



# Islām

## Key Stage 1

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Demonstrate some understanding of why some books are special
- Demonstrate an awareness of what makes the **Qur'ān** special to **Muslims**
- Name a copy of the holy **Qur'ān** from a picture

#### Suggested areas of study

- Pupils (teacher) bring(s) in a special book and discuss why it is special to them
- Pupils to look at and talk about a copy of the **Qur'ān** and one other holy book, eg Bible
- Class collects ideas of how we show respect, including showing respect for a sacred book: How is the **Qur'ān** associated with:
  - clean hands
  - a top shelf
  - learning by heart?
  - pupils listen to a story from the life of **The Prophet Muhammad (peace be upon him - pbuh)** that illustrates one teaching of the Holy **Qur'ān**

#### Links and suggested activities

- Listen to selected stories from a special book
- Listen to and discuss stories from **Islām**
  - Who would you like to talk to from the story?
  - What would you ask?
- Talk about some ways books can be interesting, exciting and make us feel good

#### Skills and attitudes

- Appreciation and wonder
- Understanding of a different faith.
- P4C
- British Values

#### Cross curricular links

- English
- Drama
- PSHE
- Art
- SMSC

#### Websites/Publications

- Useful Islām websites (KS1, 2 and 3) – please see page 142.
- Useful Islām publications (KS1, 2 and 3) – please see page 143
- Acronyms used in this section – please see page 143



# Islām

## Key Stage 1

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Understand that some places have special significance
- Begin to understand that the home is a special place for **Muslim** worship
- Identify that the **Mosque** is a special place for **Muslims**

#### Suggested areas of study

- Pupils talk about special places they visit with their family outside their immediate home environments, eg a local community building or church
- Discuss any routines and why they are special. Relate these to the importance of the daily prayers (**salāh**) for **Muslims**
- Discuss the **Mosque** as a special place for **Muslims**
  - Look at pictures and video of different **Mosques**, including the **Harām Mosque at Mecca**

#### Links and suggested activities

- Pupils discuss why they visit their special places
  - Draw/paint a special place and answer the questions
  - What makes a place special?
  - How do these special places make us feel?
- Look at photographs of **Muslim** homes
- Look at a prayer mat. Make up some questions about the artefact and find some answers
- Look at a variety of pictures of **Mosques** and identify some important features, eg domes, **minarets**, symbols
- Talk about some basic rules for visiting a **Mosque**, eg washing and removing shoes before entry

#### Skills and attitudes

- Investigation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English (Explanation)
- PSHE
- Art
- DT
- SMSC



# Islām

## Key Stage 1

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Understand the need for rules in school and at home
- Identify some simple ways in which members of **Muslim** families show their respect for each other
  - Identify some simple ways in which members of **Muslim** families show that they believe in **Allāh**
- Identify some of the ways in which the members of the **Muslim** faith express responsibility for community

#### Suggested areas of study

- Pupils discuss rules in school and compare them with rules at home
- Recognise and talk about some key features of **Muslim** behaviour:
  - Good manners, greeting and honesty
  - Respect and kindness to guests.
  - Babies belong to everyone; Grandparents; brothers and sisters.
  - Care for the elderly.
  - Links with other **Muslim** families.
  - Prayer and prostration.
  - Gathering at the **Mosque** on Fridays
- Care for the elderly in an extended family

#### Links and suggested activities

- Collate a class list of accepted rules, manners, behaviour, rewards and sanctions in school
  - Think about the benefits of following rules:
    - in class
    - in sports
    - in playing games
- Pupils make their own family tree and discuss who lives in the same house. Talk about extended **Muslim** families sharing a home
  - Talk about what happens at a **Mosque**, and how this shows **Muslim** belief in action
  - In groups, children show through role-play; respect, greetings, honesty, being generous
- Talk about how **Muslims** live in an extended family and thus look after the elderly and the needy

#### Skills and attitudes

- Investigation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- PSHE
- English
- Drama
- Art
- History
- ICT
- SMSC
- Citizenship



# Islām

## Key Stage 1

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Understand simply how 'special days' are celebrated
- Show some understanding:
  - That **Ramadan** (the fasting month) and **Eid-ul-Fitr** (celebration at the end of the fast) are special times for **Muslims**
  - That all religions celebrate special days
- Recognise that a birth is a time of celebration
- Recognise weddings as a time of celebration

#### Suggested areas of study

- Discuss what celebration means and:
  - what we celebrate
  - why we celebrate
  - how we celebrate
  - show videos, posters and photography of what happens at this festival and explain why it is important
- Talk about what is remembered, what is celebrated, and what is learned at **Eid-ul-Fitr**
- How is a baby welcomed in a **Muslim** family?
- Family celebrations, e.g. weddings. Children might make a collage of a **Muslim** bride and groom

#### Links and suggested activities

- Refer to the children's own experience- food/clothes/ preparations
- Make and try some special food for an **Eid** party
  - Design an **Eid** card
  - Notice and talk about a list of some similarities between different celebrations (e.g. birthday, **Eid**, New Year)
- Look at pictures and think about how a **Muslim** family welcomes a new baby, with faith and generosity
- Look at pictures/video of a **Muslim** wedding and discuss the main features, e.g. special clothes, jewellery, prayers

#### Skills and attitudes

- Explanation
- Investigation
- Appreciation
- Awe and wonder
- Interpretation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Art
- DT
- Drama
- SMSC



# Islām

## Key Stage 1

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Be aware that **Muhammad (pbuh)** is a special person for **Muslims**

#### Suggested areas of study

- Listen to two stories of **The Prophet. Muhammad (pbuh)** and talk about the things which made people think he was special
- What do **Muslim** people today say about **The Prophet Muhammad (pbuh)**?
- Stories of the **Prophets (pbut)**

#### Links and suggested activities

- Listen to some simple stories of **Muhammad (pbuh)**
- Talk about why **Muslims** don't make pictures of **The Prophet Muhammad (pbuh)**
- Think about a saying of **The Prophet Muhammad (pbuh)** eg 'No one is a true believer until you love for your brother what you love for yourself'

#### Skills and attitudes

- Interpretation
- Appreciation
- Awe and wonder
- Application
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English (Explanation)
- Drama
- PSHE
- ICT
- SMSC



# Islām

## Key Stage 1

### Key Question 6: **How do I and others feel about life and the universe around us?**

#### Most pupils will be expected to:

- Identify the role of a **Muslim** in protecting creation

#### Suggested areas of study

- Protection of **Allāh's** creatures
  - Stories of the ways **The Prophet Muhammad (pbuh)** cared for living things and honoured animals
  - the magic of life

#### Links and suggested activities

- Looking after an outdoor/ indoor garden area
  - Talking about **Allāh** as creator of all living things
  - Talking about how we can care for, or harm the natural world – pupils can make lists of actions that will lead to care or harm, and talk about which ones they do, can or could do

#### Skills and attitudes

- Awe and wonder
- Application
- Enquiry
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- PSHE
- English
- Drama
- Art
- ICT
- SMSC



# Islām

## Key Stage 2

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Know that **Allāh** is the **Islāmic** name for God in the Arabic language. Understand that **Allāh** is the 'one God' – the creator/provider who sends humankind guidance through the words of the **Qur'ān**
- Know that the **Qur'ān** is an important book for **Muslims**, it is treated with respect and is memorised by all Muslims today
- Develop understanding about the importance of respecting other people's holy books by reflecting on how they would wish their own special book to be treated

#### Suggested areas of study

- Discover some of the 99 names of **Allāh** and their meanings
- The importance of the **Qur'ān** to **Muslims**
  - The importance of holy books to any religion
  - Describe their own answers to some questions about God and make links to some **Muslim** answers
- Describe why a book is holy and regarded as a sacred text

#### Links and suggested activities

- Look at some Arabic scripts and think about reasons why **Muslim** children are taught Arabic
  - Discuss/bring a special book and describe why it is special to them
- Discover the **Qur'ān** as a special book, showing how to handle it respectfully
- Discussion of the holy books of other faiths studied, learning about any rules for handling them.  
Ask the questions:
  - What do the holy books say?
  - Is this what makes them sacred?

#### Skills and attitudes

- Investigation
- Interpretation
- Appreciation
- Awe and wonder
- Explanation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Art
- PSHE
- SMSC

#### Websites/Publications

- Useful Islām websites (KS1, 2 and 3) – please see page 142.
- Useful Islām publications (KS1, 2 and 3) – please see page 143
- Acronyms used in this section – please see page 143



# Islām

## Key Stage 2

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Recognise and respond thoughtfully to the **Mosque** as a place where **Muslims** worship **Allāh**
- Demonstrate some awareness of **Muslims'** worship activities
- Make links between prayer times and places of worship in **Islām**
- Know that the **Ka'bah** is a very special place for **Muslims** and that each Mosque is linked to **Makkah** (Mecca) by facing the **Ka'bah** (cube)
- Understand the significance of the **Hajj** for **Muslims**
- Describe some of the stories that are told in association with the pilgrimage to **Makkah**.
- Understand the **Hajj** pilgrimage as an annual 'time out' or 'a visit of a lifetime'

#### Suggested areas of study

- Investigate internal /external features of a **Mosque**
- Find out about a **Mosque** as a place of worship:
  - Call to prayer
  - Preparations for entering the **Mosque**
  - Friday congregational prayers
  - The **Mosque** as a social, religious and welfare centre
- Rituals of daily worship
  - The five daily prayers
  - Use of specific actions and words
  - Prayer as obedience to **Allāh**
  - **Muslims** prayer mats
- Investigate that the **Ka'bah** is where **Muslims** are reminded of the origins of their faith
- Explore the meanings of some stories of the **Prophets (pbut)** told at **Hajj**
  - devotion to God
  - Human Equality
  - no barriers between races or nations
- Investigate what happens during the **Hajj** including the festival of **Eid-ul-adha**

#### Links and suggested activities

- Visit a **Mosque**/ take a virtual tour/ look at pictures of the inside and outside of a **Mosque**
- Listen to a recording of the call to prayer. Watch a video extract showing prayers in a **Mosque**
  - Look at pictures/posters etc., of prayers in the **Mosque** and the **Ka'bah**
  - **Islāmic** patterns
  - A compass
- Locate the position of **Makkah** on a world map
- Use secondary sources of investigation to research into why the **Ka'bah** is a place where **Muslims** are reminded of the origins of their faith
- Design a postcard from **Makkah** with a description of the journey there and the feelings associated with it

#### Skills and attitudes

- Appreciation
- Awe and wonder
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- Art
- Geography
- DT
- SMSC
- Citizenship





# Islām

## Key Stage 2

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Recognise and describe the **Five Pillars of Islām**:
  - **Shahādah** (declaration of faith)
  - **Salāh** (prayer)
  - **Zakāh** (alms giving)
  - **Sawm** (fasting)
  - **Hajj** (pilgrimage to **Makkah**)
- Describe how faith/ belief plays an important role at major points in a **Muslim's** life
- Understand that Britain is a society of many religions, and Barnsley is in a region where many **Muslims** live
- Describe some good things and some hard things for **Muslims** living in Barnsley
- Make links between the experiences of being bullied, being a victim and being an outsider
- Describe the work of **Muslim** charitable organisations such as **Muslim Aid**
- Understand some contributions of **Islāmic** society to global society.

#### Suggested areas of study

- The **Five Pillars of Islām** and their effect on the lives of **Muslims**:
  - Praying five times a day
  - Importance of facing in the correct direction when praying as reminded on the prayer mat
  - Modest style of dress
  - Specific dietary laws based on religious beliefs
  - Duty to pay **Zakāh**
- Birth: consider the meaning of the rituals associated with birth in a **Muslim** family
- Investigate nearest **Mosque**, **Halāl** food store etc.
- Research the work of **Muslim Aid**
- Identify some of **Islām's** gifts to the world

#### Links and suggested activities

- Design a storyboard showing the positions of prayer.
  - Dress cut out figures of a **Muslim** boy and a **Muslim** girl.
  - Design and plan a menu for a meal for a **Muslim** visitor. If possible, prepare and taste the meal
  - Read/listen to the parts of the **Qur'ān** that refer to **Zakāh** (**Sûrahs** 2:43, 264, 3:186, 4:162, 5:55)
  - Consider the impact of the **Five Pillars** - what would change if everyone did these things?
- Design a 'congratulations' card for a birth appropriate for a **Muslim**, using symbols, words and quotations
- Data about **Muslims** in Barnsley and across Britain
- Fundraise for a charity presenting its work and purpose to those you are asking to be donors
- Mathematics (our numbers)  
Astronomy (observations)  
Medicine (early breakthroughs)  
Architecture (domes)



# Islām

## Key Stage 2

### Key Question 3 contd: **How can faith contribute to Community Cohesion?**

#### **Skills and attitudes**

- Evaluation
- Analysis
- Investigation
- Application
- Understanding of a different faith
- P4C
- British Values

#### **Cross curricular links**

- English
- Art
- DT
- Geography
- ICT
- Science
- Mathematics
- SMSC
- Citizenship



# Islām

## Key Stage 2

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Further their understanding of the fourth pillar of **Islām** that fasting in **Ramadān** is an important duty for **Muslims** and can affect all areas of their daily life: sleep patterns, physical activity, intellectual performance etc
- Understand that **Muslims** obedience to **Allāh** is expressed by observing the fast of **Ramadān**
- Ask questions about their own lives and the value of self-discipline, obedience, abstinence or remembrance

#### Suggested areas of study

- Importance and rituals of the holy month of **Ramadān**
- Learning from the **Islāmic** values shown at **Ramadān**
- Identify areas of their life where self-discipline plays an important role.

#### Links and suggested activities

- Use local newspapers to find sunrise, sunset and lighting up times. Work out at what times **Muslims** would be eating and performing the five daily prayers
- Consider why the **Muslim** community might find **Ramadān** a good time (not just a hard time)
- Describe and make links between **Muslim** practice and their own lives

#### Skills and attitudes

- Commitment
- Investigation
- Application
- Understanding of a different faith
- British Values

#### Cross curricular links

- English
- PSHE
- SMSC



# Islām

## Key Stage 2

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Know about the significance for **Muslims** of **The Prophet Muhammad (pbuh)** as **Allāh's** final messenger and founder of the Muslim faith
- Consider questions about the ideas of revelation, guidance and **Allāh** as the one who 'shows humanity the straight path'
- Suggest answers to the questions:
  - Where do I find guidance in my life?
  - What traditions have an impact on me?

#### Suggested areas of study

- Stories of the life of **Muhammad (pbuh)** receiving **Allāh's** message
- Consider whether people today can ever 'hear God's word' or 'receive a message from an angel'
- Thinking about the reasons why **Islāmic** followers of **The Prophet's (pbuh)** way, number many hundreds of millions today

#### Links and suggested activities

- Listen to the story of **Muhammad (pbuh)** and produce a PowerPoint presentation to show that he was special
- Recognise and describe some key moments in **The Prophet Muhammad's** life (**pbuh**)
- Talk about the first revelation of the Holy **Qur'ān**
  - Why does this story matter so much to **Muslims**?
- Create a timeline for the beginning of **Islām**

#### Skills and attitudes

- Evaluation
- Investigation
- Explanation
- Understanding of a different faith
- P4C
- British Values

#### Cross curricular links

- English
- PSHE
- History
- ICT
- SMSC



# Islām

# Key Stage 2

## Key Question 6: How do I and others feel about life and the universe around us?

### Most pupils will be expected to:

- Identify some questions which are difficult to answer
  - Suggest answers to some difficult questions about life and the universe
- Develop their own thinking about what makes these questions hard to handle, but interesting
- Notice that religions can offer answers to questions that we find puzzling

### Suggested areas of study

- Identify some ultimate questions eg
  - Does God exist?
  - Why do bad things happen to good people?
  - What happens when we die?
  - What is the purpose of life?
  - What is our responsibility for looking after our world? (Global warming).
- Make links between these questions and some **Muslim** beliefs that offer a response
- Suggest answers to some of these questions based on their own experiences and beliefs

### Links and suggested activities

- Think of questions beginning with 'why?' which are difficult to answer and talk about some of their own responses and experiences
- Find out what answers **Muslims** might give to some of these questions and make posters with words and pictures to convey a **Muslim** view of life and the universe
- Read some stories which address some of these questions and talk about how they feel eg
  - Badger's Parting Gifts by Susan Varley (death and bereavement)
  - The Next Place by William Hanson (afterlife)
  - The Goodbye Boat by Mary Joslin (afterlife).
  - When the world was New by Alicia Garcia de Lynam (beginnings)

### Skills and attitudes

- Analysis
- Interpretation
- Awe and wonder
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- English
- Art
- PSHE
- ICT
- SMSC



# Islām

## Key Stage 3

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Understand the importance of **Shahādah** to **Muslims**
- Show coherent understanding of the importance of the **Qur'ān** for **Muslims**
- To show an understanding of how the **Qur'ān** influences **Muslim** life
- investigate and explain wider **Muslim** teaching e.g. the **Hadith** and understand its importance to **Muslims**
- Describe and explain the impact of the revelation of the Holy **Qur'ān** and the events which followed
  - Examine the response and consequences involved in standing up for your beliefs

#### Suggested areas of study

- Explore importance of, in aspects of **Shahādah** worship/rites of passage, **Aqigah** ceremony
- How the **Qur'ān** is treated (practical aspects) and why
  - Makes sense of the symbolism
  - Key terms: **Sūrah**; Arabic; **Hafiz**
- Explore specific **qur'ānic** verses ie **Sūrah 1: 1-7** and application to everyday life
- The **Hijrah** and its importance to **Muslims**
  - Standing up for your beliefs, even if it has difficult consequences:
  - **Muhammad (pbuh)** and the **Hijrah**
- Find out about the **Islāmic** acceptance of many of the **Prophets** of the Jewish and Christian faiths as Prophets (**pbut**) of **Islām**

#### Links and suggested activities

- Role play literacy based on the story of **Bilal**, the first **Mu'adhin**
- Leaflet/poster explaining to non-**Muslims** how the **Qur'ān** is to be treated and why
- Pupils respond to modern dilemmas in a problem page and respond from a **Muslim** point of view taking **qur'ānic** teaching into account
- Conversation with a follower after the revelation of the **Qur'ān**.
  - Speech to persuade the people of **Makkah** that idol worship and dishonest trading is wrong

#### Skills and attitudes

- Evaluation
- Application
- Appreciation
- Expression
- Analysis
- Philosophy
- British Values

#### Cross curricular links

- English
- Drama
- History
- DT
- Citizenship

#### Website/Publications

- Useful Islām websites (KS1, 2 and 3) – please see page 142
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# Islām

## Key Stage 3

### Key Question 2: Why are some places special?

Most pupils will be expected to:	Suggested areas of study	Links and suggested activities
<ul style="list-style-type: none"> <li>Investigate and interpret the layout of a <b>Mosque</b>, and the main functions of the <b>Mosque</b></li> <li>Explain how this layout reflects <b>Muslim</b> beliefs and teachings and apply key vocabulary in a meaningful context               <ul style="list-style-type: none"> <li>Investigate and explain wider <b>Muslim</b> teaching eg the <b>Hadīth</b> and understand its importance for <b>Muslims</b></li> </ul> </li> <li>Analyse and explain why <b>Makkah</b> is important for <b>Muslims</b> <ul style="list-style-type: none"> <li>Explain the concept of <b>Hajj</b> and evaluate its importance to <b>Muslims</b></li> <li>Describe and interpret the stories and symbolism of <b>Hajj</b></li> </ul> </li> <li>Make distinctions between a journey, a holiday and a pilgrimage, explaining the differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>Key features of a <b>Mosque</b> (include <b>Mihrab</b>, <b>Minaret</b>, <b>Minbar</b>, dome, prayer mats)               <ul style="list-style-type: none"> <li>Famous <b>Mosques</b></li> <li>Art and architecture as expressions of <b>Islāmic</b> visions</li> </ul> </li> <li>Key features of <b>Muslim</b> worship (include <b>Wudū</b>, <b>Rak'ah</b>, <b>Du'a</b>)               <ul style="list-style-type: none"> <li>Use of artefacts, eg prayer mats, prayer beads.</li> <li>Makes sense of the symbolism.</li> <li>Key terms: <b>Sūrah</b>; Arabic; <b>Hafiz</b>.</li> </ul> </li> <li><b>Ka'bah</b> and its significance.               <ul style="list-style-type: none"> <li>Key events of <b>Hajj</b> and symbolism.</li> <li><b>Hajj</b> paintings on houses in countries such as Egypt</li> </ul> </li> <li>Compare concepts of pilgrim, tourist and traveller.</li> </ul>	<ul style="list-style-type: none"> <li>Model making or role-playing architecture               <ul style="list-style-type: none"> <li>Design a new <b>Mosque</b> for Barnsley or think of a suitable building in Barnsley that could be converted to a Mosque and adapt it accordingly</li> </ul> </li> <li>Discuss the importance of showing respect when visiting a place of worship               <ul style="list-style-type: none"> <li>Leaflet/poster explaining to non-<b>Muslims</b> how the <b>Mosque</b> is to be treated and why</li> </ul> </li> <li>Diary of a pilgrim – use a thesaurus to expand vocabulary               <ul style="list-style-type: none"> <li>Video a news report from <b>Makkah</b> during <b>Hajj</b></li> <li>Telephone conversation: a <b>Muslim</b> on <b>Hajj</b> phoning home.</li> <li><b>Hajj</b> suitcase (what to pack/what not to pack and why)</li> <li><b>Hajj</b> paintings</li> </ul> </li> <li>Postcard from <b>Makkah</b>.</li> </ul>

Skills and attitudes
<ul style="list-style-type: none"> <li>Research</li> <li>Interpretation</li> <li>Evaluation</li> <li>Application</li> <li>Philosophy</li> <li>British Values</li> </ul>

Cross curricular links
<ul style="list-style-type: none"> <li>ICT</li> <li>Art</li> <li>History</li> <li>Geography</li> <li>DT</li> <li>English</li> <li>SMSC</li> <li>Citizenship</li> </ul>



# Islām

## Key Stage 3

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Explain and begin to analyse the key beliefs of the **Muslim** faith and its benefits and demands for the **Umma**
- Show understanding that Britain is a multi-faith society, and that this carries some benefits and some demands
- Demonstrate understanding that there may be difficulties and advantages (practical and emotional) for a **Muslim** living in the UK today
- Explain the word 'Islāmophobia' and suggest answers to the question 'Are our national media Islāmophobic?'
- To show understanding of the work of the **Muslim** Council of Britain in working towards developing community cohesion
- To examine the role family plays in community cohesion

#### Suggested areas of study

- **Five Pillars:**
  - **Shahādah; Salāh; Zakāh; Sawm; Hajj**
- Examine the history of **Islām** in Britain
- Exploring the contribution of **Islāmic** ideas to:
  - Art; Architecture; Mathematics; Sport; Food
- Use census data to build a realistic picture of **Islām** in the UK
- Examine how **Islām** is portrayed in the UK today
- Examine how families celebrate **Eid-ul-Fitr** and rites of passage such as
  - birth
  - marriage
- The importance of the **Madressa**

#### Links and suggested activities

- Group work on five pillars leading to each group teaching the others.
- Pupils to research the contribution of **Islām** to Britain
- Produce a model or poster that shows the **Five Pillars of Islām**
- Speakers (possibility of using parents here?)
- Local newspaper: analyse references to other religions
- Role play the breaking of fast.
- Produce a diary entry
- Produce a card to send at **Eid**

#### Skills and attitudes

- Research
- Analysis
- Evaluation
- Application
- Philosophy
- British Values

#### Cross curricular links

- English
- Drama
- History
- ICT
- Art
- Citizenship
- DT
- SMSC





# Islām

## Key Stage 3

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Interpret what happens at **Muslim** festivals and why
  - Explain the symbolism involved in **Muslim** festivals and the link to key beliefs
- Analyse and evaluate key features of the concept of 'celebration' as a generic term
  - Analyse own celebration (religious and secular).
  - To understand what happens during the '**Aqiqah**' ceremony

#### Suggested areas of study

- **Eid-ul-Fitr**: key features of symbolism.
  - **Eid-ul-Adha**: key features/symbolism
  - Links to **Ramadān**
  - Concern for the poor (belief in action)
- The nature of religious festivals: the parts played by stories, food, discipline, giving, community worship and other general features of festivals
- **Shahādah**, circumcision, name choosing, head shaving

#### Links and suggested activities

- **Eid** cards, decoration to reflect beliefs (use [www.bluemountainarts.com](http://www.bluemountainarts.com) to send an electronic Eid card)
  - Compare **Eid-ul-Fitr** to New Year, my own birthday or the FA Cup Final
  - Why do religious festivals endure and focus life for so many millions?
- **Muslim** calendar.
  - Diary extracts/letters
  - Comparison with other festivals
  - Video/speaker
- Design an invitation to **Aqiqah**

#### Skills and attitudes

- Evaluation
- Application
- Research
- Philosophy
- British Values

#### Cross curricular links

- English
- Art
- Citizenship
- ICT
- DT
- SMSC



# Islām

## Key Stage 3

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Interpret the key events, and the impact of these events, in the life of **Muhammad (pbuh)**
- Analyse and evaluate the qualities shown by **Muhammad (pbuh)** and his key role in **Islām**.
  - Explain that **Muhammad (pbuh)** is the seal of the **Prophets** and never worshipped. He is an exemplar of faith
- Investigate the lives and influences of some key **Muslims** today.
  - Express well reasoned responses to questions such as:
    - What/Who influences my life?
    - Why?
    - What can I learn from these **Muslim** exemplars
    - Develop an understanding of the role of the **Imām** in everyday life.
    - What is the role of the **Imām** in the community and in worship?

#### Suggested areas of study

- Life of **Muhammad (pbuh)** especially the revelation of the **Qur'ān**
- Key teachings and effect of **Muhammad's life (pbuh)**, exploring some stories and **Hadīth** of **The Prophet (pbuh)**
- Famous **Muslims**: How has being a **Muslim** affected their lives?
  - **Hassan Fathy**
  - **Malcolm X**
  - **Muhammad Ali**
  - **Yusuf Islām (Cat Stevens)**
  - **Imran Khan**
  - **Prince Naseem Hamed**
  - **Amir Khan**
  - **Zinadine Zidane**
  - **Dina Tokio**
  - **Sadiq Khan**
  - **Malala Yousafzai**
  - **Zayn Malik**

Any current Muslim personality

#### Links and suggested activities

- Write an essay on **Muhammad (pbuh)** as a source of authority for **Muslims**
- Produce an emotion line of **Muhammad's life (pbuh)**
- Write about **Muhammad's (pbuh)** reaction to the first revelation by the angel – what might he have said when he came down the mountain for the first time?
- Analysing the role of leaders in comparing how **The Prophet's** role in **Islām** is similar to/different from the role of Guru Nanak or the Buddha
- Videos: Life of **Muslims**.
  - Internet/ICT/Library
  - Own qualities. What would they like to be remembered for and why?
- Produce a job advert for an **Imām**

#### Skills and attitudes

- Analysis
- Evaluation
- Research
- Application
- Commitment
- Empathy
- Philosophy
- British Values

#### Cross curricular links

- History
- English
- ICT
- SMSC
- Citizenship



# Islām

## Key Stage 3

### Key Question 6: How do I and others feel about life and the universe around us?

<p><b>Most pupils will be expected to:</b></p> <ul style="list-style-type: none"><li>Describe and account for some <b>Islāmic</b> teaching about <b>Allāh</b> including ‘the 99 names of <b>Allāh</b>’, the first <b>Sūrah</b> of the <b>Qur’ān</b> and <b>Islāmic</b> understandings of <b>Allāh</b> as creator</li><li>Consider their own beliefs about the existence and nature of God, and evaluate the reasons for their point of view</li><li>Explain the impact of believing in <b>Allāh</b> in <b>Islāmic</b> life</li><li>Begin to interpret some philosophical arguments for and against the existence of God</li></ul>	<p><b>Suggested areas of study</b></p> <ul style="list-style-type: none"><li>Learn about the meanings of some of the names of <b>Allāh</b></li><li>Learn about some arguments for God’s existence, and the criticisms which may be made of them, eg:<ul style="list-style-type: none"><li>Is <b>Allāh</b> the designer of the world?</li></ul></li><li>What is the meaning of the sense of the presence of <b>Allāh</b> in <b>Islāmic</b> experience?</li><li>Express their own views about questions about God, and the reasons they hold these views</li></ul>	<p><b>Links and suggested activities</b></p> <ul style="list-style-type: none"><li>Clarify their understanding of the words: <b>Allāh</b>, Atheist, Agnostic, Theist and <b>Islām</b></li><li>Find out what some <b>Muslims</b> have said about the existence of God, and what criticisms may be made of their arguments</li><li>Create a display of two halves, one using pictures and objects which suggest God might exist, one using pictures and objects which suggest God might not exist</li><li>Organise a class survey to find out the percentages of atheists, agnostics and theists in the group<ul style="list-style-type: none"><li>Hold a class debate about the evidence for and against the existence of God, a good title might be: ‘This house believes that we have a beautiful world, so there must be a wonderful God’</li></ul></li></ul>
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<p><b>Skills and attitudes</b></p> <ul style="list-style-type: none"><li>Awe and wonder</li><li>Analysis</li><li>Evaluation</li><li>Philosophy</li><li>British Values</li></ul>	<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"><li>English</li><li>ICT</li><li>Citizenship</li><li>Art</li><li>SMSC</li></ul>
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# Islām

## Key Stages 1, 2 and 3

### Useful Websites:

A Google search **BBC Bitesize Islam** accesses the following:

- Islām – KS2 Religious Education – Topics include Beliefs, Ethics, Global Issues, Relationships and lifestyle etc.
- Islām – GCSE Religious Studies – students choose exam specification matching the one studied.
- Islām – 3<sup>rd</sup> level Religious and moral education – Practices and traditions etc.
- What does Islām say about marriage? – Family roles for men and women, caring for children and the elderly etc.
- War and peace – Test – GCSE Religious Studies – What is war? How does the United Nations try to avoid wars? etc.
- Related searches for BBC Bitesize Islam include – Islam KS1, 2 and 3, Islam angels, Islam 5 pillars, Islam environment etc.

A Google search **Facts for Kids Islam** accesses the following websites:

- Islām Religious Facts for kids – Islām is the second largest and fastest-growing religion in the world etc.
- Islām Facts for Kids – Beliefs and practices (Zakah, Hajj etc), place of worship, prayer etc.
- Islamic Facts for Kids / Synonym – Beliefs, Five Pillars, Holy Days and Celebrations etc.

Related searches include: 10 facts about Islām, BBC schools religion Islām, Islām facts KS2 and 3, Muslim religion explained for kids, Quran facts for kids.

A Google search **Twinkl Islam** (account required) accesses the following:

- Islām KS1 – Fun facts, How to teach Islamic art, worksheets, PowerPoints etc.
- Islām Primary Resources – Eid mindfulness, revelation of the Qur'an etc.
- KS2 Islam Primary Resources – History and traditions of the Islamic faith, worksheets, Power Points etc.

Other useful websites include:

- BBC Religions: Islām
  - Islām at a Glance
  - Five pillars of Islām
  - Basic Articles of Faith
  - Muslim Holy Days
  - Mosque
  - Ramadan
  - Jesus through Muslim eyes
  - Islamic Art

[www.bbc.co.uk/religion/religions/islam](http://www.bbc.co.uk/religion/religions/islam)

- RE Today (various resources, including Primary School Resources for teaching Islām and Religious Education (RE) resources KS1-KS4) [www.natre.org.uk/resources-for-teaching-islam](http://www.natre.org.uk/resources-for-teaching-islam)
- True Tube (KS3/4 Films, Lesson Plans, Assembly Scripts etc) [www.truetube.co.uk](http://www.truetube.co.uk)

NB Websites above correct at time of publication



# Islām

## Useful Publications

### KS 1, 2 and 3

- Let's Find Out About series – Islamic Mosques (KS 1/2) – Raintree Publishing.
- Start-Up Religion series – Visiting a Mosque (KS 1/2) - Evans Brothers Ltd.
- Our Culture series – Muslim (KS 1/2) - Franklin Watts.
- My Community series – Muslim (KS 1/2) - Franklin Watts.
- My Life, My Religion – Muslim Imam (KS 1/2) - Franklin Watts.
- Stories from Faiths – The Great Night Journey (Islām) (KS 1/2) - QED Publishing.
- Where we Worship – Muslim Mosque (KS 1/2) - Franklin Watts.
- Celebrations – Ramadan and Id-ul-Fitr (KS 1/2) - Heinemann Library.
- Everyday Religion – My Muslim Life (KS 1/2) – Hodder Wayland.
- Places of Worship series – Mosques (KS 2) – Heinemann Library.
- World of Faiths series – Islām (KS 2/3) – QED Publications.
- Introducing Religions – Islām (KS 2/3) – Heinemann.
- Storyteller series – Islamic Stories (KS 2/3) – Evans Brothers Ltd.
- A Year of Festivals – Muslim Festivals (KS 2/3) – Franklin Watts.
- Communities in Britain – Muslims in Britain (KS 2/3) – Franklin Watts.
- Religion in Focus – Islām (KS 2/3) – Franklin Watts.
- Holy Places series – Makkah (KS 2/3) – Heinemann Library.
- Religions of the World – Islām (KS 2/3) – Wayland.
- Step-up Religion – Why is Muhammed Important to Muslims? – Evans Brothers.
- Sacred Texts – The Qur'an and Islām (KS 2/3) – Evans Brothers Ltd.
- World Religions – Islām (KS 2/3) – Franklin Watts.
- A Year of Religious Festivals – My Muslim Year (KS 2/3) – Hodder Children's Books.
- My Belief – I am a Muslim (KS 2/3) – Franklin Watts.
- Lesson Bank Religious Education – Islām (KS 2/3) – Belair Publications.
- Beliefs and Cultures – Muslim (KS 2/3) – Franklin Watts.
- Celebrate - Islamic Festivals (KS 2/3) – Heinemann.

### Acronyms used within this section:

ICT	– Information and Communication Technology DT
	– Design Technology
P4C	– Philosophy for Children
SMSC	– Spiritual, Moral, Social and Cultural Development
PSHE	– Personal, Social and Health Education



# **VISITING A PLACE OF WORSHIP**

## **ISLAMIC MOSQUE**



## **GENERAL INFORMATION**

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible
- Prepare pupils as much as possible prior to a visit
- Obtain a risk assessment for the place of worship prior to a class visit
- Check class limits - each place of worship may have a different class limit

## **Donations**

Voluntary donations towards the upkeep of a place of worship are always appreciated.

## **Contact Details**

Contact details for a variety of Interfaith Centre's can be found on the LA RE website with recommendations from SACRE/school visits.

## **Dress Code**

Correct dress code is a very important issue in most Mosques.

Shoes should be removed on entering a Mosque.

Men/boys - heads should be covered - a baseball cap is adequate. Long trousers and a long-sleeved shirt/jacket should be worn. Short trousers should only be worn by younger boys if they are part of school uniform.

Women/girls (over the age of puberty) - heads should be covered - a scarf is preferable. Modest clothing is essential. Faces, hands and feet should be the only parts of the body on view. Low necklines and crop tops are unacceptable.

Girls (under the age of puberty) - Heads should be covered as above. Modest clothing should be worn - school uniform is acceptable.

## **Behaviour**

- Do not enter the Mosque until the Faith Tutor invites you to do so
- Respect the building as a place of worship. It is regarded as special to the people who worship there
- Mobile phones should be turned off whilst in the building
- Photography is permitted at most times. Please check with the Faith Tutor prior to the visit
- Alcohol should NOT be consumed before visiting the Mosque and is NOT allowed on the premises
- Smoking is NOT allowed on the premises



## Islām Glossary

The **Qur'ān** was revealed in (Classical) Arabic. Therefore, Arabic is the language of **Islām**, **Islāmic** worship, theology, ethics and jurisprudence. **Islām** is inextricably linked with the Arabic language despite the variety of first languages spoken by believers. Literal meanings are shown in *italics*. As with all translations variations are produced, with key ones noted. In this syllabus we have chosen to use one form in the interests of consistency.

For British teachers and pupils who have not encountered **Islāmic** terms, this transliteration is a simplified version of that used by contemporary scholars. An apostrophe is used to indicate a pause. The reader will note the words **Salāh** and **Zakāh** end in 'h' when they appear alone. When part of a phrase, these words are written with a 't' at the end, for example, **Salat-ul-Zuhr**, **Zakat-ul-Fitr**, as a guide to pronunciation.

### Abd

*Servant*. As in Abdullah, servant of **Allāh** - the proper name of God

### Allahu Akbar

**Allāh** (God) is the greatest

### Abu Bakr

The first **Khalīfah**, successor to the leadership of the **Muslim** community after the death of **The Prophet \*Muhammad (pbuh)**

### Adhān

*Call to prayer*. See also **Mu'adhin**

### AH

*After the Hajra*. Dating system of the **Islāmic** Calendar, 1 **AH** matches 622 **CE**. As **Islām** uses a lunar calendar 12 days shorter than the solar one used in this country years do not match exactly. This syllabus was published in 1436 **AH**

### Ākhirah

*Everlasting life after death/The hereafter*

### Ākhlāg

*Conduct/Character/Attitudes/Ethics*

### al-Amin

*The Trustworthy*. The name by which **The Prophet \*Muhammad (pbuh)** was generally known, even before the revelation of **Islām**

### al-Aqsa

**Masjid-ul-Aqsa** (The Farthest **Mosque**) in Jerusalem. Located near the Dome of the Rock

### al-Fatihah

*The Opener*. **Sūrah** 1 of the **Qur'ān**. Recited at least 17 times daily, during the five **Salāt**. Also known as 'The Essences of the **Qur'ān**'

### al-hamdu-li-Llah

*All praise belongs to Allāh*. Phrase frequently used as an expression of thanks to **Allāh**

### al-Kafi

The title of the books of **Hadīth** compiled by **\*Muhammad ibn-Yaqub Koleini**, a **Shi'ah** scholar

### al-Khulafa-ur-Rashidun

*The Rightly Guided Khalifahs*. The first four successors to the leadership role of **The Prophet Muhammad (pbuh)**. They were **Abu Bakr**, **Umar**, **Uthman** and **Ali (RAA)**

### al-Madinah

*Madinatu'n-Nabi* (The City of **The Prophet**). The name given to **Yathrib** after **The Prophet Muhammad (pbuh)** migrated there in 622 **CE** and founded the first **Islāmic** state. Traditionally referred to as **Medina** in the West

### al-Tajwid

The science of recitation of the **Qur'ān**

### Allāh

The **Islāmic** name for God in the Arabic language. Used in preference to the word God, this Arabic term in singular, has no plural, nor is it associated with masculine, feminine or neuter characteristics

### Allāhu Akbar

**Allāh** is most great

### Angels

Beings created by **Allāh** from light. They have no free will and are completely obedient to **Allāh**

### Ansar

*Supporters*. The **Muslims** of **al-Madinah**, who welcomed, helped and supported the **Muslims** who migrated from **Makkah**

### Arafat

A plain, a few kilometres from **Makkah**, where pilgrims gather to worship, pray and ask for forgiveness. This takes place on the ninth day of the **Islāmic** month of **Dhul-Hijjah**, the day before **Eid-ul-Adha**

### Arkān

*The Five Pillars of Islām*

### 'Asr (Salat-ul-'Asr)

*Mid-afternoon Salāh*, which may be performed from late afternoon until a short while before sunset

### As-Salamu-Alaykum

*Peace be upon you*. An **Islāmic** greeting

### 'Awrah

The private parts of the body a **Muslim** should not expose

### Ayah (sing.)

A unit within a **Sūrah** of the **Qur'ān**

### Barakah

*Blessings*

### BCE (Before Common Era)

[English abbrev.]

Commonly used secular and historical reckoning used through this syllabus

### Bismillāh

*In the name of Allāh*

### Bismillāh-ir-Rahman ir-Rahim

*In the name of Allāh – All Gracious, All Merciful*. The preface to all **Sūrahs** of the **Qur'ān** except the ninth one. It is usually said by **Muslims** before eating or beginning any action

### CE (Common Era) [English abbrev.]

Commonly used secular and historical reckoning used throughout this syllabus, which was published in 2005 **CE**. It matches the Christian years AD, 'in the year of our Lord'.

### Dar-ul-Islām

*House or abode of Islām*.

Sometimes used to refer to lands ruled by **Islāmic Shari'ah**



**Da'wah**

*Call.* Inviting people to **Islām**, whether by literal invitation and preaching, or by the example of good actions

**Dhikr**

*Remembrance.* Remembrance of **Allāh** in one's heart or by reciting His names or sections from the **Qur'ān**

**Dhimmi**

A non-Muslim living freely under the protection of an **Islāmic** state

**Dhul-Hijjah**

The month of the **Hajj**, last month of the **Islāmic** year

**Din**

*Way of life,* religion together with its practices

**Din-ul-Fitrah**

A description of **Islām** as the natural way of life

**Du'a**

Varying forms of personal prayer and supplication

**Dunyā**

*The world/Worldly life*

**Eid**

*Recurring happiness.* A religious holiday; a feast for thanking **Allāh** and celebrating a happy occasion

**Eid-al-Adhā**

Festival of sacrifice celebrated by **Muslims** who do not go for **Hajj** to **Makkah**

**Eid-ul-Fitr**

Festival of breaking the fast celebrated at the end of **Ramadān** on the first day of the month, Shawwal

**Eid Mubarak**

*Eid blessings!* Greeting exchanged during **Islāmic** celebrations

**Eid-ul-Adha**

*Celebration of the sacrifice,* commemorating the **Prophet Ibrahim's (pbuh)** willingness to sacrifice his **prophet son Isma'il (pbuh)** for **Allāh**. Also known as **Eid-ul-Kabir** – the Greater **Eid** and **Qurban Bayram** (Turkish) '*feast of sacrifice*'.

**Eid-ul-Fitr**

Celebration of breaking the fast on the day after **Ramadān** ends, which is also the first day of Shawal, the tenth **Islāmic** month.

Also known as **Eid-ul-Saghir** – the Lesser **Eid** and **Sheker Bayram** (Turkish), '*sugar feast*'

**Fajr (Salat-ul-Fahr)**

Dawn **Salāh**, which may be performed from dawn until just before sunrise. The first of the five daily prayers

**Fard**

*Obligatory duty* according to divine law, for example, offering **Salāh** five times a day

**Fatihah**

See **al-Fatihah**

**Fatwa**

The legal guidance of a pious, just, knowledgeable **Muslim** scholar and jurist, based on the **Qur'ān**, **Sunnah** and **Islāmic Shari'ah**

**Fiqh**

*Understanding.* **Islāmic** jurisprudence

**Five Pillars**

Key teachings in **Islām**. They are **Shahādah** (declaration of faith); **Salāh** (prayers); **Zakāh** (alms giving); **Sawm** (fasting) and **Hajj** (pilgrimage)

**Ghusl**

*Greater ablution.* Formal washing of the whole body prior to worship. See **Wudū**

**Hadīth**

*Saying/Report/Account.* The sayings of **The Prophet Muhammad (pbuh)**, as recounted by his household, progeny and companions. These are a major source of **Islāmic** law. Some **Hadīth** are referred to as **Hadīth Qudsi** (sacred **Hadīth**) having been divinely communicated to **The Prophet Muhammad (pbuh)**

**Hafiz**

Someone who knows the whole **Qur'ān** by heart

**Haji**

*Pilgrimage.* Annual pilgrimage to **Makkah**, which each **Muslim** must undertake at least once in a lifetime if he or she has the health and wealth. See also **Hajji** and **Hajjah**

**Hajjah**

*Pilgrim.* A **Muslim** female who has completed **Hajj**

**Hajji**

*Pilgrim.* A **Muslim** male who has completed **Hajj**

**Halāl**

*Lawful.* Any action or thing which is permitted or lawful, such as **Halāl food**

**Harām**

*Prohibited.* Anything unlawful or not permitted, such as **Harām meat**

**Harām Sharif**

The grand **Mosque** in **Makkah**, which encompasses the **Ka'bah**, the hills of **Safa** and **Marwah** and the well of **Zamzam**

**Hifz**

To memorise the **Qur'ān**

**Hijab**

*Veil.* Often used to describe the headscarf or modest dress worn by women, who are required to cover everything except face and hands in the sight of other than immediate family

**Hijrah**

*Departure/Exit/Emigration.* The emigration of **The Prophet Muhammad (pbuh)** from **Makkah** to **al-Madinah** in 622 CE. The **Islāmic** calendar commences from this event

**Hira**

The name of a place near **Makkah**, where **The Prophet Muhammad (pbuh)** went for solitude and worship. It was there that he received the first revelation of the **Qur'ān**

**'Ibādah**

*All acts of worship.* Any permissible action performed with the intention to obey **Allāh**

**Iblis**

The **Jinn** who defied **Allāh** by refusing to bow to **Adam (pbuh)**, and later became the tempter of all human beings. See also **Shaytan**

**Iftār**

*Breaking the fast* after sunset

**Ihram**

(i) The state or condition entered into to perform either **Hajj** or '**Umrah**'. During this period, many normally permitted actions are placed out of bounds to **Muslims**. (ii) The two plain white unsewn cloths worn by male pilgrims to indicate the brotherhood, equality and purity of the pilgrim. (iii) For women, the dress of **Ihram** consists of their normal modest clothing

**Ijma**

General consensus of scholars, expressed or tacit, on matters of law and practice

**Imām**

*Leader.* (i) A person who leads the communal prayer. (ii) A founder of an **Islāmic** school of jurisprudence. (iii) In **Shi'ah Islām**, **Imām** is also the title of **Ali (RAA)** and his successors

**Imāmah**

Office and function of an **Imām**. Religious authority in **Shi'ah Islām**; successor to **The Prophet Muhammad (pbuh)** as leader of the **Muslim** community

**Imān**

*Faith/Conviction*

**Injil**

*Gospel.* A book given to **Prophet Isa (pbuh)**

**Iqamah**

Call to stand up for **Salāh**. '**Ishā'** (**Salat-ul-'Ishā'**) *Evening Salāh*, which may be performed from just over an hour after sunset, but before midnight, the last of the five daily prayers

**Islām**

*Submission and peace.* Attained through willing obedience to **Allāh's** divine guidance

**Islāmic**

Those things organised under the guidance and order of **Islām**

**Isnad**

Chain of transmission of each **Hadīth**

**Jibril**

*Gabriel.* The **angel** who delivered **Allāh's** messages to His **Prophets (pbuh)**

**Jihad**

(i) Personal individual struggle against evil in the way of **Allāh**. (ii) Holy War. Collective defence of the **Muslim** community

**Jinn**

Being created by **Allāh** from fire

**Jum'ah**

*The sacred day, Friday*

**Jumua'ah (Salat-ul-Jumua'ah)**

The weekly communal **Salāh** and attendance at the **Khutbah** performed shortly after midday on Fridays

**Ka'bah**

*The House of Allāh.* A cube-shaped structure in the centre of the Grand **Mosque** in **Makkah (Mecca)**. The first house built for the worship of the One True God. It is to this centre that **Muslim's** worldwide face when praying

**Khalifah**

*Successor/Inheritor/Custodian/Vice-regent.* See **al-Fatihah**

**Khilafah**

The institution of the **Khalifah**

**Khums**

*Contribution* (additional to **Zakāh**) of one fifth of surplus annual income paid by **Shi'ah Muslims**. **Sunni Muslims** only apply **Khums** to booty

**Khutbah**

*Speech.* Talk delivered on special occasions such as the **Jumu'ah** and **Eid** prayers

**Laylat-ul-Qadr**

*The Night of Power*, when the first revelation of the **Qur'ān** was made to **Prophet Muhammad (pbuh)**. It is believed to be one of the last ten nights of **Ramadān**

**Madinah**

See **al-Madinah**

**Maghrib (Salat-ul-Maghrib)**

Sunset **Salāh**, which is performed after sunset until daylight ends, being the fourth of the five daily prayers

**Mahdi, al-Muntazar**

The (rightly) guided one who is awaited and will appear towards the end of time to lead the **Ummah** and restore justice on Earth. The one who is promised in the Jewish (**Mashiach** or **Messiah**) Christian (**Christ**) and **Islāmic** traditions

**Mahr**

Dowry paid by the husband to the wife. It is a compulsory part of a marriage contract and an exclusive property of the wife

**Makka**

Variant spelling of **Makkah**

**Makkah (Mecca)**

City where **The Prophet Muhammad (pbuh)** was born, and where the **Ka'bah** is located. Traditionally referred to as **Mecca** in this country

**Makrūh**

Not actually forbidden by **Islāmic** practice, but strongly discouraged

**Mandūb**

Recommended **Islāmic** practice, but not enjoined

**Masjid**

*Place of prostration.* Alternate name for a **Mosque**

**Mecca**

Traditional Western spelling of **Makkah**

**Mihrab**

Niche or alcove in a **Mosque** wall, indicating the **Qiblah**, towards which all **Muslims** face to perform **Salāh**

**Mina**

Place near **Makkah**, where pilgrims stay on the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> of **Dhul-Hijjah** and perform some of the activities of the **Hajj**

**Minbar**

*Rostrum/Platform/Dais.* The stand from which the **Imām** delivers the **Khutbah** (speech) in the **Mosque** or praying ground

**Minaret**

Tower in **Mosque**, from which the **Adlān** (*call to prayer*) is delivered

**Miqat**

*Place appointed*, at which pilgrims enter into the state of **Ihram**

**Mi'raj**

The ascent through the heavens of **The Prophet Muhammad (pbuh)**

**Mosque**

Place of communal prayer and study

**Mu'adhin**

*Caller to prayer.* See **Adhān**. Known in English as **Muezzin**

**Mubāh**

Permitted through silence

**Muharram**

First month in the **Islāmic** calendar, which is calculated from the time **The Prophet Muhammad (pbuh)** migrated to **Yathrib (Al-Madinah)**

**Mumin**

*Faithful.* A believer, a practising **Muslim** who wholeheartedly yields to **Allāh's** guiding wisdom and is thus in harmony with His will and at peace with himself and fellow creatures

**Muslim (Muslims)**

One who claims to have accepted **Islām** by professing the **Shahādah**

**Muslim Aid** [English]

A Charity working with Muslim societies throughout the world

**Muezzin**

Older English term for the **Mu'adhin**

**Muzdalifah**

Place where pilgrims on **Hajj** stop for a time during the night of the day they spend at **Arafat**

**Niyyah**

*Intention.* A legally required statement of intent, made prior to all acts of devotion such as **Salāh**, **Hajj** or **Sawm (pbuh)** [English abbrev.] *Peace be upon Him/Her.* Used as a mark of honour after referring to **Prophets (pbut)** and important saints

**(pbuh)** [English abbrev.]

*Peace be upon them.* Plural of **pbuh**

**Prophet**

Messenger of **Allāh (The Prophet (pbuh))**. See **Muhammad (pbuh)**. **Prophet Muhammad (pbuh)** See **Muhammad (pbuh)**

**Prophets (pbut)**

The messenger's of **Allāh** ending in the final **Prophet, Muhammad (pbuh)** See biography section

**Qadar**

**Allāh's** complete and final control over the fulfilment of events or destiny

**Qāri**

A reciter of the **Qur'ān**, who usually reads the **Qur'ān** in a melodious voice with proper rules of **Al-Tajwid**

**Qiblah**

Direction which **Muslims** face when performing **Salāh** – towards the **Ka'bah** (see **Mihrab**)

**Qur'ān**

*Reading/That which is read or recited.* The Divine Book revealed to **The Prophet Muhammad**

**(pbuh)**. The final revelation to humankind by **Allāh**

**(RAA)** [English abbrev.]

Abbreviation used in this syllabus for **Radhi-Allāhu-anhem**

**Radhi-Allāhu-anhem**

*May Allāh be pleased with them.* Spoken blessing, normally used when talking about early leaders of **Islām**

**Rak'ah**

A unit of **Salāh**, made up of recitation, standing, bowing and two prostrations

**Ramadān**

The ninth month of the **Islāmic** lunar calendar, during which fasting is required from just before dawn until sunset, as ordered by **Allāh** in the **Qur'ān**

**Rasūl**

*Messenger*

**Rasūlallāh**

*Messenger of Allāh*

**Risālāh**

*The Prophethood*, beginning with **Adam (pbuh)** and finalised by **Muhammad (pbuh)**

**Sa'y**

Walking and hastening between **Safa** and **Marwah**, as part of the **Hajj**, in remembrance of **Hajar's** search for water for her son **Isma'il (pbuh)**

**Sadaqah**

Voluntary payment, or good action for charitable purposes

**Sadaqah al-Fitr**

The **Sadaqah** given before **Eid al-Fitr** by those who can afford, specifically, to enable the poor to participate in **Eid** festivities

**Safa and Marwah**

Two hills in **Makkah**, near the **Ka'bah**, now included within the grand **Mosque**. See **Sa'y**

**Sahih al-Bukhari**

*Authentic from al-Bukhari.* The title of the books of **Hadīth** compiled by **Muhammad ibn Isma'il al-Bukhari**, a **Sunni** scholar

**Sahih Muslim**

*Authentic from Muslim.* The title of the books of **Hadīth** compiled by **Abul Husayn Muslim ibn al-Hajjaj**, a **Sunni** scholar

**Salāh**

*Ritual prayer.* Prescribed communication with, and worship of **Allāh**, performed under specific conditions, in the manner taught by **The Prophet Muhammad (pbuh)**, and recited in the Arabic language. The five daily times of **Salāh** are fixed by **Allāh**. See also **Maghrib** and **Jumua'ah**

**Sawn**

*Daily fast.* Fasting from just before dawn until sunset, particularly in **Ramadān**, Abstinence is required from all food and drink (including water) as well as smoking and conjugal relations

**Shahādah**

*Testimony/Declaration of faith* which consists of the statement, 'There is no god except **Allāh**. **Muhammad (pbuh)** is the Messenger of **Allāh**

**Shalwār**

Trousers usually worn by Pakistani/Indian **Muslim** women

**Shari'ah**

**Islāmic** law based upon the **Qur'ān** and the **Sunnah**

**Shi'ah**

*Followers.* **Muslims** who believe in the Imāmah, successorship of **Ali (RAA)** after **The Prophet Muhammad (pbuh)** and eleven of his most pious, knowledgeable descendants

**Shirk**

*Association.* Regarding anything as being equal or partner to **Allāh**. **Shirk** is forbidden in **Islām**

**Shura**

Constitution of the people in the management of religious and worldly affairs. A duty prescribed in the **Qur'ān** to leaders at all levels, from family to government

**Sirah**

Biographical writings about the conduct and example of **The Prophet Muhammad (pbuh)**

**Subhah**

String of beads used to count recitations in worship

**Suhūr**

Early morning meal taken before dawn (by a person who intends to fast)

**Sunnah**

Model practices, customs and traditions of **The Prophet Muhammad (pbuh)**. This is found in both **Hadīth** and **Sirah**

**Sunni**

**Muslims** who believe in the successorship of **Abu Bakr, Umar, Uthman** and **Ali (RAA)** after **The Prophet Muhammad (pbuh)**

**Sūrah**

Divisions of the **Qur'ān** (114 in all)

**Takbir**

Saying '**Allāhu Akbar**' Recited during **Salāh, Eid** and other celebratory occasions

**Tarāwih**

*Night Prayers*, special **Salāh** during the month of **Ramadān**

**Tawaf**

Walking seven times around the **Ka'bah** in worship of **Allāh**. Also, a part of **Hajj** and '**Umrah**

**Tawhid**

*Unity*. Belief in the Oneness of **Allāh** – absolute monotheism as practiced in **Islām**

**Tawrah**

*The Torah*. The Book given to **The Prophet Musa (pbuh)**

**Tayammum**

The symbolic purification before prayer when running water is not available

**Ulama**

Scholars of **Islāmic** law and jurisprudence (singular Alim)

**Umar**

See **Umar ibn ul-Khattab**

**Umar ibn ul-Khattab**

The second **Khalifah** of **Islām**

**Umma**

Community. Worldwide community of **Muslims**; the global nation of **Islām**

**'Umrah**

*Lesser pilgrimage*. Can be performed at any time of the year other than the days during **Hajj**

**Uthman**

The third **Khalifah** of **Islām**

**Wājib**

*Expressly enjoined*

**Wudū**

*Ritual washing*, ablution before **Salāh**

**Yathrib**

Town to which **The Prophet Muhammad (pbuh)** migrated from **Makka**. Now called **al-Madinah**

**Zabur**

The book of Psalms given to **Prophet Dawud (pbuh)**

**Zakāh**

*Purification of wealth*, by payment of annual welfare due to poor and distressed. An obligatory act of worship

**Zakay-ul-Fitr**

Welfare payment at the end of **Ramadān**

**Zamzam**

Name of the well adjacent to the **Ka'bah** in **Makkah**. The water first sprang in answer to Hajar's search and prayers. See **Hajar** and **Sa'y**

**Zuhr (Salat-ul-Zuhr)**

*Noon prayers*, **Salāh** which can be performed after midday until afternoon, the second of the five prayers



## Biographical Summaries

The following are brief details of people mentioned in the Syllabus and other local Muslims.

### **\*Abdul Husayn Muslim ibn al-**

#### **Hajjaj**

A **Sunni** scholar who compiled **Hadith**

**\*Abu Bak (RAA)** (d.634 **CE**), the first **Khalifah** (632-634 **CE**), successor to the leadership of the **Muslim** community after the death of **The Prophet \*Muhammad (pbuh)**

**\*Adam (pbuh)**, the first man, and first **Prophet** of **Allāh**

His Highness the **\*Aqa Khan** (b.1936 **CE**) 49<sup>th</sup> **Imām** of the Shia Ismaili **Muslims**. Businessman and leading racehorse owner

**\*Aishah** (c. 614-678 **CE**), one of the wives of **The Prophet \*Muhammad (pbuh)** and daughter of **Abu Bakr (RAA)** and major teacher of **Hadith**

**\*Ali (RAA)** cousin and son-in-law of **The Prophet \*Muhammad (pbuh)**; husband of **\*Fatima al-Zahrah**; father of Hassan, Hussein, and Zainab; the fourth of '**al-Fatihah**' according to **Sunnis**, and the first successor accepted by **Shi'ah Islām (RAA)**

**\*Amir Khan** (b. 1986 **CE**), Bolton-born 2004 Olympic boxing silver medallist

**\*Anila Baig** (b. 1970 **CE**), Bradford-born former Yorkshire Post journalist (she was 2004 Regional Journalist of the Year), now a feature writer with The Sun

**\*Bilal (RAA)**, the first **Mu'adhin** of **Islām** (see **Adhān**), a companion of **Prophet \*Muhammad (pbuh)**, formerly an Abyssinian slave

**\*Dawud (pbuh)**, (11<sup>th</sup> – 10<sup>th</sup> century **BCE**) **Prophet** of **Allāh** and King of Israel

**\*Fatima al-Zahrah (RAA)** (b.c. 605 **CE**), daughter of **The Prophet \*Muhammad (pbuh)**; wife of **\*Ali**; mother of Hassan, Hussein and Zainab (**RAA**)

**\*Hajar**, wife of the **Prophet \*Ibrahim**, and mother of the **Prophet \*Isma'il (pbuh)**

Professor **\*Hassan Fathy** (b. 1899 **CE**), Egyptian 'architect for the poor'

**\*Ibrahim (pbuh)**, a **Prophet** of **Allāh** to whom the 'scrolls' were given

**\*Imran Khan** (b. 1952 **CE**), Pakistani cricket captain (winning the World Cup in 1992) and all-rounder - now a public activist and politician

**\*Isa (pbuh)** (c. 4 **BCE**-30 **CE**) a **Prophet** of **Allāh**, born of **Maryam (pbuh)**

**\*Isma'il (pbuh)** a **Prophet** of **Allāh**. Son of the **Prophet \*Ibrahim** and **\*Hajar (pbuh)**

**\*Khadijah ul-Kubra' (pbuh)** (555-620 **CE**), first wife of **The Prophet \*Muhammad (pbuh)** and mother of **Fatimah al-Zahrah (RAA)**

**\*Malcolm X** (1925 – 1965 **CE**) Malcolm Little, American Civil Rights activist and leader of 'The Nation of Islām'

**\*Maryam (pbuh)**, (1<sup>st</sup> centuries **BCE** & **CE**) the virgin mother of the **Prophet \*Isa (pbuh)**

**\*Muhammad (pbuh)** [*"praised"*] (c. 570-632 **CE**), name of the final **Prophet** of **Allāh**

**\*Muhammad Ali** (b. 1942 **CE**), Cassius Clay, American-born Olympic Heavyweight Boxing Champion in 1960, after winning the World Championship in 1964 he announced his conversion to **Islām** and name change. Voted the World's Most Popular Sport Personality of the 20<sup>th</sup> Century

**\*Muhammad ibn Ismail al-Bukhari** (d. 256 **AH**), a **Sunni** scholar who compiled **Hadith**

**\*Muhammad ibn-Yaqub Koleini** (d. 262 **AH**), a **Shi'ah** scholar who compiled **Hadith**

**\*Musa (pbuh)**, a **Prophet** of **Allāh** to whom the **Tawrah** was given

**\*Nabi (pbuh)**, a **Prophet** of **Allāh**

**\*Perween Warsi** (b. 1958 **CE**), Derby-based businesswoman who founded S&A Foods

**\*Prince Naseem Hamid** (b. 1974 **CE**), Naseem Salom Ali Hamid, Sheffield-born World Featherweight Boxing Champion

**\*Ragi Omar**, BBC news correspondent

**\*Umar ibn ul-Khattab (RAA)**, the second **Khalifah** of **Islām**

**\*Uthman (RAA)**, the third **Khalifah** of **Islām**

**\*Yusuf Islām** (b. 1948 **CE**), Steven Demetre Georgiou/Cat Stevens, British singer/songwriter and charity founder. He embraced **Islām** in 1977