



# SHIFA

---

S C H O O L

PROSPECTUS  
INDEPENDENT SECONDARY SCHOOL FOR GIRLS  
*Where Learning Matters*

# SHIFA

## SCHOOL

INDEPENDENT SECONDARY SCHOOL FOR GIRLS

Welcome Message	1
About Shifa School	2
Vision	2
Ofsted	2
Admissions Policy	3
Ethos of Shifa School	
Our Aim	4
Goals	4
A Typical Day at School	5
Prayer Times	5
Ramadhan	5
The Curriculum	6
National Curriculum	6
Key Stage 3	6
Key Stage 4	9
Islamic Curriculum (KS3 & 4)	13
Homework	16
Extra-Curricular Activities	16
Behaviour	17
Discipline	17
Appearance and Dress	17
Physical Education Kit	18
Health and Welfare	18
Child Protection	18
School Contributions	18
Additional Information Documents	19
Student Testimonials	20

St.Leonards Building  
Middleton Road Banbury  
Oxfordshire OX16 4RE

PHONE/FAX: 01295 266062  
MOBILE: 07984 162001  
EMAIL: [info@shifa.org.uk](mailto:info@shifa.org.uk)  
WEBSITE: [www.shifa.org.uk](http://www.shifa.org.uk)

Official School Number: 931/6121  
Registered Charity Number: 1096585



*As'salaamu alaykum wa rahmatullahi wabarakatuh*

WELCOME TO SHIFA SCHOOL. This prospectus is designed to give you the necessary information about the school and, it is hoped, will answer any questions or concerns that you may have.

Shifa aims to be a school committed to providing students with the highest quality, academic and character building education; wherein staff and pupils will be proud to work together for the success they achieve. Shifa is dedicated to nurturing spiritual growth and developing God consciousness (Taqwa) through the teachings of Islam. The school aims to create a safe and nurturing environment that stimulates intellectual thought and independence.

We also recognise the significance of working with parents to create an ideal learning environment and welcome the opportunity to work with you. Shifa aims to provide an educational programme that teaches children to respect their parents and community, to interact constructively with their peers, and to respond to their problems collectively. We believe that this school will lay the foundation for the development of a strong Muslim personality that will manifest itself in all walks of life, Insha'Allah.

With the help of Allah and with the support of parents and the community we are confident that our goals will be achieved.

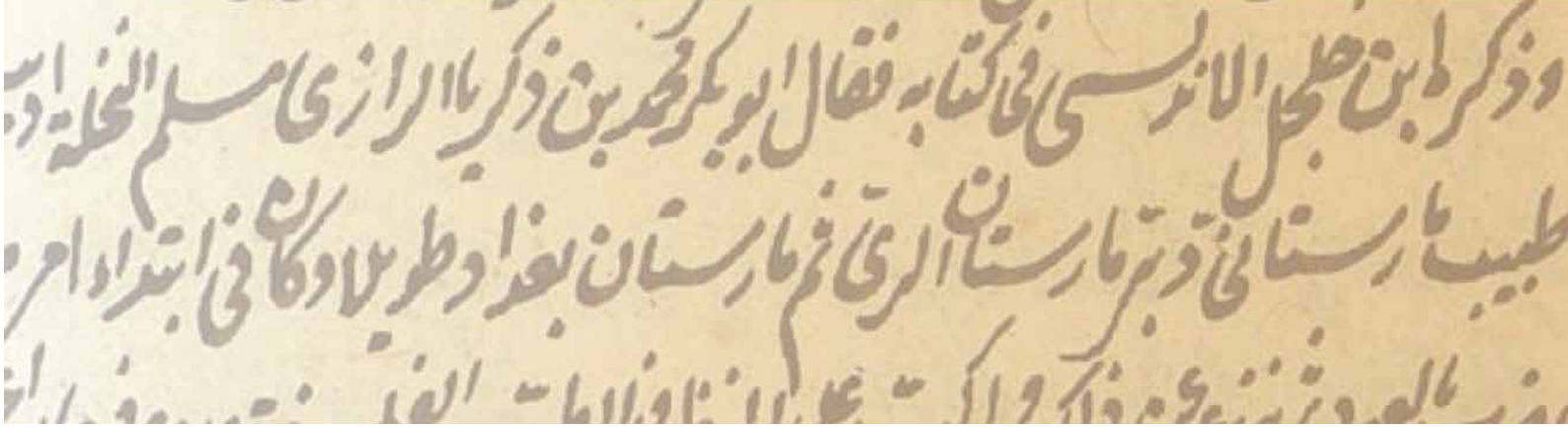
We look forward to seeing you. Wa'alaykum as'salaam

Mr Talhat Rashid

School Manager

Proprietor: Shifa Trust

[www.shifa.org.uk](http://www.shifa.org.uk)



## About Shifa School

The Shifa Trust was set up by a group of brothers and sisters from the Banbury community. Members of the community began to express concerns regarding the lack of Islamic knowledge and nurturing taking place in the community. Amongst the concerns were, improving and resolving the difficulties faced by the Muslim youth, the lack of Islamic implementation amongst the local community and the prevailing social problems. With the intention of bringing about real change, the 'Shifa Trust' was established.

By the grace of Allah, since 2002 Shifa Trust has established a full-time school, local and national courses, conferences, regular study classes and offers consultancy work.

One of the main projects that Shifa Trust is currently undertaking is the Shifa School. By the grace of Allah, this project was realized when Shifa School opened in October 2002 in Banbury. The school is a full-time, independent, secondary day school for girls.

## Vision

The early years of a child's life are crucial to their growth and development. During these formative years, a child learns the pattern for future behaviour. It is vital that they are exposed to a healthy and balanced environment from the very beginning.

Shifa aims to provide an educational programme that teaches children to respect their parents and community, to interact constructively with their peers, and to respond to their problems collectively. Shifa believes that this school will lay the foundation for the development of a strong Muslim personality that will manifest itself in all walks of life.

## Ofsted

The school is a registered independent day school. The school is inspected periodically by Ofsted (The official government body for inspecting schools). An inspection in November 2004 resulted in the full and final registration of the school as an Independent Secondary School. The inspection proved to be a success and amongst the many positive comments made by the Inspector, it was said that she could envisage Shifa School becoming 'a beacon Muslim school.'

More recently, 'all regulatory standards (were) met' as an outcome of a two day, Ofsted inspection in November 2007. The whole inspection report dated 6-7.11.07 can be read on-line at:

[http://www.shifa.org.uk/shifa\\_school\\_ofsted.html](http://www.shifa.org.uk/shifa_school_ofsted.html)



## ADMISSIONS POLICY

**Purpose:** To ensure that every child has fair access to the school.

**Responsibility:** The Trust shall be responsible for allocating places.

**Procedure:** The relevant admission forms can be obtained by calling/writing to the school. The forms should be completed by the prospective pupil's parents and returned to the school. The completed form will be passed to the Head teacher who will then arrange for an orientation visit / invite the pupil to a transition day at the school.

Parents are advised that admission is granted to prospective pupils in the following order of priority:

- I. Pupils with sisters at the school.
- II. First come first serve basis.

All parents on the waiting list shall be informed of their priority numbers.

No priority shall be given to parents wishing to enrol their child after withdrawing from the waiting list, after refusing a place, or, having withdrawn their child part way through the academic year. In all of these cases the application will be treated as a new one, and so, the applicant will be placed at the end of the waiting list.

NB. Whilst Shifa School will make every effort to ensure every child has fair access to the school, it is recognized that currently Shifa is unable to cater suitably for pupils with certain types of Special Educational Needs (SEN). In light of this, it is intended to deal with such applications on an individual basis wherein every effort and available resource will be employed to reach the best possible outcome. Should it be decided to decline admission such applications will be kept on file and may be able to provide for such students when suitable provision is available.



# Ethos of Shifa School

## We aim to...

“Provide a balanced and broad level of education to meet the spiritual, moral, mental and physical needs of an individual, hence, providing her with the tools to interact in society in an effective manner.”

## Goals:

- Developing God consciousness (Taqwa) and using the Prophetic example as a model to be emulated throughout life;
- Guiding students to use Quranic principles and moral strength in their daily lives;
- Teaching students the Arabic language as a means of communication and understanding the Quran;
- Fostering responsibility to Allah, society, and the environment;
- Providing an academic programme that promotes excellence and creates ambition;
- Incorporating a learning environment that involves exploration, discovery and discussion;
- Guiding students to become productive citizens with leadership skills, responsibility and integrity;
- Instilling in students the self-assurance and discipline required to reach excellence in all endeavours;
- Developing competence in public speech and creative writing;
- Broadening cultural awareness by fostering an appreciation for art and sports;
- Establishing social skills through peer and adult interaction, emphasising mutual respect and trust.

# A TYPICAL DAY AT SCHOOL

The school day starts at 08.25am and will end at 3.00pm including regular breaks (except on scheduled Practical

Science & ICT days – school ends at 5.00 pm.). The day will start with the remembrance of Allah (Dhikr) then registration and morning assembly where attendance records are completed and important information regarding the rest of the day is disseminated.

The day will be divided into seven single periods, each of 45 minutes duration. Pupils partake a packed lunch at school or go home for lunch.

A detailed timetable will be made available to you, once your child has enrolled.

## SALAH TIMES

Salah is an integral part of the school day for all pupils. All prayer(s) that fall into the schooling day during the academic year will be performed in school and pupils will be registered for each Salah.

## RAMADHAN

A greater emphasis will be given to the recitation of the Holy Quran and Ramadhan related activities during this blessed month.

## The Curriculum

As education providers, at Shifa, we endeavour to provide our pupils with as many opportunities to experience and equip themselves with the seven areas of learning recommended by Ofsted and essentials for any well considered curriculum: linguistic, mathematical, scientific, human & social skills, aesthetic, technological and physical education.

We believe, through the provision of two curricula within the school; namely the National Curriculum and the Islamic Sciences Curriculum our pupils enjoy increased opportunity to embrace the aforementioned learning areas. For example, pupils at Shifa obtain linguistic skills through: English, English Literature, Urdu, and Arabic from the subjects offered through the National Curriculum but also further their linguistic competence through the following Islamic Sciences: ‘Sirah’ (employs biographical literature based on the noble life of the Holy Prophet Muhammad), ‘Tajwid’ (science of beautifying the recitation of the Holy Quran) and the science of ‘Hadith’ (prophetic sayings). In short, pupils at Shifa obtain linguistic competence through participating in at least 7 different subjects. Similar curriculum links can be made for each of the remaining six areas of learning.

We aim to connect the curricula as much as possible within the school, such that the teaching of the National Curriculum is not divorced from Islamic concepts; rather it is enhanced by introducing Islamic concepts. The Islamic Curriculum is also enhanced by implementing strands of the National Curriculum. National Curriculum

### KEY STAGE 3:

The broad base at Key Stage 3 (years 7-9) comprises: English, English Literature, Mathematics, Science, ICT, Humanities, Urdu, Art, PE and Library.

### KS3 English

#### Key Stage 3 English

English is where pupils engage with learning activities that equip them with the tools to excel across the whole curriculum. English is not merely about information finding or recording learning but it is a vital subject that will shape one’s thoughts and ability to articulate them. English serves as an arena wherein one is able to realize and cultivate one’s aesthetic, creative, analytical, critical and objective self; all skills that will not only be required and employed across the curriculum but will keep the pupils of Shifa in good stead when serving their deen (faith).

The teaching objectives of the new English Framework for KS3 are employed to ensure a coverage of English that will suitably gear pupils for the demands of KS4. From the time allocated for English, per week, a single lesson of 45 minutes is dedicated to Literacy which aims to increase the reading attainment of our pupils. A separate scheme of work is employed for this provision.

Assessment takes place at least once every six weeks comprising of various assessment focuses: writing, reading and speaking and listening.

Long term assessment: Optional SATs are carried out at the end of Year 7 & 8 and the end of key Stage 3 SATs papers are used as in-house assessment provision for Year 9.

## **KS3 Mathematics**

For most of us we either love it or hate it...At Shifa we endeavour to make Mathematics a collaborative experience, so that pupils learn in an environment in which they readily exchange problem solving strategies with one another, embracing Maths as a challenge that yields a sense of purpose, achievement and intellectual excitement through discovery. It is hoped, through careful planning, that the mathematics undertaken during class-time is translated into the pupils' environments so that the impact mathematics makes within real life contexts is wholly appreciated and not rendered intangible or confined to the pupils' classroom or text book learning.

## **KS3 Science**

Science is a body of knowledge which is built up through experimental testing of ideas and which is organised in a way that makes it easy to use. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science allows young people to explore and make sense of their environment, and gives relevance to their day to day lives.

The science curriculum is formulated on a topic basis where Biology, Chemistry and Physics are studied in turn. The topics are based on the requirements of the new Framework for Science at Key Stage 3. Lessons comply with the new framework in as far as it does not contradict with Islamic beliefs. Pupils learn about Muslim contribution in the development of Science and Maths.

Laboratory facilities are accessed at Banbury School, once a week, for each year group. Formal assessment takes place as an end of topic test which is on going throughout the year. An end of year examination then re-assesses all topics that have been covered within the year. The end of Key Stage 3 SATs papers for Science are employed for Year 9 pupils as in-house assessment.

## KS3 Humanities

Humanities at Key Stage 3, includes History and Geography. The study of Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world and a range of investigative and problem solving skills in and outside the classroom. It can inspire pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Geography makes us aware that we must think globally.

History is the study of events of the past in order to come to know who you are and where you have come from. Studying history is not restricted to the past, but enables one to know why we are, how we are and about times to come.

### Topics of study include:

Year 7:	Geog: Making Connections, People Everywhere, Exploring Britain.
History:	Intro. To History, What's It All About, Medieval Britain, Elizabeth I.
Year 8:	Geog: Rivers: A Fieldwork Approach, Weather Patterns in Europe, Ecosystems, Populations & Resources.
History:	The French Revolution, Mughal India, The British Empire.
Year 9:	Geog: Globalisation, Comparing Countries, Volcanoes & Earth quakes.
History:	Slavery (America), Women's Vote, Hot War/Cold War?

## KS3 ICT

The new ICT Framework for KS3 will be met using the 'Smart ICT Skills Builder' series. The teaching resources grant pupils opportunities to develop confidence and skills in the latest technologies including multimedia software, wikis, blogs and online forums.

Topics of study include:

### Year 7

- Moving on Up! (Internet communication and e-safety)
- Where I Live (Multimedia presentations)
- Bizarre Facts (Searching the internet and collecting information)
- Endangered Animals (Promoting a charity – leaflet and podcast)
- Extreme Sports (Financial modelling and marketing)
- Murder Most Horrid (Exploring databases)
- Game On! (Sequencing instructions and computer games)

### Year 8

- Environmental Tourists (Datalogging and information systems)
- Jump on the Bandwagon! (Website authoring and design)
- Information Superhighway (Searching the internet and collecting information)
- Band Manager (Spreadsheet modelling)
- GamePlan IT (Sequencing instructions and game design)
- Mind your own Business! (Planning, marketing, podcasting and video editing)

## **Year 9**

- Digital Detectives (Spotting scams, data and software protection, safe social networking)
- Mayhem Manor (Control, modelling, presenting, desktop publishing, ePortfolios)
- World Citizens (Communicating, collecting information, web design, databases, reports)
- Time Machine (Modelling, databases, researching, desktop publishing, mail merge)

## **KS3 Urdu**

At Key Stage 3 pupils will undertake the following modules:

1. Me, Myself & I;
2. Family;
3. School life;
4. Daily Routines;
5. The World Around Us.

In Year 7 the emphasis will be that of reading Urdu; in Year 8 the emphasis will be Reading, Speaking & Listening to Urdu and in Year 9 pupils will undertake the four learning areas: Reading, Writing, Speaking & Listening.

## **KS 3 & 4 PE**

Alongside academic study our school places a great emphasis on looking after oneself. Personal health and well being is the pre-requisite for all one aspires to undertake in life and hence viewed with utmost importance.

P.E resources continue to be developed. Currently, PE is restricted to an indoor provision at Grimsbury Community Hall, owed to a lack of a wholly appropriate outdoor space. However, the students take part in many diverse activities such as Horse riding, swimming and archery. Shifa are constantly trying to raise awareness within their students of the importance of health, exercise and confidence through physical various activities and sports.

## **KS3 Art**

Art, at Shifa, teaches the pupils to explore and cultivate expressive Islamic arts. For example, Arabic calligraphy, Mosque Architecture, Glass Painting, Card Making, etc.

## **KEY STAGE 4:**

Key Stage 4 English and English Literature:

Currently two specifications are being taught; the new 2010 specification for English Language and Literature and the final deliver of specifications 1203 A and 1213, which will expires in 2011.

### **1203 A and 1213 specifications (old)**

Adopted for English & English Literature, respectively. Terminal assessment will be two-tier: Foundation /Higher. These are two separate qualifications that will be achieved in the following manner:

#### **In Year 10:**

Dram text: An Inspector Calls by JB Priestly

Completion of Collection A Poetry: The Edexcel Anthology

Completion of Non-Fiction Prose text: The Edexcel Anthology

#### **In Year 11:**

Completion of all coursework for English and English Literature

Practise Past Papers 1203 and 1213.

Pupils will also undertake a number of oral activities.

### **2010 Specification**

English and English Literature are taught simultaneously, adopting a mixed method of teaching.

In Year 10 the focus will be:

Non-fiction texts controlled assessment

Completion of a collection of 15 poems: Edexcel Anthology

Different Cultures and Traditions text: Of Mice of Men by J.Steinbeck

Literary Heritage text: Pride and Prejudice by J.Austen

Pupils will also undertake a number of oral activities.

#### **In Year 11 the focus will be:**

Shakespeare text: Macbeth (Controlled assessment)

Contemporary drama: An Inspector Calls by JB Priestly (Controlled assessment)

Spoken Language Study: Controlled assessment

Practise Past Papers

Pupils will also undertake a number of oral activities.

### **Library session**

Students also have a weekly 45 minute lesson dedicated to raising the reading attainment of our students.

## GCSE Mathematics

The key stage 4 program works towards a GCSE qualification in Mathematics and is divided into a modular system, which is assessed over the duration of years 10 and 11, in order to fulfill national curriculum requirements.

A revised AQA GCSE Maths syllabus launched in September 2010, with a new structure and key new features, strives to equip students with a better understanding of the world and an enhanced enthusiasm for Maths. The focus is placed on using mathematical concepts and applying them to real world problems to appreciate their significance. Both higher and foundation tiers are assessed with the following three modules:

**Unit 1:** Statistics and Number - Written paper (Calculator) - 26.7% of the GCSE Mathematics assessment [1 hour, 54 marks]

**Unit 2:** Number and Algebra - Written paper (Non-Calculator) - 33.3% of the GCSE Mathematics assessment [1 hour 15 mins, 66 marks]

**Unit 3:** Geometry and Algebra - Written paper (Calculator) - 40% of the GCSE Mathematics assessment [1 hour 30 mins, 80 marks].

Current year 11 students are following the old AQA syllabus (Specification B), which is divided into A02 (Number and Algebra) and A03 (Shapes, Space and Measures) and will take the following assessments at the end of the academic year:

Module 5 Paper 1 (Non-calculator) - 27.5% of the GCSE Mathematics assessment [1 hour 15 mins, 70 marks]

Module 5 Paper 2 (Calculator) - 27.5% of the GCSE Mathematics assessment [1 hour 15 mins, 70 marks]

The school employs a method such that the teaching approach is enriching and engaging for all students. The students progress is monitored through homework and classwork

## **GCSE Science A & Additional Science**

Pupils will work towards a double award in Science by completing the requirements for AQA GCSE Science A in Year 10 and Additional Science in Year 11. This specification has superseded the AQA Co-ordinated Science Double Award, and has been initiated since Sept.2006.

In Year 10 pupils will study:

- How Science Works;
- Human Biology;
- Evolution & Environment;
- Products from Rocks;
- Oils, Earth and Atmosphere;
- Energy and Electricity;
- Radiation & the Universe.

There are two tiers of assessment for the units which are in the form of objective tests: Foundation (G–C) and Higher (D–A\*). The centre-assessed unit is not tiered.

## **GCSE Science A**

Biology 1a (normally assessed in Nov.) Biology 1b (normally assessed in Nov.) Chemistry 1a (normally assessed in March) Chemistry 1b (normally assessed in March) Physics 1a (normally assessed in June) Physics 1b (normally assessed in June)

Science Centre-Assessed Unit (B1, C1 or P1) based on normal class practical work 25% Investigative Skills Assignment (an externally set, internally assessed test taking 45 minutes) + Practical Skills Assessment (a holistic skills assessment).

## GCSE Additional Science

The Scheme of Assessment comprises four units: Biology 2, Chemistry 2, Physics 2, and the Additional Science centre-assessed unit.

Each unit comprises a written paper with short answer questions. The papers are available at Foundation and Higher Tier. All questions are compulsory.

The centre-assessed unit comprises an Investigative Skills Assignment, which is normal class practical work followed by an externally set, internally assessed test taking 45 minutes, and a Practical Skills Assessment which is a holistic practical skills assessment.

## GCSE Religious Studies

The new Edexcel Specification 2RS01 will be employed as of Sept. 2009 which supersedes Edexcel's former GCSE Religious Studies Spec. A. The course comprises Unit 4 and Unit 11 which form a programme of study centred on Islam. The course is modular, and hence, upon completion of a module it is assessed in the summer series of the year in which the module is completed.

### Unit 4: Religion & Life Based on a Study of Islam:

This unit requires students to study the relationship between Islam and life in the UK. There are four sections covering believing in Allah, matters of life and death, marriage and the family, and religion and community cohesion. This unit is examined at the end of the year via 100% external assessment.

**Unit 11:** Islam: This unit requires students to study the nature of Islam and its effects on the lives of Muslim believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration and living the Muslim life.

**This unit is examined at the end of the year via 100% external assessment.**

# GCSE Arabic

## Definition

Arabic is the language that was chosen above other languages, it is the language of the Qur'an and the language of heaven. Allah, Most High, says in the Qur'an:

“Lo! We have revealed it, a Lecture in Arabic, that ye may understand” (Al-Qur'an12:1)

Arabic is amongst the sciences of Islam that are referred to as 'tools'. It is an instrument to the understanding of the religion of Islam. It enables one to understand the language of the Qur'an, to be able to fully comprehend the Qur'an; its meanings, wisdoms and secrets. It enables one and it allows the individual the ability to understand Hadith literature and Arabic is a key to access numerous sacred texts that relate to all sciences of Islam. Our hope is that, Insha'Allah, by the end of their schooling; students at Shifa will have grasped a sufficient level of Arabic that will allow them to converse and read intermediate level of Arabic, thus laying the foundations to allow them to advance in the language, here or abroad, if they choose to do so.

At KS 3 the emphasis is placed on the following learning outcomes:

- Fluency in reading and writing Arabic
- Substantial Arabic Vocabulary
- Understanding of sentence structure and ability to write grammatical sentences;
- Ability to hold simple conversation, using adjectives, attached and detached pronouns and prepositions.

At KS4 pupils undertake the specification requirements of the Edexcel GCSE Arabic: (2ARO1). This comprises four terminal examinations which form the assessment for GCSE Arabic.

- Unit 1: Listening and Understanding in Arabic
- Unit 2: Speaking in Arabic
- Unit 3: Reading and Understanding in Arabic
- Unit 4: Writing in Arabic

The following topic areas will be covered in the above components during the course of Yr.10 & 11:

### **Common topic areas**

- Out and about
- Customer service and transactions
- Personal information
- Future plans, education and work
- Media, travel and culture:
- Sport, leisure and work:

Arabic at Key Stage 4 is a 2 year programme which leads to the completion of the Arabic Language GCSE.

## **GCSE Urdu**

For the majority of students serviced by Shifa School Urdu is the mother-tongue of one's grand parents, parents, uncles and aunts and is often the dreaded language for those of us whose mother-tongue is English. 'Dreaded' because there are times when we are expected to use Urdu: to impress our elders or simply converse with them via an international call. At Shifa School we endeavour to make Urdu a language our pupils can identify with, enjoy and perceive as a worthwhile language that is recognised the world over.

The AQA GCSE Urdu 4645 supersedes the former AQA specification adopted at Shifa. 1.5 hours have been allocated for this subject, per week.

Four common topic areas (Lifestyle, Leisure, Home & Environment, and Work & Education) span the following 4 units of assessment:

**Unit 1:** Listening: 20% (Terminal examination)

**Unit 2:** Reading: 20% (Terminal Examination)

**Unit 3:** Speaking: 30% (Internal assessment)

**Unit 4:** Writing: 30% (Externally marked controlled assessment)

## **KS4 ICT**

ICT enables students to use a diverse set of technological tools and resources which can be used to communicate, and to create, disseminate, store, and manage information. Each student will be given the opportunity to use I.C.T. as a communication medium for storing and retrieving text, graphics and sound; classify and sort objects, using and creating databases, use and produce computer models to represent situations and make predictions; use I.C.T. to measure and control systems and devices and relate their own experience and use of I.C.T. to the wider use of I.C.T. in the outside world. This will entail students carrying out a short course in year 10 and this together with year 11 assessments will amount to a full GCSE in ICT.

J061 Short course in year 10: 2 units assessed via an exam and internal assessment

J461 Full course in year 11: 2 Units assessed via an exam and course work

Units will consist of the following topics:

**Unit B061:** ICT in today's world

**2.2 Unit B062:** Practical applications in ICT

**2.3 Unit B063:** ICT in context

**2.4 Unit B064:** Creative use of ICT

**2.5 Unit B065:** Coding a solution

# Islamic Curriculum

## KS3 & 4

The broad base for the Islamic Curriculum at Key Stage 3 & 4 comprises of Arabic, Fiqh, Tajweed, Hadith, Sirah and Living Islam.

Shifa school prides itself as being a day school that offers a comprehensive Islamic curriculum alongside the National Curriculum. It is fundamental that parents realise the importance of a sound Islamic education for their daughter(s). Teaching and reviving traditional Islamic learning was one of the primary reasons for the opening of the school, as it is through knowledge that we learn how best to worship our Creator and fulfil our duties during our time on earth, in preparation for the Hereafter. Moreover, the Prophet (Peace be upon him) made seeking knowledge obligatory on both the male and the female. Thus, it is our intention to revive and promote the tradition of learning the Islamic sciences.

Our hope is that over the five years that the pupils spend at Shifa School, their parents would have not only fulfilled their religious obligation in teaching their children the basics of their religion, but would have also given them the opportunity to enrich their minds and souls in knowledge of Allah and His blessed Prophet, which would in turn provide a good platform for them to step in to higher education or the sphere of work.

As for the texts studied, they will either be in the English language or rendered into English from the Arabic. Most of the texts studied will be traditional texts. The pupils will learn the Hanafi school of thought pertaining to Fiqh and will focus on strengthening the learning of that which must be necessarily known by each responsible Muslim, or otherwise referred to in Arabic as Fard ‘ayn knowledge.

## Fiqh

Linguistically Fiqh is interpreted as ‘understanding’. Fiqh is a branch of knowledge that clarifies and defines the way we worship and live. It is obligatory on all morally responsible Muslims to study the science of Fiqh as it pertains; (i) Creed (fiqh-ul-akbar), and to (ii) the laws and rules of Muslim practice in all stages of their lives.

The goal of this traditional programme is to help pupils to be the finest examples of Islamic behaviour in action and thought. Its primary objective is to believe in what God and His Prophet have commanded us to believe in and to carry out the commands of Allah, Most High, in the correct manner and refrain from the prohibitions.

### **During KS3 & 4 pupils will be taught about:**

‘Aqidah (creed)  
Tahara (purification)  
Salah (Prayer)  
Islamic Living  
Sawm (Fasting)  
Zakat  
Hajj (Pilgrimage)  
Prayers of Occasions  
Halal & Haraam  
The sins of the heart  
The sins of the tongue  
The book of enormities

# Fiqh

Linguistically Fiqh is interpreted as ‘understanding’. Fiqh is a branch of knowledge that clarifies and defines the way we worship and live. It is obligatory on all morally responsible Muslims to study fiqh as it pertains to the laws and rules of Muslim practice in all stages of their lives.

## **During KS3 & 4 pupils will be taught about:**

Aqidah (Muslim Creed)

Tahara (purification)

- Wudhu, ghusl, tayammum Salah (Prayer)
- Integrals and Sunnah of the Prayer
- Its conditions
- Correct method of performing Prayer
- Congregational Prayer
- Friday Prayer (Jum’ah)
- ‘Id Prayer (‘Idain)
- Funeral Prayer (Janaza)
- All other Prayers: Istikhara, Tasbih, Duha, Tauba, Shukr, Awabin, Ishraq

Sawm (Fasting)

Zakat

Hajj (Pilgrimage)

Transactions (buying and selling) Marriage & Divorce

Halal & Haraam

## Hadith

The Prophet occupies a central position in Islam, both as the vessel for God's speech and as the primary interpreter of the Qur'an's meanings. In Islam, hadiths, or saying of the Prophet, are second only to the Qur'an as a source for legal, ethical, and spiritual guidance. In essence, they are a commentary on the word of God as expressed in the Qur'an.

The impact that good words have had on humanity throughout history is evident. The results resoundingly declare we can be touched and inspired by words that we listen or read and are moved to renew and remake ourselves as better, nobler, and more merciful human beings.

The objective of these lessons is to give the students an opportunity over the five years to listen to the Prophet's own words and to enter into an internal dialogue with his words and through them to begin to know a man who Muslims, and even some western historians, believe to be the most significant human being who ever lived. They also offer the students an opportunity to be introduced personally to someone whom many of our human family revere as a fount of mercy, compassion, wisdom, justice, and love. All we have to do is give the girls an opportunity to listen and understand the words of the Prophet (Peace and blessings of Allah be upon him).

During each of the five years the students will study 20 sayings Prophet (Peace and blessings of Allah be upon him). They will learn to write them in their original Arabic form and understand their meanings and memorise them. The objective of the Hadith lessons is to familiarize the students with not only the sayings of the Prophet but also his personality.

### **During KS3 & 4 pupils will be taught about:**

For Yr.7-8: An emphasis will be placed upon the study of a 40 sayings of the Prophet (Peace and blessings of Allah be upon him) over two years. The students will be expected to memorise the hadith and learn to write them in their original Arabic form.

For Yr.9, 10 and 11: In these final three years the students will study a further 60 hadith, which will total 100 for the five years. They will also be expected to memorise the sayings in their original Arabic form along with their English translation.

## Islamic Living

Learning about Islam is one thing but learning how to live as a Muslim woman in the west is a very unique challenge and one which is of immense importance and proportion. Shifa School intends to help develop young women who have the knowledge, wisdom & ability to live, and present Islam to the west in a manner which challenges and dispels stereotypes & prejudices; with this aim in mind we have introduced this subject.

The students learn how to become women who are considered assets to their families, communities & society at large. Islamic Living covers many areas and is designed to help the students live in a manner that brings about positive change to the societies that they live in. The students look at the lives, roles and statuses of men and women from ancient times to the present.

## Sirah

Sirah is the science which looks at the life of the Messenger of Allah (may the peace and blessings of Allah be upon him). Sirah encompasses the various aspects, situations and events characterising his blessed life.

The aims of this science are primarily to love Prophet Muhammad (peace and blessings of Allah be upon him) more than oneself, one's family and wealth, in conjunction with the command in the Qur'an. His life is the example and model in our day to day living; example and model in times of peace and war; example and model in calling people to the din of Islam. Everyday in everything, even in the most intimate personal deeds of a believer, the life of the Prophet, May the Peace and blessings of Allah be upon him, is referred to.

“Indeed in the Messenger of Allah you have a good example to follow” (33:21)

The students will cover the following chapters in the study of Sirah:

- An overview of the Sirah
- The Lineage of the Prophet
- The entire Sirah chronologically from just before the Prophet's birth up to his passing away
- The lives of the four caliphs
- The night journey (M'iraj)
- The Shama'il of Imam Tirmidhi
- The Finality of the Prophet
- Miscellaneous topics related to the Prophet
- Stories of the Prophets in the Qur'an

The students will also, insha'Allah, cover the entire Shama'il al-Tirmidhi collection over the latter three years of their schooling. This will enable the students to picture the blessed Prophet in their minds as he was in his physical appearance.

### **The Holy Qur'an**

This lesson is divided into three different areas of study:

Kitabah/Writing: Learning to write the Quranic Arabic

Qir'ah/Reading: Learning to read and recite the Qur'an with proper Tajweed

Tafsir/Exegesis: Studying the meaning Of the parts of the Qur'an one uses on a regularly

Overall, our main focus will be in training the students to recite the Qur'an correctly with Tajweed.

Reciting the Holy Qur'an with tajwid brings success through attainment of the pleasure of Allah, Most High, by ensuring it is read and subsequently understood correctly. The study of tajwid is obligatory due to the saying of Allah, Most High:

'And recite the Qur'an in slow measured tones' (73:2)

During Yrs7&8 pupils will be expected to memorise the entire 30th part, practice reciting two complete parts in class with the teacher (repeating the 30th part twice) and write three parts from the Qur'an in to their exercise books over the course of the two years.

During yrs 9-11 pupils will be not be memorising any further parts of the Qur'an, instead will be expected to re-cap memorisation done in the yrs 7&8. They will recite 6 parts in class with the teacher, as-well as write the same amount in to their exercise books over the course of the 3 years. The students will also be taught the Qur'anic exegesis (tafsir) of the 30th part and Surah al-Kahf.

The Holy Quran & classical traditional texts are used to teach this discipline. The following traditional and contemporary texts will be used to deliver the lessons:

- 'Hidayat al Rahman fi tajwid al Qur'an' by Shaykh Dubus waz Zayt
- Al-Wajiz (Tafsir of the 30th Part), al-Zuhayli, Daar al-Fikr
- Etiquettes with the Qur'an by Imam Nawawi
- The Teachers' own notes from their respective studies with traditional scholars who are classically trained and hold relevant ijazaat (permits).

## **Homework**

Homework will be given to pupils to encourage learning and develop a sense of working without teacher supervision once a week, per subject. Parents are asked to ensure that their child is completing their home- work and to show an involvement in their child's studies.

A homework planner will be issued at the beginning of the year and parents are asked to regularly check these so that parents are well informed about their child's work load, forthcoming assessments etc.

## **Extra-Curricular Activities**

These will be held during school break times and on some occasions beyond the school day, although the latter will require the permission and support from parents. It is anticipated that these activities will strongly encourage the pupils to make good use of their leisure time in their future lives- Insha'Allah, and help to broaden their horizons.

There may be opportunities in the year for school trips to places and sites of special interest. There will normally be an additional fee to cover the cost of these trips. Pupils will be offered a choice to go on such trips at the discretion of their parents. Volunteer parents are welcome to join in and supervise on out door excursions.

## Behaviour

The ethos at the school encourages positive behaviour from both the teachers and pupils, both in the personal and academic sense. We have developed positive reinforcement amongst the students at Shifa School by introducing a 'Gift of Appreciation' scheme through which children receive different gifts & prizes depending on the number of merits they obtain throughout the year. Students are issued merits for any of these four reasons: Commendable class & homework, Excellent character and manners with students or teachers, Excellent organisation & punctuality and Outstanding exam/test results. All pupils must follow the conduct in our school's Behaviour Policy. The Shifa School Behaviour Policy is available for your inspection.

## Discipline

Methods for dealing with poor behaviour comply with the Qur'an and Sunnah. Thus, physical punishment of any nature or any form of psychological punishment is strictly prohibited. Once again, the procedure for dealing with matters of discipline can be found in our school Behaviour Policy. Teachers carefully follow the disciplinary procedure determined by the school & students are actively involved in reviewing their own behaviour in order for them to feel empowered & able to make changes for their own good.

Please feel free to make an appointment to view this and other school policies.

If and when there is unacceptable behaviour or work, well-understood procedures will come into effect. Initially, a warning will be issued by staff, followed by the pupil being kept in at break time. In more severe cases, the parents will be informed directly by a member of staff and will then be invited to discuss with the school the action to be taken.

In addition, pupils are expected to respect teachers during and outside school hours. Moreover, parents are obliged to show support for teachers in the presence of pupils. Parents are requested to make an appointment prior to meeting the school staff.

Punctuality and maximum attendance, in as far as possible, are expected from all pupils otherwise procedures are in place to deal with lateness and absence. The school operates a policy to counter lateness which begins with an after school detention – meeting with parents to reach solutions that will minimise future late arrival to school. Absence is followed up by an assigned member of staff, who will call the pupil's home on the day of absence to ascertain why she is not in school. All absences are logged in the school's 'Absence Log' and are deemed authorised/unauthorised, depending upon the legitimacy of absence. Pupils will not be allowed to leave the premises during school time without the permission of staff and prior consultation with parents/guardians.

Staff guidelines are also in place at the school. The staff undertake intense training sessions to help them identify how to overcome behaviour problems in students in the best possible manner. These guidelines & workshops ensure that the staff abide by the highest standards. Again, these are available for parents to view from the Shifa School Office as hard copies.

## Appearance & Dress

We have tried to make the uniform simple, functional and distinctive. We would like to instil personal pride in this matter and would request parents that they reinforce this message. The uniform code is as follows:

- A neutral hijab & jalbaab.
- Winter coats or summer jackets should be either black/blue or neutral coloured.
- Shoes should be black and flat.
- There should be no excessive jewellery. Ear rings should be studs and not looped.
- Make up or nail polish is unacceptable.

## Physical Education Kit

Black or blue jogging bottoms and a sweatshirt/ long t-shirt/top and trainers.

## Health & Welfare

All accidents, no matter how minor are reported to members of staff. An accident report book is filled in. Minor cuts and bruises are dealt with immediately, but for more serious injuries parents will be contacted directly. In urgent cases, the child will be taken to hospital, accompanied by a member of staff.

Medicines are not administered at the school unless the child has an ongoing condition such as Asthma. Any medicines must be clearly labelled with the child's full name and instructions for use.

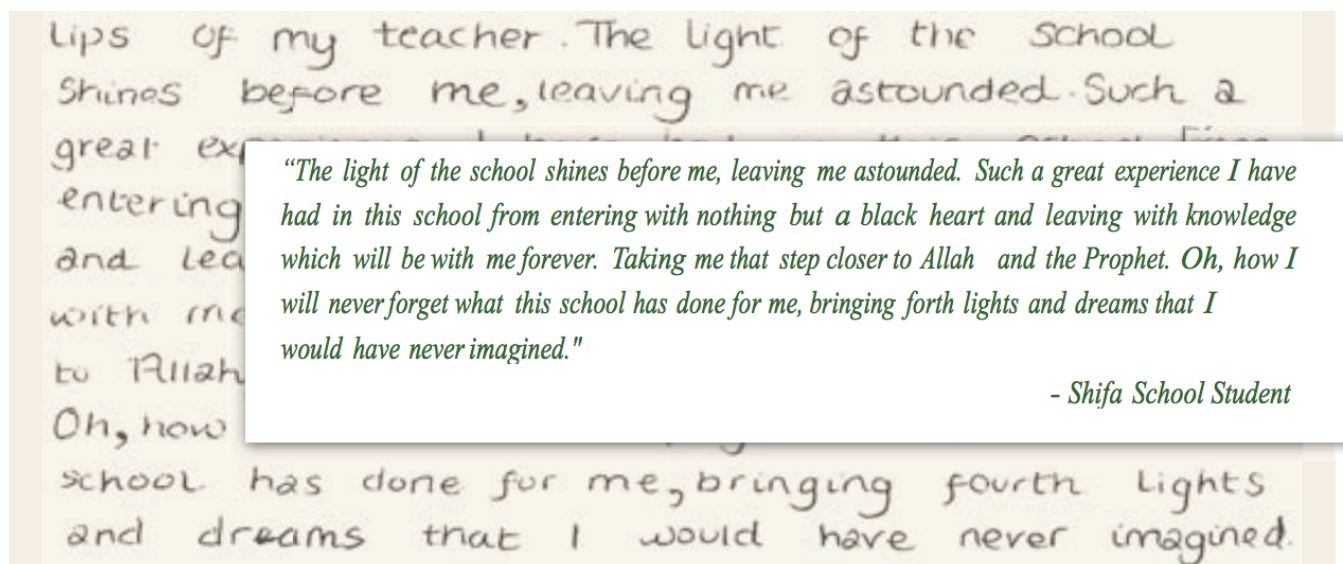
Parents must provide written authorisation for the staff to administer the medication. All eventualities will be recorded. Children who are known to have a serious or contagious illness should be kept at home.

## Child Protection

Our school policy is available for your inspection and contains guidelines on par with the Department for Children, Schools and Families (DCSF). Staff will ensure that a child thought to be suffering from harm will be reported to those who can and will take appropriate action to protect them.

## School Contributions

Shifa School is a charity organisation. We rely on parental contributions and donations to operate. Please contact us for further information on parental contributions



## **Additional Information Documents**

List of Documents available for your inspection: (all the documents below can be accessed as hard copies from the Shifa School Office. \* Also published on the school's website.)

Admissions Policy

Anti-bullying Policy

Behaviour Policy

Child Abuse & Dealing With It

\*Child Protection & Safeguarding Children Policy

\*Compliments and Complaints Policy

Confidentiality Policy Curriculum Policy DDA Policy

Behaviour & Discipline Policy

Equal Opportunities Policy External Speaker/Visitor Policy Fire Evacuation & Bell Test Policy

First Aid Policy

Food, Drink and Hygiene Policy Health and Safety Policy

Health Education Policy Health Protection Policy

Internal Appeals Policy Media Interest Policy Medication Policy

Public Examination Results

Re-admissions Policy

Recruitment of Staff Policy

Special Needs Policy

Staff Grievance and Discipline Policy

Staff Details & A Summary of Qualifications

Staff Sickness Policy Visitors to School Policy Visits and Outings Policy

Volunteers and Student Placement Policy

## Student Testimonials

back, I have now realised I made one of the best decisions of my life. Ash-shifa school has contributed to many positive aspects of my

*"Ash-Shifa school has contributed to many positive aspects of my life. Not only has it given me the opportunity to understand how a muslimah should spend her life but it has given me an insight about my religion as a whole. To submit to the will of Allah most*

*high and increasing in love for the Prophet Muhammad."*

*- Shifa School Student*

the will of Allah most high and increasing in love for the Prophet Muhammad (peace and blessings of Allah be upon him). Ash-shifa school

Ash-Shifa is like a precious jewel protected by Allah and the Angels.

It is indeed a cure and it saved me from many corrupting troubles faced by others.

At Ash-Shifa we lived and learnt together as one helping, caring and sharing.

Allah being the core of our learning we learnt of

*"Ash-Shifa is like a precious jewel protected by Allah and the Angels.*

*It is indeed a cure and it saved me from many corrupting troubles faced by others. At Ash-Shifa we lived and learnt together as one, helping, caring and sharing.*

*Allah being the core of our learning, we learnt of the Prophet his Sunnah and life."*

*- Shifa School Student*

sacrificing and persevering in order to get their goal

Ash-shifa is like no other, I hold it in high

LOOKING BACK...

A new project came to town,  
Upon many faces arose a frown.  
Some wanted to take the chance,  
Sceptical eyes threw away without a glance.

*“Of the project the divine was the source,  
Source of the magnificent force,  
Force which wanted to make a difference,  
Difference which only came with  
perseverance.*

*Slowly, slowly it came together, United for the  
cause forever.*

*Materials, money, possessions it lacked,  
Priceless it was, for a fact.”*

*- Shifa School Student*

Leavers only bring arrivals,  
arrivals which will become examples,  
examples of the free  
force which started the cause.

LOOKING BACK.

A  
S  
“Allah invited me to Ash-Shifa Studying  
the deen of Allah Happiness I felt when  
I look back. Sincerity He gave me  
His Rahma He bestowed upon me.”

- Shifa School Student

Happiness I felt when I look back.

Sincerity he gave me  
His Rahma he bestowed upon me

Came here to learn what should be learnt

Following the way of the prophet

Ash-shifa is the way of life.

Over my decision to attend Ash-Shifa School I feel proud

On the day  
It has been  
But in our  
Knowledge  
Ash-Shifa  
Priceless p  
Praise be  
I was told

*“Over my decision to attend Ash-Shifa school I feel proud, On the Day of  
Judgement I pray it speaks for me, very loud. It has been a school of only a few,  
But in our hearts imān gradually grew. Knowledge, equality, principles and rules  
Ash-Shifa, unlike many other schools. Priceless possessions it certainly did lack,  
Praise be to Allah for protecting us from Shaytan’s attack.”*

- Shifa School Student

So I believed as I know the best is what my teachers know.  
Sisterhood began to spread

I could go on and on about Ash-Shifa, there are many people the and have become.

*"I could go on and on about Ash-Shifa, there were many amazing things about this school that many people don't see. There has been a major change in all the students throughout these years and I know and I pray that they remain as strong as they have become."*

*- Shifa School Student*

My father is a traveller,  
He moves from place to place,  
Country to Country,  
School to School.

Bullies, friends, fights and protests,  
All contribute to a day of norms  
Where first priority is status and form.

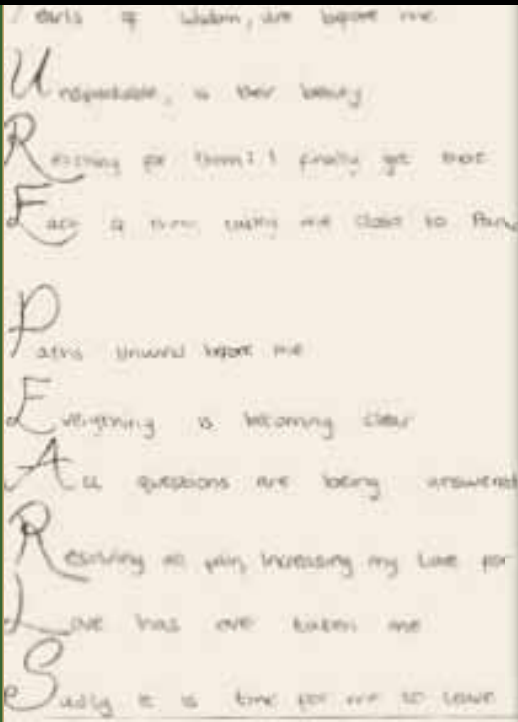
*"Until you come to Ash-Shifa School.  
A place of knowledge, equality and Islamic rules  
This is one place...  
I see a school for what it is, Not for what people  
say it is.*

*A place to study,  
A place for knowledge, A road to success,  
In life and hereafter*

*Ash-Shifa is really a core,  
For all people that aren't really sure, LEADING  
women to SUCCESS."*

*- Shifa School Student*

## Student Testimonials



*"Pearls of wisdom are before me, Unspeakable, is their beauty. Reaching for them: I finally get there, Each of them taking me closer to Paradise.*

*Paths unwind before me, Everything is becoming clear. All questions are being answered, Resolving all pain, increasing my love for Muhammad . Love has overtaken me, Sadly it is time for me to leave Ash-Shifa."*

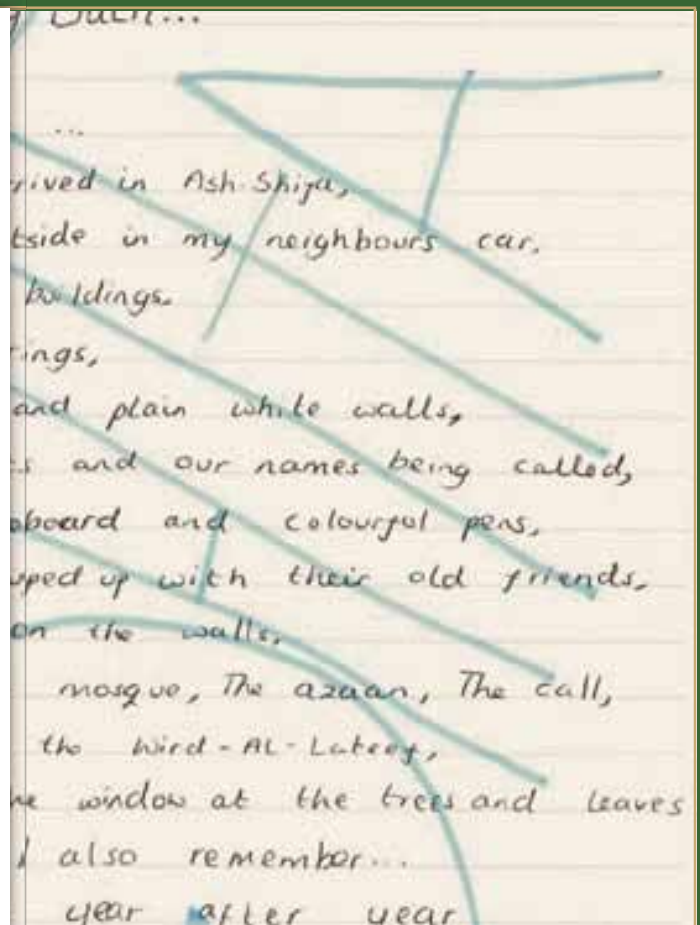
*- Shifa School Student*

*"Looking back I remember...  
The first time I arrived in Ash-Shifa,  
When I pulled up outside in my neighbours  
car, The black and white buildings,  
Fiddling with my rings,  
The orange carpet and plain white walls,*

*The chatter of students and our names being  
called, The clean pure whiteboard and  
colourful pens, Anxious students grouped up  
with their old friends, Big bright displays on  
the walls,*

*The sound from the mosque, the azaan, the  
call. The teachers chanting the wird al-Lateef,  
Looking through the windows at the trees and  
leaves."*

*- Shifa School Student*



As we all know Ash-shifa was a blessing from Allah

*“As we all know Ash-Shifa was a blessing from Allah Surprisingly Ash-Shifa became my heart.”  
- Shifa School Student*

Surprisingly Ash-shifa became my heart

Having finished my five years in Ash-shifa it made me realize how great it was.

Looking Back...

Ash-shifa school was the best experience of my life that has ever

*“When I came to Ash-Shifa I felt so much equality, togetherness. We learnt so much by coming to Ash-Shifa about the Prophets, Companions. Over the years I have seen a whole new light. Ash-Shifa helped me inwardly and outwardly. The school has cured me and has broadened my horizons and has opened many doors of rahma for me. These few years have been very memorable to me. I will cherish them forever.”*

*- Shifa School Student*

uch about my  
ight.  
we learnt so  
s.  
helped me  
s and has

opened many doors of rahma for me.  
these few years have been very memorable to me. I will cherish them forever.  
I came from not knowing anything to knowing so much about my religion



St.Leonards Building. Middleton Road  
Banbury Oxfordshire OX16 4RE

Phone/Fax: 01295 266062 • Mobile: 07984 162001  
Email: [info@ash-shifa.org.uk](mailto:info@ash-shifa.org.uk) • Website: [www.ash-shifa.org.uk](http://www.ash-shifa.org.uk)