



Kindness

Positivity

Respect

| <u>RE MEDIUM TERM PLANNING</u> | | |
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| Year Group: 2 | TERM: Spring 1 | Theme: Who is a Muslim and how do they live? Part 1 |
| SACRE: Who is a Muslim and how do they live? Part 1 | | |
| <p>Context: In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world</p> | <p>Concepts:</p> | <p>Vocabulary: Shahadah • Zakat • Muslims • Hajj • Islam Sawm • Salah • Tawhid • Ramadan • Prophet</p> |
| <p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) Y1 What does it mean to belong to a faith community?</p> | <p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?) Y2 Who is a Muslim and how do they live? Part 2</p> | |
| <p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): What do some of the Muslim 99 Beautiful Names for God mean? -Lesson 2 Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? Lesson 4</p> | | |

| Learning Objective | Teaching Input/ Activities | Key Questions | Resources |
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| <p><u>1 What do Muslims think about God?</u></p> | <p>STEP 1: Share some items with pupils that are important to you (a photograph of your family, a toy from childhood etc) explain why these people and items are important to you. Ask pupils about the items that are important to them. What are these items? Why are they special or important?</p> <p>STEP 2: Give pupils a heart template, encourage them to share the people and things that are the most important to them inside the heart. Bring the class back together and encourage pupils to share their completed heart templates with a friend. Ask: Have you all shared the same thing inside your heart? If not, why not?</p> <p>STEP 3: Explain that for Muslims, Allah is the thing that is most important to them (remind pupils that Allah is the Arabic word for God). Ask: How do you think it would feel for a Muslim to say the name of Allah? How do you think a Muslim would say Allah's name? Would they say it loudly, quietly, respectfully or another way?</p> <p>STEP 4: Ask pupils: what do you think a Muslim might do to get to know Allah better. Do you think that any of the following ways would help a Muslim to know Allah more?</p> <p>Talking with other Muslims</p> <p>Worshiping Allah at the Mosque</p> <p>Praying five times a day</p> <p>Reading the Holy Qur'an</p> <p>Discuss with pupils which of these things they think might help Muslims to get to know Allah more. Show pupils a set of Muslims prayer beads. Ask: How many beads do you think there</p> | | <p>Heart template</p> <p>Prayer beads</p> |

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| | <p>are? Tell pupils that there are 99 beads that represent the different names of Allah. Explain that Muslims believe that there are 99 different names for Allah that help them to understand more about what he is like. Tell pupils that next week we are going to be finding out more about this.</p> | | |
| <p><u>2 What do some of the Muslim 99 Beautiful Names for God mean?</u></p> | <p>STEP 1: Recap the last lesson with pupils. Talk to pupils about Allah and why he is important to Muslims. Show pupils the prayer bead string and encourage them to look at it again. Can pupils remember how many beads were on the string? What did these beads represent? Tell pupils that today we are going to be finding out more about the 99 beautiful names of Allah.</p> <p>STEP 2: Ask pupils if they have any special names that are given to them by people at home. Do they have a shortened version of their name that they like? Why do people sometimes call us by different names? What does this tell other people about our relationship with that person? Each of the 99 names describes something different about what Allah is like. Some of the names are forgiver, light, the source of peace, the creator, the guardian, the generous, the truth. Ask pupils: Why do you think there are 99? (It is not 100 to remind Muslims that they do not know everything about God – only Allah knows everything.) Use the PowerPoint slides to share some of the 99 beautiful names of Allah. * Ask pupils the following questions: What do you think it means to be the source of all peace? Why do you think Allah is described as the pure one? Why might it be a comfort to Muslims to know that Allah is the guardian? Look again at the list of some of the 99 beautiful names of Allah, ask pupils which one is their favourite name for Allah? What does it make them think of?</p> <p>STEP 3: Give pupils a slip of paper and ask them to write a response to the sentence starter; Muslims believe that Allah is... (referencing one of the names they have learnt about) Ask pupils to write the name for Allah that they think is most interesting. Explain that when we come back together, we will need to explain which one we have chosen and why.</p> <p>STEP 4: Bring pupils back together as a whole class and look at the names that they have chosen. Why do they think they have not all chosen the same name? Would this be the same</p> | | <p>Templa te- 'Musim s believe Allah is...'</p> |

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| | <p>in the Muslim community? Why might different Muslims have different favourite names for Allah? How might this change over the course of someone's life? Invite pupils to come to the front and stick their chosen name on to a large sheet of sugar paper to create a wordle of names. Look again at the list of names that was shared earlier in the lesson. Ask pupils: If Muslims believe Allah is all these things, what does this tell them that he is like? *Search 'Allah' in resources on the NATRE website. You will find 3 pages of resources on the 99 names of Allah. Big questions, big answers God p10-14 has more about this including extra ppt slides.</p> | | |
| <p><u>3 What does the Shahadah say about Muslim beliefs?</u></p> | <p>STEP 1: Recap the last lesson with pupils and discuss the 99 beautiful names of Allah. Ask: Can you remember any of these names? What did the names mean? Which were your favourites? Why might some Muslims have different favourite names for Allah?</p> <p>STEP 2: Explain that today we are going to be finding out about one of the five pillars of Islam. Tell pupils that these are five things that all Muslims try to do to live out their faith. Show pupils the BBC: My Life, My Religion video clip about the five pillars of Islam. * Show pupils an image that shares the five pillars of Islam, talk through each of the pillars and discuss what they mean (see ppt slides for more details.)</p> <p>STEP 3: Explain that this week we are going to be focusing on the 'Shahadah' which is the declaration of faith. Share the Shahadah with the children and explain that by saying these words (usually in a mosque), a person becomes a Muslim. As a class talk about the importance of focusing on what is on someone's heart. Read the Shahadah again to pupils 'There is no God, but Allah and Muhammad are the messengers of Allah.' Why do pupils think that these words are so important for Muslims today?</p> <p>STEP 4: Show pupils some images of the inside of a Mosque, how do you think it would feel for someone to stand there and declare their faith by using the words of the Shahadah? Give pupils a thought bubble and encourage them to write down the thoughts of a new Muslim saying the declaration of faith for the first time.</p> | | <p>Speech bubbles</p> |

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| | <p>STEP 5: Bring the class back together and show them a picture of a Muslim man whispering some words into his new baby's ear. Can they remember what these words are (link back to EYFS). Explain the man is whispering the words of the Shahadah. Ask: Why might he want these words to be the first words that his new baby hears? Talk about how this shows how important the words are. Ask the pupils to think about whispering to a baby. If they could choose some words to whisper, what would they choose? Play a whispering game as they whisper their most important words to each other. ** * Currently you can find this using the following link https://youtu.be/c5c9-1zxPeA ** RE ideas God p2-6 has further ideas and a ppt on whispering- search whisper into resources on the NATRE website</p> | | |
| <p><u>4 Who was the Prophet Muhammad and why is he important to Muslims?</u> <u>What do Muslims believe the Prophet Muhammad was like?</u></p> | <p>STEP 1: Recap the last lesson with pupils using the sticky knowledge quiz slides. Explain that this week we are going to be finding out about the Prophet Muhammad and why he is important to Muslims. Show pupils pictures of different leaders that they will know well e.g The King, the Prime Minister, the Headteacher of your school etc. What do all these leaders do? How do they lead people? Ask pupils if they can think of any other leaders. Are they able to name any religious leaders? They may make links with Moses or Jesus. Talk about the examples these leaders set. Note that Moses and Jesus are important leaders for Muslims too. In the Qur'an they are called Musa and Isa. Explain that the Prophet Muhammad is a special leader for Muslims. Tell pupils that over 1.5 billion people still follow his teachings today. Explain that Muslims believe that the Prophet Muhammad is so important that they say 'peace be upon him' after saying his name. When they write his name, they put the letters 'PBUH' after his name.</p> <p>STEP 2: Explain that we are going to hear some stories about the Prophet Muhammad to find out a little bit more about what Muslims believe that he was like. Read the story of Muhammad and the Cat with pupils*. What do pupils think that Muslims today might learn from reading this story? How does the Prophet Muhammad show Muslims how to act? Show pupils the video version of the story of Muhammad and the ants** Discuss how both stories show Muslims how to act.</p> | | <p>Cat and ant outline</p> |

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| | <p>STEP 3: Give pupils an outline of either a cat or an ant, encourage them to record inside what the story might teach a Muslim today about how they should act. Bring the class back together and discuss what the children have written. Do they think all Muslims would think that the stories were teaching the same thing? *This can be found on page 12 of Opening Up Islam. **Currently available on the following link BBC Teach Religions of the world https://youtu.be/_bN7KIMmwlc (Make sure you pause after the story has finished)</p> | | |
| <p><u>5 Why is the Prophet Muhammad so important to Muslims?</u></p> | <p>STEP 1: Recap the last lesson with pupils and ask them what the stories that Muslims read teach about how to act. Discuss how these stories also tell Muslims about the Prophet Muhammad and what he was like.</p> <p>STEP 2: Explain to pupils that today we are going to be finding out a little more about the Prophet Muhammad. Show pupils a picture of Mount Hira. Explain that The Prophet Muhammad liked to go up into the mountains and think deeply about Allah. Ask pupils: do you have a special place that you go to think, reflect, or just get some quiet time. Does this time help you to focus on things? Explain that this was the same for the prophet.</p> <p>STEP 3: Show pupils a Qur'an and ask them if they know where this came from. How is it cared for? How do they know that it is important? Ask pupils to reflect upon where Muslims might have the Qur'an. Explain that today we are going to find out more about this. Conduct a reflective story telling activity about the Night of Power*, tell the story yourself or use a video clip to tell the story to the children: https://youtu.be/nw6mibx-cec As a class, list the main events in the story and discuss which pupils feel are the most important for Muslims today.</p> <p>STEP 4: Show pupils a range of images of Mount Hira. Ask pupils to create their own pictures of Mount Hira using oil pastels and blending techniques. Remind pupils not to include pictures of people in their images. When pupils have finished creating their images, give them slips of paper to write down adjectives to describe the emotions of the Night of Power, create a display to share pupil's learning with the rest of the school. *This story is available in Opening</p> | | <p>A3 paper Oil pastels Copy of the Quran</p> |

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| | <p>up RE Muslims. The story is currently available as part of this clip-on BBC My life my religion https://youtu.be/nw6mibx-ce .</p> | | |
| <p><u>6 What do Muslims do because they love to treat the Quran with respect?</u></p> | <p>STEP 1: Recap the last lesson with pupils. Encourage pupils to retell the story of the Night of Power to each other, look back over the list of key events from last week's lesson, have pupils remembered all the events?</p> <p>STEP 2: Show pupils the Qur'an again. Explain that Muslims believe that the words of the Qur'an were given to The Prophet Muhammad by Allah on the Night of Power. How do pupils think that Muslims today would care for the Qur'an if has come from Allah. Collect a list of suggestions, then compare with how Muslims do treat it: they read and study it; Muslim children often learn Arabic so that they can read the Qur'an. Some Muslims learn all the 112 chapters (or surahs) of the Qur'an by heart - these Muslims are called Hafiz. Muslims treat their copies with care, washing their hands before using it, placing it on a stand rather than on the table (and never on the floor), and placing it high up when they are not using it, to show that it they believe it is better than all other books. Ask pupils to look around the classroom, where would be a good place to keep the Qur'an in school. Ask pupils to work as a pair to devise a simple one-page guide for treating the Qur'an, which could be shared with children in the reception class.</p> <p>STEP 3: Go back through the sticky knowledge slides and complete the assessment for part one of this unit.</p> | | <p>assessment sheet</p> |