



Beginning to learn Islam. Muslims and Mosques in Oldham

Year 1 or 2



Oldham RE Syllabus Support Unit of work

Beginning to Learn about Islam: What can we find out?

YEAR GROUP 1 / 2

ABOUT THIS UNIT:

Islam is a major religion in Oldham, the UK and globally. It is a requirement of the Oldham RE Syllabus that pupils learn about Islam throughout their primary school years, as well as about Christianity and other religions. This unit might form part of a theme on the local environment, or special places. It is very valuable for children to experience a school trip to a mosque, or another sacred building. But there is also much value in the virtual and pictorial encounter with a mosque that teachers can provide. This unit looks simply at festival, story and worship in Muslim life. Local connections are important too.

Estimated time for this unit: eight short sessions and one longer session if a visit to a Mosque takes place.

Where this unit fits in:

Through this unit of work many children who are not Muslims will do their first learning about the Islamic faith. They should learn that it is a local religion in Oldham and matters to people they live near to. Other children who are Muslims may find learning from their own religion is affirming of their identity, and opens up channels between home and school that help them to learn. This is the first unit on Islam in the Syllabus and it makes an important starting point for further learning throughout the primary school.

Key strands addressed by this

- Beliefs and practices.
- Questions of belonging and identity.

Attitudes focus:

- **Respect for all:** noticing and being ready to value difference and diversity for the common good.
- **Self-awareness:** feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.
- **Curiosity and enquiry:** being willing to ask questions and take a wide interest in the world around them.

Background information for the teacher

The unit picks up some key areas for learning from Islam, and connects them to the children's own ideas and experiences. Teach about the Quran, the Prophet, the Mosque, prayer and the festival of Eid Al Fitr. The word Islam means submission or peace. Muhammad was born in the city of Makkah in 570 CE (Common Era, the same, numerically, as BC/AD dating). Muhammad is not seen as the founder of Islam but rather as the final Prophet, the first of whom was Adam. There are many other prophets mentioned in the Qur'an including Ibrahim (Abraham), Musa (Moses) and Isa (Jesus). Prophet Muhammad is known as the 'Seal of the prophets'.

Muhammad was a trader happily married to his wife, Khadija. At the age of 40 he began experiencing a series of revelations from God. These revelations were delivered by the Angel Jibril or Gabriel over a number of years and form the sacred text of the Qur'an. The Quranic text was written down, during the life of the Prophet, although it was compiled as one volume only after his death. The words are regarded as a direct transmission from God Himself. Allah is the Arabic name for God.

The Qur'an was revealed to the Prophet Muhammad over a 23 year period. Muslims show their love and obedience to God by being obedient to the words in the Qur'an and living as closely as possible to the way the Prophet lived. The Qur'an gives guidance on a range of topics about everyday life, ethical, spiritual, social and moral issues. It is treated with reverence, being handled carefully, and ideally read on a daily basis. Children will often learn to read Arabic and recite the Qur'an at an early age.

Recitation is important to Muslims: the words of the Quran have a power when spoken that doesn't go with them being read.

The Shahadah (The declaration of faith)

'There is no god but the One God and Muhammad is the Messenger of God.'

Belief in the oneness of God is the foundation of Islam. The words of the Shahadah form part of the words of the Adhan, which are the first words whispered into the ear of a newborn baby and are also the last words a Muslim will hope to hear before s/he dies.

Salah (Prayer)

The ritual prayers (salah – also referred to as namaz), are offered five times a day. All Muslims are required to pray from the age of about 12. Prayer enables one to develop a closer relationship with God. Prayers are said at specific times of day, (once early in the morning, once in the night and the others dispersed through the day), the times will alter slightly depending on the time of year. At the mosque, Muslims pray in rows behind the Imam, the leader of congregational prayers. Prayer can be carried out anywhere that is clean. Often a prayer mat is used to pray on, but as long as a space is clean it is not essential to use one. Muslims will have to have made Wudhu (ablution), before they pray, so access to water is useful. Muslims face Makkah (towards South East in the UK) when they pray.

Id-ul-Fitr celebrates the end of the fast of Ramadan. This is a time to ask for forgiveness, thank God for everything He has blessed one with and share in congregational prayers. Special food is prepared and shared with family and friends. Presents are given and new clothes are often bought. This is also a time when Muslims will visit the cemetery and remember dead family and friends.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Some knowledge of their local area (if visiting a nearby Mosque) • Background knowledge of Islam • Know how to take a photograph 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Islam Mosque wudu Qur'an</p> <p>Religion in general: special Holy sacred prayer worship</p>	<p>Resources</p> <p>Jigsaw of Mosque (from Religion in Evidence, TTS) RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➢ Islam: A Pictorial Guide ➢ Say Hello to... (Interactive Cd and book) ➢ Developing Primary RE, Stories of God, Symbols of Faith ➢ Festivals 1 DVD <p>My Muslim Faith, Rainbows Series, Evans Muslim, Beliefs and Cultures Series, Franklin Watts</p> <p>Web</p> <p>Use local pictures: www.muslimsinbritain.org lists 29 mosques in Oldham.</p> <p>www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/e_index_mosque_young for a virtual Mosque tour</p> <p>www.islam4schools.com/infant for a recording of the call to prayer (Adhan).</p> <p>www.eastlondonmosque.co.uk The website of the East London Mosque – has a good visual section.</p> <p>Digital camera, interactive whiteboard, Jigsaw of Mosque (from Religion in Evidence, artefact supplier).</p> <p>Recording of the call to prayer.</p> <p>http://www.reonline.org.uk/allre/tt_nframe.php</p> <ul style="list-style-type: none"> ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips ▪ The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion ▪ The best gateway for RE sites is: www.reonline.org.uk/ks1

Prior learning	Vocabulary	Resources
		<ul style="list-style-type: none"> ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ ▪ There is some more TV material at: www.channel4.com/learning ▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk ▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts

Contributions to spiritual, moral, social and cultural development of pupils	
<p>The unit enables pupils to develop:</p> <ul style="list-style-type: none"> • Spiritually by learning about and reflecting on the importance of the mosque as a place of worship for Muslims. • Morally by noticing and valuing diversity through a developing sense of the importance of 'special' places. • Socially by considering simply how religious beliefs lead to particular actions. • Culturally by promoting racial and interfaith harmony and respect for all. 	
EXPECTATIONS	
At the end of this unit:	
<p>Level 1 Nearly all pupils will be able to:</p>	<ul style="list-style-type: none"> • Say that a special place for Muslims is the mosque. • Talk about the Prophet and why he matters to Muslims. • Identify a Muslim holy book or special day. • Choose a special word for themselves. • Talk about what matters to them.
<p>Level 2 Most pupils will be able to:</p>	<ul style="list-style-type: none"> • Name two things found in the mosque. • Retell a story of the Prophet. • Talk thoughtfully about kindness to animals or about sacred words. • Respond sensitively to Muslim ideas and simple stories.
ASSESSMENT SUGGESTIONS: How will the teacher monitor the learning?	
<ul style="list-style-type: none"> • Listen to children talking about the learning activities, and note the language used. • See how the children respond in talk and listen activities to the different things they learn about mosque, prophet, Qur'an and Eid. 	

Key questions	Learning Objectives Pupils should learn:	Teaching and learning	Learning outcomes	Points to note
<p>A special story from the Life of the Prophet.</p>	<p>To think about kindness to animals.</p> <p>To identify that Prophet Muhammad is a special or holy leader for Muslim people.</p> <p>To respond thoughtfully to a story of the Prophet by thinking about values and behaviour.</p>	<p>Who is a leader?</p> <ul style="list-style-type: none"> • Play a game of 'follow the leader' for a few minutes, and ask the children what made someone good at being the leader? • Ask the children who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God – ask them how God leads the world, and if everyone says that). • Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example. <p>The Prophet is a leader for Muslims. How and why?</p> <ul style="list-style-type: none"> • Tell the children that Prophet Muhammad is such a special leader that he has nearly 2 billion followers who respect him. If the world was 100 people, 19 of them would be followers of the Prophet Muhammad. • More than 1400 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say 'Peace be upon him'. And when they write his name they put the letters 'PBUH' after his name. • Children can write the letters downwards and the words across if this is useful to remind them. • Ask children if they know any other religious leaders. • Set up a story time using the story of Muhammad and the Cat (see the last page of this unit for a usable version and some simple activities. Remember that Muslims make no pictures of the Prophet.) • Tell the story, and ask the children to think about the difference this story could make to how a Muslim person lives their life. • In the story, the Prophet gives thanks to God. Do the children know people who give thanks to God? • The story shows that Muhammad was thoughtful, friendly and kind to animals. Who do the children know 	<p>I can recognise who is a leader (L1)</p> <p>I can talk about leaders, including religious leaders (L1)</p> <p>I can simply retell a story of the Prophet (L2)</p> <p>I can respond thoughtfully to some questions: why did the Prophet cut his robe? Why do Muslims like to show care of all living creatures? (L2)</p>	<p>Be alert as a teacher to the children who are Muslims and those who are not – this learning is a rather different experience for the two groups.</p>

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		<p>who is thoughtful? Friendly? Kind to animals? Does the story also show that he was not too worried about fine clothes?</p>		

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<p>Do you have a special place?</p> <p>What makes a place special?</p> <p>Where is it and why is it special for you?</p> <p>What is a mosque?</p>	<p>To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone.</p> <p>To begin to think about the Mosque as a special, clean place of prayer for Muslims.</p>	<p>Our special places</p> <ul style="list-style-type: none"> • Pupils listen to and report back to class on paired talk about their partner's special place. • Photograph special places in and around school. Create a PowerPoint and annotate with speech bubbles for pupils to say: Why are these places special? Are they all special to everyone, or just to some people? This can be a class or group activity. • Incorporate photographs taken outside of school / at home into the PowerPoint. • Pupils ask other members of the school community about their special places. • Guided visualization: write a script focusing on taking pupils to their special place – what can they see, touch, smell, hear, taste, how do they feel. Follow this up with artwork to express their sense of place. • Show and tell others in the school about their special places using the PowerPoint presentation and artwork. • Ask children to get ready to learn about special places for Muslim people. Talk about 'Who is a Muslim?' and answer the children's questions. Point out that Muslim (or other religious identities) are not about our race or skin colour, but about our beliefs and communities. • Tell the children that there are many thousands of Muslim people in Oldham. Remind the children of the story they heard about the Prophet Muhammad, the Muslim leader. Remind them that Muslims say 'Peace be upon him' when they speak of Muhammad. 	<p>I can talk about a special place (L1).</p> <p>I can say why a place is special to me (L2).</p>	<p>This unit develops a wide range of children's skills including: Language and literacy – new vocabulary developing communication: speaking and listening skills.</p> <p>Working with others Thinking skills, ICT.</p>

Key questions	Learning Objectives Pupils should learn:	Teaching and learning	Learning outcomes	Points to note
<p>When you visited / saw the Mosque, how did you feel? Why?</p> <p>Why do you think the Mosque is a special place for Muslims?</p> <p>What can you remember seeing in the Mosque?</p>	<p>To become familiar some things that pupils may encounter at the Mosque which indicate its use and importance</p> <p>To develop awareness of the Mosque as a special / sacred place for Muslims</p>	<p>A special place for Muslims</p> <ul style="list-style-type: none"> • Show / talk about / ask questions of images of Mosques. • Handle and talk about the significance of a prayer mat, water and a Qur'an stand for Muslim prayer (a clean place, a clean body, facing Makkah, using the ancient words of Islamic prayer). • Pupils listen to the call to prayer (see resources section for a sound file online). How does the sound feel? Why does it matter to some people? • Discuss the words special and sacred: 'Sacred is a religious kind of special' • Visit an actual or virtual mosque. On an actual visit: <ul style="list-style-type: none"> ➢ ask a member of the community to speak about the significant features of the building, its importance to Muslims, what happens there; ➢ record what pupils say about the Mosque; ➢ allow time for quiet reflection; ➢ take photographs (if allowed). • On return to school develop photographs into the pupils' own virtual tour, which can be used by others. Include: Where is the mosque? What does the outside look like? What can you see inside? Who goes there and why? What do people do there? What is so different about this place and why? How do you feel about it? • Use local pictures: www.muslimsinbritain.org lists 29 Mosques in Oldham. 	<p>I can talk about a Mosque.</p> <p>I can say a reason why a Mosque is a special place for Muslims (AT1).</p> <p>I can talk about something that happens at the Mosque (AT1).</p> <p>I can identify two things you will find at a Mosque (AT1).</p>	<p>This unit gives children the chance to show achievement through classroom talk.</p> <p>There are lovely pictures on flickr – a group called 'Mosques and Minarets' has over 30,000 images.</p> <p>Use local pictures too. www.muslimsinbritain.org lists 29 Mosques in Oldham.</p>
				

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<p>What can we learn from a story about a Mosque?</p>	<p>Choose some words that describe a Muslim special place.</p> <p>Think of some feelings that go with a special place.</p>	<p>The New Mosque Tell pupils a simple story about Aysha going to the new mosque near her house. Here's a possible outline, from which to elaborate:</p> <p>The week before the special day, Mum and Aysha went shopping, to buy some new clothes. Mum let her choose, and so she chose shalwar kameez, which were blue, silky and beautiful. They rang up her favourite uncle, to remind him to come for lunch. Aysha told him about her new clothes. Mum helped Aysha to dress for a special day. Her uncle came to the house, and told them a funny story, as he always did. They all walked to the Mosque together. Last time Aysha had seen the new Mosque, it was a building site – scaffolding and diggers, people in hard yellow hats and high visibility vests. But as they walked towards it today, the sun shone on a great green dome, and everything was clean, new and polished. The glass doors were huge, and the brass handles gleamed in the sunshine. The crowd was amazing: the biggest crowd Aysha had ever seen. She held on to mum's hand, because she felt a bit anxious about getting lost in the crowd. When she went in, it was very full of people. And it was beautiful. High glass windows had words from the Qur'an written around them. Aysha asked her uncle what the words meant and he told her: 'There is no God except Allah.'</p> <p>It was quite noisy at first. But then they all heard the prayer call, from the new tower, the minaret, and everyone went quiet. Aysha found a quiet place to pray. She had a special feeling of calm. She said thank you to Allah for the lovely new Mosque, and for her family being all together. Her uncle came back for tea, and it was a lot of fun.</p>	<p>Develop a simple story, explanation or line of questioning (EYFS Communication)</p> <p>Interact with others, negotiating plans and activities and taking turns in speaking and listening (EYFS Communication)</p> 	<p>Story is a key learning method in RE: be the best storyteller you can be in this work.</p>

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		<p>Ask children to choose between pairs of words (both could be true of course) by running to the side of the classroom they choose. Do you think Aysha was:</p> <ul style="list-style-type: none"> • Happy or sad to be going to the Mosque? • Puzzled or excited when they left home? • Surprised or joyful when she saw the Mosque. • Rushed or chilled when she got inside? • Scared or pleased in the crowds. • Calm or peaceful when she prayed. • Close to God or happy when she stood up from her prayers? <p>Ask the children if and when they have experienced these emotions. What is the biggest crowd they have ever been in? How did it feel?</p>		

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What mosques are close to where our school is?	<p>There are many Mosques in our local community.</p> <p>There are many other religious buildings too.</p>	<p>There are nearly 30 mosques in Oldham.</p> <p>Children find out with photos, internet, or by walking to visit a Mosque close to their school and community. They learn that these are special places for Muslims, and are similar to churches (for Christians) or synagogues (for Jewish people).</p> <p>The children learn that a Mosque often has a dome and a minaret or tower. They work in a group to make a model Mosque from cardboard, or Lego, or in some other way. They could make a minaret, a dome and a prayer hall, with a washroom and some prayer mats.</p> <p>Teach the children that there are many uses for a Mosque, but the most important one is of a place to pray. Use a photo story (see the RE Today website for an example) to introduce praying the Muslim way to children.</p>	<p>Look closely at similarities, differences, patterns.</p> <p>Ask questions about Mosques.</p> <p>Notice and comment on patterns.</p> <p>Investigate using all of their senses (EYFS Understanding the world)</p>	<p>It is good to compare very simply the Mosque with a Church, saying to children that they are both holy buildings, from two different religions.</p>
What did we learn?	<p>Pupils will be taught to see simple links between their special places and the Mosque in Islam</p>	<p>Making simple links</p> <p>Arrange to talk to pupils as a class or in small groups about the first lesson from the unit. Remind them they were thinking of their own special places. Is a Mosque like these places? Answers will say 'yes' and 'no'. It is good in early RE to see that questions are often unanswered!</p>	<p>I can talk about special places for Muslims and for me (L1)</p>	<p>This is a brief piece of work – but don't miss it out. Links matter in RE.</p>

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<p>How do Muslims use the Qur'an?</p> <p>Why is the Qur'an important to Muslims?</p> <p>What do Muslims learn from the Qur'an about God?</p>	<p>That the Qur'an was revealed to the prophet Muhammad.</p> <p>About the Shahadah.</p> <p>Some Muslim beliefs about God.</p> <p>The Qur'an guides Muslims in their daily life.</p>	<p>The Holy Qur'an of the Muslims</p> <ul style="list-style-type: none"> • Focus on the Qur'an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. • Tell the story of the first revelation of the Qur'an to Muhammad, in a cave on Mount Hira by the angel Jibril. Emphasise and explain that for Muslims this is the word of God, the final revelation: the words of the angel were recited and written down to become the holy Qur'an. • Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters) and ask what words might be so special that they are written so beautifully and in so many different places? • Explore what the Shahadah means: There is no God but god and Muhammad is the Prophet of God. • Pupils reflect on words which might be important to them (peace? Fun? Safety? Love? God?). They write their most important words on paper plates and decorate using traditional Arabic geometric patterns – leaves are a good idea – do these most important words grow in our minds? • Explain that Muslims use prayer beads (subha) which have 99 beads to represent the names of Allah. Identify some beliefs about Allah: such as creator, judge, merciful, forgiver. • Use the video 'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning). The section on learning Arabic and the importance of the Qur'an is very well suited to this unit. • Explain that the Qur'an is a guide to help Muslims live their lives. Give the example: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fairly to the people; be steadfast in prayer; and practice 	<p>Use a simple writing frame and word bank to record what they know and understand about the revelation of the Qur'an to Muhammad [PBUH].</p> <p>Identify the key belief that there is no other God but Allah.</p> <p>Identify some things that are important to them.</p> <p>Suggest two reasons why the Qur'an is important to Muslims talk about what guides them in their lives.</p>	<p>Note: these stories were never written for children and can pose difficult questions, which need handling with care.</p>

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<p>Holy books: The Qur'an.</p> <p>What have we learned?</p>	<p>To express their understanding of sacred writings for themselves</p> <p>To think about the most important words.</p>	<p>Discussion about sacred words and books</p> <ul style="list-style-type: none"> • Ask pupils to think about the words we sometimes forget to say (e.g. thank you, sorry, I love you, please); • Are some words more important than others? Why? Which of these words do the children think are the most important, and why? Please / sorry / peace / thank you / kindness / love / family / life / earth / God / another one chosen by a child • Holy books are often about thanking, saying sorry, saying 'I love you' and saying please. In holy books, people say these things to God and to each other. • Ask pupils what they learned from the work about words that are special to Muslims and Christians and words that are special to them. • Ask them if there is someone to whom they would like to say some special words, and whether they would like to plan and do so (moral development). • They could make a card with one word on it only (this uses calligraphy as a skill, which is prized in Islamic and Christian arts) and give it to someone they would like to have that word. 	<p>Speak thoughtfully about life's most important words and about holy writings.</p>	<p>Circle time is a good context for this summarising activity. It connects with the Y2 literacy emphasis on speaking and listening.</p>
<p>What events started the celebration of Ramadan and Eid al Fitr?</p>	<p>To reflect on events in their own lives and link them with festival and celebration in Islam.</p>	<p>What do Muslims remember at Ramadan and Eid al Fitr?</p> <ul style="list-style-type: none"> • Using information books, children are to work in small groups to find out about the significance for Muslims of fasting during Ramadan. Join together as a whole class and discuss how fasting during the month of Ramadan gives Muslims a wonderful sense of community and that fasting is one of the duties as a Muslim. • Watch the video (Wafa's Eid) a child's view of Eid al Fitr (the end of Ramadan). Using post it notes children are asked to record the 	<p>Name the festival of Eid Al Fitr (L1). Identify some simple features of the festival. (L1). Suggest a meaning in the festival (L2). Make a</p>	<p>Introduce children to the meanings of such events e.g. "Eid" meaning 'recurring happiness'.</p> <p>Speaking and listening: talk about</p>

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		different ways in which the Id-ul-Fitr is celebrated (e.g. giving of cards, new clothes, day off school, Mehndi patterns) together talk about the symbolic meaning of these.	simple connection between their personal experience and experience of people in a religious context (L3).	the favourite parts of special days for their families.

Key questions	Learning Objectives Pupils should learn:	Teaching and learning	Learning outcomes	Points to note
<p>Do Muslim believers have a special place?</p>	<p>That a Mosque is a sacred place for Muslims.</p> <p>About some of the important features of a Mosque.</p> <p>About what a Mosque feels like and looks like.</p> <p>Why Muslims come to a Mosque, what they do there and how they care for it.</p>	<p>Special religious places: Islam</p> <ul style="list-style-type: none"> Listen to an extract of an Imam reading from the Qur'an. Showing a photograph of a Mosque, talk about how a Mosque is usually thought of as a building where Muslims can come together to pray. Point out that anywhere a Muslim chooses for prayer is believed to become a Mosque for that particular time. Visit a virtual tour of a Mosque, explaining that this is a special place for Muslims. <p>Speak and listen:</p> <ul style="list-style-type: none"> Focus upon: The outside of the Mosque, notice the Minaret and the Dome. Look at the most important part of a Mosque – the hall where people pray. Looking carefully at the lack of furniture. Why is this? Where do worshippers sit? Notice the prayer mats and the way a worshipper must face. The Minbar shows the direction for prayer. Look at the clock, what times are daily prayers and how many prayer times in one day? How might Muslims pray if they cannot get to the Mosque at that time? Note the separate prayer hall for women, why is this? Who is the Imam? What does an Imam do? Talk about how Mosques look rather empty because there are no pictures or statues, suggest reasons for this. Does the mosque have stained glass? Notice the Islamic patterns. <p>Focus on: Prayer and Worship.</p> <ul style="list-style-type: none"> Taking shoes off, Wudu (washing) before prayers as a way of showing respect for Allah. Find out about Madrasah schools. Look together at other Mosques, look at the appearance, size, welcome notices. Are they all the same? Suggest reasons why some Mosques have a purpose built 	<p>Identify aspects of a Mosque that make it a sacred place for believers</p> <p>Recall what we have found out</p> <p>Suggest why a Mosque can be described as the 'hub' of Muslim life. (Hub of a wheel: the middle, everything goes around it).</p> <p>Suggest reasons for caring for a sacred place.</p>	<p>If you can visit a Mosque take along a favourite toy / bear.</p> <p>Take photographs of bear with particular artefacts or in poignant areas. Ask children where in the mosque people feel peaceful, together, caring or ready for anything.</p> <p>Children could use clay to make a model mosque and the items found within a Mosque.</p>

		<p>building and others are sited in an old house.</p> <ul style="list-style-type: none">• Read 'My Muslim Faith' (Evans publishing) and re-cap on what we have learnt about a Muslim's sacred place.		
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Key questions	Learning Objectives	Teaching and learning	Learning outcomes	Points to note
<p>What words matter so much that they are whispered and shouted?</p>	<p>Children will learn that the words of the shahadah, 'God is most great. There is no God but Allah and Muhammad is his prophet' are very important to Muslims.</p> <p>They will learn about how these words are whispered to new babies, and shouted from minarets at prayer times</p> <p>They will think about what important words they would whisper to a new baby, or shout from the rooftops.</p>	<p>Whisper or Shout?</p> <ul style="list-style-type: none"> ▪ This can all happen in circle time. Begin the activities by telling children we are going to learn about whispering. Ask them to talk in pairs about when it is good to whisper. Play a game of Chinese whispers – it is boring if the circle is too large, so set up two or three circles of about 6-8 children to do this. Give them some messages to try out first: 'There is cheese pie for dinner today.' 'Mrs Jones is having a baby in the summer holiday.' 'Everyone should remember to be kind.' 'When Baby is sleeping, don't make loud noises.' ▪ Ask the children if it is true that whispering makes us listen carefully, and talk about why we whisper – to tell a secret, or to 'not wake the baby'. Some children have a baby in their homes: ask if they will share what kinds of things people say to the baby, and the kinds of voice they use. ▪ Tell the children that there is one religion where a new baby gets a message in whispers at the very beginning of life. Show them a picture where a Muslim dad whispers the Adhan, the statement of Muslim faith, into his new baby's ear. ▪ Ask them first of all to make some guesses: What is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? Then tell them what is really happening, and ask them what they like about the picture. ▪ The words 'God is most great'. There is no God but Allah' are a part of what Muslims pray five times every day. They are very important words for Muslims. Ask the children to think about whispering to a baby. If they could choose some words to whisper, what would they choose? Give some ideas: <p>Welcome to the World! (or 'Family?') You are loved and you are lovely! You will have happy days in your life! The fun starts here! (or 'the learning?')</p>	<p>Identify aspects of what matters to Muslims through the words they whisper and shout</p> <p>Recall what we have found out about minarets and about new babies in Islam</p> <p>Suggest why the words about God are most important to Muslims</p> <p>Suggest a reason for having a minaret at a mosque.</p>	<p>Play based learning: If you have some small world people, or some dolls, or a Querk in your classroom, suggest to the children that they play whispering to the toys. If you can, sit some dolls in the middle for circle time, and ask the children to whisper important words to them. Would it be good to have an afternoon when we all whispered, once in a while? It makes you calm, helps you listen, and keeps the classroom peaceful. Are there other things children like about</p>

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		<ul style="list-style-type: none"> Which ideas do the children like, and can they suggest some ideas of their own? <p>Shouting? In school?</p> <ul style="list-style-type: none"> Ask the children: Do you like to whisper or do you like to shout? Most of us like to do both at different times. You could begin this work by challenging groups to build big towers out of whatever blocks you have. This can be fun in circle time as well: can anyone make a 20 block tower, without it falling down? What is the tallest Jenga tower you can make? Remind the children about the words Muslims whisper to new babies and the words they chose to whisper last time. Tell them that shouting is sometimes important too! When is it good to shout? When is it bad to shout? (Football? Across a distance? In the park? At home? If we are cross? In the playground? In the classroom?) Tell the class you are going to do some shouting together. This sounds like a crazy idea, but actually works well – some ‘shouting to order’ is fun and can even reinforce the teacher’s control of the class! Tell them that you would like to hear their ideas about good words to shout, and give a few moments for talking partners to come up with ideas. Suggest some of your own, maybe: <ul style="list-style-type: none"> Every child is important. We all have to be fair. Donuts are delicious. Every day, learn something new. We all love the holidays. Tell the children that you will shout the lines first, and they can all shout back. Make it fun. Move on to tell the children that a Muslim place to pray is called a Mosque, and Mosques have a tower. The tower is called a minaret, and it is for shouting. Show some pictures 	<p>whispering Tell them the next time we talk about the Muslims, we will do shouting. Have a little practice before the end of this session if you like – it releases energy!</p>  <p>Muslims whisper to a new baby the words that they think are most important.</p>  <p>Muslims shout the same words from a Minaret at a Mosque when it is time to pray.</p>	

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		<p>if you can, and talk about other buildings with towers. The <i>tallest minaret in the world</i> is 210 metres, 689 feet tall. It is part of the Hassan II Mosque in Casablanca.</p> <ul style="list-style-type: none"> ▪ In olden times, when people had no watches or clocks and no loudspeakers, the prayer-caller would climb the stairs of the minaret and shout from the top when it was time to pray, five times a day. He would shout things like: 'Prayer is better than sleep' 'Come to Prayer' 'Come to God' 'There is not God by Allah'. Do the children remember what was whispered to the baby? It is the same as one thing shouted from the top of the Minaret: 'There is only one God'. ▪ Can we find out from what people whisper, and what people shout, what matters most to them? What really matters to Muslims? What words are most important to Muslims? Allah is most important to Muslims. ▪ It's not a good idea to get children to join in with the religions they study, so don't have the whole class shouting the call to prayer. They are learning from Islam, not learning to be Muslims! 		

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<p>What matters to Muslims?</p> <p>What matters to me?</p>	<p>Pupils will think about what they have learned in this unit of work and suggest from their own ideas what matters most.</p> <p>They will ask and answer questions about what matters to Muslims and what matters to them.</p>	<p>Reminders Begin this last lesson by reminding pupils of the work they have done in 'beginning to learn from Islam'. This will include work about the Prophet, two stories, caring for animals, praying, the Qur'an, holy or special words, the festival of Eid and the importance of the Mosque. You could use a set of pictures and ask the children what they think are the most important things for Muslim people in Oldham. The correct answer is that Allah is most important to Muslims, but some of the other things matter too. Ask children to run around between two stations to show which of the following they think is most important to Muslims:</p> <ul style="list-style-type: none"> • Reading the Holy Qur'an / Watching TV. • Hearing stories of the Prophet / hearing the call to prayer. • Saying: 'Peace be upon him' / 'thank you'. • Prayer mats / washing hands. • Being kind to animals / praying to God. • Going to the mosque / having presents at Eid. <p>Ask them after each pair to say why they chose their place, simply.</p> <p>Continue with some more examples, but this time the children have to say what matters most to themselves: Chips / sweets. Fruit / Coca Cola. Family / friends. Pets / computer games. Playing inside / playing outside. My favourite book / my favourite movie God / myself.</p> <p>Again, ask them after each pair to say why they chose their place, simply.</p> <p>In a final circle time and paired talk session, remind children they have begun</p>	<p>I can remember four simple things about the Muslim religion (L1).</p> <p>I can talk about what matters to Muslims and what matters to me (L1).</p> <p>I can retell a story of the Prophet (L2).</p> <p>I can respond sensitively to 'what matters most?' questions (L2).</p>	<p>This lesson needs to cement the learning of the unit – in a fun way!</p> <p>If you have visual resources and artefacts from the unit, then bring them out again and use them as reminders.</p>

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		<p>to learn about Islam. Ask them what they liked. Ask them what they would like to find out more about. Record their questions.</p> <p>Tell them that the run around activity is important because different things matter to different people: all different, we can all learn from each other.</p>		

Lat Blaylock, Oldham SACRE 2013

Introducing Muhammad

This unit offers two stories about Muhammad which show his love of Allah's creation and his wisdom. These activities seek to engage pupil's interest and participation through storytelling and the use of everyday objects.

The story of Muhammad and the cat (suitable for younger pupils)

You will need: a toy cat, a piece of material and some scissors.

Place the cat on the cloth.

Tell the story, pausing for pupils to consider what Muhammad might do, and cut the material at the appropriate time.

Talk about:

What do you think about caring for animals?

- If there is a class pet, the pet can be held and questions asked about how it is cared for. Why do people look after animals? Have you ever had to move out of the way because an animal was blocking your way? Did you mind? What did you do? Why?
- Do you think Muhammad was right to cut the cloth? Why do you think he cut it?
For Early Years children, soft toys can be introduced into a play corner along with feeding utensils, packets of food, combs, brushes, and so on. In the corner a sign can ask 'How would Allah want people to care for these animals?'

A class collage can be created of the mother cat with her kittens sitting upon a piece of material. (Remember Muhammad must not be depicted.) The words, 'Allah cares for all animals' can be written around the cat.

Muhammad and the cat

It was a very hot day. Muhammad sat down in the shade of a date-palm tree and began talking to his friends. He was wearing a long cloak which covered the ground when he sat down. When he went to stand up he noticed that a mother cat had brought her kittens and placed them on the corner of his cloak. The mother started to feed her kittens. Muhammad looked at them and gave thanks to Allah who created all living creatures. Then he . . .

Pause . . . ask 'What do you think he did?'

He asked for a knife. Carefully he cut around his cloak where the cat and her kittens were lying and then without disturbing them he walked quietly away.

