

YM 14-16 Syllabus

Three years

114 Presentations

Spiritual intelligence

The spiritually intelligent aspire to a friendship and deep connection to God, to success in the Hereafter and pleasing Him in this life; they understand that true faith transforms one’s understanding of humanity and the world, and generates an urge to embellish them with love

Capacities/ aspirations	14-16
Knowledge of God and Tawhid Love for God and all His Creation	Names and Attributes of Allah (3)
Love for the Prophet (S)	Stories that reveal his relationships with family, wives and companions (3) His roles and how he conducted them (3) Overview of his life (2)
Conviction in the Hereafter	Journey of the soul after death, the grave, the Judgement (2)
Looking after the nafs	Familiarity with key adhkar and du’as (3) Sins, risk and safety (1) Taqwa (1) Sabr (1) Compassion, Adl, Fairness (2)
Familiarity with and dedication to the core teachings of the religion	Halal and Haram (3) The wisdom behind the teachings (2) Sexual Morality, Modesty (1)
Love of the Qur’an	Familiarity with key Qur’anic verses Knowledge of tafsir of some sections of the Qur’an (7)
Healthy conception of fate and suffering	fate and suffering (1)
Confidence in the faith and that it makes sense	Able to reconcile faith against its challenges (2) - Accusations from atheists; the nature of evil - “God is harsh and impersonal”
Healthy balance between the needs of this world and those of the next ie the body and the soul	Salah and Zakat as epitomes of meeting the needs of one’s soul and society. (2)

Moral intelligence

Faith manifests in love and a desire for fairness. The morally intelligent recognise that a deeper understanding of Islam will inspire people with the highest moral and ethical standards; a desire for ethical consistency; and to uphold values that are recognised by humanity as a whole

Capacities/ aspirations	14-16
Upholding key moral teachings of the Qur'an (Spiritual Code)	Spiritual Code: Do not come close to adultery / be faithful Be faithful to your promises and contracts (trustworthiness and honesty) Do not turn people out of their homes
Committed to the universal ethical teachings in Islam	The stages of existence – and equality of all souls Honouring women Justice

Personal / psychological intelligence

It is difficult to grow in faith when internally unwell. The personally intelligent are self-aware and motivated and equipped to look after themselves holistically

Capacities/ aspirations	14-16
Has a good self-knowledge	You are amazing – the unique human (1) Knowing oneself (1) The workings of the mind (1)
Engages in effective self-care	Self-care – physical, spiritual, mental, emotional (2) Healthy eating, hygiene, recreation, hobbies, sleep, rest, social (2) Self-care through reaching out to others, enriching friendships (2)
Effective in self-development	Understanding your personal needs & self-actualisation, finding purpose (1) Impact of social media and digital devices (2)

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	Self-motivation and discipline; driven to achieve potential (1) Pursuing personal interests (1)
Maintains mental wellbeing	Relaxation, mindfulness, prayer, dhikr, recitation and du'a (1) Boundaries – when and why to saying 'no' (1) Understands and knows when to seek help with personal traumas (1)
Awareness of common mental health problems and how to manage them [4]	<ul style="list-style-type: none"> - e.g., stress, anxiety - depression, self-harm - groups/gangs Impact of Islamophobia, race and gender discrimination on mental health
Engages in sound intellectual development	Intellectual development - reading widely, loving learning-recognising useful knowledge, pursuing intellectual interests (2)

Emotional / social intelligence

Faith reflects in one's character and how one relates to others. The emotionally intelligent are considerate and caring and able to connect warmly with others

Capacities/ aspirations	14-16
Skilled in managing relationships, including unhealthy ones	Strong family relations Building friendships Divorce and broken relationships How do we interact across genders - with honour and dignity
Emotionally intelligent in interactions	Recognising and regulating one's emotions Understanding that emotions add richness to interactions Recognising other people's emotions Empathy and compassion (towards children, everyone, elders etc.)
Behaves with civility	Adab on social media Warmth and humility Collectiveness /brotherhood /sisterhood
Effective communicator (Balaghah)	Speaking to people with attention and concern

Organisational intelligence

Part of faith is the drive to effect positive change. To impact at scale, organisation is unavoidable. The organisationally intelligent person is an effective team worker and is motivated and skilled in realising projects effectively through collaboration and teamwork, whether as a leader or a team member

Capacities/ aspirations	14-16
Has the personal skills to be effective in an organisation	Sense of mission; proactivity vs being reactive (2)
An effective leader	Leadership skills; character, kindness, consultation, responsibility, fair-mindedness, being straightforward, imaginative (2)
Effective at managing and mitigating interpersonal problems	Dangers of the ego when you get well-known, controlling the Nafs (1)
Aware of the dangers of organisation	Being aware of 'Udwaan/ aggression
Understands key Islamic concepts relating to activism	Striving (jihad) Balance (tawazun)

Cultural intelligence

The believer understands that all humans are honoured by virtue of their ruh and are individually on a spiritual journey, irrespective of their diversity in language, culture and history. The culturally intelligent celebrate their multiple identities and can connect deeply to people from different cultures

Capacities/ aspirations	14-16
A confident identity	Identity - who are you?
Familiarity with Islamic history and culture	The spiritual Golden Age – Chronology of the Seerah The 'Golden Ages' - when we learnt from others, civilisationally
Recent Muslim political history	Flashpoints and suffering in the past century – Kashmir, Palestine, Bosnia, Chechnya, Rohingya, Uyghurs...
Connected to Islamic culture	The Islamic Calendar: Important dates and months
Proficient in communicating with and connecting communities	Why do we need to engage? Neighbourhoods and neighbourliness

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A sound awareness of the British Muslim scene	<p>History of British Islam</p> <p>Perceptions of Muslims</p> <p>Understanding difference of opinion and managing difference in the context of prioritisation of the foundations</p> <p>Integration vs assimilation; a distinct cultural identity</p>
Culturally conversant	<p>Familiarity with key cultural references in society</p> <p>Feeling connected with key cultural references</p> <ul style="list-style-type: none"> - Sport - Music - Literature

Social intelligence

Believers are changemakers; they have a strong sense of social responsibility. They must but feel invested and engaged with the mainstream and know how to be positively impactful

Capacities/ aspirations	14-16
Feels invested and engaged in society [3]	<p>Feels invested and engaged in society:</p> <p>Through an appreciation of the Islamic influences on mainstream British values and our present civilisation</p> <p>The power of fitrah values and the examples of the prophets "O my people"</p>
Driven to uphold social justice [3]	<p>Understanding that our religion asks for engagement and betterment of society</p> <p>Our role in improving society – Ma'ruf and Munkar, charity, freeing the enslaved, social justice</p>
Able to effect change through societal institutions [2]	<p>Understanding the roles of key institutions in society, whether political, cultural, civic, charitable</p>
Respectful familiarity with societal values [1]	<p>Awareness of values one would like to see embodied in society</p>
Familiarity with the scale of suffering in society [1]	<p>Loneliness</p>
Has a concern for key societal problems/ evils [1]	<ul style="list-style-type: none"> - Religious prejudice/ Islamophobia

Global intelligence

The believer is a global citizen. The globally intelligent are able to connect and be concerned about the whole of humanity, aware of human history in its diversity and hold a working respect for different faiths and worldviews and the challenges facing humanity

Capacities/ aspirations	14-16
Familiar with International development	Industrialisation, health, poverty, education
The Muslim world	Concept of ummah