Autumn 2: Year 3					
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale**	**Leads on**	**National Statement of Entitlement:**
L2.7 Why is Muhammad important to Muslims today?	Interviews Asking questions Examining Texts Looking at Stories Evaluating arguments Expressing Ideas Coming to conclusions	**Year 1** 1.7 What is it like to be brought up in a Muslim home in the UK today? **Year 2** 1.8 What is it like to be part of the Muslim community in the UK (and beyond)?	In this unit we want to find out about the man who is so central to Muslim worldviews – Prophet Muhammad; about his life and t imes, his message – recorded in the Qur'an; what Muslims think about him and how he has an impact in their lives. To do this, we are going to have to dig into some history and geography, looking at the time and place of Muhammad's life, interpreting a range of different sources using some theological methods. We will look at some interviews with Muslims and ask some questions of our own. As we do this, we will think about what matters to us and where we go for guidance. We will reflect on how our understanding may be similar to or different from the Muslims we have studied.	**Year 4:** L2.8 What do Muslims believe about God and how do they respond? **Year 5:** U2.7 How does the Hajj show what matters to Muslims in Britain? **Year 6** U2.8 How do Muslims decide what is right and wrong?	a: formation/expression d: meaning and purpose e: values and commitment g: ways of knowing j: personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 Who is Muhammad and why is he important to these people?	Introducing a man called Muhammad and how he is viewed by Muslims: a prophet, a messenger, who brought a message from God, the Qur'an, who taught people about One God, Muslims follow his example.	**Interviews / Asking Questions** Meet some Muslims (or read interviews) who talk about the importance of a man called Muhammad. What do these Muslims think about him? Gather these ideas and discuss what pupils have found out. Work out how they can find out why this man is so important to these Muslims (and all other Muslims). What questions do they want to ask, and where might they find the answers?	Muhammad, prophet, messenger, Qur'an, One God (tawhid)
Lesson 2 What was Muhammad's context – where and when did he live?	Key elements of the Qur'an and Muslim belief, including the centrality of one God (tawhid) and Muhammad as the messenger of God (Shahadah). Muhammad's life in Islamic tradition: Makkah, Kaaba, revelation through Angel Jibril, hostility to message, migration to Madinah, eventual return to Makkah and the spread of Islam.	**Examining Texts / Looking at Stories** Use online tools to zoom in in space to look at the geographical place that is Makkah today. Use imagination to visit seventh century Makkah, using some guided imagery to imagine the challenges of living in a desert society. Explore the life of Muhammad by constructing a basic timeline.	Qur'an, Ond God (tawhid), Shahadah, Makkah, revelation, Islam
Lesson 3 How do we find out about Muhammad?	What the Qur'an says about Prophet Muhammad (messenger, example, bringer of truth and good news, warner). Stories from the early biographies of Muhammad (Sirah/Seerah).	**Examining Texts / Looking at Stories** Explore two sources that give Muslims information about the life, teachings and example of Muhammad. Look at a story from the Sira, the early biographies of Prophet Muhammad, about the Prophet's migration from Makkah. Find out several ways in which he is described in the Qur'an.	Qur'an, Sirah/Seerah
Lesson 4	The Hadith – reported conversations of what the Prophet said and did. The Sunnah – the example or way of	**Examining Texts / Looking at Stories**	Hadith, Sunnah

What example did Muhammad give to Muslims? The Hadith and the Sunnah	the Prophet. How Muhammad was seen as 'a walking Qur'an'. Examples of Muhammad's teachings.	Explore more sources, specifically the Hadith and the Sunnah. Look at some of the values and actions that Muslims may seek to emulate in the life of Muhammad. Reflect on pupils' own worldviews, and consider how they decide how they should live, who inspires them, and how far that is different to the Muslim worldviews they have encountered in this unit so far.	
Lesson 5 What does it mean for Muhammad to be the 'Seal of the Prophets?'	Muslim belief that God has been sending prophets since the very beginning, with Prophet Adam. Since then, thousands of prophets are said to have come with Allah's message of warning about worshipping only one God and living justly. The Qur'an mentions 25. Muhammad is the final Messenger, the Seal of the Prophets.	**Examining Texts** Zoom out in theological time, to see how Muslim tradition teaches that Muhammad is the last in a long line of messengers and 'warners' sent by God to humanity. Look at where some of these fit into the timelines of Judaism and Christianity. Explore some of the stories of these prophets, connecting with learning about Jewish and Christian beliefs.	Prophet Adam, living justly, Seal of the Prophets
Lesson 6 Why is Muhammad important to Muslims today? Drawing together pupils' learning	Understand key vocabulary, in the context of the life and impact of Prophet Muhammad for Muslims. Recall different methods used to investigate, e.g. thinking geographically; thinking chronologically about the life of Muhammad; interpreting different kinds of texts and stories; using interviews to explore the impact on people's lives.	**Evaluating arguments / Expressing Ideas / Coming to conclusions** Use a variety of ways to show what pupils have learnt over the past few lessons, e.g. a thoughtful response to the unit question; short account that explain the answer to pupils in a lower year group. Weigh up the different sources and methods they have used to address the question about the importance of Muhammad for Muslims today. Consider how their own worldviews affect how they respond to the ideas they encounter in this unit, and how far these ideas may have had an impact on their own thinking.	Recall key vocabulary

Learning Outcomes (what pupils know)	Quiz Questions
Understanding how worldviews influence people's lives: By examining the life, example and character of Muhammad, pupils will understand that: •Muslim worldviews are strongly influenced by the life and teachings of Prophet Muhammad and the Qur'an •Many Muslims believe that the example and character of Muhammad, expressed in the Hadith and Sunnah, are to be followed •Some Muslims will tell stories connected to the Prophet as God's messenger and as an example for living and source of wisdom. **Engaging with religious worldviews:** Pupils will: • develop skills of reading and interpretation, using theological methods • use chronology to place the life of the Prophet in context • recognise where sources come from and the different levels of authority they can have on Muslim worldviews (e.g. the Qur'an, the example of the Prophet, the ideas of a Muslim individual) • listen to a range of Muslim voices **Understanding themselves:** Pupils will: • comment on how far the range of encounters affected their learning (e.g. whether they learnt different things from the different encounters, from the timeline, reading a variety of kinds of texts and talking to a selection of people) • comment on how their own identity and ideas affect how they respond to and understand this topic, for example, if they are a Muslim or not, or if they have religious beliefs or not	Who influences the Muslim's worldviews? Who is Muhammad? How does the Qur'an support Muslim's worldviews? What is the Hadith? How is it used? What is the Sunnah? How is it used? How are stories told connected to the Prophet as God's messenger? Why is living justly important to Muslims? How can we learn about Muslims? How can Muslim beliefs link with Christianity and Jews? Why is Muhammad described as The Seal of the Prophets?