

THEO

What is God like for those with Muslim worldviews?

Exploring the concept of tawhid and 99 attributes of God

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Why might living in harmony be so important for those with Muslim worldviews?

Exploring the concept of ummah and rights of our neighbour

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How do those with Muslim worldviews often demonstrate their beliefs?

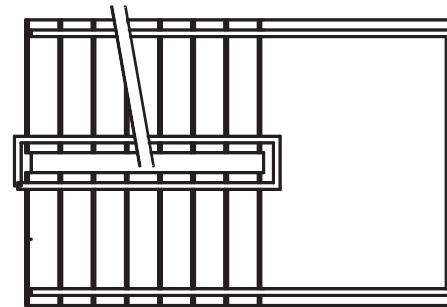
Exploring the concept of the masjid, prayer and service to humanity

What is so important about the Qur'an?

Exploring the concept of divine revelation and divine guidance

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What is the role of Muhammad (PBUH) in Islamic worldviews?

Muhammad as Prophet

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Are all Muslims living life in the same way?

Exploring the concept of the Five Pillars of Islam

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A note on studying Dharmic/Indic worldviews: We have a view of the world informed by various strands of our life experiences or worldviews—they come from 'somewhere'. That 'somewhere' may be western Theology or from Dharmic traditional approaches to study, such as Vedic approaches to Hindu Dharma. It is worth remembering, and potentially sharing with pupils, that they aren't neutral in their ontology (existence) or epistemology (approach to knowledge). When applied, they will shape understanding.

- Layover units are designed to be studied at any point in the RE curriculum the school has judged it may be necessary to ensure pupils have a chance to explore one organised worldview in more depth.
- Each question in the layover unit aims to access an important concept within that organised worldview.
- Each question is broad so that it can be explored at KS1, KS2 or KS3 in an appropriate manner and to an appropriate degree of complexity.
- Layover units are still to be taught using a religion and worldviews approach (starting with people and through individual worldviews encountering the familial traits of organised worldviews such as religious traditions); they are not intended as a momentary return the World Religions Paradigm.
- Where possible, use those with individual worldviews aligned to this organised worldview as your starting point (such as through a classroom visit by an individual or through visiting a place of worship to encounter communal worldviews in action).
- There is no need to use every single question when using these units; just choose the ones that are most useful for supporting learning in the enquiry units you are studying.
- Teaching and learning activities are not specifically suggested. Teachers are encouraged to consider how their pupils might best explore and record the learning that is outlined.

Enquiry Questions	To explore this question at KS1	To explore this question at KS2	To explore this question at KS3
<p>Enquire: What is God like for those with Muslim worldviews?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Invite some Muslim visitors in to the classroom who can talk with pupils about how they understand God- Allah (explain this as the Arabic name for God)- from a Muslim worldview perspective. You might also use this resource and associated True Tube video here to explore with Charlie and Blue as they seek to understand Muslim perspectives on Allah and Creation. Your visitor might also give their own perspectives.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Remind pupils that Muslims usually use the term Allah as their name for God. This short video explains why that is. For an insight into why those with Muslim worldviews want to have a special relationship with Allah you might invite a Muslim visitor in to the classroom to discuss how they understand Allah and how they experience Allah in their daily lives.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Pose the question: Can you know God? Introduce pupils to the various attributes of Allah e.g. friend, most merciful, source of peace, giver or justice. How do all these exist within the oneness of Allah? You might acknowledge here that the same is true for humans- we all have a variety of attributes and these can exist without contradiction- but only Allah has all these attributes and some of them are exclusively his.</p>

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	<p>Discuss: Generate different names people might use to describe their Mum – Mother, Mum, Mummy, Ma, Mama. You might create some kennings to describe mum (or another family member if you need to be sensitive to pupil circumstances and offer an alternative), e.g. care-giver, tear-wiper, hug-giver, tidy-upper, task-completer etc. Pupils might then consider names and roles for themselves – name, nickname, brother, sister etc. Introduce pupils to the Beautiful Ninety Names of Allah that are one way those with Muslim worldviews understand what Allah is like, perhaps using this video. You might use the beautiful book by Chickpea Press here. Your Muslim visitor, or Muslim pupils/ staff might also be able to share their own understanding of these names and how these shape the way they understand Allah and choose to live. You might find pages 6-13 in Belonging and Believing: My Muslim Family by Gill Vaisey (Books at Press) offers a valuable insight through the eyes of Yusaf, a young Muslim boy.</p>	<p>Alternatively, this video from NATRE might provide helpful insights. Introduce pupils to the Shahadah (see this video) and the importance of these words for those with Muslim worldviews. You may wish to re-visit the Beautiful Ninety Names of Allah that are one way those with Muslim worldviews understand what Allah is like, perhaps using this video (builds on video suggested for KS1). You might use the beautiful book by Chickpea Press here. Your Muslim visitor, or Muslim pupils/staff might also be able to share their own understanding of these names and how these shape the way they understand Allah and choose to live. Pupils might choose a name to write and decorate, taking care to not use people or animals as this is usually haram (forbidden) in Islam to honour Allah as the only one who creates.</p> <p>Discuss: Pose the question: How does having these names make Allah personal for those with Muslim worldviews? You might choose some examples and discuss times in life when understanding God in this way would be comforting for those with Muslim worldviews.</p>	<p>Share Say 'He is Allah, [who is] One- Qur'an 112:1 with pupils and introduce the Muslim concept of Tawhid. You might find this BBC Bitesize page useful. Discuss: Look at Qur'an 50:16 (here) with pupils which says Allah is the Lord of universe but also as close to humans as the jugular vein. Pose the question: How can both be true? Those with Muslim worldviews might describe this as the beauty of Allah. Explore this way of understanding God with pupils.</p> <p>Orientate: Invite pupils to consider whether experiencing God in a personal way is an important part of their own personal worldview. If their worldview does not include a belief in a deity, do they feel connected to the universe or something beyond themselves?</p>

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	<p>Orientate: Invite pupils to consider whether they believe in God themselves and if so, do they have a special name for God and is that an important part of their own personal worldview?</p>	<p>Muslim pupils might also feel they can share their own experiences and ideas with regards to this and a Muslim visitor could also offer deeper insights to pupils.</p> <p>Orientate: Invite pupils to consider whether turning to God, or perhaps a special person, when life is difficult is an important part of their own personal worldview. Who do they turn to and why?</p>	
<p>Enquire: Why might living in harmony be so important for those with Muslim worldviews?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Invite a visitor with Muslim worldviews, or perhaps a Muslim child from your class, to share why being part of a community is so important for them. Introduce pupils to the word ‘harmony’ and make links with the concept of ‘ummah’, the Arabic word meaning the community of Muslims. You might then visit a local mosque/masjid to engage in simple ethnographic study (observation) of the Muslim community in action.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Use this video to introduce pupils to the Islamic concept of ‘ummah’ or ‘community. You might then use the Nuneaton Masjid X (Twitter) feed (@nuneatonmasjid) to investigate what this local Muslim community does to serve those around them. Alternatively, choose a mosque/masjid near your school where you can gain similar insights.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Read the quotes from those with Muslim worldviews regarding the importance of prophets and then use this website to look at the prophets before Muhammad (PBUH). You might create some summaries of the prophets’ messages and invite them to match these to each prophet.</p>

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	<p>Explore with your guide how the building is used to serve the local community, including those outside of the Muslim community. The Westhill-sponsored digital photo pack from Coventry Diocesan Board of Education, Images That Speak (available summer 2024) might provide you with such insights if you are unable to visit, as will this Westhill-sponsored video from Warwickshire SACRE filmed in Nuneaton Masjid.</p> <p>Discuss: Invite pupils to make a list of the things the local Muslim community can achieve because of their belief in ‘ummah’ and living as a harmonious community. Encourage pupils to use the visits and visitors as a source of knowledge regarding this.</p> <p>Orientate: Invite pupils to consider whether living in harmony with others is an important part of their own personal worldview. How do they work at getting this right?</p>	<p>Discuss: Move on to discuss the idea of ‘ummah’ as a global community, not just local Muslims. Invite pupils to consider the different global issues a united, harmonious community of Muslims might be able to make a positive impact on. For example, you might look at Ummah for Earth here. Visitors with Muslim worldviews will be able to discuss other global issues and the power of the ummah with pupils.</p> <p>Orientate: Invite pupils to consider whether engaging in advocacy and activism in response to global issues of injustice is an important part of their own personal worldview. Which causes inspire action in them and what actions have they taken to make a difference in the world?</p>	<p>Explore the nature of the prophets of Islam as seeking to create a holy revolution on earth and lead the people back towards righteousness, peace and justice e.g. Ibrahim, Moses and Muhammad (PBUH) all faced conflict and challenge as they tried to establish (and re-establish) a connection between the people of the time and Allah. They were often resisted and rejected in their quest for unity and harmony. Move towards modern situations the Islamic community are navigating globally and pose the question: Is anything more important than living in harmony with those for whom Muslim principles are not being followed.</p> <p>Explore the concept of lesser jihad (the jihad of the sword or self-defence) with pupils and what this actually means, making sure you push back on perspectives solely gained from the media (see RE Online’s simple explanation here). Lesser jihad is about upholding justice, protecting the weak and preserving the freedom of individuals and communities. In this way, it can be seen as being in keeping with the message of the prophets and the need to push back at times.</p>

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			<p>Discuss: Move on to the greater jihad- the struggle against one's own desires, temptations and negative inclinations as a Muslim and towards spiritual growth. Greater jihad is about fulfilling the rights due to Allah and fulfilling the rights due to his Creation. This is actually more important to the majority of Muslims. You might invite a Muslim visitor to talk about their own understanding of this and to address the stereotypes pupils may have picked up about these two concepts. Pose the question: Why are the media often only focused on lesser jihad instead of greater jihad?</p> <p>Orientate: Invite pupils to consider whether spiritual growth and self-understanding is an important part of their own personal worldview.</p>
<p>Enquire: How do those with Muslim worldviews often demonstrate their beliefs?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p>

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	<p>Share: You might start with a Muslim visitor explaining the different ways they show others what their beliefs are e.g. prayer, wearing different elements of clothing, the food they do and don't eat. Alternatively, you can use the Belonging and Believing book series – My Muslim Family to do this, mainly using pages 18-22. The Picturing Islam, Picturing Muslims pack from RE Today and the Westhill-sponsored digital photo pack from Coventry Diocesan Board of Education, Images That Speak (available summer 2024) will also be useful for looking at these outward signs of Muslim worldviews.</p> <p>Discuss: Introduce pupils to the concept of 'embodiment' if they are not familiar with it; that worldviews are not just in the mind and what people think and believe but also in the body and what people choose to do (or not do) and how they choose to live e.g. clothing/hair/food. Discuss why it might be important for someone to let someone else know what their worldview is.</p>	<p>Share: Invite a Muslim visitor, staff member or Muslim member of your class to talk about their experience of the mosque/masjid (the latter being the Arabic term). Alternatively, you might use something like the BBC Teach My Life, My Religion series video here: 'The Mosque' and focus on 12 year old called Kaisan. This True Tube video would also be helpful and you could use the What happens in a...? pack from RE Today as a starting point for discussions- what do pupils expect to find inside the building and why? In My Mosque by Y.O.Yuksel is a useful book (available here) and pages 20-21 in the Belonging and Believing book series – My Muslim Family – show how the mosque is an important place for Yusuf. You might then explore a mosque/masjid local to you by actually visiting or conducting a virtual exploration using websites and social media. The Westhill-sponsored digital photo pack from Coventry Diocesan Board of Education, Images That Speak (available summer 2024), will also support this.</p>	<p>Share: Make sure pupils understand that women also use the mosque/masjid for worship, as well as other activities. The Westhill-sponsored digital photo pack from Coventry Diocesan Board of Education, Images That Speak (available summer 2024) can be used to shed light on what those activities might be and visiting local mosques will certainly be the best way to talk with Muslim women and discover the role the mosque/masjid plays in their lives. You might explore projects like this one the women from the local Ahmadiyya community in Leamington were involved in or, if you want to think more globally, you could explore women as imams here. It is worth noting here that this practice would likely not be considered true Islam by many Muslims. There are approximately 1.8 billion Muslims worldwide and Muslim Schools of thought do not allow women imams to lead men in prayer.</p>

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	<p>Orientate: Invite pupils to consider whether showing people what they believe through clothing, hair, food etc is an important part of their own personal worldview.</p>	<p>Try to find out how long the mosque/masjid has been there, what happens in the building and how the local faith community serve the local area. If you are making a visit, you will be able to explore these things first hand and that is recommended. Following this, you might explore different types of mosques in the UK, including those that are converted houses or were previously other forms of buildings (for example, in Coventry one mosque was formerly a bus depot- read here). This is a lovely video showing how a family in Leicester made a cardboard mosque during Ramadan in one of the Covid lockdowns.</p> <p>Discuss: Why is it important for Muslims to have a space that is their own in the community? How might this space also benefit the wider community?</p> <p>Orientate: Invite pupils to consider whether a sacred place is an important part of their own personal worldview. What is it? Where is it? Why is it so special?</p>	<p>However, often times women imams will lead the prayer to a women only congregation and where it is allowed, the woman stands among the congregation in the front row, instead of alone in front of the congregation. This LA mosque has women imams leading on a range of controversial issues. This may lead into a discussion around whether those with Muslim worldviews doing certain practices always equates to 'Islam'. For many with Muslim worldviews, this would not be true Islam as it does not align with Muslim Schools of Thought. The Egyptian Mosque Movement is an interesting movement of Islamic women wanting to learn more about their faith and it can be explored through the resources provided by Kate Christopher and Lyn Revell as part of their Islam as a Worldview available here.</p> <p>Discuss: Invite pupils to discuss why it is important to learn about these female expressions of Islam. What might happen if all that people see in the media regarding Islam is negative about women?</p>

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			<p>If you are welcoming a visitor you might ask questions that explore how that issue is being addressed locally or how local Muslim women are expressing their Islamic worldviews.</p> <p>Orientate: Invite pupils to consider whether gender is an important part of how their own personal worldview is expressed.</p>
<p>Enquire: What is so important about the Qur'an?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Pose some questions for pupils to consider:</p> <ul style="list-style-type: none"> • Why do we write down some stories? • Why are some stories important to remember? • Do you/your family have a special story and how do you look after/preserve it? <p>Introduce pupils to the Qur'an as the holy book for those who are following Islam. Invite in a Muslim visitor to share some stories from the Qur'an with pupils and to talk about how and why these shape the way they choose to live.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Introduce pupils to the Qur'an as the holy book for those who are following Islam. Invite in a Muslim visitor to share some stories from the Qur'an with pupils and to talk about how and why these shape the way they choose to live. This video from NATRE YouTube and this one from BBC Teach offer an alternative if you cannot find a visitor.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: If pupils have little knowledge about the Qur'an as a sacred text, you might start by recapping the suggestions from KS1 and KS2. You might also use sub-question 8 from unit U2.7 for this. Pose the dilemma for pupils: If the Qur'an is the final teaching for all times, how does this play out in a changing world? You might watch this video about the hijab and discuss the way the covering of women is presented here. Why might Muslim women today choose to wear the hijab and other coverings?</p>

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	<p>This video from NATRE YouTube offers an alternative if you cannot find a visitor. Without a visitor you might also use a book like My First Quran by Saniyasnain Khan (available here) to share some stories and help pupils make connections with ways of life followed by many Muslims. If you are sharing a Qur'an with pupils, please also wash your hands before handling and always use in conjunction with a stand and not placed on the floor.</p> <p>Discuss: How might the stories you have looked at encourage Muslims to live in a certain way?</p> <p>Orientate: Invite pupils to consider whether a special story is an important part of their own personal worldview.</p>	<p>You might look at some example of Surahs in the Qur'an (e.g. through an accessible text like The Majestic Qur'an or via Open Quran (here)). Scroll down on this website to find some suggested Surahs for looking at with pupils.</p> <p>Discuss: Introduce pupils to the idea of diversity of expression even if the same sacred stories and texts are the root of common practices and rituals.</p> <p>Discuss: Invite pupils to consider what people with Muslim worldviews might be doing differently even whilst trying to follow the Qur'an. You might think about clothing, learning Arabic and headwear, prayer or attending the mosque/ masjid. If you are able to invite in some Muslim visitors, or use staff or pupils, you will be able to tease out those differences as you interview them. Ask them to make connections back to the Qur'an and the life of Prophet Muhammad (PBUH) as inspiration for them.</p> <p>Orientate: Invite pupils to consider whether following a form of guidance (e.g. sacred text or special person) is an important part of their own personal worldview.</p>	<p>Move on to exploring ijtiḥād with pupils- the complex work undertaken by Islamic jurists to ensure that Islamic Law can be applied appropriately to modern times. We recommend you use the materials from sub-question 9 in the primary unit U2.7 for this. Make sure pupils realise how complex this process is and how important it is that people involved are specialists in Islamic law, the Qur'an, Hadith and Sunnah.</p> <p>Discuss: The U2.7 unit uses the example of Jummaḥ prayers during the pandemic but you might discuss other modern examples necessitating ijtiḥād with pupils. Can they suggest any? This video from Zameer Hussain might help with that and local Muslim representatives might add other examples.</p> <p>Orientate: Invite pupils to consider whether following a form of guidance (e.g. sacred text or special person) is an important part of their own personal worldview.</p>

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<p>Enquire: What is the role of Muhammad (PBUH) in Islamic worldviews?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: You might use pages 8-11 in the Belonging and Believing book series – My Muslim Family – to introduce pupils to Muhammad (PBUH) as an important figure for those with Muslim worldviews. You could also introduce the word ‘prophet’ and what that means. Alternatively, the BBC Bitesize video – Who was the Prophet Muhammad (PBUH)?- (available here) can do that for you. Explain that PBUH is often written after the Prophet’s name and it means ‘Peace Be Upon Him’ and is used as a mark of respect by those with Muslim worldviews and often others too.</p> <p>Discuss: Discuss the qualities of Muhammad (PBUH) with pupils. Pose the question: What makes a good teacher? You might then ask a Muslim visitor (or staff member or pupil) to explain the significance of Muhammad for them in their Islamic worldview.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: If possible invite a Muslim (or several) visitor to talk about the importance of Muhammad in their life. You might also use this BBC Two clip - The Prophet Muhammad (PBUH) Allah and the Qur’an - to explore the significance of Muhammad (PBUH) for those with Muslim worldviews. You might ask pupils to jot down the qualities of Muhammad (PBUH) that are made clear through the video. Introduce pupils to the Hadith: the collected traditions of the Prophet Muhammad (PBUH), based on his sayings and actions. Each hadith usually begins with the chain of the narrators (isnad) going back to the time of the Prophet Muhammad (PBUH) and his companions, which is then followed by the text of the tradition itself (this BBC website might also be useful). You might watch this Hadith story with pupils and discuss how this might help someone with a Muslim worldview in their daily life.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Explore The Night Journey – also known as Isra and Mi’raj - with pupils. It refers to the miraculous journey the Prophet Muhammad (PBUH) undertook in a single night from Mecca to Jerusalem and then ascended into the heavens, taken up by Angel Gibril. According to Islamic belief this took place on the 27th day of the Islamic month of Rajab around the year 621. On this wondrous night he prayed at the Al-Aqsa Mosque and met all the prophets, including Adam, Ibrahim and Isa- Jesus- (peace be upon them). In the highest heaven Allah gave him the gift of prayer (Salah) and then he returned to Mecca on the same night. Explain to pupils that Muhammad (PBUH) is seen as the chief of the other prophets, known the ‘seal of the prophets’ and is considered to be the perfect human being.</p>

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	<p>Orientate: Invite pupils to consider whether a significant person or role model is an important part of their own personal worldview.</p>	<p>Discuss: Explain that for those with Muslim worldviews, all the prophets should be believed in, but the most perfect and Final Prophet was the Holy Prophet Muhammad (PBUH). He is considered to be the complete model for Muslims to follow in life and demonstrates how they should try to live. The Qur'an and the Hadith act as a guide for life. Pose the question: Why might it feel helpful to have a guide like this in life? What kind of situations in modern life might those with Muslim worldviews look for guidance with? A Muslim visitor will be able to share their own personal examples of this with pupils.</p> <p>Orientate: Invite pupils to consider whether having a person or a sacred text to act as guidance for living is an important part of their own personal worldview. Who/what are these?</p>	<p>As well as giving a specific form of prayer to his Muslim followers, Muhammad (PBUH), through his communion with Allah, also ensured the Qur'an and Hadith would offer those with Muslim worldviews the perfect example for life.</p> <p>Discuss: Ask pupils to consider: Is the Night Journey only to be understood historically by Muslims? How else might it be understood? Discuss the significance of this story in terms of its spiritual and symbolic significance and make connections with the things those with Muslim worldviews do today in terms of ritual and practice e.g. prayer practices, reading the Qur'an and following the Hadith of the Prophet.</p> <p>Orientate: Invite pupils to consider whether a powerful story or event is an important part of their own personal worldview.</p>

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<p>Enquire: Are all Muslims living life in the same way?</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Invite a Muslim visitor to share with pupils the different ways their Muslim worldview can be seen in the things they do. If they were to visit their home or come with them on their daily activities, what might they see them doing that would give pupils a clue that they are a Muslim? Alternatively, you could use the video from the BBC Teach My Life, My Religion series – What is Islam?- available here and invite pupils to notice the places and activities the Muslim girl in the video talks about. This video covers the Five Pillars of Islam so you might recap these with pupils after. It is important that pupils understand that not every person with a Muslim worldview will do all of these activities. For example, not all Muslims pray five times a day or do a total fast during Ramadan and the lived experience of Muslims varies. Islam is a very diverse religion lived out in diverse ways and the Picturing Islam, Picturing Muslims by RE Today helps to illustrate this.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Invite a visitor with a Muslim worldview to talk about the way they live as a result of their worldview. You might also watch the True Tube video – The Five Pillars of Islam- available here.</p> <p>Discuss: Remind pupils that the video shares one way of being Muslim. Many people with Muslim worldviews will live in a similar way to this and be aiming to live a religious life. It is important for pupils to think about the language they use and say ‘many’ and ‘most’ when talking about people from different religious traditions because the reality of lived expression is that there will be a lot of diversity. For example, not all Muslims pray five times a day or do a total fast during Ramadan and the lived experience of Muslims varies.</p>	<p>Encounter: Use the worldviews quotes in the unit resource or invite in a visitor to pose this question (and any sub-questions pupils think will help them to better understand).</p> <p>Share: Explain to pupils the difference between Sunni and Shia Muslims (see this BBC website if you need more information). You might also watch this short video. You could also read the comments beneath the video that illustrate that these differences are not a source of conflict for many.</p> <p>Discuss: Discuss the importance of authority in Islam. The difference around the Caliphate is one of the points of contention between Sunni and Shia Muslims. You might introduce pupils to the term ‘Risalah’ (the Arabic word for ‘message’) and link that back to prophethood (see this BBC Bitesize page).</p>

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	<p>Discuss: Why might following the Five Pillars be a good thing in the lives of those with Muslim worldviews? Discuss the benefits of this in terms of others and self.</p> <p>Orientate: Invite pupils to consider whether following special rules is an important part of their own personal worldview.</p>	<p>Remind pupils that worldviews are 'embodied'; they are lived out and require actions and commitments from bodies as well as hearts and minds. Pose questions for pupils: What is challenging about being a Muslim? What might motivate people with Muslim worldviews to do challenging things, such as those seen in the video? Link this back to belief in Allah and the importance of 'submission' in Islamic worldviews; doing the will of Allah as revealed through Muhammad in the Qur'an.</p>	<p>Remind pupils that as well as Sunni and Shia Muslims (and other religious Muslims such as Ahmadiyya Muslims), there are also 'cultural Muslims' who may be living a life that recognises the cultural influences of Islam but does not always include the religious practices, or even the religious beliefs. Some Muslims might also practice some aspects of Islam but not others. The two Muslim sisters on Gogglebox are a good example to challenge pupils who might think all Muslims are living in exactly the same way. You might also explore Malala as a Muslim woman who has taken on the role of an education activist (see the Malala section of the Islam as a Worldview resources here or use Malala's own website here).</p> <p>Orientate: Invite pupils to consider whether diversity is an important part of their own personal worldview. Are there any forms of conflict between your worldview and that of others and why?</p>

Enquiry Questions	To explore this question at KS1	To explore this question at KS2	To explore this question at KS3
<p>Useful Muslim Worldviews Resources for Each Key Stage</p>	<ul style="list-style-type: none"> • Picturing Islam, Picturing Muslims by RE Today (available here) • My First Quran by Saniyasnain Khan (available here) • The 99 Names of God: An Illustrated Guide for Young and Old Written and illustrated by Daniel Thomas Dyer, calligraphy by Azim Rehmatdin • Inspiring RE: Muslims from RE Today available here. • Islam as a Worldview by Kate Christopher and Lynn Revell (available here) • Belonging and Believing: My Muslim Family by Gill Vaisey (Books at Press) • Open Quran (available here) • Holy Prophet's Kindness to Children (available here) 	<ul style="list-style-type: none"> • Picturing Islam, Picturing Muslims by RE Today (available here) • The 99 Names of God: An Illustrated Guide for Young and Old Written and illustrated by Daniel Thomas Dyer, calligraphy by Azim Rehmatdin • What Happens in a...? pack by RE Today (available here) • RE Online: Muslim Worldview Traditions (here) • Islam as a Worldview by Kate Christopher and Lynn Revell (available here) • Belonging and Believing: My Muslim Family by Gill Vaisey (Books at Press) • The Majestic Qur'an (available here) • Open Quran (available here) 	<ul style="list-style-type: none"> • Picturing Islam, Picturing Muslims by RE Today (available here) • Examining Religion and Belief: Muslims by Stephen Pett (available here) • Examining Religion and Belief: Muslims Volume II by Stephen Pett (available here) • Islam as a Worldview by Kate Christopher and Lynn Revell (available here) • The Majestic Qur'an (available here) • Open Quran (available here)