


R.E. – Year 4 – Spring Term 1: - MTP

Unit 2:7 – Why does the prophet matter to Muslims?

<p style="text-align: center;">Key vocabulary Islamic: Prophet Muhammad PBUH (Peace Be Upon Him), Allah, Quran, Hadith, risalah Religion in General: God, belief, faith Human Experiences: follower, leader, influence</p>					
National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p style="background-color: #fff9c4;">At Northwood Park Primary School we follow Wolverhampton’s SACRE 2021-2026</p> <p><u>Subject Content – Key Stage 2</u> The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews 4, recognising their historical and 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 thoughtfully and creatively in response to the material they engage with, identifying relevant</p>	1	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>	<p>Gather and use a range of key words about Islam accurately in their writing</p> <p>Understand the meanings of some stories of the Prophet Muhammad (PBUH)</p> <p>Reflect on the meaning of the stories.</p> <p>Understand the importance of some Hadith for Muslims.</p>	<p>I can recall the stories about the Prophet Muhammad (PBUH)</p> <p>I can say what these stories show about what the Prophet Muhammad (PBUH) was like; talk about what makes a good leader.</p> <p>I can ask important questions about being a leader and being a follower; make links between my ideas and the ways in which the Prophet was a good leader</p>	<p><u>What do stories of the Prophet Muhammad (PBUH) teach us?</u></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>Use the story ‘The Islamic Story of the Crying Camel’</p> <p>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.</p>

<p>information, selecting examples and giving reasons to support their ideas and views.</p> <p>The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;">A. Know</p> <p style="text-align: center;"><i>Know about and understand religions and Worldviews:</i></p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p>			<p>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 – go for five qualities each, at least. Feedback ideas. Compare the leaders – they are likely to be all different. • Pupils are to explain some of the ways in which the Prophet was a good leader (e,g, he was trustworthy, he had good ideas, people liked him, he was not proud or boastful, he was fair, he had courage, he could – Muslims believe – hear the message of Allah which the Angel told him).</p>
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ways of expressing meaning	2	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas	Gather and use a range of key words about Islam accurately in their writing	I know that the Quran is the holy book for Muslims.	<p><u>Why are some books special? How can you show respect for a book? How do Muslims respect their holy writings?</u></p>
<p style="text-align: center;">B. Express</p> <p style="text-align: center;"><i>Express ideas and insights into religions and worldviews:</i></p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p>		Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	<p>Books are special for different reasons for different groups of people</p> <p>Muslims believe the Holy Quran is the word of God / Allah and is therefore treated with utmost respect.</p> <p>Retell some signs/ways of respect Muslims show to the Quran.</p>	<p>I know that Muslims show respect for the Quran by making sure their hands are clean.</p> <p>I know that Quran is a special holy book that needs to be kept in a high place.</p> <p>I know that the Quran teachings Muslims how to live their life.</p>	<p>Seven signs of respect for the Qur'an:</p> <p>If you can, use real artefacts for this, and demonstrate the first four signs of respect in the classroom – but if not, pictures will do nicely. Teach the children that a Muslim person shows that the words of the Qur'an are holy to him or her in 5 ways. 1. The Quran has a stand – it's never put on the floor. It is to be a 'high up' book 2. The Qur'an is wrapped in a silk cloth, so it never gets dirty 3. When you want to read it, you wash your hands first. 4. When you put it away, it is kept on a high shelf, above all other books 5. Muslims try to do what the Qur'an says. It gives lots of teaching about how to live. 6.</p>

<p>C. Gain</p> <p><i>Gain and deploy the skills for learning from religions and worldviews:</i></p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>Where the unit fits in:</p> <p>This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by Muslim people by exploring key aspects of the Prophet Muhammad's (PBUH) life</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>Some Muslims learn the whole Qur'an off by heart! They are given the name 'Hafiz'. 7. Muslims learn Arabic, so they can read the Qur'an in its original language • Ask the class to think: which of these seven things shows most respect for the Qur'an? If you can get the children to rank these seven signs in order – use some pictures in circle time. What shows most respect? Muslims respect the book because it contains the message of Allah / God. Is that a good reason to respect a book?</p> 
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<p>and the teachings of the Qur'an about Prophethood, risalah. Pupils consider the impact that believing in the religion of 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.</p>	<p>3</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>	<p>Retell the story of Muhammad at the gates of Makkah</p> <p>Identify a simple meaning in the story</p> <p>Suggest a meaning for the different emotions in the story</p> <p>Respond sensitively to the idea that we sometimes need to change our minds.</p> <p>Make a link between this story and the way some people think badly of other religions, suggesting ways to make peace.</p>	<p>I know that the Prophet Muhammad matters to Muslims</p> <p>I know that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet</p> <p>I know what makes us make up our minds about other people, and why it is good to change our minds</p>	<p><u>What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?</u></p> <p>Tell children this story: The woman at the gates of Makkah.</p> <p>Activity suggestion: As most Muslims make no pictures of their Prophets, and do not dramatise Muhammad's life, it's good to avoid these activities. Why not use a props bag instead? Or the children could retell the story as a diary entry/news report.</p> <p>Ask "I wonder..." questions You might want to use some from this list. • I wonder if you have worked out why she changed her mind? • I wonder who you would like to walk into your street? • I wonder what kind of person Muhammad was? What does the story show? • I wonder who you try to listen to? • I wonder: Does kindness always win arguments? • How can we change what people think, so that people get better, fairer ideas? Can our behaviour do</p>
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					<p>most to change things, or our words? • Why do Muslims say 'Peace be upon him' when they say the Prophet's name?</p>
	<p>4</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>	<p>Respond to ideas sensitively to ideas from the story about the beliefs of a Muslim.</p> <p>Make links with the beliefs from the story and their own.</p>	<p>I can retell the story of Bilal the slave</p> <p>I can suggest a meaning for the story of Bilal</p> <p>I can respond sensitively to ideas in the story.</p> <p>I can make a link between the values seen in the story of Bilal and their own values.</p>	<p><u>What can we learn from the story of Bilal: the slave who would not be quiet?</u></p> <p>Tell the story in as many engaging ways as you can. Bilal: A slave set free to call Muslims to pray. See story on SACRE document and separate one e-mailed.</p> <p>Group and team activities for children to draw out the learning from the story of Bilal. Children will work in different groups to:</p> <ul style="list-style-type: none"> Create in a group a four piece 'cartoon' of pictures showing when Abu Bakr stands up for what he believes is right, or Create own puzzle picture showing a time when the children stood up for what you believed to be right. Paint a picture that shows the turning point of the story – when do you think that the story 'changes'? Are there several turning points? • Use building bricks to make a

					<p>model of a mosque, with a tall tower or minaret. Where would Bilal be standing? Why? Now build another structure that you would choose to stand to 'call' out something important to others. Choose some important words that deserve to be shouted out. Go into the playground and have a shouting competition: what words would the children like to shout to the whole world? • Write on the speech bubble blanks deciding what they would shout out if they were calling people to prayer/ record their 'call' onto the ICT speech bubbles/use the digital blue cameras to video their partner 'calling' people to prayer. • Children leave their work wherever their activity took place. Everyone moves around the classroom looking at each other's completed (or not) task. Comments and questions. • On the carpet, discuss what the children feel they have learnt in the session. What would they like to learn more about? Is there anything they'd like to listen to again? When and what is it good to shout out loud? Final</p>
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					questions for all the children: • What do the children feel mattered most of all to Bilal? To Umayya? To Abu Bakr? Talk to your learning partner and tell them what matters most of all to you.
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