



Cosmic Education

At Alamiyah, our main aim is to build an understanding of the world and humanity which is based on unity, compassion, cooperation, love & peace. A natural way of establishing these principles is through building gratitude into everything that we do. The Montessori approach is based upon these principles which are embedded within all of the routines, policies and procedures at the school and integrated within the curriculum. Maria Montessori's concept of an education for peace, became known as cosmic education, an approach which is harmonious with the Islamic understanding of the purpose of man and the universe. At Alamiyah we approach SMSC, spirituality, religion, culture, politics, ethics, social studies and personal, social and emotional development using the principles of Maria Montessori which are perfectly in line with an understanding of Faith brought by the Prophet Muhammad (PBUH) in the form of Islam. These principles are outlined below in the Cosmic Education curriculum which although embedded within the school and curriculum are also explored through the Great Lessons, circle times, daily reminders and a weekly session where some of the themes can be explored in detail.

An Education for Peace

Maria Montessori states *'What good is knowledge if not combined with consideration for others. Peace is not studied as an independent subject, but with the study of examples from the past, and the experience of serving and helping others. Peace is the natural outcome of a method of education where children experience work with their hands and long periods of individual concentration and contemplation. In this way they are able to process and recover from all the input of our modern world. They learn that peace is not just the absence of war, but the way we treat each other in our daily lives, the way we communicate, and the way we solve problems. Peace begins inside us, at home, at school.'*— Maria Montessori

It is in this spirit that the Alamiyah SMSC curriculum is delivered through a Montessori Cosmic Education.



Cosmic Education Long Term Curriculum Plan

Area	Topic	Recommended Age/Stage
Man (Focal Point of Gratitude)	<p>Balance, beauty, equilibrium, justice at a micro level within man, family and society.</p> <p>Understanding and taking care of the self</p> <ul style="list-style-type: none"> ● Getting to know yourself, outer being (body), inner (heart), inner of the inner (soul) ● Self (nafs) categories of self, lower and higher selves ● Respect and care of all aspects of the self and understanding the interdependence of all parts of the self ● Uniqueness and value of self ● Cleanliness and grooming ● Maturity and growing up ● Understanding changes during puberty for boys and girls <p>Iman - Tenets of Faith - Tauhid (Inner)</p> <ul style="list-style-type: none"> ● 10 prerequisites of learning Tauhid ● Ways in which the mind reasons ● Types of Evidence ● Epistemology ● 20 attributes to affirm about God and their opposites to negate ● Attributes of the Prophet to affirm and their opposites to negate ● Actions and Accountability ● Free Will and Destiny, ● Individual and Collective Responsibility ● Right and Wrong- Permissible and Impermissible ● Forgiveness and Sin 	<p>9-11</p> <p>Year 5-6</p>



	<p>Islam - Ibaadah - Fiqh (Outer)</p> <ul style="list-style-type: none"> • 10 prerequisites of learning Fiqh • How to perform ritual purification and associated rules - Taharah • How to perform the Prayer and associated rules - Salah • Rulings pertaining to fasting - Sawm • Rulings when giving alms - Zakah • Rulings for the pilgrimage - Hajj <p>Ihsan - God Consciousness - Spiritual Life (Inner of the Inner)</p> <ul style="list-style-type: none"> • Hadith of Jibrael (AS) • Story of Musa (AS) and Khidr (Surah Kahf) • Hadith, Seerah and stories of the prophets, sahaba and pious inheritors of prophecy and wisdom <p>Understanding others (building relationships, appreciation of others):</p> <ul style="list-style-type: none"> • Family Life, Family trees and lineage • The Miracle of life¹ and raising children • Examples of the Prophet (Pbuh) and famous role models within pupils heritage and traditions. • Connection with People and with God equally important as reflections of one another (Hablum minAllah-Hablum minan Nass) • Respect and Values • Voicing opinions and views • Democracy: Debating and Decision Making • Holding meetings: Agenda, Chair, Minute Taking and Discussion • Ethics: Balancing Mercy and Justice • Humanity created equal in the sight of God. Human potential is present at all times as a seed within everyone, Equality and Love for all regardless of identity, life choices or any differences (protected characteristics) 	
--	--	--

¹ Sex Education



	<p>Understanding Community (building community and society)</p> <ul style="list-style-type: none"> • One universe-all of humanity one family • Cultural/social awareness • Citizenship - Government and Parliamentary Debate • UN: Bill of Human Rights • Charity Organisations, NGOs • Role models – Prophets, Inspirational Historical Figures from around the world, Sages and Scholars 	
<p>Sustenance (Means of Gratitude)</p>	<p>Fundamental needs on a global level and a means of spreading compassion, love, peace and gratitude:</p> <ul style="list-style-type: none"> • Security: World Peace • Shelter: Increase in Urban Populations worldwide, Need for affordable Housing • Food: Economics - Mass Farming, Food Production and Waste • Clothing and adornment: Economics - ethical and fair trade • Transport: Intercontinental travel, passports, borders • Defence: Issues to explore, war, weapons, disarmament and peace movements, individual liberty, what is terrorism, justice courts, defence, prosecution • Communication: Human Connections, WWW, email, social media • Love and Belonging: Community groups, charity work • Social: Study of societies, culture, arts, music in various countries • Spiritual – Study of World Religions and Philosophies <p>The fulfilment of the ‘fundamental needs’ brings about gratitude</p>	<p>9-11 yrs Year 5-6</p>
<p>Life (Condition of Gratitude)</p>	<p>Balance, beauty, equilibrium, justice at a macro level on our planet and the universe. Interconnectedness of Life</p> <p>Sacredness of life, maintaining life, Preservation of life through preserving the ecosystem and balance of nature</p>	<p>9-11 yrs Year 5-6</p>



Gratitude (Aim)	<p>Exploring the concept of gratitude as the basis of stable, peaceful and just societies through practicing the 5 Pillars on the foundation of Iman and through being in a mindful and conscious state which is Ihsan:</p> <ul style="list-style-type: none"> ● pure intention from seed of belief - Shahadah (remembrance of the source of all creation is appreciation) ● worshipping creator individually and in congregation - Salah (to express thankfulness for our existence and that of all creation) ● giving % of wealth in charity - Zakah (expressing thankfulness by giving a fixed % of one's own wealth) ● Recognising the source of our sustenance - Sawm (understanding neediness through abstinence-show appreciation) ● worshipping creator as a global community - Hajj (to express thankfulness together rich and poor in equal brotherhood and sisterhood of humanity) ● happily taking only our necessities and not being wasteful - Shukr (building contentment/satisfaction through gratitude/frugality) ● altruistic service - Khidma (to serve with Love for the Love of God) ● charity work, making others happy - Sadaqah (to help others is a form of gratitude since it is an act of giving) 	9-11 yrs Year 5-6



	<p>The concepts of gratitude:</p> <ul style="list-style-type: none"> • Contentment – what you have is enough • Frugality – taking what is needed without being wasteful • Satisfaction – being happy with what you have • Gratefulness – being thankful <p>To be delivered through modelling behaviour, through, stories, circle times, grace and courtesy to include:</p> <ul style="list-style-type: none"> • How to look after self • How to be with others • How to look after environment <p>The above elements will be explored in more depth during Upper primary through circle times, discussion circles, moral stories.</p>	
--	--	--