

ISLAMOPHOBIA

content for PSHE lessons by MEND



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Making a difference in the community and beyond

MEND was established in 2014 as a community run and funded UK NGO dedicated to tackling Islamophobia across the UK. MEND's advocacy unit monitors the media daily for anti-Muslim prejudice alongside authoring briefing papers and responding to topical consultations. The unit also works with Parliamentarians in Westminster and at Party Conferences to highlight key concerns of British Muslims.

MEND's community wing is dedicated to empowering grass roots Muslim communities via masterclasses on media and political literacy accompanied by deep-rooted local partnerships with the Police, Local councils, local Muslim and non-Muslim

communities to collectively tackle the rising menace of Islamophobia. Over 30,000 people have sat through MEND's landmark Islamophobia presentation with nearly 3,000 having been through the masterclasses. MEND operates at a grassroots level through over 25 local working groups and a democratically elected national decision making council of over 60 people.

MEND's work has been commended by the World Economic Forum as 'best practice' in human rights protection and promotion.



contents.

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THE PSHE SYLLABUS AND ISLAMOPHOBIA CONTENT

Although PSHE is not considered a mandatory (and assessed) subject, it is still deemed vital to equipping children with the pastoral skills needed to face life's challenges in the ever-changing and increasingly demanding world that surrounds us. Ofsted tend to ask about a school's PSHE curriculum and can mark schools down who fail in this area.

There is no fixed pattern governing how frequently and for how long schools teach PSHE but one lesson for approximately an hour a week seems to be the norm. MEND's Islamophobia content developed over the

years is widely regarded as market-leading in the UK and so adapting it to the teaching needs of young pupils was a natural decision.

The Government has not laid down a set syllabus for PSHE in schools. However the PSHE Association, a collective of parents, teachers and specialists has created a comprehensive and workable syllabus which can be found at this [link](#). Not all the areas listed by the PSHE Association Syllabus are relevant insofar as teaching about Islamophobia is concerned however many of the areas such as discrimination, human rights, fear and hate and positive

contributions of Muslims all find a natural home in the PSHE Association's guidelines. MEND does not envisage its staff often delivering this course content to teachers but instead via teacher training for teachers themselves to utilise MEND's materials in their classrooms. MEND also very highly recommends schools showcase the MEND Islamophobia exhibition at www.mend.org.uk/exhibition. The exhibition showcases the many positive contributions of British Muslims to the UK as well as the true scale of Islamophobia in the UK.

Children participate in learning about Islamophobia



The relevant components from the PSHE programme of study pertaining to Islam

Differences and similarities between different cultures and faiths



Bullying and how to report it



Discrimination and Hate Crime - it's detrimental impact and where to report it



United Nations Declaration of the Rights of the Child



Stereotypes, challenging them and learning the reality



Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

PSHE ASSOCIATION'S PROGRAMME OF STUDY

HE association's mophobia are as follows:

Seeing and respecting others' points of view, making decisions and explaining choices

Positive contributions of Muslims



Extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)

Harassment and how to manage this (including the workplace)



Shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern

Think about the lives of people living in other places, and people with different values and customs

MEND Islamophobia Content – Sections



- A. Bullying**
- B. Human rights and discrimination**
- C. Perceptions, fear and hatred**
- D. What islamophobia looks like**
- E. Muslims and the UK**
- F. Muslim contributions to the UK**
- G. Muslim inventions**
- H. Employment discrimination**
- I. Extremism**
- J. Exercise**
- K. Myth busting**



SECTION A - BULLYING

With ChildLine's experimental data* on bullying in playgrounds revealing a 69% increase in 'racist' bullying with the most common words used being 'bomber', 'terrorist' and 'go back home where you came from', there is a strong possibility that Muslim kids are bearing the brunt of this racism. What follows therefore are 3 slides which stress commonality and collective purpose.

SLIDE

One Big Family

THE ABRAHAMIC FAITHS

- Islam, Christianity and Judaism are known as the Abrahamic faiths because they trace their common roots to Abraham. They are the world's major monotheistic religions centred on the belief in One God.
- The Holy Book of the Muslims, the Qur'an contains references to many prophets that are mentioned in the sacred books of Christianity and Judaism, including Adam, Noah, Moses, David, Solomon and Jesus (peace be upon them all).
- The Qur'an refers to Christians and Jews as 'Ahl-e-Kital' or People of the Book and makes various references to the Holy Scriptures given to Moses (the Torah) and Jesus (the Bible). Reinforcing the common thread of all these religions: monotheism.



GROUP QUESTION
DO YOU THINK
MUSLIMS BELIEVE IN
JESUS AND MOSES?

ANSWER: YES

On this slide, the nexus and common origin between Islam, Christianity and Judaism is highlighted to the child's mind thereby illustrating our common heritage

This slide articulates how numerous faiths believe in mutual principles such as fasting, charity, religious slaughter eg Halal/Kosher slaughter.

GROUP QUESTION

HOW MANY OF THE ABRAHAMIC RELIGIONS BELIEVE IN FASTING?

ANSWER IS ALL 3. MUSLIMS IN RAMADAN AND OTHER DAYS, CHRISTIANS DURING LENT AND JEWS ON YOM KIPPUR AMONGST OTHER DAYS.

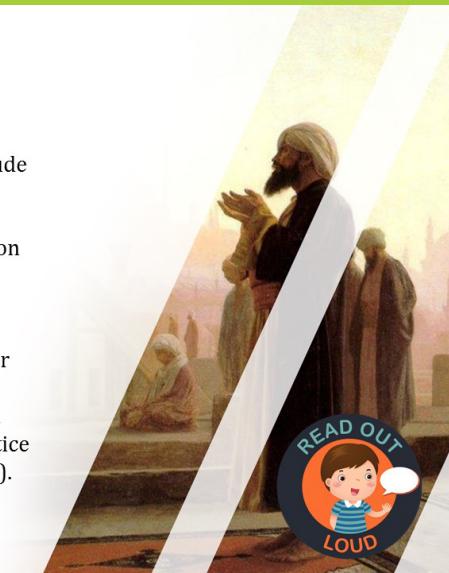
WHAT NAME DO MUSLIMS, CHRISTIANS AND JEWS CALL GOD BY?

ANSWER - ALLAH, JESUS/GOD, YAHWEH

SLIDE

One Big Family

- Other common beliefs between the religions include a belief in Angels, the Devil, Heaven and Hell, the Day of Judgement, and bearing witness to faith through acts of prayer, charity, love and compassion for others.
- Common rituals include eating religiously slaughtered meat, called Halal in Islam and Kosher in Judaism, fasting, during Lent, Ramadan, and on Yom Kippur (Day of Atonement); circumcision (in Islam and Judaism) and modesty in dress (a practice adhered to by some Christians, Jews and Muslims).

**SLIDE****Muslims and the UK**

1 million Muslim soldiers fought in WW2

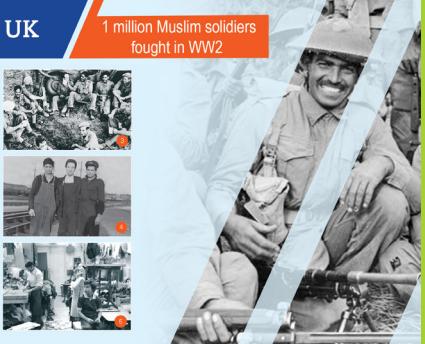
400,000 Muslim soldiers fought in World War I

Post War Immigration

Following the end of the war in 1945, the UK needed a large influx of immigrant labour to rebuild the country. The British Government thus actively encouraged and welcomed migrants from the Indian subcontinent and the Commonwealth to come and work in the textile mills, transport industry and NHS.

Most immigrants were single men, who worked long hours in difficult conditions and sent money ('book home'). Eventually they decided to make Britain their home and brought over their families.

1. Naji Shahrad Dhar, soldier of the Victoria Cross for service in World War I
2. Mr Kazi Saroosh Khan, Butcher, Cardiff 1945
3. Officers of the 10th Battalion, Gloucester, Burma 1945
4. British Troops in India, 1945
5. Clothing manufacturer, Brick Lane, East End London 1970



Quite often, media imagery can present Muslims as unpatriotic and worse still 'the enemy within'. This slide is a powerful depiction of Muslims who died in WW1 and WW2 fighting for the UK.

GROUP QUESTION

NAME 7 SIMILARITIES BETWEEN ISLAM, CHRISTIANITY AND JUDAISM'.

ANSWER — BELIEF IN ONE GOD, HEAVEN AND HELL, DAY OF JUDGEMENT, PRAYER, FESTIVALS, FASTING & CHARITY

GROUP QUESTION

NAME 3 SIMILARITIES BETWEEN JUST ISLAM AND JUDAISM

ANSWER — RELIGIOUS SLAUGHTER (HALAL AND SHECHITA), CIRCUMCISION, RELIGIOUS DRESS I.E. HIJAB (HEADSCARF) AND JEWISH KIPPA (SKULL CAP)

GROUP QUESTION

HOW MANY MUSLIMS FOUGHT FOR THE UK IN WORLD WAR I AND WORLD WAR II TO DEFEND OUR COUNTRY?

ANSWER — 400,00 IN WW1 AND 1 MILLION IN WW2

SECTION B - HUMAN RIGHTS AND DISCRIMINATION

Universal Declaration of Human Rights

Human rights are based on core principles like

- Dignity
- Fairness
- Equality
- Respect
- Autonomy.

1



**Article 7 of the Universal Declaration begins:
“All are equal before the law ...”**

Discuss:

- Are all equal before the law in your community, or are some people treated in different ways?
- What factors might give some people an advantage over others?
- Why is equality before the law essential to create a human rights culture? (UDHR article 7; CRC article 2)

Freedom from Discrimination

SLIDES

- Watch the cartoon clips on children's rights – freedom from discrimination
- What do you think the video is about?
- What words would you use?

4

- The first video illustrates how even though a shape may be different, it is still welcome with all the other shapes even though it may look different to other shapes.
- The second video is a striking Social experiment whereby an Australian girl refuses to give a black youngster money for a bus but does give it to a white boy.
- Both videos ought to generate interesting responses from the children ranging from sadness to soul-searching and a desire to address any internal prejudices they may hold.



90 second video
on Human Rights

2

3

GROUP QUESTION
- ANSWER THE FOLLOWING QUESTIONS
WHAT DID YOU LEARN FROM THE VIDEO
ABOUT SHAPES?
WHY DO YOU THINK THE AUSTRALIAN GIRL
REFUSED TO GIVE THE BLACK BOY ANY
MONEY? WHAT WOULD YOU SAY TO HER?

SLIDE

Recap: What are human rights?

- Human rights are the basic rights and freedoms that belong to every person in the world.
- Ideas about human rights have evolved over many centuries.
- But they achieved strong international support following the Holocaust and World War II.
- To protect future generations from a repeat of these horrors, the United Nations adopted the Universal Declaration of Human Rights in 1948.
- For the first time, the Universal Declaration set out the fundamental rights and freedoms shared by all human beings.

5

A simple recap that Human Rights are here to protect us all and ensure we respect each other and don't discriminate.

SECTION C - PERCEPTIONS, FEAR AND HATRED

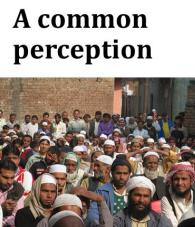
GROUP QUESTIONS

1. WHAT PERCENTAGE OF BRITS SEE ISLAM POSITIVELY IN THE UK?

2. WHAT PERCENTAGE OF BRITAIN IS MUSLIM? ANSWER – 4.8%

One Culture

1



A common perception

Another LARGER Reality



There are also perceptions that Muslims belong somewhere far away from Europe. They are all dark, wear unusual clothes, have beards, and wear hats all the time. The far BIGGER reality is that Muslims are probably the most diverse group on the planet. Muslims originate in indigenous communities in Europe, Africa, South Asia, South Africa, East Asian, South East Asia, America, South America, pretty much everywhere in the world. And yes, not all have beards or wear unusual garbs, but dress just like all of us present in this room.

Terrorism

Perception – a small truth



Less than 2% of terrorist attacks in the last 10 years were perpetrated by Muslims; 98% were not!

Another LARGER Reality



There are huge perceptions of Muslims as terrorists. Almost two billion people surely can't be terrorists. Even though there has been some evidence of Muslims participating in terrorist activity, it absolutely in no way reflects the teachings within Islam. The actual far BIGGER reality is reflected in the verse from the Quran. Less than 2% terrorist attacks in the last 10 years were perpetrated by Muslims; 98% were not!

in terrorist activity, it absolutely in no way reflects the teachings within Islam. The actual far BIGGER reality is reflected in the verse from the Quran. Less than 2% terrorist attacks in the last 10 years were perpetrated by Muslims; 98% were not!

GROUP QUESTION

WHY DO YOU THINK HIS TEACHER THOUGHT A CLOCK WAS A BOMB?

Impact of negative perceptions

SLIDE

Survey Results

Common views about Muslims



1 in every 3
Britons admit to being
racially prejudiced¹



27% of 18-24 year olds in the UK disagree that Islam is a peaceful religion⁴

61% of Britons believe Islam is incompatible with British culture²



31% of young people agree or partially agree that "Muslims are taking over England"³



55% of people said they would be 'bothered' if a large mosque was built in their locality while only 15 per cent said they would have similar concerns about a church being built locally⁵

Only 1 in 4 people in Britain feel positively about Islam⁶


Jihad - to struggle

Perception



Another LARGER Reality

#MyJihad is to build bridges through friendship

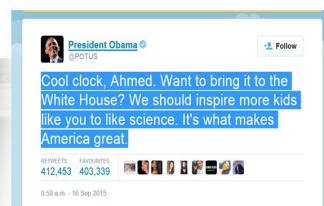


What's yours?

The word Jihad has become synonymous with holy war. Even though there is an element of truth in this, to preserve a stable and secure society, the Jihad of the self has been and always will be the greatest struggle. Jihad, simply means 'to struggle' against ones ego, ones hunger, ones sleep and to make effort to fulfill our social obligations. So in essence, everyone on the planet is on some sort of Jihad. To oversimplify and link it overwhelmingly to war has caused people to stop using this word.

SLIDE

Ahmed Mohamed



Ahmed Mohamed is probably the only schoolboy with invitations from President Obama, Mark Zuckerberg and astronaut Chris Hadfield.

Ahmed Mohamed and his clock

Slide showing story of Ahmed Mohamed whose teacher thought his clock was a bomb and he was handcuffed and taken into custody.

Media hysteria

Initial discussion to children on where perceptions come from and are they always true?



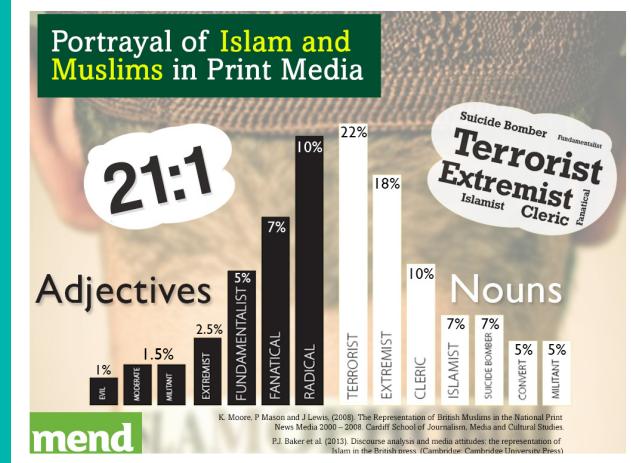
Academic analysis on Muslims in the Media

Analysis from Lancaster University shows that for every 1 moderate term used to describe Muslims, there are 21 negative or extreme references. The sheer scale of the disparity is important for children to appreciate particularly when growing up in the era of digital media.

GROUP QUESTIONS

HOW MANY OF THESE HEADLINES DO YOU THINK ARE TRUE?
WHY DO YOU FEEL THE MEDIA REPORTS LIKE THIS ON MUSLIMS?
DO YOU THINK THE MEDIA WOULD WRITE SUCH HEADLINES ABOUT OTHER FAITH GROUPS?"

SLIDE



Videos

1 At the shop



An Asian shopkeeper facing racist abuse

2 At school



A hijabi young school girl suffering

GROUP DISCUSSION

COLLECTIVE DISCUSSION ON THE MOTIVATIONS OF THE AGGRESSORS AND WHAT ADVICE PUPILS WOULD GIVE TO THE VICTIM.

WHY DO YOU FEEL THE SCHOOL CHILDREN BEHAVED THAT WAY AGAINST THE SHOPKEEPER?

WHAT WOULD YOU SAY TO THE CHILDREN?

WHY DO YOU FEEL THE SCHOOL CHILDREN BEHAVED THAT WAY AGAINST THE YOUNG GIRL IN HIJAB?

WHAT WOULD YOU SAY TO THE CHILDREN?

SLIDE

If you are a victim of hate crime/bullying

- Tell any member of staff
- Report to Police
 - 999 (Emergency)
 - 101 (Non-emergency)
- Contact Childline (0800 1111)
- Report to MEND's Islamophobia response unit (IRU)
www.mend.org.uk/report
- Visit www.stophateuk.org/talk-to-us



How to report Islamophobia

Slide gives guidelines on how and where to report Islamophobia if you are a victim

SECTION D - WHAT ISLAMOPHOBIA LOOKS LIKE



MEND's Islamophobia video was viewed over 40,000 times.

Murder on the Street

The rising tide of Islamophobia in the UK can have tragic consequences. It is not always about verbal or physical abuse, or offensive graffiti and the desecration of graves. In some cases it leads to the ultimate crime, **murder**.



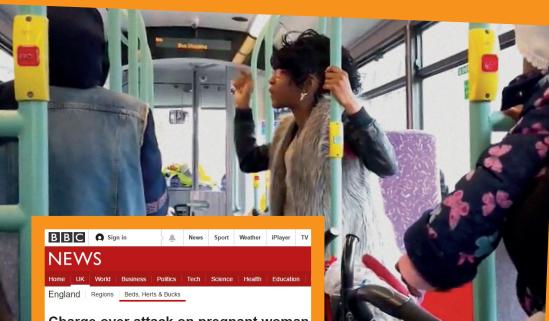
Mohammed Saleem

An 82-year old man who was fatally stabbed whilst walking home from a mosque in Birmingham in 2013. He was killed by Pavlo Lapshyn, a 25 year old far right sympathiser from the Ukraine who also planted bombs near mosques in the West Midlands. His motive: "to spark a race war".



Muhsin Ahmed

An 81 year old man who was savagely beaten by two men in 2015 on his way to his mosque in Rotherham. The men stamped so viciously on his head, the footprint was clearly visible. He died in hospital from his injuries days later.



33.7% increase in Islamophobic crime in London between Nov 2015 and Nov 2016

6,816 estimated **anti-Muslim hate crimes** in the **UK** between March 2015 and April 2016

Man charged over racist attack in which woman lost unborn twins

David Gallacher, 37, Milton Keynes



The Chain of Islamophobia

Media negativity

For every one moderate reference to Muslims in the Media, 21 extreme or negative references occur



Physical Attacks & Murder



Nearly **7,000** hate crimes were recorded against Muslims in just 1 year alone



Studies by the National Equality Panel and the BBC show Muslims are discriminated against in employment

Gravestones desecrated



Muslim graves have been regularly desecrated in cemeteries across the UK

Mosques attacked



Dozens of UK mosques attacked and one was burnt to the ground

GROUP
QUESTION
– CAN YOU
EXPLAIN HOW
EACH LINK IN
THE CHAIN
LEADS
TO THE
NEXT?

Verbal abuse & bullying



A 69% increase in 'racist' bullying was recorded in experimental stats

Many racist far right organisations now exist in the UK



SECTION E - MUSLIMS AND THE UK

History of Muslims in the UK and contribution to the World Wars

These slides cover the history of Muslims coming to the UK from the 18th century onwards.

Noting and honouring the 400,000 Muslim soldiers who fought for our county in WW1 and the 1 million who fought in WWII.

MUSLIMS IN BRITAIN

HISTORY OF MUSLIMS IN BRITAIN

Muslim Community- Religious studies in Butetown, Cardiff, 1943

19th Century

Lascars sailors increasingly visited British ports in the 19th Century, with some settling to establish the first Muslim communities in Manchester, Cardiff, Liverpool and the East End of London. Most came from colonies of the British Empire, such as British India.



The first purpose-built mosque in Britain was the Shahjehan mosque in Woking in 1889, built by Dr Gottlieb Leitner, a Hungarian man of Jewish descent. It is still in use today.

20th Century

At the beginning of the 20th Century there were approximately 10,000 Muslims in Britain.

The Muslim community of London initially comprised of Lascars or seaman from South Asia and the Arab world. The first mosque in London was established in 1910, and was the forerunner to the biggest mosque in the UK today – the East London Mosque.



Abdullah Quilliam was born in 1856 and brought up as a Wesleyan Methodist. He converted to Islam after a trip to North Africa. He established the first mosque in 1889 in Liverpool. A respected scholar, he subsequently set up a Muslim college.

Sake Dean Mohammed who came to the UK in 1784.



MUSLIMS IN BRITAIN

WHY DID MUSLIMS COME TO THE UK?



WW1 to WW2

Many Muslim countries were part of the British Empire in the 20th Century, with the Queen as Head of State. These included India, the Middle East, South East Asia and substantial parts of Africa.

As loyal subjects of the British Empire approximately 400,000 Muslim soldiers fought in World War I and approximately 1 million Muslim soldiers fought in the Indian Army in World War II (Source: Remembering the Brave, MCB 2014)



400,000 Muslim soldiers fought in World War I



Post War Immigration

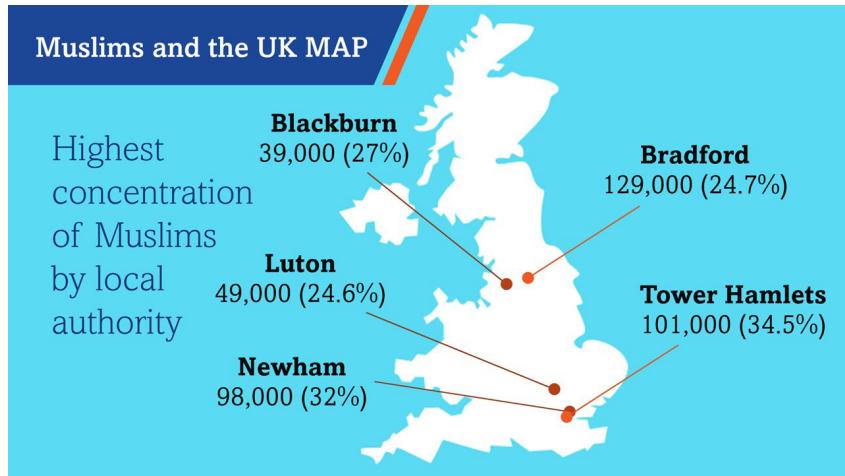
Following the end of the war in 1945, the UK needed a large influx of immigrant labour to rebuild the country. The British Government thus actively encouraged and welcomed immigrants from its former colonies and the Commonwealth to come and work in the textile mills, transport industry and NHS.

Most immigrants were single men, who worked long hours in difficult conditions and sent money 'back home'. Eventually they decided to make Britain their home and brought over their families.



1. Naik Shahmed Khan, recipient of the Victoria Cross for service in World War 1
2. Mr Kaid Sala shopkeeper, Butetown, Cardiff 1943
3. Officers of the 10th Baluch Regiment, Burma 1945
4. British Railway workers, London 1968
5. Clothing manufacturers, Brick Lane, East End London 1978

QUESTION – WHICH PARTS OF THE UK HAVE THE GREATEST PERCENTAGE OF MUSLIMS?



SLIDE

The slide depicts the main areas across the UK in which Muslims reside and asks students to guess the rough numbers.

FACT: OVER ONE THIRD OF ALL BRITISH MUSLIMS LIVE IN LONDON

GUESS WHO?



Sadiq Khan



Mo Farah



Nadiya Hussain



James Caan



Sayeeda Warsi



Amir Khan



Moeen Ali

SLIDE

GROUP QUESTION

CAN YOU NAME
THE FACE?

WHAT HAVE
THEY ACHIEVED?

**FACT: THEY ARE
ALL MUSLIM.**

Fact: There are over 1.6 Billion Muslims in the World

"Executive Summary". The Future of the Global Muslim Population.
Pew Research Center. Retrieved 22 December 2011.

Fact: By 2050, Muslims will become the largest faith group on earth

The Future of World Religions: Population Growth Projections,
2010-2050. Pew Research Center

SECTION F - MUSLIM CONTRIBUTIONS TO THE UK

SLIDE

**13,500**

In London there are **13,500 British Muslim businesses** creating more than **70,000 jobs**.¹

114,548

There are 114,548 Muslims in higher managerial positions in the UK economy.²

34.8%

34.8% of BME small and medium enterprises in the UK are owned by Muslims.³

1. The Muslim Pound - Celebrating the Muslim Contribution to the UK Economy (2013)

2. The Census 2011. 3. IFF Research, BIS Small Business Survey (2010). Department of Business, Innovation & Skills (2011)

GROUP QUESTION

HOW MANY BUSINESSES ARE OWNED BY MUSLIMS IN LONDON?
HOW MANY JOBS HAVE THEY CREATED? ANSWER: 13,500 BUSINESSES & 70,000 JOBS

SLIDE

BRITISH MUSLIM CONTRIBUTION TO THE UK

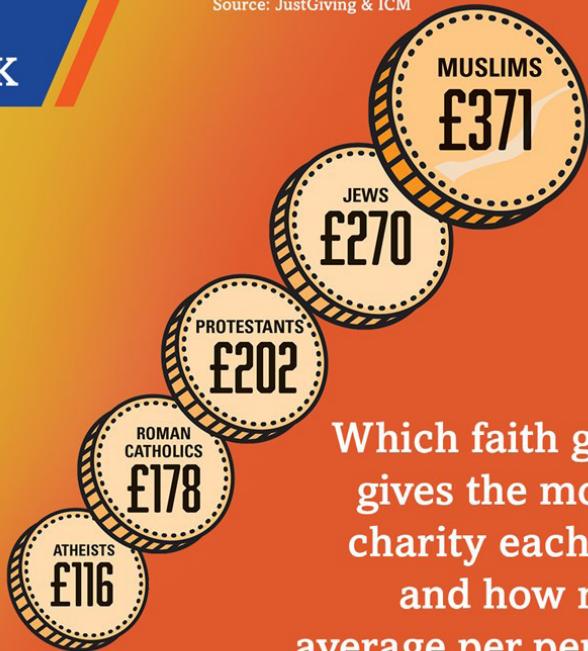
What percentage of
Muslims see themselves
as 'loyal to the UK'?

95%

of British Muslims feel
a loyalty to the UK

Source: Metro

Source: JustGiving & ICM



Which faith group
gives the most to
charity each year
and how much
average per person?

BRITISH MUSLIM CONTRIBUTION TO THE UK

How much do British
Muslims contribute
to the UK economy?

£30
Billion +



Source: EBMAN Legacy Report, Ethnic Minority
Business Advocacy Network (2010)

What percentage
of the UK public
go to university
compared to
the Muslim
community?

38%
of the general public



50%
of the Muslim
Community

Source: Valuing Family, Valuing Work, London Development Agency 2008

SECTION G - MUSLIM INVENTIONS

Muslim discoveries and inventions which have shaped our modern world. From items such as coffee and toothbrushes to institutions like Universities and Hospitals.

SLIDE

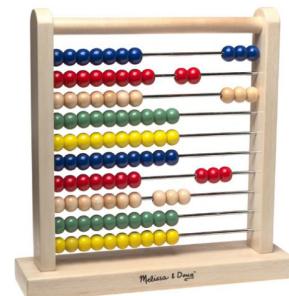
Muslim Inventions

Surgery: Around the year 1,000, the celebrated doctor Al Zahrawi published a 1,500 page illustrated encyclopedia of surgery that was used in Europe as a medical reference for the next 500 years. Among his many inventions, was the use of dissolving cat gut to stitch wounds beforehand second surgery.

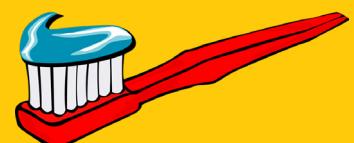
Coffee: Coffee was first brewed in Yemen around the 9th century. In its earliest days, coffee helped Sufis stay up during late nights of devotion. Not until the 16th century did the beans start boiling in Europe, brought to Italy by a Venetian trader.

Universities: In 859 a young princess named Fatima al-Fihri founded the first degree-granting university in Fez, Morocco. Her sister Miriam founded an adjacent mosque and together the complex became the al-Qarawiyyin Mosque and University. Still operating almost 1,200 years later.

Planes: Abbas ibn Firnas was the first person to make a real attempt to construct a flying machine and fly*. In the 9th century he designed a winged apparatus, roughly resembling a bird costume. In his most famous trial near Cordoba in Spain, Firnas flew upward for a few moments, before falling to the ground and partially breaking his back.



ACTIVITY - DRAW A STREET WITH SHOPS BASED ON MUSLIM INVENTIONS AND DISCOVERIES.



Muslim Inventions

Algebra: The word 'algebra' comes from the title of a Persian mathematician's famous 9th century treatise "Kitab al-Jabr Wa l-Mugabala" which translates roughly as "The Book of Reasoning and Balancing."

Optics: Around the year 1000 Ibn al-Haitham proved that humans see objects by light reflecting off of them and entering the eye. This great Muslim physicist also discovered the camera obscura phenomenon, which explains how the eye sees images upright due to the connection between the optic nerve and the brain.

Toothbrushes: The Prophet Mohammed (PBUH) popularized the use of the first toothbrush in around 600. Using a twig from the 'Meswak' tree, he cleaned his teeth and freshened his breath.

Hospitals: Hospitals as we know them today, with wards and teaching centers, come from 9th century Egypt*. The first such medical center was the Ahmad ibn Tulun Hospital, founded in 872 in Cairo. Tulun hospital provided free care for anyone who needed it.

SLIDE

SECTION H - EMPLOYMENT DISCRIMINATION

SLIDE

Discrimination in the workplace



Muslims receive **13-21% less pay** than their White Christian Counterparts.¹



Muslims suffer the **largest ethnic penalty**.
(National Equality Panel)



BBC analysis shows that with identical CVs, **23% of White Non-Muslims** receive a first interview whilst **only 9% of Muslims** received one.

Some alarming facts about the level of discrimination faced by Muslims in the workplace, specifically low pay and discrimination.

Questions:

- Do you think this is fair? Why do you feel this happens?**
- What can be done to stop this discrimination?**

References: 1. Hills, J. et al. (2010) An anatomy of inequality in the UK: Report of the National Equality Panel.

1,000+ Muslim survey on work discrimination

SLIDE

Anti-Muslim discrimination in the workplace



Nearly two thirds of Muslim women say they have been treated differently in the workplace because they are Muslim



Nearly two thirds of British Muslims feel they have been treated differently in the workplace because they are Muslim



Over a third of British Muslims feel they have been discriminated against in job promotion in the last five years



Over a third of British Muslims feel they have been treated differently in interviews because they are Muslim

More than 1 in 5 British Muslims have experienced or witnessed racist harassment or bullying from managers (27%) or customers (29%) in the last five years

*Statistical data on Muslims, particularly Muslim women feeling discriminated against in the workplace due to their faith. In particular **two thirds of women in Hijab** believe they have been discriminated against due to their faith.*

MEND – British Muslims and Employment Discrimination survey. Online survey using the largest email client base of British Muslims, fieldwork from 25th August to 5th September 2016. 1,018 respondents. Survey results weighted to be representative of the UK Muslim population.

SECTION I - EXTREMISM

SLIDE

Extremism

- “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas”.

Questions

- What are British Values to you?
- Can British Values mean different things to different people?
- Are all these values (above) only ‘British or universal’?



The UK Govt's definition of extremism is utilised here. Pupils' perceptions of British Values to be discussed here

Clarity that 'forced marriage' has no place in Islam though 'arranged marriages' are common in Asian communities

SLIDE

Marriage in Islam

For a Muslim marriage to be valid, both parties must say 'I accept' to the other purely on free will without being forced. Islam does not believe in forced marriages however quite often parents may introduce whom they feel are suitable partners to their children.



Appendix 1 - Activities (for 9yrs and under)

Starter

SLIDE

Can you say 'Hello' in another language?



Asalaamu alaykum
(Prayer Muslims say to each other meaning Peace be with you)
Response: Wa alaykum asalaam

Shalom (Peace be with you)

Task

Q U I Z

Post it ponderings



- What do we know about Islam?

Discuss with your partner and record on a post it

- What questions do we have about Islam?

Before break time please write a question on your other post it note

SLIDE

On your street!

Create a giant drawing of a street with shops in your community, using the statements to demonstrate how Muslims and Arab culture have contributed to our lives!

SLIDE



Appendix 2

MYTH BUSTING

True

Islam is the World's 2nd largest religion

Christianity:
2.2 Billion
Islam: 1.6 Billion
Hinduism: 900 000

Muslims worship a different God to Christians and Jews

Allah means the one 'God'.
The roots of all 3 faiths are the same, so they worship the same God.

False

Islam is a violent religion

The Qur'an promotes peace, harmony and tolerance. Jihad means to strive or struggle.

False

A DAY IN THE LIFE OF A MUSLIM CHILD



Wake up

Wudu, pray and recite Qur'an



Play computer games or watch some TV



School

Eat only Halal meat, pray during the day



School homework thereafter



After School

Islamic studies at home or at the Mosque



Sleep

SLIDE

False

Muslim women and girls have no rights

Women were given rights in Islam 1400 years ago including the right to vote. The wife of Mohammed (PBUH) led an army into Battle. A woman that works has the right to keep her own money, the husband has to share his!

False

Muslims have only recently come to Britain

Muslims have been here for well over 1000 years. The first large group arrived as sailors recruited from India 300 years ago.

False

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