



Unit Overview:

In this unit, children will read and analyse a miracle from a sacred text from across three different religions (Christianity, Islam and Buddhism) and be able to retell them. They will also be able to identify symbols and gestures within these miracles, explaining the intended meaning of these for believers of these faiths. At the end of the unit, the children will be able to produce a written outcome summarising the similarities and differences between two of these miracles.

The Staffordshire Agreed Syllabus for Religious Education

- 2.1a** Explore the origins of sacred writings and consider their importance for believers today.
- 2.1b** Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.
- 2.1c** Explore the life of key religious figures and make links with teachings and practices of special significance to followers.
- 2.3a** Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.
- 2.3b** Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.

Thematic progression

This topic builds on:

- the themes of belief and faith when studying the religions Christianity, Islam and Judaism in Year 3 as well as Hinduism in Year 4.
- the themes of belief and faith when exploring different religious festivals in Year 4.
- the theme of power when looking at significant leaders of faith.

This topic is a foundation for future learning in:

- the theme of power covered in Inspirational People in the Summer term in Year 5.

Key Concepts & Explanations

Belief – How do miracles confirm people’s belief in God/Allah?

Faith – How do miracles strengthen people’s faith?

Power – How is the power of God/Allah shown through miracles?

Common Misconceptions and barriers

Some Pupils may think that:

- Miracles and parables are the same.
- Miracles are myths.
- Only Christians believe in Jesus.
- Only Jesus performed miracles.

Some Pupils may have the follow barriers:

- Some pupils will not recall who Jesus is .
- Some pupils will not recall who Prophet Muhammad (peace be upon him) is.
- Some pupils will not recall what ablution is.
- Some pupils will not recall who Buddha is.

Cross Curricular Links

Computing – Producing an iMovie in their Creating Media unit.

PSHE – Meditation for mental health and well-being – links to the Buddhist miracle.

Spellings – In Spring term, one of the children’s spellings was disciple, where they looked at the definition of this word.

Maths – Venn diagram.

English – Use of cohesive devices to compare and contrast in a piece of writing.

Unit Overview:

Powerful Knowledge – Substantive and Disciplinary Knowledge

What is the miracle of turning water into wine?

Substantive knowledge

- A miracle is an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore a sign of the power of God.
- Jesus performed many miracles to affirm his true identity as the Son of God.
- Miracles demonstrated the close relationship Jesus had with God, his Father, and it is through the power of God that Jesus is able to perform miracles.
- Miracles proved that Jesus’ teachings were true.
- Jesus’ turning water into wine at the wedding in Cana was his first miracle and showed the disciples his divinity.

Disciplinary knowledge (Ways of knowing)

- Children can analyse the meaning of one of Jesus’ miracles as told in the bible.
- Children can analyse the role of Jesus as a significant leader and how his teachings are important to Christians.
- Children can ask appropriate questions to deepen their understanding of the miracles of Jesus.

Personal knowledge

- Children will be able to share their experiences of reading about the miracles of Jesus in the bible.

What is the miracle of water flowing from the Prophet’s hands?

Substantive knowledge

- A hadith is the narration of an event from the life of Prophet Muhammad (pbuh).
- After Prophet Muhammad (pbuh) died, Muslim scholars wrote down stories about what he had said and done.
- Allah granted miracles to Prophets in order to have an effect on their people. Allah designed miracles, so that the people they were aimed at, could understand them, as they were relevant to their times.
- Prophet Muhammad (pbuh) quenched the thirst of thousands of his soldiers during the Battle of Tabouk and enabled them to use water for ablution after causing water to pour forth.

Disciplinary knowledge (Ways of knowing)

- Children can explore the origins of this miracle and explain its importance to Muslims.
- Children can analyse the meaning of the miracle The Flowing Water.
- Children can ask appropriate questions to deepen their understanding of the miracles of Prophet Muhammad (pbuh).

Personal knowledge

- Children will be able to share their experiences of reading hadiths of the Prophet.

What is the story of Buddha and the muddy water?

Substantive knowledge

- The first stories and teachings of the Buddha weren't written down but were passed down by word of mouth. About 400 years after the death of the Buddha, his teachings were first written down in Pali and Sanskrit, two very old North Indian languages.
- Buddha and his disciple stopped at a lake as Buddha was thirsty. When Buddha asked the disciple to fetch him some water from the lake, the disciple said it wasn't fit to drink. Buddha told his disciple to rest against a tree, and when he sent him back after some time, the water had cleared and was fit to drink.
- The miracle of Buddha and the muddy water teaches us that we must keep our mind calm, clearing any disturbances and waiting for as long as necessary before making a decision.

Disciplinary knowledge (Ways of knowing)

- Children can explore the origins of this miracle and explain its importance to Buddhists.
- Children can analyse the meaning of the miracle The Muddy Water.
- Children can ask appropriate questions to deepen their understanding of the miracles of Buddha.

Personal knowledge

- Children will be able to share their experiences of performing meditations to clear their mind.
- Children will be able to share their experiences of reading about the teachings of Buddha.

How do miracles compare across religions?

Substantive knowledge

- Water features in all three miracles, and water is an important symbol in each of the three religions studied – Christianity, Islam and Buddhism.
- Both God/Allah granted Jesus/Prophets to perform miracles in order to show people their connection.
- All of these miracles have been written down in sacred texts for followers to study and learn from, but only after they'd be passed on by word of mouth.

Disciplinary knowledge (Ways of knowing)

- Children can explore the lives of key religious figures and explain how their teachings have a special significance to followers.
- Children can analyse the symbolic use of a wide range of objects, sounds, visual images, actions and gestures in miracles and make suggestions as to the intended meaning they might have for believers.
- Children can analyse the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.

Personal knowledge

- Children can make links to miracles from other faiths which they believe in.

	Key Question	RE Skill	Learning Objective	Vocabulary	Suggested Outcomes, Resources and Hooks for learning
1	What is the miracle of turning water into wine? Prior learning: Studied the religion	Understanding <ul style="list-style-type: none"> • Understand the impact sacred writings/teachings have upon a believer Expressing	I can retell Jesus' first miracle, and explain what it teaches Christians.	New Testament, John, gospel, Wedding, Cana, Galilee, celebration, feast, Mary, mother, Jesus, disciples, water, wine, governor, ruler,	<i>Children to retell The Wedding in Cana story (Jesus' first miracle) and produce an i-Movie.</i> <i>QR codes of their i-Movies as evidence in BPBY books.</i>

<p>Christianity in Year 3 and Jesus as a significant leader in Year 4.</p>	<ul style="list-style-type: none"> • Develop a secure understanding of the meanings in symbols and stories. • Understand the importance of these to believers. 		<p>servants, miracle, lesson, provide, needs, divinity.</p>		
<p>Think and Link – What is the Christian holy book called? How many sections is it split into and what are they called? What are these sections divided into?</p> <p>Give children an extract from the bible to read – John 2:1-12 – The Wedding in Cana. Teach the children how stories of the bible are presented – name of the book, chapters and verses. Discuss how this was the first miracle that Jesus performed and explain what miracles are. Explain how Jesus fixed the problem at the wedding as he turned the water into wine after his mother (Mary) asked him to. This story teaches Christians that Jesus fixes us when we are broken too. He will forgive us when we sin.</p> <p>Children to produce an i-Movie to retell the miracle of Jesus turning water into wine at the Wedding of Cana.</p> <p>Substantive knowledge</p> <ul style="list-style-type: none"> • A miracle is an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore a sign of the power of God. • Jesus performed many miracles to affirm his true identity as the Son of God. • Miracles demonstrated the close relationship Jesus had with God, his Father, and it is through the power of God that Jesus is able to perform miracles. • Miracles proved that Jesus’ teachings were true. • Jesus’ turning water into wine at the wedding in Cana was his first miracle and showed the disciples his divinity. <p>Disciplinary knowledge (Ways of knowing)</p> <ul style="list-style-type: none"> • Children can analyse the meaning of one of Jesus’ miracles as told in the bible. • Children can analyse the role of Jesus as a significant leader and how his teachings are important to Christians. • Children can ask appropriate questions to deepen their understanding of the miracles of Jesus. <p>Personal knowledge</p> <ul style="list-style-type: none"> • Children will be able to share their experiences of reading about the miracles of Jesus in the bible. <p>Stretch Descriptors: Explain why you think Jesus decided that this would be the right time to show his divine powers.</p>					
<p>2</p>	<p>What is the miracle of water flowing from the Prophet Muhammad’s (pbuh) hands?</p> <p>Prior learning:</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Understand the impact sacred writings/teachings have upon a believer <p>Expressing</p> <ul style="list-style-type: none"> • Develop a secure understanding of the 	<p>I can retell the flowing water miracle and explain the importance of water as a symbol to Muslims.</p>	<p>miracle, Prophet Muhammad (pbuh), water, flowing, hands, quenched, thirst, 30,000, soldiers, Battle of Tabouk, abultion, camels, blessing, Allah.</p>	<p><i>Children to retell the miracle of The Flowing Water through role-play/drama.</i></p> <p><i>Pictures of the children performing with a short written summary of the miracle in their BPBY books.</i></p>

<p>Studied the religion Islam in Year 3 and Prophet Muhammad (pbuh) as a significant leader in Year 4.</p>	<p>meanings in symbols and stories</p> <ul style="list-style-type: none"> • Understand the importance of these to believers. 				
<p>Think and Link – What is a miracle? What is the faith which Muslims follow? Who do Muslims believe is the final Prophet?</p> <p>Introduce to the children that the hadith is a collection of traditions of the Prophet Muhammad (pbuh) based on his sayings and actions. Explain how these are written by Muslim scholars who have written down stories about what Prophet Muhammad (pbuh) has said and done, and discuss how there will be many different versions of the miracle. Show children an Arabic version of this miracle (https://maktabahalbakri.com/481-water-flowed-from-the-fingers-of-rasullullah-pbuh/#:~:text=%E2%80%9CThe%20Prophet%20(%EF%B7%BA)%20asked,people%20who%20performed%20ablution%20with) as well as an English translation. Explain how Prophet Muhammad (pbuh) quenched the thirst of thousands of his soldiers during the Battle of Tabouk and enabled them to use water for ablution after causing water to pour forth, and discuss the importance of water as a symbol in this miracle.</p> <p>Children to produce a role play/dramatised version of this miracle with a short written summary of the miracle.</p> <p>Substantive knowledge</p> <ul style="list-style-type: none"> • A hadith is the narration of an event from the life of Prophet Muhammad (pbuh). • After Prophet Muhammad (pbuh) died, Muslim scholars wrote down stories about what he had said and done. • Allah granted miracles to Prophets in order to have an effect on their people. Allah designed miracles, so that the people they were aimed at, could understand them, as they were relevant to their times. • Prophet Muhammad (pbuh) quenched the thirst of thousands of his soldiers during the Battle of Tabouk and enabled them to use water for ablution after causing water to pour forth. <p>Disciplinary knowledge (Ways of knowing)</p> <ul style="list-style-type: none"> • Children can explore the origins of this miracle and explain its importance to Muslims. • Children can analyse the meaning of the miracle The Flowing Water. • Children can ask appropriate questions to deepen their understanding of the miracles of Prophet Muhammad (pbuh). <p>Personal knowledge</p> <ul style="list-style-type: none"> • Children will be able to share their experiences of reading hadiths of the Prophet. <p>Stretch Descriptors: Compare and contrast this to Jesus’ miracle of Feeding of the Five Thousand.</p>					
<p>3</p>	<p>What is the story of Buddha and the muddy water?</p> <p>Prior learning: Children studied</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Understand the impact sacred writings/teachings have upon a believer <p>Expressing</p>	<p>I can retell the story of Buddha and the muddy water, and explain what it teaches Buddhists to do.</p>	<p>Buddha, followers, disciple, lake, thirsty, obliged, bullock cart, muddy, foul, teacher, pure, mind, disturbed, let it be, calm, moral.</p>	<p><i>Children to retell the story of Buddha and the muddy water as well as a moral of what it teaches Buddhists and record these using Voice Note on the iPads.</i></p>

<p>Buddhism in Year 2 and Hinduism in Year 4 (these two religions have a lot of similarities).</p>	<ul style="list-style-type: none"> • Develop a secure understanding of the meanings in symbols and stories • Understand the importance of these to believers. 			<p>QR codes of their Voice notes as evidence in their BPBY books.</p>	
<p>Think and Link – What is the faith which Buddhists follow? Who is Buddha?</p> <p>Explain to the children that the first stories and teachings of Buddha weren't written down but passed down by word of mouth, and discuss the implications of this. Reveal that about 400 years after his death, his teachings were first written down in Pali and Sanskrit (make links to Hindu sacred texts are written in this language). Children to listen to the story of Buddha and the muddy water (https://www.youtube.com/watch?v=9FkyTc_Q84Q), and discuss what this teaches Buddhists to do.</p> <p>Children to retell the story of Buddha and the muddy water, as well as ending with a moral of what it teaches Buddhists, recording a Voice note on the iPads of their summarised version of the miracle. As a support, children could perform this child friendly version (https://kids.dadabagwan.org/stories/mythological-stories/be-patient/) rather than writing their own summarised version.</p> <p>Substantive knowledge</p> <ul style="list-style-type: none"> • The first stories and teachings of the Buddha weren't written down but were passed down by word of mouth. About 400 years after the death of the Buddha, his teachings were first written down in Pali and Sanskrit, two very old North Indian languages. • Buddha and his disciple stopped at a lake as Buddha was thirsty. When Buddha asked the disciple to fetch him some water from the lake, the disciple said it wasn't fit to drink. Buddha told his disciple to rest against a tree, and when he sent him back after some time, the water had cleared and was fit to drink. • The miracle of Buddha and the muddy water teaches us that we must keep our mind calm, clearing any disturbances and waiting for as long as necessary before making a decision. <p>Disciplinary knowledge (Ways of knowing)</p> <ul style="list-style-type: none"> • Children can explore the origins of this miracle and explain its importance to Buddhists. • Children can analyse the meaning of the miracle The Muddy Water. • Children can ask appropriate questions to deepen their understanding of the miracles of Buddha. <p>Personal knowledge</p> <ul style="list-style-type: none"> • Children will be able to share their experiences of performing meditations to clear their mind. • Children will be able to share their experiences of reading about the teachings of Buddha. <p>Stretch Descriptors: Predict what would have happened if the disciple had just brought the muddy water to Buddha.</p>					
<p>4</p>	<p>How do miracles compare across religions?</p>	<p>Understanding</p> <ul style="list-style-type: none"> • Understand the impact sacred writings/teachings have upon a believer 	<p>I can compare and contrast two miracles from differing faiths.</p>	<p>miracle, symbol, water, similarities, differences, followers, power, belief, faith</p>	<p>Children to produce a written outcome comparing two of the miracles studied in this unit, summarising their importance to their</p>

<p>Prior learning: Looked at three different miracles from three different faiths.</p>	<ul style="list-style-type: none"> • Establish clear links/comparisons between multiple religions. <p>Expressing</p> <ul style="list-style-type: none"> • Develop a secure understanding of the meanings in symbols and stories • Understand the importance of these to believers. • Establish links/connections of symbolism across religions. 			<p><i>believers and making links between them through similarities and differences.</i></p>
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Think and Link – Recap of the three miracles studied in this unit – quick summary of what the miracle was, who performed it, and why these miracles were so important to the followers of each faith.

Children to create a Venn diagram in pairs of the similarities and differences between these three miracles and share in a class discussion. Children to use these Venn diagrams to plan out their written outcome, allowing them to choose two of the miracles studied.

Children to plan, draft and publish a written outcome comparing two of the miracles studied, summarising their importance to their believers and making links between them through similarities and differences.

Substantive knowledge

- Water features in all three miracles, and water is an important symbol in each of the three religions studied – Christianity, Islam and Buddhism.
- Both God/Allah granted Jesus/Prophets to perform miracles in order to show people their connection.
- All of these miracles have been written down in sacred texts for followers to study and learn from, but only after they'd be passed on by word of mouth.

Disciplinary knowledge (Ways of knowing)

- Children can explore the lives of key religious figures and explain how their teachings have a special significance to followers.
- Children can analyse the symbolic use of a wide range of objects, sounds, visual images, actions and gestures in miracles and make suggestions as to the intended meaning they might have for believers.
- Children can analyse the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.

Personal knowledge

- Children can make links to miracles from other faiths which they believe in.

Stretch Descriptors: Explain why lots of miracles, across religions, involve water.

