

Unit 4.3: *Founders and Leaders*

What are the qualities of a leader?

About the Unit:

This unit investigates the lives of key figures/founders in the major world faiths – Jesus, Muhammad (pbuh), Abraham, Moses, Isaac, the Buddha and Guru Nanak, specifically with reference to their significance for members of the world faiths.

Where the Unit fits:

The unit builds on the children's KS1 knowledge of stories about events in the lives of key figures.

Key Vocabulary:

founder, leader, patriarch, Pope, archbishop, leadership, qualities, guru, priest, Buddha, imam, rabbi, vicar, minister, curate

Suggested Resources:

appropriate sacred writings, Biblical story books, audio-visual material, postcards/cards, etc. of images of the founders being studied

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
2	Know what a faith leader did or said during their lifetime that has led to them being regarded as special	Recognise the personal qualities of a faith leader
3	Describe what faith leaders did to affect the lives of others	Describe how the actions of a faith leader influences the lives of other believers
4	Describe and explain how members of faith groups are guided by their beliefs and how this impacts on their own lives and the lives of others	Ask questions and suggest answers about how belief and commitment affect the way a leader leads

Points to Note/Further Suggestions

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE</p> <p>(1) explore the lives and work of special people including key religious figures in history and today</p> <p>(2) consider the roles of local religious leaders</p>	<p>(b) give examples of key religious figures and briefly explain their significance to members of faith groups</p> <p>(c) describe the activities of local faith communities including their leaders, recognising similarities and differences</p>	<p>(a) express thoughts and feelings about the work of special people and reflect on what makes them special, making links with their own experiences, attitudes and behaviours</p> <p>(c) describe own experiences of religious leaders in the community</p> <p>(d) consider own thoughts and beliefs in relation to those of others</p>	<p>Connect</p> <ul style="list-style-type: none"> Who are the important people in the local community? Why are they considered important? What do they do? – mayor, community police officer, parish councillor, Parochial Church Councillor (links to citizenship). Link to children's own experiences - school team captains. What are the qualities expected/required of leaders in the community? <p>Consider and Respond</p> <ul style="list-style-type: none"> Identify founders/leaders of the world faiths. Investigate one leader, e.g. Moses, the reluctant leader. Read and watch some events from his life and discuss his actions as a leader. Consider what changed him from villain to hero. Compare some events in the life story of Jesus with some from the life of Muhammad (pbuh). Consider their style of leadership. Look at images of Jesus in art – postcards, cards, stained glass windows, images from around the world. How do different Christian groups perceive him? Build up a profile of Jesus – who liked him, who did not. Was he a typical leader? Talk about the leaders of the church – Pope, Archbishop. Find out how and why they are chosen. Who do they lead? Plan questions for an interview with a local religious leader to explore aspects of their leadership role. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Celebrate the life of a religious leader in a collection of different styles of writing, e.g. poetry, psalms, letters. <p>Review</p> <ul style="list-style-type: none"> Write a job description for a religious leader. Identify what is 'essential' and what is 'desirable'.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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