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About Islamic Shaksiyah Foundation:

The Islamic Shaksiyah Foundation Schools are the result of a strong niyyah, dedication, hard work and du'a. In the late 1990's several groups of mothers were home schooling their children in small groups across West and North London and Slough. During this time an informal network developed which enabled us to share ideas and develop deep thinking about what it means to educate children in Islam. At the same time we began to study curricula, teaching methods and resources.

The main conclusion is that education is developing the Islamic personality of the child and equipping him/her for the test of living as a Muslim in this world. Islamic education should produce adults who are able to serve the Muslim Ummah through their achievements and carry the mercy of Islam to mankind.

The ethos and beliefs shared by all those involved have been formulated into teaching and learning methods and activities that can provide an alternative education for children. Central to this belief is that children should be taught in small groups so that they can be nurtured with care. We subscribe to many of the beliefs of 'Human Scale Education' as well as a strong emphasis on the benefits of the classical Islamic approach to the development and education of children. As parents from a Home-Schooling background we have also developed an 'accelerated learning' ethos which allows children to fulfil their individual potential, usually superseding the achievements of their peers in State schools.

As the children got older and the number of groups multiplied a need was felt to provide a centre where children of different ages could attend together. A committee was formed and the decision was taken to form an Independent Islamic Primary school with a unique ethos and two branches. The school applied for registration with DfES in 2002. Since then much more has been achieved including the acquiring of suitable buildings, development of unique curricula and a staff training scheme. Our greatest success is happy children who love coming to their Islamic school to learn and develop.



Islamic Shaksiyah Foundation Publications

Shaksiyah



Islamic Shaksiyah Foundation

Halqaah Curriculum

Aqeedah

Farah Ahmed

Muslims in Britain

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However at Islamic Shaksiyah Foundation we are in desperate need of funds to pay for the development, research and production of further educational resources. Please donate generously for the continuation of this noble work.

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Appendix 1 - The History Programme of Study was written by Themina Ahmed

Any good in this book is from Allah (swt) and any mistakes are all our own.

Farah Ahmed

"Seeking knowledge is an obligation on every Muslim, male and female." Ibn Majah and Baihaqi

Nusrat Reporter

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THE HALAQAH

The daily Halaqah session is the foundation for achieving the primary aim of ISF. We have pledged to work alongside parents to build the Islamic personality of each individual child. The curriculum therefore gives a guideline to those concepts that need to be built to develop the thinking (Aqliyyah) of the child. Complementing this is further guidance on how to shape the inclinations (Nafsiyyah) of the child. This is a task that cannot be achieved through simply academic teaching but rather will be a conscious effort set within the context of the daily life of the children in modern British society. The curriculum will also therefore give guidance on how to help children develop their identity as Muslims facing the challenges of the contemporary world. Our goal is for the children to gain an in-depth understanding of the teachings of Islam about all aspects of their life; this understanding can only be implemented within the context of a wider understanding of the world they live in. The approach of the school is holistic teaching to develop the personality. The Halaqah is therefore not simply an Islamic Studies lesson.

In the context of the National Curriculum the Halaqah session covers the following subjects -

1. Religious Education
2. History
3. Personal and Social and Health Education
4. Citizenship

This does not mean that this curriculum is aiming to comply completely with the National Curriculum but rather that it is a new curriculum covering these areas but emanating from the ethos, aims and objectives of ISF.

ELEMENTS OF THE HALAQAH CURRICULUM

The following list explains the various elements that are incorporated into the Halaqah. They all work together to build the Shaksiyah (Islamic personality) of the child. The cohesiveness of these different elements is demonstrated in the diagram that follows. These elements can be divided into four and they are colour coded:

A. Knowledge of Islam (Aqliyyah)

B. Memorisation with meaning and understanding [Hifz - Qur'an, Ahadith, Du'a, Vocabulary]

C. Behaviour, personality and disposition (Nafsiyyah) [PSHE]

D. Knowledge of society and of the wider world, past and present [Citizenship and History]

AIMS & OBJECTIVES OF THE HALAQAH

Aqeedah

- Building a Conviction in the Aqeedah of Islam on an intellectual basis
- Developing an Understanding of the difference between the Islamic Aqeedah and other Belief Systems including religious and secular
- Developing thinking and questioning skills as Islam requires the Aqeedah to be built on 'Aql (Intellect) - What is the purpose and meaning of life?
- Developing a love of Allah (swt)
- Developing a love of the Messenger of Allah (saw)

Qur'an and Sunnah

- Qura'nic knowledge
- Understanding the Qur'an as a source of Shariah
- Understanding the Sunnah as a source of Shariah
- Knowledge of Sirah - Life of the Messenger of Allah (saw)

Ibadah

- Understanding the concept of worship in Islam
- Understanding the five pillars of Islam
- Understanding the concept of following the Sunnah of the Messenger of Allah (saw)
- Understanding the role of the mandoubaat (recommended actions) in developing the Shaksiyah (personality)

Ahkaam Shahriah

- Developing an Understanding of the Ahkaam Shahriah and its many branches
- Understanding the Systems of Islam and their role in an Islamic society and State
- Understanding the richness and diversity of Fiqh and the concept of Ikhtilaaf
- Knowledge of some of the famous Ulema, their work and relationship with rulers

Behaviour, Responsibility and Accountability

- Developing the identity of the child as a Muslim
- Moulding the behaviour of the individual child in accordance with Islam and submission to the will of Allah (swt)
- Encouraging the child to think for himself and question what he is told

- Encouraging the child to see himself as responsible for his convictions and views
- Encouraging the child to take responsibility for his own behaviour
- Developing confidence and self-esteem in the individual child
- Developing the ability to make decisions
- Build the concept of self-discipline and accountability
- Understanding the importance of health, hygiene and safety as areas of accountability in Islam
- Developing a respect for others: fellow students, teachers, the family, the school, the Muslim community, the wider community, the Ummah and Mankind in general
- Develop imagination in understanding other people's experiences, behaviour, values and customs
- Recognise that it is important not to make superficial judgements, stereotypes are not a way of understanding people
- A Muslim does not discriminate on the basis of physical characteristics, as physical characteristics are from Allah
- A Muslim should not make assumptions about people or events
- Introduce role models, the Sahabah, Sahabiyat, Khulafaa and Ulema.
- Develop an attitude of responsibility for the environment as an Islamic duty

Adaab and Akhlaaq

- Developing the concept of morality as actions which are done in obedience to Allah (swt)
- Develop moral behaviour in relationships with others
- Developing the manners in accordance with the Sunnah of the Messenger of Allah (saw)
- Develop Islamic adaab (etiquette) in behaviour and interaction with others

Muslims in Britain

- Understanding the systems that operate in British society including Public institutions and Public services
- Understanding the role of the Muslim and the Muslim community in contemporary British Society
- Muslims should be model citizens in that their personality and behaviour is a Da'wa for Islam
- Understanding other cultures that are present in British Society and around the world
- Understanding the requirements of Islam in interacting with other cultures, Islam encourages tolerance
- Understanding our role and responsibilities as citizens who contribute to society in positive and Islamic ways

- Encourage discussion of current events and contemporary issues and problems
- Develop an understanding of the misconceptions of Islam and its real role in the contemporary world
- Understand the role of the Media in shaping views and presenting information particularly in relation to Islam

History

- Understanding the History of Muslims and the Islamic Civilisation to help develop the children's Islamic Identity
 - Understanding the history of Muslims in Britain
 - Understanding the impact of Muslims and Islamic Civilisation on the rest of the world including Europe
 - Generate an interest in the relationships between Islam and the wider world
 - Understanding areas of History not directly connected with Islam
 - Understanding the situation of the Muslim Ummah in the contemporary world in the context of its history
 - Understanding better the contemporary world in the context of the past
 - Knowledge and Understanding of the History of other peoples and cultures!
1. Stimulate an interest in, and enthusiasm for the study of the past
 2. Understanding the nature of:
 1. cause and consequence
 2. continuity and change
 3. similarity and difference
 - Understanding the use and limitations of historical evidence
 - Develop the skills of extracting information from sources and isnad (chains of narration)
 - Develop the skills of analysing and organising this information

Hifz (Memorisation)

In addition teachers must ensure that they use the lists of Qur'an, Du'a and Hadith and Islamic Vocabulary which are compulsory for every year group.

The Hifz is taught both in Arabic and Halaqah. The class teacher and Arabic teacher work closely together to ensure that not only have the children memorised the selected texts but also that they have a clear understanding of them and that these shape their personality]

Understanding and
writing and
understanding

- Qur'an
- Ahadith
- Du'a
- Vocabulary

The Islamic
Personality
Shakhsyah
Islamiyyah

THE HALAQAH AS AN ORAL SESSION

Objectives of the Halaqah Session

1. You must realise that every child is an individual Muslim in your care.
2. You need to have an in-depth understanding of each child's personality, particularly their strengths and weaknesses as a Muslim.
3. These needed to be recorded and assessed every half-term in your assessment file.
4. You should have clear targets for the development of each child's personality.
5. Use the termly reports and parent meetings to work closely with the parents to achieve your targets.
6. As with the rest of the curriculum do not forget that an objective of ISF is to provide a 'fun accelerated learning' programme for the children. Your teaching must reflect this.

All this brought together is a preparation for Adult Life.

Positive Islamic Songs

At ISF in line with Islamic tradition there is no formal teaching of music. However singing is permitted in Islam and Nasheeds (Islamic songs) can be used to build the understanding and Nafsiyah (disposition) of the child. Nasheeds relevant to the concepts being taught should be incorporated into the planning.

History Curriculum

The History curriculum is taught during the Halaqah session in six week blocks -

- 2nd Half-term of the Winter term
- 1st Half-term of the Summer term

Although the children will have to do some written work for History, the oral nature of the Halaqah session as a circle time must be maintained for at least half the teaching time. This is vital to help you use the teaching of History as part of building the Islamic personality. Please refer to the History Curriculum. (Appendix)

Objectives of the Halaqah Session

Although the Halaqah session is the backbone of delivery of the Halaqah curriculum, the rest of the school day should be used by all members of staff to build the Islamic personality in line with the school ethos. The subject policies will help you develop cross-curricular links. The positive Islamic behaviour policy should also work in partnership with the Halaqah curriculum as a holistic approach to teaching and learning.

Muslim Scientists and Inventors - this area will be covered in Science and other subjects. Teachers should however make these cross curricular links in the Halaqah session.

Objectives of the Week

A useful cross-curricular strategy is the 'Naseehah (advice) of the week' which is covered in assembly and in general interaction throughout the week. This is a way of dealing with current issues in school and in the wider world. As a whole school approach it can be used extremely effectively in strengthening certain types of behaviour for example:

- 'A smile is sadaqah (charity)'
- Count the blessings of Allah (swt)
- Muslims love to share
- Respect those around you

Visits and Visitors

Whole school events and trips should be organised to help children understand public institutions and public life. Children should learn about public services and meet those who work in them. Children should learn about some jobs they may possibly do when they grow up. Below are examples of possible visits and visitors to the school.

Visits	Visitors
A local Hospital	A Doctor or Nurse
A local Police Station	Community Police Officers
A local Fire Station	Fire Officers
A local place of worship other than a Masjid	A local Religious Leader
The Town Hall	A local Councillor
The Houses of Parliament	A local MP
The Main High Street	Road Safety Talk
A local Dentist or other Surgery	A local Dentist or Optician
A local community centre	Representative of a Charity
A local Court	A solicitor, Barrister or Judge

Shura Council

From Class 3 onwards the children will participate in regular Shura Council meetings. This takes place in the Halaqah session in each class in the first week of every half-term. An Amir/Amira is appointed and leads a discussion to do with improving school life. The Amir/Amira changes every term to enable all children to develop leadership skills. Ideas for implementation are put forward to the Head teacher. Amirs will meet with the Head teacher to discuss further. Some of the ideas may be implemented as whole school initiatives and the Amirs will give feedback to the rest of the class. The following general areas for discussion should be covered.

Winter Term 1	Ideas for Ramadhan Presentation
Winter Term 2	Positive Islamic Behaviour in School
Spring Term 1	Helping in the Local Community
Spring Term 2	Helping those in need in other countries
Summer Term 1	Ideas for Summer Fair
Summer Term 2	Looking after the Environment

Partnership with Parents

The teachers work in partnership with parents to achieve the aim of building the Islamic Shaksyah. It is important to remember that Islam places the responsibility of developing the Shaksyah upon the parents. The school seeks to ensure all parents recognise this duty and actively communicate with the school so that we can truly work in partnership.

Islamic Principles of Ihtilaaf

At ISF we are sensitive to the issue of ihtilaaf. We seek to promote the view that the concept that ihtilaaf is a blessing upon the Ummah as held by the classical scholars.

As a rule we teach the Shariah definitions and rulings as agreed by the four classical scholars of Islam.

Where it is necessary to teach one specific ruling for example in teaching children the Faraaidh, Sunan and Nawafilah of Salat we teach in accordance with the Shafii school of thought. The book Umdat as Salik (The Reliance of the Traveller) is used for reference.

Salat

All the children perform Dhuhr Salat at the end of lunchtime/beginning of Halaqah time. The class teacher is responsible for ensuring that the Wudu and

are performed correctly. The book 'A Guide to Salah' - M.A.K. Saqib (Publishers) is to be used for the teaching of Salah. Please also refer to 'Faraaidh' sections of the curriculum to gain understanding of what aspects of Salah should be known by when. Naturally the faraaidh must be known by year 7, as after this the children are expected to perform the five daily

SHAKSIYAH DEVELOPMENT STRATEGIES

What do we seek to achieve? - To perceive our purpose in Life and act accordingly.

- Strong Aqeedah - High level of Taqwa
- Pride in being a Muslim
- Love of Allah (swt) and His messenger (saw)
- Following the Sunnah of the Messenger of Allah (swt)
- Conviction and Confidence
- Ideological and Holistic
- Strong Self esteem and Humility
- Resolute and Persistent
- Motivated for the sake of Allah (swt)
- Capable and Skilful
- Progressive and Self-Initiating
- Solution-oriented

1. Thinking Skills
2. Decision Making
3. Self-Assessment
4. Linking ideas with behaviour
5. Asking Questions
6. Confidence and responsibility
7. Knowing own strengths and weaknesses
8. Oral and expressive
9. Developing good relationships - In a group, with peers and other adults
10. Respecting others in interacting with them

• Positive Re-enforcement

1. Mercy: Anas (ra) said "I have never seen anyone more merciful to children than the Prophet of Allah (saw)"
2. Gentleness and Kindness: Aisha (ra) narrated that the Messenger of Allah (saw) said: "Allah (swt) is kind and He loves kindness in all affairs."
3. Love - Build a relationship and share in their happiness and sadness

4. Every Muslim is accountable for all his actions
5. Good Deeds wipe out Bad ones
6. Emphasis and Encouragement

Do not use the Negative

1. Be brief and mould the behaviour
2. Never show anger
3. Active Listening and clear communication

• Lead by Example

4. Be Consistent
5. Follow up on Orders
6. Always fulfil a promise
7. Use real life examples
8. Do not be afraid to correct yourself when you make a mistake
9. Do not be afraid to say you don't know

• Seeking Perfection

- Overprotection
- Humiliation
- Treating Children as adults

• Understand each child as an individual

- The teacher sets the Atmosphere/Self-assessment by the Mudarrisa
- A child's position in your class
- Show justice in your behaviour
- Link the child to Allah (swt) - To seek His (swt) pleasure alone
- Consider the level of the child and be patient

RECEPTION

Children should develop an understanding of the two concepts from the Shahadah:

I am a Muslim - Muslims say the Shahadah

1. Allah (swt) is the only being worthy of worship. Tawheed (briefly)
 - Allah (swt) is the creator of the universe
 - Allah (swt) made me
 - Allah (swt) made food & drink
 - Allah (swt) made trees, animals, fish & birds
 - Allah (swt) created mountains, skies
 - Allah (swt) created water, rain, rivers, oceans
 - Allah (swt) loves us, gave us so much
 - We don't see Allah (swt) but He (swt) can see us (Allah exists)
 - A Muslim obeys Allah

2. Muhammed (saw) is the Messenger of Allah.

- Who is Muhammad (saw)
- Why was he (saw) sent as a messenger, brief Seerah
- We need communication with Allah (swt)
- We love RasoolAllah (saw)
- Learn to say (saw) after we mention Muhammad (saw)
- A Muslim obeys the Messenger of Allah (saw)
- Introduce Ahadith as revelation
- Who are the other Prophets and Messengers - stories: Adam (as), Nuh (as), Yunus (as),
- Muhammad (saw) is the last messenger, he (saw) was sent for all of mankind.

- Surah Al Ikhlas (for memorisation)
- We find Surah Al Ikhlas in the Qur'an
- Allah (swt) sent the Qur'an to Muhammad (saw)
- Quran is Arabic - importance of Arabic language

What is the message of Islam, worship Allah (swt),
 What is worship (briefly)
 Worshipping Allah (swt) is why we are created (purpose in life)
 Allah (swt) rewards our worship with jannah
 5 pillars of Islam (briefly)
 Teach positions and basic rules of Salah and wudhu
 Introduce Ramadhan, Sawm, Eid ul Fitr
 Ramadhan is the month that the Qur'an was revealed
 Iqra was first Ayah to be revealed
 Introduce Hajj and Eid ul Adha

Islam is a Deen
 What is a Deen (briefly)

What is Jannah and Jahanam (briefly)
 Allah will ask us about what we do

- Greeting of Muslims
- Adaab of eating:
 - Washing hands
 - Bismillah
 - Right hand
 - Brushing teeth (miswak)
- Cleanliness
- Loving mother and father
- Caring for Muslims and others
- Sharing
- Give Sadaqa

Muslims are One (brothers and sisters)
 Where do we find Muslims - All over the world
 Many Muslims live in Britain
 Most people in Britain are not Muslims
 We live with them and must show them respect
 What is a Masjid

- Importance of Masajid & Jamaah congregation

- Islamic Calendar
- Gregorian Calendar
- Understand the concepts of month and year

YEAR 1

- Allah in more depth
- What does ilaha mean?
- Creator of the universe
 - trees
 - Animals
 - Humans
 - Water, rain etc
- Allah means in control: shapes, colours, the way things work, life (a lot of examples)
- Allah does not need us, we need Him (swt) for everything: food, drink
- We can not see Him (swt), but He (swt) can see us
- A few lessons to prove that if we cannot see someone, something it does not mean it does not exist
- Allah is one we worship, listen to and obey
- Allah (swt) is not male or female
- Allah (swt) taught us how to worship Him (swt)
- He (swt) sent us the Quran
- He (swt) taught us who He (swt) is: Surah Al Ikhlas with understanding
- Muhammad (saw) is our messenger
- What do messengers do
- Examples of other messengers
- Stories of Prophets and Messengers
 - Adam (as)
 - Ibrahim (as)
 - Daw'ud (as)
 - Sulaiman (as)
- Muhammad (saw) is the last messenger
- Seerah of RasoolulAllah (saw)
- How did he receive the message?
- Angels - briefly explain

- The Quran is the word of Allah (swt) for all mankind
- Qur'an was revealed a bit at a time to the Messenger (saw)
- Other books revealed by Allah (swt)
- The Qur'an has never been changed by people and Allah promised He would never let people change it
- Quran is in Arabic (importance of Arabic language)
- Arabic a language of rhyming and poems - Qur'an also uses rhymes
- Translations help us to understand Qur'an but it is better to learn Arabic

- First Ayah revealed - Iqra
- What is an Ayah - verse
- What is a Surah - chapter
- There are 114 Surah
- The longest Surah is - Al Baqarah 286 Ayat
- The shortest Surah - Al Kauther 3 Ayat
- The Qur'an is the word of Allah (swt) and therefore must be treated with respect
- We must make wudhu if we want to recite or touch the Qur'an.
- Allah rewards those who recite the Qur'an. There is reward for every letter. Muslims should recite Qur'an or read it every day.
- Allah (swt) rewards those who memorise the Qur'an
- Muslims should memorise Surahs to recite in Salah.
- What is the Sunnah - The sayings, actions and silences of the Messenger of Allah (saw)
- Why must we follow the Sunnah - Evidences from Qur'an
- The Sunnah is Wahy (revelation)
- Ahadith are sayings of the Messenger of Allah (saw)

- Message of Islam, Tawheed - Shahadah
- Purpose of life to worship Allah (swt)
- All actions from Islam are worship
- Teach Istinja, wudu and Salah - All the Faraaidh must be learnt
- Ensure children know what is to be said in each position of Salah (Faraaidh)
- Teach ahkaam of Sawm
- Ramadhan is the month of fasting
- Ramadhan is the month of Revelation
- Ramadhan is the month of Forgiveness
- Lailat ul Qadr - The Night of Power
- Eid ul Fitr
- Concept of Zakat
- Introduction to Hajj
- Connect to story of Ibrahim (as)
- Eid ul Adha

- Islam is a Deen - A complete way of life
- Allah (swt) gave us rules for everything in our life
- Concepts of Halal and Haram
- Which foods and drink are Halal and Haram
- Islam came to complete the Message of Allah (swt)
- Islam came as a 'Mercy' to the whole of Mankind

We should tell everyone about Islam

Why is it important to have rules?
 Allah (swt) is the best at making rules because He (swt) has knowledge of all things
 Our actions affect others around us
 Allah (swt) is watching what we do
 We should love to please Allah (swt)
 Muslims follow the example of the Messenger of Allah (saw) in their behaviour

Adaab means manners

- Adaab of eating
- Adaab of speaking - taking turns, showing respect, listening to others
- Greetings
- How to address adults - Respect for your elders

Khilaq means being good

- Sharing
- Caring
- Obedience to mother and father
- Obedience to teachers
- Cleanliness
- Kindness - don't tease, play with everyone
- Love others for the sake of Allah (swt)
- Sadaqah for the sake of Allah (swt) - you can give time and help, not just things as sadaqah
- We must always tell the truth

Muslims are brothers and sisters to one another
 Ahadith on unity

Muslims all over the world are one Ummah
 Muslims in your local area are a community
 A community works together and meets each other
 Muslims meet in the Masjid
 Masjid: Importance of congregation
 Holy Mosques - Muslims from Britain and all over the world travel there

- ✦ The Muslim community is part of the wider community
- ✦ The wider community meets in many places
- ✦ We often meet to look after our health
- ✦ Develop children's understanding of Hospitals and GP surgeries

Refer to the History Curriculum and Key Stage 1 Curriculum Topic Map - Appendix 1

YEAR 2

- ✦ Allah (swt) is the Creator of the universe
- ✦ He (swt) exists but we cannot see Him (swt)
- ✦ Everything in the universe is dependent on Allah (swt), Allah (swt) does not depend on anyone.
- ✦ Belief in Allah (swt) should come through the mind
- ✦ Qur'anic method to draw attention to creation must be followed
- ✦ Our Belief - Imaan al Mufassal
 - Belief in Allah (swt)
 - Belief in the Angels
 - Belief in His (swt) Books
 - Belief in His (swt) messengers
 - Belief in the last day
 - Belief in Qada wal Qadr
 - Belief in Jannah and Jahanam
 (each belief is explained in detail, teacher decides how long she wants to spend on it)
- ✦ What are miracles?
- ✦ Go through names of Books, Messengers, Malaika and memorise them
- ✦ A miracle is to prove that a message is from Allah (swt)
- ✦ Miracles of some messengers: Ibrahim (as), Musa (as), Isa (as)
- ✦ Quran is the miracle of Muhammad (saw)

- ✦ Difference between Quran and Sunnah as Wahy
- ✦ Explain the meaning of 'Mashaf' - Qur'anic text that is pure
- ✦ What are the Adaab of touching and reciting Qur'an
- ✦ Importance of Sunnah
- ✦ The Messenger of Allah (saw) is Uswat ul Hasana
- ✦ Importance of learning about the life of the Messenger of Allah (saw)
- ✦ Learn about his (saw) love of Ibadah
- ✦ Learn about his (saw) sacrifice for the sake of Allah (swt)
- ✦ Learn about his (saw) adaab and akhlaaq

- Revision of Five Pillars
- Revision of How to perform Salah including Istinja and Wudu
- Meaning of Surah Fatihah should be covered in depth
- Ensure all elements of performance of Salah are understood
- Explain the concept of Sunnah/Nawafilah in ibadah
- Learn about the Sunnah Salat connected to the five daily salat
- Learn the Sunnah dua's in ruku, sujood and jalsah
- Learn the du'as after Salaams
- Learn about the Sunnah fasts
- Explain the concept of Zakat
- Teach the rites of Hajj, the arkan and faraaidh

- Islam is a Deen, a complete way of life
- Islam has answers for everything not just Ibadah and adaab and akhlaaq
- Islam tells us about all actions, our duties and responsibilities.
- Teach concepts of Fardh, Mandoub, Mubah, Makruh and Haram
- Give examples of these which are not from the five pillars, some are given below
- Fardh - Obedience to the Amir, Man to provide for female members of his family, Seeking knowledge
- Mandoub - Visiting the sick, accepting an invitation
- Mubah - Trading, Eating
- Makruh - Eating excessively, idle talk
- Haram- Drinking, buying, selling and touching alcohol, gambling - even as a game

- What is the purpose of life?
- Discuss some possible answers
- How does our understanding of the purpose of life affect our behaviour?
- How can we improve our behaviour?
- How can we help others to improve their behaviour?
- Role Models - The first four Khalifahs
- Our bodies are an Amanah and we must look after our health - eating healthily and taking exercise

- Use Ahadith on Akhlaaq (morals) to build an understanding of them
 - Jealousy
 - Honesty
 - Sharing
 - Speaking good words
 - Controlling Anger
 - Backbiting
 - Calling Names
- Ahadith on the Adaab of food and cleanliness

- Islam and Society
 - Concepts of community and society
 - Responsibility to Muslim community
 - Responsibility to wider community
 - Muslims are found all over the world
 - Project - Different places and cultures - Children should talk about where they come from and their culture or research another culture and talk about it.
 - Similarities and Differences between different cultures
 - Some similarities are because of Islam
 - Relevant Ahadith of unity of the Muslim Ummah and responsibility to the rest of the Muslim Ummah

Refer to the History Curriculum and Key Stage 1 Curriculum Topic Map - Appendix 1

YEAR 3

Topic 1: Introduction

- ✦ To understand Iman is definite and can be proven
- ✦ Discuss Atheism and why people deny a Creator
- ✦ Understand the meaning of the term Aqeedah
- ✦ Islam is the completion of the Message Allah (swt) sent to every people
- ✦ Knowledge by memory of 25 messengers mentioned in Qur'an, their stories and lessons to be learnt from them
- ✦ In detail:
 1. Ibrahim (as)
 2. Isma'il (as)
 3. Ya'qub (as)
 4. Yusuf (as)
 5. Ayyub (as)
- ✦ Knowledge of the Angels and their duties -
 1. Gibra'il
 2. Mikha'il
 3. Isra'il
 4. 'Azra'il
 5. Kiraman Kaatibeen
- ✦ Knowledge of the Revealed books and that they have been changed -
 1. Tawrah (Torah) - Revealed to Musa (as)
 2. Zabur (Psalms) - Revealed to Dawud (as)
 3. Injil (Bible) - Revealed to 'Isa (as)
 4. Qur'an - Revealed to Muhammed (saw) and cannot be changed.
- ✦ Knowledge of the Last Day, Day of Judgement and Jannah and Jahannum

- ✦ Difference between Qur'an and Sunnah
- ✦ Importance of Sunnah as Wahy

- ✦ Description of Najasah
- ✦ Importance of Cleanliness (Taharah)
- ✦ Wudhu: Faraidh, Sunnah and Mustahabbat
- ✦ Tayammum: practical demonstration, when allowed, how and with what materials/substances
- ✦ Explanation of the conditions for Salah - i.e. when it is fardh
- ✦ Sajdah Saheev
- ✦ Importance of the Qiblah
- ✦ Adhan and Iqamah

- ✦ Praying in Jam'aah (congregation)
- ✦ Salat al Jummah - rules and purpose
- ✦ Hajj & Umrah - Explain the Sunnah aspects
- ✦ Zakat - Who is required to pay Zakat
- ✦ Who is eligible to receive Zakah
- ✦ When is Zakah due to be paid i.e. every year after a certain amount
- ✦ Concept of Da'wa or 'Enjoining good and forbidding evil' as worship

Topic 2: Social Issues

- ✦ Islam is a Deen, contrast briefly to other belief systems where human beings make rules
- ✦ Briefly introduce concept of democracy
- ✦ Our rules and laws come from Allah (swt)
- ✦ We need to have evidences from Qur'an and Sunnah for our actions
- ✦ Islam provides answers and ahkaam (rules) for everything
- ✦ Ahadith and verses showing different aspects of life
- ✦ Economic System - Understand that Allah (swt) owns everything
- ✦ Permissibility of trading - importance of honesty
- ✦ Spoken offer and acceptance - brief explanation
- ✦ Prohibition of selling alcohol and other haram items
- ✦ Prohibition of Riba (interest) - how this does not help the poor
- ✦ Duty of the Islamic State to provide food, shelter and clothing for every citizen

- ✦ Fulfilling contracts and honouring your word
- ✦ Accountability for use of possessions, use should be Halal
- ✦ Concept of Human beings as Khalifat ul Ardh, Successors on the Earth who must care for it
- ✦ We must not litter
- ✦ We must not waste
- ✦ Recycling and care for the environment
- ✦ Global warming and what individuals and states can do
- ✦ How would the Islamic State look after the environment
- ✦ Role Models - Those who were promised paradise:
 1. Abdur Rahman ibn Awf
 2. Sa'd ibn Abi Waqqas
 3. Sa'd ibn Zayd
 4. Abu Ubaydah ibn al Jarrah
 5. Zubayr ibn al Awwam
 6. Talhah ibn Ubaydullah

- Allah Loves:
 1. Generosity
 2. Patience
 3. Fulfillment of Promises
 4. Sincerity
 5. Humility
 6. Helping the Needy

- Allah does not love:
 1. Jealousy
 2. Mockery/Nicknames
 3. Dishonesty
 4. Not taking care of public property or others property
 5. Extravagance

- Public institutions and services - understanding the role of the local council and the services they provide
- Project on a local service and how to use it e.g. library, community centre
- Project on a current local or national event and how this reflects a particular culture

Refer to the History Curriculum and Key Stage 2 Curriculum Topic Map - Appendix 2

YEAR 4

- Build more understanding of Aqeedah and how Allah (swt) is in control of everything
- Tawheed and purpose in life
- Introduce the concept of Tawakul - ul Allah (swt)
- Revision of 6 Articles of faith
- Understanding another religion - Judaism
- Life and call of Prophet Musa (as), Prophet Haroun (as)
- Contrast Miracles and Magic - The difference between them
- Explain the concept of Jannah and Jahanam
- Concept of Qadaa wal Qadr (Divine Fate and Destiny) and how it impacts the behaviour of a Muslim
- Rizq - explain briefly
- Ajal - explain briefly
- Explain the concept of Taqwa

- Qur'anic Knowledge - Makkan and Madinan Surahs
- How the Qur'an was compiled
- The role of Hifz (memorization) in protecting the Qur'an
- Importance of Arabic language
- Why translations are useful but inadequate for a full understanding
- Difference between Sunnah and Seerah
- The role of Ahadith in Islamic knowledge
- Revision of key events from the Seerah of Muhammad (saw)
- Focus on His (saw) childhood, Life before Prophethood and family life
- We must love Muhammad (saw) and his family
- Companions of Muhammad (saw) and how they understood the Sunnah as a source of Shahriah

- Meaning of worship - "I have not created man and Jinn except to worship Me" Surah Al Dhariyat, verse 56
- Briefly revise five pillars
- Salat-al-Witr
- Du'a Qunoot
- We must obey Allah at all times and in every action
- Amr bil Ma'ruf, Nahi al Munkar - the duty of enjoining the good and forbidding the evil amongst Muslims

- Da'wa - calling to Islam is also Ibadah, link to the Seerah to understand how to do da'wa

- Ahkaam Shahriah regulates all our relationships
- The Social System of Islam
- The concept of Family
- Duties to parents
- Duties to children
- Duties to Grandparents
- Silat ur Rahm - Fardh of maintaining good relations with relatives
- Relationship between men and women and Marriage
- Rights and Duties of the Husband and Wife
- Men and Women are equal in the eyes of Allah (swt)
- Both will be judged on their duties and how they performed them
- Concept of Mahrem
- Segregation and how this would be implemented in an Islamic society
- Islamic requirements of Dress for Men and Women
- Hayaa - Modesty in Islam

- The Family - What are our responsibilities?
- How can we care for the elderly?
- How can we help the vulnerable - the sick, the homeless, etc
- How do we view disability?
- Caring and helping lead to reward from Allah (swt)
- Muslim Role Models had these qualities
- Role Models - Ummuhat il Mumineen:
 1. Khadija
 2. Aisha
 3. Hafsa
 4. Umm Salamah
 Cover the others briefly
- Role Models - Sahabiyat:
 1. Fatimah bint Muhammed
 2. Safiyyah bint Abdul Muttalib
 3. Umm Amarah Nus'aybah bint K'ab

- Respect for Teachers
- Respect for elders
- Mercy and kindness to young
- Respect and good relations with Family

- Hayaa - Modesty
- Allah loves:
 1. Love for Learning
 2. Love for Justice
 3. Trustworthiness
 4. Punctuality
 5. Obedience
- Allah (swt) does not love:
 1. Laziness
 2. Selfishness
 3. Arrogance
 4. Idle talk
 5. Back biting
- Adaab of:
 1. Visiting the Homes of others
 2. Speaking
 3. Forgiveness and Reconciliation

- Muslims must maintain their identity whilst living in a non-Muslim community
- We must make sure we practice Islam
- How did Muslims do this when they arrived in Britain - Setting up Masajid, Opening Halal Meat shops, Setting up charities
- What are Muslims trying to do now - Set up schools, Islamic Goods shops, Muslim directory, Islamic banking
- Muslims should give Da'wa to non-Muslims about the Islamic way of life
- Muslims should show respect to non-Muslims and their way of life in our da'wa

Refer to the History Curriculum and Key Stage 2 Curriculum Topic Map - Appendix 2

YEAR 5

- Children should have an Understanding of these Attributes of Allah (swt)
 1. Ar-Rahmaan (The Most Gracious)
 2. Al-Khaliq (The Creator)
 3. Al Baari (The Maker)
 4. Al Musawwir (The Fashioner)
 5. Al Kareem (The Most Generous)
 6. Al Ahad (The One and Only)
 7. Al Malik (The Sovereign Lord)
- Understanding the concept of Shirk - Tafseer of Surah Al Ikhlâas
- Tawheed al Uluhyah and Tawheed al Rububiyah
- Understanding another Religion - Christianity
- Life of Prophet 'Isa (as)
- Include Prophet Zakariya (as) and Yahya (as)
- Islam is the final and last revelation
- Signs of the last day

- How do Muslims Study Qur'an
- What is Tafseer and it's principles
- Importance of the study of Qur'an
- Further Revision of the Seerah of Muhammed (saw)
- Focus on his call and struggle for Islam
- Significance of Hijra and Islamic Calendar
- The Battles of the Messenger of Allah (saw)

- Salat - Shortening and Combining on a journey
- Salat al Istikharah
- Revise the Ahkaam of Sawm
- What are the Sunnah fasts
- The Ahkaam of Zakat - Who pays it, Who receives it
- How is it calculated, collected and distributed (role of the Islamic State)
- Zakat ul Fitr
- Da'wa and Jihad fisabeelillah are also Ibadah
- The Ahkaam of Da'wa
- The Ahkaam and limits of Jihad as taught by the classical scholars. (It is important to clearly define the situations in which Jihad is permitted and those where it is not. Children must have a clear understanding of this)

concept as there is so much misinformation from both the Media and other Muslims.)
Muslims are accountable if they do not follow these rules

Ahkaam Shahriah regulates all our relationships
Human relationships make up a society
Society needs rules
The ruling system in Islam is called Khilafah
Islam has defined a ruling system with 4 principles

1. Sovereignty is to Allah (swt)
2. Authority is to the Ummah
3. There must be one Khalifah (Ruler)
4. The Khalifah has the right to adopt laws and rules from Islam

The Khulafaa are successors to the Messenger of Allah (saw) in ruling
The Muslims must account the Khalifah if he deviates from Islam

What is Politics
What is the ruling system in Britain
Who are the rulers and how are they elected
What is Politics in Islam - Siyasaah
How should a Muslim engage in politics
What can we do in our local area
A project on a local or National Issue should be organized
Children should research and discuss an International current event/issue
Political Role Models -

1. Mus'ab ibn Umayr
2. Umar ibn Abdul Aziz
3. Sultan Abdul Hameed

Patience and perseverance
Courage in the face of adversity
Humility
Controlling Anger
Giving others benefit of the doubt
Be of:
Giving Da'wa
Joining the Good and forbidding the Evil
Practicing what you preach

- ♦ Bad Habits - strategies for giving them up

- Muslims in Britain and engagement in politics
- Isolation is not the way forward for Muslims
- Muslims should engage in interaction in the wider society
- Muslims must maintain their identity and not compromise their values
- How are Muslims presented in the Media
- What can we do to change this

Refer to the History Curriculum and Key Stage 2 Curriculum Topic Map
Appendix 2

Children should have an understanding of these Attributes of Allah (swt):

1. Al Aleem (The All Knowing)
2. Al Hakam (The Judge)
3. Al Haq (The Truth)
4. Al Hay (The Alive)
5. Ar Rahim (The Most Merciful)
6. Al Ghafur (The All Forgiving)

Understanding Tawheed in depth

Understanding different types of Shirk

1. Astrology
2. Following people - celebrities, ancestors, even scholars
3. More than one God

Understanding other Religions (Basic beliefs should be discussed) -

Judaism, Sikhism, Buddhism

Understanding of Atheism and Secularism

Signs of the Last Day

Interpretation of Surah Fatihah

Interpretation of Surah Kafiroon

Revision of Sunnah as Wahy

Revision of different types of Sunnah- Sayings, Actions and Silences

Compilation of Ahadith

Different categories of Ahadith - Qudsi, sahih, Da'eef, Mutawatir

Role of Imam Bukhari and Imam Muslim

Birth rites - Faraaidh and sunnah

Death rites and funerals - Salat al Janazah

Sujood of Recitation - which ayat require this

Salat al Hajah

Sawm - Revise Faraaidh and give details of sunnah

What nullifies the fast - Kaffarah

Bidah (Innovation) in Ibadah is Haram

Knowledge of the four "Schools of Thought" - Shafii, Hanafi, Maliki, Hanbali

- General Understanding of Sources of Shariah - Qur'an, Sunnah, Ijmaa' and Qiyaas (agreed upon by all four schools)
- How rules are derived
- Examples of Ikhtilaaf and why the Ikhtilaaf is there
- Judicial System of Islam - Basic principles to be covered briefly
- The Judicial system should be linked to understanding of Ulema and how they work as above
- The Hudood of Allah (swt)
- Concept of Adl (Justice)
- How non-Muslims (Ahl al Dhimma) are treated with justice and the duty to protect their rights

- Concept of Racism - This is Haram
- Islam does not look at Colour, Race, Tribe or Nationality as important
- Our Identity is Muslim
- Muslims are one Ummah
- Muslims treat everyone equally and with Justice including Non-Muslims
- Muslims do not look at status or wealth when dealing with people
- Muslims do not look at celebrity or power as important
- Role Models -
 1. Yasir and Summayyah
 2. Anmaar ibn Yasir
 3. Bilal ibn Rabah
 4. Salmam al Farsi
 5. Suhayb ar Rumi
 6. Abdullah ibn Mas'ud
 7. Abu Dharr al Ghifari

- The Adaab of Discussion and Da'wa:
 1. Respect for different points of view
 2. Respect for different schools of thought
 3. Respect for other religions in accordance with Islamic teaching
- Akhlaaq and emotions:
 1. Our inclinations should be in line with Islam
 2. We should love what Allah (swt) loves and hate what Allah (swt) hates
 3. We should have love of humility, patience, sharing knowledge, accounting each other
 4. We should hate arrogance, pride, hypocrisy, foul language, idle talk, hurting others with our tongues, backbiting

should be model citizens and set an example. This means our communities should be model communities

should be a Da'wa for Islam

communities should be model communities

to work to develop our Shaksiyah (personality)

to keep good company

to work to build these communities

A practical project to help the local community should be organized. This project should build an understanding of other cultures

A research project on a current issue and it's portrayal in the media should be organised

to the History Curriculum and Key Stage 2 Curriculum Topic Map -

Box 2