

Key Stage: 2

Year: Lower Juniors

Subject: Muslim Family Life

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To learn about how Muslims should treat their parents To reflect on how children and parents should behave towards each other.	Discuss tasks which the children do at home. Why should they do them? What do parents do for children? Act out / discuss in groups scenarios of parent – child situations. Give passages from the Qur'an e.g. "Give thanks to Allah and to your parents." "Worship only Allah and show kindness to your parents ... never ... be harsh with them but speak to them kindly." Discuss how they can do these things and how easy they are to do.	What jobs do you do at home? Why do you do them? Should you have to do jobs at home? Why? What do your parents / carers do for you? Why do they do them? How can you thank your parents? How can you be kind to your parents? Should you worship your parents? Why (not)? How easy is it to be kind to parents?
2	To learn about halal and haram foods To reflect on food rules	Discuss likes and dislikes of food. Discuss whether any foods are forbidden. Explain about halal food – the types of food permitted and killed "in the name of Allah, Allah is Most Great: Bismillah Allahu Akbar". Discuss haram or forbidden foods: pig products, animals which have been strangled or died naturally, reptiles, carnivorous birds and alcohol. Link to kosher foods	What are your favourite / worst foods? Why? Are there any foods you have not to eat? Why? Why do Muslims have rules about food? Where have the rules come from Which other religions have rules about food? Which? What are the rules?
3	To learn about Muslim birth rites To reflect on the meaning of these rites	Discuss family celebrations at the birth of a baby. Show a video extract about Muslim practices just after a baby has been born. Explain the call to prayer. Discuss why they carry these practices out. Link to children's knowledge of other religions' celebrations of birth.	How do you celebrate the birth of a baby? Why? What do you feel and think about? Why? Why does the father put honey on his baby's tongue / whisper / say the words of the call to prayer ("Allah is Great. There is no God but Allah and Muhammad is His Prophet. Hasten to prayer, hasten to success. Allah is the greatest. There is no God but Allah"). Do other religions celebrate the birth of babies? How?
4	To learn about the madrassah To think about the dedication of Muslim children.	Discuss what children do straight after school. Explain that Muslim children go to madrassah (mosque school) after a short break at home. Ask the children to think what Muslim children learn there. Show video section of reading the Qur'an. Discuss what children need to know before they can read the Qur'an. Watch the rest of the video. Children practice writing "Allah". Discuss why parents want children to learn Arabic and Islam.	What do you do after school? Are you tired at the end of school? How do you get your energy back? What do you think Muslim children learn at madrassah? (Read the Qur'an and learn about Islam.) What do they need to be able to do before they read the Qur'an? (Read Arabic) How many other languages can you speak and read? How easy do you think all this is for Muslim children? Why do they do it?
5	To learn about Islamic calligraphy and patterns To reflect on reasons for patterns as opposed to figurative art.	Look at examples of Islamic calligraphy. Link to the writing of "Allah". Discuss why writers take so much care. Look at patterns on mosques, mihrabs, prayer mats etc. Discuss whether there are pictures of human beings. Explain the Islamic prohibition of such pictures, especially in the mosque. (Could be thought of as idol worship.) Draw or colour some patterns.	Do you like the calligraphy? Why is it beautiful? Why do the writers take so much care? Why do Muslims design patterns rather than draw pictures of things? Why do Muslims not have pictures of humans? Why will there never be pictures of humans in a mosque?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Allah Worship Respect	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	The Qur'an, surahs (chapters) 2:83; 4:36; 17:23 – 24; 31:14.	Do something(s) extra for parents / carers.	By the end of this unit  Most children will be able to: Identify some halal foods, describe Muslim birth rites and describe what happens at the madrassah, linking these to practices in other religions; and Respond sensitively to Muslim teachings about parents and children.	
Halal Haram Bismillah	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Shahrukh Husain: What Do We Know About Islam? (Macdonald 0750019719)	Display or mobile of words and halal foods.	Many children will be able to: Describe how belief in Allah affects many aspects of life; and Compare aspects of their own life and their values and behaviour to those of Islam.	
Birth Baby Adhan Celebration	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief: Islam (BBC video, 0563462345) The adhan (call to prayer): S Husain op cit.	Written account of Muslim birth rites and the reasons behind them.	Some children will be able to: Describe key Muslim beliefs and show understanding of ways of belonging to Islam; and explain how symbols in patterns and calligraphy exemplify Muslim beliefs.	
Madrassah Qur'an Arabic Mosque Allah	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief: Islam (BBC video, 0563462345) See also QCA Unit 6D.	List five reasons why Muslim children attend madrassah.		
Calligraphy Pattern Allah Idols	Listening Speaking Empathy Reflection Designing	Empathy Respect Self- understanding	Eid cards, prayer mats and in many books e.g. K Knight: My Muslim Faith (Evans 0237520141); S Husain op cit.; Colour and Learn the 99 Names of Allah (Islamic Promotions, 0958387699)	Examples of calligraphy and patterns drawn and coloured by children to add to a display.		

Key Stage: 2

Year: Lower Juniors

Subject: The Pillars of Islam

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To familiarise children with the Shahadah; To reflect on how important the Shahadah is for Muslims.	Discuss what were the first words the children could say and hear. Explain that the first words Muslim children hear are the Shahadah in Arabic: “There is no God but Allah and Muhammad is the messenger of Allah.” Discuss the meanings of the names and words of the Shahadah. Show children the Shahadah in writing and the writing of “Allah” on video. The children can copy some or all of the Shahadah in Arabic and / or English.	What were the first words you could say/ hear? Do you remember the first time you said / heard them? Do Muslim children remember the first time they heard the Shahadah? Why is this the first sentence they are told? Why are Allah and Muhammad important to them? How often do you think they hear the Shahadah? Why?
2	To learn about Muslim prayer and why Muslims pray; To reflect on the meanings of Muslim prayer positions.	Discuss body language. Get the children to mime some emotions and attitudes e.g. anger, love, fear, respect, concentration, ... Revise Muslim prayer (see Infants – Muslim Practice). Watch a video about salat (salah). Discuss what the prayer positions symbolise. “Islam” means “submission”. Explain this and link it with prayer. Pupils can draw and explain some prayer positions.	Can you sometimes know what a person is thinking or feeling without them telling you? How can you know? How do Muslims pray? How do they get ready for prayer? How often do they pray? What do the positions mean? (preparation, concentration, listening, respect, submission, unity, equality) Who are Muslims listening to, respecting, etc.?
3	Learn about sawm (fasting); To reflect upon their own and other people’s abilities and strengths of character; To reflect on the reasons for doing very difficult things.	Draw up a list of things children find difficult to do e.g. be silent for a day / (hour?); go without food for a day / half day; etc. Discuss why these are difficult. Talk about whether they would choose to do any of them and why. Explain and watch video about Ramadan. Discuss why Muslims fast. Pupils can write a paragraph about what Ramadan is and what it means to Muslims.	What do you find difficult to do? (Allow physical [eg.lifting], mental [eg.maths] and personal [eg.singing in public] activities. Include “going without food”.) Why? Would you choose to try any of these activities? Why? Why do people push themselves to do very difficult things? Why do Muslims fast? (Strength of faith, following Muhammad, discipline, sympathy.)
4	To learn about zakat; To reflect on the reasons for giving to charity.	Discuss what children do and how they can help people with their money. Introduce Eid (Id) ul Fitr and Zakat (ul Fitr). Muslims give 2 1/2% (1/40) to charity each year – link with Maths. Plan a way of giving to charity, maybe linked with a celebration.	What do you do with your money? Why? How can you help people with your money? What sort of people would you want to help? Why? What is a sensible amount / proportion to give to others? Can you help people in other ways? How?
5	To learn about Haj (pilgrimage to Makkah); To reflect on why Muslims go on Haj; To learn about the Five Pillars; To reflect on vital activities in their own life.	Using a map work out the (rough) direction of Makkah from Manchester. Either use a compass in groups or put a mark in the classroom to show North and get children to point in the direction of Makkah. This is the direction of prayer and also the place of Haj. Revise Haj (see Infant – Muslim Practice) and add some details of the pilgrimage. Discuss why Makkah and Madinah are important for Muslims. Draw and label a diagram of the five Pillars of Islam. Draw and label a similar diagram of five vital activities in their own life.	Why is Makkah important for Muslims? Why is Madinah important? If you were visiting an important place for the first time ever, what would you feel? How would you make sure you remember it well? How do Muslims make sure they remember Makkah well? How does the diagram of the five pillars help Muslims remember the five practices of saying the Shahadah, salat, sawm, zakat and going on Haj?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Shahadah Allah Muhammad Messenger Arabic	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief – Islam (BBC video, 0563462345); Riadh El-Droubie: My Muslim Life (Wayland, 0750213000)	A decorated and careful copy of the Shahadah.	By the end of this unit  Most children will be able to: Identify the Five Pillars of Islam and respond sensitively to Muslim experiences and practice;	
Prayer Salat Islam Submission	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief – Islam (BBC video, 0563462345); Riadh El-Droubie: My Muslim Life (Wayland, 0750213000)	Drawings (stick men?) and explanations of at least four prayer positions.	Many children will be able to: Describe how faith in Allah leads to practising the Five Pillars of Islam; and Compare their own experiences and motivation to that of Muslims;	
Fasting Sawm Ramadan Faith Discipline Sympathy	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief – Islam (BBC video, 0563462345); Riadh El-Droubie: My Muslim Life (Wayland, 0750213000)	Written explanation of Ramadan and its meaning for Muslims.	Some children will be able to: Show understanding of several reasons, ask questions and suggest answers as to why Muslims follow the Five Pillars of Islam.	
Giving Charity Zakat Eid	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Riadh El-Droubie: My Muslim Life (Wayland, 0750213000)	Plan a charity event.		
Direction Pilgrimage Haj	Listening Speaking Empathy Reflection	Empathy Respect Self- understanding	Pathways of Belief – Islam (BBC video, 0563462345); Riadh El-Droubie: My Muslim Life (Wayland, 0750213000); Compass Map Teacher reference e.g. Teaching RE: Islam 5 – 11 (CEM. 1851001069)	Labelled diagram of the Five Pillars of Islam. Labelled diagram of children’s own five pillars (activities which give a clear definition of their life and personality).		

Key Stage: 2

Year: Lower Juniors

Subject: Allah, Qur'an and Mosque

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	<p>To learn some key Arabic words used in Islam.</p> <p>To reflect on the meanings of some of these.</p>	<p>Think of different ways of greeting people. Introduce children to "As-salamu alaykum" (Arabic) meaning "Peace be with you". Investigate its meaning. Can they think of the name of a religion containing the word salam (peace)? Introduce the word "Allah", the Arabic word meaning "God". Watch the video section on Allah and the 99 names of Allah. Some children act out other names for Allah e.g. Judge, Powerful, Forgiver, whilst others guess the name. Make up poems about the names, perhaps using the name as an acrostic. Watch video section on writing "Allah".</p>	<p>What do you say when you meet people? Do you do anything special when you meet? What does peace mean? (Try to get beyond "absence of war", to incorporate ideas of being happy and secure together).</p> <p>How do Muslims understand Allah? What is the Protector / Guide / All-Seeing / Giver of Peace / Judge / Powerful / Forgiver? Are you ever protected / guided etc.? Who protects / guides etc you? Who protects / guides etc everyone?</p>
2	<p>To learn about the Qur'an.</p> <p>To reflect on how and why it is treated with respect</p> <p>To reflect on the meaning of a short passage from the Qur'an</p>	<p>Remind children of the story of how the words of the Qur'an were given to Prophet Muhammad pbuh. Show the children a Qur'an. Wash your hands or clean them with wet wipes before handling the book. Discuss why it should be treated with respect. Explain how it is read and that many people (given the title "hafiz") learn the Qur'an by heart. Show how it is not placed on the floor and is stored in a place of honour. Show the section of the video on reading the Qur'an. Give children a short passage from the Qur'an e.g. "Al-Fatihah" (1<sup>st</sup> surah). Discuss what it says. Link to names of Allah. Illustrate the passage without people or animals.</p>	<p>Do you remember what the Qur'an is? How was it given to Prophet Muhammad pbuh? Why should we treat it with respect? Should we treat other books the same? Which? Why? How can you treat a book with respect? What does Al-Fatihah mean?: "In the name of Allah, Most Gracious, Most Merciful, Praise be to Allah, Lord of the Worlds, The Most Gracious, the Most Merciful; Master of the Day of Judgement, You alone we worship and You alone we ask for help. Guide us on the straight way, the way of those You have favoured, Not the path of those who earn Your anger, nor of those who go astray."</p>
3	<p>To learn about the mosque.</p> <p>To reflect on the appearance and atmosphere of mosques.</p>	<p>Discuss places where people meet to worship God. Introduce children to pictures of mosque exteriors and interiors. What do the children notice about each? Explain that mosques differ on the outside but that inside there are some common features. Introduce children to the various features: open space, carpet, mihrab (niche in the wall facing Makkah), lack of pictures, clock faces setting out prayer times. Draw some of these features. Prepare children for a visit to a mosque.</p> <p>Visit the mosque. Write thank you letters about the best aspects of the visit, what impressed the children, their thoughts and feelings.</p>	<p>Where do people meet for worship? Do they need special places or can they worship anywhere? What do you notice about the outsides / insides of mosques? How can Muslims worship when there is no (or little) furniture? Why are there no seats? Why is there a carpet on the floor? (Why is the carpet divided into sections or rows?) Why does the mihrab face the Ka'ba in Makkah? Why are there no pictures of people or animals in mosques? What questions do you want to ask when you visit the mosque?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Allag / God Salam Islam As-salamu alaykum Judge Powerful Forgiver	Listening Speaking Role playing Empathy Interpretation Reflection	Respect Empathy Self- understanding Enquiry	Pathways of Belief: Islam (BBC video 0563462345) Teaching RE: Islam 5-11 (CEM 1851001069)	Poem about and using some of the 99 Names of Allah.	By the end of this unit  Most children will be able to: Identify some names of Allah and the Qur'an and mosque as aspects of Islam; and Respond sensitively to Muslims and these aspects of Islam;  Many children will be able to:	
Qur'an Prophet Muhammad Pbuh Hafiz Al-Fatihah	Listening Speaking Reflection Interpretation Empathy	Respect Empathy Self- understanding Enquiry	Qur'an Qur'an stand Wet wipes English transcription of Surah 1 Sally Humble-Jackson: The Life of Muhammad (Peace Be Upon Him) (Channel 4 Learning 1862152497)	Illustrated version of the 1 <sup>st</sup> surah, Al-Fatihah.	Describe how the Qur'an and mosque are used by Muslims; and compare aspects of their own experience with Muslim beliefs and practices encountered in this unit;  Some children will be able to: Describe Muslim beliefs about Allah and show understanding of the importance of the Qur'an and mosques to Muslims; and	
Mosque Mihrab Ka'ba Makkah Prayer	Listening Speaking Empathy Reflection Investigating	Respect Empathy Self- understanding Enquiry	Pictures of mosques (inside and outside) Pictures of mihrabs e.g from Khadijah Knight: My Muslim Faith (Evans 0237520141) Umar Hegedus: Muslim Mosque (A & C Black 0713653442)	Drawings of a mosque and some of the internal features. Letter of thanks to the guide at the mosque.	Ask questions of what Allah / God is like, whether Muslims and Christians and others believe in the same God and why the Qur'an and mosque are used as they are, and suggest answers drawing on their own and other people's experiences	

Key Stage: 2

Year: Upper Juniors

Subject: Muslim Values

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	To learn about Muslim teaching on faith. To reflect on their faith.	Play one of the trust games e.g. falling backwards to be caught by someone else or guiding a blindfolded child around the room. Discuss how the participants feel. Discuss whom the children trust. Discuss the relationship between trust, love and faith. Use a worksheet to identify people who are trusted and / or loved e.g. parent, brother, friend, teacher, bus driver, shop assistant, ... Which of these do you have faith in? (The ones which are both loved and trusted?) Can you put in order those in whom we have faith? Where would Muslims place Allah? Discuss Muslim life in relation to this faith e.g. prostration in prayer as a symbol of submission. Write a prayer or a poem to show this faith in God.	How far did you have confidence in the other person to catch / guide you safely? Did you trust the person completely? Would you trust them in everything for ever? Whom do you trust? Why? Is trust the same as faith? Can you have faith in someone you do not love? Can you put in order those in whom you have faith? Would you put anyone else at the top of your list? Where would Muslims put Allah on their list? (at the top). How do Muslims show their faith in everyday life? Where would other religions place God / Brahman / Ik Onkar on their list?
2	To learn about Muslim teaching on modesty. To reflect on how they might behave with modesty.	Discuss the meaning of modesty and how easy or not it is for the pupils to be modest. Discuss how Muslims believe that Allah gives you all your talents. Discuss / show pictures of the ways Muslims dress (try to vary the cultural varieties). Discuss how these show modesty. Explain that Muslims do not drink alcohol. Discuss the connections with modesty. Discuss other types of modest behaviour. Act out a scene in which everyone behaves modestly.	What does modesty mean? How easy is it to show off / be the centre of attention? Are there good and bad ways of doing this? If you believe that all your talents come from God would this make a difference to the way you behave or take credit. How does the way Muslims dress show modesty? What connection could there be between modesty and not drinking alcohol?
3	To learn about Muslim teaching on caring and compassion for people. (Zakah) To reflect on their own care and compassion	Discuss times when it is difficult to care or feel compassion for someone. Explain how Muslims are taught to be merciful and compassionate in the same way as Allah. All surahs except one begin "Bismillah ir rahman, ir rahim." (In the name of God, the Most Merciful, the Most Compassionate). Revise zakah (see The Pillars of Islam – lower juniors). Research a Muslim charity e.g. Islamic Relief or Muslim Aid on the internet. Find out what it raises money for, why it provides help (try to quote from the Qur'an) and describe one of its projects.	When is it easy to care / feel sorry for someone? When is it difficult? Why? Why would you help someone? Why should Muslims help people? What is zakah? How and when do Muslims give zakah?  How does Muslim Aid help people? Why does it help people? What verses from the Qur'an teach Muslims to help others?

4	<p>To learn about Muslim teaching on looking after Allah's creation. To reflect on their own attitudes and practices towards the earth.</p>	<p>Discuss the good and the bad things which humans do to the world (not to other humans). Why do they / we do these things. Find newspaper and magazine articles and pictures about these things. Groups of pupils could design displays of this material with their own comments. Add surah 6:165 "It is He (Allah) who has made you custodians (khalifas) of the earth." Discuss what this means. Refer to examples of stories showing that Muslims should be respectful of nature and animals.</p>	<p>What good things do people do to the earth and to animals? What bad things do they do? Why are these good or bad? What is a custodian? Why should Muslims believe that Allah has made <u>humans</u> custodians of the earth? How does Islam teach we should look after the world? Who owns the world in Muslim teaching? Do other religions agree? What do you think? What do you do to look after the earth? What could you do?</p>
5	<p>To learn about Muslim teaching on honesty and telling and doing the truth. To reflect on their own attitudes and practices on honesty.</p>	<p>Brainstorm different types of dishonesty e.g. lying, cheating, copying, name-calling, stealing, getting others into trouble, ... Discuss whether it can ever be good to do one or two of these things. Discuss punishments and ways of preventing some of these types of dishonesty. Explain that Islam teaches that all these are wrong because Allah knows and sees everything. Devise an act of worship looking at Muslim, Christian and other religions' teachings on honesty.</p>	<p>What is dishonesty? What are some types of dishonesty? Can it ever be good to lie / cheat / etc.? Can good ever come of lying / cheating / etc.? How can you prevent yourself doing any of these? How can you prevent others doing any of these? How should we treat people who lie / cheat / etc.?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Faith Allah Salah Prostration Symbol	Listening Speaking Reflection Empathy Evaluation Synthesis Application Expression	Respect Commitment Self- understanding Enquiry	Worksheet of four columns, headed "People, Trust, Love, Have faith in".	Prayer or poem to show Muslim faith in Allah.	By the end of the unit:  <b>Most children will be able to:</b>  Identify some Muslim beliefs and teachings on moral and social issues; and Make links between their own attitudes and answers and those of Muslims.  <b>Many children will be able to:</b>	
Modesty Allah Talents	Listening Speaking Reflection Empathy Evaluation Synthesis Application Expression	Respect Commitment Self- understanding Enquiry	Pictures of a variety of Muslim dress. C. Moorcroft: Ideas Bank: Islam (Folens, 1852768584); "Modesty and faith are joined closely together; if either of them is lost, the other goes too." (Hadith – Sayings of the Prophet)	Drama / role play about modesty.	Describe some Muslim beliefs and teachings on moral and social issues; and Compare their own values. Commitments and behaviour to those taught by Islam.  <b>Some children will be able to:</b>  Describe Muslim beliefs and teachings on the issues studied and compare them to those of (an)other religion(s); and Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	
Care Compassion Mercy Allah Zakah Surah Qur'an	Listening Speaking Reflection Empathy Evaluation Synthesis Application Expression Research ICT skills	Respect Commitment Self- understanding Enquiry	<a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a> <a href="http://www.muslimaid.org">www.muslimaid.org</a>	Research work on a Muslim charity.		

<p>Allah Creation Environment Custodians Stewards Khalifas</p>	<p>Listening Speaking Reflection Empathy Evaluation Synthesis Application Expression</p>	<p>Respect Commitment Self- understanding Enquiry</p>	<p>Newspapers and / or magazines containing articles on the environment, animals, etc. Scissors, glue, sugar / display paper, etc</p>	<p>Group displays of environmental, animal, etc issues, including pupils' comments and Muslim teaching.</p>		
<p>Allah Honesty Dishonesty Truth Punishment Prevention</p>	<p>Listening Speaking Reflection Empathy Evaluation Synthesis Application Expression</p>	<p>Respect Commitment Self- understanding Enquiry</p>		<p>An act of worship on the theme of honesty</p>		

Key Stage: 2

Year: Upper Juniors

Subject: The Messengers of Allah

Time allocation: 1 hour per week

Part	Learning Objectives	Activities and Experiences	Key Questions
1	<p>To learn about Muslim Prophets</p> <p>To reflect on similarities and differences between Islam, Judaism and Christianity</p>	<p>List some of the Islamic Prophets e.g. Adam(Adam), Nuh (Noah), Ibrahim (Abraham), Yusuf (Joseph), Musa (Moses), Dawud (David), Yunus (Jonah), Isa (Jesus). Ask pupils to work out the English names. Discuss what a prophet is. Discuss how Islam is linked to Judaism and Christianity. Place Ibrahim (c 4000 years ago), Isa (2000 yrs ago) and Muhammad pbuh (c 1400 yrs ago) on a time line. Discuss BC and AD. Muslim dates start in the Christian year 622, with the Hijrah – emigration to Madinah</p>	<p>Who are these people? Which other religions respect them? Who is the final Prophet of Islam? Is he a Jewish or Christian prophet? Is Jesus a Jewish prophet? What is a prophet? (Try to get away from foretelling the future to a messenger from God) When did Ibrahim, Isa and Muhammad pbuh live? What do BC, AD, CE (common era) and AH (after Hijrah) mean. Do Muslims, Christians and Jews worship the same God? (Arab Christians call God Allah. He is the same God understood differently.) How is God similar or different for each religion?</p>
2	<p>To learn some of the Muslim stories about Ibrahim pbuh</p> <p>To compare the stories with similar Biblical accounts.</p> <p>To reflect on implications of faith in Allah.</p>	<p>Tell the story of Ibrahim pbuh and the sacrifice of Ismail. Refer to the similarities and differences with the Biblical story of the sacrifice of Isaac. Emphasise the strength of faith in Allah against Satan’s temptations. Link to the Haj during which pilgrims stone the three pillars, representing Satan, at Mina.</p> <p>Tell the story of the building of the Ka’ba. Link to the Haj and to prayer. Write a newspaper report of the sacrifice of Ismail.</p>	<p>Why is Ibrahim pbuh willing to sacrifice Ismail? How does this show the strength of Ibrahim pbuh, Hajar and Ismail’s faith in Allah. Why does Ibrahim pbuh throw stones at Satan? Why does Ibrahim pbuh slaughter the sheep? How do these incidents link with the Haj?</p> <p>What is the Ka’ba? What part does the Ka’ba play in the Haj? Does Allah ask people to show similar faith today?</p>
3	<p>To learn about Muslim beliefs about Jesus</p> <p>To reflect on similarities and differences with Christian belief</p>	<p>Tell the story of the birth of Isa pbuh to Mariam. Discuss how this shows the power of Allah. Tell the story of how Judas was crucified in the place of Isa pbuh. Compare this with the Biblical account. Write a comparison of the two in separate columns. Discuss why Christians and Muslims differ on the death and resurrection of Jesus.</p>	<p>How does the birth of Isa pbuh show the power of Allah? What are the similarities between this story and Christian stories of the birth of Jesus? What differences are there? Do you think they are important differences?</p> <p>What are the similarities and differences on the stories of the cross?</p>
4	<p>To learn what Muslims believe about Muhammad pbuh</p> <p>To reflect on their belief about Muhammad and God’s revelation to people.</p>	<p>Tell the story of the Night of Power when Muhammad pbuh received the first part of the Qur’an. Explain that Muslims believe the Qur’an to be the final word of Allah, whereas previous revelations (Torah and Bible) have been altered by people. Muhammad pbuh, therefore, is the final Prophet for Muslims. Discuss the words from the Prophet’s last sermon: “Worship God, pray, fast during Ramadan, pay zakat to the less fortunate. No prophet or messenger will come after me, and no new faith will emerge.” Write down their response to this, with reasons.</p>	<p>Why do Muslims believe Muhammad pbuh to be the Prophet and Messenger of Allah? Why do Muslims believe the Qur’an to be the final revelation from Allah? Why do they believe the Bible has been altered? How do you know what God wants you to do? How do you know you can trust your answer to the last question? Do you think that God sent no prophet or messenger after Muhammad. If you disagree, who was / is it? Why? Do you think Christians and other religions can agree with Muslims that Muhammad is a prophet of God / Allah. Can they agree that he is the final prophet? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Prophet Messenger BC / BCE AD / CE AH Hijrah God Pbuh (Peace be upon him)	Listening Speaking Empathy Reflection Analysis Evaluation	Respect Empathy Self- understanding Enquiry Fairness	Abdul Rahman Rukaini: Stories of the Prophets of Islam (Macmillan, series of 10 vols) Syed Ali Ashraf: The Prophets (Hodder & Stoughton 0340248408)	Time line using BC / BCE (before the common era), AD / CE (common era) and AH (after the Hijrah) – link with Maths. Place at least Ibrahim, Isa and Muhammad on the time line.	By the end of this unit:  Most children will be able to: Describe some religious beliefs in the stories of the Prophets; and compare their own and other people’s ideas about questions that are difficult to answer;  Many children will be able to: Describe Muslim beliefs about Allah and the Prophets and connect and compare them to Christian beliefs about God and the Muslim Prophets; and Ask questions about the conflicting beliefs and suggest answers with reference to Islam and Christianity;	
Ibrahim Ismail Sacrifice Allah Faith Satan Temptation	Listening Speaking Empathy Reflection Analysis Evaluation	Respect Empathy Self- understanding Enquiry Fairness	Abdul Rahman Rukaini: Stories of the Prophets of Islam vol 2 Salih and Ibrahim (Macmillan) Syed Ali Ashraf: The Prophets (Hodder & Stoughton 0340248408)	Newspaper report of the sacrifice of Ismail. (Drawings should not include Ibrahim)	Some children will be able to: Explain how some beliefs are shared and others disputed by Islam and Christianity; and Make informed responses to conflicting beliefs.	
Isa Mariam Allah Power Crucifixion Resurrection	Listening Speaking Empathy Reflection Analysis Evaluation	Respect Empathy Self- understanding Enquiry Fairness	Abdul Rahman Rukaini: Stories of the Prophets of Islam vol 7 Yunus, Yahya and Isa (Macmillan, 0333400216) Syed Ali Ashraf: op cit (Hodder & Stoughton 0340248408)	Comparison of the Christian and Muslim accounts of the crucifixion		
Muhammad Qur’an Night of Power Revelation Torah Bible Final Prophet Messenger	Listening Speaking Empathy Reflection Analysis Evaluation	Respect Empathy Self- understanding Enquiry Fairness	Abdul Rahman Rukaini: Stories of the Prophets of Islam vols 8, 9 & 10 (Macmillan) Sally Humble-Jackson: The Life of Muhammad (PBUH) (Channel 4, 1862152497) Dilwyn Hunt: Muhammad (Oliver & Boyd, 005003913X)	Written, reasoned response to the Hadith stating that Muhammad pbuh is the final Prophet.		