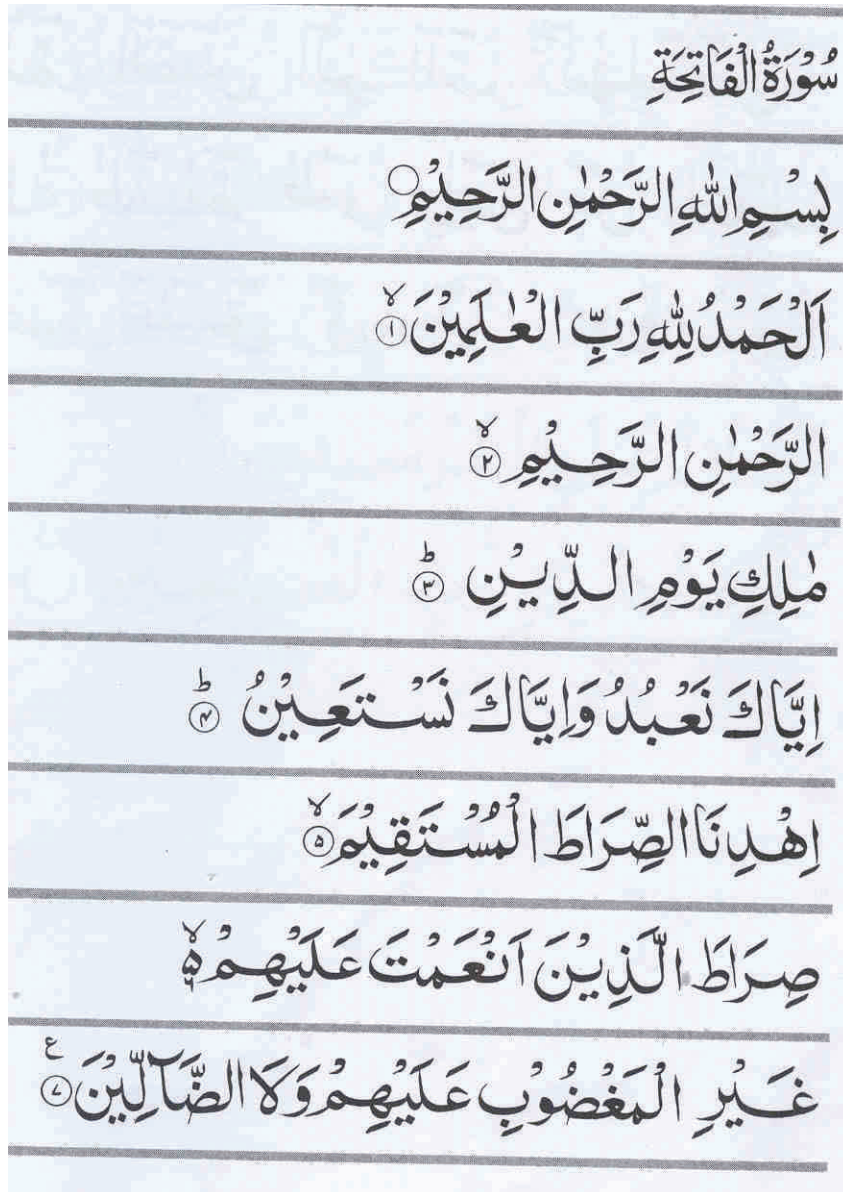
**2) Eid-ul-adha is a celebration:**

- a) at the end of Hajj (an annual pilgrimage to Makkah in the Islamic month of Dul Hajj—This is the fifth pillar of Islam).
- b) All Muslims celebrate Eid-ul-adha irrespective of whether they have completed Hajj in Makkah or they are in their own homes or elsewhere in the world.
- c) Charity is given on the Eid day, normally in the form of meat obtained by sacrificing a permitted animal. One third of the meat obtained is distributed to the poor, one third to relatives and one third is kept for self. The meat could be cooked or raw at the point of distribution.
- d) Eid-ul-adha is the final reminder of Prophet Abraham's love for Allah (where he was willing to sacrifice his son, with the son's permission, to fulfil Allah's command irrespective of the fact that Abraham loved his son very much. When Abraham was about to sacrifice his son, Allah replaced the son with a ram because Allah's command was merely to test Abraham's love for Allah. He had passed the test).

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Appreciating Beauty</b>		
Week	Date	Questions	Activities	Resources
1		<p>How should we imagine and express what matters?</p> <p><i>Explore words as a way of imagining and expressing what is important.</i></p>	<p>At the start of the lesson, play music composed of sounds from nature. Pupils to listen for a few minutes. Discuss how they would describe the sounds. What sounds from nature have been used? How do these sounds make the pupils feel?</p> <p>Produce a mind map as a whole class words of phrases that pupils know that are beautiful. Why do pupils think that these words and phrases are beautiful? How do these words and phrases make the pupils?</p> <p>Teacher to read out his/her favourite poem, e.g. Silver by Walter De La Mare. Tell the children why the teacher likes the poem, why he/she thinks the poem is beautiful and how does the poem make him/her feel? Discuss the use of words to create mood and convey feelings. Finish the lesson by asking pupils if they know a poem that they think is beautiful and discuss why.</p>	<p>Music</p> <p>Examples of poetry expressing beauty.</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Appreciating Beauty</b>		
Week	Date	Questions	Activities	Resources
2		<p>How does this help Muslims to worship Allah?</p> <p><i>To explore the importance of words in worship.</i></p>	<p>Muslims are always praying to Allah. Sometimes they think of beautiful words to express their own thoughts of Allah.</p> <p>Ask pupils if they have ever expressed their own thoughts to Allah (e.g. thank you for giving me my parents/brothers sisters, friends. Thank you for the daylight, birds, health etc).</p> <p>Allah taught Muslims a pattern of prayer. This is the second pillar of Islam, it is an act worship and consists of five daily prayers.</p> <p>Give pupil's resources (books/worksheet/ICT) to look at the pattern of prayer and discuss in small groups which phrases are repeated the most.</p> <p>Pupil's to discuss which is their favourite phrase and why. Some pupils to feed back.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: <b>Creativity</b>
Disposition:		<b>Appreciating Beauty</b>		
Week	Date	Questions	Activities	Resources
3		<p>How does Al-Fatiha make you feel?</p> <p><i>To explore feelings in relation to the words in Al-Fatiha.</i></p>	<p>Teacher to project the meaning of Al-Fatiha on the white board. Read through the meaning together.</p> <p>Ask pupils how they feel about the words. What would their response be to these words? Pupils to try learning the meaning.</p> <p>Pupils to know that Al-Fatiha is the first chapter of the Qur'an.</p> <p>Pupils to look at the Arabic version of Al-Fatiha and practice writing it in their books (found on next page).</p>	Al-Fatiha (found on next page).



*Bismillah Ar-Rahman Ar-Raheem*

*Al-hamdu lillahi Rabb il-'alamin*

*Ar-Rahman Ar-Raheem*

*Maliki yawmi-d-Din*

*Iyya-ka na'budu wa iyya-ka nasta'in*

*Ihdina-sirat al-mustaqim*

*Sirat al-ladhina an'amta 'alai-him*

*Ghair il-Maghdubi 'alai-him wa la-d-dallin*

In the name of Allah, the Most Beneficent, the Most Merciful.

Praise be to Allah, Lord of the Worlds:

The Most Beneficent, the Most Merciful:

Owner of the Day of Judgement.

You (alone) we worship; You (alone) was ask for help.

Show us the straight path:

The path of those whom Thou hast favoured; Not

(the path) of those who earn Thine anger nor of

those who go astray.

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Curious and Valuing Knowledge</b>		
Week	Date	Questions	Activities	Resources
1		<p>Why is why important?</p> <p><i>Consider the source of knowledge.</i></p>	<p>Start the lesson by doing a mind map of all the things that we would not be able to do if we did not have the knowledge.</p> <p>Are some things beyond human knowledge? Add these to the mind map with a different colour pen.</p> <p>What are the different types of knowledge?</p> <p>(1) Knowledge that humans have created using the resources and intelligence provided by Allah (e.g. the works of Shakespeare)</p> <p>(2) Revealed Knowledge. This is knowledge that comes from Allah (e.g. the stories of the prophets like the story of the birth Jesus (Isa)).</p> <p>Ask pupils to write a story that they know is from revealed knowledge e.g. story of any prophet in their books.</p> <p>What primary source would pupils consult to ensure that the story is accurate?</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Curious and Valuing Knowledge</b>		
Week	Date	Questions	Activities	Resources
2.1		<p>What does Islam teach about Musa (Moses) and knowledge?</p> <p><i>Discover that no matter how wise someone is God can give particular knowledge to other people who may not generally seem as wise.</i></p>	<p>Prophet Musa (Moses) was a prophet of Allah. Prophet Musa (Moses) has been mentioned in the Qur'an a number of times.</p> <p>Draw a whole class mind map on the board showing all the events that took place in the life of prophet Musa (Moses) which pupils remember.</p> <p>Then share with the pupils another story, called Khidr, from the life of prophet Musa (Moses). (found on pages 72-74).</p> <p>A thought crossed prophet Musa's (Moses') mind that he was the prophet of Allah and the only prophet to whom Allah spoke to directly. Therefore, he thought he must be the most knowledgeable person in the world. Allah knows what is in the hearts and minds of every person. Allah asked Musa (Moses) to undertake a journey where he will meet a man (called Khidr) who has more knowledge than Musa (Moses) has, even though he is not a prophet.</p> <p><i>Continued on next page.</i></p>	<p>Khidr, from the life of prophet Musa (Moses) (found on pages 72-74).</p>

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Curious and Valuing Knowledge</b>		
Week	Date	Questions	Activities	Resources
2.2		<p>What does Islam teach about Musa (Moses) and knowledge?</p> <p><i>Discover that no matter how wise someone is God can give particular knowledge to other people who may not generally seem as wise.</i></p>	<p><i>Continued from previous page.</i></p> <p>The story is told in the Qur'an in Chapter 18 verses 60 to 82 (found on next pages). Read the story of Musa (Moses) and Khidr together.</p> <p>Q1. Why did Allah send Musa (Moses) on this journey? (to know that Allah has given Khidr more knowledge that he has)</p> <p>Q2. Why was Khidr able to take the actions that he did? (because he had the knowledge of the future)</p> <p>Q3. Why did Musa (Moses) keep asking the questions? (because he did not have the knowledge of the future)</p> <p>Q4. How would Khidr have the knowledge of the future? (Allah gave him the knowledge).</p>	<p>Khidr, from the life of prophet Musa (Moses) (found on next 3 pages).</p>

### Khidr, from the life of prophet Musa (Moses)

Behold, Musa (Moses) said to his attendant, "I will not give up until I reach the junction of the two seas or (until) I spend years and years in travel."

But when they reached the Junction, they forgot (about) their Fish, which took its course through the sea (straight) as in a tunnel.

When they had passed on (some distance), Musa (Moses) said to his attendant, "Bring us our early meal; truly we have suffered much fatigue at this (stage of) our journey."

He replied, "When we rested ourselves at the rock, I did indeed forget (about) the Fish: none but Satan made me forget to tell (You) about it: the cooked fish became alive and swam away."

Musa (Moses) said, "That was the miracle that we were seeking after." So they went back on their footsteps, following (the path they had come).

So they found one of Our servants, on whom We had bestowed Mercy from Ourselves and whom We had taught knowledge from Our own Presence.

Musa (Moses) said to him, "May I follow you, so that you can teach me something of the (Higher) Truth which you have been taught?"

(The other) said, "Verily you will not be able to have patience with me!"

*Continued on next page.*

**Khidr, from the life of prophet Musa (Moses)**

*Continued from previous page.*

"And how can you have patience about things which you do not understand?"

Musa (Moses) said, "You will find me, if Allah so will, (truly) patient: nor shall I disobey you in anyway." The other said, "If then you would follow me, ask me no questions about anything until I myself speak to you concerning it."

So they both proceeded, until, when they were in the boat, he scuttled it. Said Musa (Moses), "Have you scuttled it in order to drown those in it? Truly a strange thing you have done!"

He answered, "Did I not tell you that you will have no patience with me?"

Moses said, "Rebuke me not for forgetting, nor grieve me by raising difficulties in my case. (..... After another incident and Moses query .....) "

He answered, "Did I not tell you that you will have no patience with me?"

(Moses) said, "If ever I ask you about anything after this, keep me not in your company."

Then they proceeded, until, when they came to the inhabitants of a town, they asked them for food, but they refused them hospitality. They found there a wall on the point of falling down, but he set it up straight. (Musa (Moses)) said, "If you had wished, surely you could have exacted some recompense for it!"

*Continued on next page.*

### **Khidr, from the life of prophet Musa (Moses)**

*Continued from previous page.*

He answered, "This is the parting between me and you: now I will tell you the interpretation of (those things) over which you were unable to hold patience.

"As for the boat, it belonged to certain men in dire want: they fished on the water: I but wished to render it unserviceable, for there was after them a certain king who seized on every boat by force

..... "

"As for the wall, it belonged to two youths, orphans, in the Town; there was, beneath it, a buried treasure, to which they were entitled: their father had been a righteous man: So Allah desired that they should attain their age of full strength and get out their treasure - a mercy (and favour) from Allah. I did it not of my own accord. Such is the interpretation of (those things) over which you were unable to hold patience."

(Qur'an 18:60-82)

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Curious and Valuing Knowledge</b>		
Week	Date	Questions	Activities	Resources
3		<p>How does the story of the Khidr help Muslims to understand the importance of seeking knowledge from cradle to grave?</p> <p><i>Discover that gaining knowledge is a journey .</i></p>	<p>Ask pupils to write the story of Khidr in their books in very easy language so that the pupils in year 4 can understand and enjoy the story.</p> <p>For pupils who might finish early, ask them to draw a picture which best explains the story remembering that Muslims would not be able to draw prophet Musa or Khidr out of respect.</p> <p>Choose one or two pupils to read their story out to the class.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Reflective and Self-Critical</b>		
Week	Date	Questions	Activities	Resources
1		<p>How do we define a perfect life?</p> <p><i>To reflect on the balance of each pupil's life at Primary School.</i></p>	<p>Teacher to choose any picture(s). Discuss the pictures with the whole class and explain what the pictures may represent.</p> <p>Ask pupils to look at the picture(s) carefully.</p> <p>Pupils to decide whether the picture(s) represents perfection. (If pupils say yes, ask why and if pupils say no, ask why). Pupils to record their thoughts in their books.</p> <p>In small groups, ask pupils to discuss what they have written.</p> <p>Each group to feed back whether everyone in their group thought that the picture presented perfection.</p> <p>Q. Is every one's idea of perfection the same?</p> <p>Pupils to think about the good deeds (actions) and think whether they were perfect or was there room for improvement.</p>	

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Reflective and Self-Critical</b>		
Week	Date	Questions	Activities	Resources
2		<p>What does RT teach about the spiritual journey to perfection?</p> <p><i>To explore the importance of reflection in the spiritual journey.</i></p>	<p>Share chapter 10 verses 22-24 from the Qur'an with the pupils (found on next page).</p> <p>Q1. What is Allah drawing the attention of Muslims to? (Who do the people call upon when they are in trouble? Resources in the earth etc).</p> <p>Q2. Why is Allah drawing the attention of Muslims to these points? (So that Muslims could learn to be reflective and self critical).</p>	<p>Qur'an 10:22-24 (found on next page).</p>

"He it is Who enables you to travel through land and sea; that is why you even board ships:- they sail with a favourable wind, and rejoice thereat; then comes a stormy wind and the waves come from all sides, and they think they are being overwhelmed. They cry unto Allah, sincerely offering (their) duty unto Him saying, "If You save us from this, we shall truly show our gratitude!"

But when He saves them, behold! they transgress insolently through the Earth in defiance of right! O mankind! Your insolence is against your own souls - an enjoyment of the life of the present: in the end, to Us is your return, and We shall show you the truth of all that you did.

The likeness of the life of the present is as the rain which We send down from the skies: by its mingling arises the produce of the Earth - which provides food for men and animals: (It grows) till the Earth is clad with its golden ornaments and is decked out (in beauty): the people to whom it belongs think they have all powers of disposal over it: There reaches it Our command by night or by day, and We make it like a harvest clean-mown, as if it had not flourished only the day before! Thus do We explain the Signs in detail for those who reflect."

(Qur'an 10:22-24)

Exemplar Material for a school with majority Muslim pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: <b>Contemplation</b>
Disposition:		<b>Being Reflective and Self-Critical</b>		
Week	Date	Questions	Activities	Resources
3		<p>What does RT teach about the spiritual journey to perfection?</p> <p><i>To explore the importance of reflection in the spiritual journey.</i></p>	<p>Recap on the previous lesson and emphasise the importance of reflection and questioning in the spiritual journey to perfection.</p> <p>To understand that Muslims, who practice Islam in a reflective way to please Allah alone and deliver their duties as prescribed by Allah to humanity to the best of their ability, are on a spiritual journey in which Allah guarantees spiritual perfection in heaven (paradise).</p> <p>Ask pupils to draw what they think heaven or paradise might look like.</p> <p>Create a display of the pictures produced.</p>	