

Suggestions for Teaching and Learning

By [Lynsey Norris](#), Diocesan Education Development Officer

- *What does the Qur'an teach Muslims about how they should treat others?*
- *How do Muslim teachings guide the way Muslims act in the world?*
- *How are Muslim beliefs expressed in practice?*
- *How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?*

- Recap of key beliefs (see *KS2 Compulsory Unit: God - Islam*): God, **tawhid**, everything created in harmony (**muslim**), humans as **'abd** and **khalifa** to help keep everything in harmony; the straight path (**shariah**) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets
- Recap of the Five Pillars (see *KS2 Compulsory Unit: Community - Islam*) with an emphasis on linking the practices with the beliefs that underpin them
- The role of human beings in maintaining a harmonious (**muslim**) world
- The importance of the straight path (**shariah**) in helping to keep the world in harmony (**muslim**), as God intends it to be
- Family life and the way in which this contributes to following the straight path (**shariah**): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. **Qur'an 49.13**); the respect children should show to their parents (e.g. **Qur'an 17.23-24**)
- The Hadith – collections of the teachings and lived example (**sunnah**) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (**shariah**), i.e. how to live islamically; examples of Hadith, e.g. "None of you truly believes until he loves for his brother what he loves for himself" (**Hadith Nawawi 13**)

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- The work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslims beliefs about God, the world and human beings
Examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali ('Aerosol Arabic'; Muslim street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi , member of the House of Lords)

<p>Recap – Key beliefs</p>	<p>Key Terms: Tawhid – the oneness of Allah, Muslim – harmony, abd – servant khalifa – regent, shariah – straight path</p> <p>Have a sheet ready with all the key terms on then complete the following activities. During the activities pupils should complete the definitions as a recap from <i>KS2 Compulsory Unit: God – Islam</i></p> <p>Tawhid: complete a jigsaw – highlighting that there is just one picture</p> <p>Muslim: Give one child a drum (or drum fingers on a desk) and ask her to make a steady beat. Ask the other children if the music is very interesting to listen to with only one instrument and a single beat. Add another instrument making a complementary rhythm. Continue adding instruments and rhythms, one at a time. Discuss how many instruments playing together in rhythm sounds better than one instrument alone. But many instruments playing their own tune hurts your ears. complete a jigsaw – highlighting that all the parts come together in harmony to make one picture</p> <p>Abd & Khalifa: Use images of the rainforests destroyed, people in pain etc. Give pupils the definitions of these words and ask how they link</p> <p>Shariah – have some sort of tubing that can be bent or kinked and marbles – students should work out how to get the marbles through – i.e. it needs to be a straight path to get to its end goal. If you are feeling brave you could do this with a kinked house pipe and water.</p>
<p>Recap – 5 Pillars</p>	<p>Believing</p>

	<p>Ask pupils to draw around your hand and then think of 5 rules or ideas that are really important to live by? Discuss where did these rules come from, why do they think they are important etc.</p> <p>Play Jenga at the front of class – discuss why the tower topples down – link to the idea of foundations and how the upholding buildings and then link to how rules can uphold society and ways of living. You may want to explore what would happen if we didn't have rules to live by in school and society.</p> <p>Watch the following clip as a recap – seeing what pupils can remember.</p> <p>https://www.youtube.com/watch?v=ikVGwzVg48c</p> <p>Living</p> <p>Put children in to groups of 5 (or 10 if you'd like them to work in pairs) Give them each a pillar to look at and ask them to think how a Muslim might live that pillar out in practice – link beliefs and practices</p> <p>e.g Shahadah: repeat it, teach it</p> <p>Salah: go to the mosque to pray, pray with family</p> <p>Saum: help someone in need</p> <p>Saum: practice fasting when they are younger</p> <p>Hajj: Save money to go on Hajj, celebrate Eid ul Adha</p>
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	<p>Give out building blocks/Jenga write on stickers how Muslims practice the 5 pillars. Essentially get them to play Jenga again, but then discuss with them what happens when one or two of the pillars of Islam are not lived out.</p> <p><u>Thinking</u></p> <p>Discussion: What would happen if all Muslims did not follow the 5 pillars? Why do they think it's important to follow the 5 pillars? Would it ever be ok if a Muslim chose sometimes not to follow the 5 pillars? Try to bring out how the beliefs underpin the practices. It's not just about going through the motions but the importance of why they do it. Bring in ideas of diversity and some Muslims who will follow the religion more strictly than others</p>
<p>What does the Qur'an teach about how Muslim should treat others?</p>	<p>Key Terms; Muslim – harmony, shariah – straight path</p> <p><u>Thinking</u></p> <p>Give out a puzzle/game/jigsaw with no instructions. Ask how they would do it? Would everyone agree? Would they get it right?</p> <p>Or give out an object that requires an instruction book, ask how would they know what to do with it? Could it easily break? Would they be able to use it to its full potential?</p>



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	<p>Discuss that human beings don't have instructions and Muslims believe for us to live in harmony (Muslim) and follow sharaih that Allah has set before them, they need help.</p> <p>You could blindfold some pupils and get them to be instructed around the classroom to stay on a straight path.</p> <p>Believing</p> <p>Watch https://www.bbc.co.uk/bitesize/clips/z6d2hyc to discuss the Qur'an as a book of guidance. You may want to ask pupils what type of guidance they think the Qur'an will give for their lives.</p> <p>Share with the children these 'commandments' from Surah (chapter) 17 of the Qur'an.</p> <p>Commandments from Surah 17</p> <ul style="list-style-type: none">• Be kind to your parents, particularly in their old age.• Always keep your promises.• In daily life be honest.• Avoid gossip and slander.• Do not take advantage of poor people or orphans. <p>Why do they think these rules are included in the Qur'an? Are they relevant today? Why are these rules good/bad?</p> <p>Use these 'commandments' to create a piece of artwork (remember not to draw the prophet Muhammad) or a poem or presentation about how Muslims should treat people.</p>
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	<p>Key message – Muslims believe the Qur’an and other text guide them on the straight path to treat harmony in the world</p>
<p>How are Muslim beliefs expressed in practice? – Family Life-roles and responsibilities</p>	<p>Key Terms:</p> <ul style="list-style-type: none">• Family: a group of people who are related by blood, marriage or adoption.• Nuclear family: a couple and their children regarded as a basic social unit• Step-family: family that is formed on the remarriage of a divorced or widowed person and that includes a child or children• Same-sex parents: People of the same sex who are raising children together• Extended family: a family that extends beyond just parents and their children by including grandparents and other relatives as well <p>Believing:</p> <p>Families are considered to be at the heart of every Muslim community. Family life was created by Allah to keep society together and Muslims should follow the example of the Prophet Muhammad, who was married and raised a family.</p>

	<p>The traditional Muslim family is an extended family. It usually includes parents, children, grandparents and elderly relatives. Most Muslims believe that extended families mean greater stability, continuity, love and support for each other.</p> <p>Pupils could consider different types of families that they know, that they are in.</p> <p><u>Thinking & Living:</u></p> <p>Pupils could do a strengths and difficulties table of living in an extended family. Draw our practical and emotional areas. They could draw on some of their own experiences perhaps of grandparents picking them up from school, or someone being paid to look after children.</p> <ul style="list-style-type: none">➤ The family is where children are raised as good Muslims. (Think about what this means i.e learning to pray, learning the Qur'an)➤ The Qur'an teaches that children should treat their parents with honour and kindness➤ The Hadith teaches that Muslims should take care of their mothers if they wish to enter paradise. <p>Pupils should consider the way family life contributes to following the straight path.</p> <p>Explain to pupils' different areas of family life and the importance of it e.g.</p>
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	<ul style="list-style-type: none"> • Family life created by Allah to help provide a harmonious society • Muhammad who married and had children • Prayer at home • Family involvement in fasting a pilgrimage • Different but complementary roles of men and women • Respect children should show to their parents <p>Pupils could make a simple board game that shows the roles the family play in teaching these beliefs and how living these beliefs out it keeps them on the straight path (they could have a straight path board with cards that means they can advance if it follows beliefs or go on a tangent if for example they don't show respect for their parents.)</p>
<p>How are Muslim beliefs expressed in practice? – Living in a Muslim family</p>	<p>Believing Discuss religion in own family, from birth ceremony to growing up and taking responsibility to day. Pupils could draw up a typical day in their home.</p> <p>Compare this with a day in a Muslim home. Muslim parents teach their children to:</p> <ul style="list-style-type: none"> • Pray



	<ul style="list-style-type: none">• to be polite to be kind• to obey adults• to be honest• to share with the poor. <p><u>Living:</u></p> <p>Split pupils into groups and give them one of the following beliefs about family life.</p> <p>Pupils could consider:</p> <ul style="list-style-type: none">• Is this just a Muslim belief?• Do any other religions teach the same?• Do you have to be religious to believe this?• What would this look like practically? – this could be extended into drama, artwork, an extended written piece <ul style="list-style-type: none">➤ Families provide care and comfort to one another. The Qur'an says that on the Last Day they will be judged so they must do this to the best of their ability.➤ The Qur'an teaches that children should care for their parents.
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	<p>Discuss whether these are purely Muslim values. Make comparisons with Christianity</p> <p>You could finish the lesson with a discussion about 'Family life matters more if you are religious than if you are not.'</p>
<p>How do beliefs impact on action? - Charity</p>	<p>Key Word: Ummah – Community, brotherhood – encompasses all humans not just Muslims</p> <p>Believing</p> <p>'He who sleeps on a full stomach is not one of us' Hadith 'Whoever saved a life, it would be as if he saved the life of all mankind' <i>Qur'an -5:32</i></p> <p>Discuss</p> <ul style="list-style-type: none">• what these quotes mean, linking the idea to the Ummah• How would Muslims live this out in practice?• Should Muslims only help other Muslims <p>Living</p>

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	<p>Pupils could do some research on the following Muslim charities, they could create a booklet or presentation to share with the rest of the class/school what their charity does, case studies etc.</p> <p>https://www.islamic-relief.org.uk/ https://media.ifrc.org/ifrc/ https://muslimhands.org.uk/ https://www.muslimaid.org/</p> <p>Believing</p> <p>Hand out the 99 names of Allah, ask pupils to pick some that show the nature of God that Muslims are representing when being involved in charities.</p>
<p>Impact of beliefs on how Muslims live their lives</p>	<p>Show pupils' pictures of the following people – see if they can name them, what they do and state what they have in common</p> <ul style="list-style-type: none">• Mo Farah (Olympic runner)• Mohamed Salah (Liverpool football player)• Nadyia Hussain (winner of great British bake off)• Mohammed Ali ('Aerosol Arabic'; Muslim Street Artist)• Sadiq Khan (Mayor of London)• Sayeeda Hussain (Baroness Warsi, member of the House of Lords) <p>Use the following clips and discussions points to discuss how their beliefs impact on their lives</p>



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	<p>Mo Farrah: Watch https://www.youtube.com/watch?v=ESKb0h_e-2k – make the link of discipline in sport to discipline in faith – praying 5 times a day</p> <p>Mohamed Salah: Watch https://www.youtube.com/watch?v=LkQn6WeM0m4 - link back to last lesson and the what Mohamed has done in his home town</p> <p>Sadiq Khan – Use https://londonelects.org.uk/im-voter/what-mayor-london-and-london-assembly-do the role of the mayor of London to link back to the 5 pillars and how Muslims should treat others. Discuss areas such as – Does the job help Sadiq live out his faith</p> <p>As a summary pupils could mind map this topic under 3 areas: Believing, Thinking, Living</p>
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