

RE Unit for Year 3 / 4

Why does the Prophet matter to Muslims?

Sandwell SACRE

Support for the Agreed Syllabus



This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk

TITLE: Leaders and Followers: Why does the Prophet matter to Muslims?

YEAR GROUP 3 / 4

ABOUT THIS UNIT:

This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by some people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an about Prophethood. Pupils consider the impact that believing in the Prophet Muhammad (PBUH) will have on a believer's life and reflect on the importance of the Prophet Muhammad (PBUH) for Muslims today. In this unit, pupils will have the opportunity to interview a visitor about the importance of the Prophet Muhammad (PBUH) for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions; religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Islam, but also through the personal experiences and reflections of pupils.

Estimated time for this unit (in hours) 8 hours

Where this unit fits in:

This unit builds on what pupils have already learnt about the importance of the Prophet Muhammad (PBUH) for Muslims through their study in Years 1 and 2.

KEY STRANDS ADDRESSED BY THIS UNIT

Religious beliefs, teachings and sources
 Religious forms of express
 Questions of identity and belonging
 Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about expressing their own understanding and beliefs about the importance of the Prophet Muhammad (PBUH)
- Developing skills of listening and a willingness to learn from others' views about the Prophet Muhammad (PBUH), even when different from their own.
- Being willing to learn and gain new understanding from others people's beliefs about the Prophet Muhammad (PBUH)
- Developing pupils' capacity to respond to questions about the importance of the Prophet Muhammad (PBUH)

Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)

The unit enables pupils to develop:

- Spiritually by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Islam and by considering how beliefs about the Prophet Muhammad (PBUH) have an impact on Muslim life.
- Morally by developing their own views and ideas about inspiring leaders and the question 'who do I follow?'
- Socially by considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Islam
- Culturally by considering how the teachings of The Prophet Muhammad (PBUH) lead to particular actions and concerns

EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to...(L2):	<ul style="list-style-type: none"> • Use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH); • Show awareness of the role of Prophet in Islam and be able to suggest meanings for this. • Identify how The Prophet Muhammad (PBUH) is an example for Muslims • Retell a story of the Prophet themselves • Ask and respond sensitively to questions about the importance of The Prophet Muhammad (PBUH) for themselves and others
Many pupils will be able to... (L3)	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. • Make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH); • Begin to identify the impact that believing in Allah will have on a Muslim's life. • Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; • Ask questions about the importance of the Prophet Muhammad (PBUH), making links between their own and others' responses.
Some pupils will be able to... (L4):	<ul style="list-style-type: none"> • Use a developing religious vocabulary, to describe, show understanding of and make links between stories about the Prophet Muhammad (PBUH) and Muslim ways of life. • Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH). • Raise and suggest answers to, questions about the importance of the Prophet Muhammad (PBUH) in Islam and the impact that following him can have on a Muslim's values and commitments.
<p>ASSESSMENT SUGGESTIONS:</p> <p>A possible final assessment task:</p> <p>Pupils are to imagine that they have been asked by the Muslim community to create a picture pack to teach young children about their faith. They are making a book for five year olds. Using Islamic rules (no representation of the Prophet or of Allah), they are to select 6 pictures and write notes to go with them to show the importance of The Prophet Muhammad (PBUH) for Muslims today. Any source of pictures or graphics can be used, but there is a good selection at http://www.strath.ac.uk/redb/</p> <p>Local photos from Sandwell of Islamic community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5 year olds to understand about the Prophet? Pupils must write notes to go with their booklet and images.</p>	

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> Learnt that the Prophet Muhammad (PBUH) is the last prophet of Islam Some understanding of the life of the Prophet through the stories told about him and his actions 	<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>A Specific Religion: Islam:</p> <p>e.g. The Prophet Muhammad (PBUH), Allah, Holy Qur'an, Hadith</p> <p>Religion in General:</p> <p>E.g. God, belief, faith</p> <p>Religious and Human Experiences:</p> <p>Being a follower. Being a leader. Influence.</p>	<p>Resources</p> <ul style="list-style-type: none"> The Islamic Foundation publish a range of relevant resources and posters: publications@islamic-foundation.com A selection of texts about The Prophet Muhammad (PBUH) including stories from the Hadith Muslim artefacts <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> Islam: A Pictorial Guide Say Hello to... (Interactive Cd and book) Developing Primary RE: Faith Stories Opening Up Islam, ed Joyce Mackley Talking Pictures (2012) <p>A selection of stories from Islam available from RE Today http://shop.retoday.org.uk/category/stories.isla.pr</p> <ul style="list-style-type: none"> A good selection of books about the Prophet can be obtained from The Festival Shop (www.festivalshop.co.uk), including: <ul style="list-style-type: none"> My Muslim Year The Life of Muhammad (pbuh) Great Religious Leaders - Muhammad and Islam Islamic Stories Iman Publishing: authentic books for FS2- Y3 Stories of the Prophet from the Qur'an. info@iman-publishing.co.uk A useful website: Islamic artefacts (images): http://www.strath.ac.uk/redb/ Choose 'research', 'Islam' and 'Images' to see about 50 images. DVD - Animated World Faiths includes a good item about the life of the Prophet The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd Islamic Stories by A Ganeri, Evans Brothers Ltd <p>Web</p> <ul style="list-style-type: none"> The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips Search within Primary / Religious Education for "Muhammad" The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion The best gateway for RE sites is: www.reonline.org.uk/ks2 You can find and use searchable sacred texts from many religions at: www.ishwar.com There is some more TV material at: www.channel4.com/learning The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief. They publish two useful sets of posters for this unit as well. http://www.muslim-ed-trust.org.uk/index www.jannah.co/learn/flashprayer1.html gives a guide to Salah that can be downloaded http://www.natre.org.uk/db/ is a good source of pupils' voices, including Muslims pupils.
---	--	--

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What do stories of the Prophet Muhammad (PBUH) teach us?</p>	<ul style="list-style-type: none"> To understand the meanings of some stories of the Prophet Muhammad (PBUH) To reflect on the meaning of the stories. To understand the importance of some Hadith for Muslims. 	<p>Stories of the Prophet</p> <ul style="list-style-type: none"> Work on three or more stories from the life of the Prophet that show what kind of person he was. Tell the stories and consider what kind of person the Prophet was. (Opening Up Islam (RE Today Services) includes some stories appropriate for this age group.) Discuss with pupils the qualities of a good leader. What kind of qualities would someone have to have if pupils were to follow him or her? Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, courage and wisdom) make a good leader. When is it hard to lead? Why is it hard to lead? Is it hard to follow? Give each group the task of thinking of 5 leaders (from movies, fiction or real life), and listing their qualities. Feedback ideas. Pupils are to explain some of the ways in which the Prophet was a good leader. 	<p>L2 I can recall the stories about the Prophet Muhammad (PBUH) I can say what these stories show about what the Propheet Muhammad (PBUH) was like I can talk about what makes a good leader</p> <p>I can identify (L3) / describe (L4) the importance of the Prophet Muhammad (PBUH) for Muslims, using religious vocabulary; L3 I can ask important questions about being a leader and being a follower. L4 I can make links between my ideas and the ways in which the Prophet was a good leader</p>	<ul style="list-style-type: none"> Note that the unit does not compare the Prophet to other leaders in films or in school. Instead, it draws attention to the general idea of leaders, and to what Muslims admire in the Prophet. Links to literacy and the use of language: the language of description and feelings is developed in this work.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?</p>	<ul style="list-style-type: none"> • That Muslims make no visual images of the Prophet Muhammad (PBUH). • To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today. • To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH). 	<p>The Impact of following a leader</p> <ul style="list-style-type: none"> • If you were writing a book about someone, what important details would include? Collect ideas. • 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). • Give examples of some wise sayings of the Prophet, and discuss what they mean. E.g. <ul style="list-style-type: none"> ○ Forgive the one how wrongs you; do good to the one who does evil to you. Speak truth even if it be against yourself ○ Beware of envy for envy devours good works like the fire devours fuel ○ Hurt no-one so that no-one may hurt you ○ No father gives his child anything better than good manners ○ One who has nothing of the Qur'an inside him is like a desolate house ○ Prayer is like a refreshing stream into which you dip five times a day ○ Aid the poor and clothe them as you would yourselves. Remember! One day you will appear before Allah and answer for your deeds. ○ Show kindness to your parents ○ Always keep your promises and agreements ○ Avoid gossip and slander ○ In daily life be honest <p>What difference would it make to our school or our world if everyone followed this wisdom?</p> <ul style="list-style-type: none"> • Ask pupils to make a list of the ways in which following the Prophet might make a difference to how they live. Which ways do they think would have most impact? 	<p>L3 I can retell a story of the Prophet and suggest the meanings in the story I can ask questions and suggest answers about the impact of the Prophet's wisdom on life today.</p>	<ul style="list-style-type: none"> • Literacy: pupils learn to make sense of texts and to ask questions and suggest answers about key teachings from the Qur'an or Hadith. • There are many story books on the life Prophet Muhammad (PBUH), for both teachers and pupils

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What do we think about leaders and followers?</p>	<ul style="list-style-type: none"> To identify and describe the qualities of a good leader. To reflect on their own experience of being a leader and a follower. To make links between religious leaders and other kinds of leadership. 	<p>Leaders and followers in our own lives</p> <ul style="list-style-type: none"> What is a leader? Pupils think about leading and following: play a game like 'Simon says...' to illustrate the ways we follow. Give pupils opportunities to do blindfold walking with each other as guide / follower to make them think about how leaders can help us. Start by getting a blindfolded pupil to find someone on the other side of the class with no help. Then get someone to give oral instructions, then get someone to guide them by hand, leading them. Which way was easiest? Make the point that at the heart of Islam is a willing submission to God, because Muslims believe God is a Guide worth following. The Prophet Muhammad is seen as the greatest example of submission to Allah, and so is an example to follow. Who follows leaders? Ask pupils to consider leaders. In what ways do parents, head teachers, celebrities or national leaders lead us? What is it like to be a follower? Why do we need leaders? Some leaders guide us and help us, make us strong or give us comfort. Can pupils think of examples? What else do leaders do? Are there times when it is wrong to follow? What kinds of leaders do we know about and admire? Ask pairs of pupils to picture their perfect leader: what would s/he be like? Why? Ask pupils who they 'follow' in class, on TV, in sport or in other ways. Consider the challenges of being a follower and of being a leader. 	<p>L2 I can talk about what makes a good leader I can say why Muslims think the Prophet is worth following</p> <p>L3 I can make links between ideas of leaders and followers in everyday life, and the idea of following a leader in faith I can talk about what I think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day.</p> <p>L4 I can identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders, and suggest two things that make the Prophet unique</p>	<ul style="list-style-type: none"> NB: it may be helpful in some contexts to use these activities and questions at the start of the unit.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>Is The Prophet Muhammad (PBUH) still important today?</p>	<ul style="list-style-type: none"> To develop skills in questioning AOTs (Adults other than teachers) Why The Prophet Muhammad (PBUH) is important to Muslims today To reflect upon who is important in their life 	<p>After 1400 Years</p> <ul style="list-style-type: none"> Create a class list of all the people they look up to What do they admire/like about these people? How would someone else be able to tell that this person is important to you? Pupils could bring a picture of this person and this could form part of a class display Prepare some questions to ask a Muslim visitor, about the Prophet and what difference it makes to follow his example. Ask pupils for all their questions, then analyse the questions: which have only one right answer and which have many possible answers? Organise the questions so that you are going to ask some factual/information questions as well as more open ones. Get pupils to notice the difference between "When was the Prophet born?" and "What is your favourite story of the Prophet?" or "How do you try to follow the Prophet's example every day?" Invite a Muslim 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. Students to ask their range of prepared questions to the visitor. See if they can ask additional ones building on the visitor's answers. 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 to them 	<p>L2 I can say one thing I find interesting about the Prophet Muhammad (PBUH) and how Muslims follow him today</p> <p>L3 I can identify how believing in The Prophet Muhammad (PBUH) is important for Muslims today I can ask important questions about the impact of following the Prophet, making links between my own and others' responses</p> <p>L4 I can describe what inspires and influences me, making links with the ways in which the example of The Prophet Muhammad inspires Muslims in Sandwell today</p>	<p>Links to Literacy</p> <ul style="list-style-type: none"> It's helpful to get the pupils to prepare questions before the visit The pupils may like to think about writing a letter to the visitor explaining about the visit / and a thank you letter after the visit