

Question: 1.2 Who is a Muslim and what do they believe?		Critical Learning <ul style="list-style-type: none">Knowing about and understanding religions and worldviewsExpressing and communicating ideas related to religions and worldviewsGaining and deploying the skills for studying religions and worldviews Key Vocabulary God, Muslim, Allah, Prophet, Muhammad, calligraphy, Qur'an, Makkah, Shahadah, Ramadan, Eid-ul-Fitr, Mount Hira, Jibril, Shahadah
Strand Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		
Questions in this thread: 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?		
International Baccalaureate Learner Profile Link <i>Inquirer: Learning about other religions from stories.</i> <i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i> <i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i> <i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i> <i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i> <i>Open-minded: Appreciating the traditions of others.</i> <i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i> <i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i> <i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i> <i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i>		
Prior Skills <ul style="list-style-type: none">Talk about the fact that Christians believe in God and follow the example of Jesus (A1).Recognise some Christian symbols and images used to express ideas about God (A3)Talk about some simple ideas about Christian beliefs about God and Jesus (A1).Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).Talk about issues of good and bad, right and wrong arising from the stories (C3).Ask some questions about believing in God and offer some ideas of their own (C1).	New Skills <ul style="list-style-type: none">Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). (Emerging)Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).Re-tell a story about the life of the Prophet Muhammad (A2).Recognise some objects used by Muslims and suggest why they are important (A2).Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).Find out about and respond with ideas to examples of	Future Skills <ul style="list-style-type: none">Talk about the fact that Jewish people believe in God (A1).Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).Talk about how the mezuzah in the home reminds Jewish people about God (A3).Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).

	cooperation between people who are different (C2).	
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Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) Talk about the fact that Muslims try to follow the example of the Prophet Muhammad Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). 	<ul style="list-style-type: none"> Describe simply some ideas about Muslim beliefs about God (A1). Make links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	<ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

Resources <ul style="list-style-type: none"> A video and some teaching resources about the story of Bilal can be found here: Slave set free: http://www.natre.org.uk/primary/good-learning-in-refilms/ Check out some of the artwork from Spirited Arts: e.g. http://www.natre.org.uk/aboutnatre/projects/spirited-arts/art-in-heaven/2011/bilal-and-the-call-to-prayer/ 	Website/Apps <ul style="list-style-type: none"> www.eastlondonmosque.co.uk The website of the East London mosque – has a good visual section. The National Association of Teachers of RE (NATRE) supports the creative elements of this unit: www.natre.org.uk/spiritedarts Sacred Space provides inspiration, case studies and guidance to help you make learning outside the classroom work really well for RE: www.refuel.org.uk/sacred-space Recording of the call to prayer http://www.reonline.org.uk/allre/tt_nframe.php 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 Suggested Quality Texts <ul style="list-style-type: none"> Dogger – Shirley Hughes Muhammad and the cat
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Assessment ideas

Ask pupils to move around between two stations to show which of the following they think is most important to Muslims (there is not always one correct answer, of course):

• 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 • Sharing your money / praying to
Allah Ask them after each pair to say why they chose their place, simply.

Writing Opportunities

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 pupils 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 arts – and also by Christians and Jews) and give it to someone they would like to have that word.

Cross Curricular Links

(These need to be linked with topics that are taught in the year group)