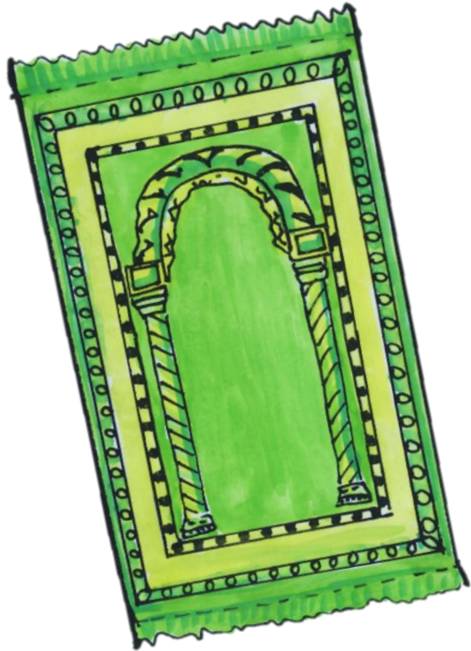


KS2 Islam: Religion and the Individual



How does a Muslim show their submission and obedience to Allah?

**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.



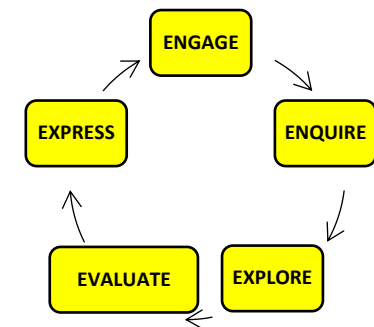
This unit for Key Stage 2 pupils focuses on the Muslim concept of 'submission'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different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

It links with common themes in RE syllabuses e.g. in the *Suffolk Agreed Syllabus* it links with '*Religion and the Individual: what is expected of a believer following a religion and the impact of belief on people's lives.*'

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 (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 SUBMISSION



It's a bit like:

- **Surrendering to someone stronger but good not a bully**
- **Acknowledging someone is better than you or knows best**
- **Knowing you need help**
- **Agreeing someone is right**
- **Choosing to obey**
- **Listening to the right person**

Islam means 'submission'

The Arabic word 'Islam' means voluntary submission or surrender to God's will; it speaks of an inner conviction that God alone is worthy of obedience and of an active engagement with obedience to God in all aspects of life.

'Islam' is used worldwide as the name of the second largest religion in the world; it is defined not by the name of a founder or place of origin but by its central tenet of devotion to God alone.

This day I have perfected for you your religion and have approved for you Islam as religion. (Surat Al-Maidah 5:3)

The followers of Islam are called 'muslims', those who submit. Although some say the word 'Islam' is derived from the Arabic 'al-salaam' meaning peace, the word is actually derived from the term 'al-silm' which means to surrender, submit or give in.

However, most Muslims would talk of their religion as one of peace, the peace achieved when a human finds their rightful place in the universe in relation to the one God (in Arabic, Allah) and actively chooses to submit to him in all things.

Islam the true and original religion

Muslims believe Islam is a spiritual state of submission to God alone which has been preached since the start of time and by prophets such as Abraham (Judaism) and

Jesus (Christianity). It is not exclusive to the Qur'an or to the preaching of the Prophet Muhammad.

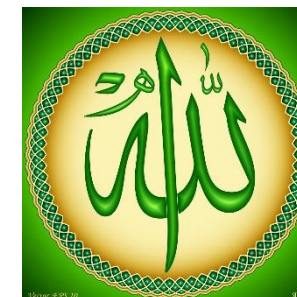
Muslims say that all of the early prophets submitted to God themselves and called others to do the same; 'submission' or 'islam' is the only true religion there has ever been. (see Qur'an 3:67; 47:19).

Muslims might also point to the Jewish commandments (Exodus 20 v.3 in the Bible) or Jesus' words (Luke 4 v.8 in the Bible); in Muslim eyes, their religion confirms earlier revelations.

Allah, the one owed 'submission'

"There is no God but Allah, and Muhammad is his messenger." (*The Shahadah or Muslim creed*)

This phrase is repeated daily in prayers and by those who convert to Islam. It is an acknowledgement that Allah is the Master of the universe, the creator and sustainer of all there is. It is for God alone to command and direct his creation, including humanity, and God alone can say what is good and bad.



Muslims believe Allah has ordained a 'straight' or right path for humans to walk in life, and revealed this

through the Qur'an and Prophet Muhammad. Since Allah is in charge of all things, it makes sense to Muslims to listen to him and do what he says.

The Muslim view of reality is bigger than just individual lives lived out on earth. In Islam, every individual has a soul and after death the soul waits to be re-united with the body on the Day of Resurrection and everyone then gives account of their earthly life to God.

Islam encourages obedience to, and worship of, God now in preparation for this Day of Judgement.

Free to choose

Muslims believe humans were created by God to acknowledge and worship him; they are designed to submit to him.

However, every individual has been given 'free will' and can choose whether to submit to Allah, can choose right or wrong. Humans are responsible for their choices and accountable to their Creator for what they decide to do with their lives.

Islam argues that all humans submit to someone or something: fads, fashion, science, heroes, sport, drink, or simply their own egos. All are free to choose but, for a



Muslim, that freedom is to choose the one who is ultimately greater and worthier than all these; to submit to something or someone lesser than God is foolish in the long run. Islam is therefore the best choice for humanity; it is choosing the purpose for which we exist.

God's guidance

Submission to Allah is a way of life for Muslims; it embraces every aspect of their lives.

As creator and master, it is incumbent on Allah to direct or clarify what humans should choose and so he gives guidance in the Qur'an and through the teachings and life-style of Muhammad as revealed in the Sunnah.

And obey Allah and the Messenger that you may obtain mercy. Qur'an 3:132

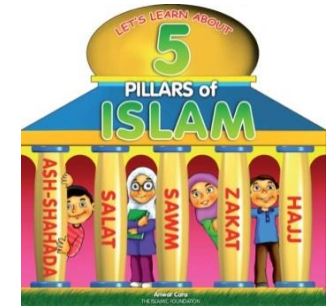
There are injunctions on personal, family and civic life, rules for diet, clothing, hygiene, greetings, responsibilities and relationships with those of other faiths.

Because Muslims recognise God's absolute authority, what he has revealed, they must act upon these completely.

Each day in their prayers, a Muslim asks God to guide them on the 'straight path' so they do not go astray.

The five pillars – the basic obligations

There are five obligatory acts (the five pillars) which the Quran presents as a framework for worship and a sign of commitment to Islam, submission to God. Both Shia and Sunni Muslims agree on the basic principles of how these acts should be performed.

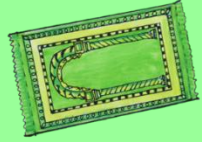


The five pillars are:

- **Ash-Shahada** (bearing witness to God, and the Prophet Muhammad)
- **Salat** (obligatory prayer, 5 times a day at set times)
- **Sawm** (fasting, during daylight hours in the month of Ramadan)
- **Zakat** (giving charity as a proportion of one's wealth annually)
- **Hajj** (pilgrimage to Makkah, once in a life)

Fulfilling these obligations encourages Muslims to remember and submit to God every day and throughout life.

Importantly Muslims must perform these acts with sincere intent, to please Allah; performing them with the intent of showing off or to gain praise from others; is not what 'Islam' means and would lead to the deeds being rejected on the Day of Judgement.



How does a Muslim show their submission and obedience to Allah?

ENGAGE with idea of willing obedience

End of year expectations

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

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

3f I can link who is important to me, and who I believe I should obey, with the way I think and behave

Teachers' note: Islam and Muslim are words which contain the meaning of 'submission' (see background notes on the concept). To submit implies recognition that the person you are obeying is stronger, more powerful, or more knowledgeable than yourself. In the Muslim religion, the most important thing to recognise is that Allah, the one true God, is your creator and the one to be obeyed at all times.

Who do you listen to and obey?

Sometimes we don't like to be told what to do but there are times when it is good and right to listen and to follow instructions. And there are people we need to listen to because they really do know best!

Show the clip from **Toy Story 2** of Buzz directing the toys to cross the road to the toy shop. 'There must be a safe way', says Buzz!

Discuss: What did Buzz tell them to do? Why did the toys listen to Buzz? Why did they obey him? What was their aim? What if they had not listened?

Who do you think are good people to listen to? Use whiteboards for quick suggestions.



Who would you listen to and obey in these circumstances?

Create a set of 'Diamond 9' cards for each group of children, using the words: **police, teacher, parent, best friend, religious leader, older child, neighbour, headteacher, bully.**

Lay the cards out. Are any of these people you would listen to and obey? Compare with children's whiteboard answers.

In groups, discuss who you are most likely to listen to and obey in these scenarios e.g.

1. Your friend invites you to a party on a school night that ends late. You have an important test the next day. You are not sure whether you should go or not.

An older group could explore the word 'submission' straightaway. Consider the following 'orders': Get under the table / take these pills / give it to me / jump off / copy me.

Who might say these words? In which circumstances would it be right to do them i.e. when would you 'submit' to the person who said them?

In Diamond 9s, arrange the 9 cards in the

	<p>2. In the high street you found a £20 note on the ground. You are not sure what to do with it.</p> <p>3. The boy next door plays very loud music in the back garden. He has asked whether you would like to play with him. You wonder if you should go.</p> <p>Diamond 9 your ideas and then compare results with other groups. See EXPRESS for an idea to share this activity with other classes.</p> <p>What do these sounds tell you to do? Why is it wise to obey them?</p> <p>Listen to a selection of sounds that we obey e.g. <i>ambulance siren, fire alarm, whistle at the swimming pool, school bells/whistles, pedestrian crossing sounds etc.</i></p> <p>Can you identify them? Why do we obey them? Do the sounds have to be loud or can they be quiet e.g. cub leader saying shhh, teacher clapping rhythm? What if we didn't obey the sounds?</p>	<p><i>shape of a diamond with most important on top and least important at the bottom.</i></p> <p><i>You could make a sound lotto game for this section.</i></p>
<p>ENQUIRE into the importance of obedience / submission to Allah for a Muslim</p> <p><i>3b I can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people</i></p>	<p>Teachers' note: <i>The Adhan is the Muslim call to prayer; it announces the beginning of a set period of prayer. Traditionally it is performed in Arabic, five times a day, by a muezzin (mu'adhin) from the top of a minaret (tower on the mosque). Today the Adhan may be played through loud speakers from elsewhere in the mosque and in England the call to prayer is generally given within the home or mosque so as not to disturb non-Muslim neighbours.</i></p> <p>What can you tell about this sound which lots of people in the world obey?</p> <p>Listen to a mystery sound. Children may like to put their heads down and close their eyes to listen. Here are some examples you could play:</p> <ul style="list-style-type: none"> • http://www.islamcan.com/audio/adhan/azan1.mp3 (sound file only) <p>It is called the Adhan - only give the Arabic name. It is like a chant that many people in the world hear and obey but what is it? Can anyone make suggestions about what it is?</p> <p>This is an important sound for <u>Muslims</u>. It is in Arabic not English. It tells Muslims to do something. Any ideas?</p>	<p><i>Muslim pupils may be able to help you out in this lesson but do not assume this – let them volunteer.</i></p> <p><i>You could use a picture of a Muslim child to focus the lessons in the same way the Christianity units use 'Sam'.</i></p>

3d I can recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim

4c I can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer

What does the Adhan or call to prayer tell Muslims to do?

Here are the words in English.

**Allah is most great.
I witness that there is no god except Allah.
I witness that Muhammad is the messenger of Allah.
Come to prayer. Come to salvation (or success).
Allah is most great. There is no god except Allah.**



Adhan may also be spelt azan.

Show an Adhan alarm clock e.g. from amazon or e-bay.

Split a copy of the Adhan into different sentences. Give each one to a small group of children. Children discuss their sentence e.g. which words they know / don't know. Ask them to write questions / comments / explanations on post-its ready to share. (OR put sentences on different tables and let children 'visit' the sentences and leave their post-its next to each sentence.)

Feedback ideas and answer the question of what the Adhan tells Muslims to do. Keep other questions to create an 'enquiry' board for more questions throughout the unit – adding answers as you go. A Muslim visitor or an message to E-mail a believer may help with any unanswered questions at the end of the unit. See **EVALUATE**.

You can also get adhan apps to make the call to prayer.

Remember Arabic is written from right to left.

How and why do Muslims respond to the call to prayer?

Look at the word 'Allah' written in Arabic. Let children try and copy it.

Muslims love to say the words 'Allahu Akbar'; it comes in the call to prayer and means 'God is most great'. Allah just means 'the God'.

Muslims believe in just one God; he is the most important being in the universe, and they believe he created everyone. They believe they should obey him in every way and they trust him to tell them the right thing to do.




Muslim means a person who 'submits' or who willingly does what God wants them to do.

Watch a video clip of Muslims answering the call to prayer, or look at books, to help answer these questions: *What do Muslims do when they hear the Adhan? Why is it important to obey?*

- <http://www.bbc.co.uk/education/clips/z9r87ty> Muslim Prayer explained by young girl.

In this video you hear the words: Allahu Akbar or 'God is most great.'

Allahu Akbar is heard in the media as a sort of war-cry. It is,

<p><i>4d I can compare some things that influence me, and my friends, with how a Muslim parent wants Allah to be first in their baby's life</i></p>	<p>Ask children to listen for these words and discuss what is happening when they are said – the family all bow right down to the ground – prostration. You may want to talk about times when other people BOW and what it means in terms of respect e.g. bowing to the queen, bowing at the start of a judo match.</p> <p>Who is the most important person for a Muslim to obey?</p>  <p>Right from the time they are small, a Muslim baby begins to learn they must obey Allah; he is the most important person to listen to.</p> <p>Pick up a baby doll and mime how a Muslim father whispers the prayer call into the baby's ear. Explain these are the first words that the baby will hear directly spoken to them.</p> <p>Show a picture or video clip of a Muslim father whispering in his baby's ear. Why do you think this father wants the baby to hear the words so soon after he / she is born?</p> <p>If this was your special baby, what important words would you whisper? Children whiteboard answers. Share these by lining up with boards hiding writing towards their bodies. As you go down the line, they turn their board and say what they would whisper in the baby's ear.</p>	<p><i>however, a sincere declaration by most Muslims of their belief that Allah, the one God, is the most important person in the universe to obey.</i></p> <p><i>Bowing is a symbol of humility and obedience to someone greater.</i></p> <p><i>The Arabic for obedience in worship is Ibadah. The root of this word, ABD, means a servant obedient to their master. For a Muslim, Allah is their Lord and master.</i></p>
<p>EXPLORE (1)</p> <p>ideas about submission and obedience in Muslim stories or in the Qur'an</p>	<p>Teacher's note: <i>For the early Muslims it was not easy to submit to Allah. They were used to 'listening' to many different gods. Prophet Muhammad told people to stop worshipping idols, false gods, and worship the one true God, creator of all. Those who believed his message often faced persecution. Bilal's story is very famous: the African slave who was set free and chosen by Muhammad to be the first muezzin. 'Bilal: A New Breed of Hero' is an animated film released in 2016.</i></p> <p>Why was Bilal chosen as the first muezzin?</p>	<p>Simple Bilal story: http://www.al-islam.org/bilal-s-bedtime-stories-a-h-sheriff-a-s-alloo/bilal-</p>

3a I can describe what a Muslim might learn from the story of Bilal and the first call to prayer

3e I can ask good questions about life after hearing the story of Bilal and give some ideas for answers

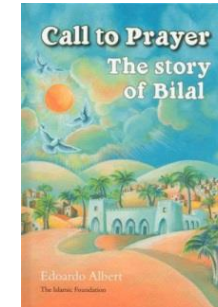
4a I can describe what Muslims might learn from the story of Bilal about God or the Prophet Muhammad

Find the story of Bilal in **Appendix 1** and read or tell it to the class. (Remember in teaching about Islam it is disrespectful to act the role of the Prophet Muhammad.)

Ask children to find a series of props hidden in the room before you begin. You will need, for example, a rock, a broom, some money, some sand, a picture of a mosque with a minaret. Utilise the props to help tell the story and also to retell it afterwards.

Children could freeze-frame parts of story.

- Umayya, the master, commanding Bilal to worship the idols.
- Umayya placing a big rock on Bilal.
- Bilal being set free from slavery.
- The Muslims trying to decide how to call people to prayer.
- Bilal being told he was to be the first muezzin.
- Bilal performing the call to prayer.



Teacher touches child on shoulder and they say a phrase/sentence which explains their part. They must try to use one of the key words: **obey, submit, serve, Allah, idols, one, free.**

Discuss why Bilal was chosen to be the first Muezzin. Bring out the following, helping children begin to relate the story to Bilal's willingness to 'submit' to Allah.

- Bilal had been a slave to a bad master.
- Bilal would not worship idols.
- Bilal repeated the words 'one God' while being tortured until he could only whisper
- Bilal did not give up his faith under pressure.

What words did Bilal choose to say when he called people to pray to Allah?

Re-use the sentences from the Adhan used in the Enquire section. Now you have heard the story of Bilal, why do you think Bilal chose these words? Use words from sentences to answer:

Which words show he wanted people to submit to Allah as he had done? What did he say would be good about submitting to Allah? Was submitting to Allah different from his slave-master? How might making the prayer call make Bilal feel?



	<p>What do you think a Muslim would learn from this story?</p> <p>Muslims often tell this story. It has been made into a full-length animation. What do you think Muslims learn from this story? What have you and your class learnt?</p> <p>An alternative is to use a Mystery strategy with mystery cards to be sorted to help answer the question 'What made Bilal shout 'there is not God but Allah'?</p> <p>http://wisenet.wiltshire.gov.uk/documents/dsweb/Get/Document-4243/Islam%20Mystery%20Strategy%20-%20lesson%20plan%20&%20resources%20%20(REToday).pdf</p>	
<p>EXPLORE (2)</p> <p>Muslim Community Practice – showing submission / obedience in ritual prayer</p> <p><i>3c I can use religious words to describe some ways Muslims show Allah is important when they pray</i></p> <p><i>4b I can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray</i></p> <p><i>4d I can compare some things that influence me,</i></p>	<p>Teacher's note: For Muslims, prayer is about connecting with Allah who gives guidance to find the way through life. Coming to pray shows you want to listen to him and that you know you need his help and guidance above everyone else's.</p> <p>Why do Muslims believe it makes sense to submit to God?</p> <p>Use the idea of being blindfold and finding your way to a friend – firstly with no guidance, then with verbal instruction from a friend and finally guided by the hand or arm by another class-member not blindfolded. Why would you allow a guide to help you like this? Does it make sense to do so? See '<i>Opening up Values</i>' (RE Today Services p.17-18) for fuller explanation of activity.</p> <p>Show picture of a Muslim standing ready for prayer. For Muslims it makes sense to submit to the greatest being in the universe; their prayers show their willingness to submit and that they know they need help and guidance</p> <p>Why do Muslims get ready for prayer so carefully?</p> <p>Teacher's note: Muslims join together, five times a day, to pray the obligatory prayers (Salat / Salah). They may pray with others e.g. in the mosque, at school or home, or on their own. They pray in a clean space e.g. on a prayer mat, and face the Ka'bah (the first house built for worship of God) in Makkah. They prepare for prayer, removing shoes, covering their heads, through ritual washing (Wudu) and stating their intention to pray as they begin.</p> <p>You could show children a picture of the Queen. How would you get ready if you were going to meet her tomorrow in school? (washing, special clothes, tidying up, preparing a speech, etc)</p> <p>Uncover three Muslim artefacts and a jug of water. Ask children to look, touch and discuss what they are. Muslims need them to prepare for praying. Draw out the information above.</p>	<p>Salah is one of the Five pillars of Islam - a prescribed ritual prayer said five times a day.</p> <p>Muslim artefacts - see RE-SOURCES.</p>

and my friends, with how a Muslim parent wants Allah to be first in their baby's life



QIBLA COMPASS



PRAYER MAT



PRAYER HAT

Ask: Why do you think these rituals are important to Muslims? Who are they meeting? Not just anyone but the 'master' or 'king' of everything, Allah – a bit like meeting the Queen.

How do the rituals of Muslim prayer demonstrate understanding of submission?

Teacher's note: While they pray, they use a sequence of body postures (Rak'ah). These postures are based on the Sunnah or practice of Muhammad. Muslims believe it is important to follow what Mohammed did as this might reflect some revelation given to him by Allah. Additionally, each posture symbolises the worshipper's relationship with Allah.

Look at pictures of the prayer postures or watch some sections of video. You are going to make, and photograph, playdough prayer postures.

- <http://www.bbc.co.uk/education/clips/zyvpcdm> (including wudu)
- <http://www.bbc.co.uk/education/clips/zqcd2hv> (prayers at mosque)
- <http://www.bbc.co.uk/education/clips/z9r87ty> (Obeying call to prayer)

Discuss how we think these actions show submission e.g.

- **Hands to ears** –waiting for Allah, ready to listen
- **Standing, bent head /crossed arms** – a servant waiting for direction
- **Bowing** – like a servant recognising the greatness of Allah
- **Prostration** (kneeling with hands and face on floor) – total submission to God (the head is the noblest part of the body so it is made to be the lowest)
- **Sitting back on bended knees, hands on knees** – like a slave, ready to do Allah's will




Use pictures if artefacts not available.

You may also look up 'Ali and Sumaya' videos on the internet and use clips.

Some Christian denominations e.g. Orthodox Christians, also bow and prostrate themselves in ways similar to Muslims.

Developing Primary RE: Symbols of Faith includes quotes from Muslim pupils on prayer.

	<p>While children are making their playdough figures, discuss with small groups whether everyone prays in the same way as a Muslim. What postures are used by people of other religious groups?</p> <p>Does praying so often help Muslims remember to submit to Allah in all they do? (plenary with possible preparation for debate in EXPRESS, comparing what Muslims do to the idea of praying / reflecting daily in Collective Worship / assembly))</p> <p>Muslims pray five times a day. Each prayer takes 10-15 minutes. Do you think it helps them remember to submit or do what Allah wants?</p>		<p>Download: http://shop.re-today.org.uk/category/.develop.pr</p> <p><i>Plasticene figures from Bramford CEVC Primary, Ipswich</i></p>
<p>EXPLORE (3) Muslim Living - aspects of obedience and submission to Allah in everyday life</p> <p><i>4f I can link things that I, and others, say we value as part of our daily routine or lifestyle, with how we actually choose to think and behave</i></p>	<p>Teacher's note: Muslims believe Allah has shown them a complete way of life (DEEN); it encompasses everything (speech, manners, education, eating, etc.). Muslims use the Qur'an for guidance and the SUNNAH or example of Prophet Muhammad to see what he said or did.</p> <p>Muslims submit to Allah out of respect and love; they believe he knows best and that submission brings peace and blessing in this life and is preparation for the after-life when all Muslims believe they must give account of how they have lived on the Day of Judgement.</p> <p>Taqwa means righteousness or fear of Allah; it is about living life in awareness that Allah sees all you do. To prevent Allah's punishment e.g. the removal of his blessing, Muslims try to live righteously, and make good behaviour choices.</p> <p>What are the rules for our school / our class?</p> <p>Every day we submit to/ obey the school rules or our class rules. It is important to know them and to do them. Discuss these ideas and talk about consequences of not obeying rules. Why is it important to 'live by the rules'? What do we mean by 'good choices'?</p> <p>For EXPRESS, you could plan some photos of pupils round the school actually obeying the school rules – showing them in action.</p> <p>Why do Muslims want all they do to show their obedience/submission to Allah?</p> <p>Use a baby doll or the Muslim baby picture from ENQUIRE. At the beginning of their lives, even before they understand, a baby born into a Muslim home hears that Allah is most important</p>		<p><i>Your class will understand the benefits of 'submitting' to class rules and will know there are consequences for breaking them.</i></p>

Muslims believe that after death they will meet God / Allah. This is called the Day of Judgement. On that day, all people will be rewarded by God according to their beliefs and deeds.

As Muslim children grow and start to speak, they begin to learn important things a Muslim says every day to help them remember who Allah is and their duties to him.

1. Saying Bismillah

Before starting anything e.g. eating, Muslims say Bismillah (in the name of Allah). You could watch Dua before eating or drinking by Learning with Zaky found online.

OR Listen to the song which is called Bismillah – Alhamdulillah available online from the Islamic Children Musical 3D Animation Series.

These are the first words in the Qur'an. Saying Bismillah reminds Muslims that Allah is involved in everything. It recognises who he is and that a Muslim needs God's help and permission in all things.

Muslims believe Allah is to be loved, obeyed and feared. When saying Bismillah, they show their thankfulness.

Ask: How does saying Bismillah influence a Muslim? What do you think is good about it? It is an acknowledgement of God's superiority.

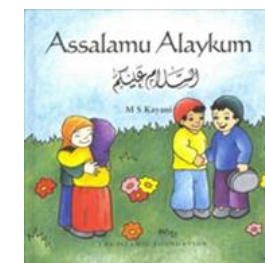
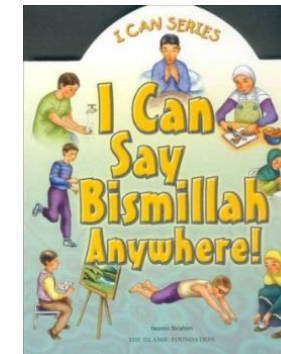
2. Offering a greeting of peace

What do you say when you meet someone? Do you know any religious greetings?

In churches and church schools, many Christians use the greeting 'peace be with you'. Goodbye is a shortened version of God be with you – a Christian blessing.

Jews in Israel may greet each other with Shalom or Shalom Aleichem – peace be with you.

Hindus greet each other with Namaste, which means I bow to you and incorporates a posture of bowing with hands together.



Book of guidance for young children on greetings of peace to family members, friends & acquaintances :


<http://www.kubepublishing.com/shop/assalamu-alaikum/>

Islam and Muslim both have the root letters SLM at their heart – this means 'peace' as well as 'submission'.

Yusuf Islam, formerly the pop singer Cat Stevens has written a number of children's songs for Muslim children. See [Resources](#).

E-mail a Believer

	<p>Muslims offer each other a greeting of peace. Look at a children’s book of Islamic greetings if possible. These greetings embed children’s understanding that peace in life is found through being obedient to Allah.</p> <p>Try out As-salaam alaikum (peace be with you) to which the reply is Wa-alaikum as-salaam (and peace be with you too). Muslims ask Allah to send peace to the person they have met.</p> <p>Would it make a difference if you greeted everyone with a message of peace rather than ‘hello’?</p> <p>Other common phrases: praise to Allah (alham dalilah), if Allah wills it (inshallah).</p> <p>Do we understand what Muslims want their children to learn about ‘submission’?</p> <p>Listen to ‘I look I see’ (Yusuf Islam). https://vimeo.com/152691979</p> <p>Discuss this children’s song about obedience and submission to the creator. How do you think a child’s life is affected by being in a Muslim family? Is there someone you can discuss this with?</p> <p>If you created an ENQUIRY board at the start of the unit, this is a good time to check what you have learnt and send unanswered questions to ‘E-mail a believer’: http://pof.re-online.org.uk/ .</p>	<p>– http://pof.re-online.org.uk/</p>
<p>EVALUATE what pupils have learnt about the Muslim concept of SUBMISSION and the key question</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> <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 	<p>See ‘Assessing RE in your school’ p. 17-18 for decisions about how and what to assess.</p> <p>NB Different schools have different requirements. Check with your RE Subject Leader.</p>

	<ul style="list-style-type: none"> • 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.  <p>Using the symbols: Look at the prayer mat picture on the front of the unit. Is this a good symbol for Muslim beliefs about submission and obedience? 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 have been learning about?</p>	<p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for</i></p> <p><i>Children can use the symbols from each unit to remind them of key beliefs in each religion.</i></p>
<p>EXPRESS</p> <p>your RE learning about obedience and submission in Islam so it can be shared with others</p>	<p><i>Teacher's note: 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> <ul style="list-style-type: none"> • Use the Diamond 9 activity in ENGAGE to create an interactive activity outside your classroom. Think up scenarios where people have to think about who they 'submit' to or 'obey'. Fix cards with blu-tack so people can move cards around the diamond to show their ideas. • Take photos of actions demonstrating obedience to school rules and create a gallery. Make labels which say why it is important to obey these rules. • Have a debate: 'Five a week or five a day'. Muslims pray five times a day, but what if assembly (collective worship) was really seen as 15 mins each day to think / reflect / pray? Would it make a difference to ...teachers? Children? Work on your ideas and invite the Head to hear about your learning and talk about the purpose or re-purposing of assembly. • Design a prayer/ reflection space for your classroom or school. It should be a place where you can think about what is important to you. You could design a poster, with words and questions that will be helpful when thinking, to place in the space. 	<p><i>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.</i></p>

Appendix 1: Bilal the First Muezzin

Long ago in Makkah, there lived a cruel, rich man called Umayya, who owned lots of slaves. Umayya worshipped many idols and insisted that his entire household did the same.

One day, Umayya decided to teach one of his slaves a lesson. He ordered Bilal, another slave, to whip the man because he was refusing to worship the idols like Umayya did. Bilal took the whip and with a heavy heart went to follow his master's command. Umayya was powerful and not a man to say no to. However, Bilal's approach with the whip did not frighten the other slave and he called out, 'One God, only one God.' Bilal was impressed with this sign of his faith and the slave's courage brought Bilal to believe in Allah the one God too. Bilal refused to whip the slave.

On hearing of Bilal's disobedience, Umayya was furious. Bilal and the servant were standing in his courtyard, shouting 'One God, only one God'. His orders were not being obeyed and now these slaves were challenging his beliefs! Bilal must be taught a lesson and shown who was the boss.

Umayya ordered that Bilal be tied up and dragged outside the city wall. There Bilal was left in the heat of the day, without shade or water. But even under such torture, Bilal continued to shout, 'One God, only one God.'

Now Umayya was very cross. He ordered a very large rock to be placed on Bilal's chest to make him quiet. But even as Bilal suffered and could hardly breathe, he still whispered, 'One God, only one God.'

Abu Bakr, a follower of the Prophet, was passing and was shocked to see what was going on. He bought Bilal from Umayya and Bilal became a follower of the Prophet too.

Later, a place of worship was built. When it was finished, the people could not agree on how to call people to the building for prayer. What would be best, a bell or a drum or something else? One man shared a dream he had had where a man's voice called people to pray. They agreed - this was the answer they were looking for. But who should be the one to call others to pray?

The Prophet chose Bilal for this special honour. His was the voice that had praised God even while being tortured, even while under a large rock. Bilal was not sure what he should say, but the Prophet told him to praise God, say that Muhammad was God's messenger and call people to prayer.

And so Bilal performed the first Adhan from the roof of that mosque. He raised his voice and shouted, 'Allahu Akbar, God is most Great. I witness that there is no God but Allah. I witness that Muhammad is the messenger of God. Come to prayer. Come to salvation.' Today, those same words call Muslims to prayer across the world, five times a day.



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 Who would you listen to and obey in a tricky situation?
Developing: Draws on the lesson material	Q2 How and why do Muslims obey the call to prayer?
Expected: Applies concept / answers key question	Q3 How does a Muslim show their submission and obedience to Allah?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Do you think it might be good for everyone to stop several times a day to pray or think quietly?

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	<i>3a I can describe what a Muslim might learn from the story of Bilal and the first call to prayer</i>	<i>3b I can describe how Muslims believe in one God, and say prayers as part of their faith, like many religious people</i>	<i>3c I can use religious words to describe some ways Muslims show Allah is important when they pray</i>	<i>3d I can recognise some things that influence what I do e.g. family, friends, faith, and know the call to prayer affects a Muslim</i>	<i>3e I can ask good questions about life after hearing the story of Bilal and give some ideas for answers</i>	<i>3f I can link who is important to me, and who I believe I should obey, with the way I think and behave</i>
Y4	<i>4a I can describe what Muslims might learn from the story of Bilal about God or the Prophet Muhammad</i>	<i>4b I can describe some things Muslims do when they get ready for prayer, and how this is the same / different from others who pray</i>	<i>4c I can describe the way the words and use of the adhan or prayer call shows Muslims the importance of prayer</i>	<i>4d I can compare some things that influence me, and my friends, with how a Muslim parent wants Allah to be first in their baby's life</i>	<i>4e I can ask if time to think or pray each day would help people find meaning, purpose or truth in life, comparing ideas with others, including people of faith</i>	<i>4f I can link things that I, and others, say we value as part of our daily routine or lifestyle, with how we actually choose to think and behave</i>
Y5	<i>5a I can make links that show how Bilal's life and experiences of the Prophet Muhammad helped him understand the meaning of submission for Muslims</i>	<i>5b I can use the right religious words to describe the different practices / experiences involved in being a Muslim which help them show obedience and submission to Allah</i>	<i>5c I can show how Muslims express their beliefs and feelings about Allah through the different prayer positions and words, and suggest why these might be helpful</i>	<i>5d I can ask questions about who we submit to or obey in groups we choose to belong to, and why, and include reference to people who inspire myself and others</i>	<i>5e I can ask questions about who or what is the most important thing to submit to, or obey, in life, suggesting answers of my own and including one a Muslim might give</i>	<i>5f I can ask how a commitment to obeying particular rules or specific people, helps me, and others, including Muslims, make moral decisions</i>
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.					

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 (Mackley, 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

Opening up Values (Joyce Mackley, RE Today Services p.17-18) Other books by RE Today services also have materials on Islam. Those out of print downloaded as PDFs.

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

Useful Websites:

- Archived basic material on Islam from BBC: <http://www.bbc.co.uk/religion/religions/islam/>
- Bitesize KS2 Islam <http://www.bbc.co.uk/education/topics/zpdt/bk>
- You can use this site to learn about Islam as if you were a Muslim child - <http://www.islamkids.org/>

Muslim artefacts, for example, prayer mats, prayer cap, qibla compass, calligraphy posters, model of Kabah, Adhan alarm clock. can be sourced on the internet. TTS can supply schools with many of these:

<https://www.tts-group.co.uk/primary/re/religious-artefact-collections/>



Children's books:

- **I can say Bismillah Anywhere!** (Yasmin Ibrahim) instructs us to remember Allah all the time, no matter what we do. Since Allah has created everything in the world, we should think of Him in all our actions - <http://www.kubepublishing.com/shop/i-can-say-bismillah-anywhere-2/>
- <http://www.amazon.com/Muslim-Childrens-Books-Islamic-Greetings-ebook/dp/B0069606FS>
- **Call to Prayer – the story of Bilal** <http://www.islamic-foundation.com/shop/call-to-prayer-the-story-of-bilal-2/>
- **Assalamu alaykum – MS Kayani** - <http://www.kubepublishing.com/shop/assalamu-alaikum/>



Music CDs / i-tunes clips which may prove useful in this unit

- **CD Album – I look I see (Yusuf Islam) I look I see** – *children's song about obedience and submission to the creator*
- **CD Album – A is for Allah (Yusuf Islam)** – *useful songs include: A is for Allah, Say he is Allah, B for Bismillah, Bismillah song (includes Arabic version and when the words are said), Our Guide is the Qur'an (lists the five pillars)*

The initial ideas for this unit were worked on by Wendy Rayner (Kingsfleet Primary) and Lindsay Brinkley, in consultation with the Muslim community, at the Emmanuel Project days at Belsey Bridge and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you all for your hard work!