

**ABOUT THIS UNIT:**

This unit will enable children to think about who inspires them and to consider Jesus and Muhammad as inspirational figures for Christians and Muslims in the world today. Children will also study key passages in the Bible and Hadith in order to discover more about Jesus and Muhammad and their significance for Christians and Muslims.

**Estimated time for this unit:** One term

**Focused Religions:** Christianity and Islam

**Where this unit fits in:**

KS2 in the autumn term of Year 4 as a key unit introducing Jesus and Muhammad as inspirational figures and examples. It builds on previous work in KS1 on leaders and teachers.

**KEY LEARNING OUTCOMES (from the programmes of study)**

- AT1 a) describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.
- c) identify and begin to describe the similarities and differences within and between religions.
- AT2 c) *discuss their own and others view of religious truth and belief*
- e) *reflect on sources of inspiration in their own and others' lives.*

**KEY STRANDS ADDRESSED BY THIS UNIT**

- AT1 - Beliefs, Teachings and sources  
AT2 - *Identity and Belonging*

**LINKS TO THE EVERY CHILD MATTERS AGENDA**

- Enjoyment and Achievement - encouraging visits and visitors from a range of faiths and beliefs
- Being Healthy - develop a discerning, thoughtful approach to life.

**CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

## Spiritual Development

- Learning about and reflecting on important concepts, experiences and beliefs, which are at the heart of religious traditions.
- Developing their own views and ideas on religious and spiritual issues

**KEY SKILLS**

Reflection - Enquiry - Empathy

**KEY ATTITUDES**

Respect and Open Mindedness

Prior learning	Vocabulary	Resources
<p><b>It is helpful if children will have:</b></p>	<p><b>In this unit, children will have an opportunity to use words and phrases related to:</b></p>	
<p>Gained understanding from the Leaders and Teachers unit at KS1 and Teachings and Authority Unit in Year 3.</p>	<p>Jesus and his teachings Gospels Muhammad Qur'an Hadith Inspiration Respect Devotion</p>	<p>“Quality” cards – See Appendix 2 Selection of extracts from New Testament. Extracts from Hadith See also Appendix 1</p>

**EXPECTATIONS at the end of this unit:**

**Nearly all can:** (at level 2)

- begin to show awareness of similarities in religions (AT1)
- tell Christian and Muslim stories and suggest their meanings (AT1)
- *ask and respond sensitively to questions about their own and others' experiences and feelings of inspiration (AT2)*
- *talk about what is important to themselves and others (AT2)*

**Pupil friendly level descriptions I can:-**

- talk about some of the things that are the same for different religious people (AT1)
- *ask about what happens to others with respect for their feelings (AT2)*

**Many can:** (at level 3)

- begin to identify the influence religion has on believers' lives (AT1)
- describe what a believer might learn from a religious story (AT1)
- *compare some of the things that influence themselves with those that influence other people (AT2)*
- *ask important questions about religion and beliefs (AT2)*

**Pupil friendly level descriptions: I can .....**

- describe some of the things that are the same and different for religious people. (AT1)
- *compare some of the things that influence me with those that influence other people. (AT2)*

**Some children will have progressed further and can:** (at level 4)

- make links between the teachings and sources of religions and show how they are connected to believers' lives (AT1)
- describe and compare what experiences may be involved in belonging to different religious groups (AT1)
- ask questions about belonging that refer to people who have inspired and influenced themselves and others
- *suggest a range of answers to questions about the meaning and purpose of life (AT2)*

**Pupil friendly level descriptions: I can .....**

- use religious language to describe and compare what practices and experience may be involved in belonging to different religious groups. (AT1)
- *ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. (AT2)*

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
<p>What does inspiration mean?</p> <p>What inspires me?</p>		<ul style="list-style-type: none"> <li>• Artist/musician/poet/dancer/etc to explain to children what inspires them to produce their work</li> <li>• Teacher to show photos that inspire. Children to take photo of inspirational scenes (homework opportunity) to bring in. Discuss what they inspire.</li> </ul>	<ul style="list-style-type: none"> <li>• Can children identify what inspiration means/is?</li> </ul>	
<p>Who is inspirational?</p>	<ul style="list-style-type: none"> <li>• <i>to recognise a wide range of inspirational people. (AT2)</i></li> <li>• <i>to reflect on who influences and inspires them and why? (AT2)</i></li> <li>• <i>to explore the qualities we admire in someone who inspires others. (AT2)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children think of people they admire/look up to.</li> <li>• Compare with others in class - make a class list.</li> <li>• Feedback ideas and discuss why these people inspire?</li> <li>• Pupils complete statement - "I admire/look up to... because..."</li> <li>• Pupils in groups sort a selection of cards with qualities written on them from most important to least important.</li> <li>• Pupils choose the qualities they most admire and want to develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/describe a person who is admired/looked up to.</li> <li>• Identify/describe the qualities of that person.</li> </ul>	<p>See Appendix 1: Teachers Inspiration</p> <p>Appendix 2: Qualities Emphasise inspirational people rather than idols.</p>
<p>How does Jesus inspire people?</p>	<ul style="list-style-type: none"> <li>• to research a textual extract.(AT1)</li> <li>• to understand what the Gospels tell us about. what Jesus was like (AT1)</li> <li>• <i>to present findings to the class.(AT2)</i></li> <li>• to summarise from the evidence what sort of person Jesus was and why he inspired people to follow him. (AT1)</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the pupils that they are going to find out what Jesus was like by calling witnesses from his own time.</li> <li>• Give groups of pupils, according to ability or in mixed groups, one of the following characters and stories to research.</li> <li>• Ask each to write or present their findings beginning with "Jesus was... (a quality), I know this because..."</li> </ul>	<ul style="list-style-type: none"> <li>• Identify from given Bible passages what it teaches about Jesus' character.</li> <li>• Summarize what sort of a person Jesus was.</li> <li>• Recognize Jesus' human qualities and divine qualities.</li> </ul>	<ul style="list-style-type: none"> <li>• If necessary, write out these stories in simpler language. You could mount each story on a card or load them into a set of computers (if available).</li> <li>• Zacchaeus was a tax collector. Tax collectors were disliked by most people in the first century, and some things don't change.</li> </ul>

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		<ul style="list-style-type: none"> <li>• a) one of the disciples, Luke 18: 15-16;</li> <li>• b) Zacchaeus, Luke 19: 1-8;</li> <li>• c) the widow, Luke 21: 1-4;</li> <li>• d) Matthew, Matthew 9: 9-13;</li> <li>• e) one of the crowd, Matthew 21: 1-11;</li> <li>• f) governor of the Temple, Matthew 21: 12-13;</li> <li>• g) Simon the Leper, Matthew 26: 6-13;</li> <li>• h) a disciple, Mark 9: 33-37</li> <li>• i) Simon, Peter, Matthew 4: 18-22;</li> <li>• j) a disciple, John 2: 12-16;</li> <li>• k) Simon Peter, John 13: 1-9;</li> <li>• l) a widow, Luke 7: 11-15;</li> <li>• m) disciples/followers, Matthew 5: 43-44, Matthew 7: 1-2</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the groups to present their findings to the class, and keep a central record of points the pupils make about Jesus' character.</li> <li>• Ask pupils to fill in a worksheet to summarise so far what sort of a person Jesus was and why people followed him.</li> </ul>	<p>Jesus' attitude to him and the leper was remarkable at the time, and definitely would not have been approved of by many religious people.</p> <p>Important to draw out that Jesus took on every human characteristic and quality and was also seen as divine and the Son of God for Christians.</p> <p>DVD – the Miracle Maker Is a useful DVD in terms of key events in the life of Jesus</p>
<p>How does Jesus continue to inspire people today?</p>	<ul style="list-style-type: none"> <li>• why is Jesus important to Christians today? (AT1)</li> <li>• <i>to reflect on their own ideas about heroes and inspirational people (AT2)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Invite a Christian to talk to the class about why Jesus is important to them and how he inspires them to live a life based on his teachings.</li> <li>• Children will need to prepare for the visit and identify questions to ask.</li> <li>• The visit could be videoed or tape recorded.</li> <li>• Issues and questions arising from the visit will need careful handling. Children can write-up the visit for inclusion in the school magazine/flyer.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how Jesus influenced his disciples and how people influence them.</li> <li>• Write-up a report on the visit, taking the role of a journalist or a personal reflection.</li> <li>• Write a 'thank you' letter describing what has been learnt and identify any further questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Links with English - using different writing styles and 'shaping' questions.</li> </ul>

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		<ul style="list-style-type: none"> <li>• Important to invite further development. "Other questions I want to ask are..." These could be forwarded to a visitor from the local Christian community.</li> </ul>		
<p>Who else has inspired Christians?</p> <p>Who continues to inspire people today?</p>		<ul style="list-style-type: none"> <li>• Children to study the life and work of inspirational Christians – one from the past (dead) and one from the present (alive).</li> <li>• How did they inspire people? What did they inspire people to do? How were they inspired by Jesus? (how are they...)</li> <li>• Research Project. Display</li> </ul>		<p>Links to other areas of the curriculum – ICT (research), literacy (information texts, leaflets, etc)</p> <p>Dietrich Bonhoeffer, Corrie Ten Boom, Desmond Tutu, Trevor Huddleston, Mother Teresa, Martin Luther King, Gladys Aylward, CS Lewis...Past Jason Robinson, Natasha Bedingfield, Simon Thomas (ex Blue Peter presenter) Kanye West, Kelly Holmes, Tom Hanks, Evander Holyfield,</p>
<p><b>Follow lesson Plans from Festival Matters – Harvest Y4</b></p>				
<p>Why is the Prophet Muhammad so important to Muslims?</p>	<ul style="list-style-type: none"> <li>• to understand why Muslims call Muhammad the Messenger of God and put "pbuh" after his name. [Also after Jesus and other Prophets]. (AT1)</li> <li>• to understand the importance of the Qur'an and Hadith for Muslims. (AT1)</li> </ul>	<ul style="list-style-type: none"> <li>• Using available resources briefly outline the story of Muhammad.</li> <li>• Using sequence cards children re-tell the story of key events in the life of Muhammed</li> <li>• Focus on the Night of Power and how this changed Muhammad's life.</li> <li>• Reflect on how events can inspire people to change their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify why Muhammad is called the Messenger of God.</li> <li>• Describe why the Qur'an is believed to be the word of Allah (God).</li> </ul>	<ul style="list-style-type: none"> <li>• Muslims use "peace be upon him" (pbuh) when speaking of the Prophet Muhammad or indeed the other Prophets.</li> </ul>

<p>How did Muhammad inspire others to follow him?</p>	<ul style="list-style-type: none"> <li>• to recognise some teachings that Muhammad gave. (AT1)</li> <li>• to understand how Muslims use the teachings of Hadith in daily life. (AT1)</li> <li>• <i>the importance of personal examples as inspiration.</i> (AT2)</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a selection of passages from Hadith Children make a list of guidelines for good behaviour. What qualities are being encouraged? What is being discouraged? How important are these words of advice today?</li> <li>• Where or to whom do we turn for advice or guidance?</li> </ul>		<ul style="list-style-type: none"> <li>• Selections of sayings from Hadith e.g. "God has no mercy on one who has no mercy for others" "There is a reward for kindness to every living thing" "He who eats fully while his neighbour goes hungry is not a believer"</li> </ul>
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<b>Key questions</b>	<b>LEARNING OBJECTIVES Pupils should learn:</b>	<b>Teaching and Learning Activities</b>	<b>Assessment Opportunities</b>	<b>Links / points to note</b>
How does Muhammad inspire Muslims today?	<ul style="list-style-type: none"> <li>• to understand the importance and inspiration of Muhammad.</li> <li>• the importance and daily use of Hadith, as example and inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a Muslim to talk to the class about the inspiration and example of Muhammad and Hadith in daily life.</li> <li>• Activities can follow the outline suggested above for a Christian visitor.</li> <li>• Play extracts from CD, "Another Cup" by Yusuf Islam (formerly Cat Stevens). Listen to and discuss words.</li> </ul>	<ul style="list-style-type: none"> <li>• Children identify what Jesus and Muhammad have in common.</li> <li>• Describe what qualities they both had that inspire people today.</li> <li>• Design a poster; write a poem/song about the example of Jesus and/or Muhammad - focus on their most important qualities and words that inspire people (you!) today.</li> </ul>	<ul style="list-style-type: none"> <li>• It is not usually acceptable to the majority of Muslims to reproduce the human form, especially of Muhammad. This provides further support to what respect and devotion means in Islam.</li> </ul>
<b><i>Follow lesson plans from Festival Matters – Christmas Y4</i></b>				

## APPENDIX 1

### **The Teacher – a source of inspiration!**

As with many aspects and units of work in RE the teacher is the major resource! “Inspiration” may require some initial exploration. Children should be encouraged to ask parents, grandparents and other adults for their examples of “people who have inspired me.” This will help to make the concept real and important.

The teacher should also be prepared to share their personal examples too. What made you want to teach? Who were/are your sources of inspiration? Pictures of prominent, or not so prominent, examples will help illustrate and bring to life just how significant and life directing, inspiring people can be.

If the children can experience something of your sense of inspiration, as a result of someone else’s influence on you, they will begin to experience, a little more directly, the power and immediacy of what otherwise might remain a rather distant concept.

The following extract should always be kept in mind. This is one of my sources of inspiration!

“Everything depends on the person who stands in the front of the classroom. What we need more than anything else is not the textbooks but the textpeople! It is the personality of the teacher which is the text that the pupils read; the text that they will never forget. The teacher is a creator of the future of our people.”

Abraham Joshua Heschel



## APPENDIX 2

## QUALITIES

Of all the qualities listed below choose three that you think are the most important. Talk about your choices with your friends and then decide whether you want to make any changes. Are there any important qualities missing?

<b>LOVING</b>	<b>FRIENDLY</b>
<b>KIND</b>	<b>HELPFUL</b>
<b>STRONG</b>	<b>WISE</b>
<b>HAPPY</b>	<b>RELIABLE</b>
<b>GENTLE</b>	<b>TRUSTWORTHY</b>
<b>NEVER GIVING UP</b>	<b>CAN KEEP A SECRET</b>
<b>PEACEFUL</b>	<b>TRUTHFUL</b>
<b>CALM</b>	<b>WEALTHY</b>
<b>PATIENT</b>	<b>CARING</b>
<b>NICE</b>	<b>HARDWORKING</b>

# FORMATIVE

**My hero is**  
.....  
**because**  
.....

**Qualities a hero has include**  
.....  
.....

**A saying I know from the Bible is**  
.....  
.....

**FORMATIVE  
INSPIRATIONAL  
PEOPLE**

**Does religion matter today?  
I would say**  
.....  
**because**  
.....

**In Islam I think the following people and books are important**  
.....  
.....

**Jesus is important to Christians because**  
.....  
.....

# SUMMATIVE

