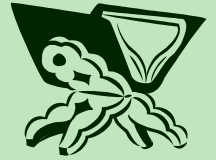
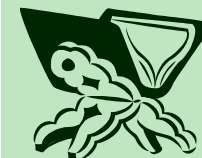


<p>What this unit contains</p>	<p>How Muslims apply Allah’s teachings to a range of ethical issues. Muslim beliefs about life, death and the afterlife,</p>			
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge about Allah’s message to humanity through Prophet Muhammad (pbuh), and the Qur’an from all Primary units.</p>			
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider other ethical issues and how Muslims might respond to these. ➤ Consider how Muslim perspectives on moral issues are similar to and/or differ from those of believers of other faiths. ➤ Consider the challenges of living a life of faith in a mainly secular society. ➤ Consider why people follow faith rules when these can be so different from the behaviour of the wider society. 			
<p>Vocabulary</p> <p>Islam Muslim Prophet Sharia</p> <p>ethics Muhammad transplant Fiqh</p> <p>conjoined Qur’an cloning intoxicants</p> <p>Ummah euthanasia Ijma</p>	<p>SMSC/Citizenship</p> <p>Rules to live by and how a faith can apply their rules to new contexts. Ultimate questions and faith answers. Personal set of values or ethics. Society is made up of people with different ethical stances and how this means that sometimes one has to exercise ‘respectful disagreement’.</p>			



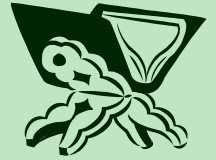
Unit 9 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider how people make difficult life decisions and to reflect on what helps them; ➤ recall Allah’s message to all humanity from the Qur’an; ➤ understand the concepts of Fiqh and Ijma in relation to Sharia law; ➤ apply Qur’anic quotations to a range of situations. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Pupils should discuss the range of things that influence their decisions when they are faced with dilemmas. These situations could include smoking, drinking, telling lies, being tempted to petty theft etc. In pairs make a list of 6 things that each pair believes are the strongest influence on people of their age-group when they are faced with such decisions. Feed back to the class and make a class list of the ‘top ten’ influences.</p> <p>Discuss where personal values and religious beliefs are placed as influences. Is it easier or harder to deal with dilemmas if you are a believer?</p> <p>As a class recall what is already known about Allah’s message to humanity from the Qur’an and how Muslims should behave.</p> <p>Explain and record definitions of Sharia law, Fiqh and Ijma.</p> <p>Hand out Qur’anic quotation sheets and discuss how these statements might be put into action in situations pupils might find themselves in both in and out of school. Record how easy or difficult it might be to put these into practice in modern life.</p> <p>Set homework: Older people are often concerned that the next generation will make the wrong decisions – select 2 topical newspaper items about young people who have made ‘good’ decisions when faced with difficult situations. Highlight any words used in the article that appear to show that the reported was surprised or considered this person unusual. What was your viewpoint?</p>	<p>Resources Qur’an quotation sheets.</p> <p>Notes for teachers Fiqh The Arabic name for Islamic jurisprudence, the science of religious law. It is made up of the rulings of Muslim scholars to direct the lives of the faithful.</p> <p>Ijma Consensus of the community to apply law to new situations in Islam.</p>



Unit 9 Sessions 5-6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know how Muslim beliefs about life and death and the sanctity of life affect their attitudes to issues and dilemmas; ➤ consider the challenges Muslims face in interpreting Islamic teachings in daily life; ➤ appreciate that living life according to faith rules can set one at odds with the surrounding society. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Recap the research work and pose the question how much might belief in an afterlife and judgement by God influence how someone might live their life? Discuss.</p> <p>Recall with pupils that Muslims follow the teachings of Allah from the Qur'an and also the Hadith. These, interpreted by scholars through Fiqh and Ijma give guidance on how to apply teachings to new contexts.</p> <p>Assessment task</p> <p>The world is always changing. Pupils should consider how Muslim young people try to apply teachings in relation in real life situations and ethical issues and provide a presentation for the remainder of the class during session 6. Pupils might use websites, e-mail or interview local Muslims about these issues.</p> <p>Select from these topics:</p> <ol style="list-style-type: none"> a. Dress and relationships –in relation to teenage fashions, school uniforms, modest dress and working in mixed gender groups. Explore how Muslim communities have responded to the ban on the wearing of headscarves and religious dress in French schools. b. The use of alcohol, drugs and intoxicants. How might this affect social life, for example attending parties, social events and weddings or being asked to buy duty free drink for a friend? c. Gambling – for example acceptance of lottery funding for a building project in school or business or buying a raffle ticket for a good cause. d. Medical ethics – topical examples e.g. separation of conjoined twins if this might involve one losing life, acceptance of donor organs from a non-believer or animal, euthanasia, assisted suicide. 	<p>Resources</p> <p>Qur'an quotes: Surah 5: 90-91; Surah 2:219.</p>



Unit 9 Session 1 Teachers' notes

Sharia

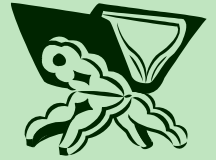
Sharia or **shari'ah** is the body of Islamic religious law. Islam draws no distinction between religious and secular life, and hence Sharia covers not only religious rituals and the administration of the faith, but every aspect of day-to-day life.

History and Background

The authority of Sharia is drawn from two major and two lesser sources. The first major source is specific guidance laid down in the Qur'an, and the second source is the Sunnah, literally the 'Way', i.e. the way that Muhammad (the Prophet of Islam) lived his life. (The compilation of all the verified reports of what Muhammad said, did, or approved of is called the Hadith.) A lesser source of authority is Qiyas, which is the extension by analogy of existing Sharia law to new situations.

Finally Sharia law can be based on Ijma, or consensus. Justification for this final approach is drawn from the Hadith where Muhammad states; "My nation cannot agree on an error." The role of ulema, i.e. scholars, is critical, since they are the ones who study Islamic law and therefore are the ones with authority to represent it.

The comprehensive nature of Sharia law is due to the belief that the law must provide all that is necessary for a person's spiritual and physical well-being. All possible actions of a Muslim are divided (in principle) into five categories: obligatory, meritorious, permissible, reprehensible, and forbidden.



Unit 9

Qur'an quotations

Surah 2

Al Baqarah

155

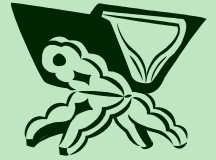
'Be sure we shall test you
With something of fear
And hunger, some loss
In goods or lives or the fruits
Of your toil but give glad tidings to those
Who patiently persevere

156

Who say, when afflicted
With calamity: 'To Allah
We belong, and to Him
Is our return'.

219

They ask you [Muhammad] about alcohol and gambling
Say; In them is great sin and some profit for people
But the sin is greater than the profit...



Unit 9

Qur'an quotations

Surah 5

Al Maida

90

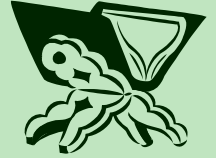
O you who believe.
Intoxicants and gambling.....telling fortunes
are detestable and from Satan.
Leave these vile actions so that you can prosper.
Satan's plan is simply to cause disagreement and hatred between you
With intoxicants and gambling
And take you away from prayer and remembrance of Allah.
Will you not abstain from them?

Surah 82

Al Infitar

10, 11&12

Truly kind and honourable angels are appointed over you to protect you
Writing down your actions
They know all that you do.



Unit 9

Qur'an quotations

Surah 45 Al Jathiya

26

It is Allah who gives you life, then gives you death.
Then He will gather you together for the Day of Judgement
About which there is no doubt
But most people do not know.

ISLAM Part 3

Unit 9: *Islamic conduct and ethics*

