

YEAR 1 Unit B1 – Growing up in a Muslim family

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS1 Islam programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning ~~which teachers will need to adapt and differentiate to meet pupil needs~~

****Note:** Pupils/parents originally from Turkey & the Indian sub continent may be familiar with other terms eg: Ramzan (Ramadan); Byram (Id/Eid); namaz (salah – prayer); cami (mosque or masjid)

Enfield Agreed Syllabus 2007 – KS1 Islam programme of study:

- **explore how the Qur'an teaches Muslims that there is One God, Allah, who created the world** and that humans should look after it
- explore narratives of the life of the Prophet Muhammad (pbuh)* which provide examples for Muslims of how to live according to the will of Allah
- **explore how Muslim children are encouraged to be conscious of Allah throughout the day eg through salah**
- **explore how Muslim children learn about Allah and about their Muslim identity in the home eg through salah and daily religious observances, Ramadan and Id-ul-Fitr**
- **explore how family and community life, the home, the masjid (mosque), madrassah and the imam, help children understand and keep the rules for being good Muslims**
- **explore how retelling stories and events from the Muslim tradition are ways of communicating the beliefs and values of Islam eg caring for and sharing with others**
- **explore how the choice of a baby's name, the 'whispering of the adhan' and the traditions of welcoming a baby into the Muslim community declare belief in the One and only God, Allah, and express a hope for a life committed to Allah**

***NOTE:** After the name of the Prophet Muhammad, Muslims say or write 'Salla-illahu alaihi wa sallam' – 'peace or blessings of Allah upon him.' This is often shortened to 'peace be upon him,' 'pbuh' or the letters 'saw' which abbreviate the Arabic phrase.

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>names have meanings and associations</p> <p>a name can be part of a person's identity and beliefs</p> <p>the names of Muslim children are often chosen to express the family's values and beliefs</p>	<p>In preparation for this first session, children have taken home a letter asking parents/carers the meaning of the child's name and/or why it was chosen.</p> <p>SESSION 1 The teacher starts with her/his own name and its meaning/why it was chosen.</p> <p>Pair activity: In pairs on the carpet the children share what they have learnt about their own names</p> <p>Whole class: The teacher asks carefully selected pupils some of the following questions: <i>What does your name mean?</i> <i>Where did the idea come from?</i> <i>Are you named after someone in your family?</i> <i>Is your name the name of someone very important to your family?</i></p> <p>Introduce some key Muslim names Eg Abdullah – servant of God Hasan – beautiful Hamid – praising, loving God Karim – generous Ameenah – faithful, honest Tayeba – pure, someone who doesn't do bad things</p> <p>Explain that when Muslim parents choose their baby's name, they are 'getting the children off to a good start'. The name and its meaning symbolises how they hope the child will grow up: to be good and kind and to love God. <i>What sort of person do you think Tayeba's family hoped she would grow up to be if they called her 'pure' 'without wrong-doings.'</i></p> <p>Individual activity: Have prepared some sheets of A4 folded in half, landscape. On the front half, the child writes her/his name. Inside they write about their name and its meaning/why it was chosen. My name means..... I was called...because.... Children are asked to find out for the next lesson about any traditions in their family which marked their 'welcome'.</p>	<p>Children:</p> <p>recognise that a name is part of a person's identity</p> <p>explore the meaning and/or associations of their own names</p> <p>recognise some Muslim names</p> <p>talk about how one can respect other peoples' names</p>	<p>In advance of this lesson, children have been asked to find out what their name means/why it was chosen.</p> <p>Resources: Dictionaries of names – Muslim, Hindu, Sikh, Christian.... Or, look up websites, eg www.islamicity.com/culture/names www.behindthename.com www.hinduismabout.com www.christianmeaningofnames.com</p> <p>Items bearing the owner's name and its meaning eg key rings, mugs, door plaques. These could be put on display.</p> <p>Teacher note: The Prophet Muhammad (pbuh) taught that the choice of a good name for a baby is a barakah or blessing. Muslims believe that to name a child using one of the names of Allah or after the Prophet helps to keep her/him on the right path and to show love for God. To westernise a Muslim name or abbreviate it is therefore offensive.</p> <p>This session has an anti-racist dimension: A child's name is an expression of their identity and often of her/his family's values. To shorten that name because it is unfamiliar or difficult to pronounce is to damage that child's identity and self-esteem. Explicit teaching about how our name is part of who we are should make children aware of how to show respect for others eg when we don't know how to say their name properly.</p>

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Children should learn:		Children:	
<p>the 'call to prayer' is spoken to a new Muslim baby</p> <p>the call to prayer is about loving Allah</p> <p>speaking the call to prayer is a sign that the baby belongs in a Muslim family</p>	<p>SESSION 2</p> <p>Invite a Muslim father to come in and to demonstrate, using a doll, the whispering of the adhan.</p> <p>Prime the visitor to say something like: I called my daughter/son I chose that name because..... When my daughter/son grows up I would like her/him to grow up to be..... (qualities not profession)</p> <p>The visitor might say the adhan first in English, introducing the name of Allah. Then it could be repeated in Arabic; encourage the class the second time to listen out for some Arabic words they might recognise.</p> <p>The teacher explains that the 'call to prayer' is giving Muslims a vital message. To whisper it into a new baby's ear is to give her/him a vital piece of information, something s/he really needs to know at the beginning of life - vital information about how to love God.</p> <p>Show Poster 8 from Nelson Living Religions: Islam: a father whispering the adhan. <i>What is happening in the picture?</i> <i>How do you know that this is an important occasion?</i> <i>Can you remember what the man is saying to the baby?</i> <i>Why do Muslims say the adhan to a new baby?</i> <i>Do you know anything about how your family welcomed you as a new baby and showed that you 'belonged'?</i></p> <p>Activity: Children draw a 'freeze frame' picture of a Muslim baby with the father whispering in the baby's ear. They write labels or captions for the photograph to explain what is happening.</p>	<p>describe how the call to prayer is spoken to a new Muslim baby</p> <p>recognise that speaking the call to prayer is a sign that the baby belongs in a Muslim family</p> <p>talk about their other family traditions of welcoming a new baby</p>	<p>Teacher note: The adhan (call to prayer) is a declaration of faith: of belief in the One God and acknowledging Muhammad as the final Prophet. It explains and proclaims the essence of what it is to be a Muslim.</p> <p>The adhan is also a summons, commanding people to come to prayer, to salvation through submission to God.</p> <p>The first call to prayer was made by Bilal from the flat roof of a simple mosque. The Arabic he uttered has been used, unchanged ever since. The words of the adhan will be heard countless times by the faithful Muslim, from the time they are whispered in to the baby's ear until death.</p> <p>Resources: Poster 8: Welcoming a baby Living Religions Posters: Islam Publ Nelson ISBN 0 17 428060 2</p>

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Children should learn:		Children:	
<p>Muslim children learn about their religion from their family</p> <p>Muslim children learn how to behave from their religion</p>	<p>SESSION 3</p> <p>Look at the last page of the Big Book, My Muslim Faith.</p> <p>Tayeba says she is going to teach her new baby sister Maryam all about Allah and being a Muslim. <i>Who teaches you how to be good?</i></p> <p>Muslim children learn about how to be good and about their religion from their family. <i>What would you teach a new baby about how to be good and live a happy life?</i></p> <p>Children are invited to sit in the 'hot seat' holding a baby doll and to tell the baby one thing they should know about how to live a good life.</p> <p>The teacher records these as speech bubbles and they can be displayed next to the picture used in the last lesson.</p>	<p>identify people who teach them how to live and how to behave</p> <p>know that Muslim children learn about their religion from their family</p> <p>reflect on some ingredients of a good and happy life</p>	<p>Teacher note: It is a key responsibility of a Muslim parent to bring their child up knowing how to love God and how to behave towards others.</p> <p>Resources: My Muslim Faith (Rainbows Big Books) Publ Evans ISBN 0 237 52014 1</p>

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Children should learn:		Children:	
<p>Muslims believe Allah made the world and people should look after it</p> <p>the Prophet Muhammad (pbuh) is an example for Muslims of how to live</p>	<p>SESSION 4</p> <p>Start with the Big Book, My Muslim Faith, again, this time read pages 6 - 9.</p> <p><i>Why does Tayebah believe she should look after the world?</i> <i>How do you look after living things?</i></p> <p>I am going to tell you a story which Muslims tell children to teach them about how they should care for nature. The story also teaches them about the kind of person the Prophet Muhammad (pbuh) was. Muslims try to be as kind and good as the Prophet Muhammad (pbuh). The Prophet is so special that after they say his name, Muslims say 'peace and blessings upon him'.</p> <p>Tell the story: The Boy who Threw Stones at Trees</p> <p><i>What happened in the story?</i> <i>What reason did the Prophet Muhammad (pbuh) give the little boy for not throwing stones at date trees?</i> <i>What did the little boy learn about the Prophet Muhammad (pbuh)?</i></p> <p>Activity: Make a group list of things we do to care for our classroom and school environment or for plants and animals at home.</p>	<p>recount a story about the Prophet Muhammad (pbuh)</p> <p>talk about what Muslims should do to look after the world</p> <p>describe ways in which we care for the environment</p>	<p>Resources: My Muslim Faith (Rainbows Big Books) Publ Evans ISBN 0 237 52014 1</p> <p>'The Boy who Threw Stones at Trees' from 'A Great Friend of Children' Publ The Islamic Foundation ISBN 0 86037 078</p>

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Children should learn:		Children:	
<p>Allah is the Arabic name for God</p> <p>Muslims pray to Allah</p> <p>Muslims thank Allah for all good things</p> <p>Muslims learn about Allah in the Qur'an</p>	<p>SESSION 5</p> <p>Read the Big Book, My Muslim Faith, pages 10 – 17</p> <p>Key questions: P11– Tayebah wants to be clean and ready to pray to Allah. <i>What does she do before she prays?</i> P15 – <i>How does Tayebah pray? What does Tayebah say in her prayers? What things are you thankful for?</i> Make a class list. P 16 – <i>What things do you practise every day? At school? At home? Why does your mum/teacher make you do this? What does Tayebah practise every day? Why?</i></p> <p>Group activity: What are some of the things Tayebah does during her day because she is a Muslim? eg wudu, prayer, reading the Qur'an, showing respect in dress and behaviour The teacher compiles a list on the board from the children's answers.</p> <p>Each group makes a zig-zag book to illustrate Tayebah's day. The group writes a label under each simple illustration. (Time should not be spent on 'colouring in'.)</p>	<p>talk about how Muslims pray</p> <p>reflect on things in their own lives they are thankful for</p> <p>identify some religious aspects of a Muslims daily life</p>	<p>Resources: My Muslim Faith (Rainbows Big Books) Publ Evans ISBN 0 237 52014 1</p> <p>Teacher note: Because Allah is the name of the One God, it is treated with the utmost respect by Muslims. Teachers should not ask children to copy the name of Allah in Arabic. For any paper with the name of Allah on it cannot be discarded or dropped and this is difficult to supervise in the classroom. Also the act of inscribing the name of Allah may be for Muslims an act of worship. For non-Muslims to copy the name is not a meaningful activity.</p> <p>Children may be encouraged to think about aspects of their lives for which they are generally thankful, without being required to offer thanks to a God.</p>

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Children should learn:		Children:	
<p>Muslim children learn about their religion from their family</p> <p>Muslim children learn how to behave from their religion</p>	<p>SESSION 6</p> <p>Read the Big Book, My Muslim Faith, all the way through. Prime one child to read the 'speech bubbles ' at the top of the pages.</p> <p>Whole class activity: Display page 29: Tayebah and the new baby Maryam and the words, "I am going to teach her all about Allah and about being a Muslim."</p> <p><i>What things would you tell Maryam about being a Muslim?</i></p> <p>Group activity: Children have an A3 sheet with a picture of Tayebah and Maryam in the middle. They discuss and write about the different things Muslims do to show their love for Allah. eg</p> <ul style="list-style-type: none"> • Caring for other people • Saying thank you to God • Showing respect for parents • Prayer • Learning parts of the Qur'an and stories about the Prophet Muhammad (pbuh) 	<p>know that Muslim children learn about their religion from their family</p> <p>talk about some of the things Muslims try to do because of their religion</p>	<p>Resources: My Muslim Faith (Rainbows Big Books) Publ Evans ISBN 0 237 52014 1</p>

