



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

A skilled and Ethical Society

**UPPER PRIMARY SCHOOL**

**CURRICULUM DESIGN**

**GRADE 6**



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## LESSON ALLOCATION AT UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
9.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## NATIONAL GOALS OF EDUCATION

### 1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### 2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

#### a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.



**c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

**3. Promote individual development and self-fulfilment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

**4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.



## GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

## ESSENCE STATEMENT

Islamic Religious Education aims at nurturing and providing an enabling environment for the learner to grow spiritually and morally. This learning area provides desired Islamic knowledge, skills, attitudes and values drawn from seven broad areas namely Qur'an, *Hadith/Sunnah*, Pillars of *Iman* (Faith), Devotional Acts, *Muamalaat* (Social relations), *Akhlaq* (Moral values) and History of Islam. It prepares the learner to grow as a responsible citizen who is at peace with Allah (S.W.T.), self, others and the environment. Learners interested in this learning area may aspire to be scholars of Islamic studies, judicial officials (*Qadhis*), and spiritual leaders. The Qur'an and the Sunnah (practices of Prophet Muhammad (S.A.W.)) form one of the key frameworks in facilitating learning in this area, in addition to the Vygotsky's Social Cultural Theory which finds parallels with the Prophetic concept of *fitra* (pure state of being).



## **SUBJECT GENERAL LEARNING OUTCOMES**

**By the end of the Primary Education level, the learner should be able to:**

- a) Recite, read and write the selected *surah* to enhance interaction with the Qur'an as a primary source of guidance.
- b) Deduce lessons from the selected *surah* and apply them in daily life.
- c) Appreciate and emulate the practices of the Prophet (S.A.W.) as the best role model.
- d) Develop awareness and appreciation of Pillars of *Iman* as the foundation of Islam.
- e) Demonstrate interest in and positive attitude towards performance of acts of *Ibadah* (worship) appropriately.
- f) Acquire Islamic values to grow as a responsible and ethical citizen.
- g) Apply Islamic teachings to guide individuals to make positive contribution in social and economic development in the society.
- h) Appreciate Islamic history as a basis for culture and civilization for peaceful coexistence



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Qur'an	<p><b>1.1 Selected Surah</b></p> <ul style="list-style-type: none"> <li>• <b>Al-Humaza</b></li> <li>• <b>Al-Asr</b></li> <li>• <b>At-Takathur</b></li> <li>• <b>Al-Qariah</b></li> </ul> <p>(16 Lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read and memorize the selected <i>surah</i> for use in devotional activities,</p> <p>b) explain the basic meaning of the selected <i>surah</i> to enhance positive character formation,</p> <p>c) discuss the lessons learnt from the selected <i>surah</i> for spiritual nourishment,</p> <p>d) apply the teachings of the selected <i>surah</i> in their daily life,</p> <p>e) appreciate the importance of the selected <i>surah</i> by adhering to their teachings.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to verses of the selected <i>surah</i> from a teacher/resource person/digital device and repeat afterwards,</li> <li>• read and memorize the selected <i>surah</i> with the aid of digital devices/<i>mus'haf</i>/chart,</li> <li>• discuss the basic meaning of the selected <i>surah</i> and make notes,</li> <li>• match and sort the verses of the selected <i>surah</i> with their corresponding meaning using flash cards,</li> <li>• brainstorm on the lessons learnt from the selected <i>surah</i> and present in class,</li> <li>• Dramatize the teachings of the selected <i>surah</i>.</li> </ul>	<p>1. What are the effects of backbiting?</p> <p>2. How can Muslims use time well?</p> <p>3. How can Muslims prepare for the Day of judgement?</p>



**Core Competencies to be developed:**

- Citizenship: Information and communication skills attained as learners discuss the basic meaning of the selected surah and make notes
- Digital Literacy: interacting with digital devices enhanced when reading/memorizing the selected *surah*
- Communication and Collaboration: listening, speaking, writing and teamwork skills attained through group discussions and brainstorming on the lessons learnt from the selected *surah*

**PCIs:**

Life Skills: effective communication enhanced as learners discuss the basic meaning of selected *surah* and brainstorm in the lessons learnt

**Values:**

Unity: cooperation is attained when discussing the basic meaning of selected *surah* and brainstorming on the lessons learnt

**Link to other subjects:** English- Learners acquire new vocabularies as they learn the meaning of the *surah*.



### Assessment Rubrics

<b>Levels</b>  <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to read and memorise the selected <i>surah</i>	Reads and memorises all the selected <i>surah</i> correctly and teaches peers	Reads and memorises all the selected <i>surah</i> correctly	Reads and memorises some of the selected <i>surah</i> correctly	Reads and memorises some of the selected <i>surah</i> with assistance
Ability to explain the basic meaning lessons learnt from the selected <i>surah</i>	Explains the basic meaning and discusses the lessons from all the selected <i>surah</i> correctly and teaches others	Explains the basic meaning and discusses the lessons from all the selected <i>surah</i> correctly.	Explains the basic meaning and discusses the lessons from some the selected <i>surah</i> correctly	Explains the basic meaning and discusses the lessons from some the selected <i>surah</i> with prompts.



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 HADITH</b>	<b>2 Selected Hadith</b>  <b>2.1 Hadith on Purity of Actions</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to:  a) read the selected Hadith on purity of actions for moral guidance,  c) apply the lessons learnt from the Hadith in day-to-day life,  c) uphold the lessons learnt from the Hadith on purity of actions for sincerity in deeds,  d) appreciate purity of actions to gain rewards from Allah.	The learner is guided to:  <ul style="list-style-type: none"> <li>read the Hadith on purity of action:  <i>“Allah does not look at your appearance or wealth, but rather He looks at your heart and actions. (Muslim),</i></li> <li>discuss the lessons learnt from the Hadith on purity of actions and make a summary,</li> <li>brainstorm on the relevance of purity of actions in today’s society and share the findings on a chart,</li> <li>dramatise situations depicting purity of actions.</li> </ul>	1. Why is appearance and wealth not important in the eyes of Allah?  2. What does Allah look for when rewarding servant?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Citizenship: Information and communication skill achieved as learners brainstorm on the relevance of purity of actions in today’s society and share the findings on a chart</li> <li>Communication and Collaboration: listening, speaking, writing and teamwork skills attained as learners read the select hadith and discuss the lessons learnt from the Hadith on purity of actions</li> <li>Critical thinking and problem solving: explanation skill developed as learners brainstorm on the relevance of purity of actions in today’s society and share the findings on a chart</li> </ul>				



<b>Values:</b> <ul style="list-style-type: none"> <li>Integrity: honesty and accountability enhanced as learners brainstorm on the relevance of purity of actions</li> <li>Responsibility: accountability enhanced as learners dramatise situations depicting purity of actions</li> </ul>
<b>PCIs:</b>  Life skills: effective communication enhanced as learners make presentations in class
<b>Link to other subjects:</b>  CRE has similar content related to sincerity of actions

Strand	Sub Strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.2 Hadith on dressing</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to:  a) read the selected Hadith on Islamic dressing to inculcate moral uprightness,  b) describe the male and female dress code as per the Sunnah of the Prophet (S.A.W.),	The learner is guided to: <ul style="list-style-type: none"> <li>read the Hadith on dressing: <i>“The Messenger of Allah cursed the man who wears women’s clothing and the woman who wears men’s clothing.” (Abu-Daud),</i></li> <li>classify clothes and accessories according to gender (trousers, skirts, blouses, shirts, shorts, necklaces, earrings, bangles, hair dressing etc.) using</li> </ul>	1. Why should the male and female dress differently?  2. What is the purpose of dressing?



		<p>c) practise Islamic manner of dressing as an act of ibadah,</p> <p>d)embrace the lessons learnt from the Hadith on Islamic dressing,</p> <p>e) appreciate the Islamic dressing to avoid the wrath of Allah.</p>	<p>digital devices/pocket boards/charts,</p> <ul style="list-style-type: none"> <li>• discuss the male and female dress code as per the Sunnah of the Prophet (S.A.W.) and make class presentation,</li> <li>• draw and colour different clothes and accessories and display,</li> <li>• search for the reasons why the prophet (S.A.W.) prohibited gender-mixed dressing and write a short essay,,</li> <li>• model appropriate dress for different gender</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: originality attained as learners model, draw and colour different clothes and accessories.</li> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills attained as learners discuss the male and female dress code as per the Sunnah of the Prophet (S.A.W.) and make class presentation</li> <li>• Citizenship: Information and communication skills achieved as the learners discuss the male and female dress code as per the Sunnah of the Prophet (S.A.W.) and make class presentation</li> <li>• Digital literacy: Interacting with digital technology skill attained as learners classify clothes and accessories according to gender (trousers, skirts, blouses, shirts, shorts, necklaces, earrings, bangles, hair dressing etc) using digital devices</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: Islamic etiquette enhanced as the learners search for the reasons why the prophet (S.A.W.) prohibited gender-mixed dressing and write a short essay.</li> <li>• Responsibility: accountability attained as learners observe Islamic manner of dressing as per the teachings of the Hadith.</li> </ul>				

**PCIs:**

Life skills: Human Sexuality aspects realized as learners dress as per the Islamic teachings for different genders.

**Link to other subjects:**

Agriculture and Nutrition: it covers content on dressing for different occasions and decency

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Hadith	2.3 Hadith on planting  (3 Lessons)	By the end of the sub strand, the learner should be able to:  a) read the selected Hadith on planting of trees and crops for environmental consciousness,  b) discuss the importance of planting trees and crops as an act of <i>ibadah</i> ,  c) plant trees and crops for food sustainability to earn rewards from Allah,  d) appreciate the value of planting trees and crops for the benefit of Allah's creatures.	The learner is guided to: <ul style="list-style-type: none"><li>• read the Hadith on planting trees and crops: <i>"If a Muslim plants a tree or sows a field and men, animals and birds eat from it, all of it is charity from him."</i> (Muslim),</li><li>• research on the significance of planting trees and crops and present the findings in class</li><li>• collect pictures of fruit bearing plants and crops and display in class.</li><li>• plant trees and crops in the school compound and care for them</li></ul>	1. What are the dangers of cutting down trees?  2. What are the benefits of growing trees and crops?



<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: researching skill attained as learners research on the significance of planting trees and crops</li> <li>• Creativity and Imagination: originality enhanced as learners collect and display pictures of fruit bearing trees</li> </ul>
<b>Values:</b>  Responsibility: Accountability achieved as learners plant and take care of trees and crops.
<b>PCIs:</b>  Socio Economic and environmental issues: Environmental education attained learners plant and take care of trees
<b>Link to other subjects:</b>  Agriculture and Nutrition: it contains similar content on planting trees and crops

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 Hadith</b>	<b>2.4 Hadith on responsible use of Human capabilities and resources</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to:  a) read the selected Hadith on responsible use of human capabilities and resources for character building,  b) explain the significance of using Allah (S.W.T.)'s	The learner is guided to: <ul style="list-style-type: none"> <li>• read the Hadith:  <i>“Take advantage of five matters before five other matters: your youth before you become old; and your health, before you fall sick; and your wealth, before you become poor; and your free time before you become</i> </li> </ul>	1. What bounties has Allah (S.W.T.) given to mankind?  2. How should a Muslim use time wisely?  3. What activities may cause harm to people's health?



		<p>bounties for the benefit in this life and the Hereafter,</p> <p>c) use the bounties from Allah (S.W.T.) responsibly in day-to-day-life,</p> <p>d) appreciate the bounties of Allah (S.W.T.) by acting responsibly to get the pleasure of Allah.</p>	<p><i>busy; and your life, before your death.” (Ahmad),</i></p> <ul style="list-style-type: none"> <li>• discuss the significance of using Allah (S.W.T.)’s bounties and make summary notes,</li> <li>• brainstorm on how to use the bounties of Allah (S.W.T.) responsibly and make presentations in class (youthfulness, health, wealth, time, life),</li> <li>• role play proper usage of Allah (S.W.T.)’s bounties mentioned in the Hadith.</li> </ul>	4. How do you spend your pocket money?
<p><b>Core competencies to be developed:</b></p> <p>Creativity and imagination: originality is heightened as learners role play proper usage of Allah (S.W.T.)’s bounties mentioned in the Hadith.</p>				
<p><b>Values:</b></p> <p>Responsibility: Accountability is boosted as learners observe the teachings of Hadith on responsible living</p>				
<p><b>PCIs:</b></p> <p>Life skills: Effective communication is enhanced as learners discuss the significance of using Allah (S.W.T.)’s bounties and make summary notes</p>				
<p><b>Link to other subjects:</b></p>				





## Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to read on the selected hadith	Reads all the selected <i>hadith</i> correctly and teachers others	Reads all the selected <i>hadith</i> correctly	Reads the some of the selected <i>hadith</i> correctly	Reads some selected <i>hadith</i> correctly with assistance
Ability to deduce and apply lessons the selected Hadith in day-to-day life	Deduces and applies lessons from all the selected hadith correctly and exhaustively.	Deduces and applies lessons from all the selected hadith correctly	Deduces and applies lessons from some of the selected hadith correctly	Deduces and applies lessons from some of the selected hadith with difficulty

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)



<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Prophets</b> <ul style="list-style-type: none"> <li><b>Qualities of Prophets</b></li> </ul> <b>(2 Lessons)</b>	By the end of the sub strand, the learner should be able to: a) explain the qualities of Prophets for character formation. b) apply values learnt from the qualities of Prophets in their daily lives. c) appreciate belief in Allah's Prophets by emulating the qualities of Prophets.	The learner is guided to: <ul style="list-style-type: none"> <li>search for information on the qualities of Prophets from digital devices/books/resource persons and display in class</li> <li>narrate a story of any Prophet that shows these qualities</li> <li>role play situations that demonstrate values learnt from the qualities of the Prophets e.g. (honesty, obedience, patience) discuss how the qualities of the Prophets learnt can be applied in school situation.</li> </ul>	1. How can qualities of the Prophets be applied in daily life? Why are Prophets regarded as role models?
<b>Core competences to be developed:</b> Creativity and imagination: originality enhanced as learner role play situations that demonstrate values learnt from the qualities of the Prophets				
<b>Values:</b> Integrity: accountability attained as learners emulate and role play situations that demonstrate values learnt from the qualities of the Prophets				
<b>PCIs:</b> Life Skills: responsibility enhanced as learners emulate and role play situations that demonstrate values learnt from the qualities of the Prophets				
<b>Link to other subjects:</b> CRE: Has content on prophets				



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.2 Stories of Prophets:</b> <ul style="list-style-type: none"><li>• <b>Prophet Ibrahim (A.S.)</b></li><li>• <b>Prophet Yusuf (A.S.)</b></li></ul> (6 Lessons)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"><li>a) narrate the stories of the selected prophets to build their faith,</li><li>b) explain the lessons learnt from the stories of the prophets for character development,</li><li>c) emulate the character of the prophets in day-to-day life,</li><li>d) appreciate the selected prophets as role models.</li></ul>	The learner is guided to: <ul style="list-style-type: none"><li>• listen/watch the stories of the selected prophets (Ibrahim (A.S.) breaking idols, saved by Allah (S.W.T.) from fire and attempt to sacrifice Ismail, Prophet Yusuf (A.S.)-Allah (S.W.T.) saved him from the well, temptation/imprisonment, famine and leadership) using digital devices,</li><li>• brainstorm on how the selected prophets demonstrated their faith in Allah (S.W.T.),</li><li>• deduce lessons from the stories of the selected prophets and make short notes,</li><li>• discuss the relevance of the stories of the selected prophets in the society and present on a chart.</li></ul>	<ol style="list-style-type: none"><li>1. How did the selected prophets demonstrate <i>Iman</i> in Allah (S.W.T.)?</li><li>2. What virtues are derived from prophet Ibrahim (A.S.) and Musa (A.S.)'s stories?</li></ol>



<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills as enhanced as learners discuss the relevance of the stories of the selected prophets in the society and present on a chart.</li> <li>• Critical thinking and problem solving: Interpretation and inference skills attained as learners analyse the lessons derived from the stories of the prophets (A.S.)</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Integrity: Accountability achieved as learners deduce lessons from the stories of prophets A.S.)</li> <li>• Responsibility: Accountability attained as learners discuss and make presentations on chart</li> </ul>
<p><b>PCIs:</b></p> <p>Life skills: responsibility as learners discuss the relevance of the stories of the selected prophets in the society and present on a chart</p>
<p><b>Links to other subjects:</b></p> <p>CRE- Stories of the prophets is taught (Abraham and Joseph)</p>

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p><b>3.0</b></p> <p><b>Pillars of Iman</b></p>	<p><b>3.3 Taqwa (God Consciousness)</b></p> <p><b>(2 lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the qualities of a pious person (<i>Muttaqiin</i>) for character building</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• read verses (Q. 2: 2-5, 3:133-135) from the Qur'an/digital devices /<i>mus'haf</i> and list down the qualities of <i>mutaqqiin</i></li> </ul>	<p>1. What actions lead to piety?</p> <p>2. Why is <i>taqwa</i> important in the life of a Muslim?</p>



		<p>b) explain the significance of <i>taqwa</i> in the life of a Muslim</p> <p>c) demonstrate consciousness of Allah (S.W.T.) as a mark of true belief</p> <p>d) appreciate the virtue of <i>taqwa</i> as a pre-condition for success in this life and the Hereafter.</p>	<ul style="list-style-type: none"> <li>• match and sort the qualities of a pious person using flash cards</li> <li>• search online/from a mus'haf/resource person verses (Q.2:43: 76, 7:96, 9:119, 19:72,) on <i>taqwaa</i> and draw their significance</li> <li>• keep a weekly log/diary on activities that demonstrate <i>taqwa</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Core competencies to be developed:</b></li> <li>• Digital literacy: interacting with digital technology as learners search online verses (Q.2:43: 76, 7:96, 9:119, 19:72,) on <i>taqwaa</i> and draw their significance</li> <li>• Critical thinking and problem solving: researching skills as learners draw the significance of <i>taqwa</i> from the given verses of the Qur'an</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: accountability as learners demonstrate consciousness of Allah (S.W.T.)</li> <li>• Integrity: accountability as learners maintain their fidelity to Allah by doing what is right</li> </ul>				
<p><b>PCIs:</b></p> <p>Life Skills: responsibility as learners find information on the significance of <i>taqwa</i></p>				
<p><b>Links to other subjects</b></p> <p>Religious Education Subjects: they cover content on God consciousness</p>				



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 Pillars of Iman</b>	<b>3.4 Tawakkul (Reliance on Allah)</b>  (2 lessons)	By the end of the sub strand, the learner should be able to:  a) identify the qualities of a <i>mutawakkil</i> as a basis for character building,  b) discuss the significance of <i>tawakul</i> in the life of a Muslim,  c) practise <i>tawakul</i> in day-to-day life,  d) appreciate the virtue of <i>tawakkul</i> as a condition for success in this life and the Hereafter.	The learner is guided to:  <ul style="list-style-type: none"> <li>brainstorm and identify the qualities of a <i>Mutawakkil</i> and display them on the notice board((Q.3:160, Q5:23, Q65:3) ,</li> <li>sort the qualities of a <i>Mutawakkil</i> using a digital device/pocket board/flash cards,</li> <li>discuss the significance of <i>Tawakul</i> in the life of a Muslim and make summary notes,</li> <li>discuss ways in which Muslims can practise <i>tawakkul</i> in their daily life.</li> </ul>	1. How can a Muslim show reliance on Allah?  2. Why is <i>tawakkul</i> important to Muslim?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy: interacting with digital technology enhanced as learners sort and match qualities of a <i>Mutawakkil</i></li> <li>Learning to Learn: learners develop relationships as they as they sort and search information on qualities of a <i>Mutawakkil</i></li> </ul>				
<b>Values:</b>  Responsibility: Accountability achieved as learners are engaged to practice <i>tawakkul</i>				
<b>PCIs:</b>				



Life skills: there is effective communication as learners discuss the significance of *Tawakkul* in the life of a Muslim  
discuss ways in which Muslims can practise *tawakkul* in their daily life.

**Links to other subjects:**

Religious Education Subjects: they contain content on reliance on God

**Assessment Rubric**

<b>Levels</b> <b>Indicators</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to explain and apply values learnt from the qualities of prophets	Explains and applies all values learnt from the qualities of prophets correctly and teaches peers	Explains and applies all values learnt from the qualities of prophets correctly	Explains and applies some values learnt from the qualities of prophets correctly	Explains and applies some values learnt from the qualities of prophets with difficulty
Ability to narrates stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draw lessons from the stories and explain the lessons learnt.	Narrates stories all stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons from the stories and explain the lessons learnt correctly and exhaustively	Narrates all stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons from the stories and explain the lessons learnt correctly	Narrates some stories some stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draws lessons from the stories and explain the lessons learnt correctly	Narrates some stories of prophets Ibrahim (A.S.) and Yusuf (A.S.) and draw lessons from the stories and explain the lessons learnt with assistance
Ability to identify the qualities of a pious	Identifies all the qualities of a pious	Identifies all the qualities of a pious	Identifies some of the qualities of a pious	Identifies some of the qualities of a pious



person ( <i>Muttaqiin</i> ) and explaining the significance of <i>taqwa</i>	person ( <i>Muttaqiin</i> ) and explains the significance of <i>taqwa</i> correctly and comprehensively	person ( <i>Muttaqiin</i> ) and explains the significance of <i>taqwa</i> correctly	person ( <i>Muttaqiin</i> ) and explains the significance of <i>taqwa</i> correctly	person ( <i>Muttaqiin</i> ) and explains the significance of <i>taqwa</i> with prompts
Ability to identify the qualities of a <i>Mutawakkil</i> discussing the significance of <i>tawakul</i>	Identifies all the qualities of a <i>Mutawakkil</i> discusses the significance of <i>tawakul</i> correctly and profoundly	Identifies all the qualities of a <i>Mutawakkil</i> discusses the significance of <i>tawakul</i> correctly	Identifies some of the qualities of a <i>Mutawakkil</i> discusses the significance of <i>tawakul</i> correctly	Identifies some of the qualities of a <i>Mutawakkil</i> discusses the significance of <i>tawakul</i> with difficulty

Strand	Sub strands	Specific Outcomes	Learning Experiences	Key Inquiry Question(s)
<b>4.0</b> <b>Devotional Acts</b>	<b>4.1 Twahara (Purity)</b> <b>4.1.1 Hadath</b> <b>4.1.2 Optional Ghusl</b> (6 Lessons)	By the end of the sub strand, the learner should be able to:  a) outline the types of <i>Hadath</i> for ritual purity ( <i>Twahara</i> ),  b) differentiate between <i>Hadath Asghar</i> and <i>Hadath</i>	The learner is guided to:  <ul style="list-style-type: none"> <li>Identify the types of <i>Hadath</i>,</li> <li>discuss the difference between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present in tabular form,</li> <li>identify items to be used in the purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present on a chart,</li> </ul>	1. Why should Muslims maintain ritual purity?  2. When can a Muslims take bath?





		<p><i>Akbar</i> to promote personal hygiene,</p> <p>c) explain the reasons for performance of <i>tayyamum</i> as a pre-condition for <i>Swalah</i>,</p> <p>d) identify situations for performance of <i>sunnah ghusl</i>,</p> <p>e) demonstrate ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> to maintain ritual purity,</p> <p>f) Appreciate maintenance of ritual purity as a condition for <i>Ibadah</i>.</p>	<ul style="list-style-type: none"> <li>• sort and match the types of <i>hadath</i> and methods of purification (<i>wudhu</i>, <i>tayyamum</i>, <i>ghusl</i>) using digital devices/flashcards/pocket boards/charts ,</li> <li>• discuss situations when <i>tayyamum</i> is performed,</li> <li>• brainstorm on situations when optional <i>ghusl</i> is performed and make summary notes,</li> <li>• demonstrate the steps of performing <i>tayammum</i>,</li> <li>• research on the situations of performance of <i>sunnah ghusl</i> and make notes.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: interacting with digital technology skill realized as learners sort and match the types of <i>hadath</i> and methods of purification (<i>wudhu</i>, <i>tayyamum</i>, <i>ghusl</i>) using digital devices</li> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills attained as learners discuss the difference between <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and present in a tabular form.</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility: there is accountability as learners research on the situations of performance of <i>sunnah ghusl</i> and make notes</p>				



**PCIs:**

Health issues: Personal hygiene as learners maintain high levels of purity as required by Islam

**Links to other subjects:**

Agriculture and Nutrition: personal hygiene is covered in the learning area

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.2 Zakat:</b> (3 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the items liable for <i>zakat</i> payment for spiritual growth,</li> <li>b) describe the eight recipients of <i>zakat</i> as mentioned in the Qur'an,</li> <li>c) differentiate between <i>zakat</i> and <i>sadaqa</i> to inculcate the spirit of giving,</li> <li>c) appreciate the need to pay <i>zakat</i> and <i>sadaqa</i> to develop empathy.</li> </ul>	<p>Individually/in pairs/in groups, learners are guided to:</p> <ul style="list-style-type: none"> <li>• collect pictures of items/commodities liable for <i>zakat</i> and display/mount on charts,</li> <li>• use digital devices/ Qur'an to search for the recipients of <i>Zakat</i> and make notes (Q9:60),</li> <li>• use flashcards/pocket boards/charts to show the difference between <i>zakat</i> and <i>sadaqa</i>.</li> </ul>	<p>Why should a Muslim pay <i>zakat</i>?</p>



<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination: originality enhanced as learners collect pictures of items/commodities liable for zakat and display/mount on charts</li> <li>• Critical thinking and problem solving: research skill enhanced as learners search for the recipients of Zakat and make notes</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: compassion as caring for the poor members of the society is inculcated</li> <li>• Responsibility: accountability attained when searching for recipients of zakat</li> <li>• Unity: cooperation attained through use flashcards/pocket boards/charts to show the difference between zakat and <i>sadaqa</i> in pairs or groups</li> </ul>				
<b>PCIs:</b>  Socio Economic issues: Financial literacy as they discuss zakat and sadaqa				
<b>Link to other subjects:</b>  Mathematics: payment of zakat involves some calculations based on the <i>nisab</i> and rate.				

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.3 Saum (Fasting)</b> (4 Lessons)	By the end of the sub strand, the learner should be able to:  a) state the categories of people who are exempted from obligatory fast,	Individually/in pairs/in groups, learners are guided to: <ul style="list-style-type: none"> <li>• identify the categories of people exempted from fasting as mentioned in the Qur'an and list them in their note books (Q2:184-185),</li> </ul>	1. Why are some people exempted from fasting?



		<p>b) explain the reasons for <i>fidya</i> (compensation) by people exempted from fasting during the month of <i>Ramadhan</i>,</p> <p>c) describe the different ways of compensating for missed fasts,</p> <p>d) outline the wisdom behind the exemption of some people from fasting,</p> <p>e) appreciate Allah (S.W.T.)'s mercy to Muslims for exemption of fasting with valid reasons.</p>	<ul style="list-style-type: none"> <li>• use digital devices/flash cards to search and match the categories of people exempted from fasting with the corresponding ways of compensation,</li> <li>• discuss different ways of compensating for missed fasts and make notes,</li> <li>• discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills enhanced as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make class presentations</li> <li>• Creativity and Imagination: Communication and self-expression attained as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations</li> </ul>				
<p><b>Values:</b></p> <p>Responsibility: there is accountability as learners identify the categories of people exempted from fasting as mentioned in the Qur'an and list them in their note books</p>				



<b>PCIs:</b> Life skills: effective communication attained as learners discuss the reasons why Allah (S.W.T.) exempted some people from fasting and make presentations				
<b>Links to other subjects:</b>				
Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>4.0 Devotional Acts</b>	<b>4.4Hajj</b> (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>outline the conditions of Hajj for validity of its performance,</li> <li>describe different types of Hajj to fulfil the requirements for each,</li> <li>explain the procedure of performing each type of Hajj for it is validity,</li> <li>appreciate <i>Hajj</i> as a pillar of Islam.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>search for conditions of Hajj and make notes,</li> <li>discuss the different types of Hajj and present on chart,</li> <li>search and watch video clips on the performance of <i>Hajj</i>, discuss the different types of Hajj and make class presentations,</li> <li>search for verses on Hajj from Qur'an and Hadith and display on charts,</li> <li>create a model Kaaba and simulate the performance of Hajj.</li> </ul>	<ol style="list-style-type: none"> <li>What are the prerequisites for the performance of Hajj?</li> <li>What is the significance of Hajj?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy: interacting with digital technology is attained as learners search and watch the performance of Hajj from a digital device</li> <li>Creativity and Imagination: originality is enhanced as learners model the Kaaba</li> </ul>				
<b>Values:</b> Unity: there is cooperation as the learners create a model Kaaba and simulate the performance of Hajj				
<b>PCIs:</b> Life skills: Cooperation and unity as learners create a model Kaaba and simulate the performance of Hajj				



**Link to other subjects:**

Social studies: has concepts on tourism

**Assessment Rubric**

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to outline types of <i>hadath</i> and demonstrate ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i>	Outlines types of <i>hadath</i> and correctly demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> and gives examples	Outlines types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i>	Outlines types of <i>hadath</i> and demonstrates ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i> with some inconsistencies	Has difficulty in outlining types of <i>hadath</i> demonstrating ways of purification of <i>Hadath Asghar</i> and <i>Hadath Akbar</i>
Identifying the items liable for <i>Zakat</i>	Identifies the all items and 8 recipients liable for zakat and cites evidence from the Hadith	Identifies all the items liable for Zakat and 6-8 recipients correctly	Identifies some of the items liable for Zakat and 3-6 recipients	The learner has difficulty in identifying items liable for Zakat and 1-2 recipients
Differentiating between Zakat and <i>sadaqa</i>	Differentiates between <i>Zakat</i> and <i>sadaqa</i> correctly and gives examples	Differentiates between <i>Zakat</i> and <i>sadaqa</i> correctly	Differentiates between <i>Zakat</i> and <i>sadaqa</i> with inaccuracies	Differentiates between <i>Zakat</i> from <i>sadaqa</i> with assistance



Ability to explain the reasons for <i>fidya</i> (compensation) by people exempted from fasting during the month of <i>Ramadhan</i>	Explains the reasons for <i>fidya</i> (compensation) by people exempted from fasting and gives examples	Explains the reasons for <i>fidya</i> (compensation) by people exempted from fasting	Explains some of the reasons for <i>fidya</i> (compensation) by people exempted from fasting	Explains the reasons for <i>fidya</i> (compensation) by people exempted from fasting with difficulty
Ability to explain the reasons for exemption from fasting and describe ways of compensation	Explains reasons for exemption from fasting, describes ways of compensation correctly and gives examples	Explains the reasons for exemption from fasting and describes ways of compensation correctly	Explains some of the reasons for exemption from fasting and describes some ways of compensation	Explains some of the reasons for exemption from fasting and described some ways of compensation with difficulty
Ability to identify the conditions for Hajj, describe the different types of Hajj and explain the sequence of its performance	Identifies conditions for Hajj, describes the different types of Hajj and explains the sequence of its performance	Identifies conditions for Hajj and describes the different types of Hajj	Identifies some conditions for Hajj and describes types of Hajj	Learner has difficulties in explaining conditions of Hajj and describing types of Hajj



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.1 Virtues:</b> <b>5.1.1 Work as a form Ibadah</b> (2 lessons)	By the end of the sub strand, the learner should be able to: a) state the reasons why work is considered as <i>Ibadah</i> in Islam, b) explain the benefits of work in the development of the <i>Ummah</i> , c) describe different types of work as means to lawful earnings, d) differentiate between halal and haram work, e) appreciate the importance of work as a form <i>Ibadah</i> .	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss why work is considered <i>Ibadah</i> in Islam,</li> <li>• brainstorm on the benefits of work and present in class,</li> <li>• collect pictures of different occupations and display them in class,</li> <li>• search and watch video clips on different types of work and differentiate between permissible and non-permissible,</li> <li>• identify ethics that should guide work in Islam,</li> <li>• Research on Islamic teachings on work from sunnah/Hadith and present in class,</li> <li>• dramatize different types of works as means of earning a living.</li> </ul>	1. Why should a Muslim work? 2. Why is work considered an act of <i>Ibadah</i> ? 3. What kind of work is prohibited in Islam?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: interacting with digital literacy heightened as learners search watch video clips on different types of work</li> <li>• Learning to learn: relationships developed as learners search and watch video clips on different types of work and differentiate between permissible and non-permissible</li> <li>• Creativity and imagination: originality attained as learners they dramatise different types of work and collect pictures of different occupation</li> </ul>				
<b>Values:</b> Responsibility: there is accountability as learners collect pictures of different occupations and display them in class				





**PCIs:**

Socio-economic issues: Financial literacy through discussion on benefits of work.

**Link to other subjects:**

Mathematics: learners are taught on calculations on earnings

Social Studies: learners are taught different types of work

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.1.2 <i>Adalah</i> (Justice)</b> (2 Lesson)	By the end of the sub strand, the learner should be able to: a) explain the importance of <i>adalah</i> as a means of promoting fairness in the society. b) describe different instances where justice must be practiced to ensure fairness in the society c) practice justice and fairness in day-to-day life. d) appreciate the virtue of <i>adalah</i> as a way of earning rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss the importance of exercising justice and make class presentation</li> <li>• search for verses in the <i>Qur'an</i> that advocate for fairness (Q. 4:135).</li> <li>• read a story on justice and draw lessons on fairness.</li> <li>• role play actions that depict justice</li> <li>• make and present short skits thematising <i>adalah</i> in society.</li> </ul>	1. What are the benefits of observing <i>adalah</i> in the society? 2. How can a pupil practice <i>adalah</i> in school?

**Core competencies to be developed:**

- Digital literacy: interacting with digital technology skill achieved through the search for the meaning of *adalah* and related verses on *adalah*



<ul style="list-style-type: none"> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills attained through group discussion and presentation</li> <li>• Creativity and imagination: originality enhanced as learners perform short skits thematising <i>adalah</i>,</li> </ul>
<b>Values:</b> Social justice: there is equity as learners discuss the importance of exercising justice and make class presentation
<b>PCIs:</b> Citizenship: Good governance enhanced as learners discuss the significance of upholding <i>adalah</i> .
<b>Link to other subjects:</b> Social studies: covers aspects human rights and justice

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq</b> <b>(Moral Values)</b>	<b>5.2 Prohibitions in Islam</b> <b>(Vices)</b> <b>5.2.1 Intoxicants</b> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify types of intoxicants rampant in the society, b) explain the effects of intoxicants on the society, c) describe ways of curbing the use of intoxicants, d) adhere to Islamic teachings on prohibition of intoxicants in day-to-day life, e) appreciate the prohibition of intoxicants for the wellbeing of the society.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss and list intoxicants rampant in the community,</li> <li>• research on the negative effects of intoxicants and make short notes,</li> <li>• search and watch age-appropriate videos on the effects of intoxicants,</li> <li>• Make posters on the effects of intoxicants,</li> <li>• story-tell/dramatize effects of intoxicants,</li> <li>• brainstorm on ways of curbing the use of intoxicant and make posters</li> </ul>	1. Why does Islam prohibit the use of intoxicants? 2. What are the effects of intoxicants to the society?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: interacting with digital technology is attained as learners search for videos on effects of intoxicants</li> </ul>				



<ul style="list-style-type: none"> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills enhanced through as learners discuss and list intoxicants rampant in the community</li> <li>• Creativity and Imagination: there is originality through creation of posters, story-telling and dramatization</li> </ul>
<b>Values:</b> Responsibility: there is accountability as learners restrict themselves from engaging in intoxicants
<b>PCIs:</b> Health issues: Alcohol and substance abuse avoidance heightened as learners discuss effects of intoxicants and brainstorm on ways of curbing use.
<b>Link to other subjects:</b> Science and technology: content on intoxicants(drug and substance abuse) is covered

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq</b> <b>(Moral</b> <b>Values)</b>	<b>5.2.2 Israf (extravagance)</b>  (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify resources available in the community, b) explain ways of guarding against <i>israf</i> for effective resource management, c) explain the effects of <i>israf</i> in the society, d) use available resources effectively as a way of promoting economic growth, e) appreciate proper use of resources to get rewards from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss resources that are often wasted e.g. food, water, money and presentation,</li> <li>• dramatize appropriate ways of using resources in accordance to Islamic teachings (e.g. serve food enough for self; not using excessive amounts of water while performing wudhu, turning off TV/, lights when not in use etc.),</li> <li>• make posters/signage discouraging <i>israf</i> and pin them at strategic places e.g (turn off taps when not in use),</li> </ul>	1. Why is it important to avoid <i>israf</i> ? 2. How can people promote good use resource?



			<ul style="list-style-type: none"> <li>brainstorm on the effects of <i>israf</i> and make presentations.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Critical thinking and problem solving: there is interpretation and inference as learners come up with ways to guard against wastage of resources</li> <li>Creativity and Imagination: originality attained as learners make posters/signage discouraging wastage of resources</li> </ul>				
<b>Values:</b> Responsibility: there is accountability as learners make posters/signage discouraging <i>israf</i> and pin them at strategic places				
<b>PCIs:</b> Socio-economic issues: environmental education and climate change heightened as learners dramatize appropriate ways of using resources				
<b>Link to other subjects:</b> Agriculture and Nutrition: wastage of resources is covered				

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>5.0 Akhlaq (Moral Values)</b>	<b>5.3 Dua (Supplication when traveling)</b> (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recite the <i>dua</i> for travelling to seek Allah's protection, b) recite the <i>dua</i> in day-to-day life while travelling, c) appreciate the importance of the <i>dua</i> in seeking protection from Allah.	The learner is guided to: <ul style="list-style-type: none"> <li>read the <i>dua</i>:  <i>"Glory to Him who has brought this (e.g. vehicle) under our control, though we were unable to control it (ourselves), and indeed, to our Lord we will surely return."</i> (Muslim).</li> <li>note the <i>dua</i> in the books and memorise for usage,</li> <li>role play traveling and recite the <i>dua</i> in class,</li> <li>discuss the importance of reciting the <i>dua</i> when</li> </ul>	<ol style="list-style-type: none"> <li>Why is it important to recite a <i>dua</i> while travelling?</li> <li>What safety precaution should one observe while travelling?</li> </ol>



			travelling and make notes and class presentation, <ul style="list-style-type: none"><li>• write the dua on charts and post them on the school's notice board.</li></ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• Communication and collaboration: listening, speaking, writing and teamwork skills developed as learners recite the <i>dua</i> and note it in their books</li><li>• Creativity and Imagination: there is originality as learners write the <i>dua</i> on charts</li></ul>				
<b>Values:</b> Responsibility: accountability is achieved as learners discuss the importance of reciting the dua when travelling and make notes and class presentation				
<b>PCIs:</b> Life skills: there is effective communication as learners make classroom presentations.				
<b>Link to other subjects:</b>				



## Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to uphold Islamic virtues	Demonstrates acquisition of Islamic virtues and encourages others to do the same	Demonstrates acquisition of Islamic virtues correctly	Demonstrates acquisition of Islamic virtues with few omissions	Demonstrates acquisition of Islamic virtues with many omissions
Ability to avoid prohibitions prescribed by Islam	Avoids the prohibitions prescribed by Islam and discourages peers from indulging in them	Avoids all the prohibitions prescribed by Islam	Avoids most prohibitions prescribed by Islam	Avoids few prohibitions prescribed by Islam

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.1 Fair Treatment of Workers</b>  (3 Lessons)	By the end of the sub strand, the learner should be able to: a) state the rights of workers to promote conducive working environment, b) identify appropriate ways of treating workers for just working environment, c) cite the Hadith of Prophet (S.A.W) on fair treatment of workers,	The learner is guided to: <ul style="list-style-type: none"> <li>discuss the rights of workers and make notes,</li> <li>discuss appropriate ways of treating workers and present on charts,</li> <li>role play on fair treatment of workers,</li> <li>share personal experiences on how workers are treated in homes,</li> </ul>	1. Why should workers treated well? 2. How can we treat workers fairly?



		<p>d) practice Islamic ethics while relating with workers,</p> <p>e) appreciate Islamic teachings on workers by treating them fairly.</p>	<ul style="list-style-type: none"> <li>brainstorm on ways of promoting fair treatment of workers,</li> <li>research on the Hadith of the Prophet (S.A.W) on fair treatment of workers and make class presentations.</li> </ul> <p>The Prophet (S.A.W) said, <i>“Your brothers are your responsibility. Allah has made them under your hands. So whosoever has a brother under his hand, let him give him food as he eats and dress as he dresses. Do not give them work that will overburden them and if you give them such tasks, then provide assistance. “(Bukhari).</i></p>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: listening, speaking, writing and teamwork skills developed through group discussion and presentation</li> <li>Critical thinking and problem solving: researching skill attained through research on the Hadith of the Prophet (S.A.W) on fair treatment of workers and make class presentations</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Respect: Human dignity enhanced through respect for rights of workers</li> <li>Love: caring enhanced as learners share experiences on how workers are treated at home.</li> </ul>				
<p><b>PCIs:</b></p> <p>Citizenship: sensitisation on rights and responsibilities done as learners learn on the rights of workers</p>				
<p><b>Link to other subjects:</b></p> <p>Social studies: Human rights are covered in the subject</p>				



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.2 Relations with people of other faiths</b> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the rights of non-Muslims for harmonious living, b) explain ways of promoting good relations with people of other faiths for peaceful co-existence, c) demonstrate ways of living harmoniously with people of other faiths in day-to-day life, d) appreciate living with people of other faith harmoniously.	The learner is guided to: <ul style="list-style-type: none"> <li>research on the rights of non-Muslims and make class presentation,</li> <li>discuss ways of living peacefully with non-Muslims and display on a chart (Q., 2:256, 8:61, 60:8, 109:6),</li> <li>role play ways of living harmoniously with people of other faiths.</li> </ul>	1. How should Muslims relate with people of other faith? 2. What are the rights of people of other faith?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Communication and collaboration: listening, speaking, writing and teamwork skills heightened through group discussion and presentation</li> <li>Creativity and imagination: networking attained as they role play on ways of living peacefully with non-Muslims.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Respect: there is open mindedness as learners make presentations on rights of non-Muslims</li> <li>Peace: compassion developed in learners as they discuss ways of living peacefully with non-Muslims</li> </ul>				
<b>PCIs:</b> Citizenship: Social cohesion and human rights enhanced as learners learn to co-exist with people of diverse faith				
<b>Link to other subjects:</b> Social Studies and Religious Education: teach concepts on harmonious living				





Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>6.0 Muamalaat (Social Relations)</b>	<b>6.3 Corruption</b>  (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify forms of corruption to create awareness in the society, b) explain the effects of corruption to inculcate the value of integrity, c) describe ways of curbing corruption for fairness and accountability, d) promote a corruption free society by observing Islamic ethics and <i>taqwa</i> , e) appreciate the teachings of Islam against corruption by upholding Islamic morals.	The learner is guided to: <ul style="list-style-type: none"> <li>• discuss forms of corruption in their environment (e.g. exam cheating, inflating bus fare, withholding shopping balance, election, deceiving parents on school levies among others.) and make brief presentation,</li> <li>• search for Hadiths /Qur'anic verses on corruption and write the teachings. (Q. 2:11-12, 27, 30, 188),</li> <li>• brainstorm on the effects of corruption and display on charts,</li> <li>• design posters on ways of curbing corruption,</li> <li>• role-play acts depicting forms of corruption and ways of eradicating them.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is corruption bad?</li> <li>2. What can you do to stop corruption?</li> <li>3. What are effects of corruption in our society?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills attained through group discussion and presentation</li> <li>• Critical thinking and problem: researching skill developed as learners search for Hadiths /Qur'anic verses on corruption and write the teachings Citizenship as learners discuss upholding integrity</li> <li>• Creativity and imagination: there is networking as learners role play on forms of corruption and designing of posters</li> </ul>				



<b>Values:</b> Integrity : Transparency and accountability as learners embrace discuss effects of corruption and ways of curbing it
<b>PCIs:</b> Citizenship: Good governance enhanced as learners search for Hadiths /Qur’anic verses on corruption and write the teachings.
<b>Links to other subjects:</b> Social Studies: Content on corruption is covered

### Assessment Rubric

Levels Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to state the rights of workers and appropriate ways of treating them	States the rights of workers and explains appropriate ways of treating them correctly and cites Hadith	States the rights of workers and explains correctly appropriate ways of treating them	States some rights of workers and explains appropriate ways of treating them	Learner has challenges stating the rights of workers and explaining appropriate ways of treating them
Ability to describe relations between Muslims and people of other faiths	Describes ways of living harmoniously with people of other faiths correctly and gives examples	Describes ways of living harmoniously with people of other faiths correctly	Describes some ways of living harmoniously with people of other faiths	Learner requires assistance in describing ways of living harmoniously



				with people of other faiths
Ability to describe ways of curbing corruption and its effects	Describes ways of curbing corruption and its effects correctly and gives examples	Describes ways of curbing corruption and its effects correctly	Describes some ways of curbing corruption and its effects	Learner requires assistance in describing ways of curbing corruption and its effects

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 History of Islam</b>	<b>7.1 Battles of Badr and Uhud</b> (4 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the reasons that led to the Battles of Badr and Uhud to appreciate Islamic heritage, b) narrate the events of the battles of Badr and Uhud for spiritual nourishment, c) explain the lessons learnt from the battles of Badr and Uhud to strengthen their <i>Iman</i> , d) apply the lessons learnt from the battles of Badr and Uhud in day to day life,	The learner is guided to: <ul style="list-style-type: none"> <li>search for reasons that led to the Battles of Badr and Uhud and make notes,</li> <li>watch video clips/listen to narrations on the Battles of Badr and Uhud and draw lessons (e.g. Praying to Allah for help in times of difficulties, True victory comes from Allah (Q. 3:123-128), value of knowledge through freeing of captives, fair treatment of captives),</li> <li>brainstorm on the lessons learnt from the battles of</li> </ul>	How relevant are lessons from the battles of <i>Badr</i> and <i>Uhud</i> in today's society?



		e) appreciate reliance on Allah in overcoming challenges in day-to-day life.	<i>Badr</i> and <i>Uhud</i> and do class presentations.	
<ul style="list-style-type: none"> <li>• <b>Core competencies to be developed:</b></li> <li>• Digital literacy: interacting with digital technology enhanced as learners watch videos/listen to narrations on Battles of <i>Badr</i> and <i>Uhud</i></li> <li>• Communication and collaboration: listening, speaking, writing and teamwork skills attained through group discussion and presentation</li> <li>• Critical thinking and problem solving: explanation skill developed as learners search for reasons that led to the Battles of <i>Badr</i> and <i>Uhud</i> and make notes</li> <li>• Citizenship: Social and civic skills heightened as learners brainstorm on the lessons learnt from the battles of <i>Badr</i> and <i>Uhud</i> and do class presentations</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity : Cooperation as the learners work in groups during brainstorming sessions</li> <li>• Social justice: Equity as they discuss lessons learnt from <i>Badr</i> and <i>Uhud</i>.</li> </ul>				
<b>PCIs:</b> Citizenship: Human Rights and responsibility through lessons learnt on fair treatment of captives				
<b>Links to other subjects:</b>				

Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7.0 History of Islam</b>	<b>7.2 Treaty of <i>Hudaibiya</i></b> (3 Lessons)	By the end of the sub strand, the learner should be able to: a) state the terms of the treaty of <i>Hudaibiya</i> as part of Islamic History, b) describe the lessons learnt from the Treaty of <i>Hudaibiya</i> as a way of nurturing peaceful conflict resolution mechanisms,	Individually/in pairs/in groups, learners are guided to: <ul style="list-style-type: none"> <li>• search watch videos on treaty of <i>Hudaibiya</i> and write down the terms of the treaty,</li> <li>• brainstorm on the lessons learnt from the treaty of <i>Hudaibiya</i> and present in class,</li> </ul>	1. Why is it important to resolve conflict through peaceful means? 2. How can Muslims



		c) adopt peaceful conflict resolution methods in day-to-day life. c) appreciate the Treaty of <i>Hudaibiya</i> as a guide to peaceful coexistence.	<ul style="list-style-type: none"><li>• dramatize acts depicting peaceful ways of resolving conflicts, drawing lessons from what they have learnt from the Treaty of <i>Hudaibiya</i>,</li><li>• make posters on the terms of the treaty of <i>Hudaibiya</i>.</li></ul>	apply the lessons learnt from the treaty of <i>Hudaibiya</i> ?
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"><li>• Digital literacy: interacting with digital technology achieved as learners search and watch videos on the treaty of <i>Hudaibiya</i></li><li>• Critical Thinking and Problem Solving: Researching skill developed as learners draw lessons from the treaty of <i>Hudaibiya</i> for application in life</li><li>• Learner to Learn: learners develop relationships as they dramatize acts depicting peaceful ways of resolving conflicts</li></ul>				
<b>Values:</b> Peace: care and compassion as learners dramatize acts depicting peaceful ways of resolving conflicts				
<b>PCIs:</b> Citizenship: Social Cohesion the treaty led to peaceful co-existence				
<b>Link to other subjects:</b> Social Studies: conflict resolution mechanisms is covered				



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7. History of Islam</b>	<b>7.3 Conquest of Makkah</b> ( <i>Fath-ul Makkah</i> ) (3 Lessons)	By the end of the sub strand, the learner should be able to: a) describe the events that led to the conquest of Makkah for spiritual nourishment, b) explain the lessons learnt from the conquest of Makkah for peaceful co-existence, c) apply the lessons learnt from the conquest of Makkah in day-to-day life, d) Appreciate clemency as part of the Sunnah of the prophet (S.A.W.).	The learner is guided to: <ul style="list-style-type: none"> <li>listen to a story /watch a video/film/on <i>fath-ul Makkah</i> and make a presentation on the events,</li> <li>discuss lessons learnt from the events of <i>fath-ul Makkah</i> and display on charts (e.g. forgiveness, purity of places of worship, love of one's enemies as an effective <i>daawa</i>, Islam stands for peace),</li> <li>dramatize acts depicting peaceful ways of resolving conflicts from the events of <i>fath-ul Makkah</i>.</li> </ul>	<ol style="list-style-type: none"> <li>What lessons do Muslims learn from the events of <i>fath-ul Makkah</i>?</li> <li>Why should one forgive people who have wronged you?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Digital literacy: interacting with digital technology enhanced as learners search/watch videos on victory over Makkah</li> <li>Communication and collaboration: listening, speaking, writing and teamwork skills achieved through group discussion, presentation listening to narration on <i>fath-ul Makkah</i></li> <li>Critical thinking and problem solving: explanation skills enhanced as learners discuss lessons learnt from the conquest of Makkah and their relevance in today's life</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Peace: compassion and care as learners discuss lessons learnt from the events of <i>fath-ul Makkah</i></li> <li>Respect: acceptance as learners discuss lessons learnt from the events of <i>fath-ul Makkah</i></li> </ul>				
<b>PCIs:</b> Citizenship : Social Cohesion attained as learners discuss lessons learnt from the events of <i>fath-ul Makkah</i>				
<b>Link to other subjects:</b> Social Studies: conflict resolutions mechanisms are covered in the subject				



Strand	Sub strands	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>7. History of Islam</b>	<b>7.4 Farewell Pilgrimage</b> <i>(Hijatul Wid'a)</i> <ul style="list-style-type: none"> <li><b>Farewell Sermon</b> (3 Lessons)</li> </ul>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>state the teachings contained in Prophet Muhammad (S.A.W.)'s farewell sermon for spiritual nourishment,</li> <li>Outline key themes from the Prophet's farewell speech as a guide to the Muslim <i>Ummah</i>,</li> <li>discuss the lessons Muslims learn from Prophet Muhammad's farewell sermon as a basis for character formation,</li> <li>apply the lessons learnt from the prophet's farewell sermon in day-to-day life,</li> <li>appreciate the Prophet's farewell speech as a guide to Mankind.</li> </ol>	The learner guided to: <ul style="list-style-type: none"> <li>read the farewell sermon, deduce the teachings and make presentations in class,</li> <li>identify key themes from the speech and make notes,</li> <li>brainstorm on the lessons learnt from Prophet Muhammad's farewell sermon and make notes (e.g. sanctity of life and property, equality of human beings, Muslim brotherhood, not hurting one another, observing the pillars of Islam).</li> <li>role play acts depicting the teachings of the Prophet's farewell sermon.</li> </ul>	<ol style="list-style-type: none"> <li>What are the main themes in <i>Hijatul Wid'a</i>?</li> <li>How can Muslims apply the lessons from the farewell sermon in today's world?</li> </ol>
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>Citizenship: Social and civic skills heightened as learners identify key themes from the speech and make notes</li> <li>Communication and collaboration: listening, speaking, writing and teamwork skills enhanced as learners brainstorm on the lessons learnt from Prophet Muhammad's farewell sermon and make notes</li> <li>Critical thinking and problem solving: active listening and communication skills attained as learners brainstorm on the lessons learnt from Prophet Muhammad's farewell sermon and make notes</li> <li>Creativity and Imagination: there is originality as learners role play acts depicting the lessons from the farewell sermon</li> </ul>				



<b>Values:</b> Respect: acceptance as learners identify key themes from the speech and make notes
<b>PCIs:</b> Citizenship: Good governance and human rights the learners identify key themes from the farewell sermon
<b>Link to other subjects:</b> Social Studie: Human Rights is covered in the subjects

### Assessment Rubric

<b>Levels</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the events of Prophet's mission after Hijra	Describes the events of Prophet's mission after Hijra sequentially	Describes the events of Prophet's mission after Hijra	Describes the events of Prophet's mission after Hijra but leaves out few details	Describes the events of Prophet's mission after Hijra but leaves out major details

### CSL

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:





Steps in carrying out the integrated CSL activity	
1) <b>Preparation</b>	<ul style="list-style-type: none"><li>● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity</li><li>● Identify resources required for the activity (locally available materials)</li><li>● Stagger the activities across the term (Set dates and time for the activities)</li><li>● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community</li><li>● Identify and develop assessment tools</li></ul>
2) <b>Implementation CSL Activity</b>	<ul style="list-style-type: none"><li>● Assigning roles to learners.</li><li>● Ensure every learner actively participates in the activity</li><li>● Observe learners as they carry out the CSL activity and record feedback.</li><li>● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)</li><li>● Assess the targeted core competencies, values and subject skills.</li></ul>
3) <b>Reflection on the CSL Activity</b>	<p>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:</p> <ul style="list-style-type: none"><li>● what went well and why</li><li>● what did not go well and why,</li><li>● what can be done differently next time</li><li>● what they have learnt.</li></ul>



There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **Assessment of the CSL Activity**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.



## APPENDIX: SUGGESTED ASSESSMENT METHODS, RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub-Strand	Suggested Assessment Methods	Suggested Resources	Suggested Non-Formal Activities
1.0 Qur'an	1.1 Selected Surah	Portfolio, Oral Assessment, Checklist.	Mus'haf/Qur'an, Digital devices, Pocket Board, Charts, Course books, and Resource person.	- Recite the surah and discuss the meaning of the selected surah during free time, PPI and clubs
2.0 Hadith	2.1 Hadith on Purity of Actions	Portfolio, Oral Assessment, Check lists, Journals, Observation schedule, .	Digital devices, Charts, Course books & resource person, Clothes, earrings, necklace, coloured pencils/paints, water colours. seeds, Jembe/Hoe, Shovels, Watering can, water	-Explain the teachings of the Hadith to the peers during the club's meeting
	2.2 Hadith on Dressing			-Learners model appropriate Islamic dressing during parent day meeting; Learners
	2.3 Hadith on Planting			- Participate in fashion show competition in the school.
	2.4 Hadith on responsible use of Human Capabilities and Resources			-Participating in tree planting activities in school; Planting of crops on the school garden  -Learners discuss on the need to use Allah's bounties in a beneficial manner during clubs and school assembly.



<b>3.0 Pillars of Iman</b>	<b>3.1 Belief in Prophets (Qualities of Prophets)</b>	Portfolio, Oral Assessment, observation schedule, Journals, Anecdotal notes,	Digital devices, Charts and Course books, <i>Mushaf</i> /Qur'an, Pocket board, Resource person (e.g. Imam/Madrasa teacher), Islamic Kids Stories - Prophet Ibrahim, Prophet Yusuf,	<ul style="list-style-type: none"> <li>- Learners prepare presentations on qualities of prophets on and give a talk during clubs, parents da or during school assembly</li> <li>- Learners share the significance of Pillars of Iman with others during school assembly</li> <li>- Discuss on qualities of <i>Muttaqiin</i> and on the significance of being pious during clubs</li> <li>- Give talk on qualities of a <i>Mutawakkil</i> and on the significance of relying on Allah.</li> <li>- Learner narrates on the stories of Prophet Ibrahim and Prophet Yusuf during parent meeting and prize giving days.</li> </ul>
	<b>3.2 Stories of Prophets</b>			
	<b>3.3 Taqwa (God Consciousness)</b>			
	<b>3.4 Tawakkul (Reliance on Allah)</b>			
<b>4.0 Devotional Acts</b>	<b>4.1 Twahara</b>	Portfolio, Oral Assessment, Observation schedule, Journal, Anecdotal notes, Portfolio,	Soap, water, sand, toilet paper, Charts, Course books, cloth, paint, Digital devices, Mus'haf/Qur'an, Chart, Photos of people and their	-During guidance and counselling sessions in school, learners discuss how to purify themselves while in state of major <i>hadith</i> . -Learners discuss zakat and tax during parents' meeting/prize giving
	<b>4.2 Zakat</b>			



	<b>4.3 Saum</b>		occupation/events (farmer, athlete etc.),	- Learners give a talk on people exempted from fasting during school assembly and clubs in the month of Ramadhan
	<b>4.4 Hajj</b>			
<b>5.0 Akhlaq</b>	<b>5.1 Virtues</b>	Journals, Anecdotal notes, Portfolio, Oral Assessment, Observation.	Digital devices, Course books, Chart. Photos of people in different occupations. Mus'haf/Qur'an, age-appropriate videos on effects of intoxicants, Resource person, (e.g. a successfully rehabilitated drug addict) Digital devices on dua when travelling	<p>-Learners perform light duties in the school environment like picking rubbish, cleaning classrooms and dormitories.</p> <p>-Learners demonstrate quality of <i>adalah</i> while solving disputes in school</p> <p>-Learners attend guidance and counselling sessions on drug and substance abuse in school</p> <p>-Learners who use school transport to recite the dua when boarding the bus and during field trips.</p>
	<b>5.2 Prohibitions in Islam</b>			
	<b>5.3 Corruption</b>			
<b>6.0 Muamalat</b>	<b>6.1 Fair Treatment of Workers</b>	Journals, Oral questions, Observation schedule, Portfolio.	Charts, Mus'haf/ Qur'an, Resource persons, Course books, Resource person (Anti-corruption official), Digital Devices, talking walls	<p>-Learners treat non-teaching/support staff fairly in school.</p> <p>- Learners initiate interfaith dialogue within the school and hold prayer sessions alternating amongst</p>
	<b>6.2 Relations with people of other Faiths</b>			



	<b>6.3 Corruption</b>			<p>the various faiths represented within the school at the assembly/before the start of examination</p> <p>-During Drama and Music festivals, learners develop items thematising evils of corruption; Learners develop posters and talking walls on corruption; Learners discuss effects of corruption during Integrity Club meetings.</p>
<b>7.0 History of Islam</b>	<b>7.1 Battles of Badr and Uhud</b>	Oral questions, Observation schedule, Portfolio, Checklist,	Course books, Digital Devices, Printed map showing the location of Badr in Saudi Arabia, resource person	<p>-Learners story tell on the History of Prophet Muhammad during Clubs meetings.</p> <p>- Learners participate in Peace Club activities.</p> <p>-Learners discuss peaceful means of conflict resolutions in Peace club's meetings. Learners give a talk on Prophet's Farewell Pilgrimage in the school assembly</p>
	<b>7.2 Treaty of Hudaibiyya</b>			
	<b>7.3 Conquest of Makkah</b> <i>(Fath-ul Makkah)</i>			
	<b>7.4 Farewell Pilgrimage</b> <i>(Hijatul Wid'a)</i>			