

The questions we might ask:

- *What do Muslims do to celebrate birth?*
- *What does it mean and why does it matter to belong?*

The ideas we might explore

- The importance of community (**ummah**) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (**shariah**)
 - Celebrating a new member of the Muslim community (**ummah**) – the birth of a baby as a blessing, something that Muslims give thanks for
 - Whisper the call to prayer (**adhaan**) into the baby's ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet
 - The **aqiqah** ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings
 - Traditionally, Muslims give a gift of food to the poor as part of the **aqiqah** ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough)
 - Some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor
 - Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures
- Could compare this with other birth rites, e.g. **baptism** (Christianity) or **brit milah** (Judaism)

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KS1 Compulsory Unit: Life Journey (Islam)

Suggestions for Teaching and Learning

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

<p><i>Recapitulation of key Muslim beliefs</i></p>	<p>Believing:</p> <p>Engage: Card sort – key beliefs from Christianity and Islam (e.g. on God, the world, human beings); can pupils sort them into the correct religions and the correct categories?</p> <p>Enquire: What do Muslims beliefs about God, the world and human beings?</p> <p>Explore: Return to the puzzle made at the beginning of last term – what key beliefs can pupils remember? How do they connect together? (Could write them up on cards and try to match them up, like a game of dominoes.)</p> <p>Thinking:</p> <p>Evaluate: Ask pupils to try and rank these beliefs (e.g. diamond 9) – do they think any of the beliefs is the most important? Encourage them to show their reasoning – <i>why</i> do they think this? Can they recognise that other people may think differently?</p> <p>Express: Divide pupils into groups and ask each group to create a visual expression of one of the key beliefs; use these to build a display that can be added to throughout the term so that pupils have a visual overview of the ways in which Muslim practices relate to core Muslim beliefs.</p>
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<p><i>Belonging – why is it important?</i></p>	<p>Utilise materials from the Coram Life Education website (you may have to sign up):</p> <p>https://www.coramlifeeducation.org.uk/belonging/belonging-single-session</p> <p>[These may need some adaptation because they are pitched at KS2.]</p>
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<p><i>Belonging to a Muslim community</i></p>	<p>Engage: revisit the key words used in the last lesson on belonging – what things help someone feel like they belong and what things make someone feel like they don't belong?</p> <p>Enquire: how does Muslim worship help create a feeling of belonging for Muslims?</p> <p>Living:</p> <p>Explore: Muslim prayer (salah) – the words said (e.g. the Shahadah), the movements carried out, the preparations beforehand, the frequency throughout the day, the use of a prayer mat facing towards Makkah, etc. You could set the classroom up to mimic a mosque – girls and boys on different sides of the room, shoes off before they come in and a quick wash of hands and face, the call to prayer (adhaan) playing over the whiteboard as they enter the classroom, a series of movements that they need to do together or a series of words that they need to say together, etc.</p> <p>Focus on the ways in which prayer is shared and carried out in harmony, even when Muslims are not physically in the same place when it is carried out.</p> <p>https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=PLcvEcrcF_9zIiwCZSRPXjf75R1n978G5v&index=10&t=2s (introduction to the Five Pillars of Islam, including the Shahadah and salah)</p> <p>https://www.bbc.com/education/clips/z4gkq6f (Muslim prayer)</p> <p>https://www.bbc.com/education/clips/z74wmp3 (Friday prayer at the mosque)</p>
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<https://www.bbc.com/education/clips/zfhvr82> (**wudu** - preparation for prayer)

<https://www.bbc.com/education/clips/zn6sb9q> (the **Shahadah**)

Thinking:

Evaluate: Introduce the key term **ummah** (the global Muslim community). Why might it make a difference if all Muslims around the world are praying in harmony? What difference might this make to a feeling of belonging? (Compare to people around the country watching England matches on TV, live, together, alone, etc.)

Express: Writing task – ‘prayer helps Muslims feel like they belong because...’; focus on providing evidence (the process of reasoning). Could add ‘I think belonging is important for Muslims/for everyone because...’ as an extension to this.

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<p><i>Welcoming a new baby – Islam</i></p>	<p>Thinking:</p> <p>Engage: tell pupils that there will be a visitor to the class (you could actually arrange for someone to visit!) – what sorts of things could they do to make this person feel welcome and comfortable in unfamiliar surroundings? How might they help this person feel a part of the community at this school? What things are important to the school community and how might they show this to the visitor?</p> <p>Living:</p> <p>Enquire: how is a Muslim baby welcomed as part of the Muslim community?</p> <p>Explore: https://www.truetube.co.uk/film/muslim-birth-ceremonies (select elements from this to help pupils identify the key features of the ceremonies and traditions associated with welcoming a new baby)</p> <p>Give pupils something sweet to taste and think about why this might be an important tradition for Muslims welcoming a new baby – what does sweetness represent?</p> <p>Ask pupils to weigh various objects in the same way that some Muslims shave the baby’s hair and weigh it to give the weight in silver or gold to charity.</p> <p>Thinking and Believing:</p>
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Evaluate: set a simple task, e.g. throwing x number of soft balls into a basket within a certain timeframe. Ask pupils to do this individually and then as part of a team. Why might being part of a team be better than doing this on your own? How might giving in charity be an important part of welcoming a baby into a wider community (connect the ideas of belonging and Muslim beliefs about harmony – once you are in the team, everyone helps out everyone else)?

Express: create a welcome banner for a new baby that reflects key vocab covered during the lesson. Place it on the display board created in the first lesson so that it is visually connected with key Muslim beliefs.

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<p><i>Welcoming a new baby – Christianity</i></p>	<p>Thinking:</p> <p>Engage: What is a promise? What promises have you made? Why are promises important? Why do people feel sad or cross when promises are broken? Could give pupils possible answers to choose from/hold a class or group discussion, etc.</p> <p>Enquire: What special promises do Christians make at a baby's baptism?</p> <p>Believing and Living:</p> <p>Explore: read through the story of Jesus' baptism (Mark 1:9-11) – who are the key characters? What are the key features of the baptism? (e.g. water, Holy Spirit, God, Jesus, love, etc.)</p> <p>Investigate the different ways in which Christians celebrate a baby's baptism: what are the key features of the service? How do they relate to the story in the Bible? What promises are made by the parents, the godparents and the Christian community?</p> <p>You could use artefacts, a visit to a local church/visitor from a local church, video clips, etc.</p> <p>https://www.bbc.com/education/clips/zm87tfr (Christian baptism part 1)</p> <p>https://www.bbc.com/education/clips/zr34wmn (Christian baptism part 2)</p> <p>https://www.bbc.com/education/clips/z8b9jxs (Christian baptism celebrations)</p>
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<https://www.bbc.com/education/clips/zhq6sbk> (Christian baptism animated story)

<https://www.bbc.com/education/clips/z6wmpv4> (the Bible and baptism)

Thinking:

Evaluate: how easy do you think it is to keep the promises that have been made at a baptism? Is it easier to do this as a whole community? (In advance, you could interview parents/colleagues who have had their own children baptised or who are godparents to get some example responses.)

Pupils could discuss this in pairs/groups and record their answers in an easy/challenging chart.

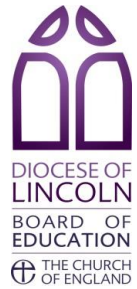
Express: Ask each pupil to make their own promise that they intend to keep in the next week. Ask them to write it on a leaf template and create a 'promise tree' that can be displayed in the classroom. Make sure you return to this at some point in the next week to talk about whether it was easy or difficult to keep their promise, and how this might relate to how easy/difficult it is for Christians to keep the promises they make at a baby's baptism.

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Comparing birth rites in Islam and Christianity

Living:

Engage: Our Community: take a walk around school – what signs can you see that show you what the school community is like? What things are important to the school community and where do you find them around school? Are the same things important to everyone in the community? (Go into the staffroom, if possible...!) When you get back to the classroom, talk about what it means to be part of this school community.

Enquire: How do the birth rites in Islam and baptism in Christianity connect with the idea of belonging to a community?

Explore: Create areas around the classroom that engage the different senses: what things might you hear at a baptism or as part of Muslim birth rites? What things might you eat? What things might you see or touch? Ask pupils to record what they find out. They could do this by creating a podcast/iBook/website/poster/piece of scaffolded writing, etc.

Evaluate: In what ways are Muslim birth rites and Christian baptism traditions the same and different? This could be scaffolded with particular headings, e.g. something to eat, something to say, something to speak, etc.

Express: Continue to build on the classroom display to link Muslim practices to Muslim beliefs, adding the ways in which Christian practices are similar/dissimilar.

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<p><i>Summative</i></p>	<p>Community: using a variety of materials (construction, artistic, literary, visual, etc.), challenge pupils to create their own representation of community and the ways in which it is important to Muslims.</p> <p>Encourage them to think about the key Muslim beliefs and practices they have explored this term.</p> <p>Make sure each pupil is given the opportunity to explain the thinking behind their representation, either in writing or through conversation.</p>
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