# Title: Hijab and religious dress / uniform

**Key Questions:** Is beauty “skin deep” or beyond appearances? How have religious believers recognised, interpreted and spoken of beauty? How can we ensure that everyone experiences a sense of inclusion? How important is a sense of belonging to believers of religious traditions? How do they show that belonging is for all? What if anything should care for me/us? How have religious believers shown courage?

**Key Concepts:** Expectations about modesty including dress codes

| **Learning objectives** | **Activities** | **Resources** |
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| Consider how we foster a sense of inclusion for all people. Explore the Islamic dress codes as expressions of modesty. | * Show images of people wearing uniforms eg police officer, hospital nurse, soldier, crossing warden, supermarket shop worker, if possible a student of the school.   Ask students why these people are wearing uniforms. What purpose do they serve? Recognition? Belonging? Statement of belief in law, service or safety? Are they necessary? Do they have a choice in wearing these uniforms?   * Show further images of people wearing easily identifiable clothes that are not official uniforms eg an office worker in a suit, a bride, an athlete, a Sikh wearing a turban, a Muslim woman wearing a hijab. What do the clothes that these people have chosen to wear tell us about them? If helpful, give students a wordbank listing various adjectives eg glamorous, official, practical, hardworking, spiritual etc. Why do these people choose to wear these clothes? Are they the same reasons as those wearing ‘official’ uniforms? * Students watch the film ‘Feminism and the Veil’, which features Muslim women (a political activist, a liberal Muslim activist, and an academic and a veiled Muslim) expressing their opinions about Muslim women wearing the veil.   Discuss: What reasons does the veiled woman give for choosing to dress this way? What objections to wearing the veil do the other speakers have? What does the university academic mean when she refers to modesty?  At the end of the film, the last speaker says, “If a woman walks around in a plastic binbag, she has the right to do that.” Is this true?   * Refer back to the concept of modesty. Students write on individual whiteboards what they think the word means and feedback. Are their definitions in agreement? Why might some Muslims feel uncomfortable at times in British communities when it comes to modesty in choices of dress? How can communities ensure that they are inclusive in enabling people to dress in a way that they feel is acceptable for them? * In small groups or pairs, create a poster with guidelines for all to follow in order to promote a greater sense of inclusion for all. | Images as described.  Wordbank.  <https://www.truetube.co.uk/film/feminism-and-veil>  (6 minutes long)  Giving the students copies of the questions to refer to while watching the film may be helpful.  Appropriate images may be helpful here. |