

Year Group	Worldview: Islam
Strand:	Theology (Believing)
Key Question:	Who is the Prophet Muhammad and why he is important to Muslims?
Focus of study:	The teachings and role of Muhammad Muhammad as a moral example for Muslims to follow, especially the values he espoused.
Background information for teachers	<p>Monotheism in a polytheistic culture</p> <p>Islam emerged in a polytheistic environment in Mecca, in modern-day Saudi Arabia, in the 7th century making it the youngest of the major world religions; although there were notable Jewish and Christian communities, most people living on the Arabian Peninsula believed in multiple gods. In contrast, the fundamental tenet of Islam was monotheism—the belief in one God alone.</p> <p><i>Monotheism, belief in one God, is the most important and foundational concept in Islam. Muslims believe in one God who created the universe and has power over everything within it. He is unique and exalted above everything He creates, and His greatness cannot be compared to His creation. Furthermore, He is the only one deserving of any worship and the ultimate purpose of all creation is to submit to Him.</i></p> <p>Muslims often refer to God as <i>Allah</i>. This is a universal name for God and does not refer to an exclusively 'Islamic' God. God is the Creator and the Sustainer of the universe who created everything for a reason. Muslims believe that He created humankind with a simple purpose – to worship Him. He sent messengers to guide people in fulfilling this purpose. Some of these messengers include Adam, Noah, Abraham, Moses, Jesus, and Muhammad, peace be upon all of them. They all taught a consistent message about God by affirming His greatness as the Creator and guiding people to worship Him alone. When the final prophet, Muhammad, (pbuh), was asked about God, the answer came directly from God in the Qur'an (historically spelled 'Koran'): <i>"Say, 'He is God the One, God the eternal. He begot no one nor was He begotten. No one is comparable to Him.'"</i> [112:1-4] This is a clear statement by God describing Himself to humanity without any room for confusion. God is One and is exalted above everything He creates and He is capable over all things.</p> <p><i>"He is God: there is no god other than Him. It is He who knows what is hidden as well as what is in the open, He is the Lord of Mercy, the Giver of Mercy. He is God: there is no god other than Him, the Controller, the Holy One, Source of Peace, Granter of Security, Guardian over all, the Almighty, the Compeller, the Truly Great; God is far above anything they consider to be His partner. He is God: the Creator, the Originator, the Shaper. The best names belong to Him. Everything in the heavens and earth glorifies Him: He is the Almighty, the Wise."</i> [Quran, 59:22-24]</p> <p>Tawhid in Arabic means attributing Oneness to Allah and describing Him as being One and Unique, with no partner or peer in His Essence and Attributes.</p>

	<p>The Arabs say wahid, ahad and wahid, all meaning one. So, Tawhid means knowing Allah is One, with none like Him.</p> <p>Laylat al-Qadr, or the Night of Power, is the name given to the night that the Angel Jibril first appeared to Muhammad and began revealing the Qur'an. It is celebrated during the last 10 days of Ramadan as it is seen as a time of thanksgiving for the Qur'an. Laylat al-Qadr is the holiest night of the year and is described as better than a thousand months (Qur'an 97:3). Muslims try to stay awake for the whole night praying and studying the Qur'an. Muslims come together to celebrate in the mosque, and it is believed that it is a time when Allah will forgive their sins.</p> <p>During the month of Ramadan, the whole of the Qur'an is read from beginning to end.</p> <p>Prophet Muhammad (PBUH) was born in 570 A.D. in Mecca, Arabia. His parents were Abdullah ibn Abd al-Muttalib and Amina bint Wahb. He had 13 wives, two of whom bore him pupils. Prophet Muhammad (PBUH) is considered to be the last of the 25 prophets Allah (SWT) selected to spread His teachings.</p> <p>In 610 A.D., Muhammad (PBUH) and his first wife, Khadija, lived in Mecca which was ruled by the Quraysh. Khadija was a wealthy widow who held a considerable amount of influence in the city of Mecca, which was a very successful trading area. The city was in control of major trade routes that stretched from Arabia to Syria and Yemen. At the time, it was common for people living across the Arabian Peninsula to be polytheistic and to believe in several different Gods who they thought protected their prosperous trade.</p> <p>Muhammad (PBUH) frequented a cave in Mount Hira to meditate in an attempt to seek clarity after he started hearing voices and having visions.</p> <p>On one occasion, when Muhammad (PBUH) was in his cave meditating, the Angel Jibril descended upon Muhammad (PBUH) and told him that there was in fact only one God and His name was Allah (SWT). Muhammad (PBUH) was a merchant and could not read or write, but the Angel Jibril instructed him to recite the words of Allah (SWT). Muhammad (PBUH) was able to recite what the Angel Jibril was relaying to him, and after reciting the first passages of what would later go on to be the Qur'an, Muhammad (PBUH) found the teachings to be profound. He confided in his wife following the encounter and she supported him unwaveringly. This night is now called Laylat al-Qadr, or the Night of Power,</p> <p>Over time, Muhammad (PBUH) started receiving more messages from Allah (SWT) through the Angel Jibril. He began sharing some of the teachings he was being told and attracted a small following, but Arabia was still predominantly polytheistic and many people became angry at Muhammad (PBUH), because they thought pagan gods protected their trade and were afraid of what might happen to their livelihoods should they believe in Muhammad's (PBUH) monotheistic teachings.</p> <p>HEGIRA</p> <p>For the most part, although many people did not agree with Muhammad (PBUH), his wife's societal standing protected him from persecution, but when she died in 619 A.D. and his uncle, Banu Hashim clan chief Abu Talib, died that</p>
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	<p>same year (the year of sorrow), he became vulnerable to attacks. He and his followers faced physical assaults and, as a consequence, had no choice but to move to Medina. The move is known as Hegira and happened in 622 A.D.</p> <p>Muhammad (PBUH) was invited to Medina by city leaders in an attempt to bridge the differences between different clans living in Medina, mainly the Arab and Jewish. Muhammad (PBUH) was brought in to offer advice and delegation as a neutral outsider. In exchange for his adjudication duties, Muhammad (PBUH) and his followers were afforded the freedom to practice their religion and be protected.</p> <p>RETURN TO MECCA</p> <p>In 628 A.D., Muhammad (PBUH) returned to Mecca. On his way, he was intercepted by the Quraysh, but they agreed to a treaty called the Hudaibiyyah treaty. This meant the Quraysh recognised and respected Muhammad (PBUH) and the religion of Islam, and as such agreed that followers of Islam would not face persecution and would be treated as equal.</p> <p>THE EVOLUTION OF ISLAM</p> <p>Up until his death in 632 A.D., Muhammad (pbuh) continued to be visited by the Angel Jibril who shared more of Allah's (SWT) teachings. Five core practices make up the basis of the religion of Islam, and they are:</p> <ul style="list-style-type: none"> • Shahada – the act of declaring your devotion and belief in Allah (SWT) and the Prophet Muhammad (PBUH) • Salat – the act of praying five times a day • Zakat – the act of giving charity • Sawm – the act of fasting during the sacred month of Ramadan • Hajj – the act of undertaking the pilgrimage to Mecca at least once <p>There are now various different sects within the religion of Islam that follow different trains of thought, but all of them are based on the five pillars set out by Prophet Muhammad (pbuh), and the teachings he and the other 24 prophets shared. Qur'an is believed to be the actual words of God and his teachings. Hadith is the actions during his life and teachings by Muhammad (pbuh).</p>
Prior learning:	<p>What Muslims believe about Allah and why?</p> <p>Allah has 99 beautiful names</p> <p>Allah is one, indivisible God</p> <p>Muslims learn about Allah from the Qur'an and the teachings of Muhammad.</p>
Building Blocks:	<p>Muhammad is known as the last prophet or the Seal of the prophets</p> <p>He is a moral example to Muslims</p> <p>The Shahadah includes the statement that Muhammad is the messenger of Allah.</p>
Outcomes:	<p>Pupils will know who Muhammed is and why he is important.</p> <p>Pupils can retell a story about Mohammed and explain why he's important to Muslims</p>
Resources:	<p>https://www.bbc.co.uk/teach/class-clips-video/articles/z4vpri6 The Prophet and the ants</p> <p>https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-</p> <p>https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-</p>

	<p>7%20RE%20Today%20and%20NATRE%20home%20learning%20Islamic%20stories.pdf activities related to the crying camel</p> <p>https://www.bbc.co.uk/bitesize/topics/zj3d7ty/articles/z4mvydm the story of the black stone</p> <p>https://www.reonline.org.uk/resources/why-is-the-prophet-muhammad-inspirational-to-muslims/ information for teachers</p> <p>https://www.thenational.academy/teachers/lessons/muhammad-ctgpad?sid-658972=8fRULjVuRP&sm=0&src=1#slide-deck Oakwood academy information</p>
Engagement:	<p>Engagement: Leaders and Muhammed</p> <ul style="list-style-type: none"> Ask the pupils who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God). Use photos to find links between people pictured. Talk about leaders, what they do and what makes a good leader (qualities) Pick out the idea that a leader sets an inspiring or good example. A good leader is not the one with the loudest shout, or the best fighter, or the cleverest – a good leader sets a good example. Tell the pupils that Prophet Muhammad is such a special leader that he has over 1.5 billion followers who respect him, all over the world. People have followed his teaching for over 1400 years! More than 1400 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say 'Peace be upon him'. And when they write his name they put the letters 'PBUH' after his name. (Pupils can write the letters downwards and the words across if this is useful to remind them.) Ask pupils if they know any other religious leaders. Talk about the examples these leaders set. They may know of Jesus or Moses, or some modern examples: welcome them all. Diamond nine leadership qualities.
Enquire and Explore:	<p>Who was Mohammed?</p> <ul style="list-style-type: none"> What is the Shahaddah? What is a prophet? Watch film clip re Muhammed (for context) https://www.bbc.co.uk/programmes/p01143yn <p>Night of Power- retell story</p> <ul style="list-style-type: none"> Imagine your best friend tells you something amazing about themselves (which could possibly be true) e.g. that they have met a famous person. Suggest questions you could ask to try and find out whether the person was telling the truth. Share your ideas with the class and together sort the questions into 'good' and 'weak' questions. Read or listen to the story and decide which of your questions (from the task above) Khadijah might have asked. Write the diary entry Khadijah might have written to a friend about the remarkable events, reflecting her questions and feelings. <p>What do stories tell us about Mohammed?</p> <p>The Prophet Muhammad (PBUH) inspired people. How do stories of the Prophet show this?</p> <ul style="list-style-type: none"> If you were writing a book about someone, what important details would include? Collect ideas from the pupils. Prompt them with some questions. Teach the pupils that stories of the Prophet are very important in Islam. They say a lot about what he Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah

	<p>(God), but they learn a lot from the Prophet's example. He is an inspiring leader.</p> <ul style="list-style-type: none"> • Give examples of some stories of the Prophet Muhammad (PBUH). These three are found in many children's collections. Teachers need to work carefully on their storytelling techniques to make the most of these! • The Prophet cared for all Allah's creation (the story of the tiny ants); • Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (Muhammad and the camel); • Muhammad believed in fairness and justice for all (Bilal the first Muezzin was a slave to a cruel master. The Prophet freed him and made him the first prayer caller of Islam). <p>What do each of these stories teach Muslims about Muhammed's character? Pupils could list these qualities and compare them to the leader qualities (diamond 9) they discussed in lesson 1</p>
Evaluate:	<p>What do the stories teach Muslims about how to behave?</p> <ul style="list-style-type: none"> • Talk to pupils about the stories and ask: if someone wanted to follow the Prophet in Islam in your area today, what would they be inspired to do? • Talk about being kind to animals, caring for the earth and helping people who are treated unfairly, and extend to include moral examples set by Muhammed of Kindness compassion honesty trustworthiness, respect for parents and elders, charity and helping others, importance of cleanliness, smiling (Agreed Syllabus) <p>Create a simple outline drawing of a crescent moon – part of the Muslim symbol, showing that faith can light a person's path in the dark. On one side write/draw pictures to show how the Prophet inspires Muslims to behave [but NOT drawing the Prophet]. Ask pupils to draw/write into the other side of the moon shape to show some behaviour that they think is good or kind. On the other side of the paper write in response to the following sentence starter "The stories of the prophet teach Muslims..."</p>
Reflect and communicate:	Can the pupils give examples of how Muslims live out the qualities and values that they see in Muhammad the other leaders of Islam? Who do the pupils think inspires them to behave in certain ways?
Assessment opportunities:	<p>Give pupils some quotes from the Qur'an to think about in relation to the Prophet.</p> <p>What qualities of Muhammed do they highlight?</p> <p>Choose one of these qualities and show how you would demonstrate this quality as school councillor/eco warrior etc</p>
Notes	