

# Scheme of Work

## iSyllabus for Schools Workbook 4

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This resource provides guidance for teaching Islamic Studies from the iSyllabus for Schools: Workbook 4. It is a reference guide for Workbook 4 and the associated Lesson Plans, Presentations and Worksheets.

The scheme of work is designed to be a plan and summary for teaching content and development of the skills that will be assessed. It is not exhaustive; it only suggests activities and resources you could find useful in your teaching.

For more information about iSyllabus for Schools, please visit [www.isyllabusforschools.org](http://www.isyllabusforschools.org)

## 4.1 The 3 Elements of Learning Y.4.M.1.L.1

God will raise up in rank those of you who believe and have been given knowledge. God is aware of the things you do. (58:11)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>The 3 Elements of Learning</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that there are 3 elements to learning</li> <li>✓ state the importance of knowledge</li> <li>✓ describe the role of the teacher</li> <li>✓ explain the ways in which students can focus</li> </ul>	<p><b>Content</b>            Knowledge            The Teacher            The Student</p> <p><b>Activities</b>            Recap            Discuss            Write            Picture</p> <p><b>Resource Material</b>            Worksheets 1-4            Presentation            Video</p>	<p><b>Assessment</b>            Pupils to understand that Learning Islamic knowledge is made up of three elements, knowledge, the teacher and the student. All three are interrelated and interdependent.</p> <p><b>Homework</b>            Pupils to make a list of the 'diseases of the heart.' Write down at least 5 examples and their associated cures or remedies.</p>	<p><b>Workbook 1</b>            1.2 The 5 Pillars</p> <p><b>Workbook 2</b>            2.1 Seeking Knowledge</p> <p><b>Workbook 4</b>            4.1 The 3 Elements of Learning</p> <p><b>Workbook 5</b>            5.1 What is Islam?</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ To be able to demonstrate the importance of learning knowledge for students</li> <li>✓ to be able to explain the ways in which a student can make learning more efficient</li> <li>✓ to be able to infer that knowledge and scholars benefit Muslims in any community</li> </ul>			

## 4.2 Tayammum Y.4.M.1.L.2

...(If) you find no water, then perform *tayammum* with clean earth and rub with it your faces and hands. God does not want to place you in difficulty... (5:6)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Tayammum</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ explain the conditions and reasons why tayammum may be performed</li> <li>✓ describe the method of performing tayammum</li> <li>✓ state what breaks tayammum</li> </ul>	<p><b>Content</b>                      When is tayammum performed?                      Method of Performing tayammum                      What breaks tayammum?</p> <p><b>Activities</b>                      Recap                      Discuss                      Action                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-2                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that Tayammum is the act of dry ablution using clean earth or similar material, which may be performed in place of wudu or ghusl if no clean water is available, or if using water may be harmful.</p> <p><b>Homework</b>                      Pupils to Find out how mathematician Abu Rayhan Biruni calculated the radius of the Earth. Write down the equations he used.</p>	<p><b>Workbook 1</b>                      1.4 Wudu</p> <p><b>Workbook 2</b>                      2.35 Cleanliness</p> <p><b>Workbook 3</b>                      3.3 Ghusl</p> <p><b>Workbook 4</b>                      4.2 Tayammum</p> <p><b>Workbook 5</b>                      5.4 What is Prayer?</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain the method of performing tayammum in detail</li> <li>✓ to be able to examine what breaks tayammum</li> <li>✓ to be able to think about the importance of tayammum in certain situations</li> </ul>			

## 4.3 Travelling Prayer Y.4.M.1.L.3

When you travel on the earth, there is no sin on you in shortening your salah... (4:101)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Travelling Prayer</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the conditions of being a traveller</li> <li>✓ learn which prayers are shortened</li> <li>✓ learn the travelling dua</li> <li>✓ list the conditions for masah over khuffs</li> </ul>	<p><b>Content</b>            Distance            Which prayers are shortened?            Intention            Number of Days            Combining Prayers            Travelling Dua            Masah over khuffs</p> <p><b>Activities</b>            Discuss            Picture            Action</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that Muslims, especially travellers, are able to shorten and combine prayers, under certain conditions. Muslims may also perform masah, or wipe over thick socks instead of washing their feet during wudu.</p> <p><b>Homework</b>            Pupils to memorise the travelling dua and practice reading it.</p>	<p><b>Workbook 1</b>            1.7 Meaning of the Prayer            1.8 How to Pray</p> <p><b>Workbook 2</b>            2.4 The Imam            2.5 Congregational Prayer            2.7 Jummah</p> <p><b>Workbook 3</b>            3.7 Missed Prayer</p> <p><b>Workbook 5</b>            5.4 What is Prayer?            5.29 The Mosque</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to relate the conditions for combining prayers</li> <li>✓ to be able to relate the travelling dua, including the English translation</li> <li>✓ to be able to evaluate the way in which masah over khuffs can make things easier</li> </ul>			

## 4.4 Additional Prayers Y.4.M.1.L.4

And verily, I am indeed forgiving to him who repents, believes and does righteous good deeds, and then remains constant in doing them... (20:82)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Additional Prayers</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ learn that there are a number of additional prayers</li> <li>✓ explain the significance of salat al-istikhara</li> <li>✓ explain the method of performing salat al-istikhara</li> <li>✓ understand the prayers of tawbah, ishraq, duha and hajaat</li> </ul>	<p><b>Content</b>            Salat al-Tasbeeh, Prayer of Glorification            Salat al-Tawbah, Prayer of Repentance            Salat al-Ishraq, Prayer of Sunrise            Salat al-Duha, Prayer of the Morning            Salat al-Istikhara, Prayer of Guidance            Salat al-Hajaat, Prayer of Need</p> <p><b>Activities</b>            Recap            Discuss            Picture</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation            Video</p>	<p><b>Assessment</b>            Pupils to understand that In addition to the daily obligatory prayers, there are a number of special prayers that can be performed for specific needs. The method and significance of these prayers are mentioned in the hadith.</p> <p><b>Homework</b>            Pupils to find out how to perform salat al-tasbeeh</p> <p>Practice reading salat al-tasbeeh</p>	<p><b>Workbook 1</b>            1.5 Prayer            1.7 Meaning of the Prayer            1.8 How to Pray</p> <p><b>Workbook 2</b>            2.4 The Imam            2.5 Congregational Prayer            2.7 Jummah</p> <p><b>Workbook 3</b>            3.5 Qiyam al-Layl            3.7 Missed Prayer</p> <p><b>Workbook 4</b>            4.4 Additional Prayer</p> <p><b>Workbook 5</b>            5.4 What is Prayer?</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the method of performing Salats al-Istikhara, al-Duha, and al-Hajaat</li> <li>✓ to be able to explain the meaning of the duas for al-Istikhara in English</li> <li>✓ to be able to evaluate the way in which these additional prayers can affect the spiritual life of a Muslim</li> </ul>			

## 4.5 Giving a Khutbah Y.4.M.1.L.5

...then proceed to the remembrance of God and leave trade. That is better for you, if you only knew (62:9)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Giving a Khutbah</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the meaning of the term khutbah and khateeb</li> <li>✓ explain the language and subject matter of a khutbah</li> <li>✓ describe the method of planning a khutbah</li> <li>✓ learn the method of delivering a khutbah</li> </ul>	<p><b>Content</b>                      Language of the Khutbah                      Planning a Khutbah                      Subject of the Khutbah                      Method of Delivering a Friday Khutbah</p> <p><b>Activities</b>                      Discuss                      Write                      Recap</p> <p><b>Resource Material</b>                      Worksheets 1-2                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that a khutbah is a sermon delivered by a <i>khateeb</i>. The method of delivering the khutbah is detailed in the hadith of the Prophet (pbuh).</p> <p><b>Homework</b>                      Pupils to Prepare a khutbah in English on the topic of your choice. Prepare to deliver it in class.</p>	<p><b>Workbook 1</b>                      1.8 How to Pray</p> <p><b>Workbook 2</b>                      2.4 The Imam                      2.5 Congregational Prayer                      2.7 Jummah</p> <p><b>Workbook 4</b>                      4.4 Additional Prayer</p> <p><b>Workbook 5</b>                      5.4 What is Prayer?                      5.31 The Imam                      5.32 Days of Id</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate in detail the method of delivering a Friday khutbah</li> <li>✓ to be able to demonstrate the writing of a khutbah</li> <li>✓ to be able to evaluate the ways in which the khutbah can affect the congregation</li> </ul>			

4.6 Review Lesson Y.4.M.1.L.6

4.6 Review Lesson: 4.1 - 4.5

## 4.7 Calculating Zakat Y.4.M.1.L.7

You shall observe the salah and give the *zakat*, and bow down with those who bow down (2:43)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Calculating Zakat</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ list the conditions for zakat</li> <li>✓ state the categories of wealth on which zakat is due</li> <li>✓ understand the nisab and hawl</li> <li>✓ explain how to calculate zakat on various assets</li> </ul>	<p><b>Content</b>            Conditions for Zakat            What is Zakat payable on?            The Nisab            The Lunar Year, or Hawl            Gold and Silver            Trade Goods and Agricultural Produce            Loans and Debts            Stocks, Shares and Investments</p> <p><b>Activities</b>            Recap            Discuss            Picture            Calculate</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that Zakat is payable on a person's total wealth and assets every lunar year. This is not including debts and living expenses. The total wealth must be above the nisab.</p> <p><b>Homework</b>            Pupils to choose any day of the year and find out the Islamic dates on that day for the previous five years.</p>	<p><b>Workbook 1</b>            1.10 Zakat</p> <p><b>Workbook 2</b>            2.8 Sadaqah</p> <p><b>Workbook 3</b>            3.9 Rizq</p> <p><b>Workbook 4</b>            4.7 Calculating Zakat</p> <p><b>Workbook 5</b>            5.5 What is Zakah?</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ To be able to demonstrate that zakat is based on the lunar year</li> <li>✓ to be able to explain the ways in which zakat is calculated on a number of goods</li> <li>✓ to be able to infer that zakat benefits the community</li> </ul>			



## 4.8 Ramadan Y.4.M.1.L.8

...Our Lord, do not place on us a load we have not the strength to bear! And pardon us; and forgive us; and have mercy on us... (2:286)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Ramadan</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that Ramadan is in three parts</li> <li>✓ learn that the first 10 days are about God's Mercy</li> <li>✓ learn that the middle 10 days are about forgiveness</li> <li>✓ learn that the last 10 days are about refuge from the hellfire</li> </ul>	<p><b>Content</b>            Mercy - First 10 Days            Forgiveness - Middle 10 Days            Refuge from the Hell fire - Last 10 Days</p> <p><b>Activities</b>            Discuss            Picture            Recap</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that Ramadan is divided into three parts. The first ten days bring God's Mercy, the second part brings God's Forgiveness and the last ten days brings freedom from the fire.</p> <p><b>Homework</b>            Pupils to write a short biography of one of the Following: Abdur Rahman bin Awf (r), Sa'd bin Abi Waqqas (r), Sa'id ibn Zayd (r) , or Abu Ubaidah bin Al-Jarrah (r)</p>	<p><b>Workbook 1</b>            1.11 Ramadan</p> <p><b>Workbook 2</b>            2.10 Eid Prayer</p> <p><b>Workbook 3</b>            3.5 Qiyam al-Layl            3.10 I'tikaaf</p> <p><b>Workbook 5</b>            5.7 Fasting in Ramadan</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to relate the meaning of the middle 10 days of Ramadan is forgiveness</li> <li>✓ to be able to demonstrate that the last 10 days of Ramadan represent refuge from hell</li> <li>✓ to be able to evaluate the way that Ramadan provides Muslims with spiritual renewal</li> </ul>			

## 4.9 Spiritual Hajj Y.4.M.1.L.9

And proclaim to the people the Hajj; they will come to you on foot and on every lean camel; they will come from through deep and distant mountain highways. (22:27)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Spiritual Hajj</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the spiritual significance of the Hajj</li> <li>✓ describe the Baitul Ma'mur, the House of God in heaven</li> <li>✓ state the spiritual significance of the tawaf and the Black Stone</li> <li>✓ understand the importance of Mina, Arafat and Muzdalifah</li> </ul>	<p><b>Content</b>                      The Ka'bah                      Baitul Ma'mur                      Tawaf                      The Black Stone                      Mina                      Arafat                      Muzdalifah</p> <p><b>Activities</b>                      Discuss                      Recap                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-4                      Presentation                      Video</p>	<p><b>Assessment</b>                      Pupils to understand that The Hajj is performed to get closer to God and be forgiven. The tawaf of the Ka'bah, the Black Stone, and each of the places visited during Hajj, have special religious and spiritual meaning.</p> <p><b>Homework</b>                      Pupils to draw a map of the Hajj places and route, include; Makkah, the Ka'bah, Mina, Arafat, Muzdalifah, and the Jamaraat.</p>	<p><b>Workbook 1</b>                      1.13 Hajj</p> <p><b>Workbook 2</b>                      2.11 Umrah</p> <p><b>Workbook 3</b>                      3.11 Days of Hajj</p> <p><b>Workbook 5</b>                      5.8 What is the Hajj?                      5.9 The Days of Hajj</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the spiritual significance of Mina</li> <li>✓ to be able to explain the significance of Arafat and Muzdalifah</li> <li>✓ to be able to evaluate the way in which Hajj has a spiritual significance for the Muslim Ummah</li> </ul>			

## 4.10 Describing God Y.4.M.2.L.10

God is the Light of the Heavens and the Earth. (24:35)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Describing God</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ learn that the Qur'an and hadith contain descriptions of God</li> <li>✓ understand that the Verse of The Light describes God metaphorically</li> <li>✓ learn the meaning of The Light, Olive Tree, The Message</li> <li>✓ state the metaphorical meaning of God's physical features</li> </ul>	<p><b>Content</b>                      The Verse of The Light                      The Verse                      The Light of God                      The Olive Tree                      The Message of Islam                      The Believer                      Physical Features                      The Face of God                      Sitting                      Hands</p> <p><b>Activities</b>                      Recap                      Discuss                      Write                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-3                      Video                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that The Verse of the Light in the Qur'an gives a metaphorical description of God. A number of God's physical features are also mentioned in the Qur'an and hadith, such as God's Hands, Face and Laughter, these are also understood metaphorically.</p> <p><b>Homework</b>                      Pupils to find three references to other physical features or characteristics of God mentioned in the Qur'an.</p>	<p><b>Workbook 1</b>                      1.14 Allah</p> <p><b>Workbook 2</b>                      2.13 Ayat al-Kursi</p> <p><b>Workbook 3</b>                      3.13 Taqwa                      3.14 The 99 Names</p> <p><b>Workbook 5</b>                      5.10 Allah                      5.11 The Creativity of Allah</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate God's metaphorical features</li> <li>✓ to be able to demonstrate examples of God's physical features</li> <li>✓ to be able to evaluate the ways in which the description of God can affect the understanding of God</li> </ul>			

## 4.11 Themes of the Qur'an Y.4.M.2.L.11

He has sent down to you the Book, the Qur'an, with truth, confirming what was revealed before... (3:3)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Themes of the Qur'an</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that there are numerous themes in the Qur'an</li> <li>✓ List the five main themes discussed in the Qur'an</li> <li>✓ explain monotheism, the prophets, taqwa, Islamic Law and Eschatology</li> </ul>	<b>Content</b> Tawhid Prophets Taqwa Shariah Akhirah  <b>Activities</b> Discuss Write Picture	<b>Assessment</b> Pupils to understand that There are five main themes discussed in the Qur'an: tawhid, the Prophets, taqwa, Shariah and the akhirah.  <b>Homework</b> Pupils to find out about the 'siratt' the bridge in the akhirah. Write a brief description about it, detailing it's purpose and religious significance.	<b>Workbook 1</b> 1.15 Qur'an  <b>Workbook 2</b> 2.17 Angel Jibreel (a)  <b>Workbook 3</b> 3.16 Preservation of the Qur'an
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain themes of Shariah, and the Akhirah</li> <li>✓ to be able to examine the Shariah and Akhirah in detail</li> <li>✓ to be able to think about the importance of themes of the Qur'an in the life of a Muslim</li> </ul>	<b>Resource Material</b> Worksheets 1-5 Presentation		<b>Workbook 5</b> 5.15 What is the Qur'an? 5.16 The Power of the Qur'an 5.17 Risalah

4.12 Review Lesson Y.4.M.2.L.12

4.12 Review Lesson: 4.7 - 4.11

## 4.13 The Four Schools Y.4.M.2.L.13

“Whomsoever We will, We raise in rank; and over every one possessing knowledge is One more knowledgeable.” (12:76)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>The Four Schools</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ define the meaning of the term Sunni Islam</li> <li>✓ explain that there are four schools of law, or madhabs in Islam</li> <li>✓ learn about the four imams</li> <li>✓ understand the strengths of the madhabs</li> </ul>	<p><b>Content</b>            Sunni Islam            The Four Imams            Differences of Opinion            Strengths of the Four Schools            Following a Madhab</p> <p><b>Activities</b>            Recap            Discuss            Picture</p> <p><b>Resource Material</b>            Worksheets 1-4            Presentation            Video</p>	<p><b>Assessment</b>            Pupils to understand that Sunni Islam is represented by four schools of law, established by the Imams Abu Hanifah, Malik, Shafi'i and Ahmed. These schools preserved and protected the teachings of Islam.</p> <p><b>Homework</b>            Pupils to draw a pie-chart to represent the world's Muslim population, showing how many Muslims follow Sunni Islam, Shi'ism, and others sects.</p>	<p><b>Workbook 1</b>            1.31 Shariah</p> <p><b>Workbook 2</b>            2.29 Sources of Islamic Law</p> <p><b>Workbook 3</b>            3.17 Types of Hadith</p> <p><b>Workbook 5</b>            5.26 Islamic Law</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ To be able to explain the differences of opinion between the four schools</li> <li>✓ to be able to demonstrate the strengths of the four schools</li> <li>✓ to be able to infer the reasons for following a single Madhab in the life of a Muslim</li> </ul>			

## 4.14 Love of the Prophet (pbuh) Y.4.M.2.L.14

We did not send you except as a mercy for mankind. (21:107)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Love of the Prophet (pbuh)</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the link between faith and love of the Prophet (pbuh)</li> <li>✓ state God's love for His Prophet (pbuh)</li> <li>✓ give examples the companions love for the Prophet (pbuh)</li> <li>✓ list ways to develop the love of the Prophet (pbuh)</li> </ul>	<p><b>Content</b>            God's Love for the Prophet (pbuh)            The Companions            Inanimate Objects            Developing Love of the Prophet (pbuh)            Opposing the Sunnah</p> <p><b>Activities</b>            Discuss            Picture</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation</p>	<p><b>Assessment</b>            Pupils to understand Love for the Prophet            Muhammad (pbuh) is a measure of a person's imaan. Muslims must obey the Prophet (pbuh), send prayers upon him, follow his sunnah, and love him as God and His angels love him</p> <p><b>Homework</b>            Write down the answers to the following questions:            What happened at the Battle of Uhud? When did the battle take place?            Which of the Prophet's (pbuh) uncles was martyred? How was he killed?            Why did the Muslims lose the battle? Where did the Prophet s find shelter?</p>	<p><b>Workbook 1</b>            1.20 Prophets            1.33 Life of the Prophet (s)</p> <p><b>Workbook 2</b>            2.25 Miracles of the Prophet (s)</p> <p><b>Workbook 3</b>            3.32 Prophet's (s) Last Sermon</p> <p><b>Workbook 4</b>            4.23            Description of the Prophet (s)</p> <p><b>Workbook 5</b>            5.22 What is Sufism?</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to relate the methods for developing the love of the Prophet (pbuh)</li> <li>✓ to be able to describe the seriousness of opposing the sunnah</li> <li>✓ to be able to evaluate the way in which the love of the Prophet (phub) can impact a person's life</li> </ul>			

## 4.15 Guardian Angels Y.4.M.2.L.15

Behold two guardians appointed to learn his doings, one sitting on his right and one on the left.... (50:17)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and</b> <b>Homework Learning</b> <b>Outcomes</b>	<b>Links to</b> <b>Curriculum</b>
<b>Guardian Angels</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ learn that there are guardian angels that protect people</li> <li>✓ state the role of angels Ridwan (a) and Malik (a)</li> <li>✓ understand the questions asked in the trial of the grave</li> <li>✓ state the role of the honoured scribes</li> </ul>	<p><b>Content</b>  Guardian Angels  Heaven and Hell  Trials of the Grave  The Recording Angels</p> <p><b>Activities</b>  Recap  Discuss  Picture</p> <p><b>Resource Material</b>  Worksheets 1-2  Presentation  Video</p>	<p><b>Assessment</b>  Pupils to understand that Angels have various tasks: Guardian angels who protect people; Ridwan and Malik the custodians of heaven and hell; Munkar and Nakeer the questioners in the grave; and the honoured scribes, who write down every person's deeds.</p> <p><b>Homework</b>  The Prophet Muhammad (pbuh) used to visit the graveyard regularly, and read the following dua: "Peace be upon you all, O inhabitants of the graves, amongst the believers and the Muslims. Indeed we are, God willing, soon to follow you, we ask God for well-being for us and for you."  Memorise this dua.</p>	<p><b>Workbook 1</b>  1.17 Angels</p> <p><b>Workbook 2</b>  2.15 Revelation</p> <p><b>Workbook 3</b>  3.19 Archangels</p> <p><b>Workbook 5</b>  5.13 Angels</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the role of the Recording Angels</li> <li>✓ to be able to explain how a person's deeds are written</li> <li>✓ to be able to evaluate the way in which angels are a significant part of a person's life</li> </ul>			



## 4.16 Prophet Isa (a) Y.4.M.2.L.16

...We sent Jesus the son of Mary, confirming the Law that had come before him: We sent him the Gospel: therein was guidance and light... (5:46)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Prophet Isa (a)</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that Isa (a) is one of the main prophets in Islam</li> <li>✓ learn the story of Isa (a) according to the Qur'an and hadith</li> <li>✓ understand that Isa (a) was not crucified or killed</li> <li>✓ describe the return of Isa (a) at the end of time</li> </ul>	<b>Content</b> Birth of Isa (a) Childbirth Baby Isa (a) Miracles of Prophet Isa (a) Raised to Heaven The Return of Isa (a) The Death of Isa (a) <b>Activities</b> Recap Discuss Picture <b>Resource Material</b> Worksheets 1-5 Presentation Video	<b>Assessment</b> Pupils to understand that Prophet Isa (a) is one of the great prophets of Islam. He was born to Maryam as the result of a miraculous event which occurred by the decree of God. He was raised to heaven and will return at the end of time to live out the rest of his natural life.  <b>Homework</b> Make a list of at least 10 prophets mentioned in the Qur'an. Find a verse as reference for each prophet, and the number of times they are mentioned.	<b>Workbook 1</b> 1.20 Prophets  <b>Workbook 2</b> 2.17 Angel Jibreel (a) 2.19 Prophet Adam (a)  <b>Workbook 3</b> 3.20 Prophet Musa (a)  <b>Workbook 5</b> 5.17 What is Risalah?
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate that Prophet Isa (a) was raised to heaven</li> <li>✓ to be able to demonstrate that Prophet Isa (a) will return at the end of time</li> <li>✓ to be able to evaluate the ways in which the return of Isa (a) will affect mankind</li> </ul>			

## 4.17 Heaven and Hell Y.4.M.2.L.17

And give good tidings to those who believe and do righteous deeds that they will have gardens [in Paradise] beneath which rivers flow... (2:25)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Heaven and Hell</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand what happens to a soul after death</li> <li>✓ state the description of heaven</li> <li>✓ state the description of the hell-fire</li> <li>✓ explain the inhabitants of paradise and hell</li> </ul>	<b>Content</b> Heaven Names of Heaven Inhabitants of Heaven Hell-fire Names of the Hell-fire Inhabitants of Hell  <b>Activities</b> Recap Discuss Picture Write  <b>Resource Material</b> Worksheets 1-3 Presentation	<b>Assessment</b> Pupils to understand that The Qur'an and hadith contain detailed descriptions of heaven and hell, including descriptions of the pleasures of paradise and the punishments of the hell-fire.  <b>Homework</b> Find out which 7 groups of people will be shaded by God on the Day of Judgment. Make a list.	<b>Workbook 1</b> 1.21 The Last Day  <b>Workbook 2</b> 2.20 Death and the Grave  <b>Workbook 3</b> 3.21 Day of Judgement  <b>Workbook 5</b> 5.19 Life After Death
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain the description of Hell-fire</li> <li>✓ to be able to examine the names of the Hell-fire in the Qur'an</li> <li>✓ to be able to think about the inhabitants of Hell-fire and recognise ways in which to avoid it.</li> </ul>			

4.18 Review Lesson Y.4.M.2.L.18

4.18 Review Lesson: 4.13 - 4.17

## 4.19 Shaytan Y.4.M.2.L.19

O you who have believed, enter into Islam completely and do not follow the footsteps of Shaytan. Indeed, he is to you a clear enemy. (2:208)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Shaytan</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that meanings of Shaytan and Iblis</li> <li>✓ explain Shaytan's promise towards man kind</li> <li>✓ list the tricks of the Shaytan</li> <li>✓ describe the types of protection against Shaytan</li> </ul>	<p><b>Content</b>                      The Shaytan is the Devil, or Iblis                      Prophet Adam (a)                      Shaytan's Promise                      Hadith                      Tricks of the Shaytan                      Protection from the Shaytan</p> <p><b>Activities</b>                      Recap                      Discuss                      Write                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-3                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that Shaytan, the Devil is known as Iblis, a jinn who refused God's command.                      Shaytan's main activity is to tempt humans and jinn to commit evil through deception.</p> <p><b>Homework</b>                      Memorise the last two verses of Surah al-Baqarah (2:284-5), with the English meaning.</p>	<p><b>Workbook 1</b>                      1.17 Angels</p> <p><b>Workbook 2</b>                      2.19 Prophet Adam (a)</p> <p><b>Workbook 3</b>                      3.19 Archangels</p> <p><b>Workbook 4</b>                      4.15 Guardian Angels                      4.20 Arrogance</p> <p><b>Workbook 5</b>                      5.13 Angels</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain the tricks of the Shaytan.</li> <li>✓ to be able to outline the ways to protect oneself from Shaytan.</li> <li>✓ to be able to demonstrate that the Shaytan is powerless in front of God.</li> </ul>			

## 4.20 Arrogance (a) Y.4.M.3.L.20

Those who reject Our Signs and treat others with arrogance, they are Companions of the Fire... (7:36)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Arrogance</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that arrogance is a characteristic of Iblees</li> <li>✓ explain that Pride is God's attribute</li> <li>✓ list examples of arrogant people in the Qur'an</li> <li>✓ describe the types of arrogance and remedies</li> </ul>	<p><b>Content</b>                      Iblis                      Deprived of Paradise                      The Arrogant                      Types of Arrogance                      Remedies                      Pride - God's Attribute</p> <p><b>Activities</b>                      Discuss                      Picture                      Write</p> <p><b>Resource Material</b>                      Worksheets 1-3                      Presentation                      Video                      Bingo</p>	<p><b>Assessment</b>                      Pupils to understand that Arrogance, or pride, is looking down on others, using words or actions. Arrogance is a characteristic of Iblees, and is punishable by God.</p> <p><b>Homework</b>                      Make a list of the miracles given to Musa (a) and, make a list of the punishments sent upon Pharaoh</p>	<p><b>Workbook 1</b>                      1.29 Modesty</p> <p><b>Workbook 2</b>                      2.21 Good Character</p> <p><b>Workbook 3</b>                      3.22 Good Impression                      3.25 Guarding the Tongue</p> <p><b>Workbook 4</b>                      4.19 Shaytan</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to relate types of arrogance.</li> <li>✓ to be able to illustrate the ways in which a person can rid themselves of arrogance.</li> <li>✓ to be able to explain that arrogance is an unworthy character trait for a Muslim.</li> </ul>			

## 4.21 Patience Y.4.M.3.L.21

Indeed, God is with the patient (2:153)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Patience</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the meaning of the term sabr, or patience</li> <li>✓ explain that sabr is mentioned in the Qur'an and hadith</li> <li>✓ understand the link between death and patience</li> <li>✓ state ways in which sabr can be increased</li> </ul>	<p><b>Content</b>            Qur'an and Hadith            Death and Patience            Increasing Sabr</p> <p><b>Activities</b>            Recap            Discuss            Picture            Write</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation            Video</p>	<p><b>Assessment</b>            Pupils to understand that Sabr is having patience in times of difficulty. The Qur'an and hadith mention the reward with God for those who have patience.</p> <p><b>Homework</b>            This verse is recited when hearing news that a person has died, or when a person experiences problems, difficulties or tragedies in life. It is also read in a situation that involves risk of any sort and if a person has lost something and needs to find it. Memorise this verse of the Qur'an. To God we belong and to Him is our return. (2:156)</p>	<p><b>Workbook 1</b>            1.29 Modesty</p> <p><b>Workbook 2</b>            2.21 Good Character</p> <p><b>Workbook 3</b>            3.22 Good Impression            3.29 Forgiveness</p> <p><b>Workbook 4</b>            4.20 Arrogance</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate that sabr is an illumination.</li> <li>✓ to be able to demonstrate ways in which to increase one's sabr.</li> <li>✓ to be able to evaluate the ways in which having sabr can impact a Muslim's life.</li> </ul>			

## 4.22 Gender Interaction Y.4.M.3.L.22

Say to the believing men that they should lower their gaze and guard their modesty: that will make for greater purity for them (24:30)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Gender Interaction</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand modesty and respect of the opposite gender</li> <li>✓ explain the concept of lowering of the gaze</li> <li>✓ define the state of khalwa, or seclusion</li> <li>✓ state situations when men and women are allowed to mix</li> </ul>	<p><b>Content</b> Modesty and Lowering the Gaze Khalwa Gender Interaction in Public</p> <p><b>Activities</b> Recap Discuss Picture</p> <p><b>Resource Material</b> Worksheets 1-2 Presentation</p>	<p><b>Assessment</b> Pupils to understand that in Islam, there should be modesty and respect between all men and women. Gender interaction of men and women, who are not related, should be avoided. A single unrelated man and woman should not be alone together.</p> <p><b>Homework</b> Why is marriage in Islam so important? Make a list of ten reasons.</p>	<p><b>Workbook 1</b> 1.25 Being Honest and Trustworthy</p> <p><b>Workbook 2</b> 2.21 Good Character</p> <p><b>Workbook 3</b> 3.28 Friends</p> <p><b>Workbook 4</b> 4.1 The 3 Elements of Learning</p> <p><b>Workbook 5</b> 5.35 The Muslim Ummah</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to demonstrate that men and women should not openly mix together in public.</li> <li>✓ to be able to explain that men and women can interact under certain circumstances.</li> <li>✓ to be able to infer that the rules of modesty in Islam are for the benefit of all.</li> </ul>			

## 4.23 Description of the Prophet (pbuh) Y.4.M.3.L.23

O Prophet, truly We have sent you as a witness, and a bearer of glad tidings... and as a Lamp that gives bright light (33:46-47)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Description of the Prophet (pbuh)</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that the Prophet (pbuh) is an example for Muslims to follow</li> <li>✓ describe the Prophet (pbuh) from the Hadith of Ali</li> <li>✓ state the Prophet's (pbuh) appearance and meaning of Seal of the Prophets</li> <li>✓ describe the Prophet's (pbuh) clothes, belongings and mannerisms</li> </ul>	<p><b>Content</b>                      Hadith of Ali (R)                      Physical Appearance                      Clothing                      Belongings                      Mannerisms</p> <p><b>Activities</b>                      Recap                      Discuss                      Write                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-2                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that There are a number of hadith that describe the Prophet Muhammad (pbuh), with details about his physical appearance, belongings, mannerisms, and actions.</p> <p><b>Homework</b>                      The Prophet Muhammad (pbuh) was called Rasool Allah by his companions. He also has a number of other names.                      Make a list of at least 15 names, and their meanings, of the Prophet (s).</p>	<p><b>Workbook 1</b>                      1.33 Life of the Prophet (pbuh)</p> <p><b>Workbook 2</b>                      2.33 The Prophet in Makkah (s)</p> <p><b>Workbook 3</b>                      3.22 The Prophet's Last Sermon</p> <p><b>Workbook 4</b>                      4.33 The Final Years</p> <p><b>Workbook 5</b>                      5.28 Life of the Prophet Muhammad (a)</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the physical appearance and the clothing of the Prophet (pbuh).</li> <li>✓ to be able to demonstrate the belongings owned and worn by the Prophet (pbuh).</li> <li>✓ to be able to evaluate the mannerisms of the Prophet (pbuh)</li> </ul>			



4.24 Review Lesson Y.4.M.3.L.24

4.24 Review Lesson: 4.19 - 4.23

## 4.25 Backbiting Y.4.M.3.L.25

Do not backbite each other, would any of you wish to eat the flesh of your dead brother, no rather you hate it! (49:12)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Backbiting</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the meaning of gheebah</li> <li>✓ explain backbiting in terms of the Qur'a n and hadith</li> <li>✓ list the methods to stop backbiting</li> <li>✓ state the exceptions to backbiting and gossip</li> </ul>	<p><b>Content</b>            Qur'an            Hadith            Methods to Stop Backbiting            Exceptions</p> <p><b>Activities</b>            Recape            Discuss            Write            Picture</p> <p><b>Resource Material</b>            Worksheets 1            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that Gheebah, or backbiting, is not allowed in Islam. There are a number of ways to avoid engaging in gheebah mentioned in the Qur'an and hadith.</p> <p><b>Homework</b>            "If a friend among your friend's sins, make seventy excuses for them. If your hearts are unable to do this, then know that the shortcoming is in your own selves."            Write down a brief explanation of the quotation to the left.            Write down at least 10 excuses for a friend who was seen coming out of a place that sells alcohol.</p>	<p><b>Workbook 1</b>            1.29 Modesty</p> <p><b>Workbook 2</b>            2.21 Good Character            2.26 Controlling Anger</p> <p><b>Workbook 3</b>            3.25 Guarding the Tongue</p> <p><b>Workbook 4</b>            4.20 Arrogance</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the methods to stop backbiting.</li> <li>✓ to be able to describe the situations and exceptions to backbiting.</li> <li>✓ to be able to explain that to stop backbiting can help protect the heart of a Muslim</li> </ul>			

## 4.26 Earning a Living Y.4.M.3.L.26

It is He Who has made the earth submissive to you, so travel its paths and eat of what He provides you. (67:15)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Earning a Living</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that Muslims have a duty to work</li> <li>✓ list the ways to avoid earning a haram income</li> <li>✓ explain that dealing with alcohol, pig meat and riba is haram</li> <li>✓ state that Muslims have to be honest and trustworthy</li> </ul>	<p><b>Content</b>  Remembrance of God  The Duty to Work  Haram Income  Selling Alcohol  Selling Pork  Dealing with Riba  Being Honest and Trust worthy</p> <p><b>Activities</b>  Recap  Discuss  Write  Picture</p> <p><b>Resource Material</b>  Worksheets 1-2  Presentation  Video</p>	<p><b>Assessment</b>  Pupils to understand that Muslims have a duty to work and to be honest and trustworthy. They are to avoid any haram income or dealings.</p> <p><b>Homework</b>  Write an account of the Prophet's (pbuh) trading journey to Syria with his uncle Abu Talib, when he was only 12 years old.</p> <ul style="list-style-type: none"> <li>• Who did they meet?</li> <li>• What did they find out?</li> </ul>	<p><b>Workbook 1</b>  1.31 Shariah</p> <p><b>Workbook 2</b>  2.8 Sadaqah</p> <p><b>Workbook 3</b>  3.9 Rizq</p> <p><b>Workbook 5</b>  5.35 The Muslim Ummah</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain that dealing with alcohol, pig meat and riba is haram.</li> <li>✓ to be able to illustrate that Muslims have to be honest and trustworthy.</li> <li>✓ to be able to explain that avoiding haram is for the betterment of the whole community</li> </ul>			

## 4.27 Community and Society Y.4.M.3.L.27

Let there arise from you a group of people, inviting to good and forbidding what is wrong, and those will be the successful. (3:104)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Community and Society</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the ways in which a Muslim can benefit society</li> <li>✓ state that community work is a sunnah</li> <li>✓ understand the importance of living in peace</li> <li>✓ explain the benefits of taking part in elections</li> </ul>	<p><b>Content</b> Sunnah Honouring Obligations Being Charitable Change in Society Elections</p> <p><b>Activities</b> Recap Discuss Picture Write</p> <p><b>Resource Material</b> Worksheets 1-2 Presentation Video</p>	<p><b>Assessment</b> Pupils to understand that The Qur'an and the sunnah mention the importance of being involved in community work. Helping others and taking responsibility can lead to positive change in any community.</p> <p><b>Homework</b> Find out about a local Muslim charity. What type of community work do they do?</p>	<p><b>Workbook 1</b> 1.35 Ummah</p> <p><b>Workbook 3</b> 3.31 Anti-Social Behaviour 3.35 Environment</p> <p><b>Workbook 4</b> 4.27 Community Work</p> <p><b>Workbook 5</b> 5.35 The Muslim Ummah</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate ways in which being charitable is related to community work.</li> <li>✓ to be able to demonstrate the benefits of taking part in elections.</li> <li>✓ to be able to evaluate the ways in which community work features in a Muslim community.</li> </ul>			

## 4.28 Racism Y.4.M.3.L.28

Truly, We created man in the best of moulds. (95:4)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Racism</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand the meaning of racism</li> <li>✓ explain how Islam promotes diversity and respect</li> <li>✓ state that there is no compulsion in religion</li> <li>✓ understand that the companions had diverse backgrounds</li> </ul>	<p><b>Content</b>                      Diversity                      No compulsion in Religion                      Respect                      Nations and Tribes                      Companions of the Prophet (pbuh)</p> <p><b>Activities</b>                      Discuss                      Write                      Picture</p> <p><b>Resource Material</b>                      Worksheets 1-2                      Presentation                      Video</p>	<p><b>Assessment</b>                      Pupils to understand that Racism is forbidden in Islam as all human beings are equal in front of God, distinguishable only by taqwa and peity. A person should choose their friends carefully, looking for good Islamic qualities in them.</p> <p><b>Homework</b>                      Make a list of the top ten Muslim countries in the world, in terms of population.</p>	<p><b>Workbook 1</b>                      1.25 Being Honest</p> <p><b>Workbook 2</b>                      2.21 Good Character                      2.26 Controlling Anger</p> <p><b>Workbook 3</b>                      3.32 The Prophet's Last Sermon</p> <p><b>Workbook 4</b>                      4.29 Justice</p> <p><b>Workbook 5</b>                      5.34 Racism and Discrimination</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to demonstrate that there is no compulsion in religion.</li> <li>✓ to be able to explain that Islam teaches respect for people of other faiths.</li> <li>✓ to be able to illustrate that the Prophet's (pbuh) companions came from diverse backgrounds.</li> </ul>			

## 4.29 Justice Y.4.M.4.L.29

God loves the just... (5:42)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Justice</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that all the messengers of God</li> <li>✓ taught justice</li> <li>✓ state that Islam gives human rights and equality to all</li> <li>✓ describe examples of justice in Islam</li> <li>✓ understand the causes of injustice</li> </ul>	<p><b>Content</b>  Messengers of God  Human Rights  A Just Ruler  The Causes of Injustice</p> <p><b>Activities</b>  Recap  Discuss  Picture  Write</p> <p><b>Resource Material</b>  Worksheets 1-3  Presentation  Video</p>	<p><b>Assessment</b>  Pupils to understand that in Islam, justice, human rights and equality, are obligations given to all human beings, regardless of race, religion, wealth or power.</p> <p><b>Homework</b>  Find out the meaning of the word 'shura.'  Write out one of the verses in the Qur'an in which it is mentioned  How does shura work?  Are there any similarities in other justice systems?</p>	<p><b>Workbook 1</b>  1.25 Being Honest</p> <p><b>Workbook 2</b>  2.21 Good Character</p> <p><b>Workbook 3</b>  3.32 The Prophet's Last Sermon</p> <p><b>Workbook 4</b>  4.28 Racism</p> <p><b>Workbook 5</b>  5.34 Racism and Discrimination</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain that Islam gives human rights and equality to all.</li> <li>✓ to be able to relate examples of justice in Islam.</li> <li>✓ to be able to evaluate the way in which causes of injustice are to be avoided.</li> </ul>			

4.30 Review Lesson Y.4.M.4.L.30

4.30 Review Lesson: 4.25 - 4.29

## 4.31 Parenting Y.4.M.4.L.31

And We have enjoined on man to be dutiful and kind to his parents... (46:15)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Parenting</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that parents are responsible for raising their children</li> <li>✓ explain the three stages of raising children</li> <li>✓ understand the importance of education</li> <li>✓ learn the qualities of good parenting</li> </ul>	<p><b>Content</b>                      The 3 Stages                      What to Teach Children                      How to Treat Children</p> <p><b>Activities</b>                      Recap                      Discuss                      Picture                      Write</p> <p><b>Resource Material</b>                      Worksheets 1-3                      Presentation                      Video</p>	<p><b>Assessment</b>                      Pupils to understand that God has entrusted parents with their children and given them the responsibility of raising and education them. There are certain qualities of a good parent as taught by the Prophet (pbuh).</p> <p><b>Homework</b>                      Find out the life story of the Companion Zaid ibn Haritha (r) Where did he live? What is his connection to the Prophet (pbuh)? Where did he die? How did he die?</p>	<p><b>Workbook 1</b>                      1.32 Parents and Family</p> <p><b>Workbook 2</b>                      2.32 Birth</p> <p><b>Workbook 3</b>                      3.34 Marriage</p> <p><b>Workbook 4</b>                      4.34 Death and Burial</p> <p><b>Workbook 5</b>                      5.25 Marriage and Sexual Attitudes                      5.27 Birth and Death</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the importance of educating children.</li> <li>✓ to be able to explain the qualities of good parenting.</li> <li>✓ to be able to demonstrate the way in which a Muslim can be responsible to parents</li> </ul>			



## 4.32 The Middle Path Y.4.M.4.L.32

Thus We have appointed you a middle nation. (2:143)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>The Middle Path</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ state the definition of extremism in Islam</li> <li>✓ understand that human beings are to be respected</li> <li>✓ explain that hatred and ignorance are forbidden in Islam</li> <li>✓ describe the Khawaraj, or extremists in religion</li> </ul>	<p><b>Content</b>                      Extremism                      Respect for Humanity                      Harm Caused by Hatred                      Ignorance                      Khawaraj</p> <p><b>Activities</b>                      Picture                      Recap                      Discuss                      Write</p> <p><b>Resource Material</b>                      Worksheets 1                      Presentation</p>	<p><b>Assessment</b>                      Pupils to understand that Islam teaches Muslims to choose the middle path in everything, and to keep away from every form of extremism.</p> <p><b>Homework</b>                      Find out about the Prophet Muhammad's (pbuh) journey to Ta'if. How did the people of Ta'if treat the Prophet (pbuh)?                      What was the Prophet's (pbuh) reaction?</p>	<p><b>Workbook 1</b>                      1.25 Being Honest</p> <p><b>Workbook 2</b>                      2.21 Good Character</p> <p><b>Workbook 3</b>                      3.32 The Prophet's Last Sermon</p> <p><b>Workbook 4</b>                      4.28 Racism                      4.29 Justice</p> <p><b>Workbook 5</b>                      5.34 Racism and Discrimination</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to explain that hatred and ignorance are forbidden in Islam.</li> <li>✓ to be able to describe the Khawaraj, or extremists in religion.</li> <li>✓ to be able to explain that the Qur'an and sunnah teach the middle path in Islam.</li> </ul>			

## 4.33 The Final Years Y.4.M.4.L.33

...those who were settled in Madinah and adopted the faith...it is those who will be successful. (59:9)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>The Final Years</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ describe the Prophet's (pbuh) arrival in Madinah</li> <li>✓ explain the relationship between the Muhajiroon and the Ansaar</li> <li>✓ detail the first two battles in Islam and the Treaty of Hdaybiyyah</li> <li>✓ describe the conquest of Makkah</li> </ul>	<p><b>Content</b>  Madinah  Muhajiroon and Ansaar  The Battle of Badr  The Battle of Uhud  The Treaty of Hdaybiyyah  The Conquest of Makkah  Death of the Prophet (pbuh)</p> <p><b>Activities</b>  Recap  Discuss  Write  Picture</p> <p><b>Resource Material</b>  Worksheets 1-4  Presentation  video</p>	<p><b>Assessment</b>  Pupils to understand that After being forced out of Makkah, the Prophet (pbuh) established the first Islamic state in Madinah, created brotherhood amongst the Muslims, fought the Quraysh and eventually conquered Makkah peacefully.</p> <p><b>Homework</b>  Find out about what happened when the Prophet Muhammad (pbuh) passed away. How did the companions Abu Bakr and Umar react? Write down what both of them said and did.</p>	<p><b>Workbook 1</b>  1.33 Life of the Prophet (pbuh)</p> <p><b>Workbook 2</b>  2.33 The Prophet in Makkah (s)</p> <p><b>Workbook 3</b>  3.22 The Prophet's Last Sermon</p> <p><b>Workbook 4</b>  4.32 The Middle Path</p> <p><b>Workbook 5</b>  5.28 Life of the Prophet Muhammad (a)</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to illustrate the first two battles in Islam and the Treaty of Hdaybiyyah.</li> <li>✓ to be able to describe the conquest of Makkah.</li> <li>✓ to be able to evaluate the way in which the final years shaped the early period of Islam.</li> </ul>			

## 4.34 Death and Burial Y.4.M.4.L.34

O you who believe! Fear God as God should be feared, and die not except in a state of Islam. (3:102)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Death and Burial</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ explain the things to do before a person dies</li> <li>✓ state the method of ghusl</li> <li>✓ describe the method of shrouding and burial</li> <li>✓ explain what can be done after the burial</li> </ul>	<p><b>Content</b>            Before Death            At the point of Death            After Death            After the Burial</p> <p><b>Activities</b>            Recap            Discuss            Picture</p> <p><b>Resource Material</b>            Worksheets 1-3            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that There are a number of etiquettes and sunnah in Islam for before death, at the point of death, the burial and after the burial.</p> <p><b>Homework</b>            Find out which dua the Prophet (pbug)used to say when he visited the graveyard.            Write out the dua in Arabic and the English translation.            Memorise this dua</p>	<p><b>Workbook 1</b>            1.32 Parents and Family</p> <p><b>Workbook 3</b>            3.4 Janazah Prayer            3.34 Marriage</p> <p><b>Workbook 5</b>            5.27 Birth and Death</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to describe the method of shrouding and burial.</li> <li>✓ to be able to illustrate what can be done after the burial.</li> <li>✓ to be able to explain the importance of understanding death and burial in Islam.</li> </ul>			

## 4.35 Music, Song & Poetry Y.4.M.4.L.35

And among the people is the one who buys idle talk (music and singing) in order to lead people astray from the path of God without knowledge... (31:6)

<b>Topic</b> <i>To learn about</i>	<b>Lesson</b>	<b>Learning Objectives</b> <i>To be able to</i>	<b>Content / Activities</b> <b>Resource Material</b>	<b>Assessment and Homework Learning Outcomes</b>	<b>Links to Curriculum</b>
<b>Music, Song &amp; Poetry</b>	<b>1</b>	<ul style="list-style-type: none"> <li>✓ understand that music and musical instruments are not allowed</li> <li>✓ explain that the duff is allowed</li> <li>✓ state the role of singing and dancing in Islam</li> <li>✓ explain that the Prophet (pbuh) enjoyed poetry</li> </ul>	<p><b>Content</b>            Music and Musical Instruments            Duff            Singing and Dancing            Poetry            Matters to Avoid</p> <p><b>Activities</b>            Action            Picture            Discuss            Write</p> <p><b>Resource Material</b>            Worksheets 1-3            Video            Presentation</p>	<p><b>Assessment</b>            Pupils to understand that Music and musical instruments are generally to be avoided, especially when used for haram. Singing, dancing and poetry are acceptable in Islam as long as they do not involve sinful words or acts.</p> <p><b>Homework</b>            Find out and write down 5 minor signs of the Day of Judgement, and 3 Major signs</p>	<p><b>Workbook 1</b>            1.28 Sacred Sports</p> <p><b>Workbook 2</b>            2.34 Islamic Art</p> <p><b>Workbook 3</b>            3.28 Friends</p> <p><b>Workbook 5</b>            5.32 The Days of Id</p>
	<b>2</b>	<ul style="list-style-type: none"> <li>✓ to be able to relate what is the role of singing and dancing in Islam.</li> <li>✓ to be able to explain that the Prophet (pbuh) enjoyed poetry.</li> <li>✓ to be able to evaluate the way in which music and singing is allowed in Islam.</li> </ul>			

4.36 Review Lesson Y.4.M.4.L.36

4.36 Review Lesson: 4.31 - 4.35