

P.7 ISLAMIC RELIGIOUS EDUCATION LESSON NOTES TERM ONE

THEME I : READING FROM THE QUR'AN

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

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 onwhat 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 **SuratMunafiqun**
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.
- The always have a pleasant and excellent outlook by being smart.
- They never fulfill their promises.
- They normally think that otherpeople'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 time 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 e throwing in hall 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
- Mosque HAram
- Quiblatayin Mosque
- Quba
- Care Thauri
- Nnabawi Mosque
- Baque
- Care hira

Ritnah of Hajj

- Sacrificing animals
- Throwing stones
- Sharing hair
- 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. Arafa - 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

Rites of Hajj

- Getting niyya (intention)
- Dressing Hiraam
- Tawaf

Pillars of Hajj

- Niya (intention
- Going around the Kaaba
- Running between Safa and Marwa
- Attending Arafa
- Cutting of hair

Conditions before making Hajj

- Have enough money for the journey.
- Leave enough money for family.
- The journey should be from known danger.
- Should be Muslim with a sound mind.
- Pay all debts.
- Pay for the journey without using dishonest ways.

THEME IV : HADITH (PROPHETIC TRADITIONS)
SUB THEME : UPHOLDING GOOD HEALTH
Content:
Extract from the Qur'an (7 : 55, 24 : 2, 17 : 32)

Visiting the sick

The prophet said: Procedure to follow

i) You give a sick person Salaam
ii) Respond to invitations
iii) Encourage the sick not to think otherwise but to continue worshipping God.
iv) It is Allah who makes one sick and He is the one who cures.

Problems of early sex and pregnancy

- It leads to STDs and STIs.
- It leads to school dropouts.
- It leads to punishment.
- You can be forced to get married.
- Loss of dignity and respect.
- It leads to death during delivery.
- It causes disobedience to Allah's command.

Examples of STDs and STIs and their control

- HIV / AIDS
- Syphillis
- 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**

- Their headquarters are at Kibuli Mosque.
- Ag khan's grandfather is Sir Sultan Muhammad Ali sha Aga khana
- They have built schools in Ugnda e.g. Masaka S.S, Kibuli S.S
- They have built mosques in Uganda e.g. Kibuli mosque, Wangeya etc.
- They have provided scholarships to Ugandan students to Harvard University.

3. **Bohras**

- It is a shia group

X-tics of Bohras

- They have three daily prayers i.e. Subhi, Magrib and Ishai.
- They have two Idd festivals.
- They fast the day of Idd-al-Ghadir (the day Ali was made a successor of Prophet Muhammad)

The Asian Communities

a) Punjabi
b) The Baluchis
c) The cutchhi Muslims
d) The kokni Muslims
e) IthnaAshris
f) The Ahmadiyya

Contributions of Asian communities in Uganda.

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

ISLAMIC RELIGIOUS EDUCATIONLESSON NOTES TERM II

THEME I : READING FROM THE QUR'AN

SUB THEME : QURANIC EXTRACTS REGARDING HIJJ

Forbidden Practices in Hijj

- You are not supposed to hunt or kill animals.

- You should not cut grass.
- Covering the face is not accepted.
- Anointing of hair

Importance of Arafah Assembly

- Pilgrims complete all the activities during hijj
- Pilgrims get titles of either Hajj or Hajjat.
- They learn patience.
- It enables Moslems to gather in aplace where Adam and Haawa were reunited after disobedience.
- Qur'anic Extracts regarding hijj (by Sheiks)
  (2:196, 2:197, 2:198 – 199)
  Recite, interpret and relate the verses to our daily life.
  of MK Bk 7 NCD pg. 75 – 82

THEME 2 : TAWHID (Monotheism)

SUB THEME : ISLAM AND OTHER RELIGIONS

Concept of God according to Islam

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

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

- They all believe that the Supreme being God has attributes like omnipotent, omniscient, eternal, omnipresent)
- They believe in Prophet hood 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 ad 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 fro 30 days but Christians fast fro 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 HIJJ (For Sheiks to handle)

- A valid Hajj is rewarded by paradise
- A person who makes Hijj and does not indulge in obscene acts is forgiven her sins and becomes innocent like a baby.
- To be interpreted and explained by Sheiks
- 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 Ihiram.
- 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 andlater 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).

THEME 5 : HISTORY OF ISLAM

SUB THEME : IMPORTANT MUSLIM PERSONALITIES IN UGANDA

Prince BadruKakungulu

- He was a son of NuhuMbogo who was a brother to KabakaMuteesa I
- Studied from Kubuli and later King's College buddo
- He spread Islam in and outside Buganda.
- He secured many scholarships to Sheiks and ullhs abroad.
- He provided to build a mosque at Kibuli, a hospital and an Islamic school.
- He started some Muslim organizations like UMEA
- He encouraged the teaching of Arabic in Ugnda to make Quran reading easy.

Sheik ZaidiMugenyiAsooka

- He was a son AsumanGunsiiriza of Butambala.
- He was knowledgeable in Islam
- He translated the Quran into Luganda
- He formed the BukotoNAteete an African Muslim Community
- He built 40 mosques throughout the country.
- He built schools to promote Islamic e.g. Kitagobwa in Butambala.

Prince NuhuMbogo

- He was son of KabakaSuuna 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 AnnasKinyiri
- JumaMenhyaMunvulo
- TaibMagatto
- 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 SuratNisae with 176 verses is abut women Nisae means Women.
- It shows the value of women as members of the society.
  (To Sheiks – Qur'an extracts verse 4:34, verse 4:19, 4:127, 4:4, 65:1) and state their relevance.

Status ad rights of women in Islam

- A woman in Islam is highly valued and respected.
- Women are the mother of the world.
- Women are supposed to be provided for their needs by husbands.
- A woman has a right to accept or refuse a man to marry.
- A woman has a right to express her feelings in a home.
- Women do inherit property (Mirath) like men.
- **Status and rights of women according to Allah.**
- Marriage in Islam is formalized by an agreement called Nikah.
- A bride is free to ask for Mahr (Dawry) from the groom.
- A woman is allowed to divorce (Huluu) her husband with genuine reasons.

Conditions under which Huluu (Divorce) is done by a woman

- If a man is important
- If a man becomes mad
- If a man mistreats the wife.
- If a man is imprisoned for life.

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

THEME 2 : TAWHID (MONOTHEOSM)

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 mainreason 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
- Practicing the pillars of Islam
- Refraining from ding evil acts.
- Encouraging others to do good things.

Signs of disobedience to Allah

- Getting involved in evil acts e.g. adultery, murder
- Worshiping other gods.
- Failure to observe the pillars.
- Failure to respect parents.

Obedience to parents

- A person who respects his parents will enter Janah (paradise)
- Parents should be treated with mercy, kindness and love.

Signs of obedience to parents

- Showing them love and gratitude.
- Respecting them.
- Helping them with basic needs.
- Visiting them regularly.

Signs of defiance to parents

- Abusing them
- Back – biting
- Undermining them
- Talking to them rudely

Signs of obedience to authority (Quran 4:59)

- 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

- T reduces crimes
- It promotes friends hip 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?

- To produce children
- For companionship
- It protects people from evil acts e.g. fornication.
- Married people get respect from society.
- For sexual pleasure.
- To get protection and care.
- **Hadith regarding marriage**

A woman is married basing on four qualities i.e. beauty, family background, wealth and religious aspect.

- **Types of legal marriage in Uganda**
- Civil marriage
- Religious marriage
- Customary marriage / Traditional marriage
- **Conditions necessary for marriage**
- It should be between a man and woman
- Both partners should have sound mind
- Both partners should have reached the age of maturity.
- Paying of Mahr (Bride price / dowry)
- Approval of parents.
- There must be witnesses.
- **Factors to consider when choosing a marriage partner.**
- He /She should be beautiful / handsome.

- He / She should be having good family background.
- Should be religious.
- Should be chosen from a financially stable family.

THEME 5 : HISTORY OF ISLAM

SUB THEME : MUSLIM ORGANIZATIONS IN UGANDA

Muslim organizations in Uganda include:-

1. UMEA - Uganda Muslim Education Association
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.

ROLES OF UMSC

- To preach and spread Islam in Uganda.
- To defend Moslem rights in Uganda.
- To unite Moslems in Uganda.
- To train and educate Sheiks and Mullahs
- To construct schools and hospitals plus Mosques.
- To care for Moslems property in Uganda.
- To solicit for funds so as to develop Islamic projects.
- To organize pilgrimages.
- To unite Moslems with other religious sectors.

HOW UMSC PROMOTE UNITY

- By uniting all Moslems under one leadership.
- Moslems leaders should stop selling Moslem properties.
- By getting new leaders from right electoral processes.
- Knowledgeable Moslems should sit together and produce single interpretation.
- Political interference should be eliminated from UMSC.
- There should be one Supreme leader for all Moslems sects.
- Foreign aid from Arab countries should not aim at driving Moslems

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

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 ands supervised 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)

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 angles that are responsible for recording our daily deeds.
5. Why do those angles 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 form 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 won 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

THEME 4 : HADITH

1. Write down any two Islamic medicines.
2. How was ZamZam well formed?
3. Give one danger of sex before marriage.
4. Mention any one disadvantage of adultery.
5. Write one example of STD.
6. Suggest any one danger of STDs to the youth.
7. Suggest one way of avoiding HIV / AIDS.
8. How can you help a sick person?
9. What should we do when we visit sick people?
10. Why do people take things like drinks to the sick?

THEME 5 : HISTORY OF ISLAM

1. Apart from Ismailia, name any other three Moslem communities in Uganda.
2. Who is he spiritual leader of Ismailia?
3. Give any one characteristic of the Bohras.
4. Apart from the Qur'an name any other holy book in Islam.
5. Name the main group of Asian Muslim Community.
6. Give one characteristic of the Ismalias.
7. Suggest any one contribution of Asian Muslim community.
8. Who are the Bohras?
9. Name the world leader of Ismailia Community.
10. How has the Aga khan group of Asian Community contributed to the development of Uganda?

TERM II

THEME I : READING FROM THE QUR'AN

1. What is a pilgrimage?
2. Why do Moslems g for a pilgrimage?
3. Where d Moslems go for pilgrimage?
4. In which month do Moslems perform Hijj?
5. List down one forbidden practice during Hijj.
6. Mention any one dangerous living creature.
7. When do pilgrims attend Arafa?
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 Hidhu.
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?

THEME III : FIQH (Hajj and Umra)

1. When is Arafa day attended during Hijj?
2. Which title is given to a male Moslem pilgrim after Hijj?
3. Where do pilgrims get their titles?
4. What happens when some one fails to attend Arafa?
5. State one similarity between Hajj and Umra
6. Give one type of a pilgrimage.
7. How can a pilgrim combine Hijj and Umra?
8. What do you understand by the term Iharam?
9. Name the two prayers said at Arafa.

THEME IV : HADITH (Importance of Hijj))

1. Why do people visit Kaaba?
2. What is mean by vulgar language?
3. What reward is given for a valid Hijj?
4. Identify one obscene act during Hijj.
5. Who helped Ibrahim to build the Kaaba?

THEME V : HISTORY OF ISLAM (Importance of Moslem personalities)

1. Write in full
    a. U.M.S.C
    b. U.M.E.A
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.

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.

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

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) - 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.	- 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	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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			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.				- Read from the Qur'an				

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) - Characteristics of Munafiqun - Medina	- The learner defines munafiqun - Explains xtics of munafiqun	The learner defines & uses the following words related	Demonstration Dramatization	**Teacher** - Describes hypocrites - .	Honesty Uprightness	Txt books Resource person c/b	P.7 curriculum pg.	

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			- General - Dangers & threats of hypocrites. - Ways of avoiding hypocrites in society today. - Types of hypocrisy. - Relevance of the topic to daily life.	- Describes characteristics of hypocrites. - Explain the threats of the hypocrites. - Identifies ways of avoiding hypocrites in society today. - Relates the topic to the daily life. -	tot eh topic correctly. - Yathrib - Munafiqun - Hypocrites - Affestation	Qn. & Ans.	**Pupils** - Takes notes - Takes notes - Ans. Qns.	**Life skills** Selfesteem Confidence Logical thinking Assertiveness.		236 – 237 MK IRE by NCDC pg 17-23 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.
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	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.	

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				located in Mecca and Medina.						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. - 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	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	Txt books Qur'an Resource person	P.7 curriculum pg. 243 - 244 MK IRE by NCDC pg 43-61 MK RE pplsBk 7 pg. 211-220 Qur'an 7:552,	

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				STI/STDs, HIV/ AIDS - Give examples of STDs. - Explains causes of HIV & STDs - Identifies the medicine prescribed by Islam.				Care.		24:2, 17: 32	

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 Co-operatio n	Txt books	P.7 curricul um pg. 240-247 MK IRE by NCDC pg 63-84 MK RE pplsBk	

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										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.

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 - 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 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.

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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 Hinduism in relation to • Concept of god • Concept of revelation • Prophet hood • Life after death.	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.	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	- Lesson note taking - Lesson note making - Explaining the importance of Hijj - Answering oral and written questions . .	- Appreciate - Love - Endurance - Communication **Skills** - Logical reasoning - Self identification - Making choices.	Chalkboard illustration Txt bks Qur'an	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

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.	The learner - reads, writes and uses the following words correctly. - Janah - Obscene - Reward	Discussion Explanation Question and answer Guided discovery	**Teacher** - Lesson note taking - Lesson notes making - Explaining the	**Values** - Appreciate - Love - Endurance - Communication **Skills**	Chalkboard illustration Text bks. Qur'an	P.7 curriculum pg. 256 - 253 MK IRE by NCDC	

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				- Relates the message contained in the Hadith to daily life. - Concept of sin. - Appreciates other religions. - Interacts freely with people of other religions.	- Vulgar - innocent - life after death - tradition		importance of Hijj. **Pupils** - Answering oral and written questions	- Logical reasoning - Self identification - Making choices		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.

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,	**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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							Qiran and Tamattu.				

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.

Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
7 & 9	**6**	Important Muslim personalities in Uganda	• Important Muslim personalities in Uganda • Biographies of the following people in Islam. • BadruKakungulu • AnasKinyiri • Jumamunullo • ZaidMugenyiAsooka • Nuhumbogo • Their contribution to Islam.	The learner - Identifies the important Muslim personalities. - Gives the biographies of the following personalities - BadruKakungulu - AnasKinyiri - Jumamunullo - ZaidMugenyiAsooka - Nuhumbogo and explains their contributions to Islam.	The learner - uses the correctly - Personality - Contribution	Discussion Explanation Brain storming Think share pair.	**Teacher** - Giving biographies of important religious Muslim personalities. - Giving qualities of an important Muslim personality - Writing essays on these personalities.	**Skills** - Taking decision - Responding to questions - Negotiating - Coping with stress **Values** - Tolerance - Dedication to the cause - Develop philosophy of life - Consistency	Chalkboard illustration Text bks. Qur'an	P.7 curriculum pg. 261 - 263 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	T/L Aids	Ref	Rem.

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								values			
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. - Lesson notes taking - Brainstorming on the status and rights of women.	**<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	

THEME II : TAWHID (Monotheism)

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

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.	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	Role play Dramatization Discussion Brain storming	- Stating those to be obeyed - Lesson notes making/taking - Giving reasons for obeying parents,	**<u>Skills</u>** Apologizing Requesting Using appropriate language. **<u>Values</u>**	Quran Bible Text bks	Resource persons P.7 curriculum pg. 268 -269 MK IRE by NCDC	

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			- Consequences of disobedience - Giving reasons why to obey God, parents etc.		• Parents		God, prefects teachers etc. - Stating advantage of obedience at different levels.	- Obedience to Allah - Obedience to authority - Social security - respect		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..

Wk	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	- 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 curricul um pg. 271 - 272 MK IRE by NCDC pg. 149 - 158 MK RE ppls Bk. 7 pg. 281 – 286	

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THEME IV : HADITH (Prophetic traditions)

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

Wk	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	- 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 - 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 by women in society.	**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. 287 – 302	

THEME V : HISTORY OF ISLAM

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

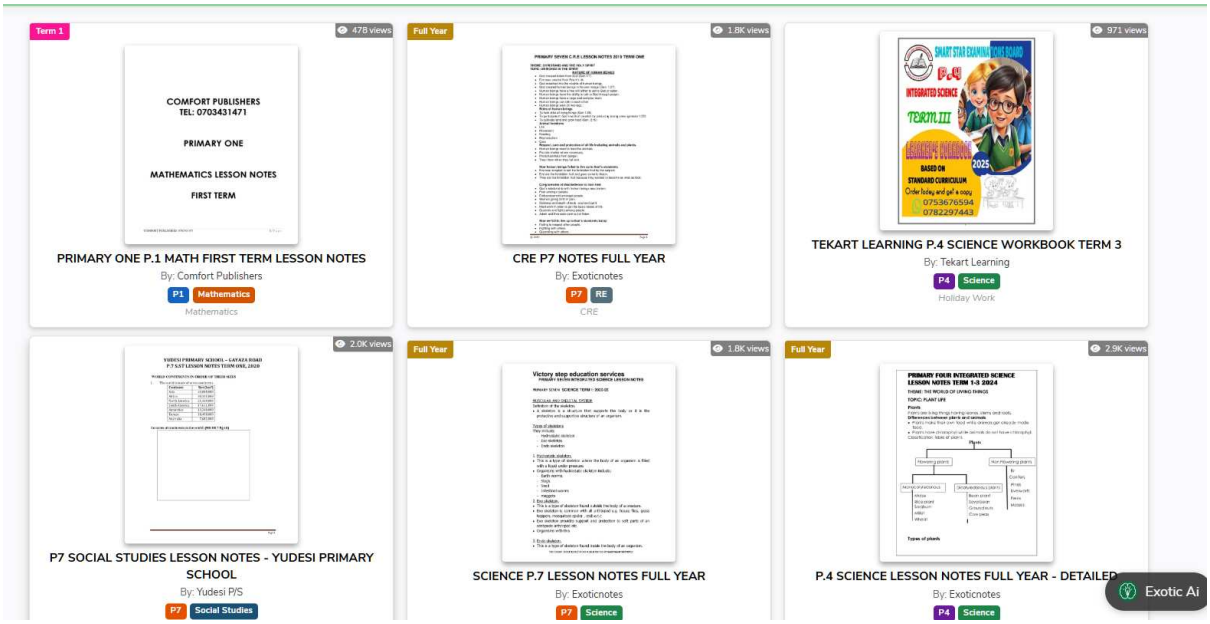
Wk	Pd	Sub theme	Content	Subject Comp	Language Comp	Methods	Activities	Life Skills values	T/L Aids	Ref	Rem.
5 and 6	1 to 4	Muslim organizations in Uganda.	- Muslim organizations :- - Uganda Muslim Supreme Council - Uganda Muslim Education Association - Causes and effects of wrangles - Ways of promoting 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.	

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