

## Overview of the Wudhu & Salaah Syllabus

	Items to Cover	Notes
Level 2	<ol style="list-style-type: none"> <li>7 steps of practical Wudhu. (Refer to the detailed Level 2 syllabus)</li> <li>Names of 5 daily Salaah.</li> <li>'Basic Structure' of 2 Rak'aat Salaah including the Takbeeratul Intiqaal. (All Duas to be covered in L3 only).</li> <li>Names of the different postures of Salaah.</li> </ol>	<ol style="list-style-type: none"> <li>Emphasis on Wudhu in a manner that children understand it is obligatory before touching the Quran and before performing Salaah.</li> <li>Pupils must be confident with the 'basic structure' of 2 Rak'aat Salaah including the Takbeeratul Intiqaal.</li> <li>Emphasis on not rushing Salah and ensuring "<b>Ta'deel e Arkaan</b>" takes place, especially in Ruku', Qawmah, Sajdah and Jalsah.</li> <li>Emphasis on reciting the Duas of all postures slowly, to assist Ta'deel e Arkaan.</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>To perform individually (not in congregation) <b>the Fardh Rakaats of all five prayers</b>, including all the relevant Duas mentioned in the Level 2/3 Dua syllabus.</li> </ol>	<ol style="list-style-type: none"> <li>There needs to be a clear understanding of the method of performing Fardh Salaah. There must be no confusion.</li> <li>Emphasis on Qa'dah after 2 Rak'aat.</li> <li>Understanding that Fatiha and Surah is recited in first 2 Rak'aat, with only Fatiha in 3<sup>rd</sup> and 4<sup>th</sup> Rak'aat.</li> <li>Emphasis on not rushing Salah and implementin "<b>Ta'deel e Arkaan</b>".</li> </ol>
Level 4	<ol style="list-style-type: none"> <li>To perform the Fardh Rakaats of all five prayers <b>behind the Imam</b>, including the differing roles of the Imam and congregation.</li> </ol>	<ol style="list-style-type: none"> <li>Children (including girls) must clearly understand when to recite and when to remain silent behind the Imam.</li> <li>Standing in a straight row in the Saff (row) of Salaah.</li> <li>Emphasis on not rushing Salah and implementin "<b>Ta'deel e Arkaan</b>".</li> </ol>
Level 5	<ol style="list-style-type: none"> <li>To be aware of the Sunnah &amp; Nafl Rak'aat of all the different Salaah.</li> <li>To be able to perform (individually) the <i>Witr and Sunnah</i> Rakaat of all five prayers.</li> <li>To give Adhaan and Iqamah <b>in tune</b>.</li> <li>Making up missed Rak'aat.</li> </ol>	<ol style="list-style-type: none"> <li>Children must confidently understand the main difference between the method of Fardh and Sunnah prayers; recitation of additional Surah in 3<sup>rd</sup> &amp; 4<sup>th</sup> Rak'aat.</li> <li>Differences between Adhaan and Iqamah including the extra words of the Fajr Adhaan.</li> <li>Confident understanding of the concept and rules of the Masbooq.</li> <li>Emphasis on not rushing Salah and implementin "<b>Ta'deel e Arkaan</b>".</li> </ol>
Level 6	<ol style="list-style-type: none"> <li>Performance of Eidain Salah.</li> <li>Performance of Janazah Salah.</li> <li>Sajdah of Sahw</li> </ol>	<ol style="list-style-type: none"> <li>Method and important information regarding Eidain and Janazah.</li> <li>To be aware of the method of Sajdah of Sahw and that it is done if a Wajib is missed unintentionally.</li> <li>Teachers must cover the Wajib acts of Salah.</li> <li>Emphasis on not rushing Salah and implementin "<b>Ta'deel e Arkaan</b>".</li> </ol>

Additional Guidelines / Notes:

- a) Salaah is the most important element of Islam after Iman. Thus, we need to ensure our children are confident with all aspects Salaah.
- b) Sometimes it is easy to overlook the importance and relevance, especially as there is no formal Kitab etc in place. However, if a pupil in Level 7 or 8 still does not know how to perform Salaah and is oblivious of the Fiqh of Salaah, then we have seriously failed in our duty and not fulfilled our Amanah. Aspects such as “concentration and devotion” takes a lifetime to build, however as teachers our minimum focus on must be educating the child with the Fiqh of Salaah.
- c) There needs to be a gradual build up of the Fiqh of Salaah over a few years, thus the Salaah syllabus has been structured from L2 onwards – covering and building upon aspects of Salah year upon year. **Teachers need to ensure that revision of previous years takes place first, and then the syllabus for the current year is covered.**
- d) Salaah will be an ongoing item. Teachers should observe their pupils and rectify any errors being made even after the Salaah focus weeks are over. Maybe designate a “focus point” each week, so pupils can concentrate on this.
- e) Special attention needs to be paid towards issues such as:
1. Standing posture.
  2. Ruku’.
  3. Sajdah – does the forehead and nose touch the ground or not?
  4. When performing with Jama’ah, are there gaps in between? Is there a straight line or not?
  5. Ta’deel e Arkaan – Is this taking place?
- f) Please refer to the “Salaah Syllabus Overview” sheet – so you are aware of what to cover.
- g) Refer to the LTP when to cover the Salaah syllabus. After this period, there needs to be revision of Salah related items.

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