

	TITLE: Muslims and Christians: Who is inspiring? Inspirational Founders and leaders YEAR GROUP: 5
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Muslims and Christians: Who is inspiring?

SUGGESTED YEAR GROUP: 5

About this unit:

This unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will find out especially about inspiring leaders from Islam and Christianity. They may use timelines of events, stories, art and artefacts to explore the significance of founders and leaders from the origins of different religions. They will consider the idea of a role model. Why are some religious leaders more than ordinary role models? They will think about 'World changing leaders'. They will ask and answer questions such as: What has made the Lord Jesus and the Prophet Muhammad inspiring to millions of people?

One focus is 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 the life of 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 relation to Christian ideas, the focus is on looking at the life of an inspiring Christian from the contemporary world (pupils have already done a unit about the inspiration of Jesus). This unit uses an enquiry approach where pupils do some research and thinking of their own in a small team.

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of inspiring leaders and the religions of Christianity and Islam. Pupils will be enabled explore, question and respond to the life and work of an inspirational leader from a religion and explore their attitudes towards their legacy. An ambitious and well sequenced RE curriculum, as OFSTED seek, will use this unit to build skills and apply knowledge in relation to prior learning and progress towards our end of key stage outcomes.

Estimated teaching time for this unit: 10+ hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to examine:

A2. Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring.

B1. Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives.

B2. Understand the challenges of commitment faced by inspiring leaders and by 'ordinary' believers;

C1. Discuss and present thoughtfully their own and others' views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry;

C3. Discuss and apply their own and others' ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Values and Teaching
- Religious practices and ways of life
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to their own ideas about inspiration and role models;
- **Respect for all** by developing a willingness to learn from religions they do not belong to;

Wider curriculum links

- **History:** pupils will use timelines and think about chronology and influence.
- **ICT:** web resources can be a key part of the information base for this unit.
- **PSHE:** children will particularly focus on the idea of role models and the ways these influence us.
- **Literacy:** the skills of persuasive writing, recounts and making sense of meaning from story are used in this unit.
- **Geography:** children will learn about global influence and local settings they may be unfamiliar with.

Prior Learning	Vocabulary	Resources Teachers might use:
It is helpful if pupils have learnt: Key people inspire others; the importance of Prophet Muhammad to Muslims and Jesus to Christians	In this unit, pupils will have an opportunity to use words and phrases related to: Religion: Christianity e.g. Jesus, messiah, leader, Christ, Lord, son of God, disciple, follower Religion: Islam: e.g. The Prophet Muhammad (PBUH), Allah, Holy Qur'an, Hadith, Imam Religion in General: E.g. God, belief, faith Religious and Human Experiences: Being a follower. Being a leader. Influence. Inspiring. Example / exemplar	Web resources - The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk - The NATRE shop is a good place to find and buy quality teacher resources for this unit https://shop.natre.org.uk - The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. - The BBC is a major source for short RE films that can be accessed online www.bbc.co.uk/teach and www.bbc.co.uk/bitesize - The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion - RE Online provides good subject knowledge resources for teachers and is also the best gateway for RE sites is: www.reonline.org.uk - You can find and use searchable sacred texts from many religions at: www.ishwar.com - TrueTube has some useful videos for RE www.truetube.co.uk - Good quality information and learning ideas on Christianity: https://request.org.uk/ Virtual Tours: - Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ - Birmingham Faith Visits is a super project: 18 short films from 6 major religious buildings in Birmingham, all suited to children in primary schools and with lots of support resources: https://birmingham-faith-visits.theartsociety.org/ - For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ - Visit my mosque www.visitmymosque.org Print resources - Talking Pictures: visual learning about Jews, Christians, Muslims from RE Today - What happens in? 6 beautiful cutaway whiteboard pictures and poster cards from major religious buildings with an ideas book from RE Today - Inspiring RE: Inspirational People, Inspiring RE: Muslims, Inspiring RE: Christians edited by Fiona Moss, RE Today - Books At Press provide lots of well made and thought out resources for RE 4-7 on different faiths https://www.booksatpress.co.uk/religiouseducation.html Stories More examples of faith stories can be found from the NATRE shop online starting with Muslim stories at https://shop.natre.org.uk/category/stories.isla.pr Many free religious stories available from this starting point with good learning ideas Artefacts for RE: firms that supply a range of objects include - RE On Demand, https://www.reondemand.co.uk/ - Religion in Evidence https://www.tts-group.co.uk/primary/re/ - Iman Publishing: authentic books for FS2- Y3 Stories of the Prophet from the Qur'an - Animated World Faiths – the life of the Prophet: https://www.youtube.com/watch?v=x_7K9da5Yqg

	Contributions to spiritual, moral, social and cultural development of pupils • Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Islam and Christianity (Spiritual) • Developing their own views and ideas about inspiring leaders and the question 'who do I follow?' (Spiritual) • Considering how beliefs about the Prophet Muhammad (PBUH) have an impact on Muslim life (Moral). • Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Islam (Moral) • Considering how the teachings of The Prophet Muhammad (PBUH) or of inspiring Christian disciples lead to particular actions and concerns (Moral and Spiritual)
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EXPECTATIONS: At the end of this unit	
Levels:	I can...
Pupils working towards the expected level will:	• Use religious words and phrase to identify key aspects of the example of the Prophet Muhammad (PBUH) and of inspirational Christians; • 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 inspiring leaders in Christianity and for themselves and others.
Pupils working at the expected will:	• Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings. • Make links between Muslim and Christian beliefs about following the way of God and the example of other people; • Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; • Describe how Christian people try to live by following the teaching and example of Jesus; • Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses.
Pupils working beyond the expected level will:	• Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Muslim and Christian traditions. • Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH) and of the Lord Jesus; • Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, 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.

Local photos from 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.

INTENTIONS: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	Impacts: LEARNING OUTCOMES	Points to note
What makes a hero?			
To think carefully about the idea of leadership and inspiration. To describe inspiring leaders for themselves.	What makes a hero? • Draw examples from pupils' own experience e.g. family, friends, sports and media personalities; local celebrities. Conclude with a rank ordering activity of characteristics identified – what makes a hero? What makes a leader? What's the difference between a celebrity and a hero? • Draw out key events, qualities, ideas and actions which made the people studied an inspiration. Is it true that sport, media and celebrity are instant, but spiritual inspiration lasts longer? • Independent Enquiry into religious leaders and other inspirational leaders including Martin Luther King etc in groups. Possible presentation as to what makes these leaders inspirational? Are these leaders still inspirational today?	Ask and respond sensitively to questions about inspiring leaders Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses	This opening lesson can be fun if focused on celebrity – but the unit as a whole gets beyond the 'X Factor' and looks for long lasting and deep inspiration
What do we think about leaders and followers?			
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.	Leaders and followers in our own lives • 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.	Pupils make links between the leaders and followers activities and the idea of following a leader in faith	NB: it may be helpful in some contexts to use these activities and questions at the start of the unit.

What do stories of the Prophet Muhammad (PBUH) teach us?

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.	Stories of the Prophet • 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. A basic starting point: http://www.islamawareness.net/Muhammed/ibn_kathir.html • Discuss with pupils the qualities of a good leader. • Show the 14 minute video clip from Channel 4's Animated World Faiths – the life of the Prophet: this link is working in 2022. https://www.youtube.com/watch?v=x_7K9da5Yqg Ask the pupils before they watch to pick out and note down 7 key words that say why Muhammad became a religious leader and inspiration to about ¼ of the world's people 14 centuries after his lifetime. What made him inspiring? • Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, courage, devotion to God, faith, kindness to animals, decisiveness, willingness to change, an open heart 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. Feedback ideas. • 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. Which matter most? • Writing task: what kind of leader was the Prophet? Pupils choose 6 qualities and write a sentence to explain how his life story showed the six leadership ideas they have selected. Scaffold this writing for pupils who need support.	Identify / describe the importance of the Prophet Muhammad (PBUH) for Muslims, using religious vocabulary Pupils can talk about what they think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day Describe what the stories show about the Prophet Muhammad (PBUH)	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.
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How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?

Pupils learn: 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).	The Impact of following a leader • If you were writing a book about someone, what important details would include? Collect ideas. Ask the children to do this in little groups, with some fictional examples such as Buzz Lightyear, Shrek, Harry Potter, Bart Simpson or Simba the Lion King. • 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. 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 • What you do with your money • Who your friends are • What you celebrate • What you do on Friday • Your self discipline (link to fasting)	Retell a story of the Prophet and suggest the meanings in the story Identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders. What makes the Prophet unique? Ask questions and suggest answers about the impact of the Prophet's wisdom on life today .	• 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
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Is The Prophet Muhammad (PBUH) still important today? How and why?

• 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	After 1400 Years... • Create a class list of all the people they 'look up to'. It won't be the same for everyone! Sport, music, family, film, TV and school are obvious areas – but religion is another for some pupils. • 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. • Do a guessing game. • There are 7bn people in the world. How many Muslims? (about 1.6bn) • There are 70m in the UK: what percentage are Muslims? (about 6%) • There are about 50 000 Churches in the UK. How many mosques? (about 2200) • After all these centuries, the influence of the Prophet is huge. Why? • 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	Identify the impact that believing in The Prophet Muhammad (PBUH) will have on a Muslim's life Ask important questions about inspiration, making links between their own and other's responses Describe what inspires and influences themselves and others	• Links to Literacy • Links to History • 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 or / and a thank you letter after the visit • Take account of the fact that there are about 1.2 billion Muslims in the world and about 2 million in the UK
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Who is an inspiring person to Christians?

Pupils will be enabled to: - learn to explore, question and respond to the teachings and experience of contemporary inspirational people from the Christian community - explore some text and web-based materials to engage with a variety of perspectives on the people being studied; - suggest answers to questions about the significant experiences of key figures from Christianity - work in a small team	Set up teams of three pupils to pursue this enquiry What are the defining characteristics of an ‘inspirational’ person? Draw examples from pupils’ own experience e.g. sports and media personalities; local celebrities. Encourage reasoned comment and illustration (e.g. TV/video clip, magazine article, fan club literature). Conclude with a rank ordering activity of characteristics identified – what makes a hero? What makes a leader? What’s the difference between a celebrity and a hero? What are the defining characteristics of an inspiring person for Christians? Draw upon prior learning (e.g. Jesus, St Paul, Dr Barnardo, Dr Paul Brand, Jackie Pullinger, Desmond Tutu, Martin Luther King, Mother Teresa, Jaime Jaramillo, a local Christian minister or hero) Characteristics might include: being more interested in self than money; undergoing opposition for their beliefs; giving ideas that last to their followers. Similarities and differences between people on this list, and the characteristics of their own chosen personalities can be fruitfully discussed. What were the key moments and turning points in the life of X and Y? From the life-stories of the inspirational leaders chosen, consider: what were the key influences, turning points, big ideas, early achievements, moments of danger and moments of recognition in each life. In what ways are these ‘heroes’ similar and different? What is spiritual about their stories? What made X and Y inspiring to others? Draw out key events, qualities, ideas and actions which made the people studied an inspiration. Is it true that sport, media and celebrity are instant, but spiritual inspiration lasts longer? Pupils prepare, in threes, to report their own example to the rest of the class.	Describe examples of inspiring people Make links between these inspiring lives and the religions they illustrate Say what their own reaction to the lives studied might be Connect principal beliefs and teachings accurately with the actions of contemporary figures studied Explain in detail how an inspiring person is a disciple of Jesus	<i>This work is pictured here as a pupil-led investigation. Teachers need to provide some resources for this – library books, possible website and information sheets and folders for example.</i> <i>Pupils can be reminded of the earlier unit of work on what makes Jesus inspirational to some people – this is a parallel to the work above about the Prophet Muhammad</i>
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How shall we weigh up what we think of the inspirational people Christians admire?

Show understanding of how religious beliefs can make a difference to the lives of individuals and communities; Answer for themselves the question: what makes a person inspiring to others?	• By what criteria can we evaluate the inspirational people chosen for study? Introduce a summary of the 'code for living' for each of the religions being studied (e.g. The Sermon on the Mount for Christians; the Five Precepts for Buddhists). Draw upon and then extend prior learning. Invite pupils to add to these codes from their learning e.g. should the parable of the sheep and the goats be included to help understanding of how and why a Christian may respond to injustice? Do stories of Muhammad's life inspire contemporary Islamic attitudes to the Ummah / worldwide Muslim community? To generosity? To forgiveness? To charity? • Do all inspirational figures divide people into supporters and opponents? Discuss the biases in the sources studied, and consider how one generation's hero is often the next generation's villain. Do all heroes have 'feet of clay' or a 'tragic flaw'? Does this matter, or does it illustrate the mixture of humanity? Why is it that many people now give high honour Dr King, Gandhi and Princess Diana, when in life they were often vilified? Set pupils a task to: A. Prepare the script for a multi-media presentation (sound, image and text) in which they 'meet' two of the inspirational people studied. This should include their own questions (and answers), as well as the questions and answers the two great figures would have for each other. Pupils should be encouraged to include material which supports the comments made (e.g. quotations from scripture, newspaper headlines, comments from other people, photographs etc). Presentation software (e.g. PowerPoint), DTP or digital video could be used. B. Compose their own speech related to the inspirational figure: 'how would 'X' like the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class.	Describe examples of inspiring people Make links between these inspiring lives and the religions they illustrate Say what their own reaction to the lives studied might be Connect principal beliefs and teachings accurately with the actions of contemporary figures studied Explain in detail how an inspiring person is a disciple of Jesus	This is the most critical and demanding part of the unit: support children's thinking with plenty of time for discussion and clarification
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Did my inspiring leader follow Jesus well?

- Apply the idea of 'inspiration' to a chosen example, using Christian sacred text. - Consider what factors help and hinder their personal journey for meaning and purpose.	How effectively do the 'inspirational' people chosen for study exemplify the Christian faith's scriptures? - Are they, for example, like Jesus in some way? Pupils could work in pairs/groups to examine and evaluate each person chosen for study against some quotations from Jesus' teaching. - Pupils then move on to measure the person against their understanding of what Jesus Christ taught. Answers could be recorded on a simple template, and reported back to the class. Focus Questions: Use these to revise and extend what has been learned in the unit - What do Christians believe about Jesus? How is he inspiring to them? - How do Muslims try to follow the example of the Prophet Muhammad? - How do stories of Guru Nanak inspire Sikh people? - What does it mean to be influenced by someone else? Who influences me? - Do we all need role models? Why, or why not? - How did Martin Luther King change the lives of black people in the USA? - How did Mother Teresa change the lives of poor and homeless people in Kolkata? - How has Islamic Relief changed lives across the world? - What can we learn from the action, achievement and qualities of these people?	Make links between Muslim and Christian beliefs about following the way of God and the example of other people Understand leaders in Christianity and for themselves Use a developing religious vocabulary to describe key aspects of the life and teachings of an inspiring leader Explain how some religious beliefs and behaviour are shown by inspiring figures	This can be done as part of the team work enquiry, or as individual work.
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Who is inspiring to me?

Recall and weigh up the work done in the unit as whole	What have I learned? Ask pupils to identify anything they have learned from their investigation, and to compose three questions that they would like to ask the person studied. Speculate about what the answers might be. A writing frame or skeleton plan for a piece of extended writing will help pupils to be clear about the role of leaders and inspirational figures. Reflection: Who is inspiring to me? Ask pupils to express their reflections on their own choice of an inspiring person. Provide opportunity to discuss questions such as: What influences my choice? (e.g. parents, school, the law, religion)? How important is it to them to have inspiring role models? What difference might it make? What would be the effect if everyone in my family / school / community followed my example of an inspiring person?	Suggest answers from their own and others' experiences of inspiration, related to key contemporary figures from the Christian religion Make informed responses to the teachings and examples of key figures in religions, seeing how their lives made a difference and inspire people today	
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