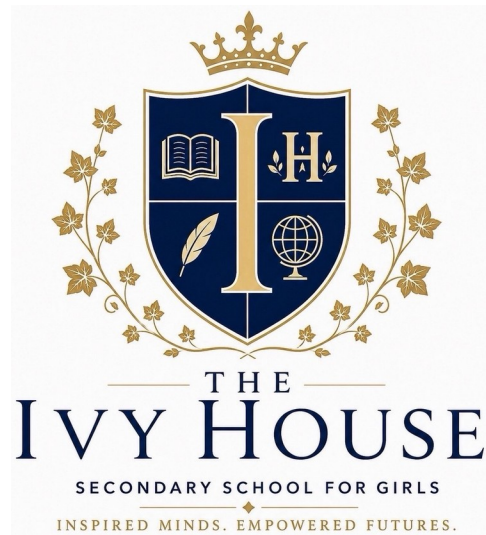




TAFFAKUR

The Awakening Programme

Policy

Reflection. Reasoning. Contemplation. Understanding.



Document Control

Item	Detail
Document	Taffakur Policy
Programme	Taffakur: The Awakening Programme
Scope	Whole school (Secondary), Years 7 to 11
Owner	Curriculum Lead
Ratified by	The Proprietor
Version	1.0
Date adopted	June 2026
Next review	June 2027

1 Introduction and Rationale

Taffakur is the awakening programme of The Ivy House. Its aim is not merely thinking, reflection and discussion, but awakening: awakening our pupils to themselves, to their Creator, to their history, to their reality and to their responsibility.

The Qur'an repeatedly calls human beings to reflect, to reason and to contemplate, and it honours the people of understanding, *ulul albab*. Taffakur takes up that call and makes reflection a normal habit of school life. This policy sets out what the programme is, why it exists and how it is organised, taught, assessed and reviewed.

Taffakur is distinct from Islamic Studies and from Tazkiyah. Where those subjects teach and form directly, Taffakur proceeds by enquiry, so that understanding is reached through reflection and reasoned dialogue rather than simply received.

2 Aims

Through Taffakur, our pupils will:

- awaken to themselves, to their Creator, to their history, to their reality and to their responsibility
- reflect deeply and reason carefully
- ask meaningful questions and recognise assumptions
- observe and reflect upon the signs of Allah
- practise muhasabah, honest self accountability before Allah
- articulate an informed Islamic worldview



- develop wisdom, discernment and purpose
- contribute responsibly to their communities and to wider society

3 The Awakening Journey

Taffakur is built as a five year journey, with one awakening for each year group. The full detail is set out in the Long Term Plan and the Medium Term Plans.

Year	Awakening
Year 7	Awakening to Self
Year 8	Awakening to Allah
Year 9	Awakening to History
Year 10	Awakening to Reality
Year 11	Awakening to Responsibility

4 Curriculum Organisation

Taffakur is taught twice each week. Friday is always a Muhasabah session. Monday is an Awakening session, which rotates through four kinds of lesson so that pupils awaken through different means.

Session	Focus
Monday: Awakening	A question, a story, an observation or a challenge, explored through enquiry and discussion.
Friday: Muhasabah	Reflection, journaling, gratitude, self accountability, goal setting and dua.

Awakening is reached through five modes that run throughout the programme.

Mode	Description
Reflection	Thinking deeply about a question, an idea or an experience.
Observation	Noticing the signs of Allah in creation, in events and in everyday life.
Discussion	Exploring ideas together through respectful, reasoned dialogue.
Contemplation	Quiet reflection and journaling, often in silence.
Muhasabah	Personal accountability: examining oneself honestly before Allah.



The programme is planned across a connected set of documents: the Scheme of Work maps the year week by week, the Long Term Plan gives the five year journey at a glance, the Medium Term Plans set out each year in detail and are the canonical planning document, and the Short Term Plans translate each unit into individual lessons.

5 Pedagogical Principles

Principle	In practice
Curiosity	Pupils are encouraged to ask questions and to explore ideas.
Reflection	Pupils are given time to think deeply before responding.
Observation	Pupils learn to notice the signs of Allah in creation and in events.
Dialogue	Respectful, reasoned discussion is encouraged.
Muhasabah	Pupils learn to examine themselves honestly before Allah.
Islamic perspective	Enquiry is rooted within Tawhid, revelation and the Islamic worldview.

6 The Islamic Intellectual Tradition

Taffakur draws upon a long Islamic intellectual tradition in which reflection was understood as a form of worship. This heritage includes al-Qarawiyyin in Fes, founded by Fatima al-Fihri in the ninth century, and the scholarship of women such as Nana Asma'u bint Usman dan Fodio, who devoted her life to the education of women. Our pupils are heirs to this tradition.

7 Roles and Responsibilities

Role	Responsibility
The Proprietor	Approves the policy and holds the school accountable for its delivery.
Curriculum Lead	Oversees the programme, leads monitoring and moderation, and reviews impact.
Teachers	Plan and facilitate lessons, model thoughtful enquiry, and sustain the culture of reflection and muhasabah.



8 Assessment

Taffakur is not assessed through formal examinations, tests or grades. Progress is recognised over time through reflection journals, discussion, oracy and the growing quality of pupils' questions and self accountability. The full approach is set out in the Taffakur Assessment, Monitoring and Evidence Framework.

9 Inclusion and Accessibility

Taffakur is for every pupil. Because it values listening, silence and reflection as much as speech, it offers many ways to take part. Teachers adapt questions, stimuli and journal tasks so that pupils of all abilities, including those with additional needs, can think deeply and contribute. All materials follow the school's accessibility standards.

10 Monitoring and Review

Senior leaders monitor Taffakur through lesson visits, journal scrutiny, pupil voice, learning walks and curriculum reviews, with the emphasis on the quality of thought rather than content coverage. This policy is reviewed annually by the Curriculum Lead and ratified by the Proprietor.

At The Ivy House, education is not first the transfer of knowledge but the awakening of the soul, the intellect and the worldview. Taffakur is where that awakening is given a name, a rhythm and a home.