

<b>Year Group: 3</b>	Worldview: Islam
<b>Strand:</b>	Community & Identity Human and Social Science
<b>Key Question:</b>	What is the Qur'an and why do many Muslims try to learn it by heart?
<b>Focus of study:</b>	Holy Books, Dedication, Devotion
<b>Background information for teachers:</b>	
<p><u>How was the Qur'an created?</u>          Muslims believe that the Qur'an was dictated (spoken) to Muhammad by the Angel Jibreel (Muslim spelling of Gabriel) when Muhammad could neither read or write. The words are therefore believed to be the exact words of Allah and therefore they are considered to be very important. For this same reason, they are not usually translated, but learned in the original Arabic. Most Muslims learn at least sections of the Qur'an by heart; those who learn it all are called "Hafiz".          Muhammad was meditating in a cave on Mount Hira when he first saw the angel. The angel commanded Muhammad to recite the words before him. In this way, Allah's message continued to be revealed to Muhammad over the next 23 years. Muhammad then recited the message to his people. After Muhammad's death, the Qur'an was compiled under the instructions of Abu Bakr, the successor of Muhammad.</p> <p><u>What is in the Qur'an?</u>          The Qur'an contains some material that is similar to the Old Testament, though the style of retelling differs. Most of the people considered prophets by Jews and Christians are also revered as such by Muslims. Abraham, Moses, Joseph, David and Jesus all feature more in the Qur'an than Muhammad. The Qur'an contains 114 Surahs (chapter or portion of the Qur'an). They are unequal in size, some short and some long. Each verse of the Surah is called an Ayah.</p> <p><u>Is the Qur'an the only Islamic holy book?</u>          The tales of Muhammad are mostly found in the Hadith (a collection of accounts that retell the words, actions or habits of the prophet Mohammad during his lifetime). There is also commentary on his actions and his teaching. It is the interpretations offered in the Hadith that have formed the basis for much Muslim practice. The Hadith is considered by many Muslims to be a second source of knowledge but does not have the same authority as the Qur'an as it is not direct revelations from Allah. Therefore, it is not handled in the same way as the Qur'an.</p> <p><u>How is the Qur'an treated at home?</u>          The Qur'an, when kept at home, is given special treatment; it is kept on the highest possible shelf, wrapped in cloths and people wash thoroughly before touching it. It is usually placed on a stand before being read and touched as little as possible.</p> <p><u>How is the Qur'an treated in a Mosque?</u>          In the Mosque, the Qur'an is stored on shelves as the whole building is considered holy and pure. Worshippers entering the Mosque perform Wudu – the ritual washing and remove their shoes, preserving the purity of the building. The Mosque is often decorated with quotes from the Qur'an; calligraphy forms the basis of much Islamic art as most Muslims follow the injunction not to make images of people or natural things.</p> <p><u>What are the teachings of the Qur'an?</u>          The key teachings of the Qur'an are that there is one God, Allah and that Muhammad is his last messenger. The most frequent instructions are to believe and perform good deeds; prayer is expected, but considered of lesser value. The Qur'an is recited in prayers according to the requirements laid out in the Hadith for the 5 daily prayers as part of the 5 pillars. The revelation of the Qur'an is remembered during the month of Ramadan, with the fast.</p>	

<p><u>What is Hafiz?</u>                  An ambition of many Muslims is to learn the Qur'an by heart. The name for a person who is able to do this is Hafiz meaning 'guardian. Being Hafiz is highly valued in the Muslim community because it means the words of Allah are present in their mind at all times.</p> <p><u>Pronunciation guide:</u>                  Islam: iz-laam                  Muslim: muz-luhm                  Muhammad: muh-ha-muhd                  Qur'an: kuh-raan                  Jibreel: jib-re-al                  Hafiz: ha-feeze                  Hadith: ha-deeth                  Wudu: wu-doo                  Allah: a-lar                  Ramadan: ra-muh-dan</p>	
<p>Prior learning:</p>	<p><u>About Islam and Muslims:</u>                  In the Year 3 unit 'What do Muslims believe about God and where did Islam start?' most pupils would have learned that Muslims believe in one God, and they call him Allah. Allah called Muhammad to teach people to follow him. Muhammad lived in a place where people believed in many gods and that Muslims believe that the Bible and the Torah teach about Allah as well.</p> <p><u>About Holy Books from faiths other than Islam:</u>  <u>Christianity</u>                  In the Reception unit 'Are all families the same?' most pupils would have learned that Christians read the Bible to get their ideas and that Bible stories can be read in different ways.</p> <p>In the Year 1 unit 'What questions do stories in the Bible make us want to ask?' most pupils would have learned that Christians read the Bible in different ways. It makes them ask questions about how to live, what is right and wrong and that many people think it helps them to answer some of these questions too.</p> <p>In the Year 2 unit 'How do Christians know what is right?' most pupils would have learned that the Bible is complex and old, so teachers help Christians to understand it and that different Christians have different ideas about what the Bible teaches.</p> <p><u>Judaism</u>                  In the Year 2 unit 'What does Torah mean for Jewish people?' most pupils would have learned that the Torah tells the stories of the early Jewish people and their relationship with God. The Exodus story teaches Jewish people that God had a plan to rescue them from their enemies and that the Torah set the expectations for how a Jewish person should live.</p>
<p>Building Blocks:</p>	<p>The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril.                  The Qur'an is believed to be the very words of Allah.                  It is treated with respect and always written, read and recited in Arabic.                  Learning the Qur'an by heart is a sign of dedication to Allah.</p>
<p>Outcomes:</p>	<p>Pupils can identify the ways in which Muslims treat the Qur'an as a sacred text and describe the impact that learning it has on the life of a Muslim.                  They can compare some Muslim beliefs about the Qur'an with Christian and Jewish beliefs about their sacred texts.</p>

	<p>They can talk about some of the key teachings of the Qur'an and the impact these teachings have on the lives of different Muslims.</p> <p>They can explain why Muslims learn the Qur'an by heart and become Hafiz.</p>
<p><b>Suggested resources:</b></p>	<p>BBC Teach: KS2: Religious Studies  BBC clips: My life, my religion  RE Today Publications: Reflections – ‘the last piece of paper in the world’ reflection  A copy of the Qur'an with cloth and stand (Rehal)  <a href="http://www.reonline.org.uk">www.reonline.org.uk</a>  Video clips of Muslims at prayer, reading the Qur'an etc.  Real People Real Faith videos from NATRE: <a href="https://www.natre.org.uk/about-natre/projects/real-people-real-faith/">https://www.natre.org.uk/about-natre/projects/real-people-real-faith/</a>  An interview with 12 year old Rehan  <a href="https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/RE%20Ideas/sacred%20words/An%20interview%20with%20Rehaan.pdf">https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/RE%20Ideas/sacred%20words/An%20interview%20with%20Rehaan.pdf</a></p>
<p><b>Engagement:</b></p>	<p>Stilling Activity: Could give the pupils images of Islamic patterns and/ or play traditional Islamic music (Nasheed). Alternatively, any calming music could be played. While the pupils focus on the images or music, ask questions to focus and direct their thoughts ... What do you see?... Notice the colours... shapes... textures. What can you hear? How do you feel?</p> <p>Play the messenger game where the adult whispers a message to a child, who must then whisper it to the next and so forth around the circle. What are the advantages / disadvantages of sending messages in this way? What would be the advantages of writing things down?</p> <p>Do an activity like the ‘last piece of paper in the world’ activity from the RE Today Publication: Reflections. Give pupils a blank piece of paper and ask them to imagine that it is the last piece of paper in the world and they need to think of the best way to use it – what would they write? What do the pupils think is the most important idea to communicate?</p> <p>What would the pupils expect to be written in a Sacred Text? Is a Sacred Text useful? In what ways? Discuss and establish what is meant by “sacred” and find examples of what is sacred. You could get the pupils to complete a diamond nine activity for this, where they need to discuss and order answers to “What should be in a sacred text?” or “How are sacred texts used?”</p> <p>Use Mentimeter or Tagxedo or similar cloud generator for key words – Islam...Qur'an...devotion...</p>
<p><b>Enquire and Explore:</b></p>	<p><i>How was the Qur'an created?</i>  Find out how the Qur'an was created. This could be via reading the pupils a story retelling this. They could then sequence these events, create a story map or create a fact file about the Qur'an.  <b>Do not use images or get the pupils to draw images of Muhammed as this would be disrespectful to the Islamic faith.</b> (Suggestion – use the name written in words to represent Muhammed.)</p> <p><i>What is the Qur'an?</i>  Find out about the structure of the Qur'an and what it contains. You could start by discussing the structure and content of the Bible and then teach what is inside the Qur'an. This could be followed by a compare and contrast activity. Have a teaching Qur'an and Bible for the pupils to see and explore with respect and so aid in the comparison.</p> <p><i>How is the Qur'an treated?</i></p>

Explore ways that the Qur'an is treated to show respect. You could show video clips from BBC Teach for this or give the pupils a comprehension to gather facts. Discuss why Muslims treat the Qur'an in this way. What it says about the book itself? What value does it hold? Why would a non-Muslim treat the book in this way?

*How is the Qur'an used by Muslims at home and in the Mosque?*

Explore how the Qur'an is used in a Mosque and at home. Compare and contrast these two places. Look at how and why some Muslims memorise the Qur'an and how they prepare to read it. Teach the pupils about Hafiz. Get the pupils to think about times when they needed to memorise something? What was it? Why did they do it? (poem, piece of music...) Get the pupils to reflect on why some Muslims would memorise the whole Qur'an.

*What are the main teachings from the Qur'an?*

Read and explore some of the stories in the Qur'an. What is the main teaching/s of the Qur'an? Could do activities related to the stories – give groups different stories from the Qur'an to answer questions about and share with the rest of the class. Have the stories and 3 options for the teachings they share – which one is the correct teaching? Or have stories and their teachings to match up.

*What is a Hafiz?*

Read the interview with Rehan (see resource section above) and find out what is a Hafiz and the importance it has to Muslims to become one. Children could try to learn a verse from the Qur'an and note how difficult/easy it is. Are there any Muslims in the class who are endeavouring to become a Hafiz? Could they explain the process?

**Evaluate:**

Compare what they learned about the Qur'an with the Bible and the Torah. What do the differences show us about the way the sacred texts are used?

Explore the following questions: Does it matter that Muslims have to learn the Qur'an in Arabic? What does this show about their faith? What qualities would you give a Muslim because of this? (devotion, dedication) You could ask a Muslim these questions. Get the pupils to generate questions to ask. You could visit a Mosque to explore this question. Why do some memorise the Qur'an? How does it make Muslims feel? How does it affect a Muslims daily life?

Do other faiths show these qualities? Do they show them in the same way? (Lent – giving up things, memorising the Lord's Prayer, Kosher food for Jews).

Explore the following questions: What are the main messages that Muslims take from the Qur'an? How does this impact Muslims and their lives?

Get the pupils to learn a poem by heart and perform it. How did it make them feel?

**Reflect and communicate:**

Do you need a Sacred Text? How would you use a Sacred Text? Is it valuable to read a Sacred Text? Would you read one? Why? How would it change you? Re-do the "last piece of paper in the world" reflection. Have you changed your mind? If so, what other changes do you need to decide to make? If you don't use a text where do you get your ideas about what is right and wrong from?

**Assessment opportunities:**

- Pupils write a fact file about the Qur'an.
- Pupils write an acrostic poem with facts about the Qur'an.
- Pupils write a reflection about the importance of the Qur'an to Muslims.
- Pupils write all, most, some Muslims believe... statements about the Qur'an.

**Notes**