Year 6 Islamic Education Curriculum

Approximate ages 16 and above | Review draft 29 October 2026

This guide explains the learning focus for Year 6: consolidating learning for continued practice. It helps parents and tutors plan suitable learning and review progress alongside the Islamic Education Parent Guide.

These are indicative goals, not fixed deadlines or guaranteed outcomes. Placement and pace reflect the learner's starting point, understanding, practice and support needs. Learners may revisit earlier work or progress further when ready.

Quran reading and Tajweed

- Work towards completing a full Quran reading where the learner's starting point and progress allow. Completion is an aim, not a guaranteed deadline.
- Continue sequentially from the recorded position and correct recurring errors rather than rushing to finish.
- Consolidate taught Tajweed and develop a sustainable reading and revision routine beyond this stage.

Surahs duas and Names of Allah

- Work towards a retained cumulative repertoire of at least twenty surahs where appropriate, with accuracy and revision taking priority over the count.
- Revise daily duas, their meanings and practical use; add further duas in response to learning needs.
- Continue learning the remaining Names of Allah and revising their meanings at an individual pace.

Islamic studies and continued learning

- Continue suitable Safar Islamic Studies content alongside selected fiqh resources where needed.
- Consolidate beliefs, worship, taharah, personal responsibility and introductory zakat knowledge.
- Identify areas for further study and agree realistic next steps. This stage does not imply a scholarly qualification or completion of all Islamic learning.

How teaching is organised

The tutor begins with the learner's current skills and agrees manageable reading, revision and Islamic studies tasks. Explanations, guided practice, short questions and selected activities support understanding. Carefully selected videos may support a lesson, with the tutor guiding their use.

The balance of subjects can vary between sessions. In groups, learners receive appropriately adjusted tasks and feedback; a year label does not mean everyone must cover the same page at the same speed.

Checking learning and reporting progress

- A review of Quran reading progress, recurring errors and next reading or revision targets.
- Checks of retained memorisation and understanding of selected duas and Names of Allah.
- Discussion of practical worship and next learning priorities, adjusted to maturity and support needs.

Children receive an end of year progress report. Termly reports are available on parental request. Reports explain progress, support needed and next targets; concerns are discussed promptly rather than waiting for a scheduled report.

Practice and family cooperation

Tutors set manageable preparation and revision. Parents should help children establish a regular routine, check that assigned learning has been attempted and share difficulties with the tutor. Students should bring the agreed books and be ready to participate. If work is not understood or cannot be completed, the tutor reviews the task and support.

Support and sensitive topics

Teaching can be adjusted through pace, modelling, repetition, accessible resources and additional thinking time. A learning plan may be used where concerns arise or extra support is needed. Tutors do not diagnose SEND; management and SEND co leads may review educational support and discuss appropriate next steps with families.

Puberty and other sensitive topics are taught at an appropriate level and through the relevant parental consent process. Age ranges are approximate; maturity and understanding guide how material is introduced.

Resources and buying books

- A suitable Quran copy and Safar Islamic Studies material at the agreed level.
- Selected Taleemul Haq, Tajweed and dua resources according to need.
- An Nasihah may be introduced later; it is not a required purchase unless confirmed.

The tutor confirms the exact title, level and edition before purchase. Not every learner needs every listed resource. Books are purchased separately from external retailers using the links provided by Hikmah; families order and pay the retailer directly. An Nasihah may be considered later as a supplementary resource.

Programme information and contact

For fees, lesson times, assessments, holidays and notice arrangements, read the Islamic Education Parent Guide and Parent Policies. WE DO NOT OFFER FREE TRIALS. Payments must be received before the lesson or agreed monthly teaching period begins.

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