

Title: Leaders and Followers: Why does the Prophet matter to Muslims? Year 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) 6-8

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

- Beliefs, teachings and sources
- Forms of expression
- Identity and belonging
- Values and Commitment

ATTITUDES FOCUS

- Self Awareness: Feeling confident about expressing their own understanding and beliefs about the importance of the Prophet Muhammad (PBUH)
- Respect for all: Developing skills of listening and a willingness to learn from others' views about the Prophet Muhammad (PBUH), even when different from their own.
- Open-mindedness: being willing to learn and gain new understanding from others people's beliefs about inspirational leaders.
- Appreciation and wonder: Developing pupils' capacity to respond to questions about the importance of the Prophet Muhammad (PBUH)

Prior learning	Vocabulary	Resources
<p>It would be 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 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>A Specific Religion: Islam: e.g. The Prophet Muhammad (PBUH), Allah, Holy Qur'an, Hadith</p> <p>Religion in General: E.g. God, belief, faith</p> <p>Religious and Human</p>	<p>A selection of texts about The Prophet Muhammad (PBUH) including stories from the Hadith Some Muslim artefacts. PCET: Islam – a useful picture pack. 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 • 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): www.strath.ac.uk/Departments/SocialStudies/RE Choose

his actions	Experiences: Being a follower. Being a leader. Influence. Inspiring. Example / exemplar	‘research’, ‘Islam’ and ‘Images’ to see about 50 images. <ul style="list-style-type: none"> • DVD - Animated World Faiths includes a usable item about the life of the Prophet. • BBC Broadcast (also available on DVD / Video) Pathways of Belief, Islam 2 programmes, one on Allah as creator and provider, one on living as a Muslim. www.bbc.schoolshop .
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Contributions to spiritual, moral, social and cultural development of pupils: Pupils will have opportunities to develop:

- Spiritually by: Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Islam and 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 and considering how the teachings of The Prophet Muhammad (PBUH) lead to particular actions and concerns
- Socially by: noting and reacting to the presence of more than one religious tradition locally and nationally in Tower Hamlets and the UK.

Expectations At the end of this unit:	I can...
Nearly all pupils will be able to work at level 2:	<ul style="list-style-type: none"> • Use religious words and phrase 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.
Most pupils will be able to work at level 3:	<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 may be able to work at level 4:	<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.

ASSESSMENT SUGGESTIONS A possible final assessment task:

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/Departments/SocialStudies/RE/Database/Graphics/Images/Islam/Islam.html>

Local photos from Tower Hamlets 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.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils are able to	WIDER LEARNING
<p>What do stories of the Prophet Muhammad (PBUH) teach us?</p>	<p>To understand the meanings of some stories of the Prophet Muhammad (PBUH)</p> <p>To reflect on the meaning of the stories.</p> <p>To understand the importance of some Hadith for Muslims.</p>	<p>Stories of the Prophet: What can we learn?</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. • Discuss with pupils the qualities of a good leader. • 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>Describe what the stories show about the Prophet Muhammad (PBUH);</p> <p>Identify / describe the importance of the Prophet Muhammad (PBUH) for Muslims, using religious vocabulary;</p> <p>Ask important questions about being a leader and being a follower.</p>	<p>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.</p> <p>Links to literacy and the use of language: the language of description and feelings is developed in this work.</p>
<p>How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?</p>	<p>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.</p> <p>To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH).</p>	<p>What impact does it have to follow 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 people (Bilal the first Muezzin). • 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. 	<p>Identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders. What makes the Prophet unique?</p> <p>Retell a story of the Prophet and suggest the meanings in the story.</p> <p>Ask questions and suggest answers about the impact of the Prophet's wisdom on life today.</p>	<p>Literacy: pupils learn to make sense of texts and to ask questions and suggest answers about key teachings from the Qur'an or Hadith.</p> <p>There are many story books on the life Prophet Muhammad (PBUH), for both teachers and pupils</p>

<p>What do we think about leaders and followers?</p>	<p>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>	<p>Leaders and followers in our own lives: who matters to me?</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. • 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>Pupils make links between the leaders and followers activities and the idea of following a leader in faith They can talk about what they think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day.</p>	<p>NB: it may be more helpful in some contexts to use these activities and questions at the start of the unit.</p>
<p>Is The Prophet Muhammad (PBUH) still important today?</p>	<p>To develop skills in questioning AOTs (Adults other than teachers)</p> <p>Why The Prophet Muhammad (PBUH) is important to Muslims today</p> <p>To reflect upon who is important in their life</p>	<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 • 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. If possible, you could also invite in a Muslim to talk about the importance of The Prophet Muhammad (PBUH) in their faith. Students to ask questions to the visitor. If possible record this visit • Pupils are to write an introduction to the recording of their visitor, giving some reasons why they've been invited, who they are and why The Prophet Muhammad (PBUH) is so important to them 	<p>Identify the impact that believing in The Prophet Muhammad (PBUH) will have on a Muslim's life</p> <p>Ask important questions about religion and beliefs, making links between their own and other's responses</p> <p>Describe what inspires and influences themselves and others</p> <p>Take account of the fact that there are about 1.2 billion Muslims in the world and nearly 2 million in the UK</p>	<p>Links to Literacy: speaking and listening. It's helpful to get the pupils to prepare questions before the visit</p> <p>The pupils may like to think about writing a letter to the visitor explaining about the visit or / and a thank you letter after the visit</p>