

The questions we might ask:

- *How is Allah described in the Qur'an?*
- *What do Muslims learn about Allah and their faith through the Qur'an*

The ideas we might explore

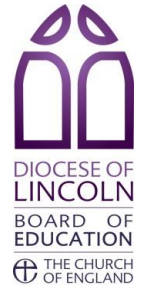
- One God (*tawhid*), created the universe in harmony
- Created human beings to help keep the universe in harmony
- Provided a straight path (*shariah*) to help keep the universe in harmony
- Provided guidance to help humans follow the straight path (Qur'an, prophets, natural world)
- 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God)
- Qur'an = holy book of Islam; the words of God, providing guidance for human beings
- Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path
- The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')

Lincolnshire Locally Agreed Syllabus for Religious Education

KS1 Compulsory Unit: God (Islam)

Suggestions for Teaching and Learning

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



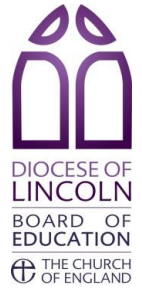
<p><i>Beliefs about God</i></p>	<p>Mind-map – what is God like? Key words – expect lots from Christianity. If using drawings, use targeted questions to probe more deeply (<u>thinking</u>), e.g. ‘why is he a boy?’, ‘why is he so old?’</p> <p>Believing: Identify key characteristics: Creator Loving Powerful Fair (Just) Forgiving</p> <p>Create artworks to reflect these key characteristics</p>
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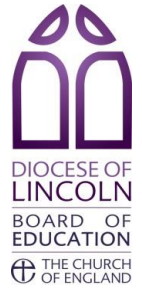
<p><i>Muslims beliefs about God – the oneness of God (tawhid)</i></p>	<p><u>Believing:</u></p> <p>Muslims believe in one God, who is unique and indivisible:</p> <p>Maths activities: different parts of a shape to build a whole shape: what shapes have you got on your desk, try and put them together; how many different ways can you make 1? (Halves and quarters)</p> <p>Construction activity: Jenga game with something precious on top – which is better, all the blocks in one tower, or the blocks being taken away?</p> <p>Art activity: blob of plasticine – how many things can you make out of this?</p> <p>Connections with Muslim beliefs about God – one God, strong/powerful without needing anything else to make him stronger/more powerful, can make everything – very creative</p> <p>99 Names of Allah – different names to show different characteristics of the one God</p>
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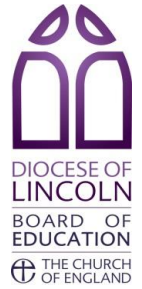
<p><i>Creation and Harmony</i></p>	<p>Recap Christian creation story and its moral</p> <p>Believing: Muslim creation story (sequence bits of text from the Qur'an storybook)</p> <p>Compare and contrast – what is the same and what is different between the Christian and Muslim stories?</p> <p>Muslims believe God made the world exactly as he wanted it to be – in harmony (muslim) Create puzzle pieces with the story of creation – could use words or pictures (DON'T DRAW GOD)</p>
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<p><i>Human beings and the straight path</i></p>	<p>A race between two teams, one has obstacles, one doesn't. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles?</p> <p>Thinking: Why do we have rules in our school? How do they help us follow a straight path in school? The idea of a straight path as both physical and moral (to do with the choices we make and the actions we take).</p> <p>Believing: Recap Muslim beliefs: one God, created the world as he wanted it to be – in harmony (muslim), created human beings.</p> <p>In Islam, special job for human beings = to keep things in harmony = the straight path; what might they need to help them do this?</p> <p>Special job for human beings: special jobs that human beings do (e.g. teacher, doctor, army, police, etc.) – what do they need to help them do their job? E.g. ambulance driver, uses siren and flashing light to clear a straight path.</p>
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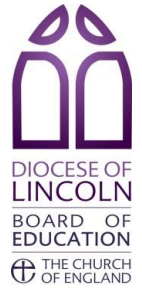
<p><i>Guidance</i></p>	<p>Believing: Follow a path blindfolded, then pair up and repeat the activity – which one is easier and why?</p> <p>Recap Muslims beliefs about God: one God, created the world as he wanted it to be – in harmony (muslim), created human being, given them a special job to keep things in harmony.</p> <p>Guidance: why might we need a helping hand to follow the straight path? E.g. those who help us make good choices at school</p> <p>What do Muslims have to help them follow the straight path?</p> <ol style="list-style-type: none">1. The natural world – what do plants need to help them grow? How does the natural world provide this for them?2. The Qur'an – special books that help us make good choices (pupils could make a book of guidance for Reception class on reading, e.g. importance of practising reading at home, using the school library, working hard in phonics groups, etc.)3. The Prophets – special people who help us make good choices (dilemmas – who would you go to to help you solve this dilemma?) <p>Build a display throughout the lesson to make links between activities and Muslim beliefs about God, the world and human beings (e.g. photos of pupils carrying out these activities).</p>
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<p><i>Muhammad and the Qur'an</i></p>	<p>Return to the display to ensure pupils are making the connections between previous activities and Muslim beliefs about God, the world and human beings.</p> <p>Believing:</p> <p>Who is Muhammad? Prophet – special person to help Muslims make good choices. Some setting of historical and geographical context – timelines/chronology and map of the world</p> <p>Activity: follow the instructions to complete the task – give 2/3rds of groups instructions in English and 1/3rd instructions in Welsh. How easy is it to complete the task if you can't access the instructions? How did you feel? What was the solution?</p> <p>Introduce story of Muhammad receiving the Qur'an from the Angel Jibril (video, storytelling, etc.); how do you think Muhammad felt when he couldn't write down what the Angel wanted him to record? What was the solution to the problem in this case? (Qur'an = the Arabic word for 'recite'; Muhammad returns and asks for help to record the words he has memorised).</p> <p>Pupils to sequence the story (bits of text, they need to order themselves correctly, then read out their bit of the story)</p> <p>Why is this story (and this book) so important? Make links with the idea of God, harmony and the special job that Muslims believe human beings have.</p>
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