

KS1 Islam: Believing



**How do some Muslims
show Allah is
compassionate and
merciful?**

**The *EMMANUEL* Project 2020:
Teaching Islam effectively in Key Stage 1**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 1 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 1 pupils focuses on Muslim concepts of 'Allah, compassion and mercy'.

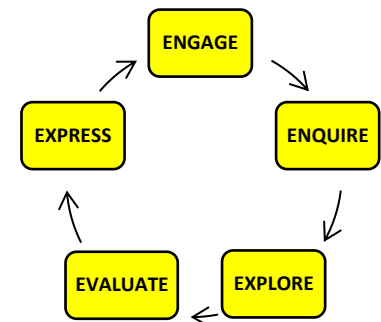
It is important to read the guide to these so that teaching, questioning and assessment reflect them.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links to 'Believing: what some people believe about God, the natural world, human beings, a significant figure'

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 Judaism which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Muslim text / story (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.

Allah

Many Muslims will be delighted to see our focus on this aspect of Islamic theology, feeling it is inadequately grasped by a large proportion of their own community. They believe that compassion and mercy are primary attributes of Allah and as such ought to colour every Muslim life.

All Muslims know the Bismillah. In English this is rendered variously, for example: *In the name of God, the Most Gracious, the most Merciful*, or *In the name of God, most Gracious, most Compassionate*. Muslims use the phrase regularly; it opens all but one chapter of the Qur'an, is repeated in daily prayers, pronounced over food and when embarking on any significant endeavour.

The Arabic, ***Bismillah ir-Rahman ir-Rahim***, is a poetic phrase offering succinct insight into the nature of Allah and an inspiration for those Muslims who submit to Allah. It is said that the phrase contains the essence of the Qur'an, and of all true religion. The word ***Rahman*** recognises and honours God as the source of all existence, whose love and mercy is endlessly poured out on all creation regardless of any effort, or request, on the part of humanity. ***Rahim*** conveys the idea that Allah's love for humanity is constantly renewed in response to their behaviour towards himself, and towards the rest of creation, but in a generous sense, such that God takes ten steps toward us when we take even a single step toward him.



Most Muslims see Allah as compassionate and merciful because He makes himself known to all humanity; although it is his right to demand submission, he does not demand or expect perfection, indeed he overlooks much fault, forgives all sins and provides for all, as well as keeping Creation in balance and prepared unending bliss in the Next Life.

Compassion and mercy are referenced many times in the Qur'an and *Sunnah* (sayings and examples of the Prophet). Muhammad himself is called "a mercy for all creatures". He stressed:

Compassion and Mercy

1.Compassion for the poor - *"A man giving a dirham as charity during his life is better than giving 100 dirhams as charity at the moment of his death."* (Sunan Abu-Dawood)

Once a year, every solvent Muslim adult must give 2.5% of their wealth to charity; this is known as *Zakah*, one of the Five Pillars of Islam. Muslims should also fast during daylight in Ramadan to grow in fellow-feeling for those in need: another of the Five Pillars, which ends with the festival of Eid-ul-Fitr.

2.Compassion for children - *"I never saw anyone who was more compassionate towards children than Allah's Messenger (pbuh)."* (Sahih Muslim)

Muhammad put the welfare of children above religious rituals, even shortening prayers when he heard children present crying. Muslim children learn that Muhammad was a friend of all.

3.Compassion for animals - *"A good deed done to an animal is like a good deed done to a human being, while an act of cruelty to an animal is as bad as cruelty to a human being."* (Mishkat al-Masabih)

During the time of Muhammad it was common to hunt animals for fun. He condemned this practice, saying they should hunt only for the food they needed. Stories of Muhammad's compassion for animals are often told to children.

4.Compassion for enemies - *"Do not commit treachery or deviate from the right path. You must not mutilate dead bodies. Neither kill a child, nor a woman, nor an aged man. Bring no harm to the trees, nor burn them with fire, especially those which are fruitful. Slay not any of the enemy's flock, save for your food. (Prophet Muhammad's Rules of War)*

Fourteen centuries ago, Muhammad established a military code that mandated respect for civilians and non-combatants, the environment, animals, and prisoners of war. This ideal causes grief to many Muslims facing what they see as extreme Islamist militancy. They see their religions symbolised in the traditional Muslim greeting: Assalamu Alaykum – a greeting of peace.



How do some Muslims show Allah is compassionate and merciful?

ENGAGE with the concept of compassion

End of year assessment in RE

This column lists 'I can' statements to help with end of year assessment BUT there are many ways to assess RE.

Please see advice at the end of this unit and consult your RE subject leader about assessing RE in your school.

Teacher's note: *Bismillah, meaning in Arabic "In the name of Allah" is the first word in the Quran. Its use infers the Quran's complete opening phrase, bismillāhi r-rahmāni r-rahīm ("In the name of God, the Most Gracious, the most Merciful"). It may refer to a celebration for children of 4 or 5 when they are helped to say the Bismillah in front of family and friends, as they start to learn the Qur'an.*

What do we do to show we care? What is compassion?

From a large bag, bring out items families might use to look after animals e.g. *brush, bowl, lead, food, wild bird feeder, water bottle, hamster wheel, fish tank etc...*

What do you think links any of these together? Work towards introducing the word 'care' as in care of animals – pet and wild.

Talk about how they might help look after a pet. Introduce the idea of feeling sorry, or having compassion, for wild, old or injured animals which leads to people wanting to care for them too e.g. donkey sanctuaries, birds in winter. *(Follow up later if children wish.)*

What does Hanif know about compassion for animals?

Introduce Hanif. He and his family are Muslims. See Resources.



Hi! My name is Hanif. This is my toy camel. I think you may know a story about kings and camels but I'd like to tell you a story about another camel, a story Muslims tell.

Our Prophet Muhammad was a camel-trader when he was young. He knew about camels. This story is about Muhammad and the Crying (sad) Camel. I think it is a story with a good message. I wonder if you will think so too.



Do read the notes on COMPASSION in Islam so you are well-informed about the key Muslim belief underpinning the unit.

Introducing a Muslim child, even if imaginary, gives a helpful context for exploring Islam. Hanif's 'bag' contains artefacts, stories and other props to engage the class. See Resources.

A toy camel or camel puppet would be useful for this lesson.

Possible link with the Christian EPIPHANY, story of the wise men, who traditionally came to see baby Jesus by camel

Ra I can remember something that happens when Muhammad sees the Crying Camel

Rc I can recognise the names 'Allah' and 'Muhammad' are important to Muslims

1a I can remember the story of Muhammad and the Crying Camel and know who it is special to

1c I can suggest why the words of the Bismillah are important to Muslims

1d talk about when my family (or class) have cared for / shown compassion to an animal

Just imagine for a moment that you own a baby camel. Think how big it might be and then role play looking after it: *feeding, watering, brushing, exercising etc.*

Show the children Hanif's camel. Tell the story of the Crying Camel in an interactive/ interesting way but do not act the part of Muhammad. You will find the story in:

- <http://shop.retoday.org.uk/pdfs/9781905893515.pdf> (page 6, Opening up Respect – see **Resources**)
- http://mimiweb.org.uk/microsites/religiousstories/muslim/crying_camel.pdf
- <http://www.rahmahmuslimhomeschool.co.uk/index/islamic-stories/> This is an audio version, approx. 4 mins long. Maybe you can paint pictures to go with the story. *The stories of the dog and also the ants could be used in **Explore (1)**.*
- The Camel in the Sun – Griffin Ondaatje

Get the children to think what the special message might be e.g. care, compassion, understanding, concern, kindness, helpfulness, mercy, etc.

You could paint camels **OR** draw pictures in sand of the story in stages, taking pictures as you go along. **OR** create a display about caring for a camel. Use tear drop templates – on one side say how the camel is feeling e.g. I'm hungry, I'm grumpy etc...., on the other say how to solve this. See **Express**.

Why should Muslims show compassion and mercy?

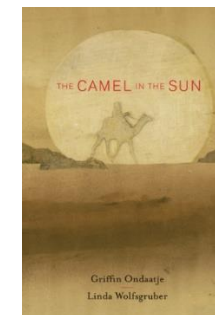
Hanif has sent us a PS to his note.

Hi everyone. I am a Muslim. I have started to read our Muslim holy book, the Qur'an. I have learnt the first words. I usually say them in Arabic but see if you can read them in English:

In the name of Allah, the merciful, the compassionate....

We say these words a lot in our prayers. We say them before we eat or start new things. They help me know why Muhammad thought it was important to look after even a camel! Does it help you understand too?

Talk about what Hanif's note says. Read the words of the Bismillah. If Allah is compassionate and merciful, Muslims should be too. What about us? Should we be?



Leave Hanif's camel in a shallow dish with some sand for children to act the story. Allow a small world figure for the camel-owner but explain that Muslims do not act Muhammad; they must imagine him.

You may have a Muslim child who can say the Bismillah for you.

See examples of the Bismillah ceremony on the internet with children just beginning to read the Qur'an. You will also find 'Bismillah' songs.



ENQUIRE into Muslim stories about compassion to animals

1e I can ask why a story is told, and what I learn from it, including a story of Muhammad

1f I can talk about what I think are important ways to show compassion and why

2a I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion

3c I can describe some different names of Allah e.g. the doer

Teacher's note: In Islam, Allah is believed to have 100 beautiful names, or attributes, recorded in the Qur'an, 99 of which are known by humans. These first two lessons introduce 4 of these: the Merciful, the Compassionate, the Creator and the Life-giver.



Who do Muslims call the Creator and the Life-giver?

Unwrap a home-made 'Lego' camel! Read a note from Hanif.

Hi everyone! Do you remember my camel story? Please can you look after my new camel. Find a safe place for it. I am now a camel-creator! But as a Muslim, I believe Allah is the Creator of everything.

In Arabic, Allah is al Khaliq, the Creator. I can make a model but only Allah is the life-giver (al Muhyi). Do you think you could make an animal, a creature. You will be its creator even if you can't make it alive!

Choose between a cat, ant, bird or dog. Offer a range of resources e.g. play dough, paint, bricks, pattern blocks, mobile etc. These animals link to the stories used next.

What can you learn from these Muslim stories about compassion?

When the animals are made, send children to one of four tables, according to their animal. Give pairs, the stories in **Appendix 1** to match their animals.

- **Muhammad and the cat**
- **Muhammad and the bird**
- **Muhammad and the tiny ants**
- **The thirsty dog**

The stories should be broken into individual sentences for children to sort into order. Once sorted the pairs should practise re-telling the story in their own words with their partner, or even just reading the story.

When ready, each takes their own animal and gets into a group of 4 different animals! Each child shows off their animal and tells a Muslim story about it to the group. After each story, children whiteboard a question to ask about it.

Share all the questions together at the end. What do the stories say about having compassion for living things? Organise a display of animals and stories. See **Express**.

More names of Allah:

<http://www.muslim-kids.co.uk/namesofAllah/namesofAllah.html>

Downloadable audio story of the Ants:

<http://shop.mirajaudio.com/album/the-ants-and-the-prophet-4>

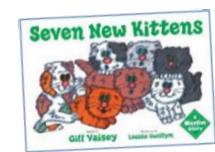
of good, the generous, which show Muslim belief about God



Who can take care of the animals in our world?
 Hanif wants to say thank you for looking after his camel. His mum says Allah wants all Muslims to look after all living creatures too. Hanif thinks the stories help him know how to do this. Do the stories give you ideas too?
 Finally show a picture of a Muslim child bowing down in prayer. Hanif has brought his prayer mat to show and a short note:

Hi again! Every day when I pray, I bow down to Allah. When I pray, I am saying, THANK YOU for your mercy and compassion, Allah. As I bow down I am saying, Help me be compassionate and kind too.

Alternative: Use the Gill Vaisey books –see **Resources** -_which deal with 3 key stories in a lively way with activities connected to the books.



Prayer mat – from Articles of Faith (see Resources)

EXPLORE (1)
compassion in stories and words from the Quran / Hadith

Re I can talk about something interesting in a story about Muhammad

Teacher’s note: Muslims say the prophet Muhammad was a messenger from God. He taught about the one God. He delivered Allah’s messages. His life was a bit like a message too. Muslims listen to stories of his life to help them follow Allah’s straight path

What is a messenger?

Hanif loves taking messages. He loves being the special helper. Today he has sent you all a message. I need someone to pick it up from the office. Send a child with a verbal message to the office, asking for the envelope that has been left there for them.

Children bring back an envelope with their class name on the front.

What messages can you find on our story trail?

In the envelope find Hanif’s message and a photo of a rubbish bin in the school grounds.

Dear Class XXX, Where do you think this is? Can one of you guide the others straight there? I’ve left you another message to find. From Hanif

Discuss where the bin is. Who can ‘guide’ us to it? Give each child a clip board and 4 post-it notes (large/medium sized). Follow the ‘guide’ and find the bin.



Beforehand, take photos in school of a rubbish bin, pile of stones, packed lunch trolley, lost property (or coat pegs). These are for the story trail:

- **Rubbish Bin – Lady and the Rubbish**
- **Pile of Stones – Boy who threw stones**
- **Lunch box trolley – The Hungry Man**
- **Lost property/coat pegs – Poor Boy**

You will also need to prepare the photos

2e I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions it raises

2f I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why

3a I can describe what a Muslim might learn about compassion from the story of Muhammad and the poor boy

3d I can recognise who demonstrates most clearly to me what compassion is e.g. family, friends, faith

At the rubbish bin, find and read another message from Hanif.

Dear Class X, Listen carefully to this story. I'm a Muslim, what do you think the story tells you about my Prophet Muhammad? From Hanif

Hear the story of The Lady and the Rubbish. See **Appendix 2**. Discuss Hanif's questions. Children write words to describe Muhammad on a first post-it note.

While they do this, take out the next photo: **a pile of stones**. Who can 'guide' us to these? Follow your guide and find the stones.



At the pile of stones, find and read another message from Hanif.

Dear Class X, My mum likes to read me this story. Why do you think she likes it? What does it say about my Prophet Muhammad? From Hanif

Hear about The Boy who threw Stones. See **Appendix 2**. Children discuss why mum likes this story. Write more words to describe Muhammad on a new post-it.

While they do this, take out the next photo: some **lunch boxes**. Who can 'guide' us to them? Follow your guide and find the boxes.



At the lunch boxes, find and read another message from Hanif.

Dear Class X, This is another story I like. What question would you like to ask me about the story? From Hanif.



Listen to the story of The Hungry Man. See **Appendix 2**. On the next post-it, ask children to write down a question for Hanif about the story.

While they do this, take out the next photo – some coat pegs / lost property. Where is this? Who can be our guide this time?

At the coat pegs / lost property, open the last envelope ...

Dear Class X, My Dad told me this story last night. What question would you like to ask my Dad about the story? From Hanif.

Sit down for the story of The Poor Boy. Children write down a question on their last post-it note. Then choose a final 'guide' to lead you back to class.



and messages to put in envelopes.

Other versions of some of these stories can be found on the internet.

The Al Fatiha is an important prayer for Muslims. It contains the words: 'You alone we worship. You alone we ask for help. Show us the straight path. The path of those you have favoured, not the path

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| | <p>Who is the best guide for Muslims?</p> <p>Back in class, gather round and unroll Hanif’s prayer mat. Thank the guides and ask how they did. Did we sort out all of Hanif’s messages?</p> <p>There is a final note in the prayer mat!</p> <p>When I pray, I bow down. I say ‘Thank you’ and I ask Allah to guide me. I say: Show us the straight path. For Muslims, Allah is the best guide and Muhammad was his messenger. His life is an example for me to follow.</p> <p>What did we learn about Muhammad? Was he compassionate in these stories?</p> <p>Display the four photos and ask children to put their post-its next to the right photos.</p> <p>Check out their learning about Muhammad – what evidence do they have for what Muhammad was like? Gather words, with children retelling the stories as necessary. Generate a word-cloud from all the words to describe Muhammad, using e.g. Wordle, to see what words come up most often.</p> <p>Use your photos, notes and questions as message about our learning for other people in school. See Express.</p> | <p><i>of those who earn your anger or those who go astray.’</i></p> <p>Generate word clouds here: http://www.wordle.net/</p> |
| <p>EXPLORE (2) learning compassion through fasting in Ramadan</p> <p><i>Rb I can recognise something a Muslim is</i></p> | <p>Teacher’s note: <i>Ramadan is a month on the Muslim calendar when Muslims fast during daylight. Although children are not expected to fast throughout Ramadan, most will try one or two days or fast for part of the day and feel a sense of achievement when they succeed. Children will imbibe the sense of community engendered by the fast and begin to understand how it helps them have compassion for those who are hungry and in need.</i></p> <p>What is Ramadan?</p> <p>Recite the names of the months. Stop at any months you think are special. Is it because it will be your birthday or something else?</p> <p>The names of months are different in other languages. Children may know some examples. In Arabic, one month is Ramadan. Muhammad told Muslims to fast during daylight in Ramadan to help remember the poor and needy.</p> | <p>For good story books about Ramadan to complement this lesson, see Resources. Alternatively choose a book to base the lesson on but ensure you follow the theme of compassion in the work you do.</p> |



doing because of their religion e.g. praying

1b *I can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan*

2b *I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an*

2d *I can ask respectfully about how my friends or other groups try to help and show compassion, and why Muslims fast together in Ramadan*

3b *I can describe some typical things Muslims do during Ramadan e.g. eating early, fasting, breaking the fast, extra prayers*

What is 'fast'? i.e. go without food. We go without food overnight and then 'break-fast'.

How does Samina feel?

Meet Hanif's sister, Samina. She wants to tell you about Ramadan. Choose feelings faces for the following sentences on the whiteboard:

- I am excited. It is Ramadan. I am going to fast today.
- I am hungry. My tummy is rumbling.
- I am sad. Some people are always hungry. I feel sorry.
- I am pleased. I fasted for a whole day. Allah is pleased too.



What can we find out about Ramadan?

Watch a clip on Ramadan - BBC Bitesize - <http://www.bbc.co.uk/education/clips/zxbgd2p>

Gather facts in pairs, watching several times to get information. Give children screen shots to annotate in a particular way e.g. 3 facts, 3 feelings and 3 questions.

And/ or create and display Samina's fact cards round the room. Children must read each card carefully and place a feeling face next to the card like the exercise above.

What does Samina learn in Ramadan about compassion? (plenary)

Sit children in a circle round a table cloth. Share a story book about Ramadan e.g. *Under the Ramadan Moon*. See **Resources**. Serve water and offer children a date to try.

Talk about Samina's fast. Think back over the facts we have learnt and the faces we chose. Do you think we chose the right faces?

Unroll a prayer mat and find a note from Samina.

Hi everyone. I wanted to fast to obey Allah. At the end of my fast, I stood on my prayer mat and I bowed down. In my bowing, I said THANK YOU to Allah, the merciful and compassionate. I am planning to show compassion too by giving some pocket money to help others.





You need some 'feelings faces' for this section, preferably a sheet for each child.

Although hungry at the end of the day, eating something small and drinking water is easier on the stomach. Dates and water is traditional as Muhammad broke his fast like this.

Samina's fact cards are in Appendix 1.

Allah commands the fast as one of the five pillars of Islam; he thus commands compassion for those in need. Muslims are those who submit and do what Allah commands. Muslim means 'one who submits'.

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| | <p>Finish with a Ramadan song e.g. http://www.nancymusic.com/Ramadan.htm OR use key words (e.g. Allah, fasting, Ramadan, compassion) to write your own song to a nursery rhyme tune.</p> | <p>Change 'we' to 'they' or 'you' so all can sing.</p> |
| <p>EXPLORE (3)</p> <p>living out compassion at Eid-ul-Fitr</p> <p><i>Rd I can talk about when someone has shared with me or I have shared with someone else</i></p> <p><i>Rf I can talk about who is so important or special to me that I share with them</i></p> <p><i>2c I can say what a crescent moon and star might stand for and what looking for the new moon at Eid-ul-Fitr is about for a Muslim</i></p> | <p>Teacher's note: Eid-ul-Fitr is celebrated as Ramadan ends and the fast is successfully completed. When the new moon is spotted the celebration begins. There are crowded Eid prayers at the mosque, feasting and giving of money and food to the poor. Eidi or gifts of money and sweets are given to children, greetings cards are sent and new clothes worn.</p> <p>Have you ever been really proud of something you did that was hard?</p> <p>Children make suggestions e.g. winning, learning a spelling, finishing a difficult book.</p>  <p>Muslim children are proud when they fast for the first time. Sometimes parents reward them for trying and everyone encourages them. As Ramadan comes to an end, family and friends start to get ready for Eid.</p> <p>How does a Muslim family prepare for Eid-ul-Fitr?</p> <p>We are going to help Hanif and Samina celebrate Eid. Eid starts when there is a new moon i.e. a new month.</p> <p><i>You could:</i></p> <ul style="list-style-type: none"> Show a powerpoint about how Sultan helps his family get ready to celebrate Eid. A Very Helpful Little Boy by Azra Butt (see internet) Watch 'The New Moon and Eid' (BBC Watch) http://www.bbc.co.uk/programmes/p0114fck Read a story book which emphasizes watching for the moon e.g. Rashad's Ramadan and Eid al-Fitr / My First Ramadan / Under the Ramadan Moon /Night of the Moon (See Resources).  <p>Make large moons at different phases e.g. using torn paper, silvery paint, foil.</p> <p>From today, a different moon will be seen every day outside the head's office and we will send someone to look. When we see the new moon (what will it look like?) up on the wall, we will give Hanif and Samina Eid cards and have a little celebration for them.</p> | <p>NB Eid-ul-Fitr is celebrated at a different time each year in the UK because the Islamic calendar is lunar.</p> <p>You could find out about different moon phases.</p> <p>Hang your moon outside the head's office, changing it every day.</p> <p>Lyrics for Yusuf song: http://www.azlyrics.com/lyrics/samiyusuf/eidsong.html</p> |

3e I can ask good questions about what the world would be like if everyone showed mercy and compassion and share my own ideas

3f I can link my ideas about how important it is to show compassion with the way I actually think and behave

How do Muslims celebrate Eid-ul-Fitr?

Explore more about what happens at Eid using a range of resources e.g.

- Child's Eye view of Festivals – Wafa spots the moon and celebrates Eid.
- Excellent description by young girl of what happens in her family at Eid: <http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid>
- This is the day of eid – song by Sami Yusuf. Search for it online.

You could take the opportunity to ask a Muslim parent / visitor to talk about Ramadan, Eid, and giving charity. OR skype a school with Muslim pupils willing to talk with you.

Prepare some of the following for your Eid celebration:

- A banner saying Eid Mubarak. Practise saying this greeting as well.
- Eid cards with pop up or cut out moons and stars – see examples on the internet
- Eid sweets – recipes for children on the internet
- A descriptive Eid song - <http://www.nancymusic.com/Eidplay.htm>
- A three in the bed poem - start by collecting nouns, 'things' involved in the celebration, add adjectives and then verbs to say what is happening e.g.

Wearing – new - clothes
Noisy - mosque - overflowing
Joining - festival - prayers

When the new moon appears, 'invite' Hanif and Samina Say Eid Mubarak, share your poems, display the banner and cards, eat the sweets and sing the song if wished. You could also host children as Hanif and Samina and ask questions about how they feel.

How do Muslims show compassion at Eid?

Muslims give a special gift of money at Eid which goes to help the needs of the poor. It must be given before Eid prayers and everyone is responsible to give.

- **Sarah's Eid** – The Islamic Society of Britain produce a video called Sarah's Eid. It is an excellent video showing both a child's joy at the presents / food of Eid and sharing with the poor. Search for it online.

You could introduce another two names for Allah in Arabic:

- **Al karim – the generous**
- **Al barr – the doer of good**



Details of Zakat for Eid-ul-Fitr:
<https://www.muslimaid.org/what-we-do/religious-dues/zakat-ul-fitr/>

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| <p>EVALUATE your RE learning in this unit</p> | <p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></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"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the 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 from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. | <p>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</p> <p>Please remember that different schools have 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 how to use.</p> |
| <p>EXPRESS your RE learning and share it with others</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> <ul style="list-style-type: none"> • Create displays re the Crying Camel or other stories about compassion to animals. Make giant animal figures to pin your work to. Tell stories in KS1 assembly. • Use your photos, notes and questions about stories of Muhammad caring for others as message about our learning for other people in school. You might do this as a display, a scrap book for sharing, or a powerpoint to show the governors. • Record an interview with a Muslim visitor about Ramadan /Eid for the school website. Choose questions carefully to show your visitor what you have learnt. • Hold an Eid celebration for Hanif and Samina with songs, poems, cards, sweets. | <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> |

APPENDIX 1 – Animal stories / Samina’s Ramadan fact cards

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| <p>Muhammad and the ants</p> <p>Muhammad watched some ants running about. They were very busy.</p> <p>Suddenly Muhammad saw a fire spreading towards the ants. It had been lit by a travelling man.</p> <p>Muhammad said “Quick! Put that fire out!”</p> <p>The man saw the ants and understood. He got his blanket and threw it over the fire. He was grateful to Muhammad for stopping him hurting the ants. He knew Allah loves all creatures and wants people to look after them.</p> | <p>Muhammad and the birds</p> <p>Muhammad was walking along and heard some men laughing at a bird who was upset.</p> <p>“Why are you laughing?” he said.</p> <p>One of the men opened his hand to show a baby bird.</p> <p>“No wonder she is so upset. Give her baby back!” Muhammad said.</p> <p>The bird flew away carrying her baby in her beak.</p> |
| <p>A thirsty dog</p> <p>One very hot day a man started a journey. The sun was blazing hot and the ground was burning.</p> <p>The man began to feel thirsty. He found a well full of water. He scooped up the water in his hand and drank it.</p> <p>He saw a dog near him who was thirsty too. The man felt sorry for the dog. He filled his shoe with water and gave it to the dog to drink.</p> | <p>Muhammad and the cat</p> <p>Muhammad sat under a tree. He had a long coat on.</p> <p>When he went to stand up, he saw a cat and her kittens were asleep on his coat.</p> <p>He thanked Allah for them.</p> <p>He cut around the part of the coat the cat was sat on so they did not wake up.</p> |

Samina’s Ramadan – words to create FACT CARDS:

- This year I fasted for the first time as the Qur’an teaches. I only did one day but I was pleased. I felt hungry at the end.
- Mum and dad gave me a present for trying to fast. When I am older, I will fast for more days.
- In the morning I got up early and had a big breakfast before it was light. Then I didn’t have anything to eat or drink for the rest of the day.
- I was very glad when it got dark and we could break our fast. I ate some dates and had a drink. We also said special prayers.
- Ramadan is supposed to help you think more about other people. When I felt very hungry, I thought about starving children.
- I promised Allah I would give some of my pocket money to help feed people who never have enough food.
- At the mosque our teachers said Muslims fast to help them think more about God and important things like how we treat each other.
- Mum said Ramadan is not just about giving up food but giving up doing bad things like lying and cheating.

APPENDIX 2 – Muhammad shows compassion

The Boy who threw Stones

There was a boy who lived in the city of Medina who loved the taste of dates. Just outside the city was an oasis, a pool of water with many palm trees. And on the palm trees grew many dates.

Each day the boy collected a handful of stones and went to the oasis. He chose a tree full of ripe dates, took aim and threw a stone hard at the tree. With luck a date would fall to the ground. Then he chose another stone, and another, until he had eaten his fill.

He never thought about the damage he was causing the trees, or that he was stealing. When the people who owned the trees came to check their fruit, they saw fewer and fewer dates and the trees looked less and less healthy. They decided to watch the trees.

They were angry when the boy arrived to throw his stones and eat the dates. No wonder their trees did not look healthy. The owners came out of hiding and grabbed the boy. "Let's take him to Prophet Muhammad," one said "He will know what to do."

The boy was afraid. He was usually well behaved and never in trouble but he did love dates and it was so easy to knock them down.

Prophet Muhammad spoke quietly; he was not angry. He knew the boy had only thought about the delicious dates. "Why do you throw stones at trees? Don't you know it hurts them?" The boy apologised.

"Why don't you wait," said Muhammad, "until the dates are ripe, and fall by themselves. They will taste even better." The boy smiled. He could still enjoy his dates. The trees would stay healthy and grow more dates next year. And sure enough, the dates tasted better.



The Hungry Man

The poor man could hear his stomach rumbling. He had not eaten for days. He decided to go to the mosque. People there would be praying and thinking about Allah. Surely someone would help him.

The people inside the mosque were finishing their prayers. "That man looks kind," he thought, "I'll ask him for some food". The man he chose was indeed very kind. His name was Muhammad, and many people believe he was God's special messenger in the world.

Muhammad tried to help. He asked a man to go home to fetch some food, but the answer came back, "No, I'm sorry there is no food." Muhammad asked a second man for food and a bed, but the answer came back, "No, I'm sorry there is no food."

Muhammad asked a third man, and this time the answer was, "Yes, I can help. My wife and I have food and room for this man to stay." This kind stranger took the hungry man home. He whispered to his wife what had happened. "But what can we do?" his wife said back. "There is hardly enough food for us to eat let alone an extra mouth!"

Her husband whispered back, "We must pretend we have enough or he may feel guilty. When the children go to bed, turn out the lights so as not to wake them. Then in the dark, we will pretend to eat, but really give all our food to the poor hungry man."

So that is what they did. The hungry man's stomach stopped rumbling and he slept well. The next day he thanked the kind stranger and went on his way. Later Muhammad said "Thank you, Allah is pleased with such kindness."



The Lady and the Rubbish

Muslims say Prophet Muhammad was a very kind and loving person. He treated every one, young and old, with kindness and respect. But some Arabs felt that they were losing power because Muhammad was telling people there was only one God, Allah, and that people should destroy their old idols and follow the way of Islam. These people disliked Muhammad and planned to kill him. Every time they tried to kill him, they failed. This angered his enemies even more so they began to harass him in every way they knew.



One old woman made a habit of throwing rubbish on Prophet Muhammad whenever he passed from her house. Muhammad had to pass that house every day on the way to the mosque. Even when the old woman threw rubbish on him, he would pass quietly by without showing any anger or annoyance.

One day when the Prophet was passing by, the woman was not there to throw the rubbish. Muhammad was surprised and he stopped and asked the neighbour if the old woman was away or not well. The neighbour told the Prophet that the woman was ill and in bed. The Prophet politely asked if he could visit her.

When Muhammad entered the house, the woman thought that he had come to take his revenge but the Prophet assured her that he had come to see her and to look after her needs, as it was the command of Allah that if anyone is sick, a Muslim should visit him and should help him in any way possible.

The old woman was moved by this kindness and love of the Prophet. Because of his example, she understood that he was truly the Prophet of Allah and she became a Muslim too.

The Poor Boy

Muhammad the Prophet was going to Eid prayers with his companions. The streets all around were full of people greeting each other on their way to the mosque to say the prayers. Everyone was excited and everyone was dressed in their new clothes and everyone was ready to pray and celebrate. Except one small boy!



Muhammad spotted the boy sitting at the side of the road. The boy's face was buried in his hands. He was crying.

Muhammad stopped and told his companions to go on without him. He went across to the child, and sat next to him on the side of the street. He patted him kindly on the back and asked, "Child, why are you crying?"

The little boy said, "Today is the day of Eid. Look! All the children are holding their father's hands and going for their Eid prayers but my father was killed in a battle. I have no father's hand I can hold. How can I celebrate?" And he went on crying on the side of the street.

Muhammad said to the boy, "If you are crying, I, Muhammad, will not be able to celebrate the day of Eid either".

Muhammad offered the orphan boy his hand. He said, "While all the children are holding the hands of their fathers, you will hold the hand of Muhammad. From today onwards, you never need to say you do not have a father. From today onwards I will adopt you. I will be your father and my wife will be your mother."

So Muhammad walked with the boy all the way to the Eid prayers at the mosque. And when Muhammad was giving the sermon, the little boy sat smiling on his shoulders where all could see his new father.

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.

| | | | |
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| 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. |
|--|---|--|---|

- 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 How do people show they care for pets or wild animals? |
| Developing: Draws on the lesson material | Q1 What stories say Muhammad showed care for animals and people? |
| Expected: Applies concept / answers key question | Q3 How do some Muslims show Allah is compassionate and merciful? |
| Greater Depth: Offers wider links to this or other faiths / personal views | Q4 Do you think Ramadan helps Muslims feel sorry for poor people? |

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

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

| | 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 |
| R | <i>Ra I can remember something that happens when Muhammad sees the Crying Camel</i> | <i>Rb I can recognise something a Muslim is doing because of their religion e.g. praying</i> | <i>Rc I can recognise the names Allah and Muhammad are important to a Muslim</i> | <i>Rd I can talk about when someone has shared with me or I have shared with someone else</i> | <i>Re I can talk about something interesting in a story about Muhammad</i> | <i>Rf I can talk about who is so important or special to me that I share with them</i> |
| Y1 | <i>1a I can remember the story of Muhammad and the Crying Camel and know who it is special to</i> | <i>1b I can use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan</i> | <i>1c I can suggest why the words of the Bismillah are important to Muslims</i> | <i>1d I can talk about when my family (or class) and I have cared for / shown compassion to an animal</i> | <i>1e I can ask why a story is told and what I learn from it, including a story of Muhammad</i> | <i>1f I can talk about what I think are important ways to show compassion and why</i> |
| Y2 | <i>2a I can tell a story about Muhammad and an animal and say what it teaches a Muslim about compassion</i> | <i>2b I can talk about how Muslims use the words of the Bismillah e.g. in prayers, before food or before reading the Qur'an</i> | <i>2c I can say what a crescent moon and star might stand for, and what looking for the new moon at Eid-ul-Fitr is about for a Muslim</i> | <i>2d I can ask respectfully about how my friends or other groups try to help or show compassion, and about why Muslims fast together in Ramadan</i> | <i>2e I can talk about the possible meanings in stories, including a story about Muhammad, and about any questions they raise</i> | <i>2f I can talk about the importance people set on showing compassion, including Muslims, and ask respectfully why</i> |
| Y3 | <i>3a I can describe what a Muslim might learn about compassion from the story of Muhammad and the poor boy</i> | <i>3b I can describe some typical things Muslims do during Ramadan e.g. eating early, fasting, breaking the fast, extra prayers</i> | <i>3c I can describe some different names of Allah e.g. the doer of good, the generous, which show Muslim belief about God</i> | <i>3d I can recognise who demonstrates most clearly to me what compassion is e.g. family, friends, faith</i> | <i>3e I can ask good questions about what the world would be like if everyone showed mercy and compassion and share my own ideas</i> | <i>3f I can link my ideas about how important it is to show compassion with the way I actually think and behave</i> |

Resources for this enquiry:

In this unit, Hanif is an imaginary Muslim character who enables a teacher to present things Muslim children learn or do in a way which is easier to handle than talking abstractly about religious people.

You can create your own Hanif and his sister, Samina, or additional family members by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. Two similar children, **Tom and Tessa**, were created for the EYFS and the KS1 Christianity units. The names of the children are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Muslim artefacts or books! Here are suggestions for this unit:

- Muslim story books e.g. **Rashad's Ramadan and Eid al-Fitr**
- Toy camel
- Child's Prayer mat
- Recipe for Eid sweets / Eid cards

Teacher's books / background:

- **Opening up Islam**
- **Opening up Respect – clip includes the Crying Camel** <http://shop.re-today.org.uk/pdfs/9781905893515.pdf>

Information books for / from school library e.g.

- **My Muslim Faith** – Khadijah Knight (Evans) *originally a big book*
- **Talking about My Faith: I am a Muslim** – Cath Senker (Franklin Watts)
- **Your Faith: Islam** (<http://www.booksatpress.co.uk>)
- **Sweet Dates to Eat: A Ramadan and Eid story** – Jonny Zucker and Jan Barger (Frances Lincoln pubs)



Books at Press - <http://www.booksatpress.co.uk>

Three Muslim stories re animals, with additional pictures, activities and even soft toys available. Author: Gill Vaisey – creator of Revd Freddie Fisher and Puddles the Cat

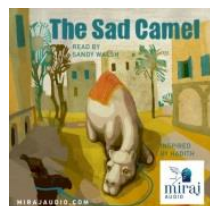
- **Seven New Kittens**
- **The Baby Birds**
- **The Tiny Ants**

Muslim children’s story books e.g.

- **Rashad’s Ramadan and Eid al-Fitr** – Lisa Bullard (Lerner books)
- **My First Ramadan** – Karen Katz
- **Under the Ramadan Moon** – Sylvia Whitman
- **Ramadan Moon** – Na’ima B. Robert
- **Night of the Moon** - Hena Khan

Muslim children’s audio-stories: <http://shop.mirajaudio.com/audio>

- **The Sad Camel**
- **Leyla the Sparrow**



Muslim artefacts e.g. Persona Dolls / Soft-toy mosque / Eid Bunting and Banner / Child’s prayer mat - **try internet e.g.** <https://www.earlyyearsresources.co.uk> / <https://www.tts-group.co.uk/>

Muslim visitors / visits to mosques can be arranged directly with local communities or through an inter-faith group e.g. East of England Faiths Agency (<http://www.eefa.net/>) Where there are few local mosques, there may be limited staff / members able to support visits. It may be useful to plan a visit, for example, with your KS2 teachers, when pupils re-visit Islam. Virtual visits and quality video can make effective substitutes, as can taking teachers to visit a mosque as part of their INSET.

Initial ideas for this unit were worked on by Helen Peats (St Margaret’s CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Diocesan Schools’ Adviser) at an Emmanuel Project day and revised in 2019. Thank you for all your work!