



*Suggestions for Teaching and Learning*

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

*The questions we might ask:*

- *How is Muslim belief expressed collectively?*
- *How does Muslim worship and celebration build a sense of community?*
- *Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world*

**The ideas we might explore**

- Recap of key beliefs: 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
- **Ummah** – the global community of Muslims and the way this relates to the idea of harmony and the straight path
- The Five Pillars and the way they relate to Muslim beliefs:
  1. **Shahadah** (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets; used as part of the **adhaan** (call to prayer) and **salat** (prayer)
  2. **Salat** (prayer five times a day): incorporates the **Shahadah**, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements)
  3. **Zakat** (charitable giving): 2.5% of disposable income annually; often given to the mosque, which then distributes it to identified charities; 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; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out

at a later time; 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; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; 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 impact of the **hajj** on the environment

- **Umrah** – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs
- The mosque (**masjid**) as a centre of the community; its role in providing education (the **madrassah**), welfare (by distributing **zakat**) and engaging with the wider local community (e.g. #VisitMyMosque day)
- Festivals and the ways in which they relate to Muslim beliefs:

**Eid ul-Fitr** – marks the end of the month of Ramadan and the fast (**sawm**); it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month; key practices, e.g. giving **zakat** (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world

**Eid ul-Adha** – the festival of the sacrifice; remembers the story the Prophet Ibrahim being willing to sacrifice his son, Isma'il, when God asks him to (compare with story in Genesis 22 about Abraham and his son, Isaac); key practices, e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need (in the UK the animal must be slaughtered in an appropriate slaughterhouse), giving presents, wearing new clothes, giving **zakat** (charity); examples of Eid ul-Adha in the UK and elsewhere in the world

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<p><i>Islam – recap key beliefs</i></p>	<p><i>Cf. KS2 Compulsory: God (Islam) – some suggested activities here are the same or similar.</i></p> <p><b>Believing:</b> 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 <b>tawhid</b>.</p> <p>Remind pupils that Muslims believe God created the world to be <b>harmonious</b>. Ask pupils if they remember what the word <b>harmony</b> means (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><b>Thinking:</b> 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 <b>special rights</b> and <b>special responsibilities</b>.)</p> <p><b>Believing:</b> Muslims believe that God has given human beings special rights and responsibilities. They are: <b>'abd</b> – servants of God who have a responsibility to help keep things in harmony <b>Khalifa</b> – regents, who have the right to rule on behalf of God</p>
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	<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 <b>muslim</b>) – it is easier when there are no obstacles. Muslims believe that God has set out a straight path (<b>shariah</b>) for humans to follow to help them keep things in harmony (<b>muslim</b>).</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> <p>Muslims also believe that God has given humans guidance to help them follow the straight path (<b>shariah</b>) – the natural world to study, the <b>Qur'an</b> (the holy book) and the <b>Prophets</b>.</p>
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*Ummah – Community  
and the Five Pillars*

**Thinking:**

Ask pupils to think of all the things in school that help them know they belong to the school community (e.g. uniform, school rules/expectations/values, etc.). Why do they think it is important to belong to something? What other things do they belong to (e.g. family, friendship group, football team, faith community, fans of a particular band/TV show/game, etc.)? How do they show they belong to these groups? Does it involve a special language/words? Special clothing? Special symbols? Special actions? Etc.

**Believing and Living:**

Recap Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path). Pupils could produce a visual diagram to show how these key beliefs connect together. Introduce the term **Ummah**, which refers to the global community of Muslims, all working together for a common aim of promoting and creating **harmony** in the world.

Introduce the Five Pillars of Sunni Islam as one way in which Muslims around the world (in the **Ummah**) live out their beliefs (*cf. KS2 Compulsory: God (Islam) for further suggested teaching and learning activities for each of the pillars*):

1. **Shahadah** (statement of faith)
2. **Salah/salat** (prayer)
3. **Zakat** (charitable giving – 2.5% of disposable income)
4. **Sawm** (fasting – no food or water – between the hours of sunrise and sunset during the month of Ramadan)
5. **Hajj** (pilgrimage – required at least once during a lifetime)

Ask pupils to focus on one of the first four pillars (**hajj** [pilgrimage] will be looked at in more detail later in this unit):

- How does this pillar connect with Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path)?
- What special words/actions/symbols are associated with this pillar?
- How does this pillar help create a sense of community and belonging?

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Islam)



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<http://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml> (the **Shahadah** and Muslim worship)  
<https://www.bbc.com/bitesize/clips/zstfgk7> (**Shahadah** and **Ramadan**)  
<https://truetube.co.uk/film/muslim-prayer> (Muslim prayer)  
<http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml> (**Salat**)  
<http://www.islamicsupremecouncil.org/understanding-islam/legal-rulings/53-ritual-prayer-its-meaning-and-manner.html>  
(prayer in Islam)  
<https://quran.com/51/56> (**Qur'an** 51.56 - prayer in Islam)  
<http://hadithaday.org/important-actions/the-first-act-you-will-be-asked-about/> (**Hadith** about the importance of prayer)  
<https://www.youtube.com/watch?v=n5PFtW9jDc> (**adhan**, the call to prayer)  
<https://www.bbc.com/education/clips/zqcd2hv> (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://quran.com/2/110-120> (Qur'an 2.110 - **zakat**)  
<http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml> (**Zakat**)  
<https://www.muslimaid.org/zakat-charity/> (**Zakat** calculator)  
<https://muslimhands.org.uk/zakat> (**Zakat**)  
<https://www.nzf.org.uk/About> (National Zakat Foundation)  
<http://www.ifrc.org/en/who-we-are/> (International Federation of Red Cross and Red Crescent Societies)  
<https://muslimhands.org.uk/our-work> (Muslim Hands UK)  
<https://www.islamic-relief.org.uk/> (Islamic Relief)  
<https://www.humanappeal.org.uk/about-us/what-we-do/> (Human Appeal)  
[https://www.youtube.com/watch?v=W94SdiWhtr8&index=13&list=PLcvEcrsF\\_9zK0q\\_Ey3yl7k5LA5v1M7NNs&t=0s](https://www.youtube.com/watch?v=W94SdiWhtr8&index=13&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&t=0s)  
(Ramadan)  
<https://quran.com/2/183-193> (Qur'an 2.183-4 - fasting)  
<http://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml> (Sawm)  
[http://www.bbc.co.uk/religion/religions/islam/practices/ramadan\\_1.shtml](http://www.bbc.co.uk/religion/religions/islam/practices/ramadan_1.shtml) (Ramadan)

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<https://www.bbc.com/bitesize/clips/zw37tfr> (fasting during Ramadan)

<https://www.bbc.com/bitesize/clips/zyr76fr> (Ramadan)

<https://www.bbc.com/bitesize/guides/zwkky4j/revision/4> (sawm)

<https://www.refinery29.uk/women-are-the-future-of-islam> (the impact of fasting during Ramadan)

<https://truetube.co.uk/film/great-british-ramadan> (practicalities of fasting in modern Britain)

<https://truetube.co.uk/film/five-pillars-islam> (five pillars of Islam during the month of Ramadan)

Pupils could show their learning in a number of ways, e.g. an information booklet about ‘belonging in Islam’ that explains how fulfilling the Five Pillars helps create a sense of belonging, a recorded video or podcast in which pupils role play various characters to help explain how the experience of praying/fasting/giving in charity helps create a sense of community, etc.

#### **Thinking:**

Ask pupils to respond to the statement below, giving reasons for what they say. Ask them to think about how a Muslim might respond to the statement and why.

“You can only really belong to one kind of community – it’s too difficult to be part of lots of different communities.”

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*Community, Worship  
and Learning: the  
Mosque and Madrassah*

**Thinking:**

Ask pupils to think about places that are special to them and places in which they learn. What makes the special places special? What do they learn in the places in which they learn? Is it only about school, or are there other places they go to learn and develop knowledge and skills? Is there any crossover between the places that are special to them and the places in which they learn? (Pupils could produce a Venn diagram or similar diagram to indicate any crossover.)

**Believing and Living:**

Recap Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path).

Introduce the **mosque** (also known as the **masjid**) as a place of worship and a place of learning.

Support pupils to explore the following:

- What is a **mosque** and how is it used by Muslims? How do these practices connect with Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path)? (E.g. facing **Makkah** [Mecca] when praying is about facing the **Kaabah**, which is the physical place on earth most closely associated with the worship of the one God, which connects with belief in the oneness of God [**tawhid**].)
- What makes a **mosque** a special or **sacred** (holy) space to Muslims?
- How is a **mosque** a place of learning for Muslims? What is a **madrassah** and who might attend it? What might they learn?
- Who are the key people associated with a **mosque** and what is their role (e.g. the **imam**)?
- What are the key features of a **mosque**? How do they connect with the things that happen in a **mosque**? (E.g. the place for **wudu** connects with prayer because it enables Muslims to properly prepare to pray.)
- What symbols might you find in a **mosque**? How do they connect with Muslim beliefs about (God), **harmony**, human beings and the **shariah** (straight path)?

Pupils could record their learning in a poster/display, as a lesson plan for a younger class, as a script for a whole school assembly, as a diary account of a Muslim child attending the **mosque** during the week, etc. Support them to make



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	<p>connections between the <b>mosque</b> and a sense of community/belonging for Muslims.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z6wfgk7">https://www.bbc.co.uk/bitesize/clips/z6wfgk7</a> (going to a <b>mosque</b>: KS3 – for teacher information)</p> <p><a href="https://www.truetube.co.uk/film/day-life-muslim-imam?tab=film">https://www.truetube.co.uk/film/day-life-muslim-imam?tab=film</a> (a day in the life of an <b>imam</b>: KS3 – for teacher information)</p> <p><a href="https://truetube.co.uk/film/traditional-mosque">https://truetube.co.uk/film/traditional-mosque</a> (interactive tour of a mosque)</p> <p><a href="https://www.bbc.com/education/clips/zqcd2hv">https://www.bbc.com/education/clips/zqcd2hv</a> (Friday prayers at the mosque)</p> <p><a href="https://www.bbc.com/education/clips/zjr87ty">https://www.bbc.com/education/clips/zjr87ty</a> (prayer at the mosque)</p> <p><a href="https://www.bbc.com/education/clips/z82fbk7">https://www.bbc.com/education/clips/z82fbk7</a> (the mosque, a place of prayer)</p> <p><a href="https://www.bbc.com/education/clips/zcdhfrd">https://www.bbc.com/education/clips/zcdhfrd</a> (the washing ritual, <b>wudu</b>)</p> <p><a href="https://www.bbc.com/education/clips/zypvcdm">https://www.bbc.com/education/clips/zypvcdm</a> (<b>wudu</b> or washing in preparation for prayer)</p> <p><a href="http://www.visitmymosque.org/">http://www.visitmymosque.org/</a> (Visit My Mosque)</p> <p><a href="http://www.lincolncentralmosque.org.uk/">http://www.lincolncentralmosque.org.uk/</a> (Lincoln Central Mosque and Cultural Centre)</p> <p><a href="http://www.gicconline.com/">http://www.gicconline.com/</a> (Grimsby Islamic Cultural Centre)</p> <p><a href="http://www.masjidghousia.org/">http://www.masjidghousia.org/</a> (Masjid Ghousia, Peterborough)</p> <p><a href="http://bostonmosque.org/">http://bostonmosque.org/</a> (Boston Mosque and Islamic Centre)</p>
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*Community and  
Pilgrimage: Hajj and  
Umrah*

**Thinking:**

Tell pupils that the Headteacher has asked the class to put together a proposal for a class trip. It needs to meet three key criteria:

1. The destination needs to be somewhere that is special to everyone in the class
2. The journey needs to be accessible to everyone
3. The experience of the trip needs to build a sense of community for the participants

Work as a whole class to identify a destination that is special to everyone. How easy is this process? Is it somewhere the class has visited previously or somewhere they have never been? How would they get there? Will any special arrangements need to be made to ensure everyone can get there? How might it feel to go on the trip? How might it help the class connect better as a small community? Is the point of the trip the destination or the journey itself? This could be done as a Philosopher's Café (set up the classroom as a café, including drinks and biscuits/cake!) with stimulus discussion cards on each table and group discussion, scaffolded where necessary.

**Believing and Living:**

Recap key Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path), and remind pupils about the fifth pillar of Sunni Islam – **hajj** (pilgrimage).

Ask them to find out more about **hajj**:

- Who carries out **hajj**?
- How often do Muslims have to complete **hajj**?
- What happens if you cannot complete **hajj**?
- What destinations do Muslims visit during **hajj**? Why are they important? How do they connect with Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path)? What actions take place at each destination?

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	<ul style="list-style-type: none"><li>• How might a Muslim feel during <b>hajj</b>? How might they feel when they have completed <b>hajj</b>?</li><li>• Is <b>hajj</b> about the journey or the destination?</li><li>• What is <b>umrah</b> and how is this different from <b>hajj</b>?</li></ul> <p>Pupils could record their learning as a podcast/vlog, a fact file about pilgrimage, a travel itinerary produced by a travel company that helps Muslims organise their <b>hajj</b>, a presentation for parents/governors, etc. Ensure that pupils make clear connections between going on <b>hajj/umrah</b> and a sense of community/belonging.</p> <p><a href="https://www.youtube.com/watch?v=Ok7-mB62xeE&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=16">https://www.youtube.com/watch?v=Ok7-mB62xeE&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=16</a> (what is hajj? My Life, My Religion – BBC Teach)</p> <p><a href="https://www.bbc.com/bitesize/guides/zcrxnb/revision/1">https://www.bbc.com/bitesize/guides/zcrxnb/revision/1</a> (<b>hajj</b>)</p> <p><a href="https://www.bbc.com/bitesize/clips/zx8n34j">https://www.bbc.com/bitesize/clips/zx8n34j</a> (first day of <b>hajj</b>)</p> <p><a href="http://www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml">http://www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml</a> (<b>hajj</b> and <b>umrah</b> - pilgrimage to Makkah/Mecca)</p> <p><a href="https://www.bbc.co.uk/programmes/p00vz1qh/clips">https://www.bbc.co.uk/programmes/p00vz1qh/clips</a> (Islam - the <b>hajj</b>)</p> <p><a href="https://www.bbc.co.uk/newsround/24566691">https://www.bbc.co.uk/newsround/24566691</a> (<b>hajj</b> - Newsround report)</p> <p><a href="http://www.bbc.co.uk/guides/zgymxnb">http://www.bbc.co.uk/guides/zgymxnb</a> (why do millions gather in Mecca every year? BBC iWonder)</p> <p><a href="https://www.youtube.com/watch?v=VMWgeSuHKhs">https://www.youtube.com/watch?v=VMWgeSuHKhs</a> (<b>hajj</b> – 7 things you didn't know about the Muslim pilgrimage)</p> <p><a href="https://www.youtube.com/watch?v=iM81wroi_MQ">https://www.youtube.com/watch?v=iM81wroi_MQ</a> (Mecca – National Geographic)</p>
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<p><i>Community and Festivals: Eid ul-Adha</i></p>	<p><i>Cf. KS2 Additional: Big Questions (Why do we Celebrate?) – some suggested activities here are the same or similar.</i></p> <p><b>Thinking:</b></p>
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Ask pupils to think about a range of ways in which they celebrate, e.g. birthdays, success in competitions, special moments in life (e.g. weddings), etc. What do the celebrations involve? Are there any common features, e.g. sharing food, dancing, playing music, etc.?

**Believing** and **Living:**

Recap key Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path), and remind pupils about the fifth pillar of Sunni Islam – **hajj** (pilgrimage).

Introduce the Muslim festival of **Eid ul-Adha**. This festival marks the end of the period of **hajj**. It particularly remembers a story about the **Prophet Ibrahim** (Abraham), who was asked by **Allah** (God) to sacrifice his son, **Isma'il** as an act of obedience or submission (**islam**) to the will of God.

Ask pupils to compare the Muslim version of this story (e.g. <https://www.muslimaid.org/what-we-do/religious-dues/qurbani/story-of-ibrahim/>) with the Christian/Jewish version (**Genesis 22:1-19**). How are they similar? How are they different? Note that Jews and Christians acknowledge **Isma'il** (**Ishmael**) as **Ibrahim's** (**Abraham's**) son, e.g. **Genesis 16**; Jews understand themselves to be descended from **Abraham's** other son, **Isaac**, and so he is the focus of the Jewish/Christian version of the story.

Ask pupils to find out the meaning of the word **qurbani** (e.g. <https://www.islamic-relief.org/what-is-qurbani/>) – what does **sacrifice** mean to them? What might they **sacrifice** from their own lives and why? How might it make them feel? Can they see evidence of other communities of people making sacrifices as part of their daily living (e.g. fasting practices in different religions, volunteering, giving in charity, etc.)?

Ask pupils to investigate the ways in which Muslims celebrate **Eid ul-Adha**. How do these practices connect with the story of **Ibrahim** and **Isma'il**? How do they connect with Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path)?

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<https://www.bbc.com/education/clips/zk34wmn> (Eid ul-Adha - KS2)  
<https://www.bbc.co.uk/bitesize/articles/zhjif4j> (Eid ul-Adha – KS2)  
<https://www.muslimaid.org/what-we-do/religious-dues/qurbani/story-of-ibrahim/> (Eid ul-Ahda – the story of Ibrahim and Isma'il)  
<https://www.islamic-relief.org/what-is-qurbani/> (Eid ul-Adha – **qurbani**)  
<https://www.youtube.com/watch?v=XAxHfkWmr1g> (Eid ul-Fitr and Eid ul-Adha – KS2)

Pupils could record their learning as an account of a Muslim child experiencing the festival in the UK or elsewhere in the world. Support/scaffold their work to ensure they include reference to key Muslims beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path), and to the idea of **qurbani** (sacrifice).

*In preparation for the next session, you could ask pupils to give up a food or drink they particularly like until the next RE lesson – see session below.*

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*Community and  
Festivals: Eid ul-Fitr*

**Believing** and **Living**:

Recap learning from the previous session on the festival of **Eid ul-Adha**. Recap key Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path), and remind pupils about the fourth pillar of Sunni Islam – **sawm** (fasting during the hours of sunlight during the month of **Ramadan**).

Ask pupils to consider what foods or drinks they would be prepared to give up and how long they would give them up for. (Perhaps at the end of the previous session, you could challenge them to give up something for a week, then ask them to describe their experience.) How do they think it would feel to give this up?

Revisit **sawm**, the fourth pillar of Sunni Islam and introduce the festival of **Eid ul-Fitr**, which marks the end of the month of **Ramadan**.

Pupils could investigate:

- What activities are involved in the festival of **Eid ul-Fitr**
- How the festival connects with the practice of **sawm** and how this connects with Muslim beliefs about **Allah** (God), **harmony**, human beings and the **shariah** (straight path)
- The different ways in which **Eid ul-Fitr** is celebrated around the world
- The ways in which celebrating **Eid ul-Fitr** helps Muslims feel part of the **Ummah** (global Muslim community)
- Fasting practices in other religions as a point of comparison, e.g. fasting during **Lent** in Christianity and during **Yom Kippur** in Judaism – what do Christians and Jews give up, for how long and why? How does this connect with their beliefs about God and how does it help create a sense of community?

<https://www.youtube.com/watch?v=XAxHfkWmr1g> (Eid ul-Fitr and Eid ul-Adha – KS2)

[https://www.youtube.com/watch?v=fmm4pCXRkuU&index=13&list=PLcvEcrcF\\_9zK0q\\_Ey3yl7k5LA5v1M7NNS](https://www.youtube.com/watch?v=fmm4pCXRkuU&index=13&list=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNS) (Eid ul-Fitr – KS2)

<https://www.bbc.co.uk/news/av/world-23625730/eid-al-fitr-celebrations-around-the-world-in-90-seconds> (Eid ul-Fitr around the world)



*Suggestions for Teaching and Learning*

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

	<p><a href="https://www.theguardian.com/world/gallery/2017/jun/25/eid-al-fitr-around-the-world-in-pictures">https://www.theguardian.com/world/gallery/2017/jun/25/eid-al-fitr-around-the-world-in-pictures</a> (Eid ul-Fitr around the world)</p> <p><a href="https://www.amazon.co.uk/Eid-Al-Fitr-Festivals-Around-World/dp/1489678085/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1530645908&amp;sr=1-1&amp;keywords=eid+around+the+world">https://www.amazon.co.uk/Eid-Al-Fitr-Festivals-Around-World/dp/1489678085/ref=sr_1_1?s=books&amp;ie=UTF8&amp;qid=1530645908&amp;sr=1-1&amp;keywords=eid+around+the+world</a> (Eid ul-Fitr around the world)</p> <p>Ask pupils to create a visual representation of <b>Eid ul-Fitr</b> that includes the key practices involved in the festival and captures something of the way in which participation in the festival creates a sense of belonging or community.</p> <p><b>Thinking:</b></p> <p>Ask pupils to respond to the statement below, giving reasons for what they say. They could also think about how a Muslim might respond to the same statement.</p> <p>“Celebrating together is the most important thing a community can do.”</p>
<p><i>Summative</i></p>	<p>Based on their learning over this unit, ask pupils to produce a response to the statement below. They should refer to key Muslim beliefs and practices, focusing on the ways in which these create a sense of community and belonging.</p> <p>“You need to do more than belong; you need to participate.”</p> <p>Their response could be a piece of extended writing (e.g. a diary account from the perspective of a Muslim child), a presentation, a webpage, a podcast or vlog, an artwork with explanatory paragraph, etc.</p>