

# KS2 Islam: Inspirational People



**Why do Muslims call  
Muhammad the 'Seal of  
the Prophets'?**

**The *EMMANUEL* Project 2020:  
Teaching other faiths effectively in Key Stage 2**



THE CHURCH  
OF ENGLAND  
Diocese of St Edmundsbury  
and Ipswich

## Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



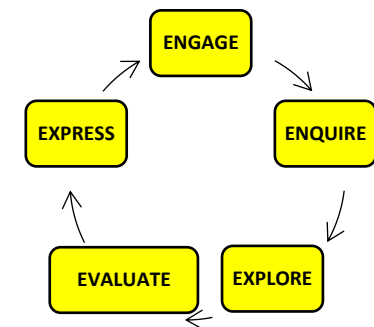
**This unit for Key Stage 2 pupils focuses on the Muslim concept of 'prophethood'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with 'Inspirational People: why some figures e.g. founders, leaders and teachers, inspire religious believers'.

**It is designed to last 6-8 hours,** taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Islam which relates to the key concept (at least 1 lesson)
- **Explore** a Muslim understanding of the key concept in 3 areas **(i) Muslim Narrative / Qur'anic Text (ii) Muslim Community Practice (iii) Muslim Living** (at least 1 lesson each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

## Muslim concept: **PROPHETHOOD**



### It's a bit like

- **Being called to speak out God's message**
- **Belonging to a group of people who speak out for God**
- **Being chosen to denounce injustice and false religion**
- **Being chosen by God, not a volunteer**

### • **Giving guidance on God's way of life and setting an example**

#### **Chosen by Allah**

Risalah means 'prophethood' in Arabic. It comes from 'rasul' which means prophet or messenger. Risalah is different from parenthood or brotherhood because the only ones who experience Risalah are those chosen by God.

The usual human response to being chosen from a crowd for a particular task is to expect honour and glory. However, in Islam being chosen as a prophet, often led to hostility e.g. when Muhammad started preaching, or required great courage e.g.

*God chooses for himself whoever he pleases, and guides to Himself those who turn to him. Surah 42:13*

when Musa (Moses) had to challenge the Egyptian pharaoh.

#### **People in need of God's guidance**

Muslims believe people need guidance from God. Through Risalah, God warns people of the judgement to come and reminds them of true belief in One God. Through Risalah God provides guidance in the form of a good example to follow.

The opening Surah of the Qur'an, the Muslim holy book, is repeated daily by all Muslims during their prayers and asks specifically for guidance from Allah.

*Praise be to Allah, the Beneficent, the Merciful, Master of the Day of Judgement. Thee alone we worship; thee alone we ask for help.*

*Guide us to the straight path; the path of those whom you have favoured; not of those who earn your anger, those who have gone astray. (Surah al Fatihah)*

#### **A long line of prophets**

The Qur'an states that God sent a prophet to every nation and each was sent with the same message of submission and accountability to the one God, creating a chain of messages from God.

According to a saying of Prophet Muhammad, there were 124,000 prophets but the Qur'an mentions only 25 by name.

Each of the prophets was a man with the same human needs and feelings as others. Islam emphatically denies any suggestion that God's messengers were divine or super-human. At the same time they were men of special qualities whom God singled out from the rest of humanity for the task of conveying his guidance.

The prophets were characterised by total submission to God, their nearness to him, their upright natures, righteousness of

conduct and their commitment to the mission with which they were entrusted.

At the beginning of the line of prophets was ADAM, the first human being, who along with Hawa (Eve), disobeyed God but repented and were forgiven. God bestowed prophethood on Adam and gave him guidance for himself and his descendants. The Qur'an also mentions Nuh (Noah), who brought a warning from God. Ibrahim (Abraham) is a major prophet and, in the Qur'an, he warned against idolatry and built the Ka'aba in Mecca. Other famous prophets include Ishmael, Yaqoob, Yusuf, Musa and Sulayman. Isa (Jesus) is also honoured as a prophet but not as God's Son or divine.

Many of these names, although in Arabic form, will be familiar to those who know the Bible, for example, Nuh, Yunus, Yusuf, Ibrahim, Isa. But the stories vary in significant ways from those of the Bible e.g. Pharaoh's wife not daughter finds baby Musa (Moses) in the Nile, and Isma'il (Ishmael) not Ishaq (Isaac) is offered for sacrifice by Ibrahim (Abraham).

Say, O Muslims, "We believe in God and in what is revealed to us, and in what was revealed to Abraham and Ishmael and Isaac and the Tribes of Israel, and in what was given to Moses and Jesus, and in what was given to the prophets from their Lord. We make no distinction between them (in believing them all to be God's messengers),

and to Him do we submit ourselves." (Surah 2:136, also 3: 84-85)

The earlier prophets, such as those of the Jewish and Christian religions from Abraham through to Jesus, had been rejected or their messages distorted.

### **Muhammad 'Seal' of the Prophets**

Muhammad, an Arab descended from Abraham (Ibrahim), was called to be the final prophet. He is known as the 'seal of the prophets'; he delivered God's message in a form appropriate for all people for all time. Muslims believe this message has come down to them in the Qur'an as the actual words of God, never changed or distorted as previous messages had been.



'Today I have perfected your religion for you, completed my favour upon you and have chosen Islam as your way of life' Sura 5:3

The story of Muhammad begins 600 years after Jesus lived. He was born in Arabia and was honoured by those who knew him with the title 'al Ameen' (the trustworthy) even before he was called to prophethood.

When he began to speak out against the leaders of paganism and idolatry, calling people back to submission to the one true

God, his messages met with opposition in his home-town of Makkah and his followers were abused and tortured.

Eventually Muhammad accepted an invitation to move to Medina where people accepted Islam and put God's words into action. Nine years later Muhammad returned to Mecca, conquering the city without bloodshed. Muhammad himself broke into pieces the 360 idols in the Kaaba, purifying it for worship of God.

### **Muhammad's legacy**

Muhammad died a year later. He left two unchangeable sources of guidance: the Qur'an and Sunnah (his example and practice). The Qur'an is emphatic that Muhammad is the final messenger and that the Qur'an is the present and future guidance for all mankind. Supplemented by the lived-out example of Muhammad, no further guidance would be needed.

You have, indeed, in the messenger of God, a beautiful pattern for any whose hope is in God and the Last Day, and who engages much in the praise of God (Sura 33 v.21)

Muhammad is respected by Muslims but not worshipped; this is guarded against by a ban on drawing him. However, his name is part of the Muslim creed (Shahadah) and, when spoken, is followed by words asking God to bless him.



# Why do Muslims call Muhammad the 'Seal of the Prophets'?

## ENGAGE

with idea of prophethood

### End of year expectations

The Y3/4 'I can's' below are to help with assessment. For Y5/6, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit.

*3c I can use 'seal of the prophets' to describe Muslim belief about Muhammad*

**Teacher's Note:** Prophethood, or Risalah in Arabic, comes from the word Rasul which means prophet or messenger. Belief in the idea of prophethood, or those who have acted as God's messengers to humankind is fundamental to Islam.

### Who would you choose to deliver an important message?

Do you like being chosen? What if I needed to choose somebody to deliver this important message?

Wave an envelope – large and shiny, if possible, and with a 'seal' on it – even if just a red sticker. Should I just choose a volunteer? What should I think about before I choose someone?



Pair-share '5 Top tips' on whiteboards for choosing a messenger.

### What message would you give the world if you had the chance?

Wave the envelope again. Now imagine this envelope contains a message that God wants to send the world. He is the one who needs to choose a messenger but first ..... What do you think God would want to say to people? What message would YOU want to give the world? A warning? Some encouragement? A lesson about living? The answer to a big mystery?

Ask children to reflect (alone or in pairs) on a message you think the world needs to hear. *Play quiet reflective music if wished.*

Give out whiteboards/ pens and also some good quality paper. Allow time to draft a simple message for the world on whiteboards. Share ideas. Allow time to scribe these beautifully on the good paper either now or later.

### What do Muslims believe about God's messengers or prophets?

**Teacher's note** – Muslims believe Allah has sent many messengers into the world to call people back to him when they have worshipped other gods or behaved in wrong ways. They include

*It is quite fun to do this the other way round and write a list of who not to choose – no names though!*

*Do read the notes to Prophethood on p.3-4 of the unit. This will help you recognise good and useful comments made by pupils in this first lesson.*

*Use 'God' and 'Allah' interchangeably to familiarise children with the term.*



**3f** I can link important messages I think the world should hear with the way I think and behave

**4d** I can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim

famous people from the Old and New Testaments of the Bible. The most important and final prophet of all for Muslims is Prophet Muhammad. He lived hundreds of years after Bible times.

Wave the envelope again. Gather children around. Show them the seal on the envelope. Seals used to show a document / letter was complete, ready to deliver. They stopped people altering the message. They were marked with the imprint of the sender.

Muslims believe God really wanted to send a message to the world. They believe there were many prophets or messengers chosen to deliver God's messages throughout history but their messages were ignored or forgotten or changed.

Muslims say all prophets brought the message of 'Islam'. Take letters for ISLAM out of the envelope and put in order.



Islam means to **obey** or **submit**. The prophets all had the same basic message: *There is one God, not lots of them. Listen to God and obey him. He knows everything. He will guide you on the straight path. Be prepared. One day you will be judged by God.* (This message could also be in the envelope.)

How different is this from your ideas of a message for the world? Compare ideas.

### Why is Muhammad important for Muslims?

Here is the name of the person Allah chose to deliver a final message of guidance to the world. It says 'Muhammad' in Arabic, because he was born in Arabia. Muhammad did not volunteer; the Qur'an says he was chosen.



'God chooses for Himself whoever He pleases, and guides to Himself those who turn to him.' Surah 42:13

Muslims believe Muhammad was God's final messenger / prophet. They call him the 'seal' of the prophets. I wonder what this means?

Finish the lesson by trying to copy the name Muhammad in Arabic. Use black paint and brushes if possible. Muslims are inspired by their prophet and his life; his name can often be found in their homes, maybe on a plaque. Some people are named after the prophet, in his honour. Maybe you can find out about some famous people called Muhammad.

**Some pupils may have already completed a unit on 'submission' in this scheme of work.**

**You could summarise this message with little visual symbols e.g. a one, an ear, a path, and a set of scales.**

**In the spirit of being 'chosen', choose a child at start of lesson to secretly paint Muhammad's name and show it now!**

**Paintings can be used later for a display.**

# ENQUIRE

into the character of Muhammad as the 'seal' of the prophets

*3a I can describe what a Muslim might learn from a story about Muhammad*

*3e I can ask good questions about what is important in life after hearing stories about Muhammad*

*4a I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living*

## Is it always easy to be given a job of responsibility?

Look at pictures of the Queen and Princes Charles, William and George. These people did not volunteer. What do they have in common? What's their responsibility? They do not have much choice; they were born to do the job.

Some people are chosen for particular jobs, maybe difficult ones. It can be an honour to be chosen but also tough or dangerous – can you think of jobs like this?



Look at your paintings of the name Muhammad. Whose name is it? What was he chosen to be? God's final messenger / prophet. I wonder why he was chosen.

## What kind of a person do Muslims believe Muhammad was like?

**Teacher's note:** Muslims report that Muhammad was 'trustworthy' and 'truthful' even before he was a prophet. Muhammad was seen as the 'perfect human' in moral terms. Muslims ask God's blessings on him whenever they use his name; he is their inspiration. Many hadith (stories) are told of Muhammad; Muslims try follow his example in their everyday lives and their faith practice.

Muhammad was chosen to be the final prophet. What was he like?

**Create a storytelling chair** using some shiny material etc.

You are going to investigate what Muslims believe about Muhammad's character. You must decide why he was chosen as a prophet and still inspires Muslims today and then tell your stories and share your findings from this storytelling chair **OR** play your song and choose some lyrics to share.



**In groups, children read stories or hear a song about Muhammad.**

**Possible stories** – find the stories on the internet. See **Resources**.

• Muhammad and the camel	
• Muhammad and the old woman	• Muhammad and the black stone
• Muhammad and the kittens	• Muhammad and the thief
• Muhammad and the orphan boy	• Muhammad and the ants

*You could introduce the word 'abdication' in relation to royal succession but say it is rare.*

*A clip from 'The LEGO movie' about Emmet not wanting to be chosen as the 'special' could be useful.*

*Photo from Walsham CEVC School*

*NB Acting the Prophet is not allowed in Islam, so ask children to find other ways of telling the stories.*

	<p><b>Possible songs to search for:</b></p> <ul style="list-style-type: none"> <li>• <b>Seal of the Prophets</b> –Yusuf Islam -</li> <li>• <b>We love Muhammad O yes we do-</b> Noor Saadeh</li> <li>• <b>Although I never saw</b> – Zain Bhika</li> </ul> <p>They must tell their stories of Muhammad without a written copy, choosing good vocabulary, and maybe using props. As their stories end, one child should say what they think Muslims would learn about Muhammad’s character from their story. Teacher to record ideas.</p> <p><b>What have we discovered about Muslim beliefs about Muhammad?</b></p> <p>Consider all we have found out. How do the stories /songs help understand why Muslims say Allah chose Muhammad as a prophet? Why do Muslims find him inspiring and want to be like him?</p> <p>What new questions do we have about Muhammad? Record these.</p> <p><i>(Possible extension activity: Who do we admire and want to be like? How do they influence us? Is this how Muhammad influences a Muslim? How do Muslims decide how to live their lives? How could we find out? Prepare answers for a class display. See <b>EXPRESS</b>.)</i></p> <p><b>Alternative approaches:</b></p> <ol style="list-style-type: none"> <li>1. Use <b>‘Who was Muhammad and how is he an example to Muslims today?’</b> from <i>Exploring a Theme: Leaders and Followers</i> p.26-28. This can be downloaded as a PDF for £8 <a href="http://shop.retoday.org.uk/9781904024910">http://shop.retoday.org.uk/9781904024910</a></li> <li>2. Use <b>Muhammad and the Crying Camel</b> – a ‘Reflective Story’ by Katie Gooch. See <b>Appendix 1</b>. The story needs preparation beforehand and may be better told by someone other than the class teacher. This could be the complete focus of the <b>ENQUIRE</b> section.</li> </ol>	<p><i>Yusuf Islam = Cat Stevens, famous musician /songwriter, convert to Islam</i></p>
<p><b>EXPLORE (1)</b></p> <p><b>Muhammad’s role as the final prophet in <u>Muslim narrative</u></b></p>	<p><b>Teacher’s Note:</b> <i>Muhammad grew up in Makkah. He questioned how Makkans worshipped idols of clay and wood. At Cave Hira he received the first revelations from Allah, the one God. He began to preach this message of ONE GOD in a Makkah where people made money out of idol-worship. He condemned immoral behavior and called people to live by God’s rules. Persecution began. Muhammad and his companions migrated to Madinah, and set up a Muslim community.</i></p>	<p><b>Saying the Shahadah is the first of the five pillars of Islam, the key practices of all Muslims.</b></p>



**3b** I can describe the Shahadah and know all Muslims everywhere recite the same words

**3d** I can recognise some of the things which influence me (family, friends, faith)

**4b** I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer

**4e** I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view

### What do these words remind Muslims?

Look at these words in Arabic. These are the words of the **SHAHADAH**, the creed every Muslim must be able to say and believe. In English the words say:



### There is no God but Allah and Muhammad is the messenger of God.

You can hear the Arabic words on the internet or you may have a Muslim child who can say it.

### What is the story Muslims tell of Muhammad as the final prophet?

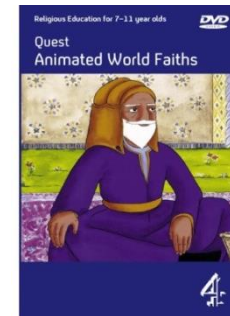
Watch **Animated World Faiths: Life of Muhammad** (15 mins), clever retelling through the eyes of 'witnesses'. See **Resources**. The section between 10.18 and 11.48 about battles may seem inappropriate but it should be recognized that Muhammad fought battles.

- What did you discover about Muhammad and Allah's message?
- What words describe the kind of person Muhammad was?
- What was most difficult in Muhammad's life as a prophet?

Together create a 'time-line' of Muhammad's life – just key points.

Alternatively read a good story version OR watch and compare these two clips and share important information about Muhammad:

- <http://www.bbc.co.uk/education/clips/z9b9jxs>
- <http://www.bbc.co.uk/education/clips/zymjpcw>



### What was it like to be the Prophet bringing Allah's message?

It is 610 CE. Muhammad has got the whole town talking. Is he a messenger of the one true God, Allah? He says life and worship in Makkah must change. How could anyone imagine God is a statue? How could anyone imagine Allah approving of lying, cheating and ignoring the poor?

Imagine the class lives in Makkah. Half are against Muhammad; his ideas wrong and dangerous. The other half supports the idea of submitting to Allah and changing how they live.

In groups on each side of the class, discuss possible responses of the following people. Think of a positive / negative sentence to say about Muhammad's ideas depending which side you are on.

**Yusuf Islam**  
**Shahadah song:**

[http://hamariweb.com/islam/la\\_ilaha\\_illa\\_allah\\_np2660.aspx](http://hamariweb.com/islam/la_ilaha_illa_allah_np2660.aspx)

**The Animated World Faith DVD has many films for use with KS2 pupils looking at different faiths and is worth buying.**

**Pupils may enjoy a debate between those who support Muhammad and those who do not in Makkah. Idea simplified from RE TODAY Summer 1999**

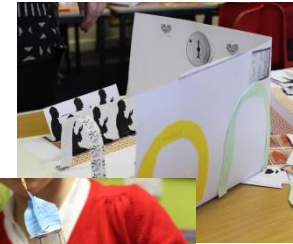
**If pupils have completed the unit**

	<p>A an elderly and wealthy merchant of Makkah  B a pilgrim visiting the idols in the Ka'bah  C a slave with a cruel master  D a person who recently heard Muhammad speak about his revelations  E a Christian visitor to Makkah who welcomes Muhammad's teaching about One God  F an ordinary citizen who has met Muhammad in the past</p> <p>An ideal activity if you can divide the class between two adults and stage a mini-debate. Help children with ideas / sentence-starters. Display their sentences later.</p> <p><b>What changes did people have to make to become Muslims?</b> (plenary)</p> <p>It can be difficult to stand up for what you believe. Muhammad continued to stand up for what he believed and so did his companions and followers. The religion of 'Islam' began to spread. More and more people said the Shahadah and became Muslims.</p> <p>Ask children to reflect / respond briefly to this question about what changes the first Muslims had to make to their lives. Record ideas on a post-it for their books.</p>	<p><i>on SUBMISSION, they may be able to draw on the story of Bilal and the practice of prayer, another of the Five Pillars of Islam.</i></p>
<p><b>EXPLORE (2)</b>  <b>ideas about prophethood in a mosque / <u>Muslim Community Practice</u></b></p> <p><i>4c I can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design</i></p>	<p><b>Teacher's note:</b> <i>A mosque is a 'place of prostration' or 'submission' where Muslims go to pray. It is also a community centre and place for Qur'an study. There are no images of Muhammad. Decorative Qur'anic text on the walls is a reminder of Allah's final message of guidance through Muhammad. Beautiful patterns point to belief in God as Creator of order and design.</i></p> <p>Using pictures, video or virtual tours, find out what is inside a mosque and what happens in the building. Children may already have ideas.</p> <p><b>What can you see in a mosque?</b></p> <p>Your task is to plan and make your own model of a mosque. It could be 3D. It could open like a book. What will it show on the outside? inside?</p>	<p><b>Note the sparse furniture in a mosque, leaving space for prostration.</b></p> <p><b>Making a mosque is an opportunity to discuss beliefs about Allah and Muhammad, not just a chance to label the parts.</b></p>

Here are some resources to draw on:

1. virtual mosque tour video online e.g. – Bolton
2. Shah Jahan mosque – oldest mosque in GB – good virtual tour  
<http://www.shahjahanmosque.org.uk/>
3. Good static pictures and text of mosque in Cardiff  
[http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m\\_parry/mosque/eng/index.html](http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/mosque/eng/index.html)

This website might inspire you: <http://intheplayroom.co.uk/2014/06/16/mosque-crafts/>



*Photos - Barrow CEVC Primary*

*Drawing Muhammad has caused much unrest e.g. the Hebdo affair. RE, as a subject, should encourage self-respect and respect for all, and it is no place for deliberately offending others, but if children draw Muhammad without intent to offend, simply use it as a teaching point.*

*You could play a Muslim song for background e.g. A is for Allah (Yusuf Islam)*

### What can't you see in a mosque?

**Teacher's note:** *Muhammad is greatly revered by Muslims but there are no pictures or statues of him in a mosque; this might encourage people to worship him. He may be worthy of respect and love, but he is not divine (God). However, in the mosque, Muhammad's name is heard often and his influence felt everywhere.*

You probably noticed there were no chairs. Anything else you expected to see and didn't?

Show children an empty picture frame. There are no pictures of Muhammad although his guidance led people to build mosques and worship Allah. You may see his name though – produce a child's painting from **ENGAGE**. He is too important to be forgotten in the mosque. Why are there no pictures / statues of him? Link to the Kaaba story.

### What can you recall about what Muslims believe about Muhammad? (optional)

Give each child one of the following sentences on green card.

Children walk round quietly and swap cards with people. They read their new cards out loud and move on. They continue until the music stops. Back in their seats, how many of the 8 statements can they recall?

1. Muslims believe Muhammad was human not divine (a god).
2. Muslims believe Muhammad was not the founder of Islam – Allah was.
3. Muslims believe Muhammad was not the only prophet / messenger.
4. Muslims believe Muhammad was the final and greatest prophet / messenger.

5. Muhammad told people to submit to Allah and worship no-one else.
6. The Qur'an was revealed to Muhammad.
7. Muslims believe Muhammad is worthy of respect not worship.
8. Muslims say Muhammad is the finest example of a human life.

**Where would you find Muhammad in a mosque?**

Discuss this question with the children in terms of what there is in a mosque that is inspired / influenced by Prophet Muhammad. For example, in a mosque you might:

- see Muhammad's name written beautifully.
- see Muhammad's name in the Shahadah.
- see Qur'ans on shelves.
- see messages from the Qur'an on walls.
- see books of Hadith or stories of Muhammad.
- see people washing or praying together as Muhammad taught.
- meet someone called Muhammad after the prophet.
- hear the name Muhammad in the Call to Prayer (Adhan)
- hear people talk about Muhammad and say 'Peace be upon him'.
- hear people greeting each other with peace as Muhammad did.
- hear the imam talk about Muhammad's life.
- hear the Qur'an recited as Muhammad recited it..



Think about your model mosque. How can you plan to show people that a mosque points not just to Allah but also the Prophet Muhammad?

**EXPLORE (3)**

**different ideas of respect and love for the Prophet as shown in Muslim living**

**Teacher's note:** *The 12th of the Muslim month of Rabi'ul Awwal is traditionally celebrated as Milad an-Nabi - the Prophet's birthday. This celebration is not an obligation, in fact it is a matter of some controversy amongst Muslims. For those who celebrate it is intended as a reminder of who Muhammad was as the final prophet in the line which began with Adam.*

**How do people celebrate birthdays? Does everybody celebrate the same?**

Bring in a few birthday 'trimmings'. Announce it is your pet's birthday! (or some other example!) Enjoy a few biscuits and sing 'happy birthday'. Lots of people celebrate birthdays but not everyone. And why do some people not celebrate birthdays at all? Why do we celebrate somethings and not others?

**Jehovah's Witnesses do not celebrate birthdays, as the only birthdays in the Bible are unpleasant affairs. All days are equally a gift from God.**

**Source photos of Milad an Nabi**

**4f** I can link things that I, and others, value with how we choose to behave and what we choose to celebrate

Show children the calligraphy for Muhammad's name. What do you think Muslims might do to celebrate the Prophet's birth? Think about birthday celebrations, including Jesus' birthday at Christmas to help you list possible ideas.

Compare your ideas with photos of Muslims celebrating the Prophet's Birthday e.g. in Pakistan, Bradford or London. Put out different photos on tables so children can move round and compare them. You may see many green flags; green was the Prophet's favourite colour.



### How do Muslims celebrate Muhammad's birthday?

**Teacher's note:** For many Muslims, Milad un Nabi is an occasion to express love and honour for Muhammad, and in doing so, to please God. It reminds them of what the prophet taught and lessons to be learnt from his life and Sunnah. Some Muslims believe this should be a quiet festival with restricted festivities because Muhammad also died on the same day. Some Muslims say the festival is an innovation and should not be celebrated at all.

Unpack an envelope with the following 12 sentences on cards; they describe different ways in which Muslims are known to celebrate Muhammad's birthday. Which ones look fun? Which would Muhammad approve? Which would be best for a quieter celebration?

1. Religious leaders make speeches about the Prophet's birth, youth and adult life.
2. Children are given books about the life of the prophet to read.
3. Leaders give lectures on the leadership of the Prophet, his bravery and wisdom.
4. Poetry and religious songs are performed in praise of Muhammad.
5. Homes, streets and mosques are decorated and illuminated at night.
6. Donations are made to charity.
7. Feasts are arranged with food served to guests and to the poor.
8. Families and communities get together for social events.
9. Processions, with flags and banners, take place in the streets.
10. Funfairs come to town.
11. Sweets are distributed after the prayers.
12. Special prayers are said to thank Allah for sending Prophet Muhammad.

**celebrations on the internet. Try to get a range of different looking celebrations.**


**You could choose fewer cards and do a diamond 9 ranking activity.**

**View some of the debate over celebrating the Prophet's birthday on line e.g. <http://www.justaskislam.com/196/can-we-celebrate-the-prophet-s-birthday/>**

**Some children may like to compare how Christians and others celebrate the birth of Jesus.**



	<p>Consider why some Muslims want to celebrate Muhammad's birth. Draw on what you have learnt about Muhammad so far i.e. he is the final prophet, he brought guidance of how to walk the straight path in life, he taught about Allah, etc.</p> <p>Create a class book on the Birthday of the Prophet with pictures of things Muslims do and reasons why they celebrate this day. Use the cards to help label your book.</p> <p><b>Why don't all Muslims approve of this celebration?</b></p> <p><i>Teacher's note: Muslims disagree over celebrating Muhammad's birthday. Some worry it places Muhammad on a par with Allah, a grave offence in Islam. The Sunnah (practice of the prophet) was not to observe birth or death anniversaries. Some say Christians introduced the celebration of 'birthdays'. Some say it is an 'innovation', not celebrated in the early days of Islam, and encourages music, song and dance which they also reject.</i></p> <p>Introduce children to some of these ideas. Does it mean they don't respect the prophet? Is it just a different way of thinking?</p> <p><i>Some children could add post-its to the class book explaining why they think Muslims should not celebrate Muhammad's birthday. A group might email the 'Email a believer' site or find a local Muslim to ask about this and add the replies to the book as well.</i></p>	<p><b>Email a believer:</b>  <a href="https://www.reonline.org.uk/">https://www.reonline.org.uk/</a></p>
<p><b>EVALUATE</b>  what pupils have learnt about the Muslim concept of PROPHETHOOD and the key question</p>	<p><i>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Use the Quick Quiz on p.17 to show learning.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons for this unit to answer the question.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p>	<p><b>See 'Assessing RE in your school' p.18-19 for decisions about how / what to assess.</b></p> <p><b>NB Different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit are on the Emmanuel Project</b></p>

	<ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.19 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>  <p><b>Using the symbols:</b> Look at the 'seal' picture on the front of the unit. Is this a good symbol for Muslim beliefs about prophethood – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Muslim belief we have been learning about?</p>	<p><b>Flash drive, along with ideas for use.</b></p> <p><b>A4 symbols also on flash drive. The symbols from each unit can help recall key beliefs in each religion. i</b></p>
<p><b>EXPRESS</b> your RE learning about <b>PROPHETHOOD</b> so it can be shared with others</p>	<p><b>Teacher's note:</b> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p><b>Here are some more ways you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• <b>Create an important message board</b>, covered with important messages for the world.</li> <li>• <b>Display your Arabic calligraphy</b> of the name Muhammad. Write suitable labels explaining Muhammad's importance to Muslims.</li> <li>• <b>Hold a debate of arguments</b> for and against becoming a Muslim at the time of Muhammad. Invite your RE subject leader or a governor to listen in.</li> <li>• <b>Create a display of people we admire.</b> Include ideas about why Muhammad inspires Muslims. Try to find a Muslim visitor who will listen to your ideas and then tell you why he / she admires Muhammad.</li> <li>• <b>Create a display of model mosques</b> BUT only if you can write about where Muhammad is in the mosque. Put up the title 'Where is Muhammad?' Create interactive flaps relating to different parts of a mosque and underneath write how Muhammad influences (or not) the design of that part of the mosque.</li> <li>• <b>Complete and share your class book</b> on the Birthday of the Prophet.</li> </ul>	<p><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></p>

## APPENDIX 1 - Muhammad and the Camel ~ A story of the Muslim Faith

### **Props:**

<b>A Muslim symbol – star and crescent moon</b>	<b>Large Tray of Sand</b>	<b>Wooden brick (upright) for post</b>
<b>Toy Camel / camel cut out</b>	<b>Palm Tree – cut-out</b>	<b>Silver/blue circle of paper/felt for water</b>

**(NB There are no figures for Muhammad or the other man in the story.)**

Today I'd like to share a story that is special to Muslims. Hold up the **Muslim symbol and lay down slightly to one side.**

### **Place tray before you.**

It was a hot day.

### **Use hands to sprinkle sand across tray.**

The sand of the desert was scorching beneath the people's feet.

### **Hold fist above the scene.**

The sun was beating down upon the people's heads.

It was so hot and everyone was looking for shade from the sun, and a long, cool drink of water.

### **Wave hand like a fan.**

Everyone was happy to come to a beautiful garden.

### **Place tree in centre of sand.**

In the garden there were tall trees to shelter under.

### **Place pool of water beside tree.**

And a cool, clear pool of water where people could stop to drink and wash the dust of the hot, dry sand from their sweaty faces and sore feet.

The garden was beautiful and everyone was grateful to reach its sanctuary.

### **Hold up a finger to show a pause.**

Someone very wise was walking in the garden that hot day. He was enjoying the cool shade of the trees and the refreshment of the sparkling water. His name was Muhammad, Peace be upon him.

The garden was a paradise, but something disturbed Muhammad as he enjoyed the garden.

Muhammad heard a noise.

### **Put hand to your ear.**

The noise was sharp on his ears and it cut to his heart.

### **Point to your heart.**

The noise was like a baby crying. Muhammad looked about him to find out where the noise was coming from.

Muhammad walked through all the garden searching for the origin of the noise, and eventually he came upon a camel.

### **Place camel in the sand away from the tree and water.**

### **Place post beside camel.**

It was the camel that had made the noise. It was moaning. The camel was tied by a rope to a post, out in the heat of the midday sun.

**Hold fist above for the sun.**

The poor camel could not reach the shade of the trees or the cool water of the pool and it was sad and suffering.

Muhammad went to the camel; he stroked his hairy muzzle.

**Brush finger over camel's nose.**

And batted flies from his eyes.

**Flap hand before camel.**

Muhammad calmed the poor animal in its suffering. At last the camel began to quieten and trusted Muhammad's kindness.

Then Muhammad couldn't understand how anyone could treat the animal so badly.

Muhammad called out loudly into the depths of the garden: "Whose camel is this?"

**Gesture through garden with hands**

Then from out of the shade of the trees came a man, the man was not hot or thirsty, he had been sleeping in the shade of the biggest tree.

Muhammad said to the man: "This camel works hard for you, but you are not looking after it. You have left it out in the sun without water to suffer. Don't you remember that this camel is one of Allah's creatures, and it is your job to care for him?"

The man was ashamed, he had been selfishly thinking only of himself while his camel suffered.

**Remove post.**

He untied the camel from the post and led it to the shade of the trees, he brought it water to drink and looked after it.

**Move camel under the shade of the tree and beside water.**

From that day, the man always looked after all Allah's creatures with care and respect.

He listened to and learned from the lesson the Prophet had taught him.

**Wondering Questions:**

- I wonder, what you think the lesson in the story was?
- I wonder, why do you think it is important to Muslims to look after animals?
- I wonder, what did the story mean by "Allah's creatures", when the camel belonged to the man?
- I wonder, do you think we should look after animals? Why?
- I wonder, have you ever done something selfish?
- I wonder, what does it mean to learn from your mistakes?
- I wonder, what kind of person you think Muhammad was?

**With thanks to Katie Gooch, Sidegate Primary Academy, Ipswich**

# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

## If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 What does the word 'prophet' mean?
<b>Developing:</b> Draws on the lesson material	Q2 What messages did Muhammad bring the people of Makkah?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 Why do Muslims call Muhammad the 'seal of the prophets'?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 What message do you think the world should be sent?



**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>Y3</b>	<b>3a</b> I can describe what a Muslim might learn from a story about Muhammad	<b>3b</b> I can describe the Shahadah and know all Muslims everywhere recite the same words	<b>3c</b> I can use 'seal of the prophets' to describe Muslim belief about Muhammad	<b>3d</b> I can recognise some of the things which influence me (family, friends, faith)	<b>3e</b> I can ask good questions about what is important in life after hearing stories about Muhammad	<b>3f</b> I can link important messages I think the world should hear with the way I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Muslims might learn from a story about Muhammad's life about Allah or about living	<b>4b</b> I can describe how Muslims say the words of the Shahadah to witness to their faith, as new believers or as part of prayer	<b>4c</b> I can describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design	<b>4d</b> I can compare how someone I admire influences me with who influences others, as well as how Muhammad might influence a Muslim	<b>4e</b> I can ask important questions about how people decide who to follow in life, comparing ideas with others, including a Muslim view	<b>4f</b> I can link things that I, and others, value with how we choose to behave and what we choose to celebrate
<b>Y5</b>	<b>5a</b> I can make links that show how the beliefs Muslims hold about Muhammad and his role as the final messenger of Allah come from the Qur'an and the Sunnah of the Prophet	<b>5b</b> I can use the right religious words to describe the practices and experiences of some Muslims when celebrating the Prophet's Birthday and say why other Muslims do not celebrate it at all	<b>5c</b> I can show how Muslims express some of their religious beliefs and feelings in different ways in a mosque e.g. through actions, building design and decoration, and suggest why	<b>5d</b> I can ask questions about groups I choose to belong to and why I am part of them, and suggest why some people choose to embrace Islam, referring to people who might inspire them to do this	<b>5e</b> I can ask questions about the meaning and purpose of life, suggesting answers of my own, and suggesting what a Muslim / Muhammad might give as an answer	<b>5f</b> I can ask questions about how I, and others, make moral decisions, as a result of particular values or commitments, including examples of religious beliefs which affect how a Muslim decides
<b>Y6</b>	<b>If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.</b>					

## Resources for this enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

### Background resources for teachers

<http://www.reonline.org.uk/knowning/what-re/islam/> - a number of different sections to explore

**Islam: An Introduction (Teach Yourself series) – Ruqaiyyah Waaris Maqsood** – clear and easy to access

**A is for Allah – Yusuf Islam** –key ideas in Islam using the Arabic alphabet, where A is not Apple but Allah.

**Opening up Islam (Mackley, RE Today services)** <http://shop.retoday.org.uk/9781905893331>

**Opening up Values (Joyce Mackley, RE Today Services p.17-18)**

**Islam for Children** (von Denffer, Islamic Foundation) Useful background for what Muslims teach their own children

### Useful Websites:

- Archived basic material on Islam from BBC: <http://www.bbc.co.uk/religion/religions/islam/>
- Bitesize KS2 Islam <http://www.bbc.co.uk/education/topics/zpdtsbk>
- You can use this site to learn about Islam as if you were a Muslim child - <http://www.islamkids.org/>

**Muslim artefacts** - <https://www.tts-group.co.uk/islamic-artefacts-collection/1003602.html>

**DVD: Animated World Faiths: Life of Muhammad**

**CD Album – I look I see (Yusuf Islam) I look I see – children’s song about obedience and submission to the creator**

- **CD Album – A is for Allah (Yusuf Islam)** – useful songs accompanying book above, include: A is for Allah, Say he is Allah, B for Bismillah, Bismillah song (includes Arabic version and when the words are said), Our Guide is the Qur’an (lists the five pillars)

Initial ideas for this unit were worked on by Janet Wylie (St Helen’s Primary) and Wendy Rayner (Kingsfleet Primary) in consultation with the Muslim community, and revised in 2019 by Helen Matter (Diocesan Schools’ Adviser). Thank you for your hard work!

