



## **Al-Khair Islamic Studies Policy Handbook**

Reviewed 9th August 2021

### **Department Staff**

Head of Department: Muhammad Ziyad Batha

Class Teachers: Mrs Jamila Omar

<b>BOYS</b>	
<b>Key Stage 4</b>	
Y11B	Muhammad Ziyad Batha
Y10B	Muhammad Ziyad Batha
<b>Transition</b>	
Y9B	Muhammad Ziyad Batha
<b>Key Stage 3</b>	
Y8B	Muhammad Ziyad Batha
Y7B	Muhammad Ziyad Batha

<b>GIRLS</b>	
<b>Key Stage 4</b>	
Y11G	Jamila Omar
Y10G	Jamila Omar
<b>Transition</b>	
Y9G	Jamila Omar
<b>Key Stage 3</b>	
Y8G	Jamila Omar
Y7G	Jamila Omar

This policy sets out Al-Khair's aims, principles and strategies for delivering Islamic Studies. It gives guidance on planning, teaching and assessment. This policy is intended to be used for KS3 Islamic Studies Framework and Schemes of Work, and is in line with all other policies at Al-Khair. The

policy was originally devised in September 2018, reviewed firstly in November 2020 then again in March 2021 with updates and redevelopment.

### **Intent**

Religion and beliefs inform our values and are reflected in what we say and how we behave. Islamic Studies is an important subject in itself, developing an individual's knowledge and understanding of the principles of community cohesion, tolerance and respect held within Islam, all of which form part of contemporary society.

Islamic Studies provides guidance and insight into the meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge of the correct understanding of Islam which would ultimately help them in becoming productive and vibrant members of British society.

Islamic Studies also contributes to pupils' personal development and well-being and to community cohesion in the UK by promoting strong family values, kindness to all members of the community and the promotion of free speech. Islamic Studies can also make important contributions to other parts of the school curriculum such as the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, contributing to a content and peaceful state of mind whilst also deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### ***Aims and Objectives***

The aims and objectives of Islamic Studies enable students to:

- develop their knowledge and establish the correct and balanced understanding of Islam
- develop their knowledge and understanding of Islamic beliefs, teachings, and sources of wisdom and authority, including through their reading of the key religious texts in Islam
- develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community
- demonstrate knowledge and understanding of Islam in practical life
- understand the influence of religion on individuals, communities and societies

- understand significant common and divergent views between and/or within religions and beliefs
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values.
- how to live as confident and valuable members of British society

### **British Values, Protected Characteristics, Cultural Capital**

*“Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.”*

(Religious Education Council of England and Wales 2013)

Within the Al-Khair Islamic Studies classroom, every opportunity should be given for the children to reflect, question and discuss any aspect relating to their spiritual, moral, social and cultural development; promoting British Values is part of this process. Through their increased understanding of beliefs and practices, children will come to respect the rights of others to hold beliefs different from their own and both accept and value the many cultures, religions and traditions around them. This in turn promotes good personal relationships and behaviour towards others.

Many of the values are studied explicitly as religious and non-religious concepts across Islamic Studies. In our lessons, we aim to foster mutual respect through structured debate and discussion. Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the Islamic Studies curriculum is focused on foundational principles that are upheld within traditional Islamic teachings,

but are also principles that are held dear within British society such as kindness to family and community elders, respect for your neighbour, freedom of religion & expression.

## **IMPLEMENTATION & IMPACT**

### ***Inclusion***

All pupils regardless of race, gender and ability will have the opportunity to develop religious literacy. Al-Khair promotes equal opportunities and meets the needs of every child's Individual needs. All voices are heard in appreciation of the importance valuing everyone in Islam and in line with British Values.

We aim to provide a supportive and flexible atmosphere in which all children are facilitated to achieve success. This demands that skills required for the task are appropriate for the child. Our teaching will be informed of any difficulties any children may experience, provide the appropriate resources and be flexible in our expectations, particularly in recording.

### ***Assessment***

Frequent formative assessment is essential and used to support the teaching and learning for each individual pupil, recognising their ability and needs if any are required. Assessments are used to identify any educational needs of the pupils. The class teacher will record and observe each child to assess each pupil's progress based on their achievement of the learning objectives in lessons.

All classes will be expected to sit one comprehensive assessment per term.

### ***Homework***

Homework will be given when appropriate to enable learning and develop good character.

### ***Show my homework***

Homework will be uploaded on Showmyhomework. Students will not be expected to do any homework for the next day. Students will also be informed in class. Assessment revision lists will also be published via SMHW.

Parents/guardians/students can download an app for using SMHW. Parents are advised to contact the school if they require technical assistance.

**Marking**

Written tasks are usually marked twice every half term. Class notes are not marked.

**Advice to Parents**

Parents can help by:

- Encouragement, praise, ensuring that they do their homework; and checking the *show my homework* website regularly.
- Encouraging them to read around the subject.
- Their notes must be in order; discipline is essential.
- Encourage your child to read and complete as many past papers
- They should also keep a diary and write out their thoughts and opinions on events (home, school, locality, TV) as they occur around them.

**Time Allocation**

Approximately three 50 minute lessons a week are provided for each year group. The lessons will be structured in general in a similar manner. Variations will be planned to enrich the teaching and learning experience.

**Resources**

The students are encouraged to do further reading around the topics covered in class with an example reading list mentioned below. There is also a wide variety of free resources and beneficial lectures on the web.

- You can also buy relevant books at all good Islamic bookshops and online. Books that would supplement the learning of the students include:
  - Stories of the Prophets – Imam ibn Katheer
  - Tafsir ibn Katheer
  - The Sealed Nectar: Biography of the Prophet – Sheikh Safi-ur-Rahman al-Mubarakpuri

**Contact Details**

Please feel free to contact us at the school from 9.00-16:00 if you have any questions or concerns. Alternatively, leave a note in your child's homework diary and we will try to give you a written response on the same day.

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- ziyad.batha@alkhairschool.org.uk

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**This is a preliminary overview of the topics to be covered:**

Year	Term	Autumn	Spring	Summer
Year 7	1	<b>Tafsir:</b> (Fatihah, Iklas, Falaq, Nas)	<b>Fiqh of Tahara</b>	<b>Stories of the Prophets:</b> (Adam and Nuh)
	2	<b>40 hadith:</b> (Hadith 1 – 2)	<b>Seerah</b>	<b>Stories of the Prophets:</b> (Hud and Salih)
Year 8	1	<b>Tafsir:</b> (Kawthur, Ma'own, Quraysh, Humazah)	<b>Fiqh of Salah</b>	<b>Stories of the Prophets:</b> (Ibrahim)
	2	<b>40 hadith:</b> (hadith 5-8)	<b>Seerah</b>	<b>Stories of the Prophets:</b> (Lut, Shoaib)
Year 9	1	<b>Tafsir:</b> (Takathur, Qaria'h, Adiyat, Zalzalah, Bayyinah)	<b>Fiqh of fasting and Zakah. Review Tahara and Salah</b>	<b>Stories of the Prophets:</b> (Yusuf, Ayyoub)
	2	<b>40 hadith:</b> (Hadith 11-13)	<b>Seerah</b>	<b>Stories of the Prophets:</b> (Musa)

<b>Year 10</b>	1	<b>The Holy Qur'an</b>	<b>The first Muslim community</b>	<b>Stories of the Sahabah</b>
	2	<b>The Life and significance of the Holy Prophet</b>	<b>The Hadith of the Holy Prophet</b>	<b>Stories of the Sahabah</b>
<b>Year 11</b>	1	<b>The Holy Quran</b>	<b>The first Muslim community</b>	<b>Heroes of Islam</b>
	2	<b>The Life and significance of the Holy Prophet</b>	<b>The Hadith of the Holy Prophet</b>	<b>Heroes of Islam</b>

Impact will be measured by Audits, Book checks, termly curriculum audits & reviews. Pupil data will also be analysed such as grades, redrafted work, questionnaires, pupil conversations analysis etc.