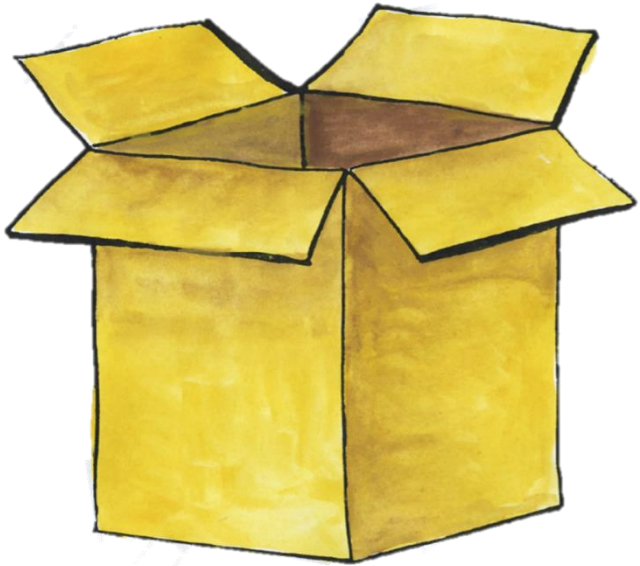


KS2 Islam: Teachings and Authority



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

**The *EMMANUEL* Project 2020:
Teaching World Religions effectively in Key Stage 2**

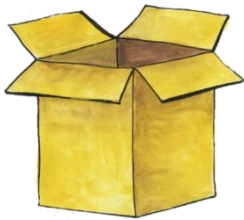


THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



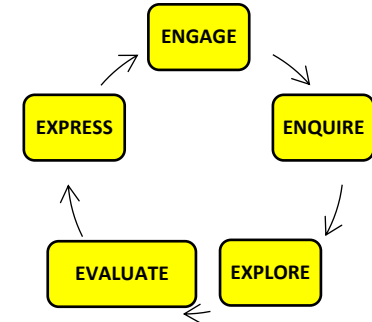
This unit for Key Stage 2 pupils focuses on the Muslim concept of 'revelation'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Teachings and Authority: what sacred texts and other sources say about God, the world and human life.'*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Islam which relates to the key concept (at least 1 lesson)
- **Explore** a Muslim understanding of the key concept through 3 areas **(i) Muslim Narrative /text (ii) Muslim Community Practice (iii) Muslim Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.

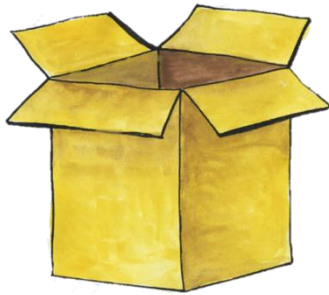


Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

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'

End of year expectations

The Y5/6 'I can's' below are to help with assessment. For Y3/4, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

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 see <https://www.magiceye.com/samples/>
- 'Where's Wally?' books where it is simply hard to find the stripy Wally
- 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 question do you think it would be useful to have an answer to? Why?


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 significance.

	<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 <u>EXPRESS</u>.</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: <i>Please make 100 cubes! I will reveal why later!</i> Work out how to complete the challenge. Start a suggestion board for what they are for.</p>	 <p><i>The children may need to know the term 'ultimate questions' – ones with no agreed answers.</i></p> <p><i>The 100 cubes are for hiding the beautiful names of Allah inside later.</i></p> <p><i>Picture from Worlingham Church of England VC Primary – thank you.</i></p>
<p>ENQUIRE</p> <p>into Muslim belief in the Qur'an as revelation</p>	<p><i>Teacher's Notes:</i> 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>	<p><i>Use pictures if necessary but buy a Qur'an stand if possible – see <u>Resources</u>.</i></p>

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)

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.

Traditionally humans find 99 Beautiful Names for Allah in the Qur'an, showing what Allah is like; camels knows the 100th but not the rest. Children may be given a version of one of these names.

How do Muslims show respect to the Qur'an?

Actions are revealing. Produce the box/es with the Qur'an, Qur'an stand and Subha beads. If you have no Qur'an, wrap a large dictionary in a silky scarf to show 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 on the stand. These actions simulate how a Muslim would handle the Qur'an. What do the actions tell you?

Open it from the back ... What is this book? 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?

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?



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

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

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

	<p>What do the words of the Qur'an 'reveal'?</p> <p>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</p> <p>From your box, pull out some Muslim prayer beads (tasbeeh / subha). The 99 beads each stand for one Beautiful Name. Display a list of the names of Allah and their meanings. Traditionally there are 100 – one for each cube the class has made.</p> <p>Muslim children may learn to recite or sing the names:</p> <ul style="list-style-type: none"> • https://www.dailymotion.com/video/x3qo6gl The first 10 names of Allah • https://www.dailymotion.com/video/x3qo6lc – the names continued • https://www.dailymotion.com/video/x53dq6t - young people reciting the names <p>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?</p>	<p><i>'The Hundredth Name' is about 'revelation' and a great story - Resources.</i></p> 
<p>EXPLORE</p> <p>ideas about revelation in (1) Muslim Narrative / text</p> <p><i>5f I can ask about moral decisions, I, and others, make based on our values, and what is meant by 'keeping to the straight and narrow'</i></p>	<p>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.</p> <p>What happened at Cave Hira?</p> <p>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!</p> <p>From another of the boxes in ENGAGE, produce pieces of the story (see Appendix 1) which will <u>reveal</u> what happened at Cave Hira. Sequence the story using a class appropriate game.</p> <p>Hear the story again from a story book or watch http://www.bbc.co.uk/programmes/p0113vpj (Pathways of Belief: The Qur'an is revealed to the Prophet Muhammad).</p> <p>A more detailed version can be seen here: http://www.bbc.co.uk/education/clips/z9b9jxs</p> 	<p><i>C.2 of Islam: An Introduction is really useful for background.</i></p>

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 wrote them on many 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 copy of **Al Fatiha** - opening chapter of the Qur'an - but not Muhammad's first words 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?

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 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.



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 temptation.'

There are many online clips of children reciting this Sura.

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>You can see a short clip about this here: http://www.bbc.co.uk/programmes/p0113t03 (<i>Paths of Belief - How the Qur'an was put together</i>)</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>EXPLORE</p> <p>aspects of revelation in (2) Muslim Community Practice</p> <p><i>5b I can use the right religious words to describe the practices and experiences of Muslim children at a madrassah</i></p> <p><i>5d I can ask questions about how celebrating with others can make us feel we belong, including reference to why Muslims</i></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: 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.</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> <ul style="list-style-type: none"> • https://www.bbc.co.uk/programmes/articles/3x6NvPZRVy44dtTHkwyDbSX/the-artist-reimagining-islamic-calligraphy-for-the-21st-century - Mary Beard visits the Blue Mosque • https://www.artofthepen.com/ <p><i>How does it feel to watch people writing like this? Some Muslims gaze intently on such inscriptions as if to extract a 'blessing' from them; just looking at the verses may bring them closer to Allah. How do the images make you feel?</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>The word in green is 'Allah'.</p> <p>Muslim Calligraphy posters and inspirational verses from the Qur'an are</p>



celebrate Laylat-ul Qadr

6b I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others

6c I can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall

6d I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain

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.

Watch video clips to find out about children learning the Qur'an. You may have a Muslim child who can help but let them volunteer rather than assume they will help.

- <http://www.bbc.co.uk/programmes/p0115flt>
- <http://www.bbc.co.uk/education/clips/zxprk7h>

Some children memorise the whole Qur'an; it is a bit like learning a long poem, written in beautiful rhyming Arabic. Children 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. This quote may help:

"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."

- You could write a news report in role, or dramatise an interview with a 'Muslim' child asking why they would enter such a competition.
- You could find out about the 'Read and Rise' Quran competitions.

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



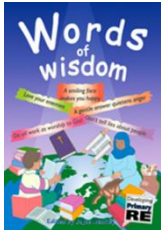
available on the internet.


An Arabic alphabet song may be useful – see Resources.

The Qur'an Kids – an eight minute film on three Australians who have memorised the Qur'an already. Stresses the need to follow and act on the teachings. A second programme follows a blind student learning the Qur'an. Find online.

Razia Iqbal writes:
<http://www.bbc.co.uk/news/world-middle-east-10957293>

	<p>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.</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 ideas of revelation in (3) Muslim Living</p> <p><i>5a I can make links that show how Muslims beliefs and practices come from teachings of the Qur'an or from the Sunnah of the Prophet</i></p> <p><i>5c I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means</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 5e and 6e.</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>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?</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><i>Arrangements for a visitor can be made through EEFA - http://www.eefa.net/</i></p> <p><i>Ensure a visitor knows the aim of your lesson. Also see a visitor as an opportunity for pupils to share their learning so far.</i></p> <p><i>See: https://www.is-lamin-schools.com/who-are-muslims/what-do-</i></p>

<p>5e I can ask questions about who I believe tells me the truth about life, comparing my ideas with answers I think a Muslim might give</p> <p>6a I can make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live</p> <p>6e I can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others</p> <p>6f I can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school</p>	<p>This video clip (3 mins) allows you to hear the Qur'an being read and (at 2 mins) 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>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.</p> <p>What does the Qur'an say about the giving of charity? What is the Sunnah i.e. the practice of Muhammad with regards to charity? Are there any Hadith or stories of Muhammad giving charity?</p> <p>Design posters to encourage Muslims to copy Muhammad's example.</p> <p>Why is a Rope a metaphor for the guidance of the Qur'an?</p> <p>Set a course to walk blindfolded. Choose a pupil to negotiate the course. Others watch and give no guidance. After the first attempt, 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.</p> <p>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.</p> <p>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)</p> <p>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?</p> <p>Check all the verses of the Qur'an you have looked at so far and add more 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?</p>	<p><u>muslims-believe-in/books/quran/</u></p> <p>For useful information, see: <u>http://www.islamawareness.net/Hadith/htopic-charity.html</u></p> <p>The 'rope' idea is adapted from 'Words of Wisdom' (RE Today services). <u>http://shop.re-today.org.uk/9781904024453</u></p> 
<p>EVALUATE what pupils have learnt about the</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p>	<p>See p. 17-18 (Assessing RE in your school) below for</p>

<p>Muslim concept of REVELATION and the key question</p>	<ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Encourage discussion to construct an answer together. • Ask children to self-assess e.g. using traffic light colours, and explain their progress • Use the KS2 SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework in use in your school. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div data-bbox="477 675 663 842">  </div> <p>Using the symbols: Look at the open box picture on the front of the unit. Is this a good symbol for Muslim beliefs about revelation – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Muslim belief we learnt about?</p>	<p><i>decisions on how /what to assess.</i></p> <p>NB Different schools, different requirements! Check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use.</p> <p>Use the A4 symbols on the flash drive to recall key beliefs in each religion.</p>
<p>EXPRESS your RE learning about REVELATION so it can be shared</p>	<p>Teacher's note: <i>You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</i></p> <p>Here are some more ways you might share your learning with others:</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. • Perform a poem (Bible or Qur'an verse) you have learnt by heart publicly. How does it feel to do this? Use your performance to introduce your school to how some Muslim children enter Qur'an Recitation contests. Create a display 	<p>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</p> <p>Patterns for origami boxes can be found on the internet.</p>

	<ul style="list-style-type: none"> • Create a display of your learning with aspects of revelation, e.g. lift the flap features. • 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>Buy rope at a DIY store.</i></p>
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Appendix 1 – The Night of Power –the revelation of the Qur'an to Muhammad

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

Appendix 2 – extracts from the Qur'an

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	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	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
It is Allah who created the heavens and the earth and everything between them in six days 32:4	You who believe, eat the good things we have provided for you and be grateful to Allah. 2:172	Be good to your parents, to relatives, to orphans, to the needy, to neighbours near and far, to travellers in need. 4:36
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	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	Anyone male or female, who does good deeds and is a believer, will enter Paradise. 4:124
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	It is Allah who made you a trustee or caretaker on the earth. 6:165	Whoever recommends and helps a good cause becomes a partner therein, and whoever recommends and helps an evil cause shares in its burdens. 4:85

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What does the word 'revelation' mean? Give an everyday example.
Developing: Draws on the lesson material	Q2 How do Muslims say the Qur'an was revealed to Muhammad?
Expected: Applies concept / answers key question	Q3 What does the Qur'an reveal about Allah and his guidance?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 What gives you strength and guidance?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can tell the Muslim story of the Night of Power and say some things Muslims learn from this story	3b I can describe how religious people, including Muslims, often read books which reveal God to them	3c I recognise the Arabic word 'Allah' for God and say why Muslims write it in beautiful calligraphy	3d I can recognise some things which influence me e.g. family, friends and faith, and know these influence Muslims too	3e I can ask good questions after hearing the story of the Night of Power and share ideas for answers	3f I can link what is important to me as a source of guidance with how I choose to think and behave
Y4	4a I can describe what a Muslim might learn about God or ways of living from the story of the Night of Power	4b I can describe some of the things that are the same and different for Muslims and Christians in how they use their holy books	4c I can describe some of the different ways Muslims view what Allah is like by referring to the 99 beautiful names of Allah	4d I can compare some of the things that influence me the most with how the Qur'an has an influence in the lives of Muslims	4e I can ask important questions about life that people would really like answered and compare ideas with others, including people of faith	4f I can link people who are important to me and whose opinions I value, with how I decide about what is right to think or do
Y5	5a I can make links that show how Muslims beliefs and practices come from teachings of the Qur'an or from the Sunnah of the Prophet	5b I can use the right religious words to describe the practices and experiences of Muslim children at a madrassah	5c I can show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means	5d I can ask questions about how celebrating with others can make us feel we belong, including reference to why Muslims celebrate Laylat-ul Qadr	5e I can ask questions about who I believe tells me the truth about life, comparing my ideas with answers I think a Muslim might give	5f I can ask about moral decisions, I, and others, make based on our values, and what is meant by 'keeping to the straight and narrow'
Y6	6a I can make links between the beliefs and teachings of the Qur'an or Sunnah and why Muslims might make different choices about how they should live	6b I can use wide religious vocabulary to describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others	6c I can express Muslim beliefs about Allah in a style which respects their choice to use words not pictures to express their beliefs on a mosque wall	6d I can ask about what it might be like to live as part of different groups in society and explain what I think the challenges are of being a Muslim in Britain	6e I can ask a Muslim some good questions about the meaning and purpose of life, and about what is true, and compare their answers with mine and others	6f I can discuss the benefits and problems of strong values and commitments in relation to media reports about Islam and suggest right responses in school

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.

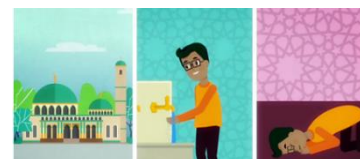
Opening up Islam (RE Today services) <http://shop.retoday.org.uk/9781905893331> Helps children encounter faith stories, meet believers, ask questions, and express ideas in response to Muslim beliefs. Encourages teachers to 'have a go' in an area fraught with sensitivities. PDF extract viewable.

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

Islam for Children (Ahmad von Denffer, 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/zpdtbkb>
- You can use this site to learn about Islam as if you were a Muslim child - <http://www.islamkids.org/>
- Article on Islamic calligraphy from V and A Museum - <http://www.vam.ac.uk/content/articles/c/calligraphy-in-islamic-art/>
- A helpful site for children and teachers: <https://www.islaminschools.com/>

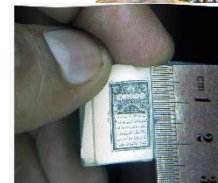
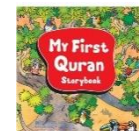


Muslim artefacts e.g. calligraphy posters, Qur'an and stand, magnetic Arabic letters, Arabic primers, prayer beads (tasbeeh, subha), children's books for Muslim children, etc. Internet shops are helpful including Amazon, Etsy, E-bay,

School suppliers of Muslim artefact packs e.g. <https://www.tts-group.co.uk/islamic-artefacts-collection/1003602.html> or <https://artefactstoorder.co.uk/product/islam/>

Other resources:

- **My First Qur'an** - <https://shop.retoday.org.uk/find/quran/1> 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.
- **Quranic posters – Arabic and English** <https://www.redbubble.com/shop/quran+posters>



Music CDs / i-tunes / clips

- **CD Album – A is for Allah (Yusuf Islam)** – useful songs include: *Our Guide is the Qur'an* (lists the five pillars) – also found online
- **Song of learning Arabic ready to read Qur'an** - online
- **Maher Zain - Huwa AlQuran (Music Video)** - song about the meaning of the Quran to a Muslim - online
- **Sami Yusuf - Asma Allah / Names of Allah** -online

The initial ideas for this unit were worked on by Janet Wylie (St Helen's Primary, Ipswich) and Gemma Kingston (Mildenhall St Mary's Primary Academy) at the Emmanuel Project days at Belsey Bridge Conference Centre and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you all for your hard work!