

Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/ iman/ ibadah]

This unit supports the principal aim of RE: **The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p>This is the third systematic unit of work focusing on Muslims. This unit builds on that learning in Unit 1.6 and L2.9. Further learning on Jewish people will have been done in thematic units e.g. F5, 1.8, 1.10, L2.12. It is important to start by finding out what pupils already know.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact: Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study. Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>Note that this unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12), so start by finding out what pupils already know. Recall key concepts: ibadah, Tawhid, iman (see p.142)</p> <ul style="list-style-type: none"> Set the context, using the information in the 2011 census (see Guidance p.146). Ask pupils how many Muslims they think there are in Britain and in your region. This unit explores what it is like to be one of these Muslims. Talk about the fact that there are different Muslim groups. The largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi. Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting);

<p>Note – for this exemplar unit we have selected all the suggested content. In your planning, you do not need to cover everything. Select the content to enable pupils to achieve the outcomes.</p>	<p>and zakah (almsgiving). Introduce Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</p> <ul style="list-style-type: none"> • Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in your area/Britain today. Consider what beliefs, practices and values are significant in pupils' lives. • Find out about the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. • Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril; examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad) noting how some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus); examples of stories and teachings, (e.g. Surah 1 The Opening; Surah 17 – the Prophet's Night Journey); how it is used, treated, learnt. Find out about people who memorise the Qur'an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. • Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.
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<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. <p>Sample 'I can...' statements are included here:</p>	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <p>...recognise some words from Islam ...identify some key words in Islam, such as Allah, Shahadah and Qur'an ...give simple definitions of some of these words from Islam ...make links between some key words from Islam ...note the diversity of different communities within Islam ...give two examples of things Muslims do to worship God ...say what the words Islam and Muslim have to do with peace ...give an example of what it means for a Muslim to submit to God ...say why submission to God is a good thing for a Muslim</p> <p>Each section below includes some sample statements from which you can select as appropriate to your pupils.</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>This unit includes sufficient material for at least 8 hours of teaching and learning. Check pupils' prior learning in order to decide where you need to focus so that you can build on that foundation. Select from the ideas below to suit the learning needs of your pupils.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Who are the Muslims in your region?	
<ul style="list-style-type: none"> Begin with a guessing game in groups. Imagine that the world was a village of 100 people; how many would belong to each religion, and how many non-religious people would there be? Give them the six big religions (Buddhists, Christians, Hindus, Jews, Muslims, Sikhs) as well as non-religious people. You could use counters for pupils to move into groups on their desks; you could bring in 100 jelly babies to demonstrate the numbers.... Compare their answers with the data: Globally, Christians (32) Muslims (24) Non-religious (16) Hindus (15) Buddhists (7) Other (6) (includes Sikhs – 0.4; Jews – 0.2; folk religions 5). Talk about these numbers: were there any surprises? What and why? <p>Try the same activity, imagining the UK and/or your region shrunk to 100 people (see syllabus p.146 for demographics):</p> <ul style="list-style-type: none"> UK 2011 Census %: Christians 59; No religion 25; Muslims 5; Hindus 2; other 9 (includes Sikhs 0.8, Jews 0.5, Buddhists 0.4; answer not given 7) Your region % (see syllabus p.146). <p>Talk about these statistics: include in your discussion which of these groups believe or don't believe in God.</p> <p>Focus on Muslims now. You could set up a quiz about some key statistics. E.g.</p> <ul style="list-style-type: none"> Number of Muslims in Britain and your region (they should know this by now!) There are around 1800 mosques in UK. About 200 of these are purpose-built, the rest are conversions from homes or chapels or other buildings. The first purpose-built mosque was in Woking, and the first converted mosque was in Liverpool – both in 1889. Many Muslims in Britain today were born in Britain (47%). There are around 1.8 billion Muslims worldwide, out of a global population of around 7 billion. Islamic Relief raised and spent £99 million on aid and development in 2016. <p>Talk about how this shows and affects pupils' assumptions and (possible) misconceptions.</p> <p>Note that there are two main groups of Muslims, Sunni (around 90% of Muslims) and Shi'a. The main difference is around which leader should have followed on from the Prophet Muhammad. You don't need detail here, but have a look at where there are some local Sunni and Shi'a mosques: https://mosques.muslimsinbritain.org/maps.php#/county/all. The largest group (globally and probably locally) are Sunni; the next major group are called Shi'a. Note that Deobandi and Barelvi are part of the wider Sunni community. Muslims from both Sunni and Shi'a may identify themselves as Sufi. Create and label a local map, comparing with a large city like Birmingham or Bradford, using the same website.</p>	<p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in your region</p> <p>Sample 'I can...' statements</p> <p>I can... ...name two of the main branches of Islam ...talk about how many Muslims there are in your region, the UK and the world.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
What helps Muslims through the journey of life?	
<p>Five Pillars of Islam</p> <ul style="list-style-type: none"> Introduce the five pillars of Islam as essentials of the life of Muslima. The 5 pillars are an expression of <i>ibadah</i> (worship and belief in action). The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of purification and sharing with others. The five pillars of Islam are: <ul style="list-style-type: none"> <i>Shahadah</i> - a belief in one God, and Muhammad as God's Messenger. <i>Salah</i> - prayer, five times a day, <i>Sawm</i> – fasting during daylight hours in the month of Ramadan <i>Zakat</i> – the obligatory giving of alms, a percentage of savings once a year <i>Hajj</i> – pilgrimage to Makkah. Note that these are the teachings, but not all Muslims will practise everything – not all Muslims pray five times a day, for example, and only around 25,000 British Muslims go on Hajj each year (under 1%). The five pillars offer a way of structuring life for Muslims. They can affect the life of a Muslim <i>moment by moment</i> (<i>Shahadah</i>), <i>daily</i> (<i>Salah</i>), <i>annually</i> (<i>Zakat</i>, <i>Sawm</i>) and <i>once in a lifetime</i> (<i>Hajj</i>). Create a table with four columns titled moment by moment, daily etc. As you go through this unit collect examples of how the five pillars might affect a Muslim over these time periods. Talk about why the five pillars might be so helpful for Muslims. Ask pupils to think about which pillar might be most helpful for helping Muslims develop commitment, generosity, self-control, worship, obedience to Allah, and why. What difference would it make to repeat the Shahadah many times a day? Or to pray up to five times a day? Or to fast as an individual but to break-fast as a community each month of Ramadan? Or to share a percentage of savings every year with the poor? Or to be able to make a once-in-a-lifetime trip to Makkah, focus of prayer for the whole of a Muslim's life? Ask pupils to reflect on whether there are opportunities in their own lives to develop commitment, generosity and self-control. Consider what benefits and challenges there might be for a person to worship and obey God, and comment on whether non-religious people have any comparable activities/practices. Get pupils to raise questions about being a Muslim in Britain today. See if the remainder of the unit helps to answer them, and arrange for a Muslim visitor to mop up the rest! 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and worship i.e. Five Pillars Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Consider and weigh up the value of e.g. commitment (<i>Shahadah</i>), generosity (<i>Zakat</i>), self-control (<i>Sawm</i>) and worship (<i>Salah</i>) in the lives of Muslims today. <p>Sample 'I can...' statements:</p> <ul style="list-style-type: none"> ...recall the Five Pillars and name them, using technical vocabulary ...explain how the Five Pillars express <i>ibadah</i> for Muslims ...describe some ways in which Muslims perform <i>Shahadah</i> and why it is important ...give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Why is Zakah/charity important to Muslims? How is charity important to you?	
<ul style="list-style-type: none"> Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Challenge pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away. Sometimes the Mosque will collect Zakah money to give away to charity. Find out about an Islamic charity. Good examples include www.islamic-relief.org or http://muslimhands.org.uk Tell a story of the prophet and money e.g. <i>"They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'"</i> - The Holy Quran, 2:215 Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: <ul style="list-style-type: none"> Who supports Islamic Relief/Muslim Hands? Why? What does Islamic Relief/Muslim Hands do to make a difference? Does it work? Does Islamic Relief/Muslim Hands follow the teachings of Islam? In what ways? What do you think is good about the charity? If you were devising an internet campaign from Islamic Relief/Muslim Hands to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would fundraise better? Muslims do not only give zakat – which is an obligation. Many also give voluntary charity, <i>sadaqah</i>. This may well include financial donations but ask pupils what else Muslims might do that could be considered charity. Show them this saying from the Prophet Muhammad: <i>The Messenger of Allah said: "To smile in the company of your brother is charity. To command to do good deeds and to prevent others from doing evil is charity. To guide a person in a place where he cannot get astray is charity. To remove troublesome things like thorns and bones from the road is charity. To pour water from your jug into the jug of your brother is charity. To guide a person with defective vision is charity for you."</i> (From the collection of sayings – hadith - of Muhammad compiled by al-Bukhari) Encourage pupils to consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? How could you be more generous? Ask each pupil to identify one thing they could to be more generous and try and do it for a whole week. <p>Ask pupils to consider this quotation, from a ten-year-old Muslim: "When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know." What does this tell us about how Islamic charity works?</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on zakat). <p>Understand the impact:</p> <ul style="list-style-type: none"> Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Consider and weigh up the value of generosity in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims <p>Sample I can statements:</p> <ul style="list-style-type: none"> ...give three reasons why zakah is a good thing for Muslims ...explain the difference between zakah and sadaqah ...give three examples of ways in which zakat might be used ...say why it is good for Muslims and for me to be generous

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Why do Muslims want to go on pilgrimage?	
<ul style="list-style-type: none"> Discuss the places in the world that pupils would like to visit. How can they work towards achieving that aim? Might their ideas and dreams change whilst they waited? Explain the desire shown by Muslims to visit Mecca/Makkah, the significant sites such as the cave at Hira where the Prophet Muhammad received the Qur'an, the Kab'ah and sites significant to other prophets of Islam. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family while they are away. Use websites or illustrations from books to show the different parts of the pilgrimage to Mecca. Note that the actions on Hajj are a copy of what Muhammad did on his pilgrimage in the last year of his life (632 CE): <ul style="list-style-type: none"> Wearing ihram clothes: explore the theme of equality – ihram clothes are made of two unsewn white sheets for men and white dresses and scarves for women. Wearing these clothes is to remind Muslims that they should be willing to give up everything for God; white symbolises purity and Muslims are to try and lead holy lives while on Hajj; and that there is no difference between rich and poor – everyone will stand before God to be judged. Some Muslims will use their ihram clothes as shrouds for their body when they die – note the close link again with future judgement. Ask: is there anywhere that you go where you have to dress in the same way as everybody else? How does it make you feel? What are the advantages of everyone dressing the same? What might the white robes signify? Visiting the Ka'aba; tawaf (circling it seven times anticlockwise); s'ay (running between the hills As-Safa and Al-Marwa seven times, to recall the story of Hajar searching for water for Ismail); walking to Arafat; wuquf (the 'standing' at Arafat from noon until sundown - it anticipates the Day of Judgement when all will stand before God; prayers here are seen as being very effective); travelling to Mina, where there are three stone pillars which represent the devil; return to Makkah, change out of ihram clothes, men shave their heads, then celebrate the festival of Eid ul-Adha. Pilgrims undertake a final circling of Ka'aba before departing. Get pupils to create a small leaflet for a Muslim going on Hajj. Outline the events on each day; make clear links between what Muslims believe (e.g. about equality, community/ummah, judgement) and what happens on hajj. They should offer some comments on the significance of each part – you could use some comments from the British Museum exhibition website: www.britishmuseum.org/whats_on/exhibitions/hajj/hajj_stories.aspx Pilgrims throw stones at the pillars as a way of showing that they reject evil and want to drive it from the world. It is believed that the devil tried to tempt Ismail to disobey Ibrahim. Ibrahim and Ismail drove the devil away by throwing stones at him. Share the story of Ibrahim and Ismail. Ask pupils to consider why pilgrims do this. How do they think they might feel as they do it? 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. hajj practices follow example of the Prophet). <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and worship (e.g. hajj) <p>Make connections:</p> <ul style="list-style-type: none"> Consider and weigh up the value of e.g. unity, self-control and ritual in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims <p>Sample I can statements:</p> <ul style="list-style-type: none"> ...describe three things that Muslims do on Hajj ...explain why Muslims do these things on Hajj ...explain why these things matter to Muslims ...connect what Muslims do on Hajj to the Prophet Muhammad

- After discussion give pupils some modelling dough or paper and ask them to draw or model something they would like to drive out of the world.
- At the end of the lesson these can be thrown into the bin as a symbol of pupils' desire to drive them out of the world.
- Next ask pupils to draw or model what the world would be like without the evil in it. At the end of the lesson pupils should record their ideas in response to sentence stems.

Find out about Eid ul-Adha and how it is celebrated in Britain today. www.muslimaid.org/media-centre/blog/what-is-eid-ul-adha/ ; www.standard.co.uk/lifestyle/eid-ul-adha-2019-uk-when-does-hajj-start-and-end-a4205956.html

Accounts can be found on various news websites, but this one is not recommended for pupil research:
<https://metro.co.uk/2019/08/11/how-do-british-muslims-celebrate-eid-al-adha-10552277/>

Not everyone can go on Hajj. For some it is a question of expense, or ill health. For countries with large Muslim populations (e.g. Indonesia, Pakistan and India) it is a question of quotas: they are only allowed to send 1000 pilgrims for every million Muslims in their population. In Indonesia (around 221 million Muslims), you could wait a lifetime before your name got to the top of the list for one of the 221,000 spaces to go on Hajj...

Get pupils to reflect on what aspects of hajj (whether or not a Muslims gets to go) help to build a sense of unity between Muslims, help develop self-control and enable Muslims to submit before God. What benefits might there be for wider society of participating in group rituals like this? Is there anything that comes close to this ritual power in other religions? What about in non-religious living?

Notes: To see photographs and video of the Hajj try the following websites

www.channel4.com/culture/microsites/H/hajj/index.html ; www.bbc.co.uk/education/topics/zpdtbkb/resources/1
<http://www.bbc.co.uk/guides/zgymxnb> ; [RE Ideas Spiritual Development](#) has a Hajj labyrinth suitable for this age group.

...explain what benefits Muslims gain from Hajj rituals

...give three examples of how Hajj practices help Muslims to show unity, equality, purity, and self-control

...suggest two ways in which at least one of these values are useful in the wider world, including my own life.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
Where do Muslims get guidance for living?	
<p>Ask the class to think about where they get good advice from. Explain that Muslims get their good advice from a variety of sources including;</p> <ul style="list-style-type: none"> • Qur'an: Muslims believe the words came directly from Allah and that they should follow the words and instructions of the Qur'an exactly. They also look to • Hadith: words, actions and instructions of the Prophet Muhammad as reported by the people around him during his life. <p>Share the story of the revelation of the Qur'an to the Prophet Muhammad www.bbc.co.uk/education/clips/zv6sb9q</p> <p>Talk to the pupils about who might be most likely to listen to Muhammad and who might be most likely to reject the message. Why and how might they do this? On the night that this happened, the night of power (Laylat-al-qadr) prayer is said to be worth 1000 months of worship (Surah 97). Suggest ways Muslims might celebrate this event and find out what they do to celebrate the event.</p> <ul style="list-style-type: none"> • Recall previous learning about the Qur'an – Muslims believe it is God's final message to humanity, revealed to the Prophet Muhammad through the Angel Jibril (Gabriel). Recall the Shahadah, in which Muslims declare that there is one God and Muhammad is his messenger. Recall <i>al-Fatihah</i>, 'the Opening' – page 1 of the Qur'an. What does it teach about God and Islam? See Unit L2.9 for information. <p>Share with pupils these 'commandments' from Surah (chapter) 17 of the Qur'an.</p> <ul style="list-style-type: none"> • Be kind to your parents, particularly in their old age. • Always keep your promises. • In daily life be honest. • Avoid gossip and slander. • Do not take advantage of poor people or orphans. <p>Why do they think these rules are included in the Qur'an? What must people been up to if they needed to be given those rules? Are those things still going on in the world today? Can pupils see why Muslims still see these commands as important today?</p> <p>Responding to the learning</p> <p>Ask the pupils to choose one learning activity to reflect their ideas</p> <ol style="list-style-type: none"> 1. Choose one of the commandments from Surah 17. <ul style="list-style-type: none"> • Get into a group of three or four and act out a scene in which a Muslim might find it difficult to keep the commandment. 	<p>Make sense of belief:</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an and Hadith guidance on how to live)</p> <p>Understand the impact:</p> <p>Make clear connections between Muslim beliefs and ibadah</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> <p>Sample I can statements:</p> <p>...recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority</p>

- Freeze-frame the action at the critical point. One member of the group will narrate what the person is thinking and highlight the decision-making process.
 - Continue with the action so the audience can see what the person decides to do.
2. Choose one of the commandments in Surah 17.
- write a description of what the world would be like if everyone followed this commandment.

Taking it further: Qur'an, Sunnah and Hadith – sources of authority in Islam

Remind pupils of the different sources of authority in Islam:

- **The Qur'an** – the most important. Received by Prophet Muhammad from Angel Jibril, memorised by him and his companions, then written down and collected into 114 surahs (divisions/chapters).
- **Sunnah**: second most important source of authority. It means 'customs' or 'practices' and refers to the actions of Muhammad. These represent model behaviour for Muslims, and they try to imitate the life of Muhammad.
- **Hadith**: these are collections of the words of Muhammad. There are different collections of hadith, and some are seen as more reliable than others.

For example, the Qur'an talks about the importance of praying regularly and often, and many Muslims agree that it indicates prayer should be five times a day.

Muhammad's practice (Sunnah) was recorded, and so there are hadith that give clear accounts of him praying five times a day at set times, what positions he used in prayer, and the words from the Qur'an he used to recite his prayers.

Give pupils the following examples of hadith. Talk about how they might help a Muslim in her daily life, giving some clear examples.

None of you will have faith until he wishes for his (Muslim) brother what he likes for himself. (From Bukhari, Book 2 Hadith 12)	Prophet Muhammad said, 'The strong person is not the one who is good at wrestling, but the one who can control his anger.' (Based on <i>Riyad as-Salihin</i> , Book 1, Hadith 45.)	Prophet Muhammad said, 'Those who are truthful are good, those who are good are on the path to paradise. A man keeps on telling the truth until he becomes a truthful person.' (Based on <i>Sahih Al-Bukhari</i> , Book 78, Hadith 121.)
Respect a good deed (no matter how small it may seem), even if it is having a cheerful face when you meet another person. (Based on <i>Riyad as-Salihin</i> , Book 2, Hadith 695.)	There is a reward for showing kindness to every living thing. (Based on <i>Al-Adab Al-Mufrad</i> , Book 20, Hadith 378.)	The person who does not show mercy to others, will not be shown mercy.' (Based on <i>Sahih Muslim</i> , Book 43, Hadith 88.)

...outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice

...suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.

Applying the learning for myself

Ask the pupils to write about the one text, book or piece of advice that has most helped them.

- A text that has given me guidance is... The advice it gave me was... This advice is useful because...
- A book that has given me guidance is...The advice it gave me was... This advice is useful because...
- The most helpful advice I have received was from...The advice they gave me was... This advice is useful because....

Notes: Pupils' reflections can be displayed on a wall of wise words.

Extending the learning: If time find out about Hafiz who learn to recite the whole Qur'an

[Opening up Islam](#) and [Inspiring RE Muslims](#) RE Today Services have activities and resources to support this question

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

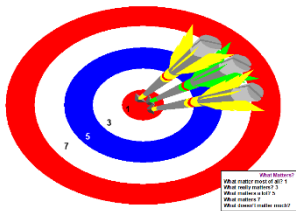
LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

What does it mean to be a Muslim in Britain today?

Recap the five pillars that the pupils have learnt about over the last few weeks. Why is the metaphor of pillars used?

Ask groups of four pupils to write down 20 key terms from what they have learnt in this unit. Give them a target-board with five circles (see left and p. 13 below) to think through what matters most to British Muslims. Taking turns, they take their 20 terms one at a time and place them on the board. They are allowed one term in the centre – what matters most of all – then 3, 5 and 7 in the next circles, and four outside the targetboard.



NOTE: it is not appropriate to put Allah on one of these cards, as it might give the impression that Allah is comparable to something else - which is *shirk* in Islam. Instead, something like 'doing what Allah commands' would work.

A sample set of key terms can be found below on p. 14. Cut these up and give a set to each group.

What matters to me?

Recall the opening section in this unit, where we looked at how the five pillars can affect the life of a Muslim *moment by moment* (*Shahadah*), *daily* (*Salah*), *annually* (*Zakat*, *Sawm*) and *once in a lifetime* (*Hajj*). Now get pupils to think about their own lives and fill in their own 'pillars' using different sentence stems.

(Shahadah) - I believe....

(Salah) - Every day I will...

(Zakah) - Every time I get pocket money I will...

(Sawm) - Once a year I will...

(Hajj) - Once in my lifetime I will...

Ask pupils to consider what they will aim to believe, do and aspire to, that is like the five pillars. How will they keep their five pillars? What will be hard about keeping them? Will any of them make their lives better?

Return to the key question of the unit: what does it mean to be a Muslims in Britain today?

Ask pupils to respond to the question in groups or pairs in a manner of their choice. Ensure they answer including ideas from at least two perspectives e.g. a Muslim and their own or a Muslim and a Christian. Pupils could script a conversation between two people, create a magazine article or use an idea of their own.

Make sense of belief:

Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an

Describe ways in which Muslim sources of authority guide Muslim living

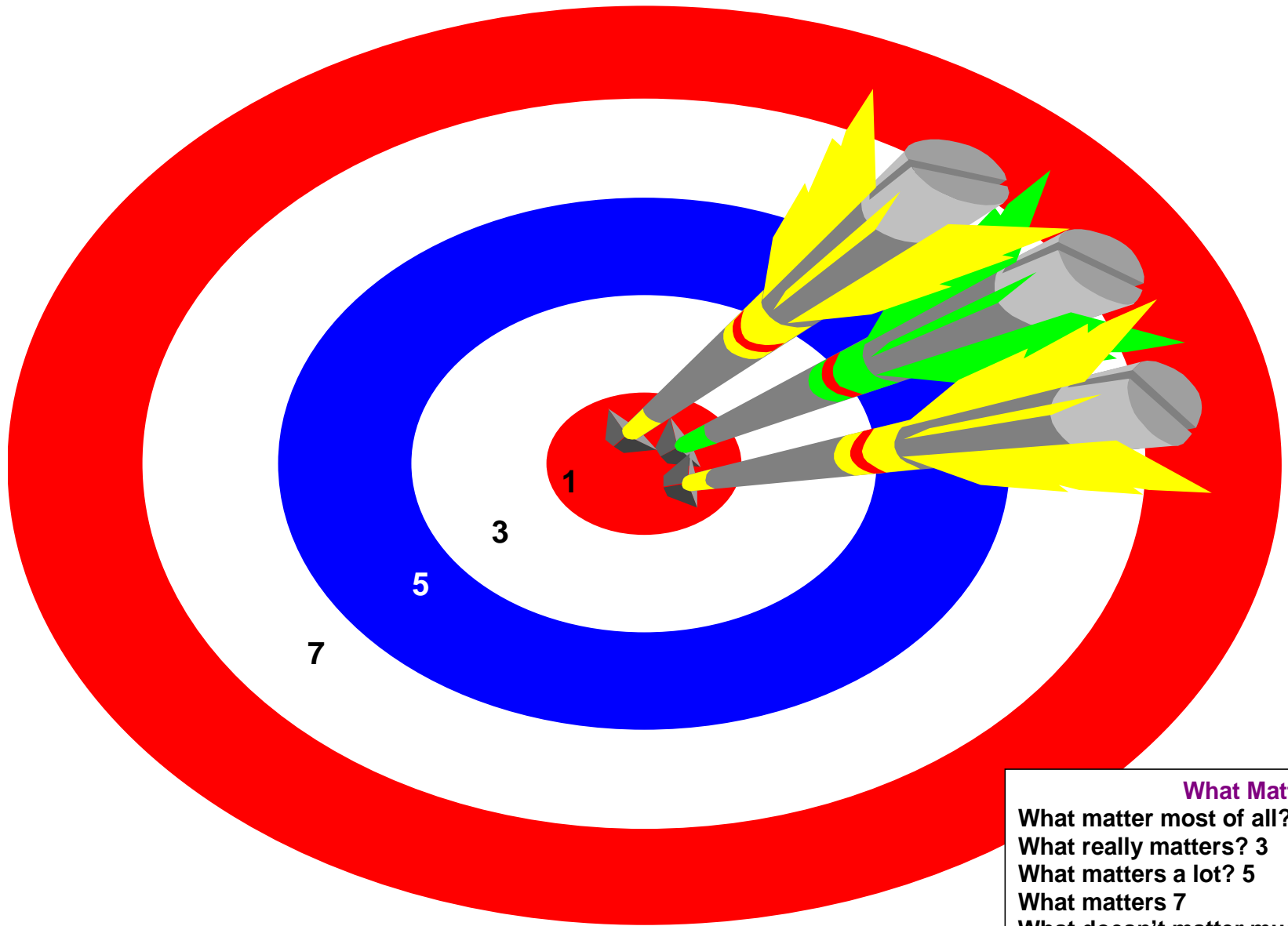
Understand the impact:

Make clear connections between Muslim beliefs and ibadah

Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Make connections:

Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims



What Matters?

What matter most of all? 1

What really matters? 3

What matters a lot? 5

What matters 7

What doesn't matter much?

What matters most to Muslims in Britain?

The city of Makkah	The Holy Qur'an	Wudu washing for prayer	Hadith	Obeying my parents
Salah Daily Prayer	Learning Arabic	Believing in Angels	The Mosque	Friday Prayers
A clean prayer mat	Celebrating Eid Al Fitr	Judgment Day	Doing Zakat	Wearing traditional clothes
Being generous with money	Fasting in Ramadan	Going on Hajj	The Call to Prayer	Doing what Allah commands