

**Disciplinary Focus:** Theology/Human and Social Sciences

**Enquiry Question:** How do beliefs shape identity for Muslims?

## Essential Outcomes

Pupils are able to:

- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Explain connections different beliefs being studied and link them to sources of authority using theological terms.
- Explain and discuss how beliefs shape the way \_\_\_\_\_ view the world in which they live and how they view others.
- Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

## Core Knowledge

- The ways in which the Qur'an and Hadith form a source of authority.
- Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).
- Muslim perspectives on moral issues including the idea of 'intention'.
- The role of the Masjid (mosque).
- The significance and impact of Five Pillars of Islam.
- The importance of Ramadan, the two Eid festivals and Jummah Prayers.

## Key Words

Eid	
Hadith	Sunni
Hadjira	The Prophet Muhammad
Jummah Prayer	
Mecca	
Medina	
Qu'ran	
Ramadan	
Shia	
Sufi	

## Exemplar Learning Activities

- Start by exploring a timeline of Islam (see notes No. 1). Looking at Islam through a historical lens at first to identify its origins and current position as a major world religion.
- Look at the first two Muslim traditions, in particular the split between Sunni and Shia after the death of the Prophet Muhammad (see notes No. 2). Introducing major differences between them since the civil war that occurred because of it such as the transnational hierarchical nature of Shia Islam versus the lack of hierarchy in Sunni Islam.
- Look at the various geopolitical conflicts that arise because of such schisms (across other religions, if possible) and use this to introduce and explore the mystical tradition of Sufi Islam to the class (see notes No.3). Sufi Islam can be found in both Sunni and Shia traditions and often bridges the gap between them.
- After looking at what has split Islam explore the things that provide common ground for all Muslims. Explore The Five Pillars of Islam, namely: Shahadah: sincerely reciting the Muslim profession of faith, Salat: performing ritual prayers in the proper way five times each day, Zakat: paying an alms (or charity) tax to benefit the poor and the needy, Sawm: fasting during the month of Ramadan, and Hajj: pilgrimage to Mecca. Create a life plan for a Muslim person to ensure they adhere to all Five Pillars.
- Explore Ramadan and the importance of fasting during this period. <https://www.bbc.com/teach/class-clips-video/ramadan-and-eidulfitr/zdv7pg8>

- Look at the concept of Intention in Islam exploring what it means to Muslims. Explore the quote: "Allah will not call you to account for thoughtlessness in your oaths, but for the intention in your hearts; and He is Oft-forgiving, Most Forbearing." Chapter 2 The Cow سورة البقرة - Al-Baqara: Verse 225.
- Explore the place of a Mosque or Masjid in Islam - visit your local Mosque and explore the building or refer to a clip that explains its importance <https://www.bbc.com/teach/class-clips-video/the-mosque/zmctvk7> Explore the role and importance of the Jummah Prayers and the impact these have on Muslims in their daily life.
- Look at the Qur'an and explore its origin as the holy book of Islam. Using quotes from the Qur'an such as: "It may be that you dislike a thing which is good for you and that you like a thing which is bad for you. Allah knows but you do not know." (**Surah Al-Baqarah 2:216**) Look at the moral implications of following the laws of Islam and how they may conflict or complement life in the various different countries Muslims live it today.
- Explore the role of the Hadith as a source of religious law and moral guidance and its impact on Islam. Explore some of the contentious issues between the two books (see notes no.4).

## Notes

- A timeline can be found here: [http://www.softschools.com/timelines/islam\\_timeline/337/](http://www.softschools.com/timelines/islam_timeline/337/)
- A major difference being that Sunni Muslims believe that Muhammad's successor could be someone other than a family member of the Prophet and Shia believed that the Prophet's successor should be a family member. Look to *The Event of Ghadir Khumm* in which Muhammad said "to whomsoever I am *Mawla*, Ali is also their *Mawla*." *Mawla* being interpreted as 'lord, master, helper and/or protector' which led to Shia Muslims to interpret this as proof that Ali was the Prophet's chosen successor, something Sunni Muslims reject.
- A description of the Sufi tradition: "... dedication to worship, total dedication to Allah most High, disregard for the finery and ornament of the world, abstinence from the pleasure, wealth, and prestige sought by most men, and retiring from others to worship alone." Ibn Khaldun, quoted in Keller, Nuh Ha Mim, *The Place of Tasawwuf in Traditional Islam*, [www.masud.co.uk](http://www.masud.co.uk), 1995.
- On the subject of apostasy (as interpreted by some to mean leaving the Muslim religion) the Hadith states: "Whoever changes his religion, kill him." (narrated by al-Bukhari). In the Qur'an it states that "There is no compulsion in religion. Verily, the Right Path has become distinct from the wrong path. Whoever disbelieves in *Taghut* and believes in Allah, then he has grasped the most trustworthy handhold that will never break. And Allah is All-Hearer, All-Knower." holy Qur'an, chapter 2 Surah Al-Baqarah (The Cow).