

Part II: Islamic Religious Education Syllabus

Background

The Islamic Religious Education Syllabus is both Thematic and Cyclic. Though the same themes recur throughout the syllabus, the topics keep on changing, basing on the importance of the concepts, doctrines and the level of maturity of the learner. In Lower Primary classes, basic doctrines and simple concepts are introduced, while in Upper Primary more complex and abstract concepts, the understanding of which require maturity and solid background, are introduced.

Rationale

The P7 Syllabus is predominantly ethical. It puts emphasis on Islamic morality. The P4, P5, and P6 Syllabi emphasise the devotional aspects of Islam with a view to develop faith in a learner. It is assumed that once a learner's faith is consolidated, his ethics will improve tremendously. In other words the three Upper Primary syllabi lay a strong foundation for the introduction of Islamic ethical teachings in P7. These teachings include tolerance, interaction with members of other religions, contribution to the development of Muslim community, cleanliness, greeting, status of woman and upholding good health. The concept of tolerance could not have been introduced at a more appropriate level than P7 because of its emotional, psychological, and social implication. As a learner completes the primary level, she/he is provided with life skills such as greeting (salaam) and helping his/her community to develop. It was realised that much as the learner needs spiritual values, she/he should also be trained in routine values before she/he graduates from primary school.

Organisation of the Syllabus

A background for each topic has been provided. It gives an overview of the topic, thus giving the teacher an insight into the topic.

Learning Outcomes

Learning outcomes have been stipulated for each topic. Learning outcomes define the overall direction of the teaching and learning process. It is what the learner understands, knows and is able to do. They are achieved through competences.

Competences

Competences describe the specific abilities of the learner. It is what the learner can demonstrate, show and do as a result of being exposed to the given IRE content. The syllabus stipulates subject and language competences to be developed in each topic. These competences focus on knowledge, comprehension, application and attitude change. Language competences have been emphasised to enhance literacy skills.

Life Skills and Values

Life skills are personal and social skills that enable young people to function confidently and competently with others. The curriculum emphasises the development of life skills and values across all subjects. This will create awareness among the learners and enable them practice what is acceptable in society. Life skills and values must be on your finger tips so that you stress and apply them as you teach.

Life skills help learners to:

- make informed decisions
- practice healthy behaviours
- avoid risky situations
- change attitudes
- become good citizens
- be active and constructive in life
- solve problems encountered in different situations
- cope with stress and control their emotions
- communicate effectively

Below are the suggested life skills and values you need to develop and refer to during scheming, lesson planning and teaching/learning.

Life skills and their indicators

Skills of Living with Oneself		
Effective Communication <ul style="list-style-type: none"> • Fluency • Audibility • Meaningfulness • Confidence • Articulation • Accuracy • Logical flow of ideas • Verbal • Non-verbal 	Friendship Formation <ul style="list-style-type: none"> • Sharing • Playing with others • Working in groups • Using polite language • Love • Concern • Care • Trustworthiness • Faithfulness • Responsibility 	Self-Esteem <ul style="list-style-type: none"> • Expressing likes and dislikes • Self-appreciation • Talking about self
Assertiveness <ul style="list-style-type: none"> • Being open • Listening and valuing what others say • Expressing one's point of view • Volunteering • Giving reasons for actions taken • Standing up for one's rights • Responding to questions 	Self-Awareness <ul style="list-style-type: none"> • Self-identification • Self-evaluation • Talking about one's potential, feelings and emotions • Talking about one's culture e.g. tribe, home, religion • Knowing one's position and responsibility • Making choices • Caring for oneself 	

Skills of Making Informed Decisions		
Creative Thinking <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas • Innovativeness • Finding different ways of doing things 	Decision-Making <ul style="list-style-type: none"> • Acceptance • Refusal • Making questions • Asking questions • Giving instructions • Telling consequences of decisions made 	Critical Thinking <ul style="list-style-type: none"> • Responding to questions appropriately • Selecting and evaluating information • Analysing statements • Giving reasons for actions taken • Taking a decision • Making the best use of the information you have
Problem-Solving <ul style="list-style-type: none"> • Taking a decision • Making choices • Evaluating facts • Finding different ways of doing things 		

Empathy <ul style="list-style-type: none"> • Supporting others • Caring • Guiding others • Using appropriate language (etiquette) • Listening to others • Comforting 	Interpersonal Relationship <ul style="list-style-type: none"> • Forgiving others • Interacting freely with others • Caring for others • Sharing with others • Knowing how to be with different people, under different circumstances • Working together • Respecting others' opinions • Reacting appropriately • Respecting other people's property, cultures, and so on • Appreciating individual differences 	Coping with Stress <ul style="list-style-type: none"> • Being patient • Forgiving others • Accepting advice • Talking about personal problems • Narrating past experiences
Skills of Living with Others		
Negotiation <ul style="list-style-type: none"> • Using persuasive language • Using appropriate body language • Temper control • Responding appropriately • Apologising • Requesting • Thanking 	Non-Violent Conflict Resolution <ul style="list-style-type: none"> • Resolving issues without fighting • Negotiating • Using appropriate language • Assisting others to come to an understanding • Coping with stress • Accepting defeat • Knowing when to give in 	Coping with Emotion <ul style="list-style-type: none"> • Recognising emotions • Identifying other people's emotions, feelings • Being sensitive about other people's feelings • Recognising causes for different emotions • Making critical decisions for different emotions • Not letting your emotions affect your decisions

Peer Resistance <ul style="list-style-type: none"> • Standing up for one's values and beliefs • Defending one's decision • Standing by one's principles 		
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Values

These are the desired standards of behaviour acceptable in society. Values need to be developed during and after the teaching and learning process. Examples of values include cooperation, sharing, appreciation, endurance, patience, responsibility, care, respect, trustworthiness, love, togetherness, honesty, joy, concern, privacy, independence, self-reliance. It is important to note that you need to observe the learners to see whether they are practising what they learn.

Methodology

You are expected to keep the learner at the centre of the teaching and learning process. Some of the methods to be used during the teaching and learning process include project work, role-play, brainstorming, storytelling, excursion, dramatisation, demonstration and debating.

Instructional Materials

Instructional materials are very important. Get learners involved in the teaching and learning process in order to help them get more interested in their work. You need to use a wide range of instructional materials to enable learners discover concepts by themselves. These are some of the suggested materials to be used when implementing the P7 IRE Syllabus.

- Qur'an
- History books
- The biography of the Prophet
- Zam Zam
- Hadith books
- Habbat Sauda
- Bible

- The vida
- A picture of Ka’bah
- The map of Mecca and Medina, showing the Holy Sit

Assessment

Continuous assessment is recommended and should be based on the suggested competences for each topic. Assessment should be carried out during the teaching and learning process, at the end of the topic, at the end of the term and at the end of the year. Keep records of assessment. Islamic Religious Education should be assessed using two basic attainment targets: knowledge and practice. Learners are expected to gain knowledge of/about the religious beliefs and practice what is taught and learnt in class. They should transfer that knowledge to practical situations in the daily life.

Guidance to the Teacher

- You are free to use relevant textbooks from the old curriculum to deliver this syllabus. However, you should be mindful of the novelties and modifications introduced in the syllabus which may require new information.
- There is need to know that the key words that appear in the column of the language competences matrix represent the conceptual framework in which the topic should fit, so due attention must be paid to them.
- Apply the topic to daily life situations. As far as possible, you should avoid using hypothetical examples which normally begin with “suppose” or “imagine”.
- The methods used should be those which contribute to the development of competences, learning outcomes and eventually lead to the achievements of the national aims and objectives of Primary Education. They should be interactive in order to make the learning process interesting.
- You should be gender sensitive and mindful of learners with special needs.
- You should not be a director of the learning process, instead allow the learners to make contributions at every stage of lesson development and discussion.

- Words of the Arabic language should be carefully handled to ensure correct orthography and pronunciation.
- You should take note of peculiar words, key terminology, words used frequently, or misconceptions and stereotypes.

General Learning Outcomes

The learners:

- appreciates that whatever happens to human beings is from God and hence God is the Almighty and the Lord of creation.
- identifies own strengths and weaknesses, develops responsible behaviour as youth and displays a positive attitude to working alone and with others using the God-given talents.
- appreciates the significance of charity and demonstrates values and benefits of sharing, interacting and living with different groups of people they meet in life.
- develops concern for the disadvantaged, oppressed, minority and the less fortunate.
- discovers the meaning of evil and suffering and develops the ability to accept and cope with suffering.
- appreciates the benefits of sharing useful information, develops skills of friendship formation and keeping true friends.

Some of the commonly used words in this syllabus include:

Hijj	=	pilgrimage (ritual)
Al-Haj	=	a male pilgrim (a person)
Hajat	=	a female pilgrim

Haji	}	these are indigenous versions which should not be used in academic circles
Hajati		
Hajji		
Hijja		

Topic Outline

IRE Syllabus for P7 will cover 15 topics, 5 topics per term as outlined below:

Theme	Term	Topic	No. of periods
Reading from the Qur'an	I	Qu'ranic Extracts Regarding the Day of Judgment	4
Tawhiid (Faith)		Hypocrites	4
Fiqh (Practice)		Rites of Hajj	4
Hadith (Prophetic Traditions)		Upholding Good Health	5
History of Islam		Asian Muslim Communities in Uganda	4
			21
Reading from the Qur'an	II	Qur'anic Extracts Regarding Hajj	5
Tawhiid (Faith)		Islam and other Religions	5
Fiqh (Practice)		Hajj and Umra	6
Hadith (Prophetic Traditions)		Importance of Hajj	5
History of Islam		Important Muslim Personalities in Islam	6
			27
Reading from the Qur'an	III	Qur'anic Teaching on Women	4
Tawhiid (Faith)		Obedience and Social Security	4
Fiqh (Practice)		Rites of Umra	4
Hadith (Prophetic Traditions)		Marriage and the Status of Women	4
History of Islam		Muslim Organisations in Uganda	4
			20

Note

- The background to each topic has been provided. It gives an overview of the topic, thus giving you an insight into the topic.
- General learning outcomes are also stipulated for each topic.
- Language competences have been included in order to enhance literacy skills.
- The syllabus stipulates subject and language competences to be developed. These competences focus on knowledge, comprehension and application.
- Resources for the teacher have been suggested in the preliminary pages of this syllabus under instructional materials.
- It is important to note that not every teaching in Islam has support from the Qur'an. There are other sources of information such as Islamic traditions, theology, history of Islam and Fiqh.