Rawdhatul Ilm Wal Huda, 32 Moss Street, Blackburn,

Curriculum Policy

And say: "My Lord! Increase me in knowledge." (Qur`an, 20:114)

Say: "Are those who know equal to those who know not?" It is only men of understanding who will take heed.

Prophet Muhammad (peace be upon him) said, *"Seeking knowledge is an obligation upon every Muslim."*

He also said, *"For one who treads a path to knowledge, Allah will make easy the path to Paradise." (Muslim)*

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Notes: Signed on behalf of Rawdha:

Curriculum

This policy forms part of our curriculum programme. The curriculum programme is included in the following policies/programmes:

- Curriculum policy;
- Assembly policy;
- SMSC policy;
- Extra-curricula programme.

Curriculum

The School's curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunities and a knowledge-based vibrant community in the United Kingdom and beyond. It must also reflect national policy and priorities.

The School's curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens, and also helps to engender an appreciation of human creativity and achievement.

The curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

This policy sets out the curriculum that underpins teaching and learning at the School. The curriculum will serve the aims of the School and its community. This is defined through the School's mission of educational excellence, character development and service to communities.

Aims

Our curriculum serves the aims of Rawdha, which include:

- To transform the educational achievement of our young people;
- To elevate the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education, employment and the professions;
- To lead a drive based on rigour and high expectations designed to improve standards;
- To mould pupils into active British citizens, with a sense of responsibility for their actions;
- To encourage pupils' social participation within their community;
- To promote the development and nurturing of young leaders;
- To give pupils a practical and more successful understanding of their rights and responsibilities in society;
- To allow pupils to develop their individuality;
- To promote the physical and mental development of pupils;
- To empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles;

- To fulfil Rawdha and statutory requirements;
- To support the mission, vision and values of the Rawdha and its establishments.

Roles and Responsibilities

Rawdha has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Rawdha framework.

The Head-Teacher will ensure that:
- He has an oversight of curriculum structure and delivery;
- All statutory elements of the curriculum, and of those subjects which the School chooses to offer, include aims and objectives which reflect that of Rawdha and national interests;
- The amount of time provided for teaching the core curriculum is in line with Rawdha policy;
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve - this can be thourgh the annual parents' meeting or through emails.

The Curriculum Leaders responsible for the Curriculum will ensure:
- They have an oversight of curriculum delivery;
- Detailed and up-to-date schemes of learning are in place for the delivery of courses;
- Schemes of learning are monitored and reviewed on a regular basis;
- Levels of attainment and rates of progression are discussed with subject leads on a regular basis.

Subject Leads will ensure that:
- Long-term planning is in place for all courses;
- Schemes of learning encourage progression that is in line with Rawdha standards;
- There is consistency in terms of curriculum delivery;
- Courses taught are in line with the Rawdha's recommended awarding bodies;
- Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of pupils;
- Assessment is appropriate to the course and the pupils following particular courses;
- They keep the curriculum leaders informed of proposed changes to long-term plans;
- All relevant information/data is shared with the Senior leaders (and curriculum leaders) - this includes meeting deadlines related to exam entries etc;
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion;
- They share best practice with other colleagues in terms of curriculum design and delivery;

- They facilitate joint and collaborative lesson planning within the faculty;
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teachers will:
- Ensure that the school curriculum is implemented in accordance with this policy;
- Keep up to date with developments in their subjects;
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order to meet the needs of each cohort of pupils, effectively;
- Share and exchange information about best practice amongst their colleagues and through external networks, resulting in a dynamic and relevant curriculum;
- Participate in professional development, working with other teachers in the School to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.

Pupils will:
- Be treated as partners in their learning;
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly;

Parents and carers will:
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- Be informed about the curriculum on offer and understand the rationale behind it.

Curriculum Principles

In line with the Rawdha Quality Standards, the school will ensure the curriculum:
- Is primarily academic, broad and balanced in nature;
- Emphasises learning in literacy, numeracy, languages, humanities and science;
- Encourages high levels of participation in subjects that lead to the English Baccalaureate – at High percentage of the delivery time in each year is dedicated to E-Bacc subjects;
- Prioritises academic achievement in literacy and numeracy for least able learners;
- Provides highly positive and memorable experiences and rich opportunities for high quality learning;
- Has a positive impact on all pupils' behaviour and safety;
- Contributes to pupils' spiritual, moral, social and cultural development;
- Adopts an inclusive, values-driven approach in line with the ethos of the School;
- Fosters, in all, the fundamental British values of: democracy; the rule of law; freedom of religion; freedom of choice; freedom of thought; freedom of speech; freedom of association; tolerance and respect; fairness; liberty; social responsibility; and equality for all.

The Rawdha Curriculum Offer

The curriculum will operate at three levels and will address its pupils' academic, personal and social development.

The three individual elements of learning will each provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the School.

Element 1: Educational Excellence

At the core of the School's curriculum will be a specialist and obligatory menu at Key Stages 3 and 4 for all pupils of academic subjects leading to the English Baccalaureate, also Religious Studies, Information Technology, Languages, Citizenship and Arts and technology.

Subject content will largely be driven by the National Curriculum at Key Stage 3 and by specifications of national examinations at Key Stages 4 and 5.

The School believes that every pupil can benefit from an ambitious, rich and deep academic-curriculum that is supplemented by vocational courses to provide a breadth of experience. Therefore, Level 2 and Level 3 qualifications (GCSEs, A Levels and vocational courses) will be appropriate for many of the pupils at Rawdha.

For any pupil with special educational needs, the School will design a bespoke route which will be tailored to the specific needs and interests of the pupils concerned in any specific cohort. A personalised pathway for these pupils would be likely to include entry level and pre-GCSE courses. The School will, nevertheless, expect these pupils to participate fully in mainstream lessons, and to gain the full benefits of the school's rich and deep curriculum.

The School also believes that there should be opportunities for learning in performance and creative arts – including iMedia, nasheeds, qira`at (vocals), oratory speeches, Art and calligraphy clubs, drama and/or art. Furthermore, pupils should be able to strive in technical learning – including, subjects such as, computer science or ICT and some other extra curricula activities.

Element 1 will be delivered mainly through the formal taught curriculum; however, some parts of this element will be taught through extra curricula activities.

Also, we provide a rich and deep Islamic curriculum for all our students with varying programmes offered - which will be discussed as a separate section later in the policy.

Element 2: Character Development

Concurrently with the core academic-curriculum, pupils will participate in a programme of leadership development organised around Rawdha's leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.

The leadership specialism will help pupils develop key personal skills and aptitudes, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. Through a focused and integrated approach to arts, culture and tradition, pupils will benefit from deep learning through direct experiences, visual displays, handling artefacts, live performances, cultural exchanges and outside visits. These extra-curricular dimensions of learning will be at the heart of the school.

Rawdha has also published books for character development which are taught formally and also as extra curricula to age-appropriate pupils. Furthermore, our assembly has a given time fixed for character development topics.

Element 2 will mainly be delivered through extra-curricular activities and pupils' independent studies in their own time.

Element 3: Service to Communities

The curriculum for this element will be structured to help the development of social enterprise, volunteering and service to communities.

Pupils will acquire, through a range of individualised programmes, insights into social education and experiential community activities; with 'hands-on' and participative learning at the fore. Key Stage 5 pupils will undertake elements (within the School and sometimes outside) to acquaint them with the customs, morals, behaviours and expectations of contemporary adult and professional life.

Communication, Mathematical and Scientific Skills

The current and eventual plan would include the following, although some may not be applicaable immediately as our student inatake will not immediately be for all year groups.

Communication skills at the School will be enhanced by English Language and Literature courses upto and beyond GCSE, including A Levels in English; and the possibility of Urdu and Arabic upto GCSE and beyond.

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through Mathematics upto and beyond GCSE level. Mathematical skills will also have a focus on the application of Mathematics in everyday life and functional skills as part of revisions to the new curricula. Numeracy will also be developed across the curriculum as a core skill that enhances employability and supports attainment. GCSE Mathematics will be delivered as a linear course, completed in Year 11. A Level Mathematics will be studied by students in the sixth form (once the year group is enrolled).

Science will be taught upto and beyond GCSE level, including A Level Chemistry. At GCSE level, the pupils will complete single sciences in all three disciplines at GCSE Level, a change from our earlier stratgey when only the most able learners would do this qualification. However, we strongly believe that all the learners, if managed

appropiately, can perform well in this qualification. There will be an emphasis placed on greater depth of knowledge and understanding in Science, the History of Scientific Thought and how everyday science is applied. Aspects of the sex and relationship education will be offered through the Science and Citizenship curriculums and *halaqaat* programme curriculum.

Beyond GCSE, vocational students will also be able to study a BTEC (Level 3) Extended Diploma in Applied Science instead of A Levels.

Humanities, Faith and Relationships Education

The Humanities provision will underpin the School's drive to develop exemplary citizens who hold an appreciative understanding of British history, promote fundamental British values and challenge all forms of discrimination and extremism.

At Key Stage 3, all learners will have separate specialist teaching of History, Religious Studies and Citizenship (Life Skills). The teaching of History up to GCSE level will allow students to undertake an understanding of modern world History, with a specific focus on current issues and different cultures.

Assemblies and the Active Citizenship curriculum at Key Stage 3 and beyond will include a focus on healthy body and healthy life; self-awareness; risks, such as sexual exploitation, unsafe use of the internet and extremism; as well as learning about careers, money, industry and economics. The curriculum will also develop knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths. Students will be taught about parliament, about how laws are drafted and approved, about how the democratic institutions function and about the role of media and voluntary bodies.

Other areas, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; freedom of choice; freedom of association; freedom of thought; risks of religious and political extremism; accepting personal responsibility within their communities and the concept of 'civic society' will be delivered through Citizenship lessons, as well as the school assembly. Aspects of Sex and Relationship Education (including awareness of issues such as female genital mutilation, forced marriages and sexual exploitation) will also be delivered through the the *halaqah* sessions and the Active Citizenship curriculum.

At GCSE, all students will study two subjects related to Humanities and Faith education. All students will complete a GCSE in Religious Studies and a GCSE in History.

Religious Education up to GCSE level and beyond will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.

Technical and Creative Education

Aesthetic and creative education will be provided through Art and Performing Arts (which includes Music/Nasheed lessons) in *anjumans* and extra curricular activities. Art lessons will allow learners to explore and develop artistic learning through a study of materials, drawings and works.

Pupils at KS3 will also be given the option to study Computer Science. Alternatively, pupils will study a nationally recognised IT qualification as part of their creative and technical curriculum at KS4.

Physical Development

The physical well-being of students will be encouraged through the provision of Physical Education for all students. Students will also develop an understanding of issues such as drugs, exercise and good nutrition.

Careers` Guidance, Work-related Learning and Enterprise Skills

The School will have a careers' programme which will aim to enrich the pupils wth ideas and opportunitites for the future. Careers' education will be provided in few strands:

- The school will facilitate the delivery of impartial information, advice and guidance. This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year;
- The second strand is the provision of careers' guidance and development of work-related skills in the citizenship curriculum or assemblies;
- Provision of community service, work experience opportunities, visits from employers for pupils.
- The fourth strand is the explicit linkage of the taught curriculum to careers with an emphasis on Science, Technology, Engineering and Mathematics (STEM) to raise aspirations.

Enrichment through the curriculum

The School has a firm commitment that learning in each curriculum area should not just be about delivering a Scheme of Work or programme of study to achieve outstanding examination results, but should also be about pupils enjoying learning and developing creativity within that subject.

Each curriculum area will be expected to develop enrichment activities for learners and to signpost these activities.

Enrichment within curriculum areas should be aimed at:

- Increasing enjoyment within that curriculum area;
- Providing challenge and developing independent learning in gifted and talented pupils in the curriculum area;

- Developing the profile of the curriculum area or particular skills and themes within that area;
- Each curriculum area will develop their enrichment activity in the coming academic year. Enrichment will include:
  - Development of clubs linked to one or more curriculum areas;
  - Development of faculty-based trips and outdoor learning opportunities;
  - Identifying external facilitators to engage pupils.

The enrichment activities will be delivered during:
- Weekday evening sessions on particular days of the week when intervention sessions are not usually scheduled;
- Weekends where appropriate.

Curriculum Structure

Key Stage 3

The School will operate a two-year Key Stage 3.

All pupils will follow a traditional model of study, which involves core and foundation subjects. These will be taught in Year 7, Year 8 and Year 9. The subjects formally taught at Key stage 3 stage will include:
- English,
- Maths,
- Science,
- Art,
- Citizenship/PSHE/RSE,
- History,
- R.E.
- I.T.
- Urdu.

Key Stage 4

The School will operate a three-year Key Stage 4 (once it becomes applicable).

Across Years 10 and 11, almost all pupils will follow a combination of subjects which will enable them to achieve the English Baccalaureate. They will sit GCSEs across years 10 and 11. Learners will study subjects across Year 10 and Year 11 which will contribute to a deep and rich curriculum experience.

Pupils will be offered extra support for English, Mathematics and Science where they are performing below nationally expected levels. The focus is to ensure that every pupil secures a good understanding in English and Mathematics that will allow them to progress in life afterwards.

A very small number of pupils will undertake an alternative pathway. This will be a targeted pathway which will ensure SEN pupils are supported in their learning to ensure they make the rapid progress. However, we do not have any SEN pupils at the moment.

The subjects formally taught (for which exams are compulsory) at Key stage 4 stage will include:

SUBJECT	LEVEL	START	FINISH
English Language	GCSE	Y10	Y11
English Literature	GCSE	Y10	Y11
Maths	GCSE	Y10	Y11
Biology	GCSE	Y10	Y11
Chemistry	GCSE	Y10	Y11
Physics	GCSE	Y10	Y11
History	GCSE	Y10	Y11
Religious Studies	GCSE	Y9	Y10
Information Technologies	Campbridge National	Y10	Y11
Urdu	GCSE	Y9	Y10

Furthermore, Citizenship will also be delivered in a classroom setting, with more focus on understanding the context, British values and adding to the 'cultural capital' of each individual. Also, Art will be possible to undertake as a form of extra curricula activities for pupils interested. Those pupils that intend to take any other GCSE exams, like GCSE in Citizenship, Arabic etc. they may be able to do so if the leaders believe they have adequate support and learning completed for completing the GCSE. Furthermore, students will have an option of sitting a Computer Science GCSE, if the school and teacher feel it is in the best interest of the student. Students will continue to develop their Religious Studies and Urdu Studies as part of their specialist 'Alimiyyah programme'.

English Baccalaureate

The English Baccalaureate (EBacc) is an additional award, given by the Government, to any student who achieves the following:

1) Grade 9-5 in GCSE English Language or English Literature,
2) Grades 9-5 in GCSE Mathematics,
3) Grades 9-5 in GCSE Science (get 9-5 in two of the Sciences),
4) Grades 9-5 in GCSE Urdu (or any other Modern Foreign Language),
5) Grades 9-5 in GCSE History.

In order to achieve the Ebacc, you will need to do well in each of these subjects.

The English Baccalaureate is important as it is officially recognised by the Government and also
employers as a sign to show that the pupil has studied a wide range of subjects successfully.
Nationally, fewer than 20% of students achieve the Ebacc award.

Key Stage 5

KS5 pupils will be expected to study specialist A-level subject(s) or a BTEC qualification. The timetabling for each of these A-Level subjects will include:

- 4 hours of tuition;
- 4 hours of personal study and independent learning.

For those pupils that prefer to take a strictly vocational pathway. These pupils will complete BTEC qualifications that are offered and any other vocational programmes offered.

Cultural Capital

Making every pupil into an individual who will serve our country with valuable knowledge and experiences is one of the main aims of the institute. Hence, along with all our subjects taught formally throughout the curriculum, the secular or Islamic based curriculum, Rawdha will try and create contacts with other organisations who can offer courses which will further add to the 'cultural capital' of each pupil. This will be focused more towards the 16+ students and would include short courses like:

- IT diplomas,
- Customer service qualificiations/training,
- Nutrition and health qualifications/training,
- Safeguarding qualifications/trainign,
- Business education qualifications/training,
- Employability enrichment and pastoral support qualifications/training.

Withdrawal from Curriculum

The school curriculum is designed to provide broad and balanced, knowledge-rich and deep experience. The School believes that it is important that pupils participate in all aspects of the formal and informal curriculum.

Parents and carers may ask that a pupil should be wholly or partly withdrawn from Religious Education. Parents wishing to do so should contact the Head-Teacher to discuss this request as the School remains responsible for supervision and for ensuring that the request does not impact on a child's attendance at school. As all subjects within the curriculum contribute to developing pupils spiritually, morally, socially and culturally there will be occasions when spontaneous enquiries made by pupils on religious matters arise in other areas of the curriculum. Circumstances will vary, but responses to such enquiries are unlikely to constitute Religious Education within the meaning of the legislation and a parent would not be able to insist on a child being withdrawn every time issues relating to religion and spiritual values were raised.

The 1996 Education Act (Section 405) gives parents the right to withdraw their child from all or any part of the SRE programme other than those elements in the Science curriculum. Any parents who may be considering the exercise of this right should first make an appointment with the Senior Leader to discuss what such a decision may involve.

Organisation of Learning

The organisation of learning and the curriculum will be structured around a series of faculties. Each faculty will have responsibility for delivering a range of subject areas and will ensure that the quality of learning reaches the highest standards for pupils to be embedded with a culture of success, moral purpose and character-development.

Formal assessments of learning are conducted according to our Assessment Policy and targets are shared with pupils and their parents by the first half-term of the school year. However, staff members have been afforded greater flexibility in the time, content and duration of these assessments to reduce staff-workload, allow teachers to identify gaps and enhance informed planning for future delivery.

For more information on our curriculum, please email the institute.

Islamic curriculum

Rawdhatul Ilm Wal Huda provides many educational opportunities to its students. These include:

- Secondary school level national curriculum including GCSEs,
- National curriculum beyond secondary school including A-levels, BTECs,
- Holy Qur'an reading/memorization programme as part of the Islamic curriculum,
- Urdu intermediate level course as part of the Islamic curriculum,
- Arabic beginner/intermediate level course as part of the Islamic curriculum,
- Islamic theology course as part of the Islamic curriculum.

The following table indicates to age group that partake in each programme:

Programme	Age Group
Secondary school level national curriculum including GCSEs	11-16 years

National curriculum beyond secondary school including A-levels, BTECs	16-18 years (in some cases, 19 year olds will be allowed)
Holy Qur'an reading/memorization programme	11-16 years
Urdu intermediate level course	11-15 years
Arabic beginner/intermediate level course	12-19 years
Islamic theology course	16-24 years

A student may take a **maximum** of **two programmes** at one time – one from the national curriculum courses and one from our Islamic courses. For example, an 11 year old student may be taking the 'Secondary school programme' along with the 'Holy Qur'an reading programme'.

All our over 16 students primarily join our specialist Islamic theology course. However, as part of Rawdha, we advise all our over 16 students to undertake further secular studies at A-Level, Btec or any further secular studies.

The breakdown for each programme under the Islamic curriculum is as follows.

Holy Qur'an reading/memorisation programme

All year 7 students that enroll onto Rawdhatul Ilm Wal Huda will enter the pre-Hifdh (Qu'ran memorization) programme. The teacher(s) of that class will make sure all students have reached a certain standard of Qur'an reading before advancing them onto the 'main' Hifdh programme (Holy Qur'an memorization) programme. Once students have started the Hifdh programme, they will be monitored throughout the course, and their daily/weekly records of the amount memorized will be noted by the teachers in their 'Hifdh log Book'. Usually, students take 3 years to complete the memorization, so along with the revision, the students should usually finish their Hifdh by end of Year 10/year 11.

If the student decides not to do the Hifdh programme, then after the pre-Hifdh class (in year 7), they will be moved onto our other Islamic curriculums, this would be:

- Urdu programme,

- Thereafter, Arabic beginner/intermediate programme,

This programme is normally delivered Mon-Sat 8:15 to 12:00.

The outcomes, benefits, assessment structure and progression route is mentioned in the document for 'each subject'.

Urdu Course

All students that are aged 11-15 years (and have not completed the Hifdh course), they will be enrolled onto this Urdu course. This 2 year programme will greatly improve the student in a modern foreign language – a language which is used worldwide and also in many communities within the United Kingdom, allowing them to graduate as scholars and be able to speak as many languages relevant to Islamic sciences and also their local communities.

In this course, the student will learn how to communicate in Urdu, this could be by speaking, writing, reading and also understanding any Urdu books. The range, richness and depth of the vocabulary of the student will also improve greatly throughout the course.

The course will also allow the students to understand other cultures in a much more profound manner, this would include cultures abroad and also the multicultural, multilingual and multi-faith British society that we live in; adding to the cultural capital of modern Britain.

The outline of the two year course is as follows:

Pre-Alimiyyah Course			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaUC1
Qur'an memorization	Arabic	English	QuUC1
Seerah *(Islamic History)*	English	English	SeUC1

Duroosul Lughah	Arabic	English	
Allah Kay Rasool *(Urdu language)*	Urdu	English	AlUC1
Islami Ta'leem (1) *(Urdu Language)*	Urdu	English	Is1UC1
Islami Ta'leem (2) *(Urdu Language)*	Urdu	English	Is2UC1
Ta'leem al-Haq (1) *(Islamic Jurisprudence)*	English	English	TaHC1
Student etiquettes *(Islamic manners)*	English	English	StEUC1
Duas *(Prophetic prayers)*	Arabic	English	DuUC1

Arbi Awwal			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaUC2
Qur'an memorization	Arabic	English	QuUC2
Seerah *(Islamic History)*	English	English	SeUC2
Qasas Nabiyeen (1)	Arabic	Urdu English	UrUC2
Sarf	English/Arabic	English	
Nahw	English	English	
Das Sabaq	English/Urdu	English	
Duroosul Lughah	Arabic	English	
Islami Ta'leem (3) *(Urdu Language)*	Urdu	English	Is3UC2
Islami Ta'leem (4)	Urdu	English	Is4UC2

(Urdu Language)			
Islami Ta'leem (5) *(Urdu Language)*	Urdu	English	Is5UC2
Student etiquettes *(Islamic Manners)*	English	English	StEUC2
Duas *(Prophetic prayers)*	Arabic	English	DuUC2

This is a brief outline of the Urdu course, more detail is mentioned in our schemes of work.

'Alimiyyah Course

All students that are aged 16 and over will be enrolled into our 'Alimiyyah programme. This programme is divided into two parts:

- Arabic beginner/intermediate course,
- Islamic theology course.

Arabic Course

In this course, the student will learn how to communicate in Arabic, this could be by speaking, writing, reading and also understanding Arabic books. The range, richness and depth of the vocabulary of the student will also improve greatly throughout the course.

The course will also allow the students to understand other cultures in a much more profound manner, this would include cultures abroad and also the multicultural, multilingual and multi-faith British society that we live in; adding to the cultural capital of modern Britain.

The Arabic beginner/intermediate level 3 year programme has the following brief outline:

Arabic Class year 1			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaAC1
Qur'an memorization	Arabic		QuAC1
Hadeeth memorization	Arabic		HaAC1
Das Sabak *(10 Main lessons of Arabic)*	Urdu	English	DaAC1
Sahal Urdu part 2 *(Urdu language)*	Urdu	English	SaAC1
Sarf *(Arabic Morphology)*	Arabic	English	SaAC1
Nahw *(Arabic Grammar)*	Arabic	English	NaAC1
Qisas *(Arabic Language & Literature)*	Arabic	Urdu	QiAC1
Duroos *(Arabic speaking)*	Arabic	English	DuAC1
Student etiquettes *(Islamic manners)*	English	English	StEAC1

Arabic Class year 2			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaAC2
Qur'an memorization	Arabic		QuAC2
Hadeeth memorization	Arabic		HaAC2
Qur'an Translation	Arabic	Urdu	QtAC2
Hadeeth translation	Arabic	Urdu	HtAC2
Sarf *(Arabic Morphology)*	Arabic	English	SaAC2

Nurul Idah *(Islamic Jurisprudence)*	Arabic	English	NuAC2
Nahw *(Arabic Grammar)*	Arabic	English	NaAC2
Qisas *(Arabic Language & Literature)*	Arabic	Urdu	QiAC2
Duroos *(Arabic speaking)*	Arabic	English	DuAC2
Student etiquettes *(Islamic manners)*	Urdu	English	StEAC2

Arabic Class year 2			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaAC3
Qur'an memorization	Arabic		QuAC3
Hadeeth memorization	Arabic		HaAC3
Qur'an Translation	Arabic	Urdu	QtAC3
Hadeeth translation	Arabic	Urdu	HtAC3
Suwar Sahabah *(Arabic Language & Literature)*	Arabic	Urdu	SaAC3
Mukhtasar al-Quduri *(Islamic Jurisprudence)*	Arabic	English	QuAC3
Kanz ad-Daqaiq *(Islamic Jurisprudence)*	Arabic	Urdu	KaAC3
Nahw *(Arabic Grammar)*	Arabic	Urdu	NaAC3
Qisas *(Arabic Language & Literature)*	Arabic	Urdu	QiAC3
Usool as-Shashi	Arabic	English	UsAC3

(Principles of Islamic Jurisprudence)			
Student etiquettes *(Islamic manners)*	Urdu	English	StEAC3

This is a brief outline of the Arabic course, more detail is mentioned in our schemes of work.

Islamic Theology Course

Students enrolling onto this course must have a good grasp of classical Arabic and be able to understand Arabic books through Arabic explanation, in some cases through Urdu or English explanation.

In this course, the student will learn the deep Islamic theology. The range, richness and depth of the studies undertaken by the students in this course will enable them to understand the Islamic texts in context to modern Britain and the world.

The course will also allow the students to understand other cultures in a much more profound manner, enable students to serve the needs of the communities, Muslim and non-Muslim communities alike. Educate the students regarding different approaches and understanding of the different Islamic texts, whilst inculcating the need to understand and appreciate the differences people have; whilst making sure the British law is understood alongside the Islamic texts.

The Islamic Theology level 3 year programme has the following brief outline:

Islamic Theology Class year 4			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	English	TaAC4
Qur'an memorization	Arabic		QuAC4
Hadeeth memorization	Arabic		HaAC4
Hadeeth Translation	Arabic	Urdu	HtAC4

Nur al-Anwaar *(Principles of Islamic jurisprudence)*	Arabic	Urdu	NuAC4
Mukhtasar al-Ma'ni *(Arabic rhetoric)*	Arabic	Urdu	MuAC4
Tafseer *(Qur'an Exegesis)*	Arabic	Urdu	TaAC4
Maqamaat *(Arabic Language & Literature)*	Arabic	Urdu	MaAC4
Hidayah *(Islamic Jurisprudence)*	Arabic	Urdu/English	HiAC4
Al-Fawz al-Kabeer *(Principles for Qur'an Exegesis)*	Arabic	Urdu	FaAC4

Islamic Theology Class year 5			
Lessons	Language	Taught in?	Code
Tajweed *(Qur'an Elocution)*	Arabic	Arabic	TaAC5
Qur'an memorization	Arabic		QuAC5
Hadeeth memorization	Arabic		HaAC5
Hadeeth Translation	Arabic	Urdu/Arabic	HtAC5
Mu'een al-Faraidh *(Inheritance laws)*	Arabic	Urdu	MuAC5
Usool Hadeeth *(Principles for Hadeeth)*	Arabic	English	UsAC5
Tafseer *(Qur'an Exegesis)*	Arabic	Urdu	TaAC5
Hidayah *(Islamic Jurisprudence)*	Arabic	Urdu/English	HiAC5

Islamic Theology Class year 6			
Lessons	Language	Taught in?	Code
Saheeh al-Bukhari (Hadeeth studies)	Arabic	Arabic/Urdu/English	BuAC6
Saheeh Muslim (Hadeeth studies)	Arabic	Arabic/Urdu/English	MuAC6
Sunan Nasai (Hadeeth studies)	Arabic	Arabic/Urdu/English	NaAC6
Sunan Abu Dawood (Hadeeth studies)	Arabic	Arabic/Urdu/English	ADAC6
Saheeh Tirmidhi (Hadeeth studies)	Arabic	Arabic/Urdu/English	TiAC6
Saheeh Ibn Majah (Hadeeth studies)	Arabic	Arabic/Urdu/English	IMAC6

This is a brief outline of the Arabic course, more detail is available.