



# NEWSLETTER

Issue No: 69

## Head Teacher's Message

As we come to the end of this half term, we enter one of the most blessed and spiritually significant times of the year – the first ten days of Dhul Hijjah. These are days filled with immense opportunity, reminding us of the essence of Hajj, which is not just a physical journey but a powerful lesson in sacrifice, submission, and devotion to Allah. Hajj reflects the legacy of Prophet Ibrahim (AS), who demonstrated the ultimate sacrifice when he was willing to give up what was most beloved to him for the sake of Allah. Allah says, “And when he reached with him [the age of] exertion, he said, ‘O my son, indeed I have seen in a dream that I [must] sacrifice you...’” (Surah As-Saffat 37:102), highlighting the depth of his obedience and trust in Allah’s command.

While many of us may not be physically performing Hajj, Allah, in His immense generosity, grants us countless opportunities to attain great rewards during these blessed days. The Prophet ﷺ said, “There are no days on which righteous deeds are more beloved to Allah than these ten days” (Bukhari), reminding us that our actions during this time hold special value and can carry rewards similar to those of Hajj.

These days invite us to reflect on what we truly value in our lives. What takes up most of our time and attention? What do we prioritise over our relationship with Allah? True sacrifice for us today may mean letting go of distractions, reducing time spent on entertainment, or stepping away from things we love in order to gain something greater – the pleasure of Allah. Allah reminds us, “By no means will you attain righteousness until you spend from that which you love” (Surah Aal-E-Imran 3:92), encouraging us to give up what we value for His sake.

As we embrace these ten days, we should strive to better ourselves by increasing in prayer, engaging in constant dhikr such as SubhanAllah, Alhamdulillah, and Allahu Akbar, reconnecting with the Qur’an, making sincere du’a, and giving in charity. Fasting, especially on the Day of Arafah, is also highly recommended, as the Prophet ﷺ said, “Fasting the Day of Arafah expiates the sins of the previous year and the coming year” (Muslim).

Ultimately, our goal in these sacred days is to draw closer to Allah and seek His pleasure in all that we do. As we spend time with our families over the break, let us encourage ourselves and our children to embrace the spirit of sacrifice, gratitude, and devotion that Hajj represents. For our students, take a moment to reflect: what is one small change you can make in these ten days to become closer to Allah? It might be reading a few verses of the Qur’an daily, helping your parents at home, remembering Allah regularly, or being kinder and more patient with others. Even the smallest actions, when done sincerely for Allah, can bring immense reward.

These days may pass quickly, but the habits and intentions we build now can stay with us for a lifetime. May Allah accept our efforts, forgive our shortcomings, and allow us all to benefit from these blessed days. Ameen.

Eid Mubarak from us all.

Mr Mapara - Head Teacher



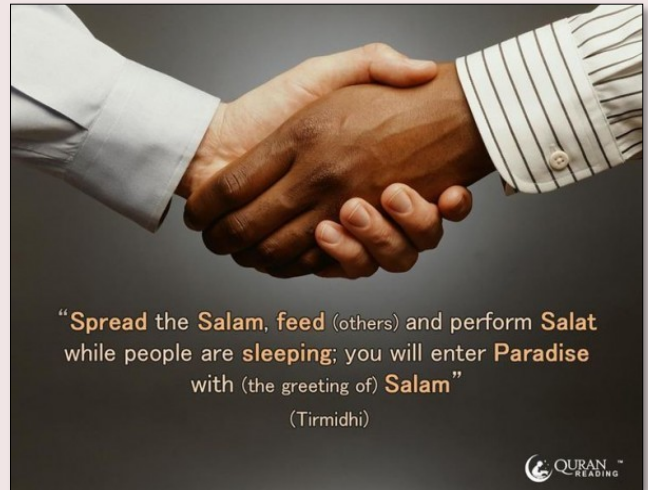
# Ahaadeeth of the week!



Throughout the term we present one hadith each week which is prepared by Mawlana Siddique and presented to the children during tutor periods. The theme is emphasised during the week to embed the beloved teachings of our beloved Prophet Muhammad (ص) into our students.

Below are the Ahaadeeth we have covered each week since the beginning of the term.

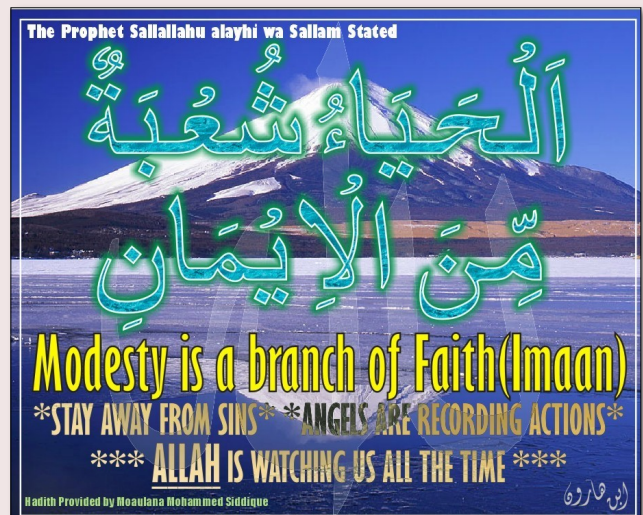
## 1. Week starting 13/04/2026 - Greeting with salaam & feeding the poor



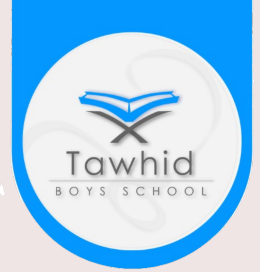
## 2. Week starting 20/04/2026 - Protection from the tongue and hand




## 3. Week starting 27/04/2026 - Modesty



# Ahaadeeth of the week!



## 4. Week starting 04/05/2026 - Hajj



"On no days is the worship of Allah desired more than in the first ten days of Dhul Hijjah. The fast of each of these days is equal to the fast of a whole year, and the ibaadat (worship) of each of these nights is equal to the ibaadat of laylatul qadr."  
(Tirmidhi)

ذو الحجة

## 5. Week starting 11/05/2026 - Dhul Hijjah

**TAKBEER-E-TASHREEQ**


اللَّهُ أَكْبَرُ، اللَّهُ أَكْبَرُ  
لَا إِلَهَ إِلَّا اللَّهُ وَاللَّهُ أَكْبَرُ  
اللَّهُ أَكْبَرُ، وَلِلَّهِ الْحَمْدُ

Allahu Akbar, Allahu Akbar, Laa Ilaaha Illaallahu Wal-Ilaahu Akbar, Allahu Akbar wa Lillaahil Hamd (Allah is the Greatest, Allah is the Greatest, There is no God except Allah and Allah is the greatest, Allah is the Greatest and to Him belongs all praise)

(It is Wajib to recite the above Takbeer of Tashreeq immediately after every Fardh Salaah (including Eid Salaah) from the Fajr of 9th Zul Hijjah (day before Eid) until after the Asr prayer of the 13th Zul Hijjah (third day after Eid) - Women recite silently)

## 6. Week starting 18/05/2026 - Eid-UI-Adha

**WHAT TO DO ON 'EID?**  
8 Sunnah To Do On 'Eid



1. Taking a bath (Ghusl).  
(Abu Sa'eed 574)
2. Wearing one's best clothes, and for the men perfuming themselves.  
Bukhari (880), Muslim (2066)
3. Have an odd number of dates before leaving for 'Eid prayer. If one does not have dates any food will do. (Bukhari, 953)
4. Going to the Eid prayer.  
Bukhari (913), Muslim (897)
5. Even if the woman is not praying she is encouraged to come and attend.  
Bukhari (771), Muslim (890)
6. Saying Takbir from the morning till the Imam starts the Eid prayer.  
(Ibn Abi Syaibah, 503)
7. Greet one another with good greetings.  
(R. from, 2/416)
8. Take different path home than the one that you took to come to the prayer area.  
(Bukhari, 980)

**Eid Mubarak!**

Islamic Online University

## Qur'aan Lessons

This term, students explored the Tajweed rules of Ikhfaa and Izhaar, learning how to correctly pronounce Noon Saakinah and Tanween in Qur'anic recitation. They practised identifying the letters of each rule and applying them with accurate pronunciation and fluency. Students also revised the shorter surahs from Surah At-Tariq to Surah Al-Qadr. Hifz students were also given dedicated time to consolidate and strengthen their Madrasah Hifz learning.





# Curriculum Update

## English

### Year 7

Year 7 have been studying extracts from Peter Benchley's novel 'Jaws' and have been writing learning how to use the author's writing techniques to create tension in their own animal story-writing.

### Year 8

One of the stand-out units this half term from year 8 was their 'ME' poetry in which they had to write about themselves in metaphor.

Isa Bordiwala

METAPHORIC ME

I am Paris Saint Germain, exciting and fast,  
 With energy built to last.  
 I'm a mango, I'm sweet and kind,  
 With a peaceful mind.  
 Like a tropical vibe I'm chill and cool,  
 Keeping myself relaxed like it's my own little rule.  
 I'm the bright sun, reliable and true,  
 Everywhere I go you can follow me through.  
 I'm a Tiger when my temper starts to rise,  
 You can look at me and see the anger hidden in my eyes.  
 I am a palm tree, a provider of the air,  
 Giving life and oxygen and loads to spare.  
 I am a G-Wagon, flashy but calm in my soul,  
 Moving with style while I stay in control.

Samir Abdulkadir

I'm a football in the rain,  
 Getting kicked but up again,  
 I'm an arsenal shirt on matchday night,  
 So close to winning but not quite right,  
 I'm a monkey full of beans,  
 pulling funny faces acting mean,  
 I'm lemonade that got shook up,  
 One small thing and I erupt,  
 I'm a lion on the pitch,  
 Running fast and acting rich,  
 I'm a volcano full of steam,  
 Getting angry loud and mean,  
 I'm a mountain cold and tall,  
 Hard to cross just anyone at all,  
 I'm baggy jeans around a crowd,  
 feeling strange but acting loud,  
 Allah made me strong inside,  
 with jokes and smiles I cannot hide,  
 Second place but still okay,  
 Because I get back up every day,  
 Samir A

Metaphoric Me  
 I am Coca-Cola  
 as I am very popular  
 If I was a natural  
 creation I'm a tree  
 because I stay strong.  
 I'm a Bugatti  
 as we both have  
 a good engine.  
 I'm Real Madrid as I'm  
 a winner.  
 If I was a piece of  
 clothing I'm trousers  
 as I sometimes  
 cover up for others  
 I'm a lion because I'm brave  
 By Omer Kircak

Omer Kircak



# Curriculum Update



## English

### Year 9

Year 9 have completed their study & assessment of Shakespeare's Henry V with some outstanding performances including a grade 5 from Bilal Hersi, masha'Allah! The class have now commenced a creative writing unit.

### Year 10

Year 10 are currently undergoing their spoken language assessment for GCSEs in which they have to stand up in front of an audience and speak for at least 5 minutes on a topic that interests them. The standard this year has been excellent with several students achieving a distinction for their performance.



Thameem Rahman conducting his presentation on women's rights.

### Year 11

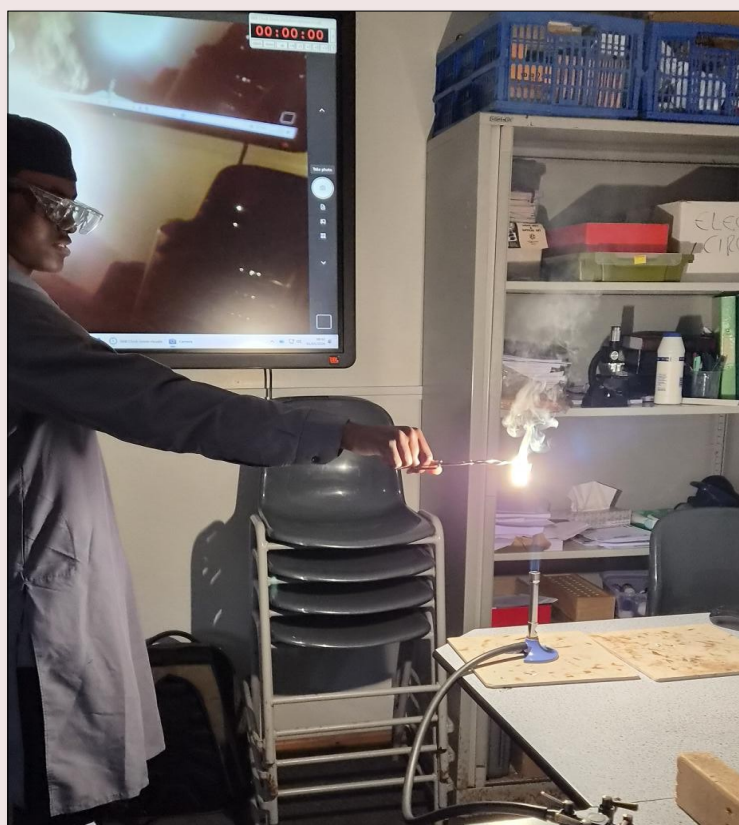
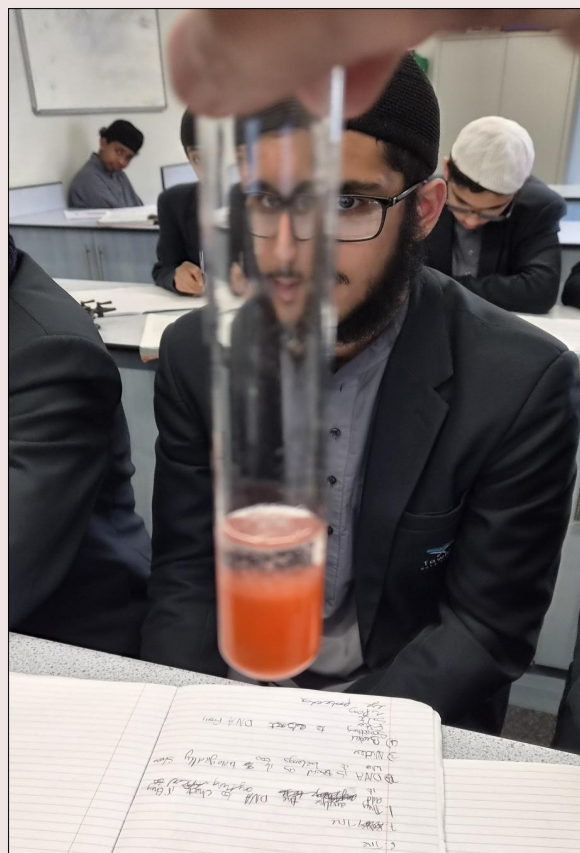
Year 11 have so far completed their GCSE English Literature paper 1 and paper 2, with the English Language GCSE due to be completed after the half term holiday.

# Curriculum Update



## Science

Class	Topics covered so far
7	7G: The particle model 7H: Atoms, Elements and molecules
8	8L: Earth and Space 8D: The black death
9	CP6: Radioactivity CC16 & CC17 Fuels and Earth and Atmospheric Science
10	CC13/14/15: Groups in the Periodic Table, Rates of Reaction & Heat Energy Changes CP9: Electricity and Circuits
11	Extended Writing Question Practise GCSE Revision GCSE Past Papers



# Curriculum Update



## Mathematics

Here is a breakdown of the units covered during this half term.

Class	Topics covered this term
7	Solving equations, angles on a straight line, vertically opposite angles, angles around a point, angles and parallel lines.
8	Simplifying ratios, splitting a number in a ratio, finding the missing amount in a ratio given one part, ratio overlap, ratio and equations, map scales, mass, volume and density, distance speed and time.
9	Simplifying ratios, splitting a number in a ratio, finding the missing amount in a ratio given one part, ratio overlap, ratio and equations, ratio and graphs, direct and inverse proportion numerically and algebraically, angles on a straight line, vertically opposite angles, angles around a point, angles and parallel line and angles in a triangle.
10	Plotting straight line graphs, equations of a straight line, parallel and perpendicular lines, inequalities on a number line, solving inequalities, inequalities and graphs, linear sequences, quadratic sequences, Fibonacci sequences, geometric sequences, completing the square.
11	GCSE Revision

## PE GCSE

Here is a breakdown of the units covered during this half term.

Class	Topics covered this term
10	Year 10 GCSE PE students have been studying Unit 3: <i>Physical Training</i> , where they have explored the components of fitness, including strength, endurance, flexibility, speed, and agility. Students have learned about different training methods such as circuit, interval, and continuous training, as well as the importance of warm-ups, cool-downs, and fitness testing in improving performance and preventing injury. They have also developed their understanding of the principles of training, including specificity, progression, and overload. In Unit 4: <i>Health, Exercise and Lifestyle</i> , students have been learning about the importance of maintaining a healthy and active lifestyle. Topics covered include the effects of exercise on physical, mental, and social wellbeing, along with the importance of a balanced diet, hydration, and sleep. Students have also explored how lifestyle choices such as smoking, alcohol, and lack of exercise can negatively impact health and sporting performance.
11	Year 11 GCSE PE students have now successfully completed their practical performance assessments, demonstrating their skills, techniques, and decision-making abilities across their chosen sports and activities. Students should be proud of the hard work and commitment they have shown throughout the practical exam process. Students have also completed their 6-week Personal Exercise Programme (PEP), where they planned, carried out, and evaluated a training programme designed to improve their own fitness and performance. This has allowed them to apply their knowledge of training methods, fitness components, and the principles of training in a practical and personal way. As exams approach, students are now focusing on revision across all theory units, including physical training, health and lifestyle, anatomy and physiology, and socio-cultural influences in sport.



# Curriculum Update



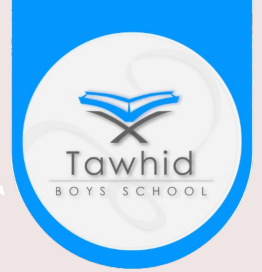
## History

Here is a breakdown of the units covered during this half term.

Class	Topics covered this term
7	In Year 7 History, students have been learning about life in medieval England and the impact of the Black Death. During medieval times, most people lived in villages and worked as farmers under the feudal system. Life was difficult for peasants, and people believed diseases were caused by bad air or punishment from God. In 1348, the Black Death arrived in England and spread rapidly due to poor hygiene, crowded towns, and infected fleas carried by rats. The disease killed around one-third of the population and changed society forever, as workers began demanding better wages and conditions after the plague.
8	In Year 8, students have been studying the sugar trade and the transatlantic slave trade. Sugar became highly valuable in Europe, leading to the growth of plantations in the Caribbean. Millions of Africans were forcibly enslaved and transported across the Atlantic in terrible conditions during the Middle Passage. This formed part of the Triangular Trade between Europe, Africa, and the Americas. Students have also explored how enslaved people resisted slavery and how abolitionists such as William Wilberforce and Olaudah Equiano campaigned to end the slave trade. Britain abolished the slave trade in 1807 and slavery across most of the British Empire in 1833.
9	Year 9 students have successfully completed their study of the Edexcel <i>Crime and Punishment Through Time</i> unit. Throughout the course, students explored how crime, punishment, law enforcement, and the justice system changed from the medieval period to modern Britain. Topics included the role of prisons, the Bloody Code, transportation, policing, and famous cases such as the Gunpowder Plot and the Whitechapel murders. Students have begun their new topic on Edexcel <i>King Richard I and King John, 1189–1216</i> and have completed the first unit. Overall, this book examines medieval kingship, Richard the Lionheart's leadership during the Crusades, and King John's troubled reign, including conflicts with the barons.
10	In Year 10, students are studying Black lives in the USA from the 1930s onwards. The course explores the impact of segregation and the unfair treatment of African Americans under the Jim Crow laws, particularly in southern states. Students are learning about the struggle for equality and the development of the Civil Rights Movement, including campaigns for voting rights, education, and equal treatment. Key individuals studied include Martin Luther King Jr., who promoted peaceful protest and non-violence, Rosa Parks, whose refusal to give up her bus seat became a symbol of resistance, and Malcolm X, who encouraged Black pride and self-defence. Students are also examining important events such as the Montgomery Bus Boycott, the March on Washington, and the fight to secure equal voting rights for African Americans.



# Curriculum Update

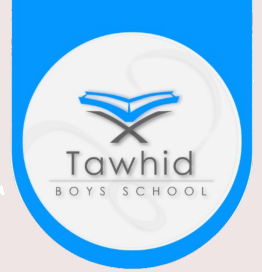


## Geography

Here is a breakdown of the units covered during this half term.

Class	Topics covered this term
7	<p>This term, Year 7 students have been learning about natural resources and the geography of Russia. We explored different types of natural resources, including oil, coal, forests, water, and renewable energy sources such as wind and solar power. Students learned why these resources are important and how they should be used carefully to protect the environment.</p> <p>We also studied Russia, the largest country in the world, which stretches across Europe and Asia. Students discovered that Russia has a very cold climate in many areas and is rich in natural resources such as oil, natural gas, timber, and metals. We explored Russia's forests, rivers, and famous landmarks such as Lake Baikal.</p> <p>Year 7 students enjoyed learning about how geography affects people's lives and economies around the world. Next term, we will begin studying weather and climate.</p>
8	<p>This term, Year 8 students have been studying weather, climate, and the importance of rivers. Students explored the difference between weather, which changes daily, and climate, which describes the average weather conditions over a long period of time. We also learned about different climate zones around the world and how weather can affect people's lives and the environment.</p> <p>In addition, students investigated why rivers are important. Rivers provide water for drinking, farming, transport, and industry, and they are important habitats for plants and animals. We studied famous rivers around the world and discussed how flooding can affect communities. Students also explored how people can manage rivers to reduce flood risks and protect the environment.</p>
9	<p>This term, Year 9 students have been studying the Middle East and climate change. Students explored the physical and human geography of the Middle East, including its deserts, major cities, and important natural resources such as oil and natural gas. We also examined the challenges caused by water shortages and how the region's location makes it important for trade and global politics.</p> <p>Students also learned about climate change and its impact on the planet. We studied the causes of global warming, including greenhouse gas emissions from burning fossil fuels, and explored the effects of climate change such as rising sea levels, extreme weather, and droughts. Lessons also focused on ways individuals, communities, and governments can reduce environmental damage and create a more sustainable future.</p> <p>Year 9 students have developed strong geographical and analytical skills through discussions, case studies, and research activities. Next term, students will continue exploring global issues and environmental challenges around the world.</p>

# Curriculum Update



## Computer Science

Class	Topics covered this term
7	<p>This term, Year 7 students were introduced to the fundamentals of Computer Science through Microsoft Small Basic, a beginner-friendly programming language. They learned how to use the Small Basic interface, write simple commands, and control turtle graphics to create geometric shapes and patterns using movement, turning commands, loops, and coordinates. As students progressed, they explored how repetition in code can improve efficiency and used their creativity to design increasingly complex drawings. These lessons helped develop key skills such as logical thinking, problem-solving, and creativity, while building a strong foundation in programming that students will continue to expand on next term through more advanced coding concepts and techniques.</p>
8	<p>This term, Year 8 students developed their digital media skills by creating video adverts using editing software. They explored the key elements of successful advertising, including target audiences, persuasive techniques, visual design, sound, and effective messaging, before planning and producing their own short adverts. Throughout the project, students gained practical experience using video editing tools such as trimming clips, adding transitions and effects, layering audio, and synchronising text and visuals. The unit also encouraged creativity, communication, and responsible digital media use, while helping pupils understand how editing choices can influence the impact of messages in modern advertising and media production.</p>
9	<p>This term, Year 9 students built on their programming foundations by developing their skills in Python, a widely used programming language. They explored key concepts including data types, variables, user input, conditional statements, loops, and lists, learning how these features can be used to create interactive and efficient programs. Through practical projects such as number guessing games, calculators, quizzes, and user-response programs, students strengthened their ability to write structured code, solve problems independently, and debug errors effectively. These activities also developed their logical thinking and prepared them for more advanced programming topics, including functions and file handling, in future lessons.</p>
10	<p>This term, Year 10 students focused on revising and consolidating Units 1–5 of the Edexcel GCSE Computer Science course. They reviewed key topics such as computer systems, memory and storage, networks, cybersecurity, algorithms, programming concepts, and data representation, while strengthening their use of technical vocabulary and understanding of core concepts. Students practised a variety of GCSE-style exam techniques, including extended responses, problem-solving activities, and interpreting programming code, helping them build confidence and identify areas for improvement. Throughout the term, pupils further developed their analytical thinking and computational problem-solving skills in preparation for future assessments and the continuation of the GCSE course.</p>



# Curriculum Update



## Arabic

In Term 3.1, pupils across all year groups have made strong progress in their Arabic studies, developing both their vocabulary and grammatical understanding across a range of topics.

Class	Topics covered this term
7	In <b>Year 7</b> , pupils have been learning about nationalities and countries, helping them to build confidence in introducing themselves and others in Arabic. They have also been studying first, second, and third person pronouns, alongside past tense verbs. This has enabled students to begin forming more accurate and meaningful sentences when talking about themselves, their experiences, and others in the past tense. Lessons have focused on accuracy, pronunciation, and developing basic conversation skills.
8	In <b>Year 8</b> , students have been developing their ability to use present tense verb forms correctly in a variety of contexts. A key focus has been on describing where they live, including their local area, surroundings, and location. Pupils have been encouraged to give more detailed descriptions and to extend their sentences using connectives and adjectives. This has helped to improve both their spoken and written Arabic.
9	In <b>Year 9</b> , students have been practising negative future tense verb forms, enabling them to express what they will not do in the future with increasing accuracy. They have also begun working on GCSE-style reading tasks, focusing on understanding key information, identifying details, and answering comprehension questions effectively. This is an important step in preparing them for the demands of the GCSE course.
10	In <b>Year 10</b> , students have been working on the theme of cities, towns, and local areas. They have expanded their vocabulary related to places, transport, and activities within urban environments. Pupils have also been developing their ability to describe and compare different locations, as well as giving opinions and justifications in Arabic.
11	In <b>Year 11</b> , students have recently completed their official GCSE speaking examinations, demonstrating a high level of effort and commitment throughout the preparation process. They are now focusing on revising and preparing for their upcoming reading, writing, and listening exams. Revision sessions are targeting exam techniques, key vocabulary, and grammar structures to ensure students feel confident and well-prepared. Overall, students across all year groups continue to show dedication and engagement in their Arabic learning, and we are proud of the progress being made.

# Curriculum Update



## Islamic & Religious Studies

Class	Topics covered so far
7	<p>Year 7 students studied beliefs and practices in Buddhism and Islam this term. In Islamic Studies, students examined how prayer (Salah) can be adapted during travel, illness, and difficult situations according to the four major Islamic schools of thought, including practices like shortening or combining prayers and Tayammum. Overall, they developed an understanding of compassion, flexibility, and mercy within both religions. In Buddhism, they learned about the life of Siddhartha Gautama, the origins of Buddhism, and key teachings such as the Four Noble Truths, the Eightfold Path, karma, rebirth, compassion, and enlightenment. They also explored how mindfulness and non-violence influence moral decisions and everyday life.</p>
8	<p>This term, Year 8 students explored key teachings in Sikhism and Islam. In Islamic Studies, students studied famous Muslim scientists and inventors from the Golden Age of Islam and their influence on modern science and medicine. They also explored the transition into adulthood in Islam, focusing on responsibility, worship, character, and the examples of young companions of the Prophet ﷺ, encouraging personal reflection and growth. In Religious Studies, they learned about Guru Nanak's message of equality, devotion to one God, kindness, and selfless service, as well as the role of the Ten Sikh Gurus, the creation of the Khalsa, and the importance of the Guru Granth. Students reflected on Sikh values such as honesty, equality, and sewa, and their relevance today.</p>
9	<p>This term, Year 9 students studied key Christian and Islamic beliefs as part of the AQA GCSE Religious Studies course. In Islam, students learned about Tawhid, the qualities of Allah, prophets, the Qur'an, angels, judgement, and the afterlife, as well as the Six Articles of Faith and the Five Roots of Usul ad-Din. Students also developed GCSE exam skills and reflected on how religious beliefs influence moral choices and daily life. In Islamic Studies, they examined the preservation of the Qur'an, including its revelation, compilation, standardisation, and continued preservation through memorisation, madaris, and modern technology. In Christianity, they explored topics such as the nature of God, the Trinity, creation, Jesus' incarnation, salvation, and beliefs about life after death, including the importance of the crucifixion and resurrection.</p>
10	<p>This term, Year 10 students studied Themes B and C in the AQA GCSE Religious Studies course. In Theme B: Religion and Life, they explored beliefs about the origins and value of the world, environmental responsibility, the treatment of animals, and ethical issues such as abortion and euthanasia, considering how Christian and Islamic teachings influence views on the sanctity of life. In Theme C: The Existence of God and Revelation, students examined arguments for and against the existence of God, including the Design and First Cause Arguments, as well as the problem of evil and suffering, and the significance of miracles and religious experiences. In Islamic Studies, students learned about the four major Sunni schools of thought and their approaches to Islamic law and worship, developing an understanding of diversity within unity in Islam. They also studied the heart and soul in Islam, focusing on spiritual purification, sincerity, humility, reliance on Allah, and overcoming negative traits through worship and good character.</p>

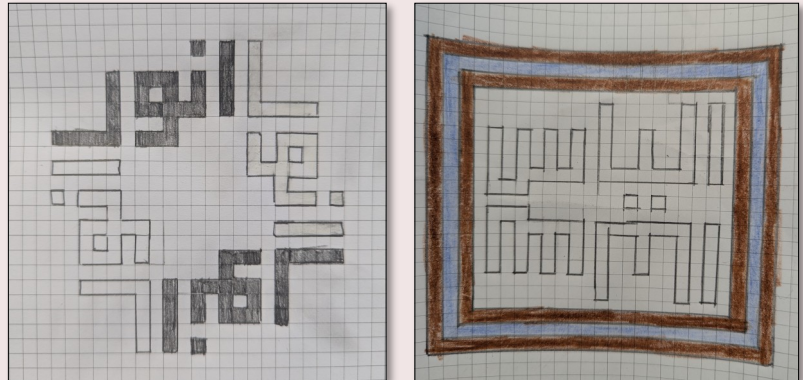


# Curriculum Update

## Art

This term Year 7 students have been learning about the Art of calligraphy and Arabic lettering, they have developed an understanding of why Arabic calligraphy is important and how it contributes towards the preservation of the Qur'an.

In particular they have learned and practiced how to create Arabic writing in the style of Square Kufic (A decorative Form of Arabic Calligraphy).



## PHSCE

During the last week, pupils in PSHCE lessons have been exploring the importance of citizenship through learning about passenger experiences when travelling on London buses. Through discussion activities and real-life scenarios, the children considered how people can travel safely, respectfully and responsibly when using public transport.

Pupils learned about the important role public transport plays within our community, helping people travel to school, work and other important places while also reducing traffic and pollution. They also discussed how showing kindness, patience and respect towards others can help create a positive experience for all passengers.

As part of their learning, children explored topics linked to health and wellbeing, including personal safety, managing emotions in busy environments and understanding how considerate behaviour can support the wellbeing of others. They reflected on ways they can demonstrate good citizenship by being polite, offering help where appropriate and following rules when travelling.

The pupils engaged thoughtfully throughout the lessons and showed a growing understanding of how small actions can make a big difference within the wider community.



# Careers Update



## Exploring the World of Work- Challenges, Rewards, and Finding the Right Employer

This term, students explored the exciting world of careers and employment, developing a deeper understanding of what working life can offer and the challenges that can come with it. Through discussions, activities, and reflection tasks, students considered not only what makes work rewarding, but also what makes a company a positive place to build a future career.

### Understanding the Rewards and Challenges of Work

Students began by identifying the many rewards associated with working. These included:

- Earning money and becoming financially independent
- Building confidence and responsibility
- Developing new skills and experiences
- Meeting new people and working as part of a team
- Achieving personal goals and career ambitions

Alongside the positives, students also explored some of the challenges people may face in employment, such as:

- Managing stress and workload
- Balancing work and personal life
- Adapting to workplace expectations
- Handling difficult situations or feedback

Learning new skills and overcoming setbacks

A key focus of the session was developing a **growth mindset** — the belief that abilities and skills can improve through effort, learning, and perseverance. Students discussed how having a positive attitude towards challenges can help them succeed both in school and in future careers.

### School Life vs Working Life

Students compared the challenges and rewards of school with those of working life. Many recognised similarities, including:

School	Working Life
Meeting deadlines	Completing tasks on time
Learning new skills	Training and professional development
Working with others	Teamwork and collaboration
Receiving feedback from teachers	Receiving feedback from managers

The class also discussed the opportunities and challenges connected to youth employment, including gaining early work experience, balancing work with studies, and learning responsibility at a young age. Students reflected on what they are most looking forward to about working life, with many highlighting independence, career success, travel opportunities, and meeting new people.



# Careers Update



## What Makes a “Good” Employer?

In the second part of the topic, students explored what qualities make a company a positive and supportive place to work.

They identified several important features of a “good” employer, including:

- Fair pay and benefits
- Respectful management and workplace culture
- Opportunities for training and progression
- Diversity and inclusion
- Flexible working opportunities
- Support for employee wellbeing

## Researching Companies Before Employment

Students learned practical ways to research employers before applying for jobs, such as:

- Visiting company websites
- Reading employee reviews online
- Exploring social media pages
- Checking company values and mission statements
- Speaking to current or former employees
- Looking into training and progression opportunities

This helped students understand the importance of making informed decisions about future workplaces.

## Red Flags and Green Flags in the Workplace

As part of a sorting activity, students categorised workplace behaviours and company practices into **red flags** and **green flags**.

### **Green Flags**

- Supportive managers
- Clear communication
- Opportunities for growth
- Positive team culture
- Respect for employees

### **Red Flags**

- Poor communication
- High staff turnover
- Lack of support or training
- Unsafe working conditions
- Unfair treatment of staff

Students also discussed how employees should respond if red flags appear once employed, including seeking support, documenting concerns, and understanding workplace rights.

## Opportunities with Global Employers

Finally, students considered the advantages of working for global companies. They explored opportunities such as:

- Career progression across countries
- Learning about different cultures
- International travel opportunities
- Access to wider training and development
- Building global networks and experiences

## Looking Ahead

These sessions encouraged students to think carefully about their future careers, workplace values, and personal goals. By understanding both the rewards and challenges of work, students are becoming better prepared to make informed and confident decisions about their futures.



# Trips & Events



## International trip to Turkiye



Twelve Year 10 students and two teachers had the exciting opportunity to travel to Turkey from Tuesday, 21st April to Saturday, 25th April 2026. This unforgettable journey took the group through the historic and cultural heart of the country, exploring the vibrant cities of Istanbul and Bursa.

### **Day One – Exploring Istanbul**

On Wednesday morning, the group visited the beautiful Eyüp Sultan Mosque and the blessed grave of Abu Ayyub al-Ansari. Students also had the opportunity to explore the local shops and enjoy traditional Turkish food, including tavuk döner and famous Turkish ice cream.

In the evening, the group visited the magnificent Fatih Mosque in the historic Fatih district.

### **Day Two – Bursa Adventure**

On Thursday, the group had an early start and travelled by minibus and ferry to the city of Bursa. One of the highlights of the trip was travelling up Uludağ by cable car. On the way up, students experienced three different types of weather — sunshine, rain, and snow — all within the same journey.

At the top of the mountain, there was so much snow that the students enjoyed an exciting snowball fight, followed by hot chocolates to warm up afterwards. After descending the mountain, the group visited the historic Grand Mosque of Bursa (Ulu Cami) and explored the famous Bursa Bazaar.

In the evening, the boys enjoyed a meal close to their hearts — chicken and chips — at the popular Tayba Chicken in the Fatih area.

### **Day Three – Jumu’ah in Sultanahmet**

On Friday, the group visited the historic Sultanahmet Square for breakfast before making their way to the iconic Blue Mosque for Jumu’ah prayers.

After the prayer, the students visited the world-famous Grand Bazaar, one of the oldest and largest covered markets in the world.

In the evening, the group enjoyed dinner at the traditional Somali restaurant Mandeeg Restaurant. The pupils especially appreciated the variety of delicious food served.

### **Final Day – Farewell Turkey**

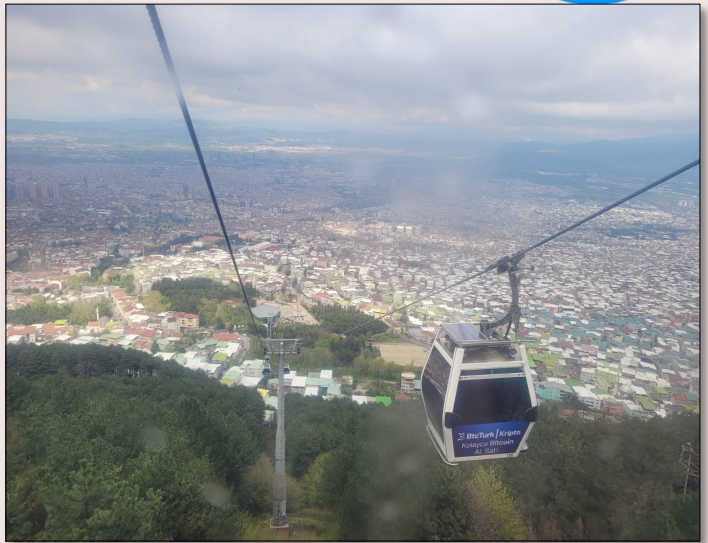
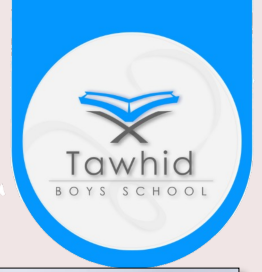
On Saturday, after packing their bags, the group made their way to the majestic Hagia Sophia Grand Mosque for their final Zuhr prayer in Turkey. Afterwards, the students had some time for last-minute shopping before heading to the airport to return home to London.

The trip was a memorable experience for all involved, filled with learning, reflection, friendship, and unforgettable memories.



# Trips & Events

## International trip to Turkiye

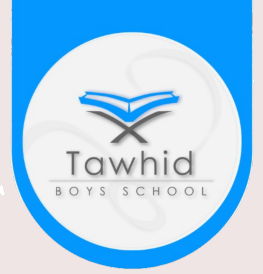


# Trips & Events

## International trip to Turkiye



# Trips & Events



## Science Museum - Year 7

The students recently enjoyed an exciting and inspiring visit to the Wonderlab gallery, where they explored over 50 hands-on exhibits designed to bring science and mathematics to life. Throughout the day, the children immersed themselves in interactive experiences linked to Forces, Electricity, Light, Sound, Matter, Space and Maths, encouraging curiosity, investigation and problem-solving.

Highlights of the visit included the live experiments at the Chemistry Bar and the spectacular lightning demonstrations at the giant Tesla coil, which captivated students and sparked plenty of discussion and excitement.

Students also attended the Wonder Show, an engaging science performance packed with impressive experiments, demonstrations and “WOW” moments. The show encouraged audience participation, with many students eagerly volunteering to take part. It was a fantastic opportunity to inspire a love of science through fun, creativity and discovery.

The trip was both educational and memorable, giving students the chance to experience science in a dynamic and interactive way beyond the classroom.



FORCES: Yasir offered to sit on a chair of nails but found it to be ‘very comfortable’!



# Trips & Events



## St. Pauls Cathedral - Year 10

As part of our Religious Studies curriculum, pupils visited St Paul's Cathedral to deepen their understanding of Christianity. They enjoyed a guided tour led by an experienced Priest, learning about the history, architecture, and significance of this iconic place of worship. Pupils were fascinated by the beautiful interiors gaining a real sense of awe and reflection. This visit has greatly enriched their interfaith learning journey this term.



# Trips & Events

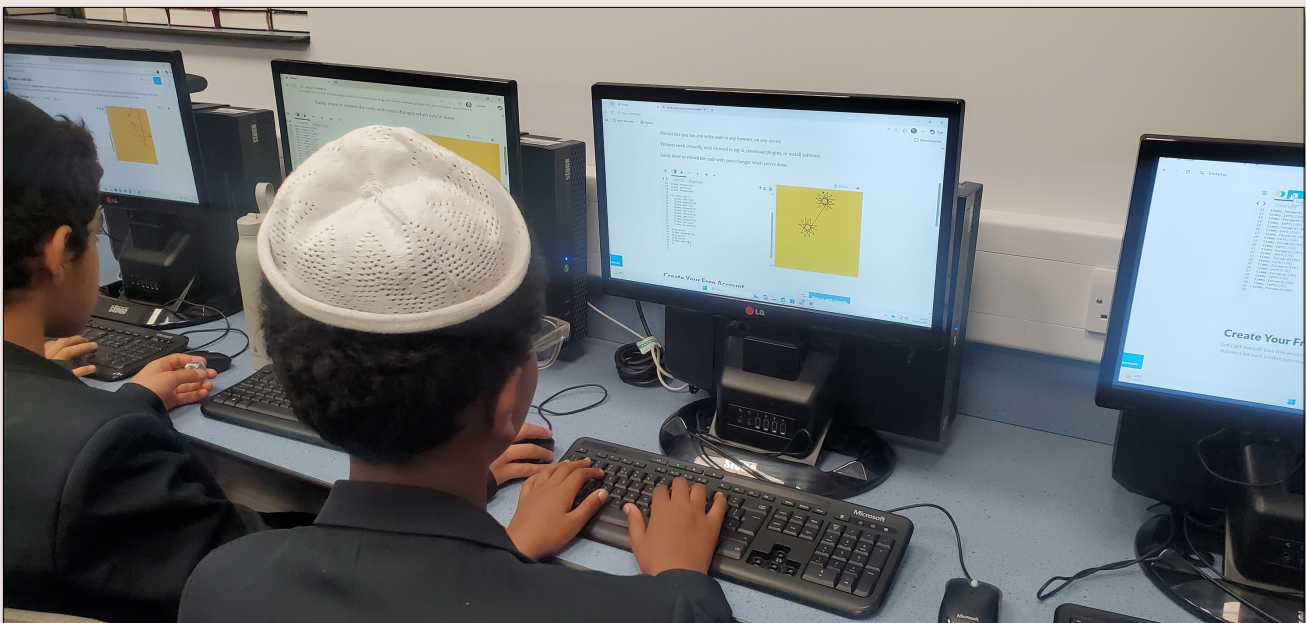


## AI Robotic & Coding session

This term, we hosted an exciting one-hour workshop introducing students to the world of coding, AI, and robotics

A fantastic group of boys took part, working together to build their own small projects and explore how technology can be used to solve real-world problems. From their first lines of code to seeing their ideas come to life through robotics, the session was full of curiosity, creativity, and teamwork.

It was inspiring to watch their confidence grow as they experimented, learned new skills, and discovered just how fun and accessible AI and robotics can be. We can't wait to see where their interest in tech takes them next!



# Attendance and Punctuality

Year	Attendance	Punctuality
Y7	94.3	97.1
Y8	93.0	95.7
Y9	93.7	93.5
Y10	94.6	92.6
Y11	95.2	94.6
<b>WHOLE SCHOOL</b>	<b>94.1</b>	<b>94.7</b>

The summer term is now underway, bringing brighter mornings and longer days. This seasonal change offers a wonderful opportunity for pupils to establish strong routines, supporting regular attendance and punctual arrival at school so that each day begins positively, calmly, and ready for learning.

Consistent attendance and good punctuality are essential for pupils' success. Children who attend school regularly are more likely to make strong academic progress, develop confidence, and build positive relationships with both their peers and teachers. Arriving on time allows pupils to settle quickly and take full advantage of every learning opportunity from the very start of the day.

Earlier in the year, attendance was impacted by an increase in respiratory illnesses, particularly among our younger pupils. We would like to thank families for their understanding and support during that time. We are pleased to see that attendance is now improving, and we are moving in a very positive direction as we continue through the summer term.

We would also like to remind parents and carers of the importance of pupils arriving at school before 8:15am. Establishing a consistent morning routine is key. We understand that during the summer months, prayer times can change significantly, with Isha occurring later in the evening (approx 10:30pm) and Fajr beginning earlier (around 3:00am). To support children in getting enough rest and arriving on time:

- Try to maintain a consistent bedtime routine, even as prayer times shift
- Encourage children to go to bed as early as possible after Isha, where appropriate
- Prepare school bags, uniforms, and lunches the night before to reduce morning stress
- Set alarms to allow sufficient time for Fajr, rest, and preparation for school

Aim to leave home in good time so pupils arrive relaxed and ready before the start of the day. Your continued support in prioritising attendance and punctuality makes a significant difference to your child's education and wellbeing. Thank you for working in partnership with us to ensure the best possible start to every school day.



# Attendance and Punctuality

We are incredibly proud to celebrate the outstanding commitment shown by a select number of pupils who have achieved an exceptional 99%+ attendance and punctuality record. Their dedication, consistency, and positive attitude set a fantastic example for our whole school community. By arriving on time each day and making the most of every learning opportunity, these pupils have demonstrated resilience and

Uthmaan Maljee	Year 7
Samir Abdul Kadir	Year 8
Sufyaan Maljee	Year 11

## Logbook Table Top 20

Position	Student Name	Positive Points	Negative Points	Total	Year
1	Anwar Yusuf	914	-3	911	7
2	Aymn Saqr	874	-1	873	8
3	Muhammad Mehter	864	-7	857	7
4	Esa Navagar	845	-3	842	8
5	Huzeyfe Ata Gurbuz	851	-23	828	7
6	Muhammad Daya	848	-28	820	8
7	Samir Abdul Kadir	890	-73	817	8
8	Isa Bordiwala	816	-14	802	8
9	Kareem Ahmed	816	-15	801	7
10	Ridwan Warsame	807	-6	801	8
11	Adam Aslam	812	-14	798	8
12	Mohammed Yaseen Khan	808	-14	794	8
13	Abdi Shakur Hassan	816	-27	789	8
14	Muad Sheiba	779	-7	772	7
15	Yusuf Abdul Malique	790	-20	770	10
16	Uthmaan Maljee	767	-7	760	7
17	Yasir Mohamed	767	-24	743	7
18	Ibrahim Yussuf	754	-14	740	8
19	Yusuf Mehter	747	-20	727	10
20	Ebrahim Daya	739	-15	724	10



COMPETITION



# COMPETITION TIME!

Please encourage and support your child in creating a poster that promotes greener, healthier, and more active ways to travel, such as walking, cycling, scooting, car sharing, or using public transport.

**Deadline:**

Please hand completed posters to the class teacher by **Monday 1st June 2026**

We look forward to seeing the children's creative ideas and inspiring artwork.



# Hajj - The sacred journey

**1. Which of the following is one of the pillars of Islam?**

- A. Fasting in Shawwal
- B. Hajj
- C. Giving gifts
- D. Friday prayer

**3. What is the name of the ritual walk between the hills of Safa and Marwah?**

- A. Tawaf
- B. Wuquf
- C. Sa'i
- D. Rami

**5. What is the symbolic act of throwing pebbles at pillars called?**

- A. Tawaf
- B. Rami al-Jamarat
- C. Sa'i
- D. Qurbani

**7. Which animal may be sacrificed during Hajj as part of Qurbani?**

- A. Lion
- B. Horse
- C. Sheep
- D. Deer

**9. According to Islamic teachings, what can happen to a person's sins after completing Hajj sincerely?**

- A. Only small sins are forgiven
- B. Their sins may be forgiven completely
- C. No sins are forgiven
- D. They receive extra wealth only

**11. Why is patience during Hajj considered important and rewarding?**

- A. It helps pilgrims finish quickly
- B. Hajj involves crowds and challenges that test character
- C. It allows pilgrims to avoid rituals
- D. It guarantees wealth after Hajj

**2. Hajj becomes obligatory for Muslims who are physically and:**

- A. Famous
- B. Wealthy enough
- C. Elderly
- D. Married

**4. During Hajj, pilgrims spend the 9th of Dhul Hijjah at:**

- A. Mina
- B. Muzdalifah
- C. Arafat
- D. Madinah

**6. Why do pilgrims wear simple Ihram clothing during Hajj?**

- A. To stay cool in the heat
- B. To identify their country
- C. To show equality and unity before Allah
- D. To follow Arab culture

**8. What is the main purpose of Hajj for Muslims?**

- A. Tourism and trade
- B. Physical training
- C. Spiritual purification and obedience to Allah
- D. Celebration of the new year

**10. What reward is especially promised for an accepted Hajj (Hajj Mabroor)?**

- A. long life
- B. Success in business
- C. Paradise
- D. Fame among people

**12. Which action can increase a pilgrim's reward during Hajj?**

- A. Arguing with others
- B. Complaining frequently
- C. Remembering Allah often and behaving kindly
- D. Sleeping through rituals

ANSWERS ON THE NEXT PAGE

# Hajj Word search



B	H	A	F	I	L	A	D	Z	U	M	A	A	L	L	A	H
T	C	P	A	H	U	X	M	A	D	I	N	A	H	A	H	U
A	D	Q	B	R	V	P	G	M	I	H	A	R	B	I	K	A
L	E	F	R	N	C	U	A	Z	R	R	F	K	S	A	N	B
B	E	V	O	M	A	K	K	A	H	A	U	M	A	L	D	Q
I	I	Y	T	H	O	G	L	M	A	M	A	O	C	E	H	P
Y	D	U	H	A	D	U	Q	J	H	I	L	J	R	P	U	I
A	A	Q	E	W	A	V	N	O	L	Y	I	A	I	T	L	L
H	L	Z	R	R	R	H	T	T	A	M	B	Q	F	A	H	G
F	A	A	H	A	L	J	A	M	A	R	A	T	I	W	I	R
N	D	M	O	M	S	R	W	J	A	R	D	R	C	A	J	I
G	H	Q	O	R	N	A	A	A	J	A	A	A	E	M	J	M
Y	A	R	D	X	U	O	F	H	T	J	H	F	V	S	A	A
T	H	A	B	A	K	S	A	A	A	A	D	U	A	C	H	G
I	K	F	S	T	M	O	N	L	B	H	A	B	I	T	X	E
N	D	A	Y	O	F	A	R	A	F	A	H	S	M	I	N	A
U	M	S	T	J	A	D	O	S	M	S	X	B	A	Q	A	B

لَبَّيْكَ اللَّهُمَّ لَبَّيْكَ  
LABBAIKA ALLAHUMMA LABBAIK

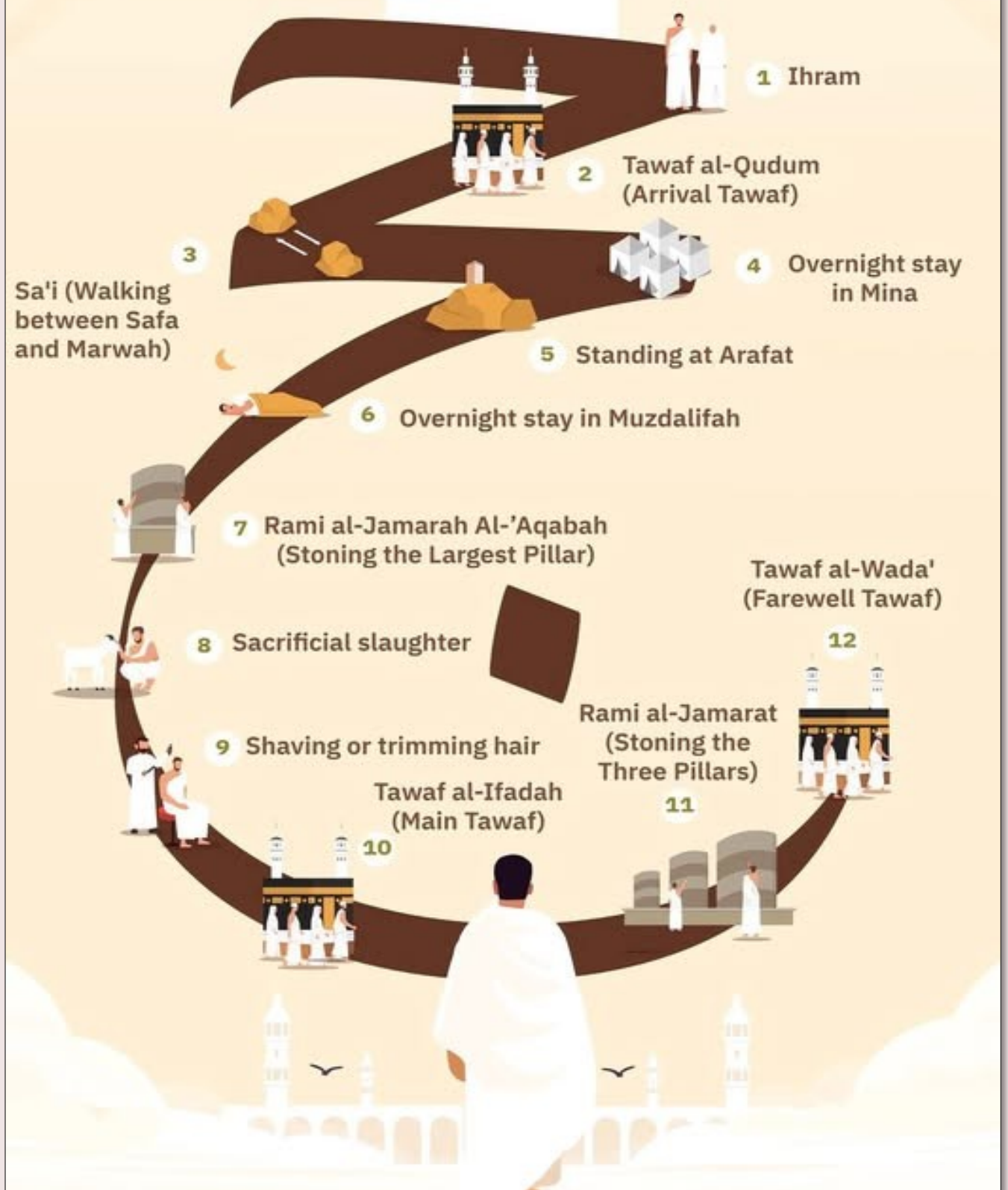
HAJJ	UNITY
PILGRIMAGE	MADINAH
MAKKAH	SALAH
KABAH	SACRIFICE
TAWAF	IBRAHIM
IHRAM	HAJAR
MINA	ISMAIL
MUZDALIFAH	AL JAMARAT
ZAMZAM	SAFA
MOUNT ARAFAT	MARWAH
EID AL ADHA	TALBIYAH
DAY OF ARAFAH	IBADAH
ALLAH	DUA
BROTHERHOOD	DHUL HIJJAH

## Hajj - The sacred Journey Quiz Answers

- 1 - B. Hajj
- 2 - B. Wealthy enough
- 3 - C. Sa'i
- 4 - C. Arafat
- 5 - B. Rami al-Jamarat
- 6 - C. To show equality and unity before Allah
- 7 - C. Sheep
- 8 - C. Spiritual purification and obedience to Allah
- 9 - B. Their sins may be forgiven completely
- 10 - C. Paradise
- 11 - B. Hajj involves crowds and challenges that test character
- 12 - C. Remembering Allah often and behaving kindly



# The Steps of the Hajj Journey



## A Dialogue Between Four Students on Modesty in Islam



**Student 1:** We've been asked to discuss modesty in Islam, but I think people often reduce it to just clothing. It's much broader than that.

**Student 2:** Exactly. The concept of *haya* modesty or shyness is tied deeply to *taqwa*, which is consciousness of God. It's not just how you dress, but how you behave, speak, and even think.

**Student 3:** Right, but clothing is still an important part. The Islamic dress code encourages both men and women to dress in a way that is modest and not overly revealing. For women, that often includes the hijab, and for men, covering from the navel to the knees at minimum. But the purpose isn't restriction, it's dignity and humility.

**Student 4:** And intention matters too. Someone could dress modestly but still act arrogantly or seek attention. That wouldn't align with *taqwa*. The Qur'an even says that "the لباس of righteousness is best," meaning inner piety is more important than outward appearance.

**Student 1:** That connects to behaviour. Modesty includes lowering the gaze, being respectful, and avoiding inappropriate interactions. It's about self-control and respect for others.

**Student 2:** There's also a famous hadith where the Prophet Muhammad (peace be upon him) said, "Modesty is part of faith." That shows it's not optional, it's a core aspect of Iman.

**Student 3:** And another hadith mentions that every religion has a distinct characteristic, and for Islam, it is modesty. So it shapes identity too.

**Student 4:** Don't forget cleanliness. Islam places a huge emphasis on both physical and spiritual cleanliness—*taharah*. Performing ablution (wudu), keeping clothes clean, and maintaining hygiene are all part of modest living.

**Student 1:** That's a good point. Cleanliness reflects self-respect and discipline, which are tied to *taqwa*. It's like modesty isn't just about hiding the body, but about presenting yourself in a pure and respectful way.

**Student 2:** So if we connect everything: appearance (dress code), behaviour (speech and actions), *taqwa* (inner awareness of God), and cleanliness—they all work together to define modesty in Islam.

**Student 3:** And when practiced sincerely, it's not a burden—it actually brings a sense of peace and purpose.

**Student 4:** Yeah, it becomes a way of life, not just a set of rules.

**Student 1:** I also think modesty applies to how we present ourselves online. Social media can make people forget about *haya*.

*Carry on reading on the next page...*



Continued...

## A Dialogue Between Four Students on Modesty in Islam



**Student 2:** That's true. Posting inappropriate pictures, showing off, or seeking validation from others can go against modesty. Even the things we write should reflect good character.

**Student 3:** And gossiping or backbiting online is just as harmful as in person. The Prophet (peace be upon him) warned against *ghibah* (backbiting), which shows that modesty includes guarding the tongue.

**Student 4:** There's also a hadith that says, "*Whoever believes in Allah and the Last Day should speak good or remain silent.*" That links modesty directly to speech.

**Student 1:** Another aspect is humility. Modesty isn't only about avoiding wrong, it's also about not being arrogant or boastful. Pride can cancel out good actions.

**Student 2:** That connects again to *taqwa*. When someone is aware of Allah, they naturally become humble, because they realise everything they have is from Him.

**Student 3:** And modesty in interactions between men and women is important too—keeping boundaries, being respectful, and not crossing limits set by Islam.

**Student 4:** It's interesting how Islam balances everything. It doesn't say withdraw from society, but it teaches how to live in society with dignity and good character.

**Student 1:** Also, modesty can protect people. It reduces objectification and encourages others to value you for your character rather than appearance.

**Student 2:** But it's important to remember that modesty is for both men and women. Sometimes people focus only on women, but men are also commanded to lower their gaze and dress modestly.

**Student 3:** Yes, that's clearly mentioned in the Qur'an—first addressing men, then women. So responsibility is shared.

**Student 4:** And ultimately, all of this leads back to pleasing Allah. Modesty isn't about culture or society—it's an act of worship.

**Student 1:** So we can say modesty in Islam is a complete system: it shapes how you look, how you act, how you think, and how you connect with Allah.

**Student 2:** And when all those parts come together, they strengthen a person's faith and character.

**Student 3:** It's not just outward rules—it's an inner state reflected outward.

**Student 4:** Exactly. True modesty starts in the heart and shows in every aspect of life.





Dates for your diaries	
May Half Term/Eid-ul-Adha Break	25th May 2026—29th May 2026
Pupils Back to School	1st June 2026 (Eco Travel poster submission deadline)
Deepdale Cycling Residential - Yr8	16th & 17th June 2026
Cycle Safety training workshop	30th June 2026
Eco Seminar event - TfL Pioneers	23rd June 2026
Yr8 End of year Trip - TBC	24th June 2026 (TBC)
5-a-side Football Tournament	25th June 2026
Yr7 End of Year Trip - Airhop & Laserquest	29th June 2026
Yr9 End of year Trip - TBC	7th July 2026 (TBC)
Yr10 End of year Trip - Paintball	13th July 2026
Taboo Competition	14th July 2026
Sports Day	15th July 2026
Last day of Summer Term	16th July 2026
Staff Inset day	17th July 2026
Summer Holiday	17th July 2026 - 1st September 2026
NEW ACADEMIC YEAR 2026/27	
Staff Inset day	1st September 2026
Pupils back to School	Wednesday 2nd September 2026



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Charity Registration No: 1085204.