

The questions we might ask:

- *What does the Qur'an say about how Muslims should treat others and live their lives?*
- *How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?*

The ideas we might explore

- **Imam** (faith) – **shahadah** (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (*tawhid*) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [*shariah*] that will help keep the universe in harmony
- **Akhlaq** (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended
- The importance of serving others and showing compassion, e.g. **zakat** (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don't have enough
- Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place

Lincolnshire Locally Agreed Syllabus for Religious Education

KS1 Compulsory Unit: Being Human (Islam)

Suggestions for Teaching and Learning

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



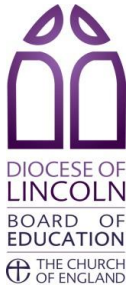
<p><i>What is RE?</i></p> <p><i>Believing, Living, Thinking</i></p>	<p>Football World Cup – how could we look at this in terms of believing, living and thinking?</p> <p>Believing: tattoo guy (world cup winners) – what was the evidence for him to believe they would win? Clips of commentary, examples of Tweets (disbelief and hope), history of the England football team and 1966 and 1996</p> <p>Living: what did people do to show their belief in the England football team? Promotions in shops, Three Lions song being rereleased, flags, merchandise, etc.</p> <p>Thinking: should you support the England football team if the majority of evidence suggests they won't win? Arguments for and against, showing evidence of the process of reasoning.</p>
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<p><i>Introduction to Islam</i></p>	<p>Believing:</p> <p>Mind map – what do we know about Islam?</p> <p>Key beliefs in Islam</p> <ul style="list-style-type: none">• Belief in one God (oneness of God = tawhid) – DON'T DRAW GOD!!!!!!• Belief that God has created things as he wants them to be (in harmony – muslim)• Belief that God wants humans to help keep things in harmony (muslim)• Belief that God has set out a straight path (shariah) for humans to follow to help keep things in harmony (muslim)• Belief that God has given three types of guidance to help people follow the straight path (shariah): the natural world, the Qur'an and the prophets <p>Conceptual baskets: one God and harmony – place different beliefs in the baskets</p> <p>Create a visual map of Muslim beliefs – e.g. a blank puzzle with some of the 99 Names of Allah, with an image of creation, with an image of a straight path, with an image from the natural world, image/names of human beings, with an image of a book (Qur'an), with the names of some of the Prophets, etc. – concentrate on the idea of harmony created by the puzzle pieces fitting together and the idea of one puzzle created by one God</p>
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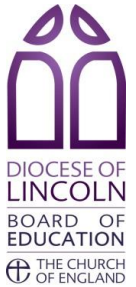
<p><i>Five Pillars</i></p>	<p>Engage: use resources to construct something that will stay up without you holding it</p> <p>Enquire: what supports Muslims to live out their beliefs?</p> <p>Explore:</p> <p>Living: Five Pillars</p> <p>What are pillars? What are they useful? What do they do?</p> <ol style="list-style-type: none">1. Statement of belief/faith (shahadah): there is no God but God, and Muhammad is his Prophet2. Prayer (salat)3. Charity (zakat)4. Fasting (sawm)5. Pilgrimage (hajj) <p>Focus on the idea of harmony – all Muslims doing these things together (believing) Get pupils to lift something/someone – what works best, individually or together?</p> <p>Thinking: are we better together? (e.g. is it always easy to work together, etc.?)</p>
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<p><i>Imam: Shahadah</i></p>	<p>Engage: who are we as a school? What are we about? What do we believe is important? (school values, vision statement) – what does this tell other people about us?</p> <p>Enquire: why is it important to say what you believe?</p> <p>Believing:</p> <p>Explore: how do we find out what Muslims believe? Shahadah = statement of belief: “There is no God but God and Muhammad is his Prophet”</p> <ol style="list-style-type: none">1. Belief in one God (compare with Judaism and Christianity); introduce some religions that believe in more than one God – how are they different?2. Belief in Muhammad as the final Prophet – introduce some of the other Prophets of Islam (e.g. Ibrahim, Nuh, Musa, Dawud, Yunis, Isa) and make connections with Christianity and Judaism – sort cards to match names, video, My First Qur’an Storybook, etc. <p>Evaluate: how is Islam similar to and different from Christianity/Judaism? Do you think it is important that there are some similarities and some differences?</p> <p>Express: create a symmetrical pattern that includes repeated statements: ‘there is no God, but God’ and ‘Muhammad is his Prophet’</p>
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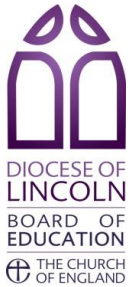
<p><i>Akhlaq: making good choices</i></p>	<p>Engage: Believing: revisit key beliefs: one God (tawhid) and harmony (muslim)</p> <p>Enquire: how do the Prophets help Muslims keep things in harmony (muslim)</p> <p>Explore: stories of the Prophets and examples of them making good choices that help keep things in harmony</p> <p>Prophets: Ibrahim, Musa, Dawud, Isa, Muhammad Role play, video clips, literacy with text</p> <p>Evaluate: Thinking: how easy do you think it is to follow the example of the Prophets? (draw comparisons with making good choices in school)</p> <p>Express: Living: pitch a scenario (take it from a story from the Qur'an) – what do you think happens next? What would be the good choice? What would be the wrong choice? How easy is it to make the choice? What help might you need from others? Writing task.</p>
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<p><i>Akhlaq: making good choices</i></p>	<p>Engage: box with Maltesers inside given to one child; they have the option to share with others. If they don't, they can keep the Maltesers (and everyone's a bit annoyed with them!); if they do, there is an additional prize, e.g. a values certificate; think about why it might be better to share</p> <p>Enquire: how is sharing with others a way of bringing harmony into the world?</p> <p>Explore: maths – the idea of sharing a proportion of what you have with others who have less, e.g. sort a tenth of something to give to others</p> <p>Believing: Muslims give 2.5% of their disposable income to those in need (zakat); they believe this helps bring more harmony into the world – example of old-fashioned scales being balanced</p> <p>Evaluate: how easy is it to accept help? Exploring the idea that everyone needs each other somehow – we're all in it together; harmony (muslim)</p> <p>Express: choose a random act of kindness to carry out this week as a gift of your time, etc., to help make the world a more harmonious place (justice/injustice)</p>
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