**Supporting material for Believing and Belonging**

**C3.5**

**Pathway 3**

A maze in a heart shape

Description automatically generated

**What do Muslims believe about a good life?**

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| **About this unit:** | Students begin this unit by exploring what it means to lead a good life. They will then learn about the importance of the Qur’an to Muslims in their everyday lives. Students will explore different themes found from important stories in the Qur’an. Throughout the unit students should be encouraged to think about how Muslims may use each story as a reminder to lead a good life. Students should also be encouraged to think about how they themselves may be able to relate to each story presented.  The unit will end with an assessment task to see how well students can demonstrate their understanding of how Muslims use the Qur’an to lead a good life |
| **Age Related Pathway Statement:** | Good RE students explain why people have different opinions about what it means to live a good life. They compare guidance for living found in different religions / worldviews and can show how different consequences can follow from different moral decisions |
| **The religions studied in this unit:** | Islam |
| **Estimated teaching time for this unit:** | Most units in Believing and Belonging are designed to be taught in a minimum of eight hours. The syllabus recommends that four units (3 core and 1 focus) should be taught in each year group. Schools can adapt this to suit their needs and timetable, but units should not be artificially compressed to match neatly into every half term. |

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| **Vocabulary** | Resources |
| **In this unit, students will have opportunities**  **to use words and phrases related to:**  Qur'an​, Prophet Muhammad ​, Good life​, Guidance, Surah Luqman , Hadith​, Isnad​, Zakat​, Islamic Relief​, Civil Marriage​, Allah, Moral, Kindness, Patient, Matn, Marriage | Family Life: <https://www.reonline.org.uk/knowledge/islam/family-and-community/>  BBC Clips: Prophet Muhammad and the Qur’an  <https://www.bbc.co.uk/programmes/p01143yn>  My Life, My Religion, Islam: <https://www.youtube.com/watch?v=nw6mibx-cec>  Dr Hany El Bana Learning ideas:  <https://www.natre.org.uk/about-natre/projects/anti-racist-re/secondary-classroom-resources/>  Islamic Relief: <https://islamic-relief.org/>  NATRE book Questions in RE series: Questions: Muslims by Stephen Pett |

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| **EXPECTATIONS – informed by ongoing assessment throughout the unit:** | | |
| **Students working towards the age-related expectations will:**   * Listen carefully and respond sensitively to stories from the Qur’an. * Describe how the Qur’an plays an important part in the daily life of a Muslim. | **Students working at the age-related expectations will be able to:**   * Identify key themes and events from stories found in the Qur’an. * Explain how Muslims use teachings from the Qur’an to help them practice their faith. * Make a connection between the morals found in Islamic teachings and everyday life. | **In order to broaden and deepen their learning, some students might:**   * Be able to express their thoughts and views about how the stories might inspire them. * Discuss how religious stories inspire and influence the actions of believers and others. |

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| starASSESSMENT SUGGESTIONSCreate a guidebook for living a good life and refer to Islamic values and teachings from the Qur’an.  * Choose one of the stories from the Qur’an covered in this unit and explain how the story might affect a believer today. How might a believer’s actions/life be affected? Pick one of the key points in the stories and explain how it might inspire or help them. * Design a poster using one of the themes from the stories covered to show how the lessons from the story are still relevant today. * Choosing one of the stories covered in the unit, students could create a storybook for younger children to teach them one of the morals from the stories (e.g. Being kind, patient). * Find real-life examples of Muslims who show Islam in Action; students to research how individuals or organizations put Islamic teachings into practice. Students to collate their findings in the form of a PPT presentation to their peers. |

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| Key Questions | **Learning Objectives**  Students should: | Teaching and Learning Opportunities | **Wider Learning Opportunities / Points to Note** |
| **What is the Qur’an and why is it important to Muslims?** | **Understand that the Qur’an is important to Muslims.**    **Understand that the Qur’an is fundamental to Muslim beliefs because it is the ‘word of God’, His final revelation.** | Students should think about books that are special to them, giving reasons why they are important. Alternatively, they should be invited to think of a time when they were given a gift from someone important to them – what was it, how did they feel and how did they treat it?    Explain that today's focus will be on a special book for Muslims called the Qur'an and that it was a gift from God, as a book of guidance to help them lead a good life.  Students could watch the following clip about Prophet Muhammad and the Qur’an or read a story about his experience in Cave Hira.  <https://www.bbc.co.uk/programmes/p01143yn>  Discuss how Prophet Muhammad might have felt when he was given this gift from God and how he might have treated this precious gift.  Watch the following BBC clip ‘My life, my religion – The Qur’an, to find out more about the Qur’an: <https://www.youtube.com/watch?v=nw6mibx-cec>  Record five facts about the Qur’an and how it is respected.  Students could be given accounts from Muslims explaining why the Qur’an is important to them and students record a response to this question using a set of keywords. | Muslims do not believe in drawing images of God or Prophets to avoid idol worship as past generations did.  Additional clips:  True Tube: <https://www.truetube.co.uk/resource/holy-books-the-quran/> |

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| **What do we mean by 'a good life' and how do we live one?** | **Explore what a good life may consist of.**    **Understand what it means to lead a good life.**  **Be able to express how the Qur’an might guide a Muslim today.** | Show students some TV adverts offering a good life. Some examples can be found here: <https://www.tellyads.com/search?q=good+life&type=pages>  Students write down what a good life is according to the adverts.  Ask students if they agree and what they think we mean by ‘a good life’.  Ask students to think about how we lead a good life, what and who guides us and why.    Ask who or what helps them to lead a good life. Explain that God describes the Qur’an as a 'Book of guidance'. Muslims use the Qur’an as a book to help guide them throughout their lives. Explain that in the Qur’an there are lots of stories that help people live a good life.  Read the story of a wise man called Luqmaan and the advice he gives to his son. (See stories from the Qur’an resource pack).  Students write down pieces of advice that they have been given by people that have left an impact on them, describing how it has helped them in life.  Provide a copy of Luqmaan’s advice to his son. Work in pairs to discuss their ideas about how they could use Luqmaan's advice in their lives, how they think this story from the Quran might guide Muslims to lead a good life, and how relevant they think the advice is to humanity.    Ask students to visualise themselves as an older and wiser version of themselves - ask them to imagine writing a letter to theirfuture son or daughter, giving them advice like Luqmaan did, advising them about how to lead a good life. | Additional Clips:  Luqmaan advises his son:  [https://www.youtube.com/watch? app=desktop&v=iuw3bxrhrWc](https://www.youtube.com/watch?%20app=desktop&v=iuw3bxrhrWc)  What is the moral of the story?  How can we apply this story to everyday life?  Students could create a storyboard illustrating the moral of the story. |

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| **What does the Qur’an teach Muslims about caring and being kind to others?** | **Retell a story from the Qur’an!**    **Derive the moral from a story from the Qur’an.**    **Understand the importance of being kind to others.**    **Understand the importance of caring for others.** | *This series of lessons is based on themes found within the Qur’an. Stories can be found in the Stories from the Qur’an Resource Pack. A selection of stories has been provided to use as needed on a rotational basis by the teacher. One story should be covered in depth per lesson.*    Explain that one of the themes found in the Qur’an is that of kindness and caring for others. Ask students to reflect on the last act of kindness they carried out, what they did, why they did it and what impact it had on themselves and others.    Give groups cards with examples of acts of kindness. Groups to discuss which are the most important, least important, which ones do students do the most often, the least often? Students to then rank their cards using the diamond ranking template (See Resource Pack).    Choose one of the stories (See Stories from the Qur’an Resource Pack) from the list below to base the lesson around:   * *Yusuf (pbuh) & his kindness to his brothers* * *Aasiyah (pbuh) and the baby on the Nile* * *Moosa (pbuh) & the girls at the watering hole* * *Sulaymaan (pbuh) & the ants*   Ask students to reflect on how they can relate to this story - ask if stories from the Qur'an are only for Muslims to draw lessons from.  Complete a feelings graph (See Resource Pack) on how the main character felt at different points in the story. What have students learnt about kindness and caring for others?  Should we be conditional in our kindness? | Examples of random acts of kindness can be found on this website:  https://www.randomactsofkindness.org /kindness-ideas |

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| **How do the stories in the Qur’an teach Muslims to be patient?** | **Retell a story from the Qur’an**    **Derive the moral from a story from the Qur’an**    **Understand the importance of being patient** | *This series of lessons is based on themes found within the Qur’an. Stories can be found in the Resource Pack / Stories from the Qur’an Resource Pack. A selection of stories has been provided to use as needed on a rotational basis by the teacher. One story should be covered in depth per lesson.*    Show the word ‘Patience’ on the board. What does it mean? Would students describe themselves as patient? Why/Why not?    Allow students time to think of a time when they had to be patient. What does it feel like when we are trying to be patient? Is it easy to be patient? What are the benefits of being patient?    Choose one of the stories (See Stories from the Qur’an Resource Pack) from the list below to base the lesson around:  Yusuf (pbuh) & the years in prison  Yaqub (pbuh)’s patience having lost Yusuf (pbuh)  Ayub (pbuh); his patience & thankfulness  Yunus (pbuh) & the whale  Moosa (pbuh) & his patience with Firown  Zakariya (pbuh) & his wish for a son  Muhammad (pbuh)’s patience with people of other faiths    Discuss how the Prophet in the story might have felt. Have students ever felt like this?    Use freeze frames, liquid pictures (moving tableaux), and tableaux drama techniques to demonstrate scenes of patience versus impatience.    How can we learn to be patient at home? At school? What strategies can we use next time we find our patience being tested? Create a poster outlining these strategies. | N.B. The term 'peace be upon him', abbreviated as (pbuh), is used by Muslims as a sign of respect for all of the messengers of God.    **Prophets in Islam & their biblical counterparts:**  Yusuf – Joseph  Yaqub – Jacob  Ayub – Job  Yunus – Jonah  Moosa – Moses  Zakariya – Zachariah  Yahya – John the Baptist    **People mentioned in the Qur’an:**  Firown - Pharaoh |

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| **How does the belief in God influence a Muslim life?** | **Be able to understand the concept of Tawhid.**  **Be aware of how belief in Allah can affect how a person lives their life.** | Show students a picture of the Ka’bah. Ask students to write down questions they would like to ask. What is it? Why is it important? Explain that it is a place where Muslims direct their prayers and visit on Hajj, one of the five pillars of Islam. Muslims walk around it seven times which represents the oneness of God, Tawhid. This is one of the qualities of Allah, the oneness of God.  Ask students to think of one quality that they would describe themselves as or how others would describe them. How does this quality influence them to live their life?    Explain that a lot of the chapters revealed in the Qur’an are about God and describing who God is to people so that they can understand who they are worshipping.  Muslims believe in an omnipresent, eternal God (The first pillar of Islam is believing that there is only one God and that there is no other God except Allah).  Explain that one way that Muslims recognize and get to know God, is by looking at how He describes himself in the Qur’an; through his 99 attributes/qualities.  Give students five of Allah’s attributes: Immanent, Transcendent, Omnipotent, Beneficent and Merciful. Match the keywords to the definitions. Explain how each quality of God can influence how Muslims live their lives today and discuss possible ways.  Complete a retrieval grid detailing the ways God’s qualities lead a Muslim to live their life today. | Students could research some of the 99 names of God – can they understand why Muslims see God as having these qualities? Students could create a piece of Word Art using Wordle.    Students could compare how Muslims view God to those of other religions through other sacred texts.  Students could find out more about the Ka’bah and its importance in the Hajj.  Students could research Ahmed Moustafa's artwork and his use of letters and words in the Arabic language to create images that express Islamic ideas. |

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| **Who is Dr Hany and why is he an inspiration to Muslims?** | **Understand the importance of charity and equality.**  **Connect the story of Islamic Relief to Muslim beliefs and to their own experience and lives.**  **Consider what might make Hany El Banna an inspiration to Muslims.** | Show students pictures of poverty and ask students how the picture makes them feel.  Show students religious teaching on poverty from the Qur’an: *‘All people are equal as the teeth of a comb’ and ‘He who eats and drinks when his brother goes hungry is not one of us’.* Discuss what the teachings mean and how a Muslim would use their money, time, and gifts.  Explain that Muslims try to follow the teachings of the Qur’an and the Hadith (sayings of  the Prophet Muhammad).  Introduce the story of how Dr Hany El Banna who started the charity of Islamic Relief in 1985. Watch the clip about his work: <https://www.youtube.com/watch?v=mYWlUHBWXkw>  Discuss how the following teaching from the Qur’an impacted Dr Hany to set up a charity.  ‘*And whoever saves a life of one human being it is as though they have saved the whole humanity’* Qur’an 5:32.  Explain that one of the five pillars/ duties in Islam is Zakat. Every Muslim is asked to give £1 away for every £40 they keep.  Ask why Dr Hany inspires Muslims to give Zakat and help others.  Consider what difference it would make if everybody did this in your town and what could be done with the money that people gave. Make a list of 5 ideas, the best at the top. | The inspiring life story of Dr Hany from the NATRE resources (if a member)  Dr Hany El Banna Learning ideas, free Resources:  <https://www.natre.org.uk/about-natre/projects/anti-racist-re/secondary-classroom-resources/>  <https://islamic-relief.org/> |

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| **Why is marriage and family life important to Muslims?** | **Explain why family life is important to Muslims.**  **Explain Muslim teachings on family life and marriage.**  **Express their opinion on these teachings and how they differ from the opinions of others.** | Provide students with some statistics on marriage. What do they tell us about marriage today? The statistics tell us that fewer people are getting married and fewer are in religious marriages. Students could guess how many Muslims get married. Show up-to-date statistics. Does this surprise you? Why?  Students could be given a list of reasons why people might get married today and why they don’t. Decide which they agree or disagree with and why.  Look at some teachings from Islam about marriage and its importance.  *‘There is no institution in Islam more beloved and dearer than marriage (Hadith)*  *‘It is a religious duty to marry and have children’.* Ask why they think Muslims might get married. Show a picture of a nuclear family and a picture of an extended family. Write down similarities and differences between the two pictures. Explain the different types of family and think about the advantages and disadvantages of living in an extended family.  Give students a list of family guidelines and values of family life based on the Qur’an including ones about looking after the elderly.  <https://www.reonline.org.uk/knowledge/islam/family-and-community/>  *It is a duty to care for elderly parents with kindness and respect because they loved and cared for their children when they were young (Qur’an 17: 23-24)*  Prophet Muhammad said, *‘A father gives his child nothing better than a good education’.*  Students could answer the questions ‘Do Muslim guidelines make family life easier or harder for a) parents b) children? Alternatively, students could do a paired role play with one student playing the role of a Muslim teenager and the other playing the part of a Christian/ atheist teenager. Each explains to the other how their family lives differ. | Students could discuss arranged marriages using the following clip:  <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks3-gcse-finding-a-muslim-partner/z6txpg8> |

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| **Is it easy to live a good life or is it a struggle?** | **Consider the implications of striving to live a good life** | Students reflect on their own struggle to be good. Give students a list of statements to respond to from no problem to almost impossible. Examples: getting rid of anger; being kind, even to annoying people; caring for your parents; being patient when things are tough; forgiving others. Form a human bar chart to represent their responses. Ask why it is easy or difficult to be good.  Imagine how a young British Muslim might respond. Also, give statements based on the Five Pillars of Islam. For example, praying five a time a day and giving to the needy (zakat).  Introduce the term Jihad and its meaning of striving in life. Use some adverts from the ‘My Jihad’ campaign to show its meaning for Muslims today.  Students could write around 150 words to explain why living a good life can be a struggle for Muslims. | Students could research different ways in which the term Jihad is used.  Teachers could use further ideas from the NATRE book Questions: Muslims by Stephen Pett.  My Jihad Ad campaign: <https://www.npr.org/sections/thetwo-way/2013/01/30/170694966/through-ad-campaign-muslim-activists-want-to-redefine-jihad> or search for images on Google. |