

Suggestions for Teaching and Learning

By [Gillian Georgiou](#), Diocesan RE Adviser

The questions we might ask:

- *What do the main concepts in Islam reveal about the nature of Allah?*
- *What is the purpose of visual symbols in a mosque?*

The ideas we might explore

- The oneness of God (**tawhid**) and its reflection in the **shahadah** (statement of faith)
- God as creator who has created the universe to be in harmony (**muslim** – literally, ‘in submission’ to the will of God); has created human beings to be ‘**abd** (servant) and **khalifa** (regent) to help him keep things in harmony; has set out a straight path (**shariah**) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path
- The connection between **iman** (faith/beliefs) and **ibadah** (worship/practice) – the ways in which key practices express Muslim beliefs:

Five Pillars:

1. **Shahadah** (statement of belief): “There is no God but God, and Muhammad is his **prophet**”; expresses beliefs about God and the prophets
2. **Salat** (prayer five times a day): incorporates the **Shahadah**, involves all Muslims praying together in harmony
3. **Zakat** (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don’t have enough
4. **Sawm** (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world
5. **Hajj** (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time,

carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the *ummah*) and their belief in one God

- The *masjid* (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. *qibla*, *minaret*, *minbar*, prayer mats, facilities for *wudu*); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.

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<p><i>Islam – key beliefs 1</i></p>	<p><u>Believing:</u></p> <p>Treasure hunt activity: solve the riddles to find all the pieces of the puzzle; once complete, the puzzle shows the Arabic word for God ('Allah') – introduce the idea that Muslims believe in one God (the puzzle only makes sense when it is complete and whole) and they are committed to finding out more about him (searching for the puzzle pieces). The word for the oneness and uniqueness of God is tawhid.</p> <p>Label a basket 'one God' and leave it at the front of the classroom.</p> <p><u>Thinking:</u></p> <p>Play two pieces of music, one that is harmonious, e.g. https://www.youtube.com/watch?v=iT-ZAAi4UQQ, and one that is not, e.g. https://www.youtube.com/watch?v=b1Ph0sa0Gc0 – which do the pupils prefer and why? What does the word harmony mean (lit. 'joined together' from the Greek)? Why might things being joined or connected together be a good thing? Ask pupils to come up with some examples of things that are better when they are joined together harmoniously (e.g. sports team, choir, friends, etc.)</p> <p><u>Believing:</u></p> <p>Introduce the idea that Muslims believe God made everything just as he wanted it to be: muslim (lit. 'in submission to the will of God', i.e. in harmony with the way God wants it to be). Ask pupils to make connections between learning in science and the idea of harmony in the natural world, e.g. the idea of balance in the ecosystem.</p> <p>Label a basket 'harmony' and leave it at the front of the classroom.</p> <p>Ask pupils to record their learning on these two key ideas: one God and harmony, referring to technical vocabulary. This could be a piece of structured writing, a visual representation, a recorded audio clip, etc.</p>
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<p><i>Islam – key beliefs 2</i></p>	<p>Recap the two key beliefs covered in the previous lesson (bring out the labelled baskets).</p> <p>Thinking: Ask pupils to think of different ways in which they are expected to help out in school (e.g. picking up rubbish, being polite to visitors, following the teacher’s expectations in the classroom, etc.) and different ways in which they have power in school (e.g. belonging to the school council/parliament, taking part in pupil interviews with governors, etc.)</p> <p>Are the two ideas of helping out and having power connected? (Try to introduce the idea of special rights and special responsibilities.)</p> <p>Believing: Muslims believe that God has given human beings special rights and responsibilities. They are: ‘abd – servants of God who have a responsibility to help keep things in harmony Khalifa – regents, who have the right to rule on behalf of God</p> <p>Set up a race between two teams in the playground, one has obstacles, one doesn’t. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles?</p> <p>This race is like the special responsibility to keep things in harmony (keep things muslim) – it is easier when there are no obstacles. Muslims believe that God has set out a straight path (shariah) for humans to follow to help them keep things in harmony (muslim).</p> <p>Repeat the race, removing the obstacles, but blindfolding the participants. In one team, the pupils racing have to race without help. In the other team, the pupils racing can receive guidance from their teammates. Which team finds it easier?</p>
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KS2 Compulsory Unit: God (Islam)

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	<p>Muslims also believe that God has given humans guidance to help them follow the straight path (shariah) – the natural world to study, the Qur'an (the holy book) and the Prophets.</p> <p>Thinking:</p> <p>Ask pupils to record the key vocabulary they have learned in this lesson. Have the words available on cards and ask pupils to place them in the baskets – which basket would they place each word into and why? (e.g. muslim in the 'harmony' basket because it refers to Muslim beliefs about the way in which the world has been made and the way God wants it to stay; Qur'an in the 'one God' basket because of the belief that it has been given to humans by God, etc.)</p>
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<i>Iman and ibadah (faith and practice): the Shahadah and Salah</i>	<p>Set pupils a challenge: using the resources available to them, they must find a way of holding up the two baskets – ‘one God’ and ‘harmony’; the idea is to get pupils to understand that they must use things that are solid, sturdy, more than one thing, etc.</p> <p><u>Living:</u> The Five Pillars of Islam: show the following clip to 2.05: https://www.youtube.com/watch?v=c5c9-1zxPeA&index=16&list=PLcvEcRsF_9zK0q_Ey3yl7k5LA5v1M7NNs&t=0s</p> <p>1. Shahadah (statement of faith) What is the school’s vision/mission statement? What does it tell us about the school and the people in it? What does it tell us about what is important to the members of the school community?</p> <p>Give pupils an English translation of the Shahadah: ‘There is no God but God, and Muhammad is his prophet/messenger’. What does this text tell us about Islam and Muslims? What does it tell us about what is important to Muslims? https://www.bbc.com/education/clips/zstfgk7</p> <p>2. Salah (prayer) One of the key times in which the Shahadah is used is during prayer.</p> <p><u>Thinking:</u> Ask pupils to record their understanding of what prayer is. This could be done as a Philosophers’ Café, a silent conversation, group discussion, etc. (What is prayer? Is prayer just about talking or is it also about listening? Who do people pray to? What do people pray for? Are there special words that people use when they pray? Do people pray together or alone? Why might prayer be important to some people? Does it matter if prayers are answered or not? Prayer as praise, saying sorry, saying thank you, asking for something.)</p>
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Living:

Ask pupils to work together to watch a selection of the clips below. They need to use this research to answer the question: how and why do Muslims pray? Support pupils to make connections with Muslim beliefs about the oneness of God and harmony. They could record their research digitally, e.g. creating a PowerPoint/Prezi presentation

<https://www.bbc.com/education/clips/zqcd2hy> (Friday prayers at the mosque)

<https://www.bbc.com/education/clips/z9r87ty> (Muslim prayer)

<https://www.bbc.com/education/clips/z2hrk7h> (prayer in Islam)

<https://www.bbc.com/education/clips/zjr87ty> (prayer at the mosque)

<https://www.bbc.com/education/clips/z82fbk7> (the mosque, a place of prayer)

<https://www.bbc.com/education/clips/zcdhfrd> (the washing ritual, **wudu**)

<https://www.bbc.com/education/clips/zypvcdm> (**wudu** or washing in preparation for prayer)

<https://truetube.co.uk/film/muslim-prayer> (Muslim prayer)

Believing:

Ask pupils to place **Shahadah** and **Salah** into the baskets 'one God' or 'harmony', giving reasons for their choice based on what they have learned during the lesson.

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Iman and ibadah (faith and practice): zakat

Believing:

Set up the classroom in advance – make sure every other pupil has a treat on their desk. When the pupils arrive, tell the ones with the treat that they can have it and tell the rest it is hard luck! How do they feel about this?

Introduce the key terms **justice** and **fairness**. Provide a number of scenarios for pupils to role-play, then carry out hot-seating interviews of the various characters afterwards. E.g. a teacher telling two pupils that they are going on a school trip to London, but only if they pay £50 – pupil 1 can afford it, pupil 2 can't; the manager of Lincoln City FC telling two pupils that there is a chance they can attend a training session with the team, but only if they live on a certain street – pupil 1 lives on the street, pupil 2 doesn't, etc. How do the various participants feel about their role in the scenario? If pupils could change one thing about the scenarios, what would it be and why? Etc.

Watch this clip from 2.06 to 2.34: https://www.youtube.com/watch?v=c5c9-1zxPeA&index=16&list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNs&t=0s

Thinking:

Writing task: how might giving in charity (**zakat**) help Muslims make the world a fairer and more just place? How does this connect with Muslim beliefs about 'one God' and 'harmony'?

Living:

Provide information for pupils about the [National Zakat Foundation](#), the [Red Crescent](#) and [Muslim Hands UK](#); ask them to produce a poster that connects the work of at least one organisation with Muslim beliefs about 'one God', 'harmony', and the practice of **zakat**. Pupils could include their ideas on what difference this makes to bringing about justice, fairness and harmony in the world.

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Iman and ibadah (faith and practice): sawm and Ramadan

Thinking:

Explain to pupils that they have to choose one item of food or drink to go without for the next week – it must be something they enjoy eating/drinking. How difficult do they think they will find giving it up? How long do they think they could give it up for? What difference might it make to their health if they give it up? At the end of the discussion, give them the option to change their choice but they must be able to give a reason why they are changing it.

Living:

Introduce the month of Ramadan and **sawm** (fasting):

https://www.youtube.com/watch?v=W94SdiWhtr8&list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=12;

<https://www.truetube.co.uk/film/great-british-ramadan> (up to 1.32)

Ask pupils to complete a chart of the benefits and challenges of **sawm** for Muslims in Lincolnshire

Introduce **iftar** – the breaking of the fast when the sun sets each day: this clip shows examples of **iftar** around the world: <https://www.youtube.com/watch?v=6mIBmKiQF4>. If possible, arrange for a visitor from the local mosque/Muslim community to come in and talk about their own experience of sharing in **iftar** (they could perhaps bring some food for pupils to try). Focus on the idea of everyone sharing the fast and the breaking of the fast together. Link this with Muslim beliefs about harmony. Pupils could also plan a shared meal and think about who they would like to invite in order to show that the school community is a fair, just and harmonious place to be together.

Believing:

Ask pupils to place **sawm** and **iftar** into the baskets 'one God' or 'harmony', giving reasons for their choice.

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Iman and ibadah (faith and practice): hajj

Thinking:

Philosophers' Café: What journeys do pupils carry out every day/every week? Are there any journeys they go on that are special? What makes these journeys special? What plans do they have to make to carry out the special journey? Are these special journeys more important than the journeys they carry out every day? If so, why?

Living:

Introduce the key word **pilgrimage**; explain that it is a journey taken for a special reason, often for a religious community or to a place associated with a particular religious person/event.

Muslims are asked to carry out a special pilgrimage called **hajj** at least once in their lifetime:

https://www.youtube.com/watch?v=Ok7-mB62xeE&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=16

Focus on the key terms: **hajj**, **ka'bah** (the most holy site in Islam and a symbol of the oneness of God), **tawhid** (the oneness of God), **forgiveness**, **together**, **ihram** (special clothing that makes everyone equal during the **hajj**)

Ask pupils to create a podcast that explains **hajj** to their parents; they must show how the key terms connect with Muslim beliefs about 'one God' and 'harmony'.

Believing:

Ask pupils to place the key terms from the lesson into the baskets 'one God' or 'harmony', giving reasons for their choice.

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<i>Summative: the Five Pillars of Sunni Islam</i>	<p>Look back through the words that are contained in the baskets 'one God' and 'harmony'. Can pupils remember what each term means and how it relates to the Five Pillars of Islam?</p> <p>Ask pupils to create an iBook that explains key Muslim beliefs (iman = faith) and the ways in which these are shown in Muslim practice (ibadah). Pupils could work in groups to produce text, diagrams, illustrations, etc.</p>
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