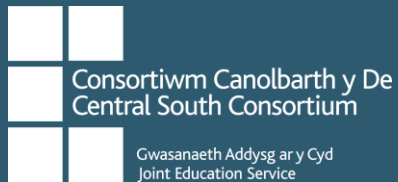


Gweminar Fyw/ Live Webinar – Islam

Bydolygon Islamaidd Islamic Worldviews



Cofrestrwch

Sign In

Islam and Muslim Worldviews -
Live Webinar PL CSC/ EAS (2)



Islam and Muslim Worldviews -
Live Webinar PL CSC/ EAS (2)



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Amcanion:

- Datblygu hyder ymarferwyr a gwybodaeth pwnc am Islam a bydolygon Islamaidd
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Islam e.e. enghreifftiau o brofiadau byw
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu dilys mewn CGM sy'n ymwneud ag Islam
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Islam ymhellach.

Aims:

- Develop practitioner confidence and subject knowledge about Islam and Islamic worldviews
- Develop awareness of the diversity and pluralism within Islam e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Islam
- Provide access to resources and materials to further develop practitioner knowledge of Islam

Cwis...

1. Faint o fosciau sydd yn y Deyrnas Unedig?
2. Faint o fosciau sydd yna yng Nghymru?
3. Pa mor hen yw'r mosg hynaf yng Nghymru a lle oedd e?
4. Beth ydych chi'n meddwl yw'r gymhareb eglwysi i fosciau yn y Deyrnas Unedig?

Quiz...

1. How many mosques are there in the UK?
2. How many mosques are there in Wales?
3. How old is the oldest mosque in Wales and where was it?
4. What do you think is the ratio of churches to mosques in the UK?

Elfennau o grefydd

Rhai o elfennau allweddol Islam

| | | |
|--|---------------------|---|
| Testunau sanctaidd ysgrifenedig | Credoau | Arferion |
| Dathliadau – gwyliau a defodau newid byd | Cymuned | Ffydd/cred ar waith |
| Hanes | Naratifau - straeon | Diwylliant – bwyd, celf, drama, dawn, llenyddiaeth, cerddoriaeth... |
| Arweinwyr | Duw? | Cyfreithiau, rheolau, moesau |

| | | |
|--|-----------------------------------|---|
| Qur'an, Hadith | Allah, Tahwid, Angylion ac ati. | Addoli, gweddi, codau moesol ac ati. |
| Dathliadau – Eid-ul-fitr, Eid-ul-Adha, aqiqah, taklif (Shi'ites), bod yn 'baaligh (aeddffed), priodas, angladd | Cymuned - Ummah | Ffydd/cred ar waith e.e. Islamic Relief, amgylcheddwyr |
| Hanes – Ibrahim, proffwydi, Muhammad (Tangnefedd Iddo) lleoedd e.e. Saudi Arabia | Naratifau – Straeon Qur'anic e.e. | Diwylliant – celf, ieithoedd, celf, ieithoedd, caligraffeg, llenyddiaeth, dyfeiswyr |
| Arweinwyr - clerigwyr, imams | Allah | Cyfraith Shariah |

Elements of Religion

Some Key Elements of Islam

| | | |
|--|----------------------|---|
| Written sacred texts | Beliefs | Practices |
| Celebrations – festivals & rites of passages | Community | Faith/belief in action |
| History | Narratives – stories | Culture – food, art, drama, dance, literature, music... |
| Leaders | God? | Laws/rules/morals |

| | | |
|---|------------------------------------|---|
| Qur'an, Hadith | Allah, Tahwid, Angels etc. | Worship, prayer, moral codes etc. |
| Celebrations – Eid-ul-fitr, Eid-ul-Adha, aqiqah, taklif (Shi'ites), become 'baaligh (mature), marriage, funeral | Community - Ummah | Faith/belief in action e.g. Islamic Relief, environmentalists |
| History – Ibrahim, prophets, Muhammad (PBUH) places e.g. Saudi Arabia | Narratives – Qur'anic stories e.g. | Culture – art, languages, calligraphy, literature, inventors |
| Leaders – clerics, imams | Allah | Shariah law |

Islam – Cyflwyniad yn yr ystafell ddosbarth/ Islam - An Introduction In the Classroom



Religious Studies



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Islam – Cyflwyniad yn yr ystafell ddosbarth/ Islam – An Introduction In the Classroom



Islam – Cyflwyniad/An introduction

Islam is the name of the religion, and its followers are known as Muslims.

Muslims believe there is one true God, called **Allah** (the Arabic word for God). In Arabic the word **Islam** means 'submission to the will of God'. Muslims believe that Islam was revealed over 1,400 years ago, through a man called **Prophet Muhammad**.

Today there are around 1.9 billion Muslims around the world, with over 3 million Muslims living in the UK.



[Dolen/Link](#)

Islam – Sut y dechreuodd Islam (Mewn 10 munud)/ Islam – How Islam Began (in Ten Minutes)



Islam – Rhai Credoau Allweddol

Allah –
99 nodwedd

Tahwid

Trosgynnol a
Mewnfodol

Teg a chyfiawn

Hollalluog,
Hollgaredig

Trugarog

Adalat - Shi'a Islam

Creawdwr

Angylion – Malaikah

Angel Jibril

Akirah – Credu
mewn bywyd
tragwyddol ar ôl
marwolaeth

Dydd y farn

Atgyfodiad y meirw

Paradwys (Jannah)/
Uffern (Jahannam)

Pechodau e.e. Shirk
– Cabled

Al Qadar
(rhagarfaethiad) ac
ewylls rhydd

Khalifah

Proffwydi



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Islam – Some Key Beliefs

Allah –
99
characteristics

Tahwid

Transcendent &
Immanent

Fair and just

Omnipotent,
Omnibenevolent

Merciful

Adalat - Shi'a
Islam

Creator

Angels –
Malaikah

Angel Jibril

Akirah – belief in
everlasting life
after death

Day of
Judgement

Resurrection of
the Dead

Paradise
(Jannah)/ Hell
(Jahannam)

Sins e.g. Shirk –
Blasphemy

Al Qadar
(predestination)
and Free Will

Khalifah

Prophets

Islam a Chelf

Rheolau Celf Islamaidd...

- Peidiwch byth â chynrychioli Muhammad Tangnefedd Iddo (TI), nid yw bodau dynol yn gwybod sut roedd yn edrych, peidiwch â 'dyfalu' sut roedd yn edrych.
- Peidiwch byth â chynrychioli Allah (Duw). Ni ellir cynnwys y crewr goruchaf mewn lluniad dynol
- I lawer o Fwslimiaid nid ydynt yn tynnu delweddau o fodau dynol oherwydd eu bod yn camarwain yn hytrach na'n goleuo ni. Yn lle hynny, defnyddir patrymau geometrig a naturiol i greu harddwch. (Gweler isod)
- Weithiau mae Mwslimiaid yn cuddio 'camgymeriad' yn y gwaith celf, fel nad ydyn nhw'n ceisio creu perffeithrwydd, dim ond Allah all greu perffeithrwydd.

Patrymau geometrig Islamaidd:

- Gall artistiaid Mwslimaidd ddangos eu edmygedd o greadigaeth Allah gyda phatrymau geometrig
- Mae ceinder a chymhlethdod y patrymau yn adlewyrchu ceinder a chymhlethdod y creu

Islam and Art

Rules of Islamic Art...

- Never represent Muhammad (PBUH), humans do not know what he looked like, do not 'guess' what he looked like
- Never represent Allah (God). The supreme creator cannot be contained in human drawing
- For many Muslims they do not draw images of humans because they mislead rather than enlighten us. Instead, geometric and natural pattern is used to create beauty. (See below)
- Sometimes Muslims hide a 'mistake' in the artwork, so that they are not trying to create perfection, only Allah can create perfection

Islamic geometric patterns:

- Muslim artists can show their admiration of Allah's creation with geometric patterns
- The intricacy and complexity of the patterns reflect the intricacy and complexity of creation

Prohibited Art: Music and Aniconism

However, within the Islamic world there has long been a debate about whether some art and performances should be **prohibited**. Different Islamic schools of thought take **varying views**, but individual Muslims also often use their own **judgement** (think of lesson 3!).

Music

Music has been a controversial subject since the critique of Islamic scholar, Ibn al-Dunya, in the 9th Century. Al-Dunya argued that music is fundamentally linked to the forbidden activities of drinking alcohol and gambling. Music could therefore have the effect of **distracting believers from religion**.

However, music has also been a celebrated part of many other Islamic traditions, including diverse Sufi traditions. Music has been popular within Sufi Muslim traditions, particularly in regions such as West Africa and South Asia. The 13th century writer al-Maqdisi wrote that musical sounds could bring someone closer to God.

Aniconism

Aniconism the view that Islamic art **should avoid depicting images of sentient beings**. There are no direct references to this view in the Qur'an or Hadith.

These arguments were developed in the 9th century based on the sin of **idolatry**. People may 'idolise' the beings in the art and draw them away from God. It also ensures God is continually respected as the sole creator. These views have historically been important - it is for this reason that Islamic art uses calligraphy and geometric patterns as a way to create beauty without the representation of people.

Today, some include photography and television as being sinful, but this has remained a minority view.

Rhai credoau Islamaidd allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

99 enw Allah – 'Natur Duw'

A ellir ymchwilio i hyn trwy gelf
Mwslimaidd?

Pa wybodaeth, sgiliau a phrofiadau
eraill gellir eu hymchwilio yn y
modd hwn?

The 99 names of Allah – the
'Nature of God'

Could this be explored through
Muslim art?

What other knowledge, skills and
experiences would be possible to
explore in this way?

Rhai Credoau Islamaidd Allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

Beth mae
Mwslimiaid yn ei
gredu am
Allah / Duw?

What do
Muslims
believe about
Allah/God?

| | | | |
|----|-------------|------------|------------------------------------|
| 59 | الْمُعِيدُ | AL-MUEED | The Restorer, The Reinstater |
| 60 | الْمُحْيِي | AL-MUHYI | The Giver of Life |
| 61 | الْمُمِيتُ | AL-MUMEET | The Creator of Death |
| 62 | الْحَيُّ | AL-HAYY | The Ever-Living |
| 63 | الْقَيُّومُ | AL-QAYYOOM | The Sustainer, The Self-Subsisting |
| 69 | الْقَادِرُ | AL-QADEER | The Omnipotent One |



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Rhai Credoau Islamaidd Allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

Ahmed Moustapha –
arlunydd ac ysgolhaig a
anwyd yn yr Aifft,
awdurdod blaenllaw ar gelf
a dylunio Arabeg.

Gwefan: <https://fenoan.com/ahmed-moustafa/>

Un darn o waith y gellir ei
archwilio yw:
'Priodoleddau
Perffeithrwydd Dwyfol'.

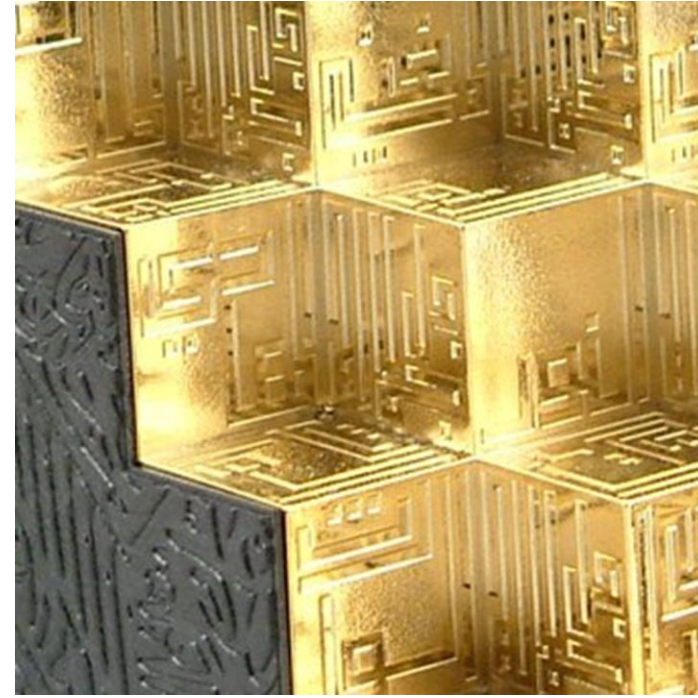


Ahmed Moustapha –
Egyptian born artist and
scholar, leading authority
on Arabic art and design.
Website: <https://fenoan.com/ahmed-moustafa/>

One piece of work that
could be explored is:
'The attributes of Divine
Perfection'.



Mae Ahmed Moustapha wedi creu fersiwn 3D o'i waith celf, sy'n edrych yn union fel y Kaaba.
Dychmygwch ei fod yn agor?

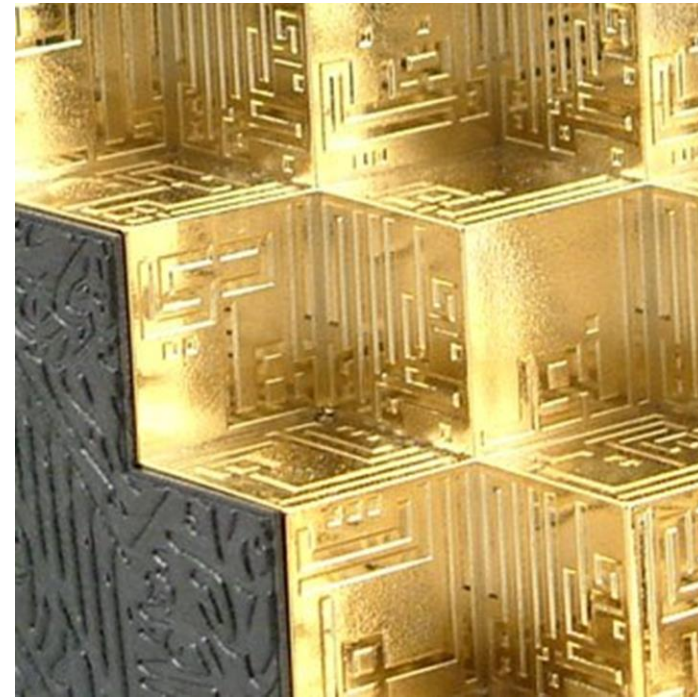


Y tu mewn i'r 'ciwb o giwbiau' mae pob un o'r 99 enw wedi'u rendro mewn aur.

Mae'r Kaaba yn wag, ond y tu mewn i'r model, mae'r ddealltwriaeth Fwslimaidd o Dduw i'w gweld.



Ahmed Moustapha has created a 3-D version of his artwork, which looks just like the Kaaba. Imagine it opening?



Inside the 'cube of cubes' each of the 99 names are rendered in gold.

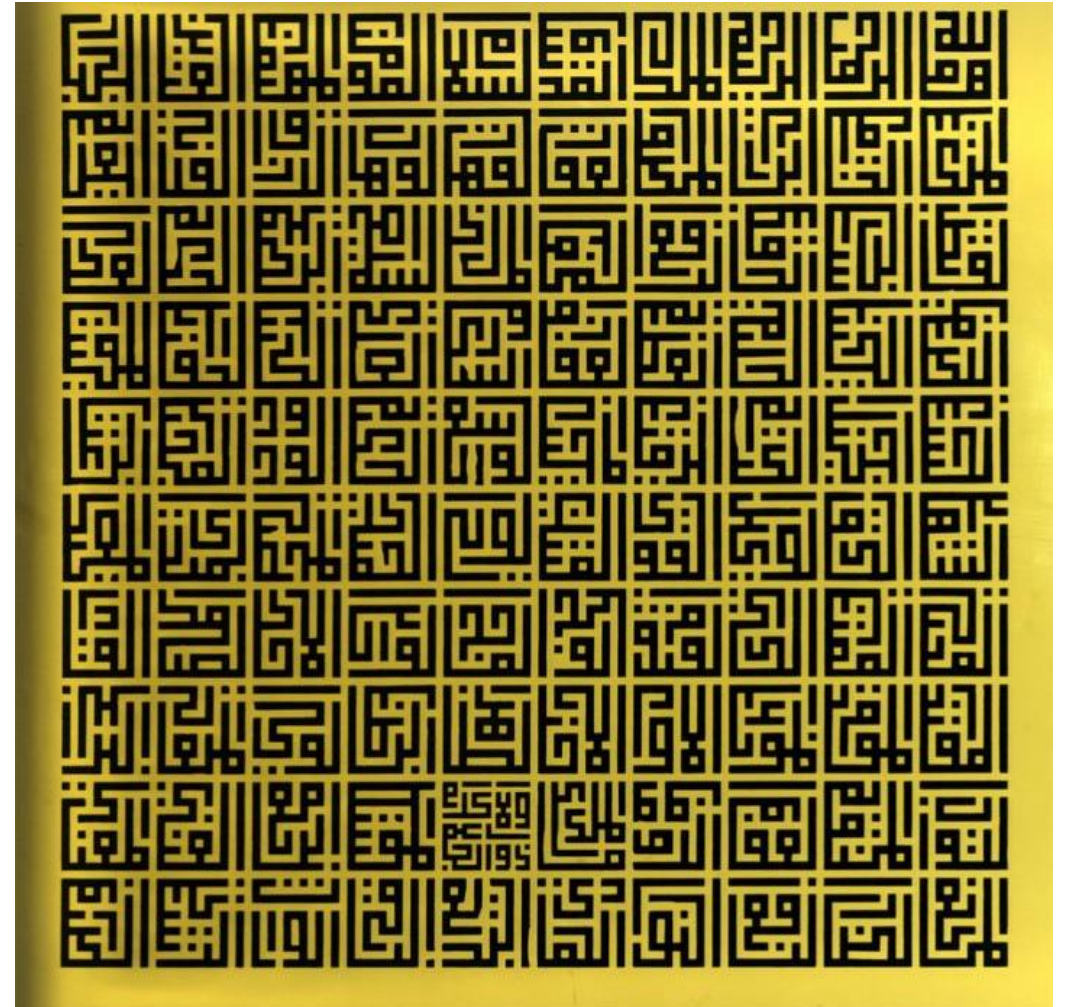
The Kaaba is empty, but inside the model, the Muslim understanding of God is to be found.

'Delwedd Duw' gan Yasmin Kathrada

Yn ei gwaith, a wnaed gyda sidan amrwd, deilen aur ac inc Indiaidd, mae Yasmin wedi mynegi'r 99 New Prydferth gyda harddwch ac eglurder mawr.

"Rwyf wedi gweithio gyda'r cysyniad "ein bod yn cael ein creu ar ddelw Duw" a bod y 99 enw neu briodolddau Duw yn cael eu hadlewyrchu ynom ni. Felly pan fydd y gwylwr yn edrych ar y "99 enw" mae e/hi'n gweld yr Hunan yn cael ei adlewyrchu yn y drych, ac yn cael eu hatgoffa o'r 99 o briodolddau o fewn ei hun."

Mae'r defnydd o ddeilen aur yn gwneud y gwaith hwn yn adlewyrchol iawn.



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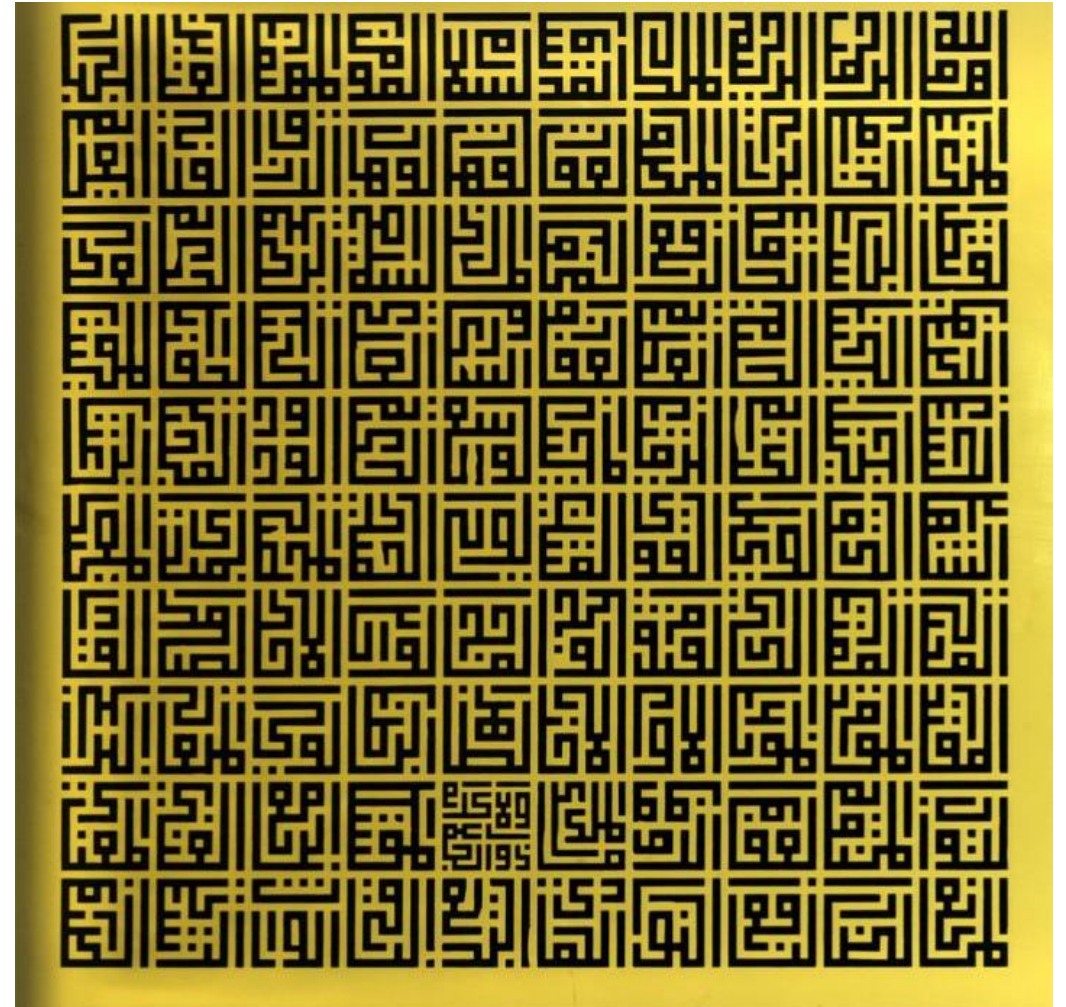
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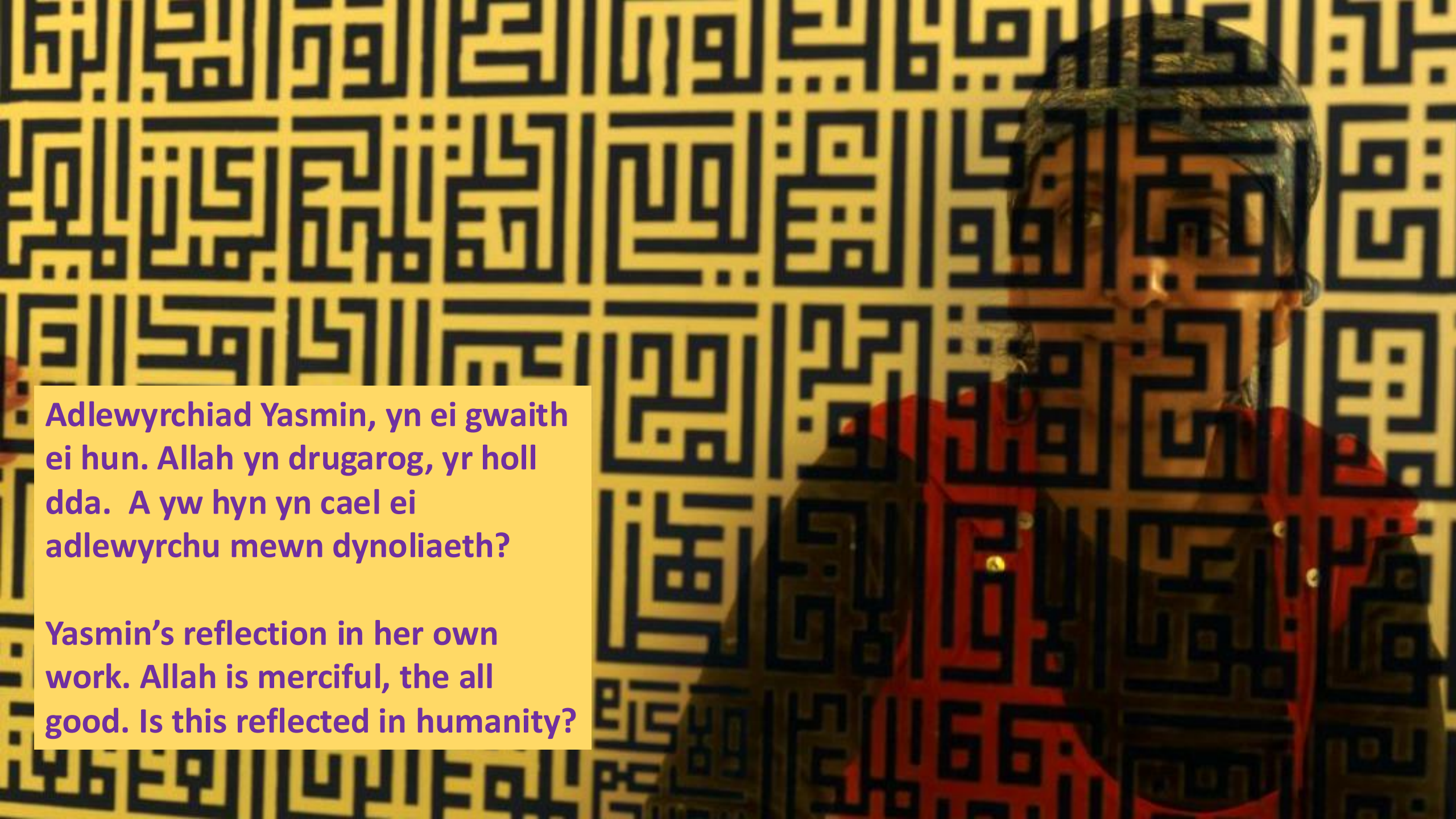
'Image of God' by Yasmin Kathrada

In her work, made with raw silk, gold leaf and Indian ink, Yasmin has expressed the 99 Beautiful Names with great clarity and beauty.

“I have worked with the concept that “we are created in the Image of God” and that the 99 names or attributes of God are reflected within us. So when the viewer looks at the “99 names” s/he sees the Self reflected in the mirror, and is reminded of the 99 attributes within one’s own self.”

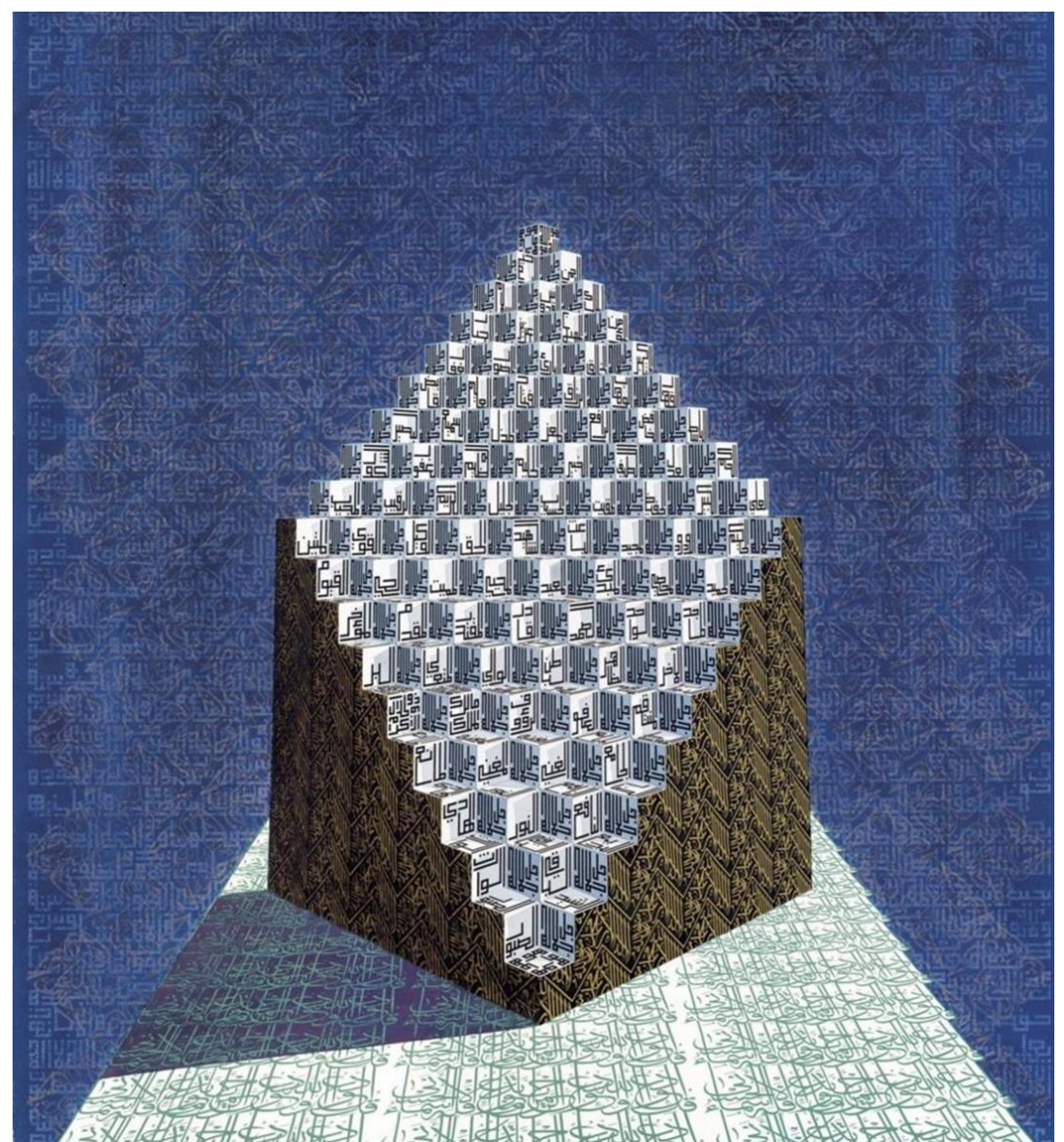
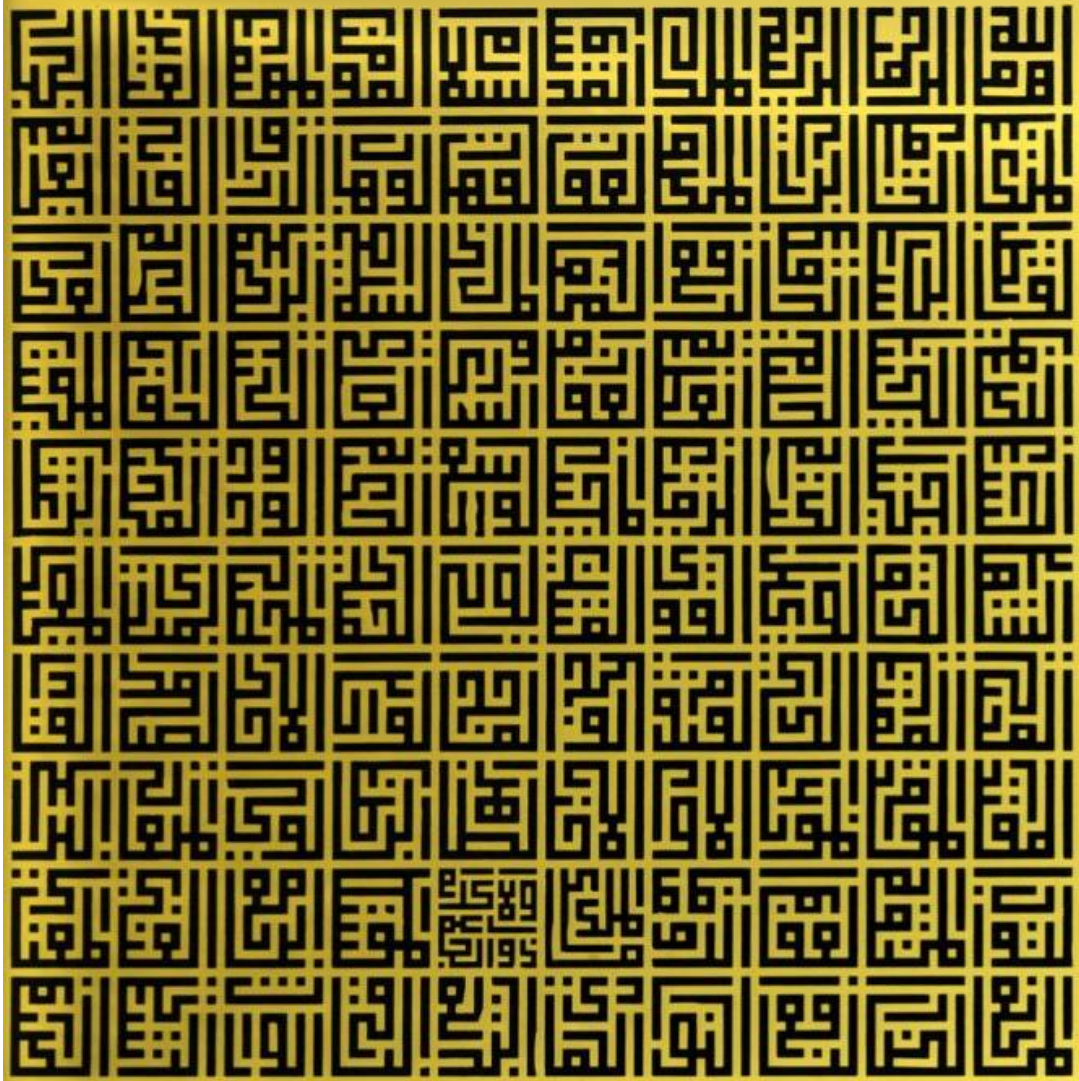
The use of gold leaf makes this work highly reflective.



A woman with dark hair, wearing a red patterned dress, is shown in profile, looking downwards. The background is a repeating geometric pattern of interlocking lines in black and gold. The lighting is warm, creating a soft glow on her face and the background.

Adlewyrchiad Yasmin, yn ei gwaith ei hun. Allah yn drugarog, yr holl dda. A yw hyn yn cael ei adlewyrchu mewn dynoliaeth?

Yasmin's reflection in her own work. Allah is merciful, the all good. Is this reflected in humanity?



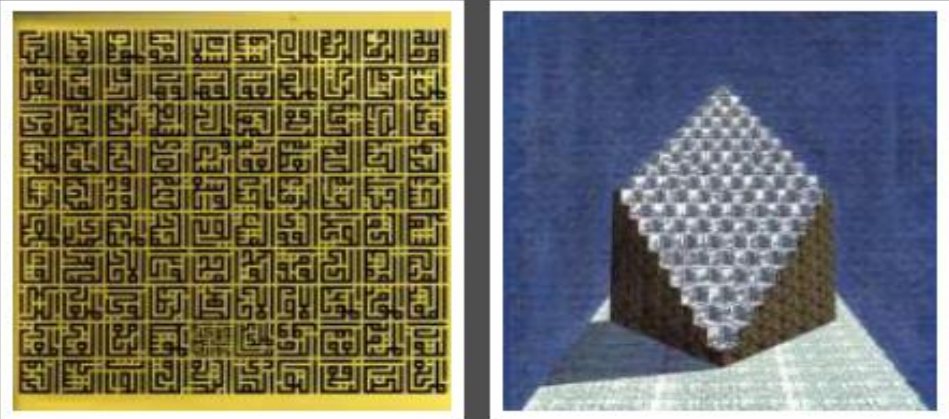
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| | | |
|---|--|--|
| <p>My explanation of Yasmin Kathrada's image:</p> | <p>These are the key similarities between these two images:</p> | <p>My explanation of Ahmed Moustapha's image:</p> |
| <p>I think the spiritual intentions of this image are:</p> |  | <p>I think the spiritual intentions of this image are:</p> |
| <p>How might people from other worldviews – Christian? Agnostic? SBNR? – respond to Yasmin's image?</p> | <p>The image which I think best expresses the Muslim concept of God is...</p> <p>Because....</p> | <p>How might people from other worldviews – Christian? Agnostic? SBNR? – respond to Ahmed's image?</p> |

Gofynnodd NATRE i Fwslimiaid 16-18 oed o Gaerdydd ddewis crysau te sy'n mynegi eu iman (ffydd) a deen (ffordd o fyw)

NATRE asked Muslim 16-18s from Cardiff to choose t-shirts that express their iman (faith) and deen (way of life)



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Bod yn Hajji - dim ond enw ar rywun sydd wedi bod ar bererindod i Mecca

- Mwslimiaid ifainc fel Alysha sy'n awgrymu y gallai bod yn Hajji fod yn ymlaciol – oherwydd, efallai, ar ôl dychwelyd o Mecca mae llawer yn dweud 'Fe ddes i yn ôl gyda chariad tuag at bawb. Rwy'n berson gwell oherwydd y daith i Mecca'
- Sut y gallai hynny weithio?
- Beth fydddech chi'n ei ofyn?
- Beth yw effaith ysbrydol yr Hajj?
- Sut mae pererindod yn gwneud gwahaniaeth moesol?



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Being Hajji - it is just the name of someone who has been on the Pilgrimage to Makkah

- Young Muslims like Alysha who suggest that being Hajji might be relaxing – because, perhaps, on returning from Makkah many say ‘I came back with love for everyone. I’m a better person because of the trip to Makkah’
- How might that work?
- What would you ask?
- What is the spiritual impact of the Hajj?
- How does pilgrimage make an ethical difference?



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Sylwadau Noor:

- “Yr hyn rwy'n ei hoffi am y crysau-t Mwslimaidd hyn yw bod yr ymadroddion yn feiddgar. Yr un porffor sy'n dweud 'Mae Mwslimiaid yn credu yn Iesu (Tangnefedd Iddo)' yw fy ffefryn.
- Rwy'n cythruddo pan fydd y cyfryngau'n awgrymu bod Islam yn gormesu menywod, felly mae'r crysau hyn sy'n cynrychioli amrywiaeth o bobl yn y ffydd yn dda.
- Ac mae'n annifyr pan fydd pobl yn ein rhannu ni oddi wrth grefyddau eraill yn ddiangen. Gallwn fyw fel un.”



Noors' comments:

- “What I like about these Muslim tee shirts is that the phrases are bold. The purple one that says ‘Muslims believe in Jesus (peace be upon him)’ is my favourite.
- I am annoyed when the media suggest Islam oppresses women, so these shirts which represent a variety of people in the faith are good.
- And it is annoying when people divide us from other religions unnecessarily. We can live as one.”





Sylwadau Zarra:

- “Mae angen gwella delwedd y cyfryngau o Islam Brydeinig. Mae'r cysau hyn yn dangos pa mor amrywiol yw Mwslimiaid Prydain ac mae ganddyn nhw wahanol ffyrdd o fyw a sut maen nhw'n edrych yn wahanol. Mae'n fy nghytruiddo pan welwch ddelweddau ystrydebol o fenywod yn Islam yn cael eu gormesu, felly rwy'n gwisgo'r crys sy'n dweud 'Roedd Muhammad yn ffeminist.' Mae'n ymadrodd beiddgar, ac mae'n clirio camdybiaeth.”
- A oedd Muhammad yn ffeminist? Yn sicr, cymerodd gamau i roi urddas, hawliau o fewn priodas a gallu economaidd i fenywod.. Charles Fourier, sosialydd iwtopaidd ac athronydd Ffrengig, sy'n cael ei gredu am fod wedi bathu'r gair "féminisme" yn 1837 CE, 1100 mlynedd ar ôl amser y Proffwyd.
- Awgrymwch fod dysgwyr yn dylunio eu cysau-t eu hunain i fynegi agweddau ar iman Islamaidd yn y gyfres hon, neu i fynegi eu credoau a'u gwerthoedd craidd eu hunain.



Zarra comments:

- **“The media image of British Islam needs to be improved. These shirts show how diverse British Muslims are and have different lifestyles and how they look different. It annoys me when you see stereotypical images of women in Islam being oppressed, so I’m wearing the shirt that says ‘Muhammad was a feminist.’ It is a bold phrase, and it clears a misconception.”**
- **Was Muhammad a feminist? Certainly he took steps to give dignity, rights within marriage and economic capacity to women. Charles Fourier, a utopian socialist and French philosopher, is credited with having coined the word "féminisme" in 1837CE, 1100 years after the time of the Prophet.**
- **Suggest learners design their own t-shirts to express aspects of Islamic iman in this series, or to express their own core beliefs and values.**



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Gwisgo crysau-t: ffordd i gyhoeddi eich syniadaeth?

Gellid datblygu'r gweithgaredd hwn i adlewyrchu credoau/gwerthoedd crefyddol eraill neu argyhoeddiadau athronyddol eraill.

Yn eich barn chi, pa ddyluniadau crys-t fyddai'n gwerthu fwyaf? Pam?

Cynlluniwch eich crys-t eich hun.



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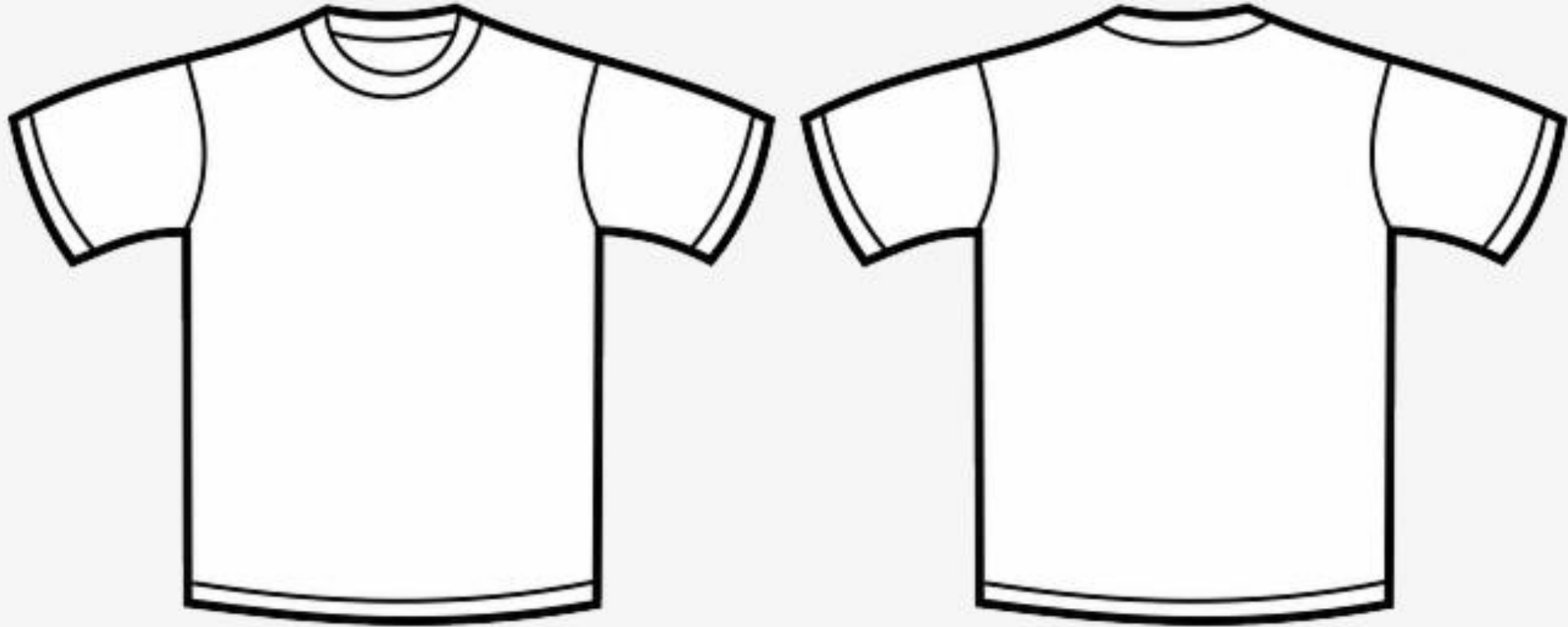


Wearing t-shirts: a way to proclaim your ideology?

This activity could be developed to reflect other religious beliefs/ values or philosophical convictions.

In your opinion, which t-shirt designs would sell the most? Why?

Design your own t-shirt.



Crëwch ddyluniadau ar gyfer crysau-t gan ddefnyddio sloganau, logos, symbolau, delweddau a syniadau a fydd yn gwneud eich crysau yn ddeniadol i bobl ifainc o Gymru sy'n anffyddwyr, Mwslemiaid, neu'n unrhywbeth arall...

Create designs for t-shirts using slogans, logos, symbols, images and ideas that will make your shirts attractive to young Welsh atheists, Muslims, other...



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Islam – Rhai Arferion Allweddol

Pum Piler Islam (Sunni a Shi'ia)

- Shahadah
- Salat/Salah - Sunni/Shi'ia gwahaniaethau?
- Zakat/Zakah
- Saum/Sawm
- Hajj

Gweddi

Jihad

Gwyliau

Defodau newid byd

Y Deg Deddf Gorfodol (Shi'a Islam)



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Islam – Some Key Practices

The Five Pillars of Islam (Sunni and Shi'ia)

- Shahadah
- Salat/Salah - Sunni/Shi'ia differences?
- Zakat/Zakah
- Saum/Sawm
- Hajj

Prayer

Jihad

Festivals

Rites of Passage

The Ten Obligatory Acts (Shi'a Islam)



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Islam – Rhai Arferion Allweddol – ‘Jihad’

Islam – Some Key Practices - 'Jihad'



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Arferion Mwslimaidd – Yn yr Ystafell Ddosbarth

Muslim Practices – In the Classroom



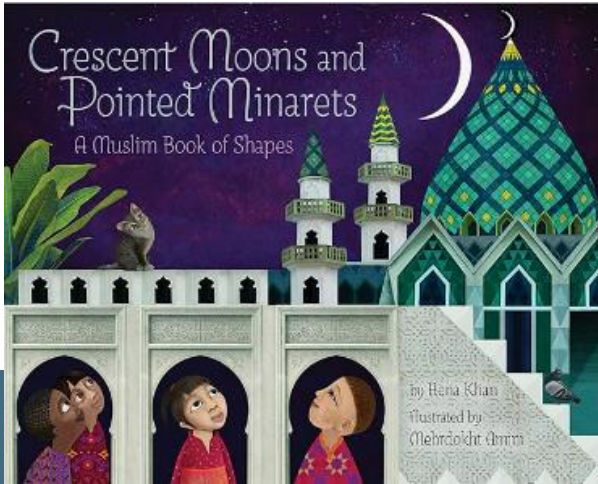
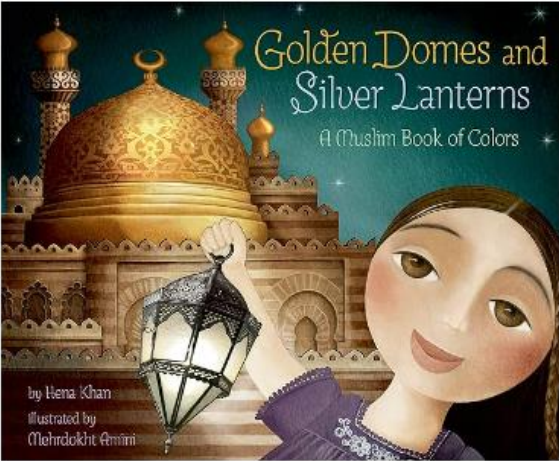
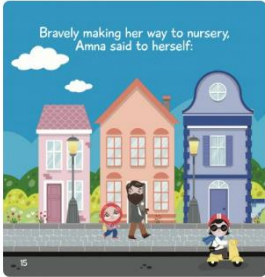
Islam – Llyfrau Stori i Annog chwilfrydedd a Gwybodaeth/Deall - Dysgu Cynnar

Islam – Story Books to Encourage Curiosity and Knowledge/Understanding - Early Learning

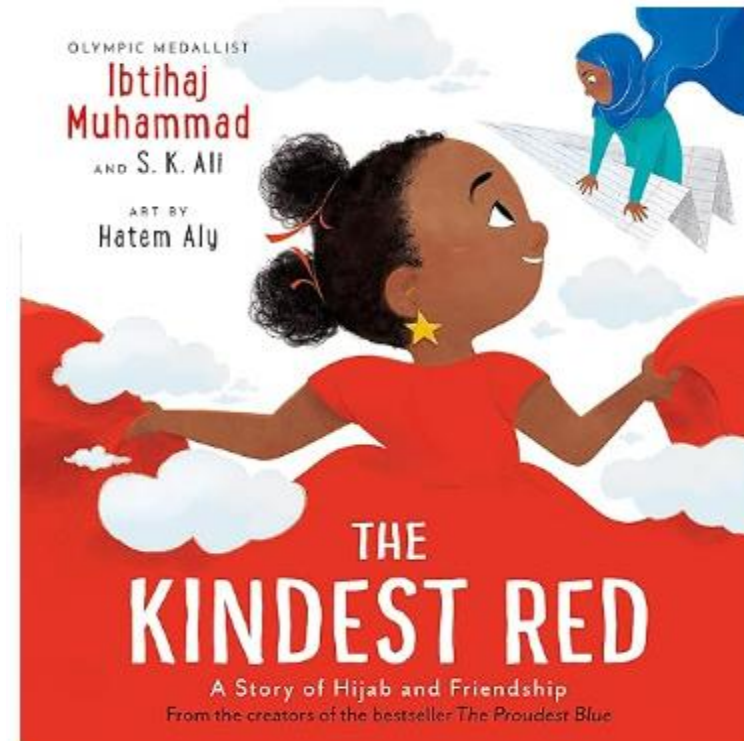
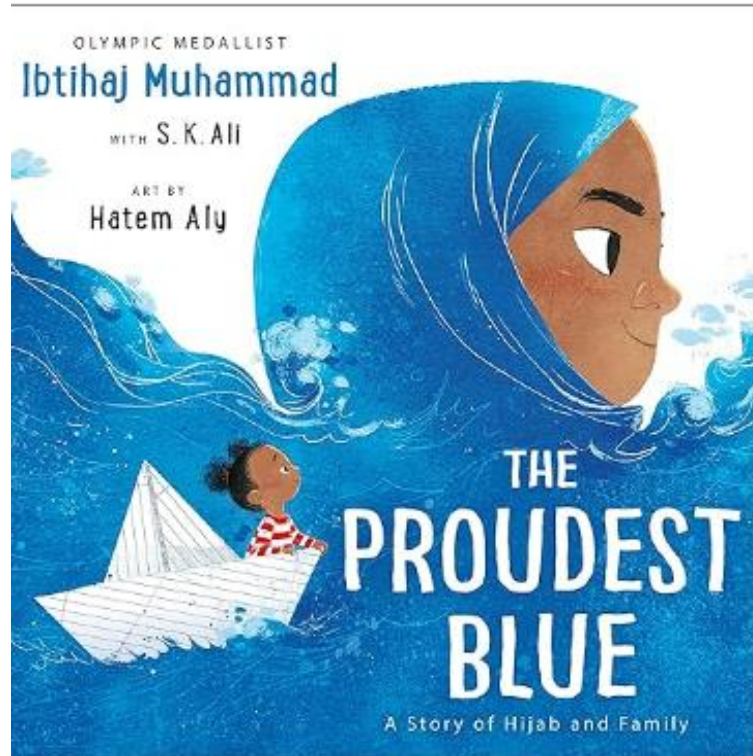
Amna & Amy Storybook

Download our exclusive **FREE** Early Years Story Book. Find out how Amna gets along at her first day at school.

FREE DOWNLOAD



Islam – Llyfrau Stori i Annog chwilfrydedd a Gwybodaeth/Deall Islam – Story Books to Encourage Curiosity and Knowledge/Understanding

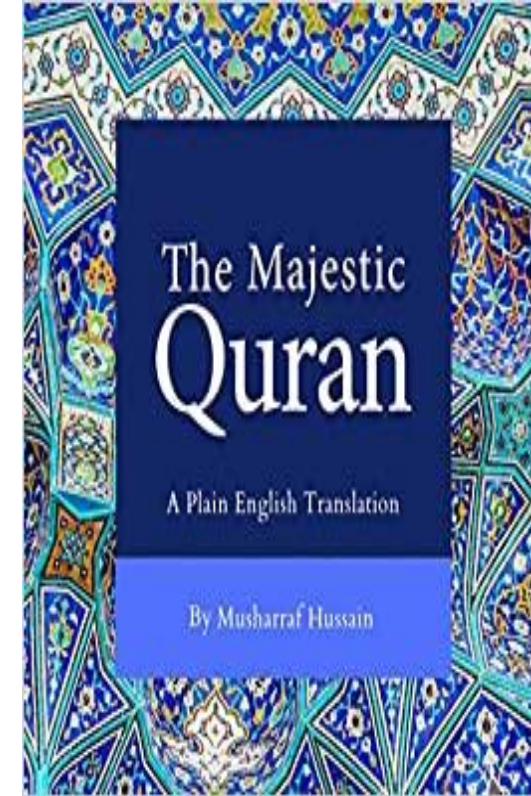


Deg Gorchymyn o'r Qur'an Sanctaidd

Surah 6. Al-An-am: Ayat 151-153

- Ni ddylech sefydlu unrhyw beth fel Partner gyda Allah
- Dylech drin eich rhieni'n garedig
- Ni ddylech ladd eich plant rhag ofn tlodi: rydym yn darparu ar eich cyfer chi a nhw.
- Peidiwch â mynd yn agos at bethau anwedus, p'un a ydynt yn agored neu'n guddiedig.
- Peidiwch â chymryd bywyd sydd wedi ei wneud yn sanctaidd gan Allah, ac eithrio trwy gyfiawnder a chyfraith.
- Ni ddylech fynd yn agos at gartref plant amddifad, ac eithrio i'w wella, nes iddo / iddi gyrraedd aeddfedrwydd.
- Dylech ddefnyddio mesur llawn a chydbwysedd cyfiawn.
- Beth bynnag yr ydych yn ei ddweud, dylai fod yn gyfiawn, er ei fod yn ymwneud â'ch perthnasau eich hun.
- Rhaid i chi gyflawni eich cyfamod ag Allah.
- Mae Allah hefyd yn annog: 'Y ffordd hon yn unig yw fy ffordd iawn.' Felly dylech ddilyn y ffordd hon ac ni ddylech ddilyn ffyrdd eraill, rhag iddynt eich arwain ar gyfeiliorn o'i ffordd Ef.

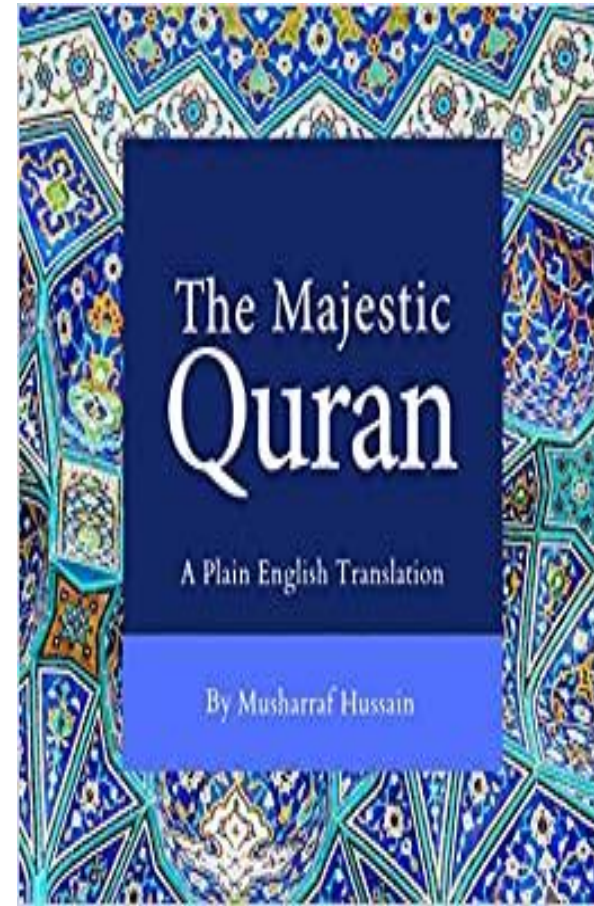
Nid yw'r gorchmynion hyn yn gyfochrog â'r Dangair Iddewig-Cristnogol. Maent yn dod o'r Qu-ran Sanctaidd – mae'r fersiwn Saesneg wedi'i symleiddio ychydig at ddefnydd yr ysgol. (NATRE)



Ten Commandments from The Holy Qur'an

Surah 6. Al-An-am: Ayat 151-153

- You should not set up anything as a Partner with Allah
- You should treat your parents kindly
- You should not kill your children for fear of poverty: we provide for you and them.
- You should not go near indecent things, whether they be open or hidden.
- Do not take life which Allah has made sacred, except by way of justice and law.
- You should not go near the property of an orphan, except to improve it, until s/he reaches maturity.
- You should use a full measure and a just balance.
- Whatever you say should be just, even though it is concerning your own relatives.
- You should fulfil your covenant with Allah.
- Allah also enjoins: 'this way alone is my right way.' Therefore you should follow this way and should not follow other ways lest they lead you astray from His way.



These commandments are not parallel to the Judaeo – Christian decalogue. They come from the Holy Qu'ran – the English version is simplified a little for school use. (NATRE)

Gwerthoedd Islamaidd/Islamic Values



Gwerthoedd Islamaidd - Y Fenyw wrth Gatiau Mecca

Y fenyw wrth gatiau Mecca. Siaradwch am y stori y bydd rhai o'r plant yn ei ddeall ar unwaith. GOFYNNWCH gwestiynau "Tybed...". Efallai yr hoffech ddewis un neu ddau o'r rhestr hon.

- Tybed a ydych yn deall pam y newidiodd ei meddwl...
- Tybed gyda phwy yr hoffech gerdded yn eich stryd...
- Tybed pwy rydych chi'n ceisio gwranddo arnynt...
- Tybed - a all garedigrwydd ennill dadl?
- Tybed: Sut allwn ni newid yr hyn mae pobl yn ei feddwl i gael gwell syniadau?



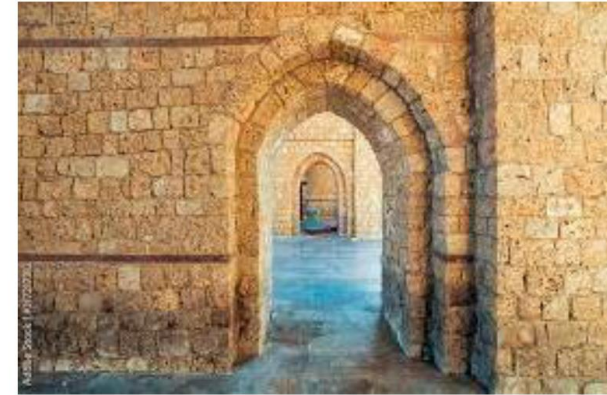
Tynnwch lun y fenyw (**NID y Proffwyd**) ar ddechrau ac ar ddiwedd y stori.
Dewiswch 4 gair i ddweud sut mae hi ar y dechrau, a sut mae hi ar ddiwedd y stori.

Islamic Values - The Woman at the Gates of Makkah

The woman at the gates of Makkah Talk about the story some of the children will 'get it' at once.

ASK "I wonder..." questions. You might want to choose one or two from this list.

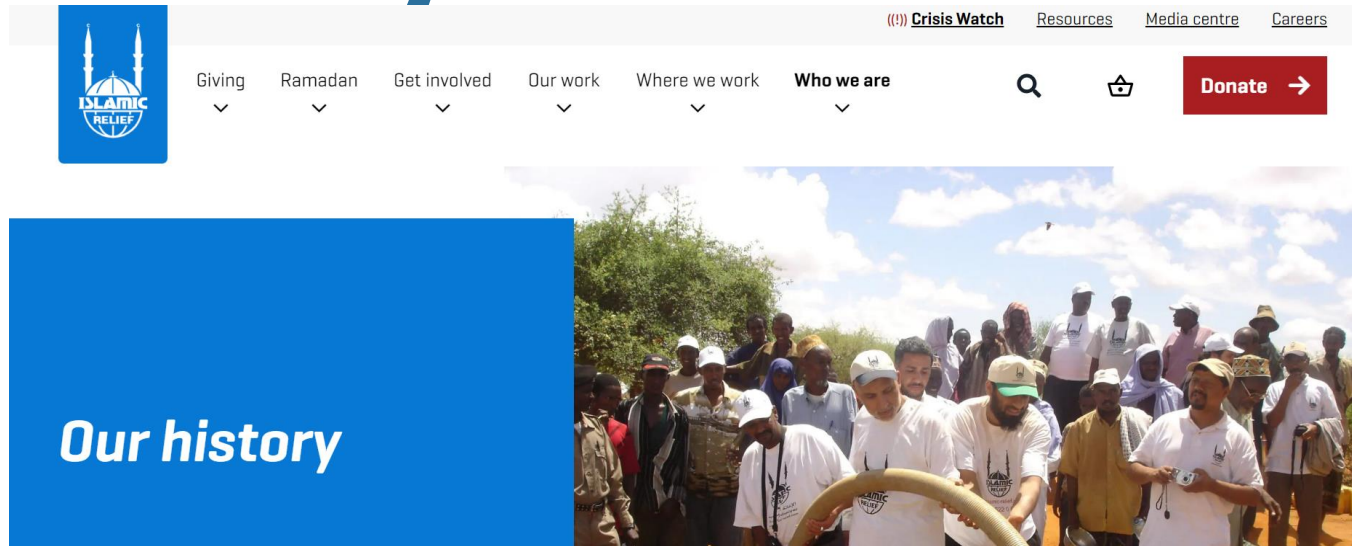
- I wonder if you have worked out why she changed her mind...
- I wonder who you would like to walk with in your street...
- I wonder who you try to listen to...
- I wonder: can kindness win an argument?
- I wonder: How can we change what people think to get better ideas?



Draw the woman (**NOT the Prophet**) at the start, and at the end of the story.

Choose 4 words to say what she is like at the start, and what she is like at the end of the story.

Dr Hany El Banna



- Darganfyddwch fwy: <https://www.facebook.com/irwales/>
- <https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children/>



Consortiwm Canolbarth y De
Central South Consortium

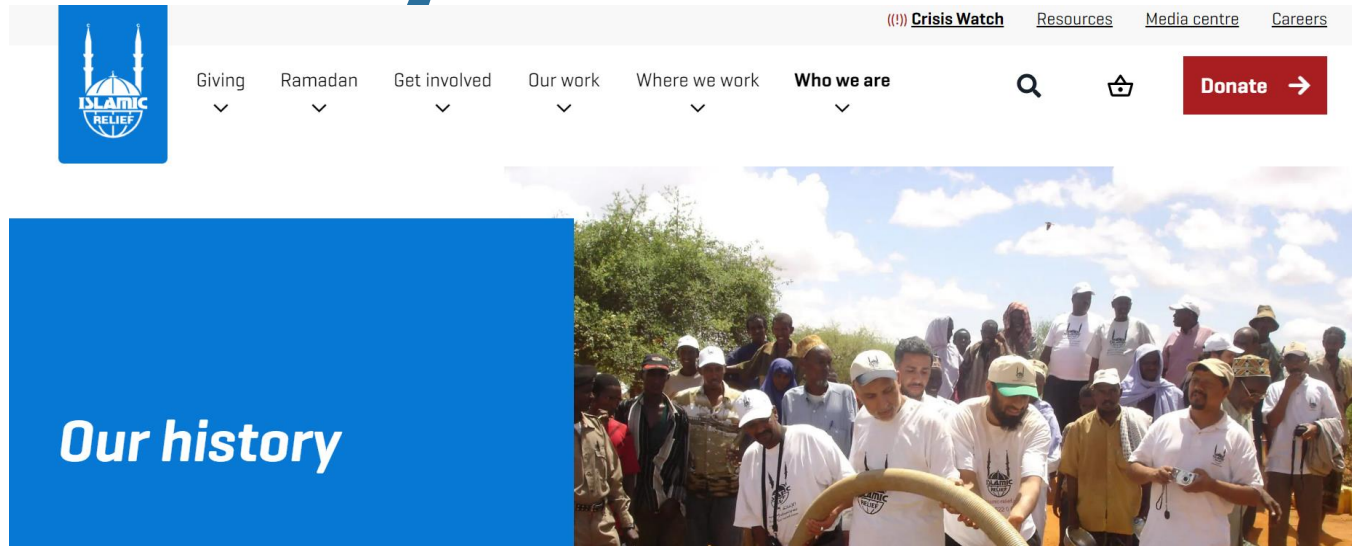
Gwasanaeth Addysg ar y Cyd
Joint Education Service



Education Achievement Service
Gwasanaeth Cyflawni Addysg

Islamic Values – In the Classroom

Dr Hany El Banna



- Find out more: <https://www.facebook.com/irwales/>
- <https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children/>

Gwerthoedd Islamaidd – Yn yr Ystafell Ddosbarth

Gwylwch araith y Tywysog Charles am Dr Hany El Banna

<https://www.youtube.com/watch?v=mYWIUHBWXkwcopy>

Mae'r Qur'an (5:32) yn dysgu: 'Pwy bynnag sy'n achub bywyd, y mae fel pe bai wedi achub yr holl fyd.'

Defnyddiwch y crynodeb 30 brawddeg hwn o'i fywyd, i fynd i'r afael â thasgau a fydd yn eich helpu i archwilio'r Mwslim ysbrydoledig hwn a'i waith ar gyfer tegwch a chyfiawnder. (NATRE)

Part 3: Create a class book, or a gallery of works of art and text, to show the biography of Dr Hany

| Thirty Sentences telling the life story of Dr Hany El Banna, A Muslim who changed the world, the founder of Islamic Relief | | |
|--|---|---|
| 1. Over 65 years ago, a little baby boy was born in Cairo, in Egypt. His parents called him Hany. | 2. When he was a boy, Hany liked to watch films and play football. He was always a caring person. | 3. Hany decided he wanted to become a doctor. He wanted to do a job that helped other people. |
| 4. When Hany grew up he became a doctor at a hospital in Birmingham. He was brilliant at this! | 5. Aged 33, Hany visited Sudan for a conference. He was shocked to see victims of famine himself. | 6. An old man in the famine in Sudan said to Hany 'For God's sake do something! Help us.' He remembered. |
| 7. Hany told people about the Sudan famine. His nephew gave him 20p. It was the first donation. | 8. Dr Hany started collecting money to help famine victims outside mosques in Birmingham. | 9. One night, Hany had a dream about the Kaaba at Makkah. He believed God was guiding his life. |
| 10. The Muslim Qur'an says 'God commands justice, the doing of good, generosity.' (Surah 16:90) | 11. Hany stood outside the mosque in Birmingham with a collection bucket to help famine victims | 12. After a few months Hany and his friends had collected more than £5000 for food aid. |
| 13. Islamic Relief was set up by Hany in 1985. It has grown. Today it spends £100million per year. | 14. Muslims give to help the less fortunate, £1 out of £40. It's called Zakat, the 3 rd Pillar of Islam. | 15. Dr Hany wanted the charity to help anyone in need, not just Muslims. He wanted fairness for all! |
| 16. The Qur'an says that saving the life of one needy person is like saving the whole world. | 17. Dr Hany says 'I don't own Islamic Relief. It belongs to all the poor people who need it.' | 18. Dr Hany says 'it is important to hold hands with the people we serve, not just to send money.' |
| 19. Islamic Relief's work in over 20 different countries is supported by the United Nations. | 20. Islamic Relief gives food, healthcare, education – and love – to people who need it most. | 21. In a year, Islamic Relief supports more than 27000 orphaned children. It's for all, not just for Muslims. |
| 22. No one is a true believer until you love for your brothers and sisters what you love for yourself. | 23. Islamic Relief works with partners from other religions in harmony to help the poor. | 24. In 1993 Dr Hany visited 40 American cities in 20 days to raise funds for Islamic Relief. |
| 25. Dr Hany is famous for not being proud or thinking anyone is too unimportant to talk to. | 26. In 2004, the Queen gave Dr Hany the medal called the OBE to praise all he had achieved. | 27. In 2008 Dr Hany retired from Islamic Relief, but he still leads the Humanitarian Forum. |
| 28. Dr Hany wrote: 'Let the volcano bring ashes. We will bring the fire of unity.' | 29. Dr Hany wrote: 'Let the sky be shadowed with dark clouds. We will bring the light of partnership.' | 30. Here are comments from our class about what we learned from Dr Hany's inspiring life. |

Islamic Values – In the Classroom

Watch Prince Charles' speech about Dr Hany El Banna

<https://www.youtube.com/watch?v=mYWIUHBWXkwcopy>

The Qur'an (5:32) teaches: 'Whoever saves a life, it is as if he has saved the whole world.'

Use this 30-sentence summary of his life, to tackle tasks which will help you explore this inspirational Muslim and his work for fairness and justice. (NATRE)

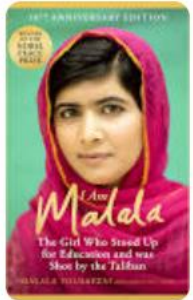
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Gwerthoedd Islamaidd – Yn yr Ystafell Ddosbarth

Islamic Values – In the Classroom

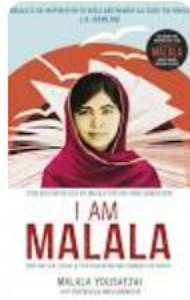
Malala Yousufzai



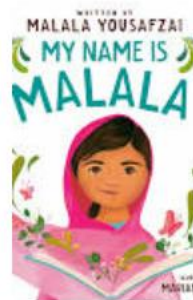
I Am Malala:
The Girl Wh...
2013



Malala's
Magic Pencil
2017



I Am Malala:
How One Gi...
2014



My Name Is
Malala
2022



We Are
Displaced
2019



Islam – Ffydd Fyw / Ffydd ar Waith yn yr Ystafell Ddosbarth

Islam – Living Faith/Faith in Action in the Classroom



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Gwasanaeth Addysg ar y Cyd
Joint Education Service



EAS

Education Achievement Service
Gwasanaeth Cyflawni Addysg

Islam - Amrywiaeth a Phlwraliaeth



- Beth sy'n cael ei 'rannu' o fewn Islam? (tebygrwydd / cyffredin)
- Beth sy'n unigryw/gwahanol/amrywiol /plwraliaethol o fewn Islam?
- Ystyriwch gredoau, arferion, gwerthoedd, moeseg, athroniaethau, diwinyddiaethau, ffynonellau awdurdod / doethineb/profiadau byw ac ati...

Islam - Diversity and Pluralism



- What are 'shared' within Islam? (similarities/commonalities)
- What are distinctive/different/diverse/pluralistic within Islam?
- Consider beliefs, practices, values, ethics, philosophies, theologies, sources of authority/wisdom/lived experiences etc...

Islam – Amrywiaeth a Phlwraliaeth

Islam – Diversity and Pluralism



Shia // Sunni



TrueTube
161K subscribers

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53K



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Centre for the Study of Islam in the UK

Canolfan ar gyfer Astudio Islam yn y DG

ISLAM UK CENTRE

الإسلام في المملكة المتحدة
مركز دراسة الإسلام في المملكة المتحدة

CANOLFAN ISLAM DG



Ynglŷn â'r Ganolfan Islam-UK



“Bydd y Ganolfan Astudio Islam yn y DU yn hyrwyddo dealltwriaeth ysgolheigaid a chyhoeddus o Islam a bywyd cymunedau Mwslimaidd yn y DU, trwy fentrau addysgol o ansawdd uchel sy'n cael effaith leol, genedlaethol a rhyngwladol”.



Daeth plant o Ysgol Gynradd Fwslimaidd Caerdydd i'r lansiad a chanu nasheeds yn y digwyddiad agoriadol



Yusuf Islam yn dadorchuddio'r plac yn agoriad y Ganolfan ym mis Medi 2005.

About the Islam-UK Centre



“The Centre for the Study of Islam in the UK will promote scholarly and public understanding of Islam and the life of Muslim communities in the UK, through high quality educational initiatives which have local, national, and international impact”.



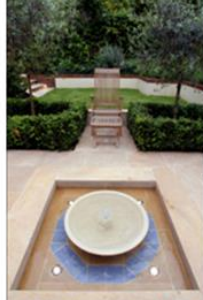
Children from Cardiff Muslim Primary School attended the launch and sang nasheeds at the opening event



Yusuf Islam unveils the plaque at the Centre opening in September 2005.



ISLAMIC
GARDENS



IN THE UK
dynamics of conservation
culture and communities



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Study of Islam in the UK
Canolfan ar gyfer
Astudio Islam yn y DG



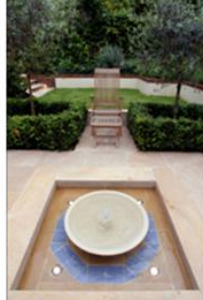
Mark Bryant Swyddog Datblygu, Canolfan Islam UK Prifysgol Caerdydd

- MA: Mwslimiaid ym Mhrydain Gyfoes
- Gweithiodd gyda'r Athro Gilliat-Ray ar: Gerddi Islamaidd yn y DU: dynameg diwylliant cadwraeth a chymunedau
- Ymwybyddiaeth ddiwylliannol ac integreiddio trwy werthoedd a rennir
- Materion amgylcheddol: Egwyddorion amgylcheddol Islamaidd
- Deialog rhyng-ffydd a rhyngddiwylliannol





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dynamics of conservation
culture and communities



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Canolfan ar gyfer
Astudio Islam yn y DG



ifees.
ecoislam

Mark Bryant Development Officer, Islam UK Centre Cardiff University

- MA: Muslims in Contemporary Britain
- Worked with Prof. Gilliat-Ray on:
Islamic Gardens in the UK: dynamics of conservation culture and communities
- Cultural awareness and integration through shared values
- Environment issues: Islamic environmental principals
- Interfaith and inter cultural dialog



Darganfod Mwslimiaid ym Mhrydain – Dysgu Proffesiynol

Discovering Muslims in Britain – Professional Learning



- Announcements
- Discussion Forum
- Welcome week
 - Welcome to Discovering Muslims in Britain
 - Learning Journey: What does it mean to be a Muslim in Britain today?
 - How the Course Works
 - Learner Expectations
 - Contributors
- Week 1: Sociology and Religion
 - Welcome to week 1!
 - Session 1 – How can we understand religion in society?
 - 1 - What is 'sociology'?
 - 1 - The sociology of religion
 - 1 - Data Analysis Task: What does it mean to be a Muslim?
 - 1 - In the RE classroom
 - 1 - Learning Check
 - 1 - Extra Resources
 - Session 2 – What does Islam mean to Muslims?
 - 2 - Core concepts of the Islamic tradition

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

What is a source of wisdom and authority? ▾ ↕


Enabled: Review, Statistics Tracking

A source of wisdom and authority is a resource that someone turns to, to guide them and help them make decisions about what is the right thing to do. There are many religious and non-religious sources of wisdom and authority that a person may turn to.

Sociologically, sources of wisdom and authority can be considered social structures. They are things that shape how people give meaning to certain actions and behaviours, and so affect how they act. Conversely, changes in society can also affect how sources of wisdom and authority are understood and used for guidance.

Additionally, it is important to remember that people still have agency over how they understand and act on sources of wisdom and authority, or which sources they turn to. This is especially relevant where multiple sources of wisdom and authority are available and provide different, sometimes conflicting, guidance.

For example, different Islamic legal scholars may offer different perspectives on a particular issue. A Muslim may listen to various Islamic legal scholars for different legal opinions (**fatwas**) on that issue, and choose one that makes the most sense to them. This is colloquially known as "fatwa shopping" (Skovgaard-Petersen 2015).



Darganfod Mwslimiaid ym Mhrydain Adnoddau Addysgu (Cynradd)



Discovering Muslims in Britain: for primary school

How to use the resources

Following the success of producing Discovering Muslims in Britain: for secondary school (Key Stage 3 or an equivalent), Discovering Muslims in Britain: for primary school adapts these resources and materials to suit primary school curriculum and practitioners.

To address and align with the thematic approach to subject within Humanities in the primary school curriculum, the resources present four broad themes:

1. Religion and People.
2. Religion and Communities.
3. What is a mosque?
4. Religious celebrations.

Each theme covers a wealth of information and is not meant to be presented to pupils in one single lesson. As the materials are developed for primary school (Key Stage 1 and Key Stage 2 or equivalent), they could be adapted to suit the School Year and individual progression.

Each theme consists of:

Theme plan - solely for the use of the educators

PowerPoint presentation - to be used in class (can be adapted)

Worksheet - activities to use in class and/or a homework task (can be adapted)

The resources can be used separately or collectively.

Additionally, 'Ask a Muslim' interview carousel feature presents the perspective of Muslims in Britain using interactive short videos. Muslims share their views on the topics discussed in the themes through the interactive interviews. You can find direct links to the Interview carousels explored in each of the Themes in the power point presentations and worksheets. Transcripts of the videos are also provided.

The 'Ask a Muslim' presentation feature contains interactive content based on external media and all carousel interviews can be accessed following this link https://xerte.cardiff.ac.uk/play_18930.

Further resources are included in each theme that can be explored according to curriculum and progression. These include data packs exploring the Five Pillars of Islam and picture tour of a mosque in Cardiff.

Disclaimer: The PowerPoint presentations and worksheets feature extra resources and interactive content based on external media unaffiliated with Discovering Muslims in Britain or Cardiff University.

Pedair thema sy'n cyd-fynd â'r dull thematig o fewn y Dyniaethau yn y cwricwlwm cynradd.

1. Crefydd a Phobl
2. Crefydd a chymunedau
3. Beth yw Mosg
4. Dathliadau crefyddol

bit.ly/DMcynlluniau_gwersi

Discovering Muslims in Britain Teaching Resources (Primary)



Discovering Muslims in Britain: for primary school

How to use the resources

Following the success of producing Discovering Muslims in Britain: for secondary school (Key Stage 3 or an equivalent), Discovering Muslims in Britain: for primary school adapts these resources and materials to suit primary school curriculum and practitioners.

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Four themes which align with the thematic approach within Humanities in the primary school curriculum.

1. Religion and People
2. Religion and communities
3. What is a Mosque
4. Religious celebrations

bit.ly/DMLessonplans

Adnodd "Gofyn i Fwslim" "Ask A Muslim" Resource



DISCOVERING
MUSLIMS IN BRITAIN

Maryam

Samina

Sariya

Azim

Tanvier

Hamza

Laiqah & Seherish

Faraz

Sami

Hanan

Aisha

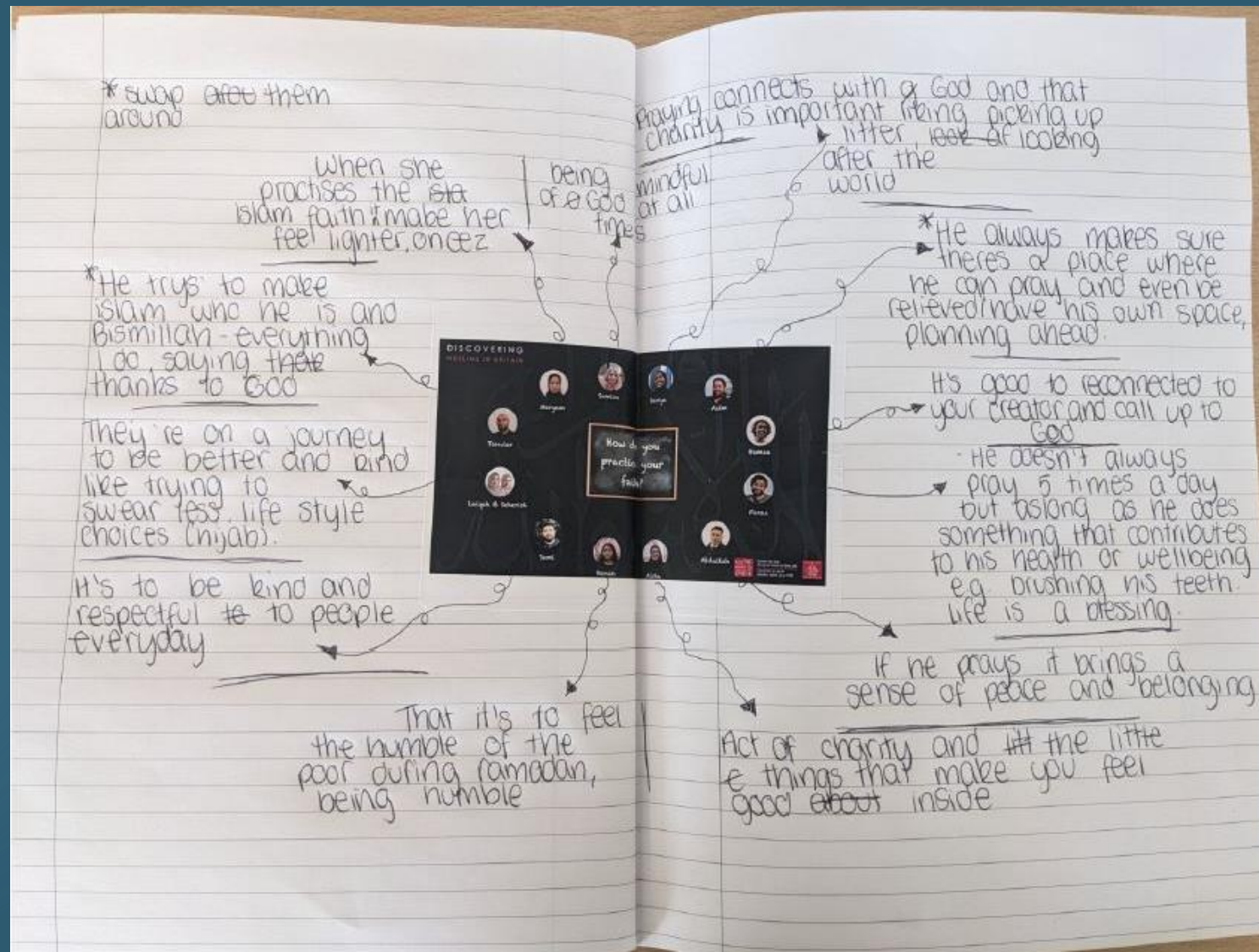
Abdullah

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Canolfan ar gyfer
Astudio Islam yn y DG

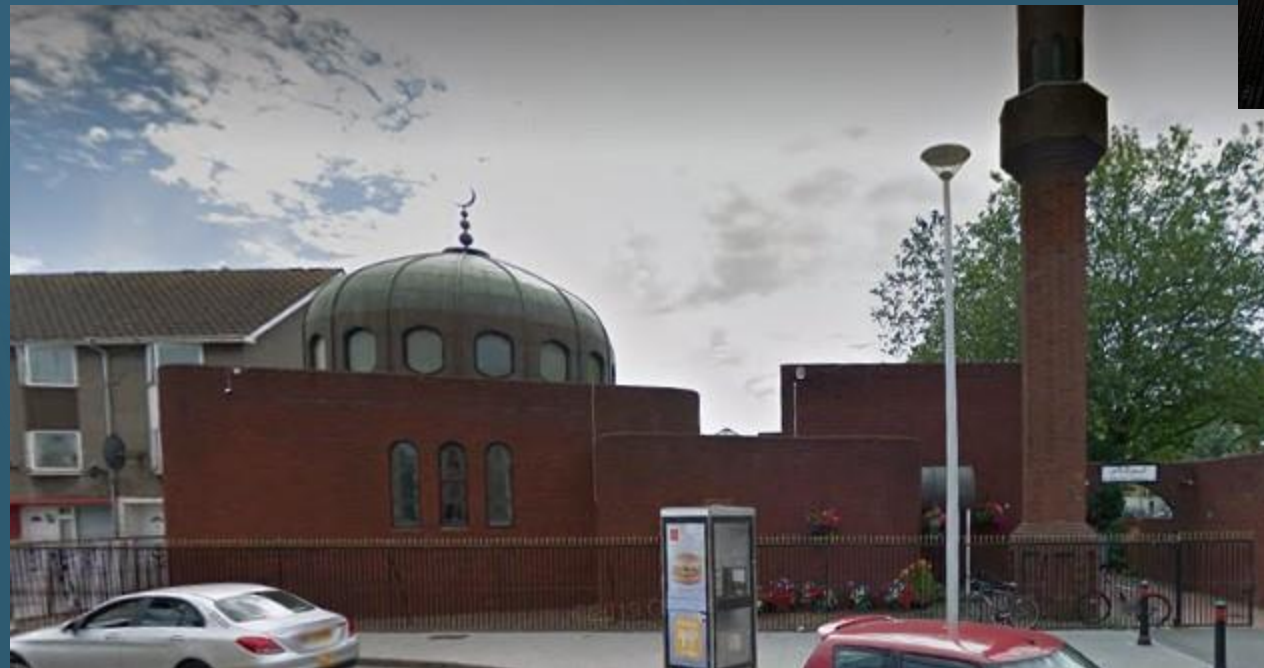
https://xerte.cardiff.ac.uk/play_18930

Adborth yw enaid y prosiectau hyn... *Feedback is the lifeblood of these projects...*



Teithiau Mosg Rhithwir (Caerdydd, Cymru a Byd-eang) – Ar gael yn fuan!

Virtual Mosque Tours
(Cardiff, Wales and Global) –
Available Soon!



Perthnasoedd

Iaith (leithoedd)

Teulu

Cartref/
Mosg/arweinwyr /
cymuned

Rolau?

Ysgol Islamaidd

- Ethos
- Gwerthoedd
- Pynciau
- Crefyddol

Credoau/Gwerth
oedd Islamaidd

- Allah
- Proffwydiaeth
- Angylion

Canghennau/
Amrywiaeth

- Sunni
- Shi'ia
- Eraill?

Symbolau

- Lleuad Cilgant a seren 5 pwynt
- Eraill?

Dillad

- Hijab
- Purdah
- Burqah
- Hetiau gweddi
- Gwisg ddiwylliannol
- [Dylunwyr Mwslimaidd? Yng Nghymru](#)

Hunaniaeth a Pherthyn Islam

Darllen a dilyn testunau sanctaidd:

- Qur'an
- Hadith

Arferion/
Gweithredoedd

Ffordd o fyw

Pererindod

- Hajj

Dilyn rheolau/
Gorchmynion/
Awdurdod:

- Shahadah
- 5 Colofn Islam
- Qur'an
- Hadith
- The Sunnah
- Proffwydiaeth
- Clerigwyr

Gwyliau/Dathliadau

- Eid-ul-Fritr
- Eid-ul-Adha

Mynychu lleoedd o addoliad

- Mosg/Masjid

Cerddoriaeth?

Ffydd

Celf

- Artistiaid Mwslimaidd
- Celf geometrig/celf caligraffeg

Bwyd

- Halal
- Porc X
- Diwylliannol

Defodau newid byd

- Brit Milah
- Bar/Bat Mitzvah, Bat Chayil
- Kiddushin
- Angladd

Heddwch?

Wedi eu herlid oherwydd Hunaniaeth / credoau? Islamoffobia

Relationships

Language(s)

Islamic School

Islamic Beliefs/
Values

Branches/
diversity

Symbols

Clothing

Family

Home/
mosque/leaders/
community

- Ethos
- Values
- Subjects
- Religious

- Allah
- Prophethood
- Angels

- Sunni
- Shi'ia
- Others?

- Crescent moon and 5-pointed star
- Others?

- Hijab
- Purdah
- Burqah
- Prayer hats
- Cultural dress
- [Muslim designers? In Wales](#)

Roles?

Communities/
Organisations/Charities

- Islamic Relief
- Muslim Aid
- Muslim Council of Wales
- Muslim Council of Britain

Read and follow sacred texts:

- Qur'an
- Hadith

Islam Identity & Belonging

Practices/Actions

Lifestyle

Pilgrimage

- Hajj

Follow rules/
Commandments/
Authority:

- Shahadah
- 5 pillars of Islam
- Qur'an
- Hadith
- The Sunnah
- Prophethood
- Clerics

Faith

Music?

Festivals/Celebrations

- Eid-ul-Fitr
- Eid-ul-Adha

Attend places of worship

- Mosque/Masjid

Peace?

Rites of Passages

- Brit Milah
- Bar/Bat Mitzvah, Bat Chayil
- Kiddushin
- Funeral

Persecuted for Identity/beliefs? Islamophobia

Art

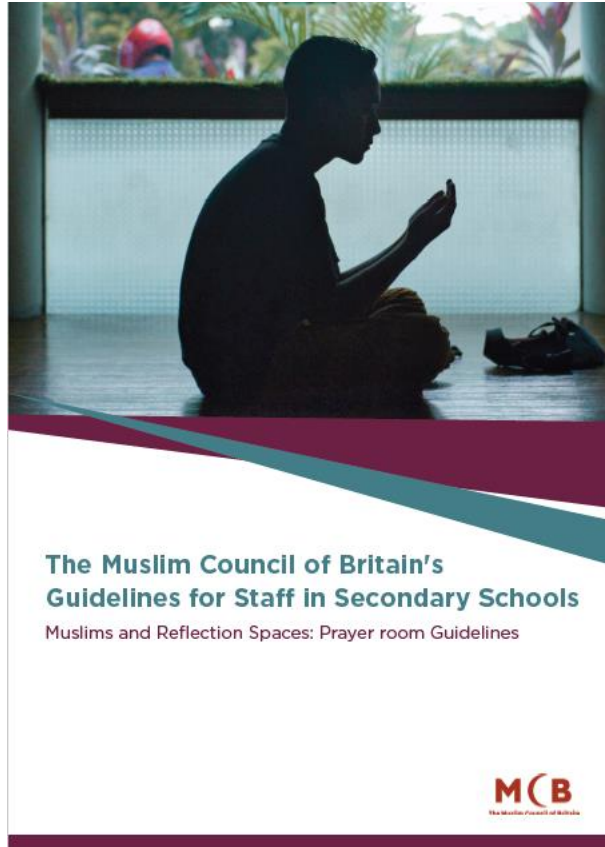
- Muslim artists
- Geometric art/calligraphy art

Food

- Halal
- Pork X
- Cultural

Ystafell Weddi/Myfyrdod yn eich Ysgol/Lleoliad? Prayer/Reflection Room in your School/Setting?

- Ydych chi wedi ystyried hyn ar gyfer eich ysgol? Eich dysgwyr, eich staff a'ch ymwelwyr?
- Amrywiaeth a Chynhwysedd?
- A allai fod yn ofod rhyngffydd/myfyrio?
- A allai hyn fod yn brosiect i ymchwilio a dylunio ardal?



- Have you considered this for your school? Your learners, staff and visitors?
- Diversity and Inclusivity?
- Could it be an inter-faith/reflection space?
- Could this become a project to research and design an area?

[Dolen i Adnoddau/Link to resource](#)

Creu gofod gweddi aml-ffydd i ddysgwyr yn Ysgol Uwchradd Pencoedtre



**'Prif nod fy mhrosiect yw dathlu amrywiaeth a
hyrwyddo cyfleoedd cyfartal o fewn yr ysgol.'**

Creating a multi-faith prayer space for learners in Pencoedtre High School



**'The main aim of my project is to celebrate diversity
and to promote equal opportunities within the
school.'**



Dechrau'r broses

- **Roedd y disgyblion a'r rhieni yn gofyn am ystafell weddi yn yr ysgol**
- **Defnyddiwyd yr ystafell wreiddiol a gynlluniwyd pan adeiladwyd yr adeilad fel canolfan Anhwylder yn y Sbectrwm Awtistig**
- **Gweithiais gyda'r UDA i wneud ystafell arall yn addas**



The beginning of the process

- **Learners and parents were asking for a prayer room in the school**
- **The original room planned when the building was built was used as an ASD base**
- **I worked with SLT to make another room suitable**

Lleoliad

- Rhoddodd yr ysgol ystafell i ni a arferai fod yn swyddfa.
- Fe wnaethon ni archebu rhywfaint o ffilm breifatrwydd ar gyfer y ffenestr a gorchuddio'r ffenestri ar y drysau.



Location

- The school gave us a room which used to be an office.
- We ordered some privacy film for the window and covered the windows on the doors.



Llais y Dysgwr

- Siaradais â nifer o ddysgwyr o wahanol grefyddau o wahanol grwpiau blwyddyn. Fe wnes i hefyd ychydig o ymchwil ar-lein ynglŷn â beth i'w gynnwys.



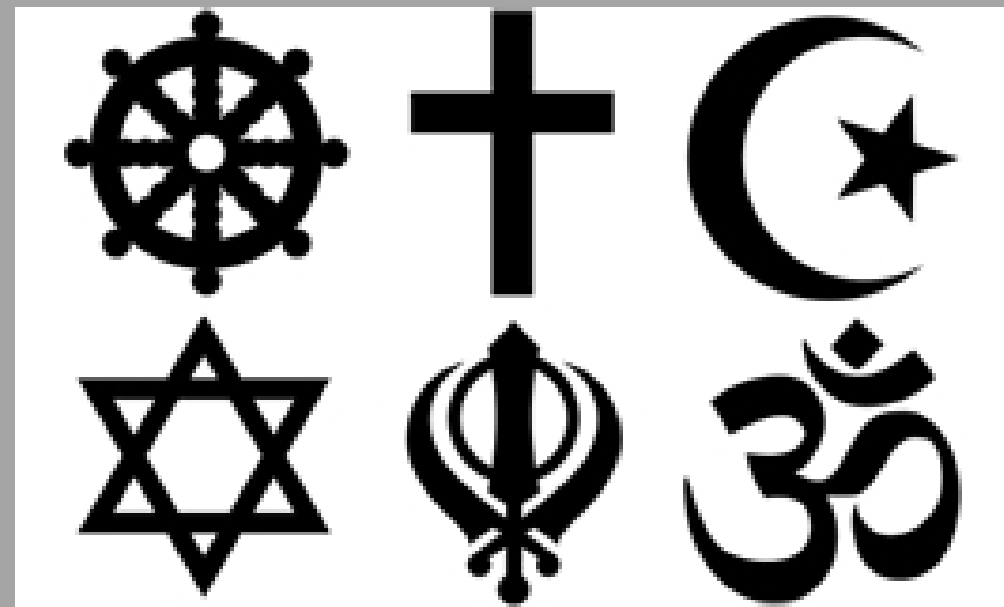
Learner Voice

- I spoke to a number of learners of different faiths from different year groups. I also did some research online about what to include.



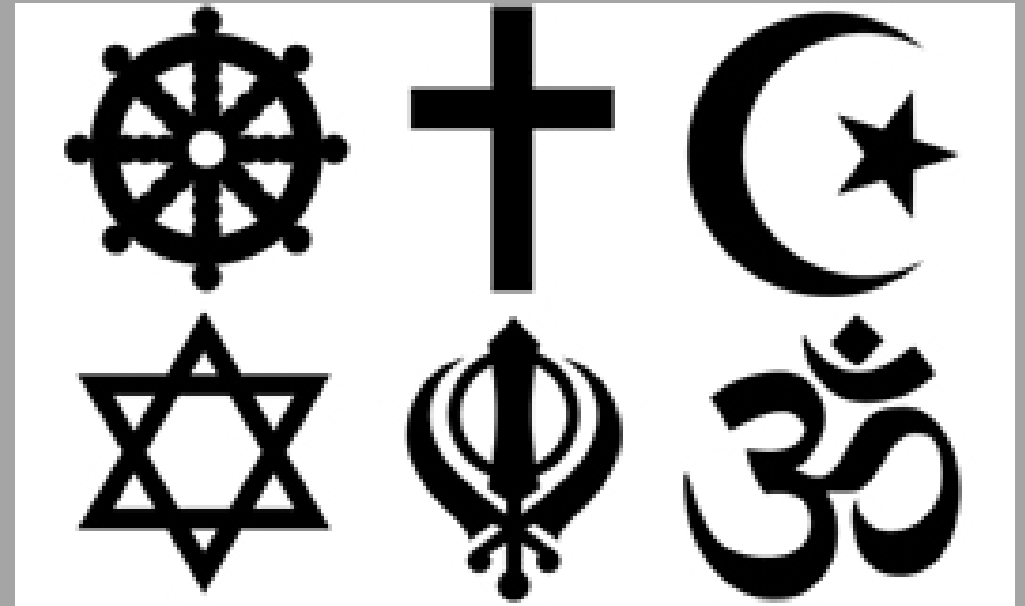
Pob crefydd

Er nad oes gennym
ddysgwyr o bob un o'r chwe
phrif grefydd fyd-eang yn
ein hysgol, roeddem o'r farn
ei bod yn bwysig i gynifer o
grefyddau â phosibl gael eu
cynrychioli.



Each religion

Although, we do not have learners of all six main world religions in our school we thought it was important to have as many religions represented as possible.



Islam -

https://www.amazon.co.uk/Mihrab-Design-Velvet-Muslim-Prayer/dp/B09RCSJBJX/ref=sr_1_5?crid=2IN289CH0BH60&keywords=Muslim%2Bprayer%2Bmat&qid=1665658893&qu=evjxc2MiOIl2LiY3liwicXNhljoiNi4NslslnFzcCl6iJiUuMjIifQ%3D%3D&spreif=uslim%2Bprayer%2Bmat%2Caps%2C145&sr=8-5&th=1-prayer+mat+x2-E11.95 each

[https://www.amazon.co.uk/Qibla-Direction-Arrow-Black-2pk/dp/B07KNH88M2/ref=sr_1_6?crid=2IG75DSL805R&keywords=Qibla&qid=1665659483&qu=evjxc2MiOIlLj5liwicXNhljoiMS44OCISlnFzcCl6iJiEuMjIifQ%3D%3D&spreif=qibla%2Caps%2C81&sr=8-6-Kibla to show direction of prayer for Muslims \(Makkah\) - £5.99](https://www.amazon.co.uk/Qibla-Direction-Arrow-Black-2pk/dp/B07KNH88M2/ref=sr_1_6?crid=2IG75DSL805R&keywords=Qibla&qid=1665659483&qu=evjxc2MiOIlLj5liwicXNhljoiMS44OCISlnFzcCl6iJiEuMjIifQ%3D%3D&spreif=qibla%2Caps%2C81&sr=8-6-Kibla to show direction of prayer for Muslims (Makkah) - £5.99)

https://www.amazon.co.uk/Muslim-Prayer-Turkish-Ramadan-Embroidery/dp/B093H2Q8Z5/ref=sr_1_6?crid=3NAFUZ1VMK0HN&keywords=islamic+prayer+hats&qid=1665666094&qu=evjxc2MiOIlzLiZliwicXNhljoiMC4wMClSlnFzcCl6iJiAuMDAifQ%3D%3D&spreif=islamic+prayer+hats%2Caps%2C88&sr=8-6 Prayer hats x 2 - £8.40

General

https://www.amazon.co.uk/Home-Discount-Bookcase-Shelving-Furniture/dp/B079TS832H/ref=cs_sr_dp_2?crid=W5ERS79UXGJ&keywords=small+book+case&qid=1665665849&qu=evjxc2MiOIlLj5liwicXNhljoiNS4zMySlNfzcCl6iJiQuMjIifQ%3D%3D&spreif=small+book+case%2Caps%2C69&sr=8-7 Small book case for Holy Books/Qu'rans £23.39

https://www.amazon.co.uk/Viro-Vacant-Sliding-Door-Green/dp/B075LJYHDX/ref=sr_1_12?crid=28AAUMXGJLRRS&keywords=in+use+sign+for+door+slide&qid=1665659192&qu=evjxc2MiOIlzLiM4liwicXNhljoiMC4wMClSlnFzcCl6iJiAuMDAifQ%3D%3D&spreif=in+use+sign+for+door+slide%2Caps%2C66&sr=8-12-sign for the door - 'in use/vacant' - £11.99

[https://www.amazon.co.uk/Fabric-Storage-Wardrobe-Clothes-Foldable/dp/B094HWJGXQ/ref=sr_1_22?crid=3R8TTAPE7PR41&keywords=box%2Bwith%2Bliid&qid=166566395&qu=evjxc2MiOIl3Li4liwicXNhljoiNi44OSlnFzcCl6iJiYuMTkifQ%3D%3D&spreif=box%2Bwith%2Bliid%2B%2Caps%2C85&sr=8-22&th=1 Boxes for artefacts as they cannot be left in the room whilst Muslims pray \(no faces/eyes\) £21.99](https://www.amazon.co.uk/Fabric-Storage-Wardrobe-Clothes-Foldable/dp/B094HWJGXQ/ref=sr_1_22?crid=3R8TTAPE7PR41&keywords=box%2Bwith%2Bliid&qid=166566395&qu=evjxc2MiOIl3Li4liwicXNhljoiNi44OSlnFzcCl6iJiYuMTkifQ%3D%3D&spreif=box%2Bwith%2Bliid%2B%2Caps%2C85&sr=8-22&th=1 Boxes for artefacts as they cannot be left in the room whilst Muslims pray (no faces/eyes) £21.99)

Judaism

https://www.amazon.co.uk/dp/B076Z7Y4GN/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B076Z7Y4GN&pd_rd_w=ZS96&content-id=amzn1_svm_8d91a06c-52c8-441e-afa4-963e53268566&pf_rd_p=8d91a06c-52c8-441e-afa4-963e53268566&pf_rd_r=3G66VNSR47EH6VPJCF6R&pd_rd_wg=GuOXR&pd_rd_r=cf0443e9-1e9f-4a61-a483-4e43073918d0&s=kitchen&sp_csd=d2lk2V0TmPtZ1zcF9kZXRhaWw%3D&customerReviews-Hannukah set - £20.99

https://www.amazon.co.uk/Tribes-Symbol-Candle-Judaica-Menorah/dp/B08NPZRYWP/ref=sr_1_6?crid=3Q4GE21TZFRJL&keywords=menorah+7+branch&qid=1665996936&qu=evjxc2MiOIl1Li3liwicXNhljoiNC44OCISlnFzcCl6iJiMuOTcifQ%3D%3D&s=kitchen&spreif=Menorah+%2Ckitchen%2C65&sr=1-6 Menorah - £16.95

https://www.amazon.co.uk/Knitted-Cotton-Kippah-Yarmulke-Synagogue/dp/B08R6FT18M/ref=sr_1_3?crid=Y007MNN9IOLS8&keywords=Yarmulkes&qid=1665671506&qu=evjxc2MiOIlYLiM2liwicXNhljoiMi40NylslnFzcCl6iJiEuNzUifQ%3D%3D&spreif=yarmulkes%2Caps%2C57&sr=8-3 Yarmulke/Kippah - £7.49

https://www.amazon.co.uk/Tallit-Prayer-Shawl-Polyester-Inches/dp/B09CKRMPKL/ref=sr_1_2?crid=2WKKFHBX7ZVA&keywords=tallit%2Band%2Btefillin%2Badult&qid=1665998641&qu=evjxc2MiOIlYLi5liwicXNhljoiMC4wMClSlnFzcCl6iJiAuMDAifQ%3D%3D&spreif=tallit%2Band%2Btefillin%2Badult%2Caps%2C61&sr=8-2&th=1 Tallit - £16.89

Christian

https://www.amazon.co.uk/Catholic-Necklace-Christians-Religious-Communion/dp/B09QKTBVNG/ref=sr_1_7?crid=2GYM27I02BT7D&keywords=Prayer+beads+Christian&qid=1665671267&qu=evjxc2MiOIl1Li4liwicXNhljoiNS4xOCISlnFzcCl6iJiMuOTAifQ%3D%3D&spreif=prayer+beads+christian%2Caps%2C64&sr=8-7 Prayer beads - Catholic - £7.99

Defnyddio'r ystafell weddi

Argraffais rai printiau dwyochrog ar gyfer y ffenestri ar y drws.

Gadawsom fwlch ar y brig fel y gall staff weld a monitro'r ystafell am resymau diogelu. Rhoddais arwydd ar y drws hefyd y gall dysgwyr ei newid i ddangos bod yr ystafell yn cael ei defnyddio.



Use of the prayer room

I printed out some prints for the windows on the door which were double sided. We left a gap at the top so that staff can see in and monitor the room for safeguarding reasons. I also put a sign on the door which learners can switch to show that the room is in use.



Yr allwedd

Mae'r ystafell weddi yn cael ei chadw dan glo ac mae'n rhaid i'r dysgwyr lofnodi yn yr adran les i dderbyn yr allwedd.

Fe wnaethon ni greu taflen ar gyfer hyn gyda rhai rheolau i ddisgyblion eu dilyn.



Multi-faith Prayer Room Key Sign Out Sheet

By signing out this key you agree to ensure that you look after the key and do not lose it whilst you are using the prayer room. You must also agree to leave the prayer room as you found it. Put all prayer mats and artefacts you have used back where they belong. Do not pass the key to anyone else – return it to wellbeing when you are done. Please report any damage to Mrs T Saunders. |



| Name | Date | Time Signed out | Time signed back in | Signature |
|------|------|-----------------|---------------------|-----------|
| | | | | |

The key

The prayer room is kept locked and the learners have to sign the key out from wellbeing.

We created a sign out and sign in sheet with some rules for pupils to follow.



Multi-faith Prayer Room Key Sign Out Sheet

By signing out this key you agree to ensure that you look after the key and do not lose it whilst you are using the prayer room. You must also agree to leave the prayer room as you found it. Put all prayer mats and artefacts you have used back where they belong. Do not pass the key to anyone else – return it to wellbeing when you are done. Please report any damage to Mrs T Saunders. |



| Name | Date | Time Signed out | Time signed back in | Signature |
|------|------|-----------------|---------------------|-----------|
| | | | | |

Arwyddion ar gyfer yr hysbysfwrdd/Signs for the notice board

People of all faiths and none are allowed to use the prayer room. If you would like to use it please speak to Mrs Allen in Wellbeing and you can sign out the key.

Please lock the door after use and return the key to wellbeing.

If you wish for privacy whilst you pray change the sign on the door.

Due to the size of the prayer room there should only be 1 or 2 people in here at one time.

5
There are artefacts of the six main world religions provided in the multi-faith prayer room.

Please return the artefacts to the correct box or shelf when you are finished using them.

Please show respect to the artefacts.

6
You should use the break, lunch and after school times to use the prayer room to avoid missing out on learning time.

- Rydym hefyd yn argraffu'r amseroedd gweddi o'r mosg lleol yn fisol.

- We also print out the prayer times from the local mosque monthly.

Arteffactau/Artefacts

- Fe wnes i archebu rhai blychau ar gyfer yr arteffactau a chreu arwyddion ar gyfer pob un
- I ordered some boxes for the artefacts and created signs for each



Qibla

Defnyddiais ap i ddod o hyd i gyfeiriad Mecca a rhoi sticeri ar y wal a'r nenfwd

I used an app to find the direction of Mecca and put stickers on the wall and the ceiling







Dywedodd KA – BI 11
'Mae cael ystafell
weddi yn yr ysgol hon
wedi bod yn hynod
fuddiol gan ein bod yn
gallu gweddio'n
rheolaidd ac mae
hefyd yn gweithredu
fel lle diogel i ni ei
ddefnyddio.'

KA – Year 11 said
'Having a prayer room
in this school has been
super beneficial since
we can keep up with
our prayers and also
acts as a safe space
for us to use.'

Islamaffobia/Islamophobia

Cyngor Mwslemaidd Prydain - The Muslim Council of Britain

‘Mae ‘Islamoffobia’ wedi’i wreiddio mewn hiliaeth ac mae’n fath o hiliaeth sy’n targedu mynegiant o Fwslemiaeth neu Fwslemiaeth canfyddedig.’

- Datblygwyd y diffiniad hwn o Islamoffobia gan y Grŵp Seneddol Hollbleidiol ar Fwslimiaid Prydeinig, ac fe’i cymeradwyir yn eang ar draws cymunedau Mwslemaidd, pleidiau gwleidyddol a chymdeithas sifil.

‘Islamophobia’ is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.’

- This definition of Islamophobia was developed by the All-Party Parliamentary Group on British Muslims, and is widely endorsed across Muslim communities, political parties and civil society.

Pam fod 'Islamoffobia' yn rhywbeth y dylen ni ei ystyried? Why is 'Islamophobia' something we should consider?

**'Dwi'n gwybod nad ydw i'n
Gymro mewn gwirionedd':
Byw gydag Islamoffobia yng
Nghymru**

Dydd Gwener 19 Tachwedd 2021

**"Muslims in Wales
are getting so
accustomed to anti-
Muslim behaviour
they're practically
becoming immune to
it."**

-ITV Wales in response to the work by Race Equality First

**'I know I'm not really
Welsh': Living
with Islamophobia in
Wales**

Friday 19 November 2021

Islam yng Nghymru

- Islam yw un o'r 'prif grefyddau' yng Nghymru.
- Yng nghyfrifiad 2021, Islam oedd yr ail ymlyniad crefyddol mwyaf yng Nghymru.
- 2.2% o'r boblogaeth (67,000 o drigolion arferol) yn nodi eu bod yn "Fwslimaidd" yn 2021. Mae hyn yn gynnydd o 1.5% yn 2011.

Ceisiwch osgoi unrhyw 'osgoi' cynllunio ar gyfer Islam a'i chyflwyno fel rhan o'ch cwricwlwm RVE/Dyniaethau yn eich ysgol.

Islam in Wales

- Islam is one of the main 'principal religions' in Wales.
- In the 2021 census, Islam was the second largest religious affiliation in Wales.
- 2.2% of the population (67,000 usual residents) identifying as “Muslim” in 2021. This is an increase from 1.5% in 2011.
- **Avoid any 'avoidance' of planning for and delivering Islam as part of your RVE/Humanities curriculum in your school.**

Islamoffobaidd

Safbwyntiau Islamoffobaidd mewn Cymdeithas

Troseddau Casineb Islamoffobaidd

Islamoffobia yn y Cyfryngau

Islamoffobia mewn Pleidiau Gwleidyddol

Islamoffobia yn y Gweithle

<https://mcb.org.uk/resources/islamophobia/>

Islamophobic

Islamophobic Views in Society

Islamophobic Hate Crime

Islamophobia in the Media

Islamophobia in Political Parties

Islamophobia in the Workplace

<https://mcb.org.uk/resources/islamophobia/>



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



EAS

Education Achievement Service
Gwasanaeth Cyflawni Addysg



Mae'r gweithgareddau yn yr adnodd hwn yn rhoi cyfleoedd i bobl ifanc gymryd rhan fel dinasyddion egwyddorol, gwybodus yn eu hysgol a'r gymuned ehangach.

Mae gweithgareddau hefyd yn datblygu canlyniadau sy'n ymwneud ag Iechyd a Lles a'r Dyniaethau, yn enwedig o ran dealltwriaeth o grefyddau.

[Dolen i'r adnodd](#)

TACLO ISLAMOFOBIA: ADNODD HAWLIAU PLANT AR GYFER YSGOLION UWCHRADD YNG NGHYMRU

COMISIYNYDD PLANT CYMRU





TACKLING ISLAMOPHOBIA: A CHILDREN'S RIGHTS RESOURCE FOR SECONDARY SCHOOLS IN WALES

CHILDREN'S COMMISSIONER FOR WALES



Activities in this resource provide opportunities for young people to participate as ethical, informed citizens in their school and wider community.

Activities also develop outcomes relating to Health and Wellbeing and Humanities, particularly around the understanding of religions.

[Link to resource](#)



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Education Achievement Service
Gwasanaeth Cyflawni Addysg

Mae fersiynau Cymraeg o'r clipiau fideo ar gael yma:
Welsh versions of the video clips are available here:

<https://www.complantcymru.org.uk/cyhoeddiadau/adnodd-taclo-islamoffobia/>







...ly peace; it's such a beautiful religion



I'm a normal human being



Islam – rhywfaint o eirfa allweddol

Islam – Some Key Vocabulary



🏠 / Subject specific vocabulary: Islam

Specifications that use this resource:

- A-level Religious Studies 7062

Print

Subject specific vocabulary: Islam

This subject specific vocabulary defines the key terms in our A-level Religious Studies (7062) specification. Your students should be familiar with all these terms.

Abrahamic faiths

Usually refers to Islam, Judaism and Christianity as these three faiths all believe in the revelation of God to the prophet Abraham, and see him as a forefather. 'Non-Abrahamic faiths' are other religions and traditions who do not share this belief, e.g. Hinduism.

Akhirah (afterlife)

Belief in a new stage of life after death.

Al-Qadr

Literally 'divine power;' refers to the belief in divine destiny/control, predestination.

Islam – Rhai Sefydliadau Allweddol

Islam – Some Key Organisations



Muslim Council of Wales

Home About Ramadan Eid Cymru News Contact Us

Welcome to Muslim Council of Wales

Muslim Council Wales is an affiliate of Muslim Council Britain and a broad based umbrella organisation that was set up in early 2000 to serve the needs of the Muslim community across Wales.

[Read More](#)

vision mission & values

Muslim Council of Britain

AFFILIATES GET INVOLVED DONATE

IMPACT PURPOSE LEADERSHIP MEDIA EXPLORE

Watch video on MCB's valuable work

Muslim Council of Britain:

CARDIFF UNIVERSITY PRIFYSGOL GWYBODAETH

Study Research Work with us Community Global About

Cymraeg

Home > Centre for the Study of Islam in the UK

Centre for the Study of Islam in the UK

Exploring the lives of Muslim communities in Britain.

About Study Research People Events Blog

Consiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

EAS

Education Achievement Service
Gwasanaeth Cyflawni Addysg



[About](#)

Launched in 2005, our Centre has grown to become the leading academic



[Study](#)

The Centre offers a range of postgraduate-level research and taught

Islam – Rhai Adnoddau i’w Hystyried...

Islam – Some Resources to Consider...

KS1

Islam

Part of [Religious Education](#)

Islam



How do Muslims show care?

Learn how Muslims show care in this guide from BBC Bitesize for students aged 5 to 6.



A visit to a mosque

Learn about a Muslim place of worship in this guide from BBC Bitesize for students aged 5 to 7.



Advanced: How do Muslims show care?

Learn how Muslims show care in this guide from BBC Bitesize for students aged 6 to 7.

Links

KS2

Islam

Part of [Religious Education](#)

Islam



What is Islam?

Learn all about the religion of Islam.



What is Ramadan?

Discover how Muslims observe the month of Ramadan.



What is Eid ul-Adha?

Find out about Eid ul-Adha, one of the most important festivals in the Muslim calendar.

Islam – Myfyrdod

- Bylchau yn eich gwybodaeth a'ch dealltwriaeth bresennol? Lle gallwch chi ddod o hyd i'r wybodaeth hon?
- Ydych chi'n cynllunio ac yn cyflawni ar gyfer Islam amrywiol a phlwraliaethol?
- Beth yw eich 'enillion cyflym'?

Islam – Reflection

- Gaps in your current knowledge and understanding? Where can you find this information?
- Are you planning and delivering for diverse and pluralistic Islam?
- What are your own 'quick wins'?

Islam – Y Camau Nesaf?

Islam – Next Steps?



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



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Education Achievement Service
Gwasanaeth Cyflawni Addysg

Islam – Yn y ‘sgwrs’ TEAMs

Islam – In the TEAMs 'Chat'

- Hoffais...
 - Byddwn i wedi newid...
 - Rwy'n cymryd hyn o'r sesiwn...
- I liked...
 - I'd have changed...
 - My take-aways are...

Cofrestrwch ar gyfer y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 - Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- **Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm**

- **Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm (Humanism UK)**
- **Sesiwn 5 – Dharma Hindwâidd; 10 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 7 - Sikhi; 1 Mai 2024 3:00pm-4:00pm**

Cam: Pob un

Cost: YN RHAD AC AM DDIM

Cyfrwng y cyflwyno: Saesneg

ARCHEBWCH YMA: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Book for the next live webinars

- Session 1 - Christianity; 21st February 2024 3:00pm-4:00pm
- Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm
- **Session 3 - Islam; 4th March 2024 3:00pm-4:00pm**

- **Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm (Humanism UK)**
- **Session 5 - Hindu Dharma; 10th April 2024 3:00pm-4:00pm**
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

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COD: **E24102**



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**Share your feedback on
today's event**

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Ymarferwyr **GCA** i Sganio'r Cod hwn:

COD: Islam



**Pen-y-bont, Caerdydd, Merthyr Tudful, Rhondda Cynon Taf
a Bro Morgannwg**

**Blaenau Gwent, Caerffili, Sir Fynwy, Casnewydd a
Thorfaen**

Evaluation

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Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan



Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen

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