

Sixth Form and Freshers Syllabus

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Three years

172 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	SFFC
Knowledge of God and Tawhid Love for God and all His Creation	Feeling rooted and secure in God's love
Love for the Prophet (S) [3]	The struggles he and his companions went through Why we believe him in his claim to be a prophet
Conviction in the Hereafter	Heaven and Hell
Looking after the nafs [9]	Praying with khushu' Understanding of the states of the soul Connection to the Qur'an Aware of diseases of the heart and actively avoiding them Sins, risk and safety Purification of the heart jihad as a struggle, Ihsan
Familiarity with and dedication to the core teachings of the religion [2]	Sexual Morality, Modesty Navigating right, wrong and doubtful matters
Love of the Qur'an [10]	How to appreciate the Qur'an Familiarity with key Qur'anic verses Knowledge of tafsir of some sections of the Qur'an Authenticating the Qur'an
Healthy conception of fate and suffering [11]	fate and suffering

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Confidence in the faith and that it makes sense [11]	<p>Able to reconcile faith against its challenges</p> <ul style="list-style-type: none"> - Accusations from atheists; the nature of evil - Accusations against the Prophet (S) e.g. age of Aisha - Evolution - “Shariah is fixed, medieval and cruel” - Gender issues - Violence and jihad - The Qur’an and science - When Hadith don’t make sense – context, validating chains and content
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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	SFFC
Upholding key moral teachings of the Qur’an (Spiritual Code)	
Appreciating the Shari’ah	<p>Wisdom, mercy, justice, reasonableness</p> <p>Maqasid</p>
Understands the principles of fiqh and that Islamic Law aspires to the highest ethical standards	Interpreting sunnah
Committed to ethical living	The need for ethical consistency
Committed to the universal ethical teachings in Islam	<p>Gender ethics</p> <p>Compassion</p>
Reconciles apparent tensions between the Shari’ah and ‘universal ethics’	
Able to connect ethics to different contexts	Recognition that values are sometimes based on cultural norms

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	SFFC
Has a good self-knowledge	Knowing oneself Dignity and self-confidence (our divine connection to God through the Ruh and hence our nobility)
Engages in effective self-care	The workings of the mind Self-care – physical, spiritual, mental, emotional Healthy eating, hygiene, recreation, hobbies, sleep, rest, social Self-care through reaching out to others, enriching friendships Recognising human needs – money, sex, mastery, autonomy, purpose
Effective in self-development	Habits and addictions, psychological impact of good habits Impact of social media and digital devices Personal development: growth-orientated, planning ahead Being organised, dependable Seeking balance Self-reflection and self-criticism (muhasabah), internal locus of control
Maintains mental wellbeing	Understanding protective factors; including through dhikr and du'a Boundaries – when and why to saying 'no' Understands and knows when to seek help with personal traumas Self-awareness of emotions and their underlying thoughts/ self-talk Self-awareness of negative thoughts and how to tackle them Self-awareness of unhelpful behaviours Understanding what kinds of behaviours improve mental well-being Need for positive relationships
Awareness of common mental health problems and how to manage them	<ul style="list-style-type: none"> - e.g., stress, anxiety, social anxiety, OCD - depression, self-harm, suicide - body image, low self-esteem, eating disorders, gender dysphoria

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Engages in sound intellectual development	<p>Epistemology - evidence vs. anecdote</p> <p>Intellectual development - reading widely, loving learning- recognising useful knowledge, pursuing intellectual interests</p> <p>Learning habits /independent learners</p> <p>Applying critical thinking - logic and fallacies</p> <p>Uses and abuses of statistics, surveys</p>
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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	SFFC
Skilled in managing relationships, including unhealthy ones	
Emotionally intelligent in interactions	<p>The Central role of love in Islam</p> <p>Empathy and compassion (towards children, everyone, elders etc.)</p> <p>Anger management</p>
Behaves with civility	Apologetics – how to advise people wisely
Skilled in managing conflict	<p>How to de-escalate conflict</p> <p>Psychology of taking advice well</p>
Effective communicator (Balaghah)	<p>Awareness of the dangers of the tongue</p> <p>Reading body language and non verbal cues</p>

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	SFFC
Has the personal skills to be effective in an organisation	<p>Sense of mission; proactivity vs being reactive</p> <p>Communication skills</p> <p>Time management</p> <p>Self-accountability and managing ego</p> <p>Able to give feedback and advice; and receive it</p>
An effective team worker	<p>Project management:</p> <p>Sharing ownership/ gaining buy in</p> <p>Being a team player</p>
An effective leader	
Skilled in organisational development	<p>Strategic working; from broad vision to low hanging fruit/ objectives</p> <p>Reflection, evaluation and appraisal</p>
Understands the need for systems, policies, procedures, protections	
Effective at managing and mitigating interpersonal problems	Burnout – need for boundaries
Aware of the dangers of organisation	Tribalism (Asabiyyah) vs organisation/ group identity
Effective at reaching out and connecting organisations	How to choose from amongst the many activist organisations that exist/ who do you invest in?
Understands key Islamic concepts relating to activism	<p>Collective work (jama’ah)</p> <p>Leadership and obedience (amarah and ta’ah)</p> <p>Expounding (da’wah)</p> <p>Witnessing (shahadah)</p>

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	SFFC
A confident identity	Identity crises; multiple identities; belonging Muslim and British; eastern and western Loyalty, duty, citizenship
Familiarity with Islamic history and culture	The spiritual Golden Age – Rightly Guided Caliphs The ‘Golden Ages’ - when we learnt from others, civilisationally
Recent Muslim political history	Post independence nation states: neocolonialism, democracy and despotism Flashpoints and suffering in the past century – Kashmir, Palestine, Bosnia, Chechnya, Rohingya, Uyghurs...
Connected to Islamic culture	The Islamic Calendar: Important dates and months
Understands principles of fiqh and is able to respectfully navigate differences	Ulum al hadith
Able to contextualise Fiqh	Classical to contemporary; ability to contextualise teachings The role of culture in fiqh; concept of ‘Multi-Islams’ Case study: - Gender relations
Proficient in communicating with and connecting communities	Multiculturalism in Islam Why do we need to engage? Our wider purpose/ building bridges Connecting communities/ community cohesion Shahadah – acting as witnesses to our values
A sound awareness of the British Muslim scene	Problems in the Muslim community Pros and cons of the ‘Muslim Quarter’ Understanding the various groups and Muslim organisations and their different slants Understanding difference of opinion and managing difference in the context of prioritisation of the foundations Integration vs assimilation; a distinct cultural identity

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Awareness of relevant British History	History of British Christianity Hinduism, Sikhism etc History of atheism and humanism
Culturally conversant	Islam and the cultural imperative

Societal 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	SFFC
Feels invested and engaged in society	Feels invested and engaged in society: Through an appreciation of the Islamic influences on mainstream British values and our present civilisation
Driven to uphold social justice	Understanding that our religion asks for engagement and betterment of society Our role in improving society – Ma’ruf and Munkar, charity, freeing the enslaved, social justice
Learns from the impact of ideologies, trends and movements in Britain	The Left wing, right wing The Suffrage Movement Environmental campaigns
Able to effect change through societal institutions	Understanding the roles of key institutions in society, whether political, cultural, civic, charitable The Fiqh of Voting
Awareness of business, influence and Power	Business fundamentals and free markets Understanding who holds power in Britain Conspiracy theories and the politics of powerlessness
Respectful familiarity with societal values	Good understanding of the makeup and values of mainstream British society
Familiarity with the scale of suffering in society	- Refugees
Has a concern for key societal problems/ evils	- Racism - Gender inequality
Awareness of how public opinion is shaped	The power of the media

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	SFFC
Familiar with the main histories of humanity	<p>Recognising the innate goodness of humans</p> <p>Awareness of the transfer of ideas and cultures through civilisational crossroads</p> <p>Intolerance and pogroms: the history of the Holocaust/ lessons</p>
Familiar with the main religions and philosophies of the world and Islam’s relation to them	<p>History of Christianity and Islam</p> <p>History of Hinduism and Islam</p>
Understands the impact of global institutions	Multinationals - history, pros and cons
Familiar with leading movements in the world	<p>The tension between human rights and imperialism and national interests</p> <p>Feminism</p> <p>Liberal Individualism</p>
Familiar with International development	Democratisation
Global Culture and Civilisation	Do we have a global culture?
Global Challenges	
The Muslim world	