

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.

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1	1 to 4	Qur'anic extracts regarding the day of judgement	- Selected verses (6:51), (1:187), (33:63), (56:11-56) - No one is going to have a protector during judgement day apart from Allah. - Fearing & respecting Allah will lead us to success during judgement. - Allah will raise us from death and we shall gather before him for judgement. - Life after death is a reality although many people deny it. - No body knows the judgement day & hour apart from Allah. **Events on the judgement day.**	- The learner recites selected verses regarding the day of judgement. - Interprets the selected verses. - Applies the message in the verses to his/her daily life. -	The learner reads, recites & pronounces and uses the following words related to the topic correctly. - Siratwa - Judgement - Mizan (weighing scale) -	Story telling Dramatization Qn. & answer discovery methods.	**Teacher** - Tells stories - Reads from the Qur'an - Emphasize key points. - Discuss the significance of the events. - Lesson learnt e.g. death is not the end of human existence. - Judgement day is a fact. **Pupils** - Pupils listen - Pupils take notes - Role play - Read from the Qur'an	Sharing, love, appreciation, endurance	Quran Txt books	MK IRE P.7 curriculum pg. 234 MK IRE by NCDC pg 8-14	

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			- 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.								

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.

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2	1 to 4	Hypocrites day of judgement	- Defn: Munafiqun (hypocrite) - Characteristics of Munafiqun - Medina - General - Dangers & threats of hypocrites.	- The learner defines munafiqun - Explains xtics of munafiqun - Describes characteristics of hypocrites.	The learner defines & uses the following words related tot eh topic correctly. - Yathrib - Munafiqun	Demonstration Dramatization Qn. & Ans.	**Teacher** - Describes hypocrites - . **Pupils** - Takes notes - Takes notes - Ans. Qns.	Honesty Uprightness **Life skills** Selfesteem	Txt books Resource person c/b	P.7 curriculum pg. 236 – 237 MK IRE by NCDC	
			- Ways of avoiding hypocrites in society today. - Types of hypocrisy. - Relevance of the topic to daily life.	- Explain the threats of the hypocrites. - Identifies ways of avoiding hypocrites in society today. - Relates the topic to the daily life. -	- Hypocrites - Affestation			Confidence Logical thinking Assertiveness.		pg 1723 MK RE pplsBk 7 pg. 200-201	

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.

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3	1 to 4	Rites of Hijj	- Definition of Hijj, Haj, Hajat, Hadith, al-haj. - Importance of Hajj. - Relevance of Hajj to daily life. - Religious symbols in Mecca & Medina. - Rites of Hajj - Pillars of Hajj - Conditions for Hajj.	- The learner talks about Hijj & its rituals. - Explains the importance of Hijj - Describes the rites of Hijj. - Demonstrates how Hijj is performed. - Explains how Hijj can change one's behavior - Identifies religious symbols located in Mecca and Medina.	A learner defines and uses the following words. - Umra - Sa'ij - Tawaf - Arafa - Mina - Jam'arat - Pilgrimage - Rites	Qns& Ans. Demonstration Dramatization	**Teacher** - Demonstrate - Explains content. **Pupils** - Dramatize - Takes notes - Ans. Qns.	Selfesteem Self awareness **Values** Socialization Uprightness Self identification	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.

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4	1 to 5	Up-holding good health.	- One Hadith regarding visiting the sick. - One Hadith regarding medicine &treatment. - Relevance of Hadith to daily life. - Problems & consequences of early sex & pregnancy. - Categories of diseases HIV/AIDS, STDs, - Examples of STDs - Causes of HIV & STDs - Moslem Medicine - Religious implications	- The learner recites one Hadith regarding visiting the sick. - Recites one Hadith regarding medicine. - Interprets the Hadiths recited. - Relates to daily life - Identifies problems & consequences of premarital sex & pregnancy. - Mentions categories of diseases such as STI/STDs, HIV/ AIDS - Give examples of STDs. - Explains causes of HIV & STDs	The learner uses the following words related to the topic correctly - Honesty - Dates - HabbatSauda - ZamZam - Qur'an -	Qns& Ans. Demonstration	**Teacher** - Explains key points - Ask questions. - Discusses the types of Muslim medicines. **Pupils** - Takes notes - Ans. Qns. - Mention effects of early sex & pregnancy.	Peer resistance Complying with emotions Being principled **Values** Respect Attending to the sick Care.	Txt books Qur'an Resource person	P.7 curriculum pg. 243 - 244 MK IRE by NCDC pg 4361 MK RE pplsBk 7 pg. 211-220 Qur'an 7:552, 24:2, 17: 32	

				- Identifies the medicine							

				prescribed by Islam.							

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.

Wk	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.	- 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.	- 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. - Sunni - Shia - Ismalia - Aga Khan - Bohra	Qns& Ans. Guided discussion.	**Teacher** - Discuss contribution of Asia - Brain storming on the Asian communities which made a contribution to Uganda. -	**Values** Commit ment Toleranc e Cooperatio n	Txt books	P.7 curricul um pg. 240-247 MK IRE by NCDC pg 6384 MK RE pplsBk 7 pg. 222-234	

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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.

Wk	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	- 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.	- 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.	- The learner reads, writes pronounces and ues the following words related tt he topic e.g. - Arafat - Sacrifices - Expiation	Qns. & ans. Guided discussion	**Teacher** - Interprets verses. **Pupils** - Recites and memorizing Qur'anic extracts.	- Commit - Tolerance - Cooperation	Text bks	P.7 curriculum pg. 240 - 247 MK IRE by NCDC pg. 63 84 MK RE ppls Bk. 7 pg. 222 – 234	

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THEME III : TAWAHIID (Monotheism)

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

Wk	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	- Concept of God according to Islam. - Similarities & differences between Islam & other religions in Uganda such as Baha'ism. - Christianity - African traditional religion and	The learner - Recites two hadiths concerning the importance of Hijj - Interprets the two mentioned Hadiths - Relates the message	The learner - Reads, writes and uses the following words correctly. - Janah - Obscene - Reward - Vulgar	- Discussion - Explanation - Question and answer - Guided discovery	- Lesson note taking - Lesson note making - Explaining the importance of Hijj	- Appreciate - Love - Endurance - Communication **<u>Skills</u>** - Logical reasoning - Self identification	Chalkboard illustration Txt bks Qur'an	P.7 curriculum pg. 256 MK IRE by NCDC pg. 105 - 110	
			Hinduism in relation to • Concept of god • Concept of revelation • Prophet hood • Life after death.	contained in the Hadith to daily life. - Concept of sin - Appreciates other religions - Interacts freely with people of other religions.	- Innocent - Life after death - tradition		- Answering oral and written questions. .	- Making choices.		MK RE ppls Bk. 7 pg. 250 – 258	

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THEME III : HADITH (Prophetic traditions)
LEARNING OUTCOMES : The learner gains knowledge and appreciates the importance of Hijj and demonstrates a willingness to perform Hijj

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
1	6	Importance of Hijj	• Definition of Hadith • The two Hadiths on the importance of Hijj • Meaning f ht two hadiths • Applications of the hadith in daily life.	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	The learner - 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** - Lesson note taking - Lesson notes making - Explaining the importance of Hijj. **Pupils** - Answering oral and written questions	**Values** - Appreciate - Love - Endurance - Communication **Skills** - 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	

				people of other religions.							

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.

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Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.

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7 & 9	**6**	Important Muslim personalities in Uganda	• Important Muslim personalities in Uganda • Biographies of the following people in Islam.	The learner - Identifies the important Muslim personalities.	The learner - uses the correctly - Personality - Contribution	Discussion Explanation Brain storming	**Teacher** - Giving biographies of important religious	**Skills** - Taking decision - Responding to questions	Chalkboard illustration	P.7 curriculum pg. 261 263	

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
6 & 7	**5**	Hijj and Umra	• 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 - 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 - uses the following words related to the topic correctly:- -Rites - Ifrad - Qiran - Tamattu	Discussion Question and answer Guided inquiry	**Teacher** - Discussing differences between Hijj and Umra - Similarities between Hijj and Umra - Discussing the 3 types of Hijj and i.e. Ifrad, Qiran and Tamattu.	**Skills** - Articulation - Fluency - Knowing how to behave with different persons **Values** - 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	

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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.

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				- Gives the biographies of				- Negotiating			
			• BadruKakungulu • AnasKinyiri • Jumamunullo • ZaidMugenyiAsooka • Nuhumbogo • Their contribution to Islam.	the following personalities - BadruKakungulu - AnasKinyiri - Jumamunullo - ZaidMugenyiAsooka - Nuhumbogo and explains their contributions to Islam.		Think share pair.	Muslim personaliti es. - Giving qualities of an important Muslim personality - Writing essays on these personalities.	- Coping with stress **<u>Values</u>** - Tolerance - Dedication to the cause - Develop philosophy of life - Consistency	Text bks. Qur'an	MK IRE by NCDC pg. 111 - 126 MK RE ppls Bk. 7 pg. 263 – 270	

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

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.

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1 And 2	4	Qur'anic teaching on women	- 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 - 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 - 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	- Reciting and memorizing verses with help of a sheikh - Discussing the relevance of verses to daily life. - Answering oral and written questions.	**<u>Skills</u>** - Empathy using appropriate language - Knowing one's status and role **<u>Values</u>** - 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	
							- Lesson notes taking - Brainstorming on the status and rights of women.				

THEME II : TAWHID (Monotheism)
LEARNING OUTCOMES : The learner appreciates the importance of obedience in promoting security in society.

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Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
2 And 3	**4**	Obedience and Social Security	- 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 - Explains what obedience means - Identifies those to be obeyed God, elders - Leaders - Parents	The learner - Reads, pronounces and writes words related to the topic such as:- • Twa-ah • Leaders • Parents	Role play Dramatization Discussion Brain storming	- 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** - 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..

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3	**1** **To** **4**	Rights of Umra	- The historical sites in Mecca and Medina - The rites of Umra - The importance of Umra - Conditions for before performing Umra.	The learner - Mentions historical sites in mecca and Medina - Mentions the rites of Umra - Explains the importance of Umra - Demonstrates how Umra is performed.	The learner - Uses the following words correctly. • Umra • Masjid • Qiblatayn • Masjid Quba • Care of Itira	Discussion Explanation Qstn. and answer Brain storming	- State holy sites in Mecca and Medina - Discussing importanc e 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 - Appreciati on	Txt books Quran Hadith	P.7 curriculum pg. 271 272 MK IRE by NCDC pg. 149 - 158 MK RE ppls 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.

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4	**1 to 4**	Marriage the and sta of tus women	- 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	The learner - 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 inIslam.	The learner - Writes and uses the following words correctly • Rights • Status • Afford • expenses	Discussion Explanation Qstn. and answer Brain storming Role play	- Reading and interpreting the Hadiths - Discuss the importance of marriage - Writing the notes - Answering oral and written questions - Discuss the roles played	**Skills** Self evaluation Making choices Being open **Values** - 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.	
			- Factors to consider when choosing a marriage partner .				by women in society.			287 – 302	

THEME V : HISTORY OF ISLAM

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

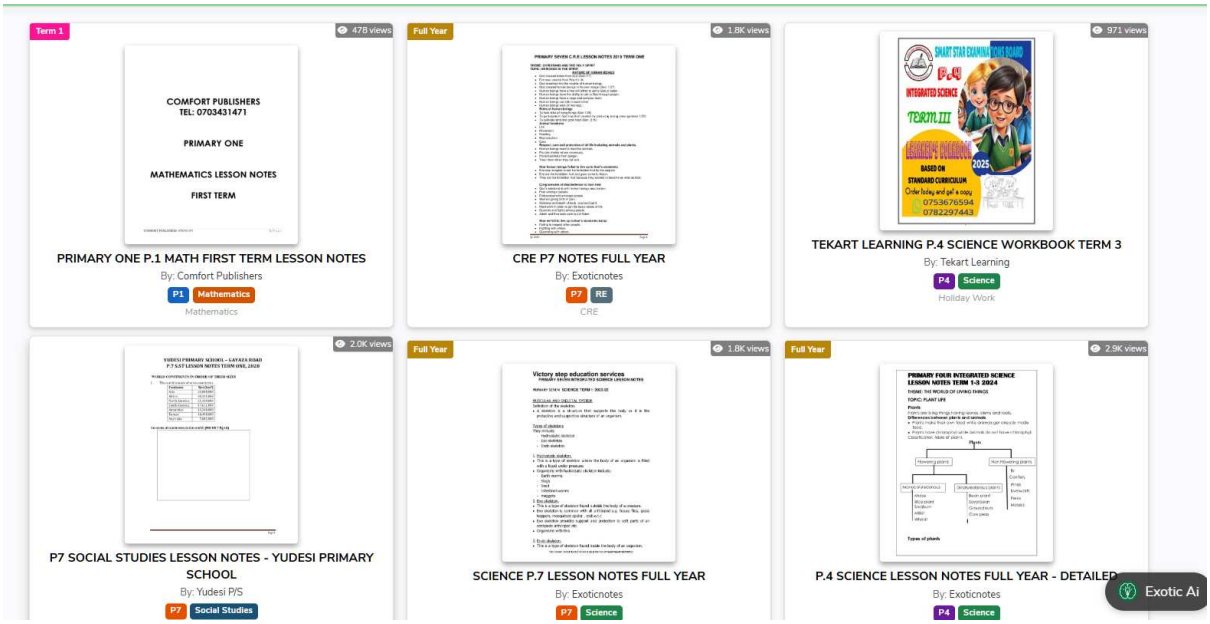
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5 and 6	**1 to 4**	Muslim organizations in Uganda.	- Muslim organizations :- - Uganda Muslim Supreme Council - Uganda Muslim Education Association - Causes and effects of wrangles - Ways of promoting unity - Setting the activities of UMSC - Other Islamic organizations (local and foreign organization).	The learner - Describes activities of UMSC - Describes activities of UMEA - Explains the causes of wrangles - Ways of promoting unity	The learner - Uses the following words correctly • Supreme • Council • Association wrangles • Unity • Faction • reconciliation	Discussion Explanation Qstn. and answer	- Asking and answering questions - Discussing ways of promoting unity.	- Negotiating - Appreciation - Use of polite language - Respecting other's opinions.	Txt books	P.7 curriculum pg. 276 - 278 MK IRE by NCDC pg. 175 - 786 MK RE ppls Bk. 7 pg. 303 – 310	

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