

About the Unit

In this unit children will learn about good manners and behaviour from an Islamic perspective. They will understand how we should interact with the communities we live in, taking fundamentals and principles from the primary sources of Islam, the Quran and Hadith.

Expectations At the end of this unit

Where the unit fits in

The unit is a continuation and further establishment of some of the principles of good conduct acquired from the unit of Akhlaq from Year 4. The subject continues and explores other aspects and points of Akhlaq in Year 6.

Most children will:

Realise that Muslims are expected to behave in a certain way based upon the teachings of the Quran and the hadith and the example of the early generations of Muslims in their understanding of these evidences.

Prior learning

The unit continues in the theme left off from the unit of Akhlaq taught in Year 4. (Although each unit is designed so that they can be taught independently without continuation.) Expression of feelings and personal experiences are encouraged in these units and the child is encouraged to apply their knowledge into practical applications.

Some children will not have so much progress and will:

Understand that Islam dictates how a Muslim lives in all aspects of their lives. Children will be able to recall what to do in certain situations. They will also appreciate the rewards and benefits of implementing these teachings.

Vocabulary

Character, behaviour, manners, Akhlaq, kindness, respect, honour, charity, mercy, tolerate, mercy, important, reward, punishment, truth, gratitude, thanks, environment, care, mockery, sincerity, pride, arrogance, truthfulness, hypocrisy, munafiq, tawbah, repentance

Some children will have progressed further and will:

Understand that Islam is built upon principles derived from the primary sources of Islam. Good manners are an act of worship and have specific conditions and regulations and rewards.

Resources

- 'Verse 4, Surah Qalam (68):4' www.prosyst3ms.co.uk
- Hadith about innovation www.prosyst3ms.co.uk
- Sadaqah word-search www.prosyst3ms.co.uk
- Time – survey templates www.prosyst3ms.co.uk
- Patience and Gratitude by Ibn Qayyim al-Jawziyyah translated by Nasiruddin al-Khattab
- 'The story Urwah ibn al-Zubayr' extract and worksheet www.prosyst3ms.co.uk
- Texts from Quran and Hadith exemplifying truthfulness www.prosyst3ms.co.uk
- 4 points of repentance poster www.prosyst3ms.co.uk
- 'To kill and kill again' www.prosyst3ms.co.uk
- Repentance worksheet www.prosyst3ms.co.uk
- Repentance word-search www.prosyst3ms.co.uk
- Hadith about hypocrisy www.prosyst3ms.co.uk
(Web links valid as of Feb 2009.)

Related NC links:

R.E.

- 1.b describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- 1.g use specialist vocabulary in communicating their knowledge and understanding
- 1.h use and interpret information about religions from a range of sources.
- 2.a reflect on what it means to belong to a faith community, communicating their own and others' responses
- 2.b respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

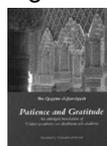
P.S.H.E.

- 1.a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- 1.b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- 1.c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- 2.c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- 4.e to recognise and challenge stereotypes

Future learning

Children should go on:

- To try and implement the key principles learned about good manners in their lives.
- Study the next unit of Akhlaq at Key stage 2 (Year 6).



Learning objectives	Possible teaching activities	Learning outcomes
<p>To identify the link between belief and action. That we all make decisions about how we will live. That good conduct is an act of worship and hence has rules and regulations</p>	<ul style="list-style-type: none"> ▪ Revise what Akhlaq means. Discuss examples of good and bad manners. ▪ Split the class into two groups, one group is to act in a good mannered way whilst the other responds with bad manners. Both groups line up, single-file facing each other. Each child faces someone from the opposite group. The children (good mannered) have to ask the other children (bad mannered) how they are? Bad mannered group respond with bad manners, e.g. ignoring them, talking to someone else, etc. ▪ Discuss the example of the Prophet, peace be upon him and the fourth verse in Surah Al-Qalam. ▪ Akhlaq is an act of worship, which has rules, and conditions, so we can't invent manners that we think may be good. Discuss how sincerity and intention form the basis of all actions including manners. Use the hadith of Aisha, may Allah be pleased with her, to explain how innovating in the religion is forbidden. Children can then write an example of how intention or not innovating in manners is fundamental to success. 	<ul style="list-style-type: none"> ▪ The importance of good manners, evidenced in Islam. Example of the Prophet (peace be upon him) and his manners. ▪ Sincerity in our actions. The prohibition to innovate in all religious affairs. <p>Points to consider <i>Make sure with the class what is acceptable and not acceptable before the activity.</i></p>
<p>The obligation upon Muslims to assist and serve those less fortunate themselves. Give examples in how Muslims can help serve the poor and needy</p>	<ul style="list-style-type: none"> ▪ Discuss Zakah and Sadaqah. Examine how the word Sadaqah has been used, e.g. even a good word is Sadaqah. ▪ A Muslim looks at those who are worse off than him, thinking how he can benefit them. Think of some of the people who are worse off than us and list them. How can we benefit them? ▪ Mention the hadith of the Seven that Allah will shade on the day of Judgement – highlighting the part mentioning the one who gave something in charity secretly such that his left hand did not know what his right hand had given. ▪ Children can complete a word-search about charity. ▪ Look at the work of Islamic charities and discuss their roles. ▪ Children design a leaflet encouraging others to donate in charity, whether it be clothes, money, time, kind words, etc. 	<ul style="list-style-type: none"> ▪ Respect and honouring the poor and needy.
<p>To know and appreciate how a Muslim should make use of his time.</p>	<ul style="list-style-type: none"> ▪ Talk about the importance and role of time in Islam. Talk about Surah Asr and the hadith, which mentions taking benefit of five before five. ▪ Brainstorm everyday activities that children do, e.g. playing on the computer/consoles, watching TV, reading, eating, etc. Children conduct a survey on how other children spend their time. Plot a graph with the results. ▪ Discuss the results of the survey and list beneficial ways of spending our time. 	<ul style="list-style-type: none"> ▪ Respect and honour for time, how we use or misuse it. <p>Points to consider <i>Follow up: (assembly) Children could give feedback on the survey – in the format of mentioning the Islamic importance of time – followed by the results of the survey – concluding with how children could better spend their time.</i></p>
<p>To know what patience is in Islam. To know that life is full of tests and trials and how our belief can help us through difficult times.</p>	<ul style="list-style-type: none"> ▪ Inform the children about one of the verses in the Quran about patience, e.g. Surah (Ma-arij) 70: 5. Define patience: Explain that patience or Sabr comes from a root word meaning to detain, refrain and stop. Spiritually patience means to stop ourselves from despairing and panicking, to stop our tongues from complaining and to stop our hands from striking our faces and tearing our clothes at times of grief and stress. ▪ Define and discuss examples of 'good' and 'bad' patience. I.e. good patience – patience for the sake of Allah and patience by the help of Allah. Bad patience is keeping away from Allah and His love - this keeps a person away from the purpose for what he was created for. ▪ Children can complete a worksheet on patience. ▪ Briefly discuss examples of patience in the Quran, e.g. story of Yusuf (peace be upon him). ▪ Shared reading of: 'the story Urwah ibn al-Zubayr'. Discuss how patience is relevant to the story. ▪ Children write and illustrate ten ways of demonstrating 'good' patience. The children then select five that they will then implement into their lives. 	<ul style="list-style-type: none"> ▪ Allah loves patience and perseverance. Investigate patience in relation to Islam and how it can be achieved. <p>Points to consider <i>Prior reading: Patience and Gratitude by Ibn Al-Qayyim, published by TaHa.</i></p>

<p>To know the virtues of being trustworthy. The effects of being dishonest and untrustworthy, his/her effects on the community.</p>	<ul style="list-style-type: none"> ▪ Using the ayah: "O you who believe! Have fear of God, and be among the truthful." Surah (Tawbah) 9:119, as a starting point discuss what the children think truthfulness is. ▪ Define truthfulness as: the conformity of the outer with the inner, the action with the intention, the speech with belief, and the practice with the preaching. As such, truthfulness is the very cornerstone of the upright Muslim's character. ▪ Using the definition as a guide, children (in groups) study various texts (from Quran and hadith) and try to pick out any virtues or points regarding truthfulness. Go through a few examples with the children to model what they need to do. ▪ Discuss the opposite of truthfulness and the effects it has on the community. 	<ul style="list-style-type: none"> ▪ Being trustworthy. To know why it is important in Islam.
<p>To know why Allah has prohibited certain characteristics, such as arrogance. To appreciate examples of arrogance in our daily lives. What happens if a Muslim commits a sin or makes a mistake? What should they do?</p>	<ul style="list-style-type: none"> ▪ Allah has said: "Verily He (Allah) does not love the arrogant." Surah Al-Nahl 16:23. Pride and arrogance is considered a major sin in Islam (Adh-Dhahabi in Al-Kaba'ir). It is a sin that will prevent an individual from entering the Garden, Jannah. As the Prophet (peace be upon him) said: "The one who has a grain of pride in his heart will not enter the Garden." (Muslim). But what is pride and arrogance? Discuss. Define what pride is from the hadith – that pride is to reject the truth and to mock the people. ▪ Get some examples of how a person can be arrogant. List them on the board/flipchart. Help children with some examples, discuss the last sermon of the Prophet (peace be upon him). Talk about how we may fall into this trap of arrogance. I.e. we think our race is better than others, we think my colour is better than others, my knowledge is better than others, etc. Iblis is considered to have committed the first sin of pride, rejecting Allah's command and thinking himself better than others. ▪ Children to design a poster or write a piece of text in how we can overcome pride and arrogance in our lives. ▪ Everyone makes mistakes, from the first man till today and we will continue to do so. But what should we do when we make a mistake? What did Adam (peace be upon him) do? Discuss with children. ▪ Adam was instructed to repent back to Allah, but what is repentance and what does it involve? Imam Nawawi mentioned 3 points concerning a man and His Lord (use the repentance points sheet): <ul style="list-style-type: none"> 1.) That you stop doing the sin. 2.) That you regret doing that action. 3.) That you resolve never to return to that action. 4.) Restore the right to its owner. ▪ Shared reading of 'To kill and kill again.' Discuss the killer's repentance, was it accepted? How do we know? ▪ Children complete the 'Repentance' worksheet. 	<ul style="list-style-type: none"> ▪ Allah has forbidden arrogance. ▪ Its forms and means – racism, prestige, affluence, etc. ▪ The virtues of forgiveness and repentance.
<p>To know the characteristics of a hypocrite as defined in Islam. That elements from within religion could be applied to situations they experience in their own lives.</p>	<ul style="list-style-type: none"> ▪ Allah has divided mankind into three groups at the beginning of Surah al-Baqarah: the believer, the disbeliever and the hypocrite. He mentioned 4 verses concerning the believers, 2 verses concerning the disbelievers and 13 verses concerning the hypocrites. Why do we think that Allah mentioned 13 verses for this group and only 4 another and 2 for another? It is because of the harm and trials they bring to Islam and the Muslims. They claim to help Islam but in reality they are its enemies seeking to destroy it from within, misguiding those who are not aware of their danger. ▪ Show the children the hadith about hypocrisy and read it to them. Explain that there are two types of hypocrisy: that of the inner in terms of faith and that of the outer in terms of actions. Hypocrisy in action is a major sinful act, but hypocrisy in faith is worse than disbelief because he/she pretends to have belief concealing his/her disbelief. ▪ Discuss with the children the hadith, we may have at some point in our lives have lied, or broken a promise or given a trust and betrayed it. If that happens what should we do? Repent (as discussed previously). Why do we think these three sins in particular are signs of hypocrisy? Discuss. Children write out the hadith, then write why they think hypocrisy is worse than disbelief 	<ul style="list-style-type: none"> ▪ The dangers of hypocrisy. ▪ The characteristics of a hypocrite. ▪ Discuss the difficulties of following a moral principle. ▪ Discuss how to apply a moral principle to a 'real-life' situation.