

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Study of Muslims, Hindus, Sikhs Jewish people, Christians and non-religious people is the minimum

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of lower Key Stage 2 outcomes

RE should enable pupils to:

Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
Make clear links between texts / sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into action	Give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the medium term plans that follow.

There are many good cross curricular links through which RE can be enhanced, with for example, art, music, history, geography, English and PSHE. These are encouraged by this syllabus but never at the expense of the aims and outcomes of RE.

Unit L2.6: Values: what matters most to Humanists and Christians?

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - make links with sources of wisdom that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer, and can live the one life we have for the wellbeing of all) Understand the impact - make clear connections between Christian and Humanist ideas about being good and how people live - suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections - raise important questions and suggest answers about how and why people should be good, connecting the values studied and their own values thoughtfully 6 key words to teach: Humanist, atheist, agnostic, rationality, theist, questions of origins.	- Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books and TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? - Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea. Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad. Humanists say 'Think for yourself. Act for everyone.' - Teach pupils that Humanists are the modern representatives of a philosophical tradition, dating back to ancient Greek thinkers, which holds that since there is no secure evidence of divine influence in our lives, humans must work out their own way of being good, without reference to any 'divine being' or ancient authority: they maintain that people can be 'good without god'. Note that many pupils may not have heard the term 'Humanist' before. Refer to Humanists UK, whose high-quality website is a key resource for this unit of work. There is lots of excellent material at https://humanists.uk/. Present Humanism as a positive worldview, not merely about what Humanists reject, but about their ethical embrace of life. - Talk about how having a 'code for living' might help people to be good: we don't always keep the rules, but they can still help us to be clear about what we want to do and determined to follow our 'moral plan' or 'path of goodness'. - Look at a Humanist 'code for living', e.g. Be honest. Use your mind to think for yourself. Tell the truth. Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? Can these moral ideas be put into practice without divine help? Humanists say 'yes'. - Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace, integrity, peace-making, forgiveness, respect. What do they look like in everyday life? Give some examples. - Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? - Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family/friends/Xbox/pets/God/food/being safe/being clever/being beautiful/being good/sport/music/worship/love/honesty/human beings. Get pupils to consider why they hold the values they do, and how these values make a difference to their lives. - Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Is using your own brains better than following God or a holy text? Think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves? - Consider similarities and differences between Christian and Humanist values. They sometime / often share similar values but the beliefs behind them are different – see Unit U2.11 for more. What have pupils learned about what matters most to Humanists and Christians? - Make sure pupils have a firm grasp of the basic outline of a Humanist worldview, which this unit addresses centrally.

Unit L2.4: How is faith expressed in Sikh communities and traditions? Beliefs and Ways of Living

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify and describe key Sikh beliefs about God and values including Waheguru and Sewa from EGs of texts such as the Mool Mantar. Understand the impact - make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out' - describe how people show their Sikh identity in dress, behaviour and values Make connections - give good reasons for their own views about the importance of Sikh values such as equality, community, tradition and respect 5 key words to teach: Sikh, 10 Gurus, Guru Granth Sahib, Gurdwara, Langar.	Focus on Sikh ways of living and sources of guidance in Britain today (use the BBC series <i>My Life, My Religion: Sikhism</i>). - Develop an understanding of the key Sikhi beliefs, for example, one God (use the Mool Mantar – a key text that describes God as Truth, One, 'Waheguru', the wonderful Lord). Sewa is the idea of service, human equality and dignity. Find out that Sikh people in the UK number over half a million, and there are over 120 gurdwaras, including three in Bedfordshire. Consider what beliefs, practices and values are significant in the pupils' lives, and consider their experience of community in comparison to Sikh community life. Explain the key beliefs of Sikhs and how these affect the ways Sikhs choose to behave. Choose from these 8 clips the ones your class will get most from. https://www.bbc.co.uk/programmes/b05p6t8s/clips - Explore the importance of the Ten Gurus through stories and teachings. For example, Guru Nanak's calling to preach, the story of the Milk and the Jasmine Flower, Guru Nanak and the Needle. The forming of the <i>Khalsa</i> under Guru Gobind Singh; the collecting together of the first Sikh scriptures, 'Adi Granth' by Guru Arjan; the celebration of Guru Nanak's birthday in the UK. - Discuss the importance of sacred words, especially the Guru Granth Sahib for Sikhs – understood as a living Guru. How is it used, treated and learnt from? Recognise and describe how the Guru Granth Sahib may provide inspiration or guidance to a Sikh. - Enquire into the importance of the Sikh community, for example, the <i>Khalsa</i>, wearing of the Five Ks, worship in the gurdwara, eating together in the <i>langar</i> and serving others. - Consider and investigate the gurdwaras in Bedfordshire and Luton: why are these buildings significant to Sikhs? Should everyone go and have a look? What can be learned? What are the five main things that show Sikh spiritual ideas at a gurdwara? (Might be: the Guru Granth Sahib, signs of respect, a place where everyone can eat for free, a bedroom for the Guru, a community centre.) - Evaluate the spiritual significance of Amritsar in the lives of Sikhs. The Golden Temple is a centre and embodiment of Sikh spiritual ideals and a place to visit and be inspired. Look at the work of Pingalwara – to include anyone 'left out': pingalwara.org - Give pupils opportunities to make connections with their learning about Sikh life for themselves, so that they can ask and respond to questions (stimulated by a range of source material) about how Sikhs everyday lives are affected by their beliefs. Describe the forms of guidance a Sikh uses and compare them with forms of guidance experienced by pupils. Reflect with pupils on the beliefs, values and practices that are important in their own lives, and how these have an effect on people's lives. Pupils could be invited to express their own views, commitments, beliefs and responsibilities in the light of their learning about Sikhs and Sikhi.

Unit L2.9: How do festivals and family life show what matters to Jewish people? (God / Torah / the Jewish People)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - make clear links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people Understand the impact - describe and make simple links between Jewish beliefs about God and His people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Make connections - make links for themselves between Jewish values and values of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today – include links to pupils' own ideas. 5 key words to teach: Almighty / Eternal, Torah, Chosen People, Jewish, ritual.	Note that this unit builds on learning from earlier in the syllabus. It explores the importance of the family and home in Judaism as you look at ways in which festivals are celebrated. You could revisit the celebration of Shabbat and deepen pupils' understanding in this context. Choose BBC clips that will work for your class from this link: https://www.bbc.co.uk/programmes/b05p8t8v - Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals: - Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival. Consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the <i>shofar</i> and eating sweet foods, <i>tashlich</i>. - Yom Kippur is the 'Day of Atonement': a day of fasting and praying for forgiveness. What happens, and why? Explore the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write 'G-d', because they wish to respect the name of God and do not want it to be erased or defaced.) Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve. - Pesach/Passover: Explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the Seder meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God, the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this, brought into the Promised Land) and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom? Here's a good clip: https://www.truetube.co.uk/resource/charlie-and-blue-celebrate-passover/ - Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the Commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. - Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day! The Siddur prayer book contains numerous '<i>baruch atah Adonai</i>' prayers – 'Blessed are you, King of the Universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). - Compare and consider the value of family rituals in pupils' own lives. Make connections with the way Jewish family life and festivals encourage a reflective approach to life and living, and talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.

Unit L2.8 Why do Christians call the day Jesus died 'Good Friday'?

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. - Give examples of what Christians say about the meaning and importance of the events of Holy Week. Understand the impact: - Make simple links between the Gospel stories, beliefs about Jesus and what Christians do at Easter Make connections: - Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 5 key words to teach: Good Friday / Easter Sunday / Salvation / Resurrection / Gospel	- Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way. [Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin. This will be explored more in Unit U2.5.] Use this simple video to prompt recall: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgq47h - Recap work on Holy Week from Unit 1.5 – what can pupils remember? Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7-11); Good Friday (Jesus' death: Luke 23:13-25, 32-48); and Easter Sunday (Jesus is raised to life: Luke 24:1-12). Use active strategies to tell the story of each day, discussing how Mary might be feeling – perhaps through some hot-seating, freeze-framing and role-play; explore questions pupils have about the stories, and any surprises for the characters and for pupils. Create an emotion graph for Mary for the week. Use these to help pupils write a simple diary for the three days, showing ideas about what happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday? - Talk about pupils' responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus' example and teaching in these accounts? - Use visits, visitors, church websites, church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94. Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday – perhaps compare their emotion graph with Mary's. Talk about what Christians think about Jesus and the idea of 'salvation': one idea is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all – 'saving' them from going the wrong path in life. Design a display to show the importance of each day – linking the texts, various Christian practices, and the meanings for Christians. This clip explores remembering Jesus with bread and wine: https://www.truetube.co.uk/resource/christianity-holy-communion/ - For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as King? (e.g. the people were expecting God to rescue them and restore their land). Why was there sadness? (e.g. their King was killed and everything seemed lost). Why was there joy? (e.g. Jesus was alive!) You could annotate Mary's emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day their King died 'Good' Friday? (e.g. They think that Jesus rose from death – so Friday was not the end; and he opened up a way to heaven too, which Christians say is good news for all.)

Unit L2.10: For Christians, what was the impact of Pentecost? (Kingdom of God)

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Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit, including modern examples Understand the impact - make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live and worship now Make connections - make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 5 key words to teach: Holy Spirit, Pentecost, Kingdom of God, New Testament, symbol, trinity.	- This unit is a part of how the syllabus balances its teaching in line with the law. Other units explore key concepts from other religions. - Recall learning from Unit L2.5, about belief in Jesus' death and resurrection. Many Christians say Jesus was raised to new life to bring in a new 'kingdom' where God rules in people's lives. The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on Earth – but how? Ask pupils what they think happens next. The story says God sent his Holy Spirit to empower the disciples. - Read or tell the story of Pentecost (Acts 2:1–15, 22 and 37–41) using a suitable translation (e.g. International Children's Bible on www.biblegateway.com). Make it dramatic and exciting (fire, tornadoes, accusations of drunkenness, confusion and 3,000 people changing their lives!) Ask 'I wonder ...' questions as you go: Why is the Spirit like a wind? Like a flame? Why do they appear drunk? Why did the people who listened come from 15 different countries? Consider pupils' responses to the story – their questions, comments, surprises, puzzles. - Give pupils part of some artwork that shows the story (e.g. from www.artbible.info) and ask pupils to sketch the rest of the picture from the story. Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners? - In the final part of the chapter, Acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the 'kingdom of God'. Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt. - Connect with their learning on God as Trinity (Unit L2.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Find out more about Christian beliefs about the Holy Spirit (e.g. bit.ly/2mfD7fG) and list the ways in which Christians believe the Holy Spirit helps them. - Since Pentecost, Christians have been trying to make the world look more like the kingdom of God. Ask pupils to describe what it might be like, if the God described by Christians really did rule in everyone's heart. Talk about why Christians would say God's rule on Earth is a good thing today. Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the kingdom of God should be like? - Pentecost is the Church's birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday – the giving of the Holy Spirit. List some activities Christians might do and say, where this would be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Compare with examples of what churches do. - Consider why quite a few people do not want to have God as 'king' in their life. See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their lives is a good thing, and is a thing which guides and comforts them. Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.

Unit L2.12 Why does the Prophet Muhammad (PBUH) matter to Muslims?

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. - Explain the meanings of examples of texts that Muslims use to understand Islam - Consider questions about leadership, and Islamic examples of answers Understand the impact: - Make simple connections between sacred texts and Muslim admiration for the Prophet - Describe how Muslim people follow the example of the Prophet today. Make connections: - Raise questions about why we often seem to like to follow a leader - Express their own ideas about the meaning and value of different kinds of leadership. - Give good reasons for their views about the leadership of the Prophet. 5 key words to teach: Allah, prophets, Qur'an, hadith, Eid Al Fitr	Stories of the Prophet Muhammad (PBUH) - Explore stories from the life of the Prophet that show what kind of person he was. Here's a good clip: https://www.bbc.co.uk/programmes/p01143yn. Discuss why God chose Muhammad to be prophet and what his great achievements were: uniting his people, sharing his faith, exemplifying care for animals, rights for women and children, justice. - Discuss with pupils the qualities of a good leader. Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, listening to Allah, courage and wisdom) make a good leader. - When is it hard to lead? Why is it hard to lead? Is it hard to follow? Ask children who in their own class they think might become, one day, a prime minister, a football manager, a quiz show host. Are these people leaders? What do they do? What is hard about this leadership role? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and listing their qualities. - Pupils are to explain some of the ways in which the Prophet was a good leader. They might include: he was a listener, he was easy to trust, he was thoughtful, he was wise, he treated men and women, old and young, relatives and strangers with respect, he knew when to speak and when to be silent. He heard the voice of an Angel, and shared messages from God. Which matter most? The Impact of following a leader What difference does it make to follow the Prophet? - Explain that the stories of the Prophet say a lot about what The Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims a lesson. Give examples: Muhammad cared for all Allah's creatures (the tiny ants); Muhammad forbade cruelty to any animal (the camel); Muhammad believed in justice for all (Bilal the first Muezzin). Muhammad was famous for fairness, forgiveness and strength. Also give examples of some wise sayings of the Prophet, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom? - Ask pupils to make a list of the ways following the Prophet makes a difference, and say which ones are most important to them. The list might include: It makes a difference if you follow the Prophet to – - How you pray (5 times daily) - What you do with your money (giving £1 for every £40 you keep to those less fortunate) - Who your friends are (being part of the Muslim community) - What you celebrate (e.g. Eid Al Fitr) - What you do on Friday (e.g. Friday Community Prayer) - Your self discipline (link to fasting) - Invite a Muslim (maybe a parent?) to talk to the class about why The Prophet Muhammad (PBUH) is important to them and the difference believing in The Prophet Muhammad (PBUH) makes to their life. Ask questions to the visitor. If possible record this visit - Pupils are to write an introduction to the recording of their visitor explaining who the person is and why The Prophet Muhammad (PBUH) is so important in Islam.