

Curriculum Intent and rationale (what, why, when and how)

It is our intent for the Islamic Studies Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Islamic Studies Education contributes significantly to the Islamic character of the school and enables pupils to ask deep and often searching questions about their own faith and belief, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God as encountered and taught by Muslims. The teaching of IS makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The IS curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

The overarching concepts for 'Islamic Studies' at Hazrat Khadijatul Kubra Girls School are:

- **Personal growth – developing compassion and empathy** □
- **Stewardship – caring for all creation**
- **Respect – showing tolerance of others' beliefs, opinions and cultures**
- **Asking Big Questions – communicating effectively and listening to others**
- **Morality – understanding right from wrong, accepting rules and boundaries**
- **Courageous Advocacy – challenging injustice by standing up for the rights of others and values and to develop positive attitudes of respect towards other people;**
- **Enrichment - enhancing their spiritual, moral, social and cultural development.**

Learning is embedded through the development of knowledge and skills over time. In KS3, the curriculum breadth supports learners' knowledge and understanding of Fiqh(jurisprudence), Sirah (biography of the prophet Muhammad), Tarikh(history), Aqaid(beliefs), Akhlaq(characteristics), Adab(mannerism) and Hadith (sayings of the prophet Muhammad).

Half-termly assessments are given at the end of each topic. Regular exam questions are given from year 7-11. Throughout each key stage, the learning deepens their understanding of Islam. Progression is mapped coherently. This progression allows for effective differentiation, marking and feedback, and stretch for all. Pupils have access to key terminology and sources of wisdom. Regular extended writing allows pupils to develop their language and vocabulary. In Key Stage 4 the learning is built on from KS3 to deepen their understanding of the relationship between people and about common and divergent views within traditions in the way beliefs and teachings are understood and expressed. Students are given opportunities to explore the fact that religious traditions of Great Britain are, in the main are Christian but that they are also diverse and include other faiths, such as Buddhism, Hinduism, Islam, Judaism and

Sikhism, as well as non-religious beliefs, such as atheism and humanism. Students are also exposed to Philosophical and Ethical Studies in the Modern World, looking at current real-world issues. There is scope to develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

By the end of Key Stage 3 pupils will be familiar with the origins and history of Islam as well as some of the other major world religions. Pupils will be able to describe a range of religious concepts including the practices of prayer and worship as well as the journey of the soul and the life of the hereafter. Pupils will understand the significance of religious rules such as The Five Pillars of Islam and their lasting importance in contemporary society. Pupils will develop confidence in becoming courageous advocates, challenging injustice and suffering in the world and through personal experience, foster empathy and tolerance within a diverse world. Through the teaching of Stewardship, pupils will develop care and respect for each other and the world in which they live. Teaching of the biography of the Prophet Muhammad and other religious stories and parables will instill and reinforce the qualities of kindness and tolerance and support the need for equality for all. By the end of Key Stage 4 pupils will demonstrate a deeper understanding of Islamic beliefs, teachings and practices. Pupils will be to identify places of religious significance around the world and the importance of those historically and as places of pilgrimage. Pupils will confidently articulate justified opinions on ethical issues, giving personal, religious and non-religious views.

Year group	Resources (material, textbook, or online learning tools)
7	Handouts, online resources, group, and pair work- activity based & An Nasiha publication books(sirah bk1-4, remaining chapters book 4 only)
8	Handouts, online resources, group, and pair work- activity based & An Nasiha publication books (book 5)
9	Handouts, online resources, group, and pair work- activity based & An Nasiha publication books (book 6)
10	Handouts, online resources, group, and pair work- activity based & An Nasiha publication books (book 7)
11	Handouts, online resources, group, and pair work- activity based & An Nasiha publication books (book 8)

Cross curricular links (content and skills)		
Year 7	Year 8	Year 9
<p>Knowledge and skills sufficient for future learning and employment across a broad range of career options: Politics Journalism Law Research into history (Tarikh), English literature (writing tasks/poetry etc), science (Islamic discoveries) across the ages SMSC: Tolerance for the views of others Empathy Understanding of different ideologies celebrating differences Actions and consequences Suffering</p>	<p>Literacy: Extended essay writing Class and group discussions Promoting a viewpoint Write to persuade Write to inform Writing to contrast and compare Understanding of the oral tradition Retrieve information Summarise texts Interpret texts and language Alter mode of text to another format and style History: the chapter Tarikh covers the life of the earlier prophets, sahabas and the Islamic empires. Maths: calculating the zakat, working out the timings of salah, calculating the rewards of actions and working out the shrouding material size</p>	<p>Literacy: Extended essay writing Class and group discussions Promoting a viewpoint Write to persuade Write to inform Writing to contrast and compare Understanding of the oral tradition Retrieve information Summarise texts Interpret texts and language Alter mode of text to another format and style History: the chapter Tarikh covers the life of the earlier prophets, sahabas and the Islamic empires. Maths: calculating the zakat, working out the timings of salah, calculating the rewards of actions and working out the shrouding material size</p>
KS4	KS4	
<p>Knowledge and skills sufficient for future learning and employment across a broad range of career options: Politics Journalism Law Research into history, English literature, science across the ages, civil service, FCO; local government, law, Islamic banking and finance, media, education and business and commerce.</p>	<p>Science- Islamic discoveries and sighting of the moon Citizenship- chapter Tarikh and Adaab History- earlier empires and their contributions Biology (evolution and adaptation), PSHE -chapters Hadith/Adaab and Akhlaq Religious Studies-linking to other religious beliefs Maths (through time line, inheritance and charity- zakat- percentages, ratios etc) Geography (Through use of setting and significance of place)</p>	

[subject]	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn term 1	<p>SIRAH</p> <p>Childhood of the beloved messenger Muhammad (saw)</p> <p>The youth of the messenger Muhammad (saw)</p> <p>Marriage to Khadija (ra)</p> <p>The children of the beloved messenger Muhammad (saw)</p> <p>In the cave of hira</p> <p>The first revelation</p> <p>The first believers</p> <p>Open call to Islam</p> <p>Persecutions faced by Muslims</p> <p>Migration to abyssinia</p> <p>Two great warriors accept Islam</p> <p>A different way</p> <p>The boycott</p> <p>The year of sadness</p>	<p>AKHLAAQ</p> <p>Asking advice (mashwarah)</p> <p>Patience</p> <p>Ties of kinship</p> <p>Exchanging gifts and honouring the guest</p> <p>virtues of dhikr</p> <p>Ahadeeth</p> <p>Promises, tongue</p> <p>- Ghibah, intoxicants</p> <p>- Beauty of a person's Islam, carrying tales</p>	<p>AKHLAQ</p> <p>Oppression and bullying</p> <p>Envy</p> <p>Ghibah</p> <p>Pride</p> <p>Following the sunnah</p> <p>Ahadith</p>	<p>AKHLAQ</p> <p>Spreading rumours</p> <p>Value of time</p> <p>Virtues of knowledge</p> <p>Benefits of Darood and Salawaat</p> <p>Tarikh</p> <p>Zakariyyah (a.s)</p> <p>Yahya (a.s)</p> <p>The Abbaasids</p> <p>Hadith</p>	<p>AKHLAQ</p> <p>Shortness of my life</p> <p>Taqwa</p> <p>Tawakkul</p> <p>Tawbah</p> <p>Modesty in gaze</p> <p>FIQH</p> <p>Nafil salaah, khushu, salaah with jama'ah</p> <p>Nikah: choosing a spouse, relations before marriage</p> <p>List of maharim, mahr, walimah</p> <p>Talaq: different types of talaq</p> <p>Iddah</p> <p>Buyu: ijarah, riba and gambling</p> <p>Taqlid: different schools of fiqh</p> <p>References from hadith</p>
	Assessment				
Autumn term 2	<p>SIRAH</p> <p>The journey to taif</p>	<p>Fiqh</p>	<p>Fiqh</p> <p>Types of water</p>	<p>FIQH</p>	<p>Tarikh</p> <p>Ayyub as</p> <p>Andalusia (muslim spain)</p>

	<p>Inviting the Arab tribes</p> <p>Al-Isra and Al-Miraj</p> <p>The pledge of aqaba</p> <p>Hijrah journey</p> <p>Arrival in Madinah munawwarah</p> <p>Treaties with the jews</p> <p>The hypocrites</p> <p>Battle of badr</p> <p>Battle of uhad and ahzab</p>	<p>-Miscellaneous points of wudhu, tayammum in detail</p> <p>- Sunan of salaah</p> <p>- Forbidden and disliked times of salaah</p> <p>- Salaah of a masbooq</p> <p>- Qadha salaah</p> <p>- Eid salaah</p> <p>- Hajj and Umrah</p> <p>- Ziyaarah</p> <p>Ahadeeth</p> <p>- 99 names of Allah</p> <p>- Importance of the last 3 Suraah's, speaking good, good character</p>	<p>Impurities and cleaning methods</p> <p>Maturity in girls</p> <p>Masail of hayd , nifaas and istihaadah</p> <p>Wajib acts of salah</p> <p>Janaiz' : method of ghusl for the deceased, shrouding and burial</p>	<p>Mustahabbaat and makroohaat of salaah</p> <p>Sutrah</p> <p>Sajdah tilaawah</p> <p>Taharri, qasr salaah, salaahatul mareed and ma'dhur, salaahatul kusoof/khosoof</p> <p>Zakah, inheritance</p> <p>Halal foods, cross contamination, list of halal and haraam animals, seafood, udhiyah</p> <p>l'tikaaf</p> <p>laylatul qadr</p>	<p>The crusades</p> <p>The ottomans</p> <p>Hadith:</p> <p>Not having hatred for anyone</p> <p>Spending for the sake of Allah</p> <p>Disliked actions</p> <p>Salaam upon entering</p> <p>Rights of a muslim</p>
	Assessment				
Spring term 1	<p>Fiqh</p> <p>Masah alal khuffayn</p> <p>Masah on wounds</p> <p>Wajibat of salah</p> <p>Sajdah as-sahw</p> <p>Sawm</p> <p>Tarawih</p>	<p>Taareekh</p> <p>- Moosa (a.s)</p> <p>- Eesa (a.s)</p> <p>Seerah</p> <p>- Treaty of Hudaybiyyah, bay'ah ar-ridwaan, the message of Islam spreads, umrahtul qadhaa</p> <p>- Conquest of Makkah, the battle of Hunain, the march to Tabuk</p>	<p>Adab</p> <p>Adhan</p> <p>Modesty in drerss</p> <p>Moderation in expenditure</p> <p>Importance of a woman in society</p> <p>Personal hygiene</p> <p>Tarikh</p> <p>Dawud</p> <p>Sulayman</p>	<p>Adaab</p> <p>5 branches of faith: mu'aasharaat</p> <p>social manners</p> <p>Taking oaths</p> <p>Answering questions using a mobile phone</p> <p>The internet.</p> <p>Walking with elders</p> <p>Beginning from the right when serving</p> <p>Interaction with non-muslims</p> <p>Condolences</p>	<p>Adaab</p> <p>Mu'amalat</p> <p>Nikah</p> <p>Transactions</p> <p>Adab for the seller</p> <p>Adab for the buyer</p> <p>General adab of shopping</p>

	<u>Ahadeeth</u>	- The farewell pilgrimage, the Messenger (s.a.w) leaves the world		Informing dependents of ones whereabouts	
	Assessment				
Spring term 2	<u>Tarikh</u> Yaqub(as) Yusuf(as) <u>Adaab</u> Dua Dressing Guests & hosts Sitting in gathering Istinja <u>Ahadeeth</u>	<u>Adaab</u> - ghusl - social interaction - writing - siwaak - visiting the sick	<u>Tarikh</u> Yunus Introduction to Islamic history The Umayyads Ahadith <u>Sirah</u> Shamail Abu bakr His life and work The mothers of the believers	<u>Aqaa'id</u> Qadhaa and qadr Evil eye The world as a place of means Life after death Barzakh Resurrection HADITH	Aqaa'id Attributes of Allah swt Istiwa Iman Consulting the ulama HADITH Status of a mumin Reward of patience Forgiving others True Wealth Easiness in Islam
	Assessment				
Summer Term 1	<u>Akhlaq</u> Trust Seeking permission before entering Removing harm from the road Being a good neighbour	<u>Aqaaid</u> - Death, journey after death, Jannah, description, seeing Allah SWT, actions that lead to Jannah - Jahannum:	<u>Aqaaid</u> Ahlus-sunnah wal jamah, belifies with regard to prophethood The sahaba and their rankings, four khulafa	<u>Seerah</u> Shamaail Umar (r.a) His life and work <u>Hadith</u>	Seerah Shama'il Uthman ra Ali ra

		- description, actions that lead to Jahannum			
	Assessment				
Summer Term 2	<u>Aqaaid</u> Major signs: Mahdi Dajjal Isa Yajuj and Majuj The beast The sun rising from the west The smoke Landslides Blowing of the trumpet The day of qiyamah Mizan and the bridge	<u>Aqaaid</u> - A'raaf, introduction to taqdeer, our beliefs with regards to Allah SWT - Our beliefs with regards to the Prophets and the Sahaabah	Asharah mubasharah. The awliya, mujizaat and karamat Isra and miraj <u>Ahadith</u>	<u>Seerah</u> Umar (r.a) His life and work <u>Hadith</u>	<u>Hadith</u> Sweetness of Imaan Sweetness of Salah Closeness to Allah Being self sufficient
	Assessment				