



#CREATIVE PRINTERS

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PRIMARY SEVEN

ISLAMIC RELIGIOUS EDUCATION

LESSON NOTES

TERM I -III

P.7 ISLAMIC RELIGIOUS EDUCATION LESSON NOTES

TERM I

THEME I : READING FROM THE QUR'AN

SUB THEME : QUR'ANIC EXTRACTS REGARDING THE DAY OF JUDGEMENT

Selected Verses

6:51, 7:187, 33 : 63, 56 : 11- 56, 45 : 46

Relating the verse to our daily life and lessons learnt from the verse.

- No one is going to have a protector during judgment day apart from Allah.
- Fearing and respect in Allah will lead us to success during judgment.
- Allah will raise us from death and we shall gather before him for judgment.
- Life after death is a reality although many people deny it.
- Nobody knows the judgment day and hour apart from Allah.

Events on the judgement day.

- The angel will blow the trumpet two times.
- The dead will come back to life.
- Human justification before God.
- The believers will receive their books in their right hands.
- People's deeds will be put on a weighing scale.

Significance/importance of judgement day

- Allah will judge according.
- Allah's powers over creatures.
- People will judge themselves before Allah makes his final ruling.
- Allah will reward his people depending on what they did.
- Prophet Mohammed (P.B.U.H) will plead for his group. (Muslims)
- To help believers cross bridge.

THEME II : TAWHIID (MONOTHEISM)

SUB – THEME : HYPOCRITES

Defn. : Is an act of pretending to what one is not or to feel what one does not feel.

Hypocrite : Is a person who pretends to be what he or she is not.

The Islamic term for a hypocrite is **Munafiq** and in plural **Munafiqun**

The Surah in the qur'an that talks about the evil practice is called **Surat Munafiqun**

Chapter 63.

Characteristics of Munafiqun.

- They pretend to be good whereas they are not.
- They are always yes men or yes women.
- They have a weak character. They cannot stand on their own.
- They are great liars.
- They always have a pleasant and excellent outlook by being smart.

- They never fulfill their promises.
- They normally think that other people's complaints are directed at them.

Characteristics of munafiqunas in Medina

- Oppose leadings of Prophet Mohammed.
- Encourage Quraish to fight the Prophet.
- Ran away from battle field of Uhud.
- Announced the death of Prophet Mohammed when he was not.

Dangers and threats of hypocrites.

- They spoil Islam.
- They reveal our secrets to our enemies.
- They lead to destruction
- They cause enmity among people in the community.
- They can cause wars from one country to another.
- Can break people's marriages
- They are more dangerous than a non believer.
- It leads to hatred.

Ways of avoiding hypocrites in society today.

- We can avoid hypocrites by sticking to the word of Allah.
- By isolating from them after knowing them.
- By advising them to stop practicing it.
- By telling hypocrites the consequences of it.
- By not taking every one's advice or comments.
- Asking Allah to expose them to us.
- Praying for them in order to stop that bad practice.
- Guiding and counseling them.

TYPES OF HYPOCRITES

1. **Hypocrisy in belief:** This refers to pretence of a person to be a believer in Allah while he/she is not.

Its characteristics:

- Feeling unhappy at the victory of Islam.
- Feeling happy when Islam is disgraced.
- Hating prophet Mohammed (P.B.U.H)
- Saying that the whole message of the prophet was mere lie.
- Saying that prophet Mohammed was not a true Prophet.

2. **Hypocrisy in actions and deeds:** This refers to people whose practices are made up of pretences of being good when they are the opposite.

They do the following:-

- Telling lie.
- Regular breaking of promises.
- Taking things which kept with him/her as a trust.
- Becoming treacherous whenever involved in an agreement.

Relevance of the topic to daily life.

- We should not practice hypocrisy because it is against the Islamic teachings.
- We should not associate with hypocrites after knowing them.
- Hypocrites will be throwing in hell after judgement day.
- Hypocrites are nice looking guys talking nicely in order to win your heart.
- Many people are enemies to each other because of hypocrites.
- Allah is against hypocrisy and hypocrites.
- We should be very careful to people talking to you against someone.
- Many people's marriages are broken for no good reason because of hypocrites.

THEME III : FIQH (PRACTICE)

SUB THEME : RIGHTS OF HAJJ

Defn. : Hijj/Hajj/Hijjah:- A pilgrimage to Mecca.

Hajat : A title given to a woman who has visited Mecca

Hadith : Teachings of Prophet Mohammed

Haji/ Al-haj : A man who has made pilgrimage to Mecca

Importance of Hajj

- A pilgrimage gets a big reward from Allah because it is an act of worship.
- Hajj is a fulfillment of the fifth pillar of Islam.
- A person who performs Hajj with sincerity is forgiven his/her sins by Allah
- It brings Muslims together from various parts of the world and therefore it creates brotherhood amongst Muslims.
- It pleases Allah
- It strengthens one's faith.
- It is a good reminder of the judgement.

Relevance of hajj to daily life

- It trains a person to persevere and work hard.
- It develops the heart of sacrificing.
- You get a title of Haji and Hajat.
- It creates friendship amongst people from different parts of the world.

Religious symbols in Mecca and Medina

- | | |
|---------------------|-----------------|
| - Kaaba | - Care Thauri |
| - Mosque Haram | - Nabawi Mosque |
| - Qiblatayin Mosque | - Baque |
| - Quba | - Care hira |

Ritnah of Hajj

- | | |
|-----------------------|----------------|
| - Sacrificing animals | - Sharing hair |
| - Throwing stones | - Tawaf |

Terms connected to Hijj

1. Umra - Optional pilgrimage to Mecca.
2. Sa'yi - Running between Safa and Marwa
3. Tawaf - Running around the Kaaba seven times.
4. Arafah - A mountain where Pilgrims get the title of Haji and Hajat.

- It is a mountain where Adam and Hawa met after searching for each other.
5. Mina - It is a place where Pilgrims throw stones to the three pillars representing Satan
6. Jamarat- The three pillars representing Satan

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- HIV / AIDS

- Syphilis
- Gonorrhoea
- Candida

Moslems Medicine

- ZamZam
- Qur'an
- Honey
- HabbatSauda
- Dates

Religious implications in control of STDs.

- Being faithful in relationships.
- Preaching against adultery.
- Abstinence from sex before marriage.

THEME V : HISTORY OF ISLAM

SUB THEME : ASIAN MUSLIM COMMUNITIES IN UGANDA

CONTENT:

1. **Asian communities in Uganda**

The Ismailia Muslims Community.

They have a spiritual leader as Handir (See: MK IRE by NCDC Bk7 by Zakeand IsaKatamba)

2. **Ag'a Khan**

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Contributions of Asian communities in Uganda.

- They build mosques e.g Aga khan
- They set up business to provide jobs.
- They build schools e.g Masaka S.S.
- They participated in the building of the Uganda Railway.
- They increased the number of Muslims in Uganda.

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ISLAMIC RELIGIOUS EDUCATION LESSON NOTES

TERM II

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- There is nothing worthy of worship but Allah
 - Surat Ikhlas chapter 112 says
 - o He is God the one and only
 - o God is eternal and absolute
 - o He was not born and nor did he produce
 - o There is no one like Him.

Similarities between Islam and other religions (Christianity, Judaism, Bahai)

- They all believe that the Supreme Being God has attributes like omnipotent, omniscient, eternal, omnipresent.
- They believe in Prophet, God who brought messages from God.
- They believe that there is life here after.

- They believe that God's revelation are contained in holy books.

Differences between Islam and Christianity.

- Islam believes in oneness of God but Christianity emphasizes Trinity.
- Islam considers Isa as a prophet but Christianity Jesus is the son of God.
- Christians hold general prayers on Sunday but Moslems on Friday.
- Holy books for Moslems pilgrimage to Jerusalem but Moslems go to Mecca.
- Moslems fast for 30 days but Christians fast for 40 days.

Similarities between Islam and Christianity

- Both believe in the Supreme God.
- Both have holy books
- Both have holy places of worship
- Both believe in prophets and angels
- Both believe in the day of judgement.

- **Other world religions**

- Hinduism
- Bahai Faith
- Judaism
- African religion
- Buddhism
- Taoism

THEME 3 : HADITH (Prophetic Traditions)

SUB THEME : IMPORTANCE OF HADITH for Sheikhs to practice

- A valid Hajj is rewarded by paradise
- A person who makes Hajj and does not indulge in disobedient acts is forgiven her sins and becomes innocent like a baby.
- To be interpreted and explained by Sheikhs
- State application of the above Hadith in our daily lives.
- Read Surat Al-Hajj from the Qur'an

THEME 4 : FIQH (Practice)

SUB THEME : Hijj and Umra

Difference between Hijj and Umra

- Hijj is compulsory while Umra is Sunnah act.
- It is a fifth pillar of Islam but Umra isn't a pillar of Islam.
- It is performed during dhul-hijj unlike Umra.
- Pilgrims visit Arafat during Hijj unlike Umra.
- One gets a title of Hajj or Hajat but with Umra no title gained.
- Animals are sacrificed during hijj unlike during Umra.

Similarities between Hijj and Umra

- Both acts are forms of worship
- Both are performed in Mecca.
- Both involve washing and dressing of Ithram.
- Both visits involve running between sofa and marwa.
- Both involve running around the Kaaba.

Types of Hijj

Ifrad:

- Pilgrimage where Pilgrims rites of Hijj only. Here sacrificing is not allowed.

Qiran:

- Pilgrims perform rites of both Hijj and Umra at the same time. Afterwards they offer sacrifices.

Tamattu:

- Here Pilgrims perform rites of Umra first and later those of Hijj fasting is done at the end of the two.
- How Hijj and Umra are combined: (Reference to resource person e.g. Sheiks).

Prince NuhuMbogo

- He was son of Kabaka Suuna II and brother to Muteesa I.
- He led religious wars in Buganda to Kijungute.
- HE united Moslems and advocated for their rights.
- He encouraged Moslems exiles back to Buganda after religious wars.
- He donated land where mosques and schools were built.

Others include:

- Sheik Annas Kinyiri
- Juma Menhya Munvulo
- Taib Magatto
- Sheik Ssekimwanyi.

TERM III

THEME 1 : READING FROM THE QUR'AN

SUB THEME : QURANIC TEACHING ON WOMEN

- The 4th chapter of the Qur'an is called Surat Nisae with 176 verses is about women Nisae means Women.

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N.B: Idda means waiting period (3 months) after divorce.

THEME 2 : TAWHID (MONOTHEISM)

SUB THEME : OBEDIENCE AND SOCIAL SECURITY

Obedience is the act of complying the law or authority. Or act of complying with God's orders or commandments.

Whom to obey

- God
- Parents
- Religious /political leaders (those in authority)
- Elders

Obedience to Allah

- He must be obeyed because it's the main reason for man's creation.
- An obedient person is rewarded by Allah after death.
- He is given divine guidance, protection and mercy.

Signs of obedience to Allah

- Practicing teaching of the holy Quran.
- Practicing the Hadiths

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- Practicing the pillars of Islam
 - Refraining from doing evil acts.
 - Encouraging others to do good things.
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-
- We are expected to obey leaders because all authority is from Allah.

Qualities of a good leader.

- He/She should be God fearing
- He/She should be humble.
- He/She should be honest.
- He/She should be exemplary.
- He/She should be kind.
- He / She should be trustworthy.

Ways of obeying those in authority.

- Abide by their rules and regulations.
- Give them due respect.
- Advising them when they go wrong.
- Paying religious tax (Zakat)
- Do not spoil their public image.

How obedience promotes security in home and society

- It reduces crimes
- It promotes friendship and harmony
- It limits dictatorship

Consequences of disobedience

- It leads to death (Hell)
- It spoils good relationship between people and God.
- A child can be punished.
- It leads to domestic violence
- It leads to mob justice.
- People can hate you.
- It can lead a person into prison.

THEME 3 : RITES OF UMRA (For Sheiks to teach)

THEME 4 : HADITH (PROPHETIC TRADITIONS)

SUB THEME : MARRIAGE AND STATUS OF WOMEN IN ISLAM

Marriage is the legal union between a man and woman as husband and wife.

Why do people get married?

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THEME 5 : HISTORY OF ISLAM

SUB THEME : MUSLIM ORGANIZATIONS IN UGANDA

Muslim organizations in Uganda include:-

1. UMEA - Uganda Muslim Education Association

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2. UMSC - Uganda Muslim Supreme Council

UMSC

- Formed 1st June 1972 with Headquarters at Old Kampala

Reason for its formation

- To resolve Moslem disputes.

Note: The leader of UMSC was at first called chief Kadhi but today is referred to as Mufti.

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FORMER LEADERS OF UMSC

- Sheikh AbudRazakMatovu
- Sheikh KassimuMulumba
- Sheikh ObediKamulegeya
- Sheikh Husein Rajab Kakooza
- Sheikh Sadi Ibrahim Luwemba
- Sheikh MuhammedSsemakula
- Sheikh ShabanRAmadhanMubajje

CHALLENGES OF UMSC

- Mis-management of Muslim property
- Government interference
- Weak leaders
- Mis-interpretation of Islamic laws.
- Lack of respect among Muslim leaders.
- Formation of several Muslim sects.

UGANDA MUSLIM EDUCATION ASSOCIATION

It was formed in 19400 with headquarters at Kibuli

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REASONS FOR ITS FORMATION

- To build more Islamic schools.
- To promote and supervise the standard of Education in Muslim Schools.
- To promote respect for Islamic culture.
- To promote Islam through education system.
- To mobilize funds for running Muslim schools.
- To attract scholarships to Muslim Students.

ACHIEVEMENTS OF UMEA TODAY

- It has built Islamic schools.
- It has sponsored Muslim founded schools.
- It has mobilized and approved the teaching in Muslim schools.
- It is doing maintenance of infrastructure in Muslim schools.
- It has ensured that Islamic studies are taught.
- It unites all stake holders.

REASONS FOR THE REVIVAL OF UMEA

- To encourage all Muslim stake holders to form PTAs.
- To provide quality leadership of head teachers.
- To plan and improve Qur'anic schools.
- To give special attention to the education of Muslim women.
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Other Islamic Organizations (Local and foreign Organizations)

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TOPICAL QUESTIONS FOR IRE

TERM I

THEME1 : READING FROM THE QUR'AN

1. What does the Qur'an teach about Judgement Day?
2. Which angel is responsible for blowing the trumpet?
3. How many times will the trumpet blow?
4. Name the two angels that are responsible for recording our daily deeds.
5. Why do those angels record our deeds?
6. List down any three events which will take place on the judgement day.
7. Which bridge will people cross to go to heaven or to hell?
8. Mention any two characteristics of As-sirat.
9. Why would prophets Musa and Isa fear to plead for people on the judgement day?
10. Who will be accepted to plead for people on that day?
11. Give the use of a scale on the judgement day.

THEME 2 ; TAWHID (FAITH)

1. What is hypocrisy?
2. What is the Islamic name for hypocrite?
3. Write down characteristics of hypocrite.
4. Suggest one example of hypocrisy in action.
5. Name one hypocrite who died when Prophet Muhammad was stopped from praying for him.
6. Mention one danger of hypocrites.
7. Which Surat talks about hypocrisy in the Qur'an?
8. Why do people practice hypocrisy?
9. Suggest any one way of avoiding hypocrites in one society.
10. Give the difference between hypocrisy and hypocrites.

THEME 3 : FIQH (PRACTICE)

1. What is Hijj?
2. Name the first and oldest house of God.
3. Write one pillar of Hijj.
4. Which dress is worn by pilgrims?
5. Why do pilgrims slaughter animals at Mina?
6. Why do Moslems throw stones to Satan at Mina?
7. Give any one forbidden thing done during pilgrimage.
8. Suggest one important reason for Hijj.
9. What do you understand by the following terms:/
 - a. Saa'yi
 - b. Tawaf

TERM II

THEME I : READING FROM THE QUR'AN

1. What is a pilgrimage?
2. Why do Moslems go for a pilgrimage?
3. Where do Moslems go for pilgrimage?
4. In which month do Moslems perform Hiji?
5. List down one forbidden practice during Hiji.
6. Mention any one dangerous living creature.
7. When do pilgrims attend Arafat?
8. Why is Surat Al Fatiha a very important Surat in the Qur'an?

THEME II : TAWHID (Monotheism)

1. Mention any one act of worship among the Hudu.
2. Name the founder of Bahai.
3. Name the worshipping place in ATC.
4. Why do people worship small gods?
5. Give one difference between Islam and Christianity.
6. Name one similarity between Christianity and Islam.
7. Apart from Islam and Christianity, name any other world religion.
8. Why do many regions believe in the presence of God?
9. What is a creed?

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2. Write the contributions of the following people to the development of Islam.

- a. Prince BadruKakungulu
 - b. NuhuMbongo
 - c. ZaidiMugenyiAsooka
3. Who was the father to:-
- a. NuhuMbogo
 - b. Prince BadruKakungulu
4. Briefly explain how early Muslim converts demonstrated their faith.

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TERM III

THEME I : READIG FROM THE QUR'AN (Qur'anic teachings on Women)

1. Mention one right women have in Islam.
2. What do you understand by the following terms
 - i. Nikah
 - ii. Mahare / Mahra
 - iii. Huluu
3. State three conditions under which divorce is done.
4. When is a divorced woman allowed to remarry?

THEME II : OBEDIENCE AND SOCIAL SECURITY

1. What is meant by obedience?
2. Why do you obey Allah?
3. Give two signs of obedience to Allah.
4. Give two signs of disobedience to Allah.
5. Why do we obey our parents?
6. Give two qualities of a good leader.
7. How do obedience promote security in a home?
8. Give two examples of obedience to parents.
9. Give two consequences of disobedience.

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THEME III : MARRIAGE AND THE STATUS OF WOMEN

1. What is marriage?
2. Why do people get married?
3. Give two conditions that should be fulfilled before marriage.
4. Why are unmarried people advised to fast?
5. Mention two factors one should consider before marriage.
6. Why are women regarded as important in Islam?
7. Give two conditions under which Nikah may not be allowed.
8. Define the term Iddat.

SUB THEME IV: MUSLIM ORGANIZATIONS IN UGANDA.

1. Write the following in full.
 - a. UMSC
 - b. UMEA
2. In which year was UMSC formed?
3. Who was the first Muslim leader after the formation in UMSC?
4. Suggest at least two aims of UMSC.
5. List any two causes of wrangles facing UMSC.
6. How have wrangles above affected UMSC?
7. Who was the funder of UMEA?
8. Give two reasons why UMEA was formed.

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9. What title is given to head of Moslems in Uganda?
10. Who is the current Mufti of Uganda?

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IRE SCHEME OF WORK FOR P.7

TERM I

THEME I : **READING FROM THE QUR'AN**

LEARNING OUTCOMES : **RECITES THE SELECTED VERSES**

- Give the meaning of selected verses
- Explain the relevance of the Sunah to daily life.
- The learner appreciates the extent to which belief in the day of judgement can affect our behavior.

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
1	1 to 4	Qur'anic extracts regarding the day of judgement	- Selected verses (6:51), (1:187), (33:63), (56:11-56)	- The learner recites selected verses regarding the day of judgement.		Story telling Dramatization Qn. & answer discovery methods.	<u>Teacher</u> - Tells stories - Reads from the Qur'an - Emphasize		Quran Txt books		
<p style="text-align: center;">#CREATIVE PRINTERS 0785681207 / 0703745068</p>											
			- Life after death is a reality although many people deny it. - No body knows the judgement day &				- Judgement day is a fact. <u>Pupils</u> - Pupils listen - Pupils take				

hour apart from Allah.

Events on the judgement day.

- The angel will blow the trumpet two times.
- The dead will come back to life.
- Human justification before God.
- The believers will receive their books in their right hands
- People's deeds will be put on a weighing scale.

Significance of judgement day.

- Allah will judge accordingly.
- Allah's powers over creatures.
- People will judge themselves before Allah makes his final ruling.

notes

- Role play
- Read from the Qur'an

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THEME II : TAWHIID (Monotheism)

LEARNING OUTCOMES : The learner acquires knowledge & appreciates hypocrites and their threats to the Muslim Community in Yathrib (first name of Madina city in Saudi Arabia) and relates it to daily life.

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
2	1 to 4	Hypocrites day of judgement	- Defn: Munafiqun (hypocrite)	- The learner defines munafiqun			<u>Teacher</u> - Describes				

THEME III : FIQH (PRACTICE)

LEARNING OUTCOMES : The learner appreciates the benefits of performing Hijj & practices virtue that enhance togetherness.

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
3	1 to 4	Rites of Hijj	<ul style="list-style-type: none"> - Definition of Hijj, Haj, Hajat, Hadith, al-haj. - Importance of Hajj. - Relevance of Hajj to 	<ul style="list-style-type: none"> - The learner talks about Hijj & its rituals. 			<u>Teacher</u> <ul style="list-style-type: none"> - Demonstrate - Explains 		Txt books Resource person Qur'an	P.7 curriculum pg. 240 MK IRE by NCDC pg 25-41 MK RE pplsBk 7 pg. 203-207	

THEME IV : HADITH (Prophetic Traditions)

LEARNING OUTCOMES : The learner appreciates and practices Islamic teaching regarding medicine and treatment of the sick.

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
4	1 to 5	Up-holding good health.	- One Hadith regarding visiting the sick.				<u>Teacher</u> - Explains key				
			implications								
				- Give examples of STDs. - Explains causes of HIV & STDs - Identifies the							

				medicine prescribed by Islam.								
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THEME V : HISTORY OF ISLAM

LEARNING OUTCOMES : The learner appreciates the value of living together and adopts methods of co-operation with members of different cultural backgrounds.

	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
5	1 to 4	Asian Muslim communities in Uganda.	<ul style="list-style-type: none"> - The Asian communities which made a contribution in Uganda. (i.e. Ismalia and Bohra, Ahmadiya, Buluchis etc.) - Contributions of the Asian Muslim communities to the development of Islam in Uganda. 	<ul style="list-style-type: none"> - The learner identifies the Asian communities which made a contribution in Uganda. - Explains the contribution of these communities to the development of Islam in Uganda. 	The learner uses the following words related names of Asian communities correctly. <ul style="list-style-type: none"> - Sunni - Shia - Ismalia - Aga Khan - Bohra 	Qns& Ans. Guided discussion.	<u>Teacher</u> <ul style="list-style-type: none"> - Discuss contribution of Asia - Brain storming on the Asian communities which made a contribution to Uganda. 	<u>Values</u> Commitment Tolerance Co-operation	Txt books	P.7 curriculum pg. 240-247 MK IRE by NCDC pg 63-84 MK RE pplsBk 7 pg. 222-234	

TERM TWO

THEME I : READING FROM THE QURAN

LEARNING OUTCOMES : The learner appreciates the forbidden practices in Hijj and the solutions to problems that may cause failure to perform some rites to Hijj.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
1	1 to 5	Qur'anic extracts regarding Hijj	<ul style="list-style-type: none"> - The forbidden practices in Hijj. - Importance of the assembly. - Recitation of Qur'anic extracts regarding Hijj. - Interpretation of the selected extracts. - The relevance of the extracts to daily life. 	<ul style="list-style-type: none"> - The learner identifies the forbidden practices in Hijj. - Explains the importance of the Arafat Assembly. - Recites Qur'anic extracts regarding Hijj. - Interprets Qur'anic selected extracts. - Relates message in these extracts to his/her daily life. 	<ul style="list-style-type: none"> - The learner reads, writes pronounces and uses the following words related to the topic e.g. - Arafat - Sacrifices - Expiation 	Qns. & ans. Guided discussion	<u>Teacher</u> - Interprets verses. <u>Pupils</u> - Recites and memorizing Qur'anic extracts.	<ul style="list-style-type: none"> - Commit - Tolerance - Co-operation 	Text bks	P.7 curriculum pg. 240 - 247 MK IRE by NCDC pg. 63 - 84 MK RE ppls Bk. 7 pg. 222 - 234	

THEME III : TAWAHIID (Monotheism)

LEARNING OUTCOMES : The learner appreciates the similarities to differences between Islam & other religions and learns skill of harmonious living.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
2	1 to 5	Islam and other religions	<ul style="list-style-type: none"> - Concept of God according to Islam. - Similarities & differences between Islam & other religions in Uganda such as Baha'ism. - Christianity - African traditional religion and Hinduism in relation to • Concept of god • Concept of revelation • Prophet hood • Life after death. 	<ul style="list-style-type: none"> The learner - Recites two hadiths concerning the importance of Hijj - Interprets the two mentioned Hadiths - Relates the message contained in the Hadith to daily life. - Concept of sin - Appreciates other religions - Interacts freely with people of other religions. 	<ul style="list-style-type: none"> The learner - Reads, writes and uses the following words correctly. - Janah - Obscene - Reward - Vulgar - Innocent - Life after death - tradition 	<ul style="list-style-type: none"> - Discussion - Explanation - Question and answer - Guided discovery 	<ul style="list-style-type: none"> - Lesson note taking - Lesson note making - Explainin g the importanc e of Hijj - Answerin g oral and written questions . . 	<ul style="list-style-type: none"> - Appreciate - Love - Endurance - Communica tion <p>Skills</p> <ul style="list-style-type: none"> - Logical reasoning - Self identificatio n - Making choices. 	<ul style="list-style-type: none"> Chalkboard illustrati on Txt bks Qur'an 	<ul style="list-style-type: none"> P.7 curriculum pg. 256 MK IRE by NCDC pg. 105 - 110 MK RE ppls Bk. 7 pg. 250 - 258 	

THEME III : HADITH (Prophetic traditions)

LEARNING OUTCOMES : The learner gains knowledge and appreciates the importance of Hijj and demonstrates a willingness to perform Hijj

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
1	6	Importance of Hijj	<ul style="list-style-type: none"> • Definition of Hadith • The two Hadiths on the importance of Hijj • Meaning of the two hadiths • Applications of the hadith in daily life. 	The learner <ul style="list-style-type: none"> - Recites two Hadiths concerning the importance of Hijj - Interprets the two mentioned Hadiths. - Relates the message contained in the Hadith to daily life. - Concept of sin. - Appreciates other religions. - Interacts freely with people of other religions. 	The learner <ul style="list-style-type: none"> - reads, writes and uses the following words correctly. - Janah - Obscene - Reward - Vulgar - innocent - life after death - tradition 	Discussion Explanation Question and answer Guided discovery	Teacher <ul style="list-style-type: none"> - Lesson note taking - Lesson notes making - Explaining the importance of Hijj. Pupils <ul style="list-style-type: none"> - Answering oral and written questions 	Values <ul style="list-style-type: none"> - Appreciate - Love - Endurance - Communication Skills <ul style="list-style-type: none"> - Logical reasoning - Self identification - Making choices 	Chalkboard illustration Text bks. Qur'an	P.7 curriculum pg. 256 - 253 MK IRE by NCDC pg. 105 - 110 MK RE ppls Bk. 7 pg. 250 - 258	

THEME IV : FIQH (Practice)

LEARNING OUTCOMES : The learner appreciates the importance of Hijj and Umra as an occasion for showing solidarity and demonstrates skills for living with other people.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
6 8 7	5	Hijj and Umra	<ul style="list-style-type: none"> Definition of Hajj and Umra Hadith regarding performance of Hajj and Umra (2 : 712, 3 : 86) Differences between Hijj and Umra Types of Hijj How Hijj and Umra are combined. 	The learner <ul style="list-style-type: none"> Recites one Hadith per regarding performance of Hijj and Umra. States the difference between Hijj and Umra Explains the three types of Hijj Explains how Hijj and Umra can be combined. 	The learner <ul style="list-style-type: none"> uses the following words related to the topic correctly:- Rites Ifrad Qiran Tamattu 	Discussion Question and answer Guided inquiry	Teacher Discussing difference between Hijj and Umra Similarities between Hijj and Umra Discussing the 3 types of Hijj and i.e. Ifrad, Qiran and Tamattu.	Skills <ul style="list-style-type: none"> Articulation Fluency Knowing how to behave with different persons Values <ul style="list-style-type: none"> Solidarity Togetherness Appreciation 	Chalkboard illustration Text bks. Qur'an	P.7 curriculum pg. 258 - 259 MK IRE by NCDC pg. 199 -104 MK RE ppls Bk. 7 pg. 259 – 262	

THEME V : HISTORY OF ISLAM

LEARNING OUTCOMES : The learner appreciates the contributions made by important personalities to the promotion of Islam in Uganda and emulates them.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
7	6	Important Muslim	<ul style="list-style-type: none"> Important Muslim personalities in 	The learner <ul style="list-style-type: none"> Identifies the 	The learner <ul style="list-style-type: none"> uses the 	Discussion	Teacher Giving	Skills <ul style="list-style-type: none"> Taking 	Chalkboard	P.7 curriculum	

8		personalities in Uganda	Uganda <ul style="list-style-type: none"> • Biographies of the following people in Islam. • BadruKakungulu • AnasKinyiri • Jumamunullo • ZaidMugenyiAsooka • Nuhumbogo • Their contribution to Islam. 	important Muslim personalities. <ul style="list-style-type: none"> - Gives the biographies of the following personalities - BadruKakungulu - AnasKinyiri - Jumamunullo - ZaidMugenyiAsooka - Nuhumbogo and explains their contributions to Islam. 	correctly <ul style="list-style-type: none"> - Personality - Contribution 	Explanation Brain storming Think share pair.	biographies of important religious Muslim personalities. Giving qualities of an important Muslim personality Writing essays on these personalities.	decision - Responding to questions - Negotiating - Coping with stress <u>Values</u> - Tolerance - Dedication to the cause - Develop philosophy of life - Consistency	and illustrations Text bks. Qur'an	um pg. 261 - 263 MK IRE by NCDC pg. 111 - 126 MK RE ppls Bk. 7 pg. 263 - 270	
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TERM THREE

THEME I : READING FROM THE QURAN

LEARNING OUTCOMES : The learner understands and appreciates the status of women and demonstrates to practice rights granted to women

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
1 And 2	4	Qur'anic teaching on women	<ul style="list-style-type: none"> - The status and rights of women in Islam. - Status and rights of women according to God. - Qur'anic extracts from SuratNisae - Interpretation of verses from SuratNisae - Relate the selected verses with daily life. - State the relevance of the selected verses to daily life. 	The learner <ul style="list-style-type: none"> - Explains the rights and status of women in Islam - Explains the rights and status of women according to God. - Recites Qur'anic extracts from SuratNisae related to women. - Interprets selected verse from SuratNisae - Relates the verses to his or daily life.. 	The learner <ul style="list-style-type: none"> - Reads, writes, uses and pronounces the words below correctly. - Nisae - TAlaq - Nikah - Mahr - Idda - Status - Rights - Discrimination - Huluu 	Discussion Question and answer Role play Discovery Brain storming	<ul style="list-style-type: none"> - Reciting and memorizing verses with help of a sheikh - Discussing the relevance of verses to daily life. - Answering oral and written questions. - Lesson notes taking - Brainstorming on the status and rights of women. 	Skills <ul style="list-style-type: none"> - Empathy using appropriate language - Knowing one's status and role Values <ul style="list-style-type: none"> - Respect - love - Appreciation 	Text bks Sheiks Quran Bible	P.7 curriculum pg. 265 - 267 MK IRE by NCDC pg. 127 - 135 MK RE ppls Bk. 7 pg. 271 – 275	

THEME II : TAWHID (Monotheism)

LEARNING OUTCOMES : The learner appreciates the importance of obedience in promoting security in society.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
2 An 3	4	Obedience and Social Security	<ul style="list-style-type: none"> - Concept of obedience defined - Whom to obey - God, parents, leaders(those in authority) - How obedience promotes security in the home and in society. - Consequences of disobedience - Giving reasons why to obey God, parents etc. 	The learner <ul style="list-style-type: none"> - Explains what obedience means - Identifies those to be obeyed God, elders - Leaders - Parents 	The learner <ul style="list-style-type: none"> - Reads, pronounces and writes words related to the topic such as:- <ul style="list-style-type: none"> • Twa-ah • Leaders • Parents 	Role play Dramatization Discussion Brain storming	<ul style="list-style-type: none"> - Stating those to be obeyed - Lesson notes making/taking - Giving reasons for obeying parents, God, prefects teachers etc. - Stating advantage of obedience at different levels. 	Skills Apologizing Requesting Using appropriate language. Values <ul style="list-style-type: none"> - Obedience to Allah - Obedience to authority - Social security - respect 	Quran Bible Text bks	Resource persons P.7 curriculum pg. 268 -269 MK IRE by NCDC pg. 137 - 147 MK RE ppls Bk. 7 pg. 276 – 280	

THEME III : FIQH (Practice)

LEARNING OUTCOMES : The learner appreciates the sanctity of holy sites and demonstrates readiness to perform the rites of Umra..

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
3	1 To 4	Rights of Umra	<ul style="list-style-type: none"> - The historical sites in Mecca and Medina - The rites of Umra - The importance of Umra - Conditions for before performing Umra. 	The learner <ul style="list-style-type: none"> - Mentions historical sites in mecca and Medina - Mentions the rites of Umra - Explains the importance of Umra - Demonstrates how Umra is performed. 	The learner <ul style="list-style-type: none"> - Uses the following words <ul style="list-style-type: none"> • Umra • Masjid • Qiblatayn • Masjid Quba • Care of Itira 	Discussion Explanation Qstn. and answer Brain storming	<ul style="list-style-type: none"> - State holy sites in Mecca and Medina - Discussing importance of Umra. - Answering oral and written questions. 	Skills Giving reasons for action taken Standing up for one's rights Knowing how to behave with different people Values - Unity - Respect - Appreciation	Txt books Quran Hadith	P.7 curriculum pg. 271 - 272 MK IRE by NCDC pg. 149 - 158 MK RE pls Bk. 7 pg. 281 - 286	

THEME IV : HADITH (Prophetic traditions)

LEARNING OUTCOMES : The learner appreciates the message contained in the Hadith regarding marriage and the status of women.

V k	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
4	1 to 4	Marriage and the status of women	<ul style="list-style-type: none"> - Definition of marriage - One Hadith regarding marriage - Types of marriage - Status of women in Islam - Importance of marriage in Islam - One Hadith regarding status of women in Islam - Status of women in Uganda - Conditions necessary for marriage - Factors to consider when choosing a marriage partner. 	The learner <ul style="list-style-type: none"> - Narrates one Hadith regarding marriage in Islam - Narrates one Hadith regarding status of women in Islam - Explains the importance of women in Islam - Describes the status of women in Islam. 	The learner <ul style="list-style-type: none"> - Writes and uses the following words correctly <ul style="list-style-type: none"> • Rights • Status • Afford • expenses 	Discussion Explanation Qstn. and answer Brain storming Role play	<ul style="list-style-type: none"> - Reading and interpreting the Hadiths - Discuss the importance of marriage - Writing the notes - Answering oral and written questions - Discuss the roles played by women in society. 	Skills Self evaluation Making choices Being open Values <ul style="list-style-type: none"> - Respect - Appreciate - Privacy 	Txt books Quran	P.7 curriculum pg. 273 -275 MK IRE by NCDC pg. 159 - 174 MK RE ppls Bk. 7 pg. 287 – 302	

LEARNING OUTCOMES : The learner appreciates achievements of Muslim organizations in Uganda..

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