

Collins

Key Stage 3

Islam

Teacher Material

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Introduction

Knowing Religion provides an overview of the origins and development of religions over the course of history, as well as how they are lived and the challenges they face in the modern world. The books are designed to build students' thinking from the bottom up, with subject knowledge providing a gateway to a rich and rewarding understanding of religion and religions.

Recent work by cognitive scientists has shown that students need to have a large amount of subject knowledge stored in their long-term memory in order to become competent at any subject. Students are far more capable of thinking critically when faced with topics they know and understand. For this reason, *Knowing Religion* is designed to teach about religions in a clear and cumulative way, where content knowledge is secured before complex tasks are undertaken.

Like all subjects, religion is best understood by relating new information to prior knowledge. For example, students will better understand the significance of Constantine's conversion to Christianity if they have previously learnt about the persecution faced by Christians in the first three centuries. Therefore, it is useful to recap information and vocabulary from previous topics before each new one is introduced.

The *Teacher Guide* suggests a range of activities designed to consolidate and enhance learning from the Student Books. It includes evaluative tasks and those intended to provide both additional support and extra challenge to allow for differentiation in the classroom. Resources are suggested to support some specific activities, and some general resources are provided in addition to these, which may be useful for a range of activities and scenarios to support learning. These have been carefully chosen to seize students' interest and complement the material in the Student Book.

In each topic, a core narrative or set of ideas is presented. For ease of reference, in the Student Books key content is collected in a 'Knowledge organiser' at the end of each unit. Knowledge organisers allow students to test themselves. They also allow teachers to design quick factual recall tests, ensuring that all students master important knowledge at an early stage. To assist in this, the key vocabulary and key people are reproduced in the *Teacher Guide* too.

Knowing Religion provides an essential framework for students to learn about religions, but it does not pretend to be exhaustive. It should be complemented with as many activities and texts from other sources that you – the teacher – see fit.

Lesson structure

The recommended lesson structure for teaching from *Knowing Religion* is based on cognitive science and research into highly effective teachers, adapted for use in the RE classroom. It follows a structure of **recap, pre-teach, read, condense, apply, review**.

1 RECAP previous learning: Start lessons with a short review of previous learning. This serves two purposes:

- Frequent review of subject content strengthens its place in students' long-term memory and helps make the recall of words, people, events and concepts automatic.
- It brings to the front of students' minds the relevant prior knowledge that they need to draw upon to understand the new content. This may come from the immediately preceding topic, or from earlier in the book. For the benefit of teachers who have not covered all the previous topics, essential knowledge and key words are noted in this guide.

Recap material could be covered through a starter activity, a short quiz or oral question and answer.

2 PRE-TEACH difficult new material: Before reading the text, you may want to 'pre-teach' any particularly challenging new material. This could include key terms, complicated geography or a difficult concept.

3 READ new material: Each topic is around 800 words. You may wish to ask students to read sections of the text independently or choose to read it as a whole class. Along the way, make sure that you are continually asking questions, illustrating important points and explaining anything that students may be confused about.

4 CONDENSE new material into an easily understood format: Students should then reproduce the information in a new format that will aid their understanding. This can be something as simple as answering comprehension questions, but activities could also include annotating maps, images or pieces of text.

These activities should be followed by a whole-class check, to ensure that students have completed the task correctly and to clarify any confusion that may have arisen. This can be done through self-assessment, peer-assessment or simple question and answer.

5 APPLY new knowledge: Having acquired new knowledge, it is then time to apply it. This could take place at the end of the lesson or during a following lesson. Ways to apply new knowledge include:

- further reading: once students have mastered the basic concepts of a topic in *Knowing Religion*, you may want to introduce a more complex or detailed text. This could include a passage from a holy text, an article from a newspaper or magazine, an extract from a book or from a reputable online source.
- extended writing: answering a well-designed question encourages students to think more deeply about the content they have studied. The five 'Check your understanding' questions at the end of each topic can be used as a basis for such questions. Extended writing should encourage students to make links between different religions they have studied, building increasingly complex networks of understanding.

6. REVIEW material learnt: Lessons should be interspersed with quick diagnostic checks, to ascertain the level of understanding that students have achieved. The quiz questions included in the *Teacher Guide* (20 per unit) can help with this. Such activities are crucial in helping to strengthen student memory: the more students rehearse and review information, the stronger their memory becomes.

End of unit essays: You may want to end each unit with a piece of extended writing, answering a question that draws upon knowledge from all the topics or scatter these through the 16 topics. The fifth 'Check your understanding' question regularly provides students with opportunity and flexibility to do this.

Further reading

Daniel T. Willingham, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works*, 2009

Peter C. Brown (*et al*), *Make It Stick: The Science of Successful Learning*, 2014

Barak Rosenshine, 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know' in *American Educator*, 2012

Shaun Allison and Andy Tharby, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*, 2015

Knowing Religion Teacher Guide

Islam

Activities

- 1 To develop students' evaluative writing, discursive statements are frequently used in the fifth 'Check your understanding' question in each topic. These can form the basis of paired/class debate as well as offering an opportunity to work on students' extended writing and prepare them for the demands of evaluative questions asked at GCSE. To add support, it might be useful to show students sample paragraphs of model answers with different elements of the paragraph (e.g. point, evidence, evaluation, link to question) colour coded so that students can see how good paragraphs are structured or formed. You could support students by providing sentence starters and examples of subject-specific vocabulary to be used in answers, as well as non-subject specific vocabulary – for example, give them different connectives that could be used in writing. After completing essays, photocopy the best answer for all students to read through. Annotate strengths and weaknesses as a class so that students can see how to improve their work.
- 2 Students who have studied religions other than Islam in the *Knowing Religion* series will be able to draw comparisons between them on various issues. This could form the basis of discussion or written activities. For example, students could write the script of a discussion/debate between followers of two or more religions on questions such as:

- What is God like?
- What happens when we die?
- Why is there suffering in the world?
- Should religions adapt over time or stay the same?
- Does gender matter?
- Is it ever right to fight?

Alternatively, they could look at different perspectives on a topic within one religion – for example:

- Who should have succeeded Muhammad?
- What should women wear?
- What is jihad?

This will help develop students' understanding of diversity within religion and religions, and enhance their skills in evaluating differing views.

- 3 In Unit 1 in particular, students will encounter many key dates, which can be found in the Knowledge organiser at the end of the unit. As a recap exercise at the start of lessons – and to consolidate students' understanding of chronology – give them either the key dates or events and ask them to draw a timeline matching the event to the date, or vice versa. A similar activity could be done by placing the key people from the Knowledge organiser in the order that they lived.
- 4 To add greater challenge, pupils could explore extracts from the Qur'an and the Hadith. They could also read other texts / news sources / online sources to build on and deepen their understanding of the topics covered in the book.

- 5 To add greater support, after reading the text, you could give students a printout of a shorter, simplified version of it, with key information missing. They could fill in the gaps by finding the information in the book.

To add greater challenge and help students distil key learning from a topic, ask them to sum up a topic in a set number of words, for example, 50, 20 and then 10.

- 6 Fast-paced, whole-class recap questioning at the start of lessons will inject energy and focus, and help students commit prior knowledge to memory. Regularly setting revision of key vocabulary definitions and key people descriptions as homework also helps students remember what they have learned. This can be monitored by quick quizzes at the start of lessons. These quizzes could contain ten questions, with difficulty levels adapted to match class abilities. A quick and efficient way to do these quizzes is as follows:

- Give students half a piece of lined paper when they arrive at the lesson and ask them to write their name and the numbers 1–10 on it. (Alternatively, you can give students a printed copy of questions.)
- Read out each question twice. Questions with one or two short, clear answers are better than those with a variety of possibilities that students will want to check.
- Ask them to peer mark in a different colour pen. (Silently swapping papers with someone who is not sitting next to them will help avoid talking/disputes!)
- Whilst marking, students should correct any wrong answers. This will reinforce the answers and help students remember for future quizzes.
- Students can stick their quizzes in a book and record their scores with a date in a table at the back. You can also collect scores. The whole process should take no longer than 10 minutes.

Another way of doing this is to give students a list of key words with definitions missing, or vice versa, and ask them to fill in the gaps. To add greater support, give students both the key words and definitions and ask them to match the key words with the correct definitions.

General resources

<https://www.truetube.co.uk/film/how-islam-began-ten-minutes>

A short overview of how Islam began (Topic 1.3).

<https://www.truetube.co.uk/film/holy-cribs-mosque>

A tour of London Central Mosque (Topic 2.2).

<https://www.truetube.co.uk/film/eid-ul-fitr>

A discussion of Eid ul-Fitr (Topic 2.3).

https://www.youtube.com/watch?v=q7q_LcqbvKI

An American Muslim's video diary of hajj (Topic 2.4).

<https://www.truetube.co.uk/film/feminism-and-veil>

Differing views on women and the veil (Topic 2.6).

<http://www.bbc.co.uk/education/topics/zpdtbkb/videos/3>

A number of short clips relating to different topics covered in the Student Book.

Quizzes

Unit 1: History and belief

- 1 What is the literal meaning of Islam?
- 2 What are you called if you believe in one god?
- 3 What is the Arabic word for God?
- 4 In which place, meaning 'place of prostration', do Muslims pray?
- 5 In which Arabian city was Muhammad born?
- 6 Name two of Muhammad's relatives.
- 7 What letters might a Muslim put after Muhammad's name to show respect?
- 8 Who was the angel that appeared to Muhammad with a revelation on the Night of Power in CE 610?
- 9 What name is given to Muhammad's journey from Mecca to Jerusalem and Paradise on a winged horse in CE 621?
- 10 What is the name of the emigration of Muhammad and his followers from Mecca to Yathrib/Medina?
- 11 Who was the first caliph?
- 12 Who was the fourth caliph and Muhammad's cousin, whom Shi'a Muslims believe should have succeeded Muhammad as Islam's leader?
- 13 What is the largest branch of Islam called?
- 14 What does the word Qur'an literally mean?
- 15 What is a surah?
- 16 What is the name given to a man who has memorised the Qur'an?
- 17 What is meant by tawhid?
- 18 What is the Arabic word for the sin of worshipping anything other than God?
- 19 Name two prophets in Islam other than Muhammad.
- 20 What is the difference between Jannah and Jahannam?

Unit 2: Islam in the modern world

- 1 What is the first and most important pillar of Islam?
- 2 According to the second pillar of Islam (salah), how many times a day must Muslims pray?
- 3 What is the name of the call to prayer given by the muezzin?
- 4 What is the name of the washing ritual that must be performed before salah?
- 5 Name two features of a mosque.
- 6 What is meant by zakah?
- 7 What is the name of the holiest month, in which Muslims fast?
- 8 What is the three-day festival called that begins after the month of fasting?
- 9 What is the name of the pilgrimage that all Muslims must take once in their lifetime if they are able?
- 10 What is the name of the state of holiness that all pilgrims must enter into for this pilgrimage?
- 11 State two things that Muslims must do while on this pilgrimage.
- 12 What is the ummah?
- 13 State two differences between Sunni and Shi'a Muslims.
- 14 What do Shi'a Muslims remember at the Festival of Ashura?
- 15 What is the difference between halal and haram?
- 16 What is the difference between a hijab, niqab and burqa?
- 17 What might a feminist criticise the attitudes of some Muslims towards women?
- 18 What is meant by jihad?
- 19 What percentage of people living in Britain follow Islam?
- 20 What is meant by Islamophobia?

Key vocabulary

Unit 1: History and belief

99 names of God 99 characteristics of God used by Muslims to try and describe what God is like

Allah The Arabic word for God

caliph The Arabic word for the leader of the whole Muslim community after the death of Muhammad; it literally means 'successor'. Sunni Muslims call the first four caliphs 'Rightly Guided Caliphs'

Caliphate The Islamic community ruled over by the caliph

circumcise To remove a male's foreskin

civil war A war between people of the same nation or region

Constitution of Medina The laws passed by Muhammad in Yathrib when he and his followers first settled there

Day of Judgement A day when all people's faith and deeds will be judged by God

hafiz Someone who has memorised the Qur'an (a man is a hafiz and a woman is called a hafiza)

Hijrah The emigration of Muhammad and his followers to Yathrib (Medina) in CE 622

idol A picture or object that people worship as part of their religion

Jahannam Hell

Jannah Paradise or heaven

Ka'aba A key holy site in Mecca; before Muhammad's time, this building contained 360 idols

Mecca A city in present-day Saudi Arabia; Muhammad was born here in CE 570

Medina One of the main cities in Arabia in the time of Muhammad (originally called Yathrib); Muhammad and his followers fled here to escape persecution and create a new Muslim community

monotheism Belief in one God

mosque The place of worship for Muslims; it literally means 'place of prostration'

polytheism Belief in many gods

prophet A messenger of God

Qur'an The holy book of Islam, which Muslims believe contains the word of God; it literally means 'recitation'

Ramadan The ninth month of the Islamic year (which is based on the moon)

Revelation: A message revealed by God to humans

Shi'a A minority group of Muslims who believe that Ali and his descendants should have succeeded Muhammad as leaders of Islam; the word means 'party of Ali'

shirk The Arabic word for the sin of worshipping anything other than God

Sunni The majority (about 85 per cent) of Muslims across the world who believe that the Rightly Guided Caliphs were rightful successors of Muhammad; the word means 'people of the tradition'

surah A chapter of the Qur'an; there are 114 surahs in total

tawhid Belief in the oneness of God

Unit 2: Islam in the modern world

adhan The call to prayer

Ashura A festival in which Shi'a Muslims mourn the death of Ali's son Hussein at the Battle of Karbala.

burkini Swimwear worn by Muslim women to maintain modesty; it was banned in 20 French towns in 2016

burqa A cloth that covers the body from head to toe, often with a mesh screen to see through

Eid ul-Adha A four-day celebration in the final month of the Islamic year

Eid ul-Fitr A three-day celebration after Ramadan

feminist Someone who argues for women's rights and believes women are not being treated equally

Five Pillars Five important acts of worship in a Muslim's life, which form the basis of faith

Hadith The reported sayings of Muhammad, heard by people during his life and written down in the centuries after his death

hajj A pilgrimage to Mecca

halal Permitted

haram Forbidden

hijab A cloth that covers some or all of the head, but not the face

ihram The state of holiness or purity entered into by pilgrims before beginning hajj

imam A word used by Shi'a Muslims to refer to Ali and his 11 descendants; it also means the leader of prayers in a Sunni mosque

Islamophobia A word meaning 'a fear or dislike of Muslims'; disliking and discriminating against Muslims because of their religion

jihad Literally, 'struggle'; this can be physical or spiritual

mihrab An alcove in a mosque wall showing the direction of Mecca

militants Individuals or groups who use violence to spread their ideas

minaret A mosque tower from which the muezzin traditionally gives the adhan

minbar A platform in a mosque from which the imam delivers his sermon

muezzin A man responsible for performing the adhan in a mosque

niqab A cloth that covers the whole face except the eyes

patriarchal A word used to describe a society where men have more power and control than women

pilgrimage A journey taken to a place of religious importance

prostrating Bowing with part of the body above the knee touching the floor, e.g. hands.

salah Prayers that Muslims must make five times a day

sawm Fasting during the month of Ramadan

secular Non-religious

Shahadah The declaration of faith – there is no god, but God, and Muhammad is his messenger

Shari'a Law Guidance on all aspects of life for Muslims, from the three main sources of authority – the Qur'an, Sunnah and Hadith

ummah The global community of Muslims

wudu Ritual washing before prayer

zakah The act of giving 2.5 per cent of your savings to charity

Key people

Unit 1: History and belief

Abu Bakr The first Rightly Guided Caliph (CE 632–634) and Muhammad’s closest companion

Abu Talib Muhammad’s uncle

Ali The fourth Rightly Guided Caliph (CE 656–61) and Muhammad’s cousin and son-in-law

Amina Muhammad’s mother

Bilal A former slave who was one of Islam’s first converts

Fatima Muhammad’s daughter, who married Ali

Hussein Ali’s son, who was killed in the Battle of Karbala

Ibrahim A prophet in Islam, known as Abraham in English

Isa A prophet in Islam, known as Jesus in English

Khadija A wealthy businesswoman and widow who became Muhammad’s wife when she was 40 and was also the first to believe his message after the Night of Power

Muawiya The successor to Ali as the fifth caliph

Muhammad The final prophet, who received God’s revelation; he lived from CE 570–632. Muslims will say or write PBUH after his name to show respect

Musa An important prophet in Islam; in English, Moses

Umar The second Rightly Guided Caliph (CE 634–44)

Uthman The third Rightly Guided Caliph (CE 644–56)

Answers to ‘Check your understanding’ questions

1.1 What is Islam?

1 How has the world population of Muslims changed since 1900?

In 1900, 12% of people followed Islam. By 2050, it is predicted that 31% of people will be Muslims. 1.6 billion people are Muslims in the world today.

2 What does the word ‘*islam*’ literally mean and how does this help show what the religion of Islam is about?

The word ‘*islam*’ literally means submission or surrender. This helps show what the religion is about because Muslims believe that they should submit or surrender their lives to God.

3 Who is the last and most important prophet in Islam, and what do Muslims believe about him?

The last and most important prophet in Islam is Muhammad. Muslims believe that God revealed messages (revelations) to Muhammad about what people should believe and how they should live their lives. They consider these revelations to be perfect and final. The revelations given to Muhammad were memorised by his followers and collected in a book called the Qur’an after his death.

4 Where do Muslims live?

Muslims live all over the world, but Islam is the dominant religion in North Africa and the Middle East. Around 5% of the UK’s population are Muslims.

5 ‘Islam has a lot in common with other religions.’ Discuss this statement.

Students will draw on knowledge from this introduction lesson to make an initial comparison with one or more other religions that they have studied. The following might be considered: Abrahamic religions, prophets, holy books, places of worship, the location of where Islam originated and exists today.

1.2 How did Islam begin?

1 When was Muhammad born and when was the Night of Power?

Muhammad was born in CE 570. The Night of Power took place in CE 610 when he was 40 years old.

2 Describe Muhammad’s early life.

Muhammad’s father, Abdullah, died before he was born and his mother, Amina, died when he was six and so he was brought up by his uncle, Abu Talib, who was a trader. Muhammad accompanied him on business trips and built up a reputation as an excellent trader. A widow named Khadija admired his business skills and married him even though she was 15 years older than him.

3 What was Arabia like before Islam was established there?

Before Islam was established in Arabia, most people living there were polytheists. In the city of Mecca there was much cruelty, violence and poverty.

4 In your own words, describe what happened on the Night of Power.

On the Night of Power, the angel Jibril (Gabriel) appeared to Muhammad and revealed a message from God. Jibril told Muhammad to recite words that were later recorded in the Qur'an. Islamic scholars disagree about exactly what happened in the cave, but according to one account, Jibril told Muhammad to read from a scroll. When Muhammad said that he could not read, Jibril told him three times '*iqra!*' ('Read!'). On the third time, he placed his hands around Muhammad's waist and squeezed him until the words forced their way into Muhammad's mouth. When he returned home, Khadija, his cousin Ali and his friend Abu Bakr all became followers of his message.

5 What was the Night Journey? Explain different views a Muslim might have about this event.

The Night Journey was a night in approximately CE 620 when Muhammad was in Mecca praying. Suddenly, Jibril appeared and flew him to Jerusalem on a winged horse. Muhammad prayed and spoke with all the prophets that have ever lived. He then ascended to the heavens and spent time with God, who told him that Muslims should pray five times a day. Muhammad then returned to Jerusalem and flew back to Mecca. Muslims disagree about whether the Night Journey really happened or whether Muhammad saw the events in a vision.

1.3 How did Islam rise to influence?

1 Why did Muhammad disapprove of idol worship?

Muhammad disapproved of idol worship because he thought it was wrong for Meccans to worship many gods. He insisted that there was only one God, and claimed that this God had given him instructions for how people should live their lives.

2 How did the leaders of Muhammad's tribe react when he told them there was one true God?

The leaders of Muhammad's tribe did not like his radical monotheistic message. They saw it as a threat to their power and to the income they earned through polytheistic tribes visiting the Ka'aba on pilgrimage. They tried to persuade him to abandon his preaching and to join them as the most powerful traders in Mecca. When Muhammad refused, the leaders of the tribe denied Muhammad's message and persecuted his followers. They banned Meccans from marrying or trading with any of Muhammad's followers. Some of them were tortured and killed.

3 Describe what happened to Bilal.

Bilal was a slave who was tortured by his master because he had converted to Islam. His master ordered that a large stone be placed on Bilal's chest to slowly crush him. Bilal simply said '*Ahad, ahad*' – 'God is one'. Muhammad was shocked when he heard about the treatment of Bilal and told his friend Abu Bakr to buy Bilal from his master. After Bilal was freed from slavery, he became a close friend of Muhammad.

4 What was the Constitution of Medina?

The Constitution of Medina was a set of religious laws that aimed to bring together the Muslim, Jewish, Christian and polytheist tribes who lived there and create a fairer society. It included rules to help widows and orphans and it said that Medina should be a 'sacred place' where no weapons could be carried.

5 Was Muhammad a prophet, a politician or a warrior? Explain your answer fully.

Students will explain the reasons that Muhammad could be considered each of these three. They might argue that he should be seen as all three, one above the others, or none of the three with reasons given to support points made.

1.4 Why did Islam split?

1 What did Abu Bakr do whilst he was caliph?

While Abu Bakr was caliph, some tribes in the Arabian peninsula wanted to return to having their own rulers. Abu Bakr used force to defeat rebellions against him and maintain power.

2 How did Umar initially feel about Islam and what did he achieve as caliph?

Initially, Umar wanted to kill Muhammad, but after converting to Islam he became the second caliph and helped Islam expand beyond Arabia, conquering the areas now known as Palestine, Syria, Iraq, Egypt and Iran.

3 Why was there a war between Muslims during Ali's rule?

During Ali's rule, there was a war because he had opponents such as Muawiya who did not believe that Ali had done enough to punish Uthman's killers.

4 Do Sunni and Shi'a Muslims agree on who should have succeeded Muhammad? Explain your answer.

Sunni Muslims believe that the Rightly Guided Caliphs should have succeeded Muhammad. Shi'a Muslims believe that the first three caliphs were illegitimate rulers and that Ali should have been the first leader of Muslims. They believe that God made it clear to Muhammad that this is what he wanted to happen, and Muhammad preached this to his followers during his lifetime.

5 'The caliphs played an important role in the development of Islam.' Discuss this statement.

In agreement with the statement, students might discuss how the caliphs helped Islam remain strong after the death of Muhammad, how Islam spread rapidly under their rule and that they are at the heart of a split in Islam between Sunni and Shi'a Muslims that still exists today. Students might also draw on Topic 1.5, mentioning that Uthman created an official Qur'an from which all modern ones come, thereby preventing its message from being changed as Islam spread.

In disagreement with the statement, students might argue that the caliphs played a negative role in Islam's development because they caused a split into Sunni and Shi'a Islam. They could argue that from a Shi'a perspective Ali was the only legitimate ruler and so the other three caliphs did not play an important role. They could also argue that the message of Islam was received by Muhammad, not the caliphs, so they played a minor role in the religion's development.

1.5 What is the Qur'an?

1 What does the Arabic word 'Qur'an' mean?

The word 'Qur'an' means recitation.

2 In what language must the Qur'an be recited and why?

The Qur'an must be recited in Arabic because this was the language spoken by Muhammad when he received it.

3 How was the Qur'an originally passed between people and recorded?

Initially, the Qur'an was not written down, but was memorised and passed between people by word of mouth. However, towards the end of his life, Muhammad started to dictate chapters (surahs) to his companions so that they could write them down. These chapters would have originally been written down on pieces of animal bone, leather and palm leaves. After Muhammad's death, the third caliph, Uthman, was worried about the Qur'an changing as new followers recited it in newly conquered regions. He created an official Qur'an and ordered that all other versions should be destroyed. All modern versions of the Qur'an are based on this official Qur'an.

4 Describe two differences between the Qur'an and the Bible.

Chapters in the Christian Bible move chronologically through time, like a story. In the Qur'an, however, the surahs are generally arranged in order of length, with the longer surahs at the beginning and the shorter ones at the end. Secondly, some parts of the Qur'an are similar to stories found in Jewish and Christian holy books. However, Muslims believe these contain inaccuracies, so God gave Muhammad his perfect word in order to correct them.

5 How do Muslims show respect to the Qur'an?

In order to show respect to the Qur'an, Muslims will often wash before touching it, and will keep it in a clean place with nothing on top of, or above it. The Qur'an should be the only book on the top shelf of a bookcase. It is never placed on the floor and if someone drops or damages it then he or she might kiss it as a sign of respect. Old, worn-out copies should not be thrown away. Most Muslims agree that old Qur'ans should either be wrapped in cloth and buried deep in the ground or placed in flowing water, weighed down with a heavy stone.

1.6 What do Muslims believe about God?

1 Why did Muhammad's message about God cause conflict?

Muhammad's message about God caused conflict because when Islam began, most people in Mecca were polytheists, worshipping gods linked to nature and the environment. However, Muhammad preached that there was only one God, and destroyed the idols in the Ka'aba when he conquered Mecca in CE 629.

2 Explain three things that Muslims believe about God.

Muslims believe that there is nothing greater than God, he is the eternal creator of everything and he decides when people live and die.

3 Explain what Muslims mean by 'tawhid'.

Muslims believe that God is One and there are no gods other than him. This belief in the oneness of God is called tawhid.

4 Explain what is meant by 'shirk'. Give examples.

Anything that goes against tawhid is called shirk, which is the Arabic word for the sin of worshipping many gods or idols rather than the one God. Shirk includes trying to compare something or someone to God or claiming that something is equal to him. For example, if a Muslim said that something was as powerful as God, then this would be shirk. It would also be shirk if a Muslim tried to create a picture or a statue of God. Because God is like nothing on earth, he is beyond human imagination, so making an image of him would be idolatry. The Christian belief in the Trinity would also be seen as shirk, because it states that God exists as Father, Son and Holy Spirit.

5 'It is impossible to describe God.' Discuss this statement.

In agreement with the statement, students might argue that nobody has seen God, nobody knows what God looks like, nobody has fully experienced God or that by definition, God must be beyond language or imagination in order to be God. They might argue from an Islamic perspective that God is beyond complete comprehension or from an atheist perspective that God cannot be described because he does not exist. Students might also consider arguments from religious perspectives other than Islam.

In disagreement with the statement, students might argue that from an Islamic perspective, God has many characteristics which are revealed by his 99 names. They might also say that God revealed what he is like to the prophet Muhammad and this can be found in the Qur'an. Students might say that it needs to be possible to describe God in order for people to share beliefs and also to relate to God. Students might also consider arguments from religious perspectives other than Islam.

1.7 Who are the prophets in Islam?

1 How many prophets are mentioned in the Qur'an and who was the first?

The Qur'an mentions 25 prophets by name. The first of these is Adam.

2 What are the Arabic names given to Abraham, Moses and Jesus?

The Arabic names for Abraham, Moses and Jesus are Ibrahim, Musa and Isa.

3 Explain why Nimrod wanted to debate with Abraham and what happened.

Nimrod wanted to debate with Abraham because Nimrod believed that he was a god, but was concerned that people were starting to believe in one God like Abraham. He wanted to show that Abraham's monotheistic religion was a lie. In the debate, Nimrod claimed that he could bring life and death, but when Abraham told him that his God could make the sun rise in the east and set in the west, Nimrod had no answer.

4 Explain the differences between Islamic and Christian beliefs about Jesus.

Jesus is viewed with great respect by Muslims and is an important prophet. However, Muslims do not believe that Jesus died on a cross, but rather that God raised him to heaven alive. Muslims believe that the Qur'an corrects Christian misunderstandings about the nature of Jesus. For Muslims, he is an important prophet who called people to submit to the one true God, but he is neither divine nor the Son of God, as Christians believe him to be.

5 'Prophets should not be drawn.' Discuss this statement.

In agreement with the statement, students might argue that most Muslims believe it is wrong and it could cause offence. They might explain that the reluctance to draw prophets stems from Islam's emergence from a polytheistic society, in which idol worship was common. They might also explore the idea of tawhid and argue that drawing prophets could be seen as shirk. Students might give modern examples of where drawings of Muhammad have caused controversy.

In disagreement with the statement, students might argue that in the past, drawings of the prophets were popular and was not seen as offensive. For example, in the thirteenth century, rich and powerful people paid for drawings of Muhammad's life to be done. Students might discuss that followers of Christianity draw prophets who are also mentioned in the Qur'an. They might also argue that it should be an individual's free choice whether or not they draw a religion's prophets.

1.8 What do Muslims believe happens when we die?

1 What do Muslims believe will happen on the Day of Judgement?

Muslims believe that on the Day of Judgement, God will judge all people who have ever lived and decide what happens to them in the afterlife. People will be judged on whether they have had faith and whether they have done good things on earth.

2 What are the Six Articles of Faith?

Sunni Muslims believe that when Muhammad was asked about faith, he said that it consisted of six things: belief in God, angels, God's holy books, prophets, the Day of Judgement and God's plan.

3 How does the Qur'an describe Jannah and Jahannam?

The Qur'an likens Jannah to a beautiful garden with four rivers of water, milk, honey and wine running through it. Nobody in Jannah will experience suffering. It will be a place of complete comfort and contentment, and people will never grow tired of it. According to the Qur'an, the Tree of Zaqqum grows from the fire at the bottom of Jahannam and its flowers are the heads of devils. Those in hell must eat the fruit of the tree, which makes their insides burn. The fires of hell are kept alight by burning bodies. When someone's skin is burned up, he or she is given new skin, which is then burned afresh. This happens for all eternity. The flames are hotter than any flame on earth, and people will be in continual pain and misery.

4 Explain how different Muslims might interpret the Qur'an's descriptions of Jannah and Jahannam.

Muslims interpret the Qur'an's vivid descriptions of heaven and hell in different ways. Some think that the Qur'an should be understood literally. However, others think that it contains metaphors to describe a reality for which we do not have words.

5 'There is no life after death.' Discuss this statement, with reference to Islam.

In agreement with the statement, students could argue that there is no evidence for life after death. They might argue that it is impossible for there to be life after death unless we have a soul, but this cannot be proven. They might give natural explanations for why people believe in life after death.

In disagreement with the statement, students might explain the views of Muslims and followers of other religions. They might argue that the popularity of belief in life after death suggests that it does exist. They might discuss how we cannot know the answer to this question.

2.1 The Five Pillars

1 What are the names of the Five Pillars of Islam?

Shahadah (declaration of faith), Salah (prayer five times a day), Zakah (giving 2.5% of savings to charity), Sawm (fasting during Ramadan), Hajj (pilgrimage to Mecca)

2 How often do Muslims pray?

Muslims pray five times a day formally, but they might choose to pray many more times than this informally.

3 Which of the Five Pillars means literally 'that which purifies'? Why is this pillar important?

'Zakah' means 'that which purifies'. This pillar is important because Muslims believe that zakah purifies the remainder of their money and prevents them from becoming greedy.

4 What do Muslims believe are the benefits of fasting?

Muslims believe that there are many spiritual benefits to fasting. Muslims feel a strong sense of the global Muslim community, the ummah, because everyone is fasting at the same time, and it helps them to consider the challenges faced by the poor.

5 Why do you think the Shahadah is the most important of the Five Pillars for Muslims?

The Shahadah is the most important of the Five Pillars because it allows Muslims to remember and recite the key message of the religion and submit to God, which is what 'islam' means.

2.2 Prayer and the mosque

1 Why is prayer important to Muslims, and when and where is it done?

Prayer five times a day is the second Pillar of Islam. It is important because it provides an opportunity for Muslims to show submission to God. If possible, it is done in a mosque, but it can be done anywhere. At noon on a Friday, males will try to perform their prayers at a mosque.

2 What is the role of the muezzin and the adhan?

The muezzin performs the adhan, which is the call to prayer. This is to let Muslims know that it is time to perform one of the five prayers that are performed each day.

3 What is wudu?

Wudu is a ritual wash performed before praying. It involves washing hands, mouth, nostrils, face, arms, the top of the head and feet a specific number of times in a particular order. Most mosques have an area where people can perform this ritual. There are usually separate areas for men and women.

4 How do Muslims perform salah?

As they pray, Muslims perform a series of movements – for example, standing, bowing and prostrating. When praying together, Muslims stand shoulder to shoulder to show that they are united and equal as part of the ummah. In mosques, there is usually an alcove in a wall called a mihrab, which points towards Mecca. Muslims always face in the direction of Mecca when they pray.

5 Describe the features that mosques often have in common.

Mosques have minarets where the adhan is traditionally performed from. It is also common for mosques to have a dome. There are practical and religious reasons for this. In hot countries, the dome helps to keep the mosque cool. It also amplifies sound. However, it is also symbolic of God's rule over everything and of the worldwide ummah. The only piece of furniture normally found inside the prayer room of a mosque is a platform called a minbar. This is where the imam delivers his sermon.

2.3 Ramadan and Eid-ul Fitr

1 What must Muslims do and not do during Ramadan?

During the 30 days of Ramadan, Muslims will not eat or drink between sunrise and sunset (sawm). Nothing is allowed to enter people's mouths whilst fasting. This means that people cannot smoke or chew gum. Even swallowing water whilst swimming is seen as breaking the fast.

2 Name three groups of people who do not have to fast.

People who are ill, pregnant, elderly or young (usually under about 12 years old) are not expected to fast. Soldiers and people who are travelling on long journeys are also permitted to miss the fast, but should make up the missed days at another time.

3 Why do Muslims fast during Ramadan?

Fasting during this month is commanded in the Qur'an. Muslims think that fasting can provide spiritual strength and self-control over greed and other selfish instincts. It also helps develop compassion for people who are living in poverty, without enough food and drink, and helps increase people's gratitude for what they have. Lastly, Muslims believe that the fast helps strengthen the global community of Muslims, the ummah, because all Muslims are sharing in the same experience.

4 How are the dates of Ramadan decided and how does this affect those fasting?

Ramadan is the ninth month of the Islamic year, which is based on the moon. This means that every year Ramadan occurs about 11 days earlier than the previous year. As such, the number of hours that Muslims are required to fast can vary greatly. In the summer months, the fast lasts longer than the winter months, when there are fewer hours of daylight. Going without food and water in the heat of summer can be especially difficult.

5 Describe what happens at the end of the month of Ramadan.

Ramadan ends with the three-day celebration Eid ul-Fitr. Usually, on the first day, Muslim families attend mosque to thank God that their fast is complete. Eid ul-Fitr is a time of both prayer and celebration. Muslims will often decorate their houses, eat feasts together and give each other gifts and cards. In Muslim-majority countries, Eid is a public holiday. In countries where Islam is not the majority religion, Muslims will usually take time off work in order to celebrate.

2.4 What happens on hajj?

1 Who is and who is not required to go on hajj?

Every Muslim tries to go on hajj in their lifetime. Certain people are not required to go on hajj – for example, people who are too old, poor or ill.

2 When does hajj take place and how might a Muslim prepare for it?

The pilgrimage has to take place from 8 to 12 Dhul-Hijjah, the final month of the Islamic calendar. A Muslim might prepare for it by visiting and praying in the Prophet's Mosque in Medina, where the tomb of Muhammad, Abu Bakr and Umar are believed to be.

3 Explain what Muslims do and do not do whilst in the state of ihram and why.

Whilst in the state of ihram, Muslims do not smoke, shave, wear perfume, jewellery or cut their nails. It is a time to focus wholly on God. At this time, all pilgrims wear the same simple white cotton clothing to show purity and humility before God as well as equality between all people on hajj. It is also a reminder to pilgrims to focus on God rather than their everyday lives.

4 Describe what happens on hajj and explain why these things are done.

Firstly, pilgrims circle the Ka'aba seven times in an anti-clockwise direction. Next, they walk or run between two hills, Marwah and Safa to symbolise their souls search for God. This re-enacts the search of Abraham's wife for water. After this Muslims pray from noon to sunset on or near Mount Arafat for their sins to be forgiven. They then collect stones and head to Mina to stone Satan. This involves throwing stones at three pillars to symbolise the rejection of evil. This is sometimes followed by the sacrifice of an animal and men will have their heads shaved. Lastly pilgrims circle the Ka'aba in Mecca seven times again.

5 'All religious people should go on pilgrimage.' Discuss this statement.

In agreement with the statement, students might argue:

- It is one of the Five Pillars of Islam.
- It offers the chance for forgiveness.
- It strengthens the ummah and also the faith of individuals.
- It offers a chance to see the most important places in the religion's history.
- Students might also make arguments for its importance in other religions that they have studied.

In disagreement with the statement, students might argue:

- Certain Muslims are not required to go on pilgrimage.
- It can be dangerous and difficult for some Muslims to go on hajj.
- Religions are about spirituality and can be practised anywhere; you do not need to be in a specific physical place to follow a religion.
- Students might also argue that pilgrimage is of lesser importance in some religions than others and give examples to support this point.
- Money could be spent on other important things in the religion rather than travelling for example helping the poor.

2.5 Sunni and Shi'a Islam

1 Which is the largest branch of Islam in the world?

The majority of Muslims – about 85% – are Sunni.

2 In a table, show the similarities and differences between Sunni and Shi'a Muslims.

Similarities	Differences
<ul style="list-style-type: none"> • Both worship one God. • Both believe Muhammad is the final prophet. • Both follow the Qur'an. • Both follow the Five Pillars. • Both attend mosque at noon. • In the past in Britain, they used the same mosques to pray in. 	<ul style="list-style-type: none"> • They disagree about who should have succeeded Muhammad. • Shi'as add 'Ali is the friend of God' to the Shahadah. • They have a different adhan. • They pray in different positions. • Some Shia Muslims combine two sets of prayers so pray at three separate times rather than five. • Shi'as believe the imams provide spiritual guidance and that the final imam is in hiding.

3 Explain what is meant by Shari'a Law and how it helps Muslims.

Sunni Muslims believe that the Qur'an, Hadith (the reported teachings of Muhammad) and Sunnah (the example of Muhammad) show them how to live. These three sources form the basis of Shari'a law, which provide guidance on all aspects of life.

4 What is halal food?

Any meat that Muslims eat must be halal. For meat to be halal, the animal needs to be killed by cutting the jugular vein, carotid artery and windpipe with a sharp knife. All blood is then drained from the animal. During this process, an Islamic blessing is recited. Anything which is not halal is called haram. Muslims believe that eating pork and drinking alcohol is always haram.

5 Explain the significance of the festival of Ashura to different Muslims.

During the festival of Ashura, Sunni Muslims remember the prophet Noah leaving the ark and Moses being freed from the Egyptians, whilst Shi'a Muslims mourn the death of Ali's son Hussain, who was beheaded during the Battle of Karbala (in present-day Iraq). During this festival, Shi'as often wear dark clothes, blacken their faces and bodies, and beat their chests with their fists to show their sorrow. In countries such as Pakistan and India, some men even cut themselves with knives, chains and blades to draw blood and suffer as Hussein did.

2.6 What should women wear?

1 What does the Qur'an teach about how Muslims should dress?

The Qur'an teaches that both men and women should dress modestly.

2 What is the difference between a hijab, niqab and burqa?

A hijab covers some or all of the head. A niqab covers the whole face except the eyes. A burqa covers the entire body from head to toe, often with a mesh screen to see through.

3 Explain two arguments for, and two arguments against, banning religious coverings.

Pupils might explain any of the following:

For: They are oppressive. They are out-dated. We live in secular societies. They are a sign of separation that discourages integration. They are impolite. They are frightening.

Against: Religious freedom is important. They maintain dignity and make respect possible. They draw attention to a woman's character. They allow Muslim women to take part in society without compromising their beliefs or losing the respect of their community.

4 Explain why feminists might be critical of what happens in some Islamic majority countries.

Some feminists are critical of what they see as patriarchal attitudes in Islamic countries in parts of the Middle East. For example, in Saudi Arabia, women can be punished for not covering their heads and bodies. It is also illegal for women to drive in Saudi Arabia. Feminists also criticise the practice of polygamy (men having more than one wife), which is legal in some Muslim-majority countries as they believe that this is an out-dated and unfair practice that should not be permitted in the modern world.

5 'Religious clothing should not be worn publicly in the UK.' Discuss this statement.

Pupils could discuss any of the arguments referred to in Question 3, evaluating the strengths and weaknesses of different viewpoints.

2.7 What is jihad?

1 Why were Muhammad and the early Muslims persecuted?

Muhammad and his followers were persecuted because of their monotheistic message.

2 Why did Muhammad and the early Muslims fight?

Islam could have been wiped out if Muhammad and the early Muslims did not fight to preserve their religion. However, they did not just fight in self-defence – they also fought to help spread the message of Islam.

3 Explain what Islamic militant groups believe.

Groups such as Al-Qaeda, Boko Haram and Islamic State in Iraq and Syria believe Jews, Christians and other Muslims are guilty of shirk and use the Arabic word '*kafir*' to identify them as 'unbelievers' who need to be killed. Such groups want to set up an Islamic Caliphate in Syria and Iraq, free from what they see as 'impure' Western influences.

4 What do the majority of Muslims think about the views and actions of Islamic militants?

The vast majority of Muslims are appalled by the actions of Islamic militant groups and reject both their violent interpretation of the Qur'an and also their attitude towards people of different religions.

5 Using examples, explain what is meant by 'lesser' and 'greater' jihad.

Most Muslims today interpret jihad as either a spiritual struggle inside oneself or as a fight against injustice rather than a physical struggle against an enemy. Lesser jihad is the physical struggle to defend Islam. Greater jihad is to struggle against unfairness in the world and selfish desires within everyone, by following the teachings of Muhammad. An example of this struggle might be fasting during the month of Ramadan, saving money to give to the poor or speaking out against unfairness in the world.

2.8 Islam in Britain

1 What percentage of the British population are Muslims?

5% of the British population follow Islam.

2 How has Islam become the second-largest religion in the UK?

There is not one way that Islam has become the second largest religion in the UK. Some Muslims moved to Britain from countries that had been part of the British Empire and had families in Britain. Others have moved to Britain perhaps to escape persecution or violence in their homelands and others have converted to Islam from other beliefs.

3 What might Muslims in Britain disagree about and why?

Muslims in Britain might disagree about how to practise their religion. For example, they may disagree about whether women should cover their heads in public. This is because Muslims from different parts of the world have brought parts of their national identity or culture with them.

4 What is Islamophobia and why do some people dislike the term?

Islamophobia is a neologism to describe the way in which some people dislike, discriminate and are prejudiced against Muslims because of their religion. Some people dislike the word because they think it may prevent people from making fair criticisms that should be allowed in a free society. For example, someone might be called Islamophobic if they say that it is wrong for women to be forced to wear headscarves.

5 'Islamophobia is the main challenge facing Muslims in Britain today.' Discuss this statement.

In agreement with the statement, students might give examples of Islamophobia in the media and consider reasons why Islamophobia is a difficult challenge. This might involve discussion of Islamic militants.

In disagreement with the statement, students might argue that what one views as the greatest challenge depends on one's own religious or non-religious worldview. They might argue that other challenges of being a religious minority are more significant for example, access to amenities such as halal restaurants/butchers, observing Islamic practices such as salah and sawm while working / going to school, the pull of secular ideas or inter-faith marriage.