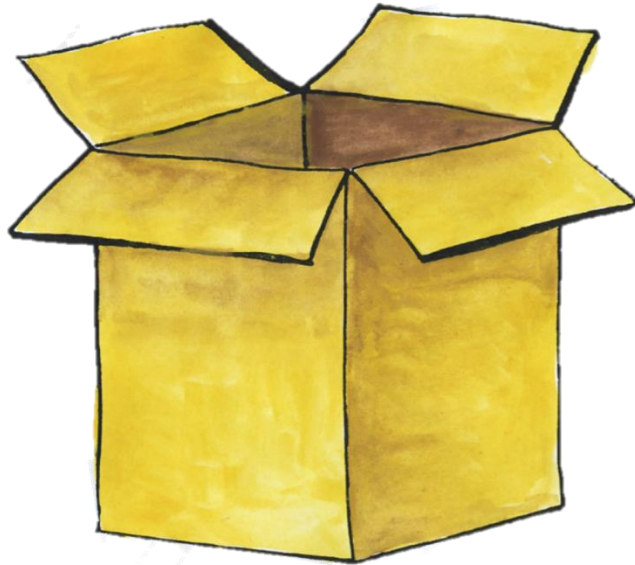


KS2 Islam: Teachings and Authority



What does the Qur'an reveal to Muslims about Allah and his guidance?

**The *EMMANUEL* Project:
Teaching other faiths effectively in Key Stage 2**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

Religious Education is about 'educating' children about differing religious faiths and the impact these have on the lives of believers, their communities and the wider world.

RE is statutory for Key Stage 2 pupils in all schools. National law gives more weight to Christianity as the heritage religion but also requires the study of other religions such as Islam.

This unit deals with the 'Teachings and Authority' Learning Theme for KS2 in the Suffolk Agreed syllabus 2012:

- It focuses on Islam but the Learning Theme is repeated for Hinduism and Christianity, so pupils can examine similarities and differences between faiths as part of their overall scheme of work.
- A key Muslim belief or concept underpins the work and is central to the teaching and learning.
- An enquiry cycle model is used to develop the unit: Engage / Enquire / Explore / Evaluate / Express.
- The Explore section is unpacked in relation to 3 key areas: **Muslim Narrative** (Muslim story / Quranic passage); **Community Practice** (what happens in the Muslim community / mosque); **Muslim Living** (how the faith is lived out).
- The unit is designed to last 6-8 hours and taught weekly or blocked. Teachers should decide how to distribute time effectively. Guidance on assessment is given and resources listed at the back.

Teachings and Authority:

What sacred texts and other sources say about God, the world and human life

(Suffolk Agreed syllabus p.29)

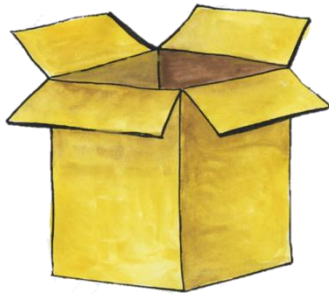
Please read the guide to Muslim belief about REVELATION which lies at the heart of the unit and runs through each section.



This simple 'image' is provided to symbolize Muslim belief in 'revelation'. It may also be used to help staff and pupils remember what the unit is teaching about Muslim beliefs and practices. The image was drawn by Victoria Bush.

The *EMMANUEL* Project – For an overview of the whole project and how the Muslim units fit into the KS2 scheme of work, contact Helen Matter, Diocesan Schools' Adviser: helen.matter@cofesuffolk.org

Muslim concept: REVELATION



It's a bit like:

- **Something you need to be shown/given by someone else**
- **An amazing secret unveiled**
- **Something you did not know or could not have imagined**
- **A complete surprise**
- **Life-changing knowledge**
- **Something which explains everything else**
- **A curtain or cloth pulled aside to show what is behind**
- **A shocking headline**

What is 'Revelation' in Islam?

Wahy (wahi) is the Arabic word for 'revelation'; it has the underlying meaning of 'guiding' or 'direction'. For Muslims, the greatest revelation has come from God (Allah) to the Prophet Muhammad and is recorded in the Qur'an.

For Muslims, 'Revelation' is how Allah (God) imparts whatever he wishes to those he chooses. Humans would have no knowledge of God, would not know what their lives were for, or of their accountability in the life hereafter if Allah did not reveal these things. Throughout history, Muslims believe, the all-powerful Creator has communicated by way of revelation so his creatures know him and what he wants from them.

"Verily, We have sent Revelation to you (O Muhammad) as We have sent Revelation to Noah and the prophets who came after him. We had sent revelation to Abraham, Ishmael, Isaac, Jacob, the Tribes, Jesus, Job, Jonah, Aaron, and Solomon. And to David We gave the Psalms. And Messengers We have told you about before, and Messengers We have not told you about – and to Moses We spoke directly." (Quran 4:163)

How did Allah reveal himself?

Allah spoke to his messengers as if from behind a veil, or revealed himself through an idea entering the heart while the

recipient was awake or dreaming. In the highest form of revelation, God sent his messages through the Angel Jibreel (Gabriel) to the prophets e.g. to Prophet Muhammad. Divine revelation came to an end with him because at this point in history humans had the ability to preserve and transmit the message from God word for word in written form: the principles and teachings in this final message are thus valid for all people everywhere forever.

Previous revealed scriptures also brought guidance, admonition and light from Allah e.g. the Jewish Taurat (Torah), the Christian Injeel (Gospel). Today these revelations are acknowledged by Muslims but said to be heavily mixed with human additions which obscure the original words of God. The Qur'an is, however, seen as a comprehensive, final statement of God's guidance for all time to come.



"This is the scripture in which there is no doubt. In it is guidance for the God-conscious who believe in the Unseen, and are steadfast in prayer..." (Qur'an 2:2-3)

How was the revelation recorded?

The revelation to Muhammad began at Mount Hira in 611 CE when he was meditating in a cave. The event is celebrated by Muslims as Laylatul Qadr, the 'Night of Power'. The angel Jibreel appeared to Muhammad and told him to 'recite' or 'proclaim' the words Allah. For 23 years he received further revelations.

Muhammad was unable to read and the Qur'an was written down by friends and followers. The Qur'an has 114 Surahs (or chapters) arranged by length. The first chapter is recited in every prayer:

All praise is for God, the Lord of the worlds, the most kind, the most merciful, Master of the Day of Judgement, You alone we worship and You alone we ask for help. Guide us along the straight path, The path of those whom you rewarded, not those who earned your anger, nor those who went astray.

How did the revelations happen?

Revelation is not a personal spiritual experience that a Prophet brings forth from within himself. Revelation is a communication between two beings: one that speaks, commands, and gives, and another who is addressed, commanded, and receives.

Muhammad never confused himself with the One who gave the revelation:

"Say (O Muhammad): 'It is not for me to change it of my own accord. I only follow what is revealed to me. I fear, if I were to disobey my Lord, the punishment of an awful day.' Say: 'If God had willed, I would not have recited it to you nor would He have made it known to you. I have lived with you a whole lifetime before it came to me. Have you no sense?'" (Quran 10:15-16)

How is the revelation passed on?



When Muhammad first received his revelation, he forbade anything he said to be written down except the Quran, thus preserving the Qur'an as the word of God, unmixed with human speech. He said: "I am only a human being like yourselves. Opinions can be right or wrong. But, when I say to you that God said something, then know that I will never attribute something false to God."

As the Qur'an contains the unchanged words of Allah, Muslims believe it is irrelevant and disrespectful to criticise it.

This belief leads naturally into wanting to preserve, hallow and pass on the words.

The true meaning is only in the Arabic; it is not translated except for study, and people learn to recite it in Arabic e.g. in prayers, whatever their native tongue.

All Muslims recite sections of the Qur'an in their daily prayers. In Muslim countries recitations of Qur'an are heard on radio, CD and the internet. Reading and reciting the Qur'an is taken seriously; nothing is more important than knowing what Allah says. Muslim children learn to recite the Qur'an by heart and many seek to gain the title 'Hafiz', one who knows the entire Qur'an by heart. Large numbers participate in annual Quranic Recitation competitions, reflecting how Muhammad received the words and recited them to his companions.

Copies of the Quran are kept in elevated places to avoid desecration or abuse, and showing its status in relation to other books and writings. Buildings are beautified with Quranic inscriptions and calligraphy itself has become a high art form as Muslims write the precious words with utmost care and attention.

The Qur'an contains religious, social, political and moral teachings and stories of vanished cultures but it is revered because they are the unchanged exact words revealed by Allah to Muhammad.



What does the Quran reveal to Muslims about Allah and his guidance?

ENGAGE with the meaning and uses of the word 'reveal' and 'revelation'

Below are some 'I can's' for this section. If you decide to assess any pupils, adapt the lesson to enable this.

Assessment

3e ask important questions about life that I think people would really like answered and compare my ideas with others

Teacher's note: Muslims believe humans may recognise there is a God from his creation but no one would be sure unless Allah revealed himself. Equally, humans would have no idea who they really were i.e. creations of Allah, preparing for life with him, unless this was revealed to them and it would be even harder to follow God's ways if he did not reveal some guidance.

What is in these boxes?

Before the lesson, set up a pile of boxes of various shapes and sizes at the front of the class. Cover with bright cloth. Start by asking children what might be under the cloth. Whisk the cloth away to 'reveal' the pile. Ask children to talk in pairs about what the boxes might contain.

Listen to some suggestions. Can anyone be sure? You might guess right but you will only KNOW if the boxes are opened and the contents revealed.



What does it mean to 'reveal' something?

Discuss 'reveal' and 'revelation'. You could put things in one box to help explore the idea e.g.

- hidden pictures or Magic Eye books or http://www.magiceye.com/faq_example.htm
- 'Where's Wally?' books where it is simply hard to find the stripy Wally
- 'jack in the box'
- unidentified seeds, where you have no idea what they are till they grow
- mystery words written with invisible ink

What secret of the universe would you most like revealed?

Teacher's note: There are millions of questions awaiting answers; the drive to find answers is something which links religion and science. What if we found the ultimate answer? The number **42** received considerable attention in *The Hitchhiker's Guide to the Galaxy* (Douglas Adams) as the "Answer to The Ultimate Question of Life, the Universe, and Everything".

Choose one box: What if this box could reveal the answer to any question in the universe? What



Allah is an Arabic term for 'the God'.

The Qur'an has surahs (chapters) and ayahs (verses).

Read the notes on revelation in Islam in the introduction in order to support pupils' understanding effectively.

You need a Qur'an carefully wrapped and a Qur'an stand ready in a box. Other items in the unit could also start off in boxes!

You could find 42 in one box and explain its

	<p>question do you think it would be useful to have an answer to? Why?</p> <p>Ask children to generate questions different people around the world might want answered e.g. doctor, scientist, priest, child, explorer, refugee.</p> <p>OR create a question for each question word e.g. what, which, why, when. Post these on the outside of the box for others to read and to create a display for others to add to later. See EXPRESS.</p> <p>What would our treatment of the box reveal?</p> <p>Think! If this box really does contain the secrets of the universe.....</p> <ul style="list-style-type: none"> • What is it worth? Should it be opened? How and when would you open it? • Should we keep it? If so where? Who should look after it? • Who <u>would</u> / <u>should</u> you tell? What reaction might there be locally/ at home, internationally? <p>Create a tweet / news headline to tell everyone what we have in our possession. Score 'points' for using the words 'reveal' or 'revelation'!</p> <p>What will these little boxes reveal? (plenary)</p> <p>Open a final box containing 100 cube nets and a challenge: Please make 100 cubes! I will reveal why later! Work out how to complete the challenge. Start a suggestion board for what they are for.</p>	 <p>significance.</p> <p>The children may need to know the term 'ultimate questions' – ones with no agreed answers.</p> <p>The 100 cubes are for hiding the beautiful names of Allah inside later.</p> <p>Picture from Worlingham Church of England VC Primary – thank you.</p> 
<p>ENQUIRE</p> <p>into Muslim belief in the Qur'an as revelation</p>	<p>Teacher's Notes: Muslims believe the words of the Qur'an are the actual words of Allah received over a period of time by the Prophet Muhammad through the Angel Jibreel (Gabriel). As the exact words of Allah, they are incredibly valuable and constitute the ultimate in authority and guidance. The worth of the words is shown in how the Qur'an is treated by a Muslim.</p> <p>What do our actions reveal?</p> <p>Open a box containing small cards saying: <i>smelly dishcloth, tiny chick, tray of glasses, a big pile of books, holly leaves</i>. Give cards secretly to volunteers who must mime carrying their item across the room! Class to guess the items. How do the actions help you know?</p>	

Assessment

2b talk about how religious people often have books which reveal God to them

2f talk with respect for others about what is important to each of us as a source of guidance

3c use the names of Allah to describe some of the different ways Muslims view what Allah is like

How do Muslims show respect to the Qur'an?

Teacher's note: As it is from Allah, the Qur'an is regarded as holy and Muslims perform ritual washing before handling a Qur'an or touching the words. "This is indeed a Holy Qur'an, in a book well-guarded, which none shall touch but those who are clean..." (Qur'an 56:77-79).

Actions are very revealing. Produce the box/es with the Qur'an, Qur'an stand and Subha beads. *If you do not have a Qur'an, wrap up a large dictionary in a silky scarf to demonstrate how it might be handled.*

Unpack the Qur'an stand first. Any ideas what this might be.

Wash your hands / use wipes. Carefully take out the Qur'an, remove the cover / silky scarf and place the book on the stand. These actions simulate how a Muslim would handle the Qur'an. What do the actions tell you? What is this book?

Open it from the back ... What language is it in? Can anyone read Arabic? Where is the front?

Close the Qur'an, wrap it carefully in a scarf and place it on the highest shelf in the room.



Why does a Muslim treat the Qur'an as so valuable?

Teacher's note: Muslims believe the Qur'an is a 'revealed' book: We have sent revelation to you [Muhammad] as we did to Noah and the prophets after him. (Qur'an 4:163). Muslims believe the Qur'an is the actual words of Allah; it 'reveals' what God is like, provides guidance for living and the key to preparation for the life to come.

Recall work on revealing the 'secrets of the universe'. This is a book which **Muslims** believe is the absolute **final revelation** from Allah, the creator of the universe.

Hear Muslims talk briefly about the Qur'an and report back on what they say:

<http://www.bbc.co.uk/programmes/p0114z67> (Pathways of Belief: The Qur'an a guide for life)

In this unit we are asking: **What does the Quran reveal to Muslims about Allah and his guidance?** What do we need to find out to answer the question really well? Help children generate more questions using this as the basis.

Use pictures if necessary but a Qur'an stand can be bought from Articles of Faith – see RESOURCES.

Qur'an stands may be used by individual readers of the Qur'an. These may be called ra'el, rehal, rehl or kursī.

It is disrespectful to place a Qur'an on the floor.

Some Muslims use a peacock feather to follow the words, or as a book-mark - an object reflecting the beauty of Allah as creator.

See:
https://en.wikipedia.org/wiki/Names_of_God_in_Islam

Each lesson we will take a look at something the Qur'an reveals to Muslims

What do the words of the Qur'an 'reveal'?

Teacher's note: Traditionally humans have found 99 Beautiful Names for Allah in the Qur'an, revealing what Allah is like; the camel knows the 100th but not the rest. Muslim children are sometimes given one of these names (minus the 'al' part so as not to put them on a par with Allah.)

Watch: <http://www.bbc.co.uk/programmes/p0114bxh> - Pathways of Belief – The Qur'an (includes a simple mention of the 99 Beautiful Names of Allah) 3 mins

From your box, pull out some Muslim prayer beads (tasbeeh / subha). They have 99 beads. Each stands for one Beautiful Name. Pull out a list of the names of Allah and their meanings. Traditionally there are 100 – one for each cube the class has made.

Muslim children may learn to recite or sing the names:

- <https://www.youtube.com/watch?v=g3hUsiUGd4E> Children's song with Arabic refrain from the Shahadah: There is only one God.
- https://www.youtube.com/watch?v=XV_fU1wX9PU Arabic recitation, English on screen

Consider in pairs what some names mean and what they reveal to Muslims about God. Some would require research! How would it feel to have one of these names as a child?

Include the cubes and some names with their meanings in an interactive display. See **EXPRESS**.

Learn the 99 names with ZAKY:

<https://www.youtube.com/watch?v=JW2PRdvQw4>

'The Hundredth Name' is all about 'revelation' and a great story. See RE-SOURCES.



EXPLORE

(1)

ideas about revelation in Muslim Narrative / text

What happened at Cave Hira?

Teacher's note: No Muslim believes Muhammad wrote the Qur'an. His job was to be the transmitter of God's exact words. Cave Hira was the place of the first revelation from Allah. Muhammad was told to 'recite' or repeat out loud the words; he was illiterate so the words were learnt by heart. Parallels of this way of learning are seen in madrassas or Qur'an schools today.

Display images of Cave Hira on the whiteboard. Why would so many Muslims want to visit and pray in this cave? Pair-share and write down a secret answer. Hide it!

From another of the boxes in **ENGAGE**, produce story pieces (see **Appendix 1**) which will reveal what happened at Cave Hira. Sequence the story using a class appropriate game.

Hear the story again from a story book or watch <http://www.bbc.co.uk/programmes/p0113vpj>

C.2 of Islam: An Introduction is really useful for background to this section.

Assessment

2a tell the Muslim story of the Night of Power and say some things Muslims believe

2e talk about some things in the story of the Night of Power which made your class ask questions

3a describe what a Muslim might learn from the story of the Night of Power

3f link people who are important to me with how I decide what is right to think or do i.e. who do I really listen to?

(Pathways of Belief: The Qur'an is revealed to the Prophet Muhammad)

A more detailed version can be seen here: <http://www.bbc.co.uk/education/clips/z9b9jxs>

Khadijah believed Muhammad but many did not. What questions do you think people asked Muhammad? *Scribe these around an image of Cave Hira.*

How were the words of the Qur'an collected and revealed to others?

From its box, remove the Qur'an stand and Qur'an. Ensure hands are clean. The words of Allah, Muslims believe, are now found in this book.

Muslims believe Muhammad received the actual words of Allah; he did not make them up. He memorised the words and recited them to others who inscribed them on all sorts of different materials until Abu Bakr collected them together into a book.

What would it be like to memorise the words and pass them on to others?

Use an A4 paper copy of the **Al Fatiha** - the opening chapter of the Qur'an - but not the first words recited to Muhammad as the surahs are not in historical order.

Teacher holds the paper up at the front of the room. From teams of 4, a child comes to look at it for 10 seconds, remembers a section and returns to recite it to the team. They write it down. Each child goes up for 10 seconds until a team has a correct copy on paper.

Discuss how it feels to do this. How would you remember the message tomorrow or next week if you could not write it down or there was only this single copy?

How would it make a difference if you believed these were Allah's message to the world and you were the one charged with delivering it?

Watch a Muslim child learn the Arabic words: <https://www.youtube.com/watch?v=aHbnda9rKRY>

Why was it important to have this revelation written down?

Teacher's note: For a time the Qur'an was just recited from memory, and any verses written down were not put in a book. Muhammad received revelation at different times, often in answer




A Muslim washes their hands before touching the Qur'an. Unless the teacher is Muslim this is not essential but clean hands and a reminder that Muslims do, is.

Find the Al Fatiha here:

http://lh6.ggpht.com/a8svcz7n-3E/TWIKKxr9Esi/AAAAAAAAEWs/xhyLZHjGftU/image_thumb%5B5%5D.png?imgmax=800

The Al Fatiha talks about being shown a 'straight path'. In the Christian Lord's Prayer, Jesus said 'Lead us not into

<p>4f ask questions about the kind of moral decisions my friends and I have to make and what is meant by 'keeping to the straight and narrow'</p>	<p><i>to a problem the people faced. The Prophet memorized the revealed verses and, only after his death was the written text compiled in case it was forgotten.</i></p> <p>You can see a short clip about this here: http://www.bbc.co.uk/programmes/p0113t03 (Pathways of Belief - How the Qur'an was put together)</p> <p>What do the words of the Qur'an 'reveal'? (plenary)</p> <p>Using the children's copies of the Al Fatiha, read the words carefully. Answer the questions as thoughtfully as you can. <i>Some children should be able to compare with Christian ideas.</i></p> <ol style="list-style-type: none"> 1. What are the most important words / what do they mean? (no more than three) 2. What does this say about how Muslims should live? 3. Does this say something about God, humans or the world? 4. How does this quote make you feel? Jot down words to say how it made you feel. 5. Might the world might be a better place if everyone listened and acted on these words? 	<p>temptation.'</p> <p>Jesus also said: But small is the gate and narrow the road that leads to life, and only a few find it. Matthew 7 v.14:</p>
<p>EXPLORE</p> <p>(2)</p> <p>ideas about revelation in Muslim Community Practice</p> <p>Assessment</p> <p>2c recognize the Arabic word 'Allah' and say why Muslims value calligraphy</p> <p>5c suggest, using wide religious vocabulary, why Muslims choose to</p>	<p><i>This section focuses on three ways the importance of the Qur'an as 'revelation' is seen in the Muslim Community. Children could focus on one or work in groups and report back.</i></p> <p>(i) What do the decorative verses in a mosque reveal?</p> <p>Teacher's note: <i>Calligraphy flourishes in the Islamic community, writing the words of Allah is a high art-form. Verses from the Qur'an are often inscribed around the base of the dome, leading the eye upwards; this is intentional. The dome of a mosque represents the heavens, while the square building beneath represents earth. Mathematicians agree that however many sides you add to a square, only a miracle could turn it into a circle and nothing but a miracle could link heaven and earth. The beautiful Quranic inscriptions state that the Qur'an is such a miracle: a divine revelation linking the believer to Allah.</i></p> <p>Look at lots of Islamic writing in mosques, particularly in domes. Try writing the Arabic words for Allah and Muhammad. Use a paintbrush if possible or italic pens.</p> <p>Watch an Islamic calligrapher at work where the words suddenly emerge from a drawing: https://www.youtube.com/watch?v=iCAEUhnURgQ</p> <p>https://www.youtube.com/watch?v=reJ9ccDdL7s – How does it feel to watch these beautiful pieces of writing? Did you spot the word for Allah anywhere?</p> <p><i>Some Muslims gaze intently on such inscriptions as if to extract a 'blessing'</i></p> 	<p>Calligraphy has also flourished because images are banned in a mosque. You could compare this art with illustrated Christian manuscripts e.g. the Lindisfarne Gospels.</p> <p>Islamic patterns form part of the 'Tawheed' unit.</p> <p>Calligraphy posters can be bought from</p>

use words not pictures to express their beliefs on a mosque wall

2d ask respectful questions about why some Muslim children work so hard to memorise the Qur'an

3b describe some of the things that are the same and different in how Muslims and Christians use their holy books

4b use the right terms to describe and compare the practices and experiences of Muslim children at madrassah

5b describe why only some Muslims will seek to become a Hafiz and explain how the study involved can affect both their lives and the lives of others

from them; just looking at the verses may bring them closer to Allah. How do the images make you feel?

Use one of the verses from **Appendix 2**. How could you present it beautifully for a Muslim to look at? Do not use human forms in your artwork. As you draw / write, think about the meaning of the words.

(ii) How does the Muslim community guard the revelation of Allah?

Teacher's note: *If all the Qur'ans in the world were destroyed, the words would not be lost because of the high priority laid on memorizing them. At a Madrassah ('place of learning') Muslim children learn to recite the Qur'an in Arabic, memorising surahs, and learning basic Muslim practices for eating, praying and ritual washing, etc. They may attend two hours after school on weekdays and Saturday mornings too.*

These video clips will help you learn about children learning the Qur'an. You may have a Muslim child who can help but do let them volunteer rather than be expected to do so.

- <http://www.bbc.co.uk/programmes/p0115ft>
- <http://www.bbc.co.uk/education/clips/zxprk7h>

Some children go much further and decide to memorise the whole Qur'an; it is a bit like learning a very long poem, written in beautiful rhyming Arabic. Children learn to chant it rather than read.

Someone who can remember and recite the whole Qur'an is called **HAFIZ** – it means 'guardian'. Is 'guardian' a good word for someone who learns all the words from Allah by heart? Why might the role of Hafiz be so valued?

Research children who want to become Hafiz and consider why they go to such trouble.

(iii) How does Laylat-ul Qadr remind Muslims that they have been given the final revelation from Allah?

Teacher's notes: *Muslims celebrate the Night of Power/ Laylat-ul-Qadr during the 27th Day of Ramadan. This night was when the Qur'an was revealed. Some Muslims spend the night in the mosque, reading the Qur'an and praying. Some spend ten days in the mosque giving time for prayer, study and reading the Qur'an. The aim during Ramadan is for the full Qur'an to be read.*



Articles of Faith – see Resources.

Examples of Muslim inspirational verses as posters are available on the internet.

An Arabic alphabet song may be useful – see Resources.

The Qur'an Kids – an 8 minute film on 3 Australian youngsters who have memorised the Qur'an already. Stresses the need to follow and act on the teachings.

<https://www.youtube.com/watch?v=ayainbNE4DQ>

<p><i>4d ask why joining in celebrations can make us feel we belong and suggest answers which include reference to Muslims celebrating Laylat-ul Qadr</i></p>	<p>Use this opportunity for children to do their own research. They should aim to produce either an interview with a 'Muslim' on their practices on this night, taking the parts and writing their own scripts. OR they can produce an annotated poster using pictures and information gleaned from the internet / books. OR Choose 3 items / symbols they could place in a box to represent the celebration – they can then present / reveal their discoveries to the class.</p> <p>What do the words of the Qur'an 'reveal'? (continuing plenary)</p> <p>Pull another envelope out of the box and look at more Qur'anic verses from Appendix 2. As before read the Qur'anic quote/s and answer the questions thoughtfully - see previous section.</p>	
<p>EXPLORE</p> <p>(3)</p> <p>aspects of revelation in Muslim Living</p> <p><i>Assessment</i></p> <p><i>4e ask important questions about who I believe tells me the truth about life, comparing my ideas with my friends, and with answers a Muslim might give</i></p> <p><i>3d compare some of the things that influence me the most with how the Qur'an has an influence in the lives of Muslims</i></p>	<p>Try to arrange a Muslim visitor and discover from them how the Qur'an affects their everyday life and what they believe it shows them. An invitation to a Muslim visitor is also more likely to enable a debate around the Assessment exemplars 5d, 5e 5f</p> <p>Can you follow instructions? Is it always easy?</p> <p>Have some fun opening small boxes with instructions inside e.g. turn round and touch the floor / sing happy birthday on one leg / smile at everyone / recite the 6 times table.</p> <p>Volunteers have to follow the instruction without telling anyone and the class has to guess what the instruction said e.g. by writing on whiteboards and holding their answer up.</p> <p>How does Allah's guidance affect how a Muslim lives their life?</p> <p><i>Teacher's Note: Muhammad said that Islam is a religion of seeking knowledge and guidance. The Quran tells stories of the past, stories of nations and events of great significance, but it also acts as a guidebook on how to establish an honest and good life on earth. It addresses questions like: Who is God? Why are we here? How are people supposed to behave towards one another? How should humans look after the earth? What happens when we die?</i></p> <p>Instructions are meant to be followed. This is true of the Qur'an too.</p> <p>http://www.bbc.co.uk/programmes/p0114bxh (possibly seen earlier, but watch again)</p> <p>This video clip (3 mins) allows you to hear the Qur'an being read and (at 2mins) includes half a dozen young Muslim children saying what the Qur'an shows them to do in their lives. 'Show' as used here is the equivalent of 'reveal', a bit like opening a box to know what is inside.</p>	<p><i>Arrangements for a visitor can be made through EEFA - http://www.eefa.net/ttindex/ttindex.htm</i></p> <p><i>Ensure a visitor knows specifically what you want to achieve in the lesson. Also see a visitor as an opportunity for pupils to share their learning so far.</i></p> <p><i>See: http://islaminschools.com/pages/books_quran.php</i></p>

4a make links between some teachings of the Qur'an or Sunnah of the prophet and how Muslims might put them into practice

5a suggest reasons Muslims might have different views about key beliefs of e.g. on peace, and explain how they might use the Qur'an or Sunnah for their answers

4c express the Muslim idea of revelation as a rope reaching down to earth, suggesting what the image means

5e ask a Muslim some good questions about the meaning and purpose of life as they see it, and suggest my own ideas about their answers

5f ask questions about media reports involving Islam and Muslims that raise concerns for myself and my class, and suggest appropriate responses in school

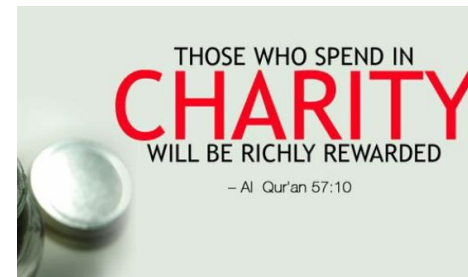
For example, one child says the Qur'an shows him what to do with his money. A Muslim visitor could explain about giving charity or Zakat, one of the five pillars of Islam.

What does the Qur'an actually say about the giving of charity? What is the Sunnah i.e. the practice of the Prophet Muhammad with regards to charity? Are there any Hadith or stories of Muhammad giving charity?

For useful information, see:

http://www.islamawareness.net/Hadith/htopic_charity.html

Design posters to encourage Muslims to copy Muhammad's example.



Why is a Rope a metaphor for the guidance of the Qur'an?



Set up a course for pupils to walk blindfolded. Choose a pupil to negotiate the course blindfolded. Others watch and give no guidance. After attempt 1, remove pupil from room. Set other pupils to take a long rope and mark a path through the obstacle course for the blindfolded pupil. Give the blindfolded pupil another go, using the rope as a guide.

Discuss which attempt was easier and more successful, and why.

Explore how the idea of the rope might be a good metaphor for the Qur'an. It is a guide for Muslims which helps them know how to live.

Look at this Muslim Hadith / saying

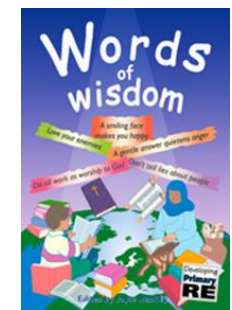
'I am leaving you a trust. So long as you cling to it you can't go wrong. That is the rope God has extended from heaven to earth. That is the Qur'an.' (Hadith of Darimi 1)

Think about the imagery contained in this Hadith. In what ways might the Qur'an be like a rope extending from heaven to earth for Muslims?

See all the verses of the Qur'an you have looked at so far and add in the rest from **Appendix 2**. Write what you think some of the verses mean. When would the verses be something useful to cling to? How could they help? What might a Muslim do if they follow this guidance?

The 'rope' idea is adapted from 'Words of Wisdom' (RE Today services). For full details, you can download for £8.

<http://shop.retoday.org.uk/9781904024453>



<p>EVALUATE what pupils have learnt about the Muslim concept of REVELATION and the key question</p>	<p>Teacher's note: You should have been able to take opportunities all through the unit to check children's progress but this is the moment to check what pupils have learnt.</p> <p>Look at the image of the opened box used as a symbol for the unit. How does it help us remember what 'revelation' means? What have we learnt about this word and its meaning for Muslims?</p> <p>What can you tell me in answer to the key question? Maybe write answers to put in the box!</p> <p>OR use the following to establish what children understand about the KEY QUESTION:</p> <p>Recitation contests are held all over the world where students, some very young children recite sections of the Qur'an. http://www.bbc.co.uk/news/world-middle-east-10957293</p> <p>(Quoting BBC news) These days, a competitive edge has been introduced to motivate youngsters.</p> <p>Thirteen-year-old Talha Gulli has high hopes for this year's contest held by the Islam Channel in the UK for children up to 16. He started learning at the age of five because he was bored, he says. So if he had to define where reading the Qur'an comes among the things he enjoys, where would he put it? "Top," he says, without hesitation.</p> <p>Watch a news clip of a child who has won a reciting competition. Write a news report in role, or dramatise an interview to explain why any Muslim might want to say 'top' about the Qur'an.</p>	<p>http://www.islam4schools.com/</p> <p><i>Pupils could compare the symbol for the GOSPEL unit for Christianity with the 'box' symbol and show understanding of 'Teachings and Authority' in two different faiths.</i></p>
<p>EXPRESS your RE learning about REVELATION so it can be shared</p> <p><i>5d give my own views, and those of a Muslim, on what humans are and how they should live, and explain what I think are the challenges of being a Muslim</i></p>	<p>Here are just a few ideas but other ideas will have arisen during the unit:</p> <ul style="list-style-type: none"> • Display the 100 cubes with some of them open to show names of Allah and their meanings. Do not attempt to do them all! • Make origami boxes. Inside put your thoughts on the meaning and purpose of life, comparing these with what you know, or have discovered, about Muslim belief. • Demonstrate that you can remember and recite by performing a poem, Bible or Qur'an verse off by heart publicly. How does it feel to do this? • What do you 'cling' to? Think about things (people, sayings and so on) that you 'cling to' and that give you strength. Use a long piece of rope and attach drawings or writing about things, people and saying why they are important to you. 	<p><i>Patterns for origami boxes can be found on the internet.</i></p> <p><i>Buy rope at a DIY store by the metre.</i></p>



Appendix 1 – The Night of Power –the revelation of the Qur’an to Muhammad

<p>Muhammad is hot and exhausted. He is returning to the city of Makkah, his home town, from a long trip.</p>	<p>Muhammad finds his way to a lonely cave on Mount Hira where he can pray to Allah in the stillness and the quiet.</p>	<p>But Khadijah does believe him. She does not think he is crazy. She decides the words he has been given come from Allah.</p>
<p>Angel Jibreel insists that Muhammad reads from the scroll. Suddenly Muhammad finds he can read the words</p>	<p>Finally Muhammad goes home. He speaks to Khadijah, his wife, about what happened in the cave. Will she believe him?</p>	<p>It was the voice of the Angel Jibreel! Muhammad is terrified. 'I can't read' he replies.</p>
<p>It worries Muhammad that so many people pray to idols in Makkah, and so many people fight and treat others unfairly.</p>	<p>Muhammad recites the words after the Angel. He keeps repeating the words so he does not forget them.</p>	<p>All of a sudden Muhammad senses that he is no longer on his own. He is right.</p>
<p>Muhammad shares Allah's message with people in Makkah. He receives more messages but not everyone accepts them.</p>	<p>As he leaves the cave, the voice says, 'O Muhammad, you are the prophet of Allah and I am Angel Jibreel.'</p>	<p>An immense voice fills the cave all around him. 'RECITE!' says the voice, 'Recite what is on the scroll!'</p>

Appendix 2 – extracts from the Qur'an

<p>Allah knows everything that is in your hearts, whether you conceal or reveal it. He knows everything in the Heavens and earth; Allah has power over all things.' 3:29</p>	<p>He is God: the Creator, the Originator, the Shaper. The best names belong to Him. Everything in the heavens and earth glorifies Him: He is the Almighty, the Wise. 59:24</p>	<p>A light has now come to you from Allah, and a scripture making things clear with which Allah guides to the ways of peace those who follow what pleases him, bringing them from darkness out into light, and guiding them to a straight path. 5:15-16</p>
<p>It is Allah who created the heavens and the earth and everything between them in six days 32:4</p>	<p>You who believe, eat the good things we have provided for you and be grateful to Allah. 2:172</p>	<p>Be good to your parents, to relatives, to orphans, to the needy, to neighbours near and far, to travellers in need. 4:36</p>
<p>It is Allah who brought you out of your mothers' wombs knowing nothing, and gave you hearing and sight and minds, so that you might be thankful. 16:78</p>	<p>It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind, clear messages giving guidance and distinguishing between right and wrong. 2:185</p>	<p>Anyone male or female, who does good deeds and is a believer, will enter Paradise. 4:124</p>
<p>Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fair to the people; be steadfast in prayer and practise regular charity. 40:83</p>	<p>It is Allah who made you a trustee or caretaker on the earth. 6:165</p>	<p>Whoever recommends and helps a good cause becomes a partner therein, and whoever recommends and helps an evil cause shares in its burdens. Qur'an:4:85</p>

Assessment of progress and achievement in RE against the Suffolk RE Syllabus

The Suffolk RE Agreed Syllabus 2012 has an 8-level scale to assess progress (p.39-41). For higher or lower levels, see the Syllabus.

		Attainment Target 1 - Learning about religion & belief			Attainment Target 2 - Learning from religion & belief		
		How pupils develop their knowledge, skills and understanding with reference to:			How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level		a) beliefs, teachings and sources	b) practices and ways of life	c) forms of expression	d) identity and belonging	e) meaning, purpose and truth	f) values and commitments
		I can	I can	I can	I can	I can	I can
2		2a tell a Muslim story and say some things that people believe	2b talk about some of the things that are the same for different religious people	2c say what some religious symbols stand for and what some art (music, etc) is about	2d ask about what happens to others with respect for their feelings	2e talk about some things in stories that make people ask questions	2f talk about what is important to me and to others with respect for their feelings
		<i>2a tell the Muslim story of the Night of Power and say some things Muslims believe</i>	<i>2b talk about how religious people often have books which reveal God to them</i>	<i>2c recognise the Arabic word 'Allah' and say why Muslims value calligraphy</i>	<i>2d ask respectful questions about why some Muslim children work so hard to memorise the Qur'an</i>	<i>2e talk about some things in the story of the Night of Power which made my class ask questions</i>	<i>2f talk with respect for others about what is important to each of us as a source of guidance</i>
3		3a describe what a believer might learn from a religious story	3b describe some of the things that are the same and different for religious people	3c use religious words to describe some of different ways people show their beliefs	3d compare some of the things that influence me with those that influence other people	3e ask important questions about life and compare my ideas with those of other people	3f link things that are important to me and other people with the way I think and behave
		<i>3a describe what a Muslim might learn from the story of the Night of Power</i>	<i>3b describe some of the things that are the same and different for Muslims and Christians in how they use their holy books</i>	<i>3c use the names of Allah to describe some of the different ways Muslims view what Allah is like</i>	<i>3d compare some of the things that influence me the most with how the Qur'an has an influence in the lives of Muslims</i>	<i>3e ask important questions about life that I think people would really like answered and compare my ideas with others</i>	<i>3f link people who are important to me with how I decide what is right to think or do i.e. who do I really listen to?</i>

4	4a make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	4b use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	4c express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	4d ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	4e ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	4f ask questions about moral decisions I and others make, and suggest what might happen as a result of different decisions, including those made with reference to religion
	<i>4a make links between some teachings of the Qur'an or Sunnah of the prophet and how Muslims might put them into practice</i>	<i>4b use the right terms to describe and compare the practices and experiences of Muslim children at madrassah</i>	<i>4c express the Muslim idea of revelation as a rope reaching down to earth, suggesting what the image means</i>	<i>4d ask why joining in celebrations can make us feel we belong and suggest answers including reference to Muslims celebrating Laylat-ul Qadr</i>	<i>4e ask questions about who I believe tells me the truth about life, comparing my ideas with friends, and with Muslim ideas</i>	<i>4f ask questions about moral decisions my friends and I have to make and what is meant by 'keeping to the straight and narrow'</i>
5	5a suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	5b describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	5c use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual & moral expression found within and between religions	5d give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion; explain what inspires and influences me	5e ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	5f ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	<i>5a suggest reasons Muslims might have different views about key beliefs of e.g. on peace, and explain how they might use the Qur'an or Sunnah for their answers</i>	<i>5b describe why only some Muslims will seek to become a Hafiz and explain how the study involved can affect both their lives and the lives of others</i>	<i>5c suggest, using wide religious vocabulary, why Muslims choose to use words not pictures to express their beliefs on a mosque wall</i>	<i>5d give my own views, and those of a Muslim, on what humans are and how they should live, and explain what I think are the challenges of being a Muslim</i>	<i>5e ask a Muslim some good questions about the meaning and purpose of life as they see it, and suggest my own ideas about their answers</i>	<i>5f ask questions about media reports involving Islam and Muslims that raise concerns for myself and my class, and suggest appropriate responses in school</i>

Resources for this enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

Background resources for teachers

<http://www.reonline.org.uk/knowning/what-re/islam/> - a number of different sections to explore with good basic information for teachers

Islam: An Introduction (Teach Yourself series) – Ruqaiyyah Waaris Maqsood – clear and easy to access

A is for Allah – Yusuf Islam – introduces key ideas in Islam using the Arabic alphabet, where A is no longer for Apple but Allah. A double CD of songs based on the book is available with tracks downloadable too.

Opening up Islam (RE Today services) <http://shop.retoday.org.uk/9781905893331> Helps children encounter faith stories, meet believers, ask questions, and express ideas in response to Muslim beliefs. Encourages teachers to 'have a go' in an area fraught with sensitivities. PDF extract viewable.

Words of Wisdom (RE Today Services) Other books by RE Today services also have materials on Islam. Those out of print downloaded as PDFs. <http://shop.retoday.org.uk/9781904024453>

Islam for Children (Ahmad von Denffer, the Islamic Foundation) Muslim book for children. Useful background for what Muslims teach their own children

Useful Websites:

- Archived basic material on Islam from BBC: <http://www.bbc.co.uk/religion/religions/islam/>
- Bitesize KS2 Islam <http://www.bbc.co.uk/education/topics/zpdtbsbk>
- You can use this site to learn about Islam as if you were a Muslim child - <http://www.islamkids.org/>
- Discover Islam – Five pillars - <https://www.youtube.com/watch?v=cB5YHMVM0Eg>
- Good clear explanations originally for children in Scotland - http://www.musalla.org/Articles/basic_islam/basic_islam.htm
- Article on Islamic calligraphy from V and A Museum - <http://www.vam.ac.uk/content/articles/c/calligraphy-in-islamic-art/>



Muslim artefacts - <http://www.articlesoffaith.co.uk/faiths/islam.html>

For example: calligraphy posters. Qur'an and stand, some plastic Arabic letters / Arabic primer. subha beads



Other resources:

- **Pathways of Belief DVD – The Qur'an- Revelation** – clips also on BBC website (details in lessons)
<http://www.bbc.co.uk/programmes/b0078zzp/clips>
- **My First Qur'an - <http://shop.retoday.org.uk/products/category.like:other.pr/page:2>** A5 hardback tells the stories of the prophets, peoples and nations of Islam as an unfolding family saga, starting with the story of creation, Adam and Eve, Noah and Abraham. A Qur'anic reference for each story is provided. Lots of coloured pictures without images of people, in line with Muslim belief.
- **Arabic Calligraphy – 6 laminated posters from <http://shop.retoday.org.uk/0818>**



Music CDs / i-tunes / you-tube clips

- **CD Album – A is for Allah (Yusuf Islam)** – *useful songs include: Our Guide is the Qur'an (lists the five pillars)* – also found on you-tube <https://www.youtube.com/watch?v=kFHAkqwWa6A>
- **Song of learning the Arabic alphabet in preparation for reading Qur'an - <https://www.youtube.com/watch?v=8dQ3lizkjuE>**

The initial ideas for this unit were worked on by Janet Wylie, Gemma Kingston and Helen Matter at the Emmanuel Project days at Belsey Bridge Conference Centre. They were completed as part of a Farmington Fellowship award given to Wendy Rayner (Kingsfleet Primary) and in consultation with the Muslim community. Thank you all for your hard work!