

# Guidance on Islam

**ISLAM KS3** (school yrs 7 – 9) **This may be studied as an alternative to Hinduism in Key Stage 3**

Time allocation – 3 terms across the key stage.

This section is optional but if you are teaching Islam please check to see what has been taught in KS2. This section is a follow on and it should get the pupils to think and understand the concepts at a higher level.

<p>Compulsory content (i.e. what they pupils must be taught.)</p>	<p>Options with in the content. (i.e. those areas you can leave out or adapt to suit your interests, work constants or syllabus.)</p>
<p><b>Beliefs and Concepts</b></p> <p>Exploring</p> <ul style="list-style-type: none"> <li>• Attributes of Allah e.g. incomparable (shirk), Creator, Provider, Guide</li> <li>• Muhammad as the final prophet, his sunnah</li> </ul> <p>Judgement &amp; Life after death (akhira)</p>	<p><b>Some of this content is repeated from KS2 - check what has/should have been covered at that level before planning your own unit. You may not need to do it in much depth and therefore you can link it with other of units of work.</b></p>
<p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• Importance of the Quran, Hadith &amp; Sunnah</li> <li>• Teachings in the Qur'an, Hadith &amp; Sunnah</li> </ul> <p>The effect of these sources of authority need to be shown through how Muslims respond to ethical issues.</p>	<p>Please note that some of this is taught at KS2 so you can link themes. It could be especially effective if you link it to ethical issues.</p>
<p><b>Expressions of Spirituality</b></p> <ul style="list-style-type: none"> <li>• For options see opposite...</li> </ul>	<p>You have the choice to do one or more of these areas. You are advised not to attempt all of them.</p> <ul style="list-style-type: none"> <li>• Sufism</li> <li>• Mosque architecture &amp; design</li> <li>• Art, calligraphy &amp; poetry</li> <li>• Music</li> <li>• Prayer</li> <li>• Pilgrimage</li> <li>• Ramadan (fasting/self-discipline)</li> </ul>
<p><b>Ethics and Relationships</b></p> <p>Examples include –</p> <ul style="list-style-type: none"> <li>• How we make ethical decisions &amp; what influences us?</li> <li>• Obedience to Allah Should you study issues which contradict your faith / belief system?</li> <li>• Origins of good &amp; evil</li> <li>• Moral choices * e.g. courtship, marriage &amp; family life e.g. food rules, modesty,</li> </ul>	<p>There may be some overlap with your GCSE syllabus and you may therefore wish to avoid some of the options you are presented with here.</p> <p>e.g. courtship, marriage &amp; family life e.g. food rules, modesty</p>

<p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Muslim idea of service &amp; self-sacrifice to the community (Umma)</li> <li>• Shariah law</li> </ul> <p>Examples include –</p> <ul style="list-style-type: none"> <li>• Moral choices* - crime, social injustice e.g. racism, sexism / women's rights</li> <li>• Protesting &amp; speaking out v. injustice in society*</li> </ul>	<p>There is overlap here between the two sections <b>Ethics and Relationships</b> and <b>Rights and Responsibilities</b>. They can be taught together or used in a spiral curriculum to extend the students.</p> <p>Examples include –</p> <ul style="list-style-type: none"> <li>• Moral choices - crime, social injustice e.g. racism, sexism / women's rights</li> <li>• Protesting &amp; speaking out v. injustice in society</li> </ul>
<p><b>Global Issues</b></p> <p>Muslim responses to global issues</p> <p>Examples include -</p> <ul style="list-style-type: none"> <li>• Animal rights &amp; the environment</li> <li>• Jihad</li> </ul> <p>Islam in Britain e.g. how Islam is adapting to a non-muslim country, the tension/pressures young muslim teenagers face</p>	<p>As there is overlap between this section and the Global Issues sections of other faiths this is an ideal section for developing synthesis skills. There is also some overlap with the <b>Interfaith section</b> so a thematic approach will be easy.</p> <p>Examples include -</p> <ul style="list-style-type: none"> <li>• Animal rights &amp; the environment</li> <li>• Jihad</li> </ul>
<p><b>Interfaith Dialogue</b></p> <p>Comparing –</p> <ul style="list-style-type: none"> <li>• beliefs about Allah / God with Hinduism or Christianity</li> <li>• beliefs about prophets with Christianity e.g. Ibrahim (Abraham), Isa (Jesus)</li> <li>• Attitudes towards moral issues e.g. women's rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Hinduism)</li> </ul>	<p>Here you should refer to another religion you have studied e.g. Christianity, Sikhism or Buddhism.</p> <p>Attitudes towards moral issues e.g. women's rights, war, animal rights &amp; the environment. Compare to at least 1 other religion studied (Christianity, Buddhism, Sikhism, Hinduism)</p> <p>Comparing attitudes towards moral issues, e.g. women, war, violence and animals and the environment. As these are only suggestion you can look at a new option or have a running theme whether it fits the suggestions or not. The options allow comparison on all the ethical issues. It is best suited to a thematic approach but you can build this in however, you want. Each year you can have a comparison unit, or you can do the inter-faith work as you go along. If you only teach two religions a year one unit of study can compare the two. Adapt to suit your needs.</p>

Many of these themes overlap – feel free to mix them up e.g. 'ETHICS & RELATIONSHIPS' can be linked to 'GLOBAL ISSUES' & 'AUTHORITY' when considering marriage & lifestyle & how Muslims adapt it to life in Britain.

### Some recommended 'Do's and Don'ts' when teaching about Islam

Do	Do not
<ul style="list-style-type: none"><li>• avoid stereotypes which regularly link Islam with terrorism, harsh punishments and extreme strictness</li><li>• avoid interpreting 'jihad' simply as a 'holy war' as it also means a spiritual struggle</li><li>• if possible, use a Qur'an stand to hold the book</li><li>• be careful about art work any Muslim pupils are asked to undertake, e.g. avoid asking them to depict or draw Muhammad and the other prophets of Islam</li><li>• seek to show the way that culture and religion are often blended in Islam and indicate that some customs and practices may be more to do with culture than religion</li><li>• be aware that Muslims do interpret parts of the Bible in ways that are not accepted by Jews and Christians</li></ul>	<ul style="list-style-type: none"><li>• describe Islam as 'Muhammadism' for it can imply the worship of Muhammad</li><li>• describe Muhammad as the founder of Islam. He is believed by Muslims to be the last prophet. The first prophet in Islam was Adam and the founder is believed to be Abraham</li><li>• ask someone to role play or act as Muhammad in a drama</li><li>• compare wudu (washing before prayers), to Christian baptism as they do not have the same meaning</li><li>• imply that the killing of an animal at Id-ul-Adha is a sacrifice to a bloodthirsty God. It is not. It is a reminder of the story of Ibrahim (Abraham) and Isma'il (Ishmael)</li><li>• call Muslim prayer beads (subhah), a 'Muslim rosary'</li></ul>

### Some Muslim sensitivities -

When it comes to the use and storage of the Qur'an, schools need to decide whether to implement the following recommendations often given about the use of the Qur'an.

It is often recommended that it is necessary to:

- store the book carefully wrapped up and place it on a high shelf
- wash hands before handling the book
- place the book on a clean surface
- do not leave it open when not being read.

The teacher should also consider:

- concerns about pupils 'acting' out the prayer positions on a prayer mat
- respect shown by Muslims for the prophet Muhammad by the use the term 'peace be upon him', (pbuh), after the prophet's name and that of other prophets.