Key Question L2.4: Why do people pray?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question	**L2.4 Why do people pray?** **Strand:** *Expressing* (religious and spiritual forms of expression; questions of identity and diversity) **Year 3** **Questions in this thread:** *F3 Which places are special and why?* *1.5 What makes some places sacred?* *U2.4 If God is everywhere, why go to a place of worship?* *3.6 Should religious buildings be sold to feed the starving?* **Religions and worldviews:** • Hindus, Christians and Muslims (other examples can be selected by the school) Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outline/unit of study on p.57. • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

Emerging:	Expected:	Exceeding:
• **Describe what some believers say and do when they pray (A1).** • **Respond thoughtfully to examples of how praying helps religious believers (B2).**	• **Describe the practice of prayer in the religions studied (A2).** • **Make connections between what people believe about prayer and what they do when they pray (A3).** • **Describe ways in which prayer can comfort and challenge believers (B2).** • **Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).**	• **Explain similarities and differences between how people pray (B3).** • **Consider and evaluate the significance of prayer in the lives of people today (A1).**

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outline. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. This plan has selected the following content to exemplify the following: **Pupils will:** • Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. • Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. • Consider the idea that some people consider themselves 'spiritual but not religious' and some of them may like to pray in their own way. • Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day (e.g. in a 'gratitude journal'). • Find out about some symbols used in prayers in different religions. • Explore connections between prayer in three different religions. • Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? • Ask good questions about answered and unanswered prayer and find out some answers to these questions. • Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. • Make links between beliefs and practice of prayer in different religions. • Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?

NOTE: This unit of work offers around 10-12 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above, selected according to which traditions you have chosen to study, choosing a learning journey that will make sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring beliefs about prayer.

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<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="2">• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
• These ‘I can/You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</td></tr>
<tr><td>Emerging:
I can…
You can…
Can you…?

• Describe what some believers say and do when they pray (A1).
• Respond thoughtfully to examples of how praying helps religious believers (B2).</td><td>Expected:
I can…
You can…
Can you…?

• Describe and outline some ways Christians pray, including using the Lord’s Prayer. (A2)
• Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an (A2)
• Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2)
• Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3)
• Describe ways in which prayer can comfort and challenge believers (B2).
• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)</td><td>Exceeding:
I can…
You can…
Can you…?

• Explain similarities and differences between how people pray (B3)
• Consider and evaluate the significance of prayer in the lives of people today (A1)</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="2">• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
• Make sure that the activities allow pupils to practise these skills as well as show their understanding.
• These are exemplified in the following detailed lesson planning pages of teaching and learning activities.</td></tr>
</table>

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What is prayer? Is prayer helpful? How could we answer this question?		
Pupils will learn: How and why people in different religions pray or meditate. About the idea of prayer as talking to God. About different types of prayer. About some similarities and differences in different kinds of prayer. About some reasons why some people pray every day, but others not at all	**What does it mean to pray?** ♦ **Who helps? Make a list.** Ask pupils to think of the person they turn to when things go wrong for them. A parent? Grandparent? Their best friend? An older brother or sister? Make a class list, as long as possible: who helps us? ♦ **What helps? Thinking about helpfulness.** Ask them to pick the sentences which best describe what happens: 'This person magically solves all my problems' or 'This person gives me a hug and helps me to feel better', 'This person makes sure nothing bad ever happens' or 'This person really cares about me', 'We never bother to talk to each other' or 'We like spending time together', 'We enjoy each other's company' 'We cheer each other up' We try to help out' We listen to each other.' **Talking to others: a metaphor for talking to God?** Ask whether talking like this is similar or different to praying. Return to this discussion during the unit: it's important that teaching links to pupils' own experience. Inside a faith, prayer is often described as like a conversation or relationship with the Almighty. **Picturing those who help us: Some display ideas** • **Who loves you?** Refer back to the first session above. Make the point that we talk to the people we are closest to because they love us and look after us, which helps us feel good: they don't grant magic wishes for us. Have a display called 'Who loves you?' and invite pupils each to contribute small drawings of the people they think of in answering • **Talking to God.** Introduce the idea that believers talk to God for the same reasons: this is called praying. While it might be tempting to think that God grants magic wishes, for religious people prayer is really about friendship, love and support. Talk about the difference between praying and magic – the pupils will have interesting ideas! Make a simple display of thought bubbles, and ask pupils to write into one the thing they would like to say to, or ask God. ♦ **Symbols for why we talk**. For many religious believers, God is like their mum, best friend and big brother all rolled into one. Pupils could make symbolic pictures to show the reasons why we talk, and the reasons why religious people pray. Challenge them to think of four reasons in each category. Answers might include: to tell jokes / to say sorry / to share news / to be friendly / to share a worry. Display the symbol-pictures round a picture of an open mouth, titled 'Why do we talk? Notes: This personal, reasoned expression opportunity is very important if RE topics are to connect with pupils' own experience. The language of emotional literacy is useful here too, and there are links with the PSHE curriculum. ♦ This unit needs to be carefully planned to include children from religions other than those studied and from non-religious family life.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Respond thoughtfully to examples of how praying helps religious believers (B2)** **Expected:** **Describe ways in which prayer can comfort and challenge believers (B2).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?		
Pupils will learn: About the practice of prayer as a Pillar of Islam About how Muslim people find benefits in praying five times a day.	**Learning about Islamic Prayer: Why do Muslims pray in various ways?** ♦ **Body language:** Look at how body language is important in conveying moods and attitudes in everyday life. Ask pupils to work in pairs, very quickly, to model some thoughts in body language. They could show: listening, not listening, sick, top-of-the-world, nervous, happy, respectful, reverential, excited, calm, furious. ♦ **Preparations for prayer.** Use artefacts and pictures to explore ideas and practices of Muslim prayer: being clean, and in a clean place, facing Makkah, preparing the mind, praying alone or with others, using set words. The body language of submission and equality is very important. ♦ **The words of prayer.** Look at the first Surah of the Holy Qur'an, al Faitihah, the Opening. This is part of the daily prayers. Talk about what it means. What words describe Allah here? What do they mean? Listen to the prayer call, and think about the use of both Arabic and English in prayer. ♦ **The emotions and feelings of prayer.** Use the website http://old.natre.org.uk/db/profile2a.php to explore what Muslim children 7-12 say about prayer. Attend specially to the different feelings associated with prayer. ♦ **Watch** a video clip (e.g. from BBC learning zone clips) of how Muslims prepare for prayer (Wudu). Remind pupils Islam means 'submission'. Can pupils suggest what attitude and beliefs the Muslim prayer positions are showing? ♦ **Watch** an online example of the daily prayers Muslims use. Ask enquiry questions about it: [who / what / where / when / how / which / why / what if]. Seek answers to the questions from all available sources. ♦ **Everyday:** Teach pupils that many Muslims like to pray 5 times each day, following a pattern of body language taught to them over 14 centuries ago by the Prophet. ♦ Ask pupils to suggest reasons why prayer is important to Muslims. **What do Muslim children say about prayer?** ♦ Look at database of children's writing (http://old.natre.org.uk/db/profile2a.php Listening to Children and Young People Talking) to investigate what Muslim children say about prayer. It is easy and interesting to search here for what 100 Muslim children aged 8-13 say about prayer. Pupils could add their data to the database. What do pupils respect and how do they show that? ♦ If possible interview a Muslim about prayer. Look at a particular Muslim prayer. Read the first Surah (chapter) of the Qur'an with pupils: it is the foundation of daily prayer. Consider what sort of beliefs this Surah gives to the Muslim community about God and about human beings. ♦ Introduce and explore the use of Subha beads (Muslim prayer beads). They are used either to keep count of prayers like 'Glory be to God', God is the greatest', each said 33 times; or to keep count of the 99 Beautiful Names of Allah. Look again at the first chapter of the Qur'an and ask pupils to find some of the names of Allah. **NOTES**: The website http://old.natre.org.uk/db/profile2a.php is simple to use, and interactive. Pupils can search for themselves, and can add to the data by posting their own thoughts and ideas. It is monitored by NATRE. Useful Muslim website: https://truetube.co.uk/film/muslim-prayer Database of children's religious writing: http://old.natre.org.uk/db/profile2a.php Spirited Poetry, ed. Blaylock, NATRE / RMEP, 2007 has numerous relevant pupil poems, especially on the topic 'I wonder…'	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Describe what some Muslims say and do when they pray (A1).** **Expected:** **Describe the practice of prayer in Islam (A2).** **Make connections between what Muslims believe about prayer and what they do when they pray (A3).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How and why do Christians like to pray?		
Pupils will learn: About some varied ways in which Christians pray About Christian beliefs about God and prayer About Christian answers to questions such as: Does God answer some prayers? How does God answer some prayers? What if a prayer is not 'answered'? About some similarities and differences between Christian prayers and other people's prayers. About how and why some people find calmness, hope or strength when they pray.	**What different kinds of prayer do Christians use? Prayer in Christianity** ♦ Use a collection of Christian prayers / prayer cards to sort into groups – (asking (intercession), saying sorry (confession), thanks, praise, help, silence) ♦ Discuss what are the reasons why people pray? Who are Christians praying to? Why? How do the pupils think a Christian prays? Is that any different to how people from other religions pray? Ask pupils to devise and carry out a school and beyond questionnaire which focuses on prayer and what people believe on prayer. (The findings of this will be used at the end of the unit) **How can we learn about prayer by asking questions?** ♦ If possible interview Christian about prayer. Emphasise prayer for Christians is all to do with a relationship with God and communicating with him. Look at different types of prayer found in the Bible and ask pupils to create a symbol for one type of prayer. A good way to do this is through using stories in which a prayer is answered, e.g. Daniel in the den of lions (Daniel chapter 6) or Saint Peter's release from prison (Acts chapter 12). **What does the Lord's Prayer mean? Why is it so popular?** ♦ Look at particular Christian prayers e.g. The Lord's Prayer – when was it first used? (Jesus taught his disciples how to pray Matthew 6 v 5-13) where and when is it used? What key beliefs are expressed in the prayer (e.g. the fatherhood of God, God as provider of food, belief in heaven, forgiveness for sin). Look at different versions and discuss the merits of each. Can pupils put it into their own (much simpler?) words? Literacy skills are needed for this, and it makes a good cross curricular focus. **How and why do Christians like to pray?** ♦ Talk about different ways Christians pray and why these might be helpful – lighting candles (votive candles), kneeling, open hands, incense (as a symbol of prayers rising to God), through music, through silence and meditation. Allow pupils to experience some quiet music leading to silence with a lit candle in which they can sit quietly and enjoy time to just be. Maybe use a guided story / fantasy as a form of meditation (see resources). Share thoughts and reactions if appropriate and reflect on what use is stillness to me? ♦ Christian artefacts as aids to prayer: (something kinaesthetic and concrete) Ask pupils to choose a cross (from pictures or artefacts) and to write the prayer they think a Christian might say to go with it. Or choose a picture of people suffering, and the prayer that goes with it. Or a life cycle ritual such as Christening, marriage or a funeral and the prayer that goes with it. This also has a literacy dimension: genre, audiences and prayer. ♦ Look at the work of 'Prayer Spaces in Schools' to see many fresh ideas about prayer in action. (The website is full of ideas and gallery photos). What would be good about having a PSIS in your school? Would it raise some problems too? NOTE: It is never good practice to **require** children to write a prayer. In a religious character school, you can give them a choice, but in general it is not appropriate. Instead, you might ask them to imagine what a religious adherent might say in their prayer, or take some extracts from prayers to reassemble to suit a different situation.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Describe what some Christians say and do when they pray (A1).** **Expected:** **Describe the practice of prayer in Christianity (A2).** **Make connections between what Christians believe about prayer and what they do when they pray (A3).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How do Hindus pray and worship at home and in the Mandir?		
Pupils will learn: About reasons for Hindu practices of prayer and worship The religious vocabulary that describes Hindu shrines and worship About some different ways Hindus pray and worship About how Hindus express the meanings of Hindu prayer and worship in artefacts, visually and in Mandirs	**Objects that express what matters most: do we all worship?** ♦ Choose several meaningful objects that express what matters to you. Ask pupils to look at the objects and suggest reasons why they might be important. Be prepared to talk to pupils about them e.g. family photo, heirloom, letter from someone special, music, poem, religious symbol, trophy. It's not their cash value that tells you the value of these things. ♦ Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects. After the visualisation, ask pupils to draw a picture of their special object in the centre of a piece of paper. Around this write words to show what the object means to them and why it is special. **Hindu worship at home: what can we find out?** ♦ Explain that **a Hindu shrine** is a collection of objects that show what matters most to a Hindu and that many Hindus will have a shrine in their own home. Look at pictures and videos of a shrine. Explain that Hindus treat the images of gods and goddesses like very special guests who are respected, cared for, talked to, offered food and kept clean. Ask pupils why this might be. Pupils could try a picture extending activity: give them a sheet with a Murti pictured in the centre. Ask them to finish the shrine by drawing all they might see in a bigger picture. ♦ **Play and talk about some Hindu music** for worship – Bhajans are easily available online, for example at CLEO (see resources section). Consider the text of the Gayatri Mantra, a widely used Hindu morning prayer – see later lessons on this text as well. ♦ Working in pairs, ask pupils to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts, saying thank you. Ask pupils to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes? ♦ **Look at a Puja tray** and explain how it is used (ringing of bell, making offering, touching, bowing to the image, using incense, receiving Prasad, caring for the image). Which senses are involved in Puja? Record how each sense is used in Puja and something wonderful that the child relates to each sense. This could be done in the form of a worksheet or a book e.g. 'In Puja Hindus listen to the bell ringing. I like to listen to…' 'Hindus sing bhajans to praise the gods and goddesses. I like to sing about…' ♦ **Think about the idea of offering.** Who do we give things to? When? Why? How? Use a Diamond Nine ranking activity where pupils have cards with different gifts from different people on them. Which is the best offering and why? What could children give? **Hindu worship and prayer at home and mandir: similar and different** ○ Teach pupils that many religious people pray or worship in a special place. Some people also make an 'ordinary space' special or holy – a part of the home for example.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Describe what some Hindus say and do when they pray (A1).** **Expected:** **Describe the practice of prayer in Hinduism (A2).** **Make connections between what Hindus believe about prayer and what they do when they pray (A3).** **Describe ways in which prayer can comfort and challenge Hindus (B2).**

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	○ A good way to do this is with two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like 'double bubble' will help pupils to sort out ideas about this.
	○ Then use artefacts, or pictures to introduce some things which might be seen if you looked 'through the keyhole' into a Hindu family home. These could be:
	  ○ A picture of the child Krishna, a murti or statue of Lakshmi, goddess of wealth and luxury, a puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets, a calligraphic picture of the text of a prayer.
	What is precious? How do we say thank you?
	○ Ask pupils to talk about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with some simple writing to explain and describe the pictures, relating them to pupils' own lives. You could use a simple writing frame:
	  ○ My most precious person is... because...
	  ○ My most precious thing is... because...
	  ○ My most precious book is... because…
	  ○ My most precious memory is... because…
	Connecting the learning
	Ask pupils to consider which of these sentences they think is closest to their own view:
	  ○ "When Hindus pray, they make a connection with god, and this is good because it can help them to be calm, or to be happy, or to be strong."
	  ○ "I respect other people, and the Hindus can do what they want of course, but I don't really believe in prayer myself."
	  ○ "Praying can make you feel calm, happy or strong because it is a ritual that makes a person reflect for themselves."
	  ○ "All religions have their ways of praying, and I believe God hears all prayers."
	  ○ "I think my way of praying is best, even if the Hindu way is a bit similar."
	You could use the discussion strategy called 'Washing Lines' to explore these sentences with the class.
	NOTES: If you can, set up a simulation of a shrine using artefacts. Invite a Hindu into the class to talk about their shrine at home. After listening to the visitor and looking carefully at the shrine, ask pupils to write a short poem on their attitudes to worship.
	
	Some pupils with higher prior achievement may be ready in this lesson to consider the similarities and differences between Hindu dharma and the other religions studied. This could be done as a group discussion, mind mapping or using a writing frame.	

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Three prayers to think about

The Hindu Gayatri Mantra, used by millions as a morning prayer. (Simplified and put into English)	The Opener: The First Surah of the Qur'an, used in Muslim prayer 5 times a day (Simplified and put into English).	The Lord's Prayer: used worldwide by Christians (Simplified and put into English).
"You, light of all lights, Sunshine of the universe, Let us see the truth. Everything comes from you. Everything returns to you. Show us the light So that we may do all our duties today As we travel on the road To your holy place."	"In the name of God The Compassionate, the Merciful Praise be to God, Lord of the Worlds The Compassionate, the Merciful Ruler of Judgment Day You alone we worship To You alone we pray for help Guide us to the straight path The path of those You have favoured Not of those who incurred Your wrath, Nor of those who have gone astray	Our Father in heaven May your name be kept holy May your reign come on Earth May your will be done on Earth Just as you reign in heaven. Give us today the food we need Forgive us our sins Just as we forgive Those who sin against us Lead us not into hard testing But free us from evil For the kingdom, The power and the glory Are yours, now and forever. Amen"

Read the three prayers out loud / listen to versions of them being sung or recited from the internet / look for similarities and differences / consider: what do the prayers actually ask for? Which prayer do you like the most and why? If someone prayed this every day, what sort of outlook on life might they develop? / design a series of images (no pictures of God please!) to make a PowerPoint to go with each prayer / consider why maybe over 4 billion people know and use one of these prayers, worldwide, this week.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What is similar and different in the words of three prayers (Muslim, Christian, Hindu)		

Pupils will learn:
 	
Describe three different prayers from three different religions
 	
Find out more about similarities and differences between religions and the prayers they use
 	
Consider questions such as 'What do religious people ask for when they pray? What beliefs about god can be seen in the words of prayers?'
 	
Look for similarities and differences between religious texts
 	
Think of reasons why some people think prayer is so important and helpful.
	Three prayers: what do they mean? Are they similar or different?
	Use the page above to enable pupils to consider carefully, thoughtfully and creatively the three prayers selected here for study.
	♦ Watch some samples of prayer, perhaps these three famous ones. Ask pupils as they watch to consider the emotions of the video clip: can they choose 5 emotional words?
	♦ Here is a usable example of the Gayatri Mantra from YouTube. You could use the first three minutes.: https://www.youtube.com/watch?v=4IFlaG45xM8
	♦ Here is a usable example from YouTube of the First Surah, the Opener, used in Islamic Prayer https://www.youtube.com/watch?v=bs8fueRXh64
	♦ Here is a usable example from YouTube of the Christian Lord's Prayer (this is a classical version, lasting under 4 minutes – start after 27 seconds. https://www.youtube.com/watch?v=oIbalA3xbWo
	Literacy in RE:
	• Use literacy-based activities to explore and open up these texts: they are no harder than many poems used in English. These questions may show some good ways to get pupils thinking:
	  • Read the three prayers out loud in small groups, several times, in different ways. What works best? Why?
	  • After listening to versions of the prayers being sung or recited from the internet, discuss why it matters to believers to make prayer beautiful
	  • Look for similarities and differences – what do all three prayers say about God? What do they ask? How do they picture us, the people doing the praying?
	  • Consider: what do the prayers actually ask for?
	  • Which prayer do you like the most and why?
	  • If someone prayed this every day, what sort of outlook on life might they develop?
	  • Design a series of images (no pictures of God please!) to make a PowerPoint to go with each prayer
	  • Consider why maybe over 4 billion people know and use one of these prayers, worldwide, this week.
	NOTES: You will need the texts on the page above, of the Lord's Prayer (Christian); The First Surah of the Holy Qur'an (Muslim); The Gayatri Mantra – a common Hindu morning prayer.
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging:
		Describe what some Hindus, Muslims and Christians say and do when they pray (A1).
		Expected:
		Describe the practice of prayer in Hinduism, Islam and Christianity (A2).
		Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).
		Exceeding:
		Explain similarities and differences between how people pray (B3).

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<table>
<tr><th>LESSON OBJECTIVES</th><th>TEACHING AND LEARNING</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">Reflection: What more can we discover? Does reflection matter to me?</td></tr>
<tr>
<td>Pupils will learn:

Find out more about people's ideas to do with prayer from planning and carrying out a survey.

Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating

Think of reasons why some people say 'I don't pray, but I like to reflect.'

Give simple reasons for engaging in an activity with a reflective purpose

Use stillness and silence to think more deeply for themselves.</td>
<td>Conduct a school survey on prayer. What can we learn from a questionnaire about praying?
♦ Create a simple questionnaire to ask other pupils and adults about praying. Devise 6-8 good questions, each with some alternative answers. Collate the findings of the questionnaire and ask pupils in pairs to write a summary about the place of prayer in the lives of people at their school. Reflect on whether this is what they expected or not. Links to literacy and numeracy are easily built in this activity.
♦ Ask pupils to complete a writing frame or recording grid about prayer. Does prayer make any difference to the way believers live their lives and the way they behave? Do people have examples Interview a Hindu, a Christian or a Muslim about why prayer is important to them.
What can prayers and meditations help us to reflect on?
♦ Introduce the idea of gratitude journals. Many religious people often spend time thanking their God/deity for good things in their lives. Non-religious people are encouraged to reflect on good things in a day by filling out a gratitude journal. Psychologists (e.g. those who practise 'positive psychology') recommend this practice (https://positivepsychology.com/gratitude-journal-pdf/ for some background info and prompts.) Compare this non-religious idea of practising gratitude with the ideas of prayer you have been studying.
♦ Make flower shapes (water lilies) for the pupils: draw a circle with a diameter of 8cm, then on the outside edge of the circle draw triangular shaped petals of 4cm (pupils should be able to fold all the petals into the centre of the circle without them overlapping).
♦ Photocopy and give each pupil 4 flowers to decorate. Give pupils these 6 sentence starters and ask them to choose 4:
<table>
<tr><td>I am thankful for…</td><td>I want…</td><td>I'd like people to be protected from…</td></tr>
<tr><td>I would like help with…</td><td>I'm sorry about…</td><td>My hope for the future is…</td></tr>
</table>
These themes correspond with some themes in Islamic and Jewish prayer. Ask them to write and complete one sentence in the middle of each of their four flowers and then to fold the petals over into the middle so that the writing is hidden.
♦ Provide wax candles or wax crayons so that pupils can wax the back of their flowers. Float all the 'water lilies', wax side down, on water. Watch as they open up, revealing pupils' hopes and wishes.
♦ Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?
NOTES: This activity aimed at pupils' insight enables pupils to see that prayer has many meanings, and to engage in reflection together, even if they come from several different religious and non-religious communities. It can provide opportunities for spiritual development.</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
Respond thoughtfully to examples of how praying helps religious believers (B2).

Expected:
Make connections between what people believe about prayer and what they do when they pray (A3).
Describe ways in which prayer can comfort and challenge believers (B2).

Exceeding:
Consider and evaluate the significance of prayer in the lives of people today (A1).</td>
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Prayer and me: why do some people pray every day, but others not at all?		
Pupils will: Find out more about the emotions of prayer Consider questions such as what is difficult for religious people about praying, and why they do pray anyway Look for similarities and differences between the prayers of different religions, finding out more about each faith Think about the differences in belief and ways of life to do with prayer, and ask what these differences mean.	**What are the emotions of prayer** ♦ Talk to pupils about how being quiet, remembering the past, singing together or looking at beautiful images or calligraphy might make believers feel: Relaxed? Peaceful? Grateful? Full of praise? ♦ What might they think about in this atmosphere as they read words or take ritual positions? ♦ Establish a quiet atmosphere in the classroom and ask pupils, with eyes closed, to think back over a day or a week about the things which felt good and the things which felt bad. What are they most grateful for and what are they least grateful for? ♦ Discuss: is this like prayer? What is similar and different to prayer in this activity? ♦ Ask: why do some people pray every day, and others not at all? **Hindu, Christian and Muslim prayer: similar or different?** ♦ As the unit comes toward an end, it is good to compare the prayer practices of the two religions studied sensitively. What would pupils say about what is difficult about each religion's prayer? What might be calming, comforting or challenging? ♦ In particular, pupils might compare the Lord's Prayer and the First Surah of the Qur'an. What do these two texts say that is similar, and what is different? ♦ As a concluding activity, ask pupils to choose to write a prayer or a meditation / reflection of their own. Many of the ways we help pupils to write good poetry are applicable here. Suggest they write between 10 and 20 lines (similar to the Lord's Prayer or the First Surah) and give a choice of topics: Questions / Thanks / Worries / Life and Death / the Future. Share sensitively the prayers the pupils write in circle time, or through a display. NOTE: This lesson can seem quite personal: good RE is always open to the child's own experience, but never coercive, so as usual, good teachers of RE will handle the options with sensitivity!	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Respond thoughtfully to examples of how praying helps religious believers (B2).** **Expected:** **Describe ways in which prayer can comfort and challenge believers (B2).** **Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).** **Exceeding:** **Explain similarities and differences between how people pray (B3).** **Consider and evaluate the significance of prayer in the lives of people today (A1)**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?		
Pupils will learn: To express their own ideas about light and darkness and associated concepts (e.g. truth, fear, ignorance, warmth) To reflect on their own experience of light and darkness, expressing their ideas creatively	**What can we learn from the ways religious people use light as a symbol?** ♦ Review carefully any earlier work done from different religious communities and their use of symbolic light in RE – e.g. from Christmas, Divali or the Muslim symbol of moon and star. ♦ Ask pupils to pick out their favourite uses of light from the different traditions. Why is darkness sometimes scary, and light comforting? Why is darkness sometimes like ignorance and light like the truth? Why is darkness sometimes to do with pain and light to do with comfort? What other symbols can pupils remember or develop? **Is it true that light conquers darkness?** ♦ Go to the darkest place in the school with the class, and sit quietly to experience the dark for a few seconds. Light a match, then a candle, and then use torches or bigger lights to illuminate everything. Consider together the value of light in our lives. Give each pupil an outline of a candle, with a large flame shape above it. Ask them to choose words, or write a poem to go in the flame shape, expressing the value or meaning of light. ♦ Ask pupils to label pictures of a Church, Mosque and Mandir with some selected emotional words: how does the believer going to the place of worship feel? Words might be selected from a list including: sorry / joyful / happy / devoted / excited / full of praise / small / togetherness / awe / deep / content / peaceful / closer to God. ♦ Beyond choosing and listing the words, get pupils first in discussion then perhaps in writing to show they understand why these emotions and feelings may be experienced in prayer and worship. They might describe or explain two or three similarities or differences between the emotions of Hindu, Christian and Muslim prayer in a holy building **Prayer room design: applying learning** ♦ Asking pupils to design prayer rooms for believers from the religions studied to use. They might imagine it is for an airport or shopping centre or hospital used by Christians, Hindus and Muslims – and by non-religious people, for reflection. What special features would the room need in order for everyone to be able to use it? ♦ Examples might include somewhere to wash for Muslims, some reminders of Jesus for Christians, some ways to see gods and goddesses (murtis) for Hindus. Next, they should think about how they will establish the right atmosphere in inspire people: how will they encourage people to be thankful – displays of great food? How will they encourage people to say sorry and ask forgiveness – clips from tragic newspaper stories? How will they encourage believers to give praise to their God – photos of creation? ♦ Pupils could either write descriptions of their designs, or draw them. Some pupils might also look at several Hindu, Christian and Islamic prayers, and then write some of their own, for occasions when people are thankful sorry, or worried, full or joy or feeling concerned. NOTE: *An assessment need not be formal, but this last lesson provides an excellent opportunity to collect some evidence of achievement. It also makes a good focus for some whole class display work. Both of these focuses can be good motivators.*	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** **Respond thoughtfully to examples of how praying helps religious believers (B2).** **Expected:** **Make connections between what people believe about prayer and what they do when they pray (A3).** **Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).** **Exceeding:** **Explain similarities and differences between how people pray (B3).** **Consider and evaluate the significance of prayer in the lives of people today (A1).**

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES

Concluding activities: ways of recording learning through making up and exploring their own questions

Pupils will learn:

To use good questions to explore and enquire into the topic of prayer for themselves,

To express and give reasons for their own ideas.

To use discussion of different opinions for learning.

To explore ideas about prayer with your class, use some of these questions:

- Why do these people...?
- Do you think this is similar to...?
- I wonder: (say what you wonder, and leave a pause – count 7 seconds. Hands will go up!)
- Is there another (maybe deeper) meaning to this...?
- What matters most here?
- Does this connect up to... how...?
- Did you learn something about ideas to do with God... (or another big concept)?

Make a large flashcard with 'Answered Prayer' written on it. Have a little prefix on a folding flap that says 'Un-' as well. Tell pupils that many people pray in trouble – if they are ill, hurt, short of money, lonely, sad or upset. Give some examples, and ask for more.
The discussion using the prompts to the left can then be about answered and unanswered prayer – what is an answer like? Does unanswered prayer mean 'prayer doesn't work'?
Pupils could write prayers on behalf of some people they know in the news or personally who have troubles.
They could select photos from newspapers, and write the prayer of a person in the picture. This makes a great classroom display of creative engagement with life's sadnesses.

Some harder questions:

- Can you explain what Muslims / Hindus / Christians /non-religious people believe about...?
- Can you explain what you think about...?
- What bit of this did you not understand...?
- What other ideas do you know about this...?
- Can you explain what you mean by...?
- Have you got a good 'hard question' to ask about this...?

Silent discussion: What makes a good prayer?
Put a range of short texts of prayers around the room. It is good to stick these in the centre of large sheets of paper.
Ask pupils to go from table to table and read them all. They should annotate the sheets with comments, e.g. ''This would be important for someone because...' or 'This might help someone because...'
The skill of giving simple reasons is developed here.
Work with the whole class next, using the question stems to the left to open up what the pupils have been thinking about.
Consider whether prayer for Hindus, Christians and Muslims is the same or different, and in what ways.
Ask pupils to write for themselves a range of reflections to respond to some news stories of sadness, trouble or disaster. And to write some more for life's happy events: a holiday prayer, a wedding meditation, a reflection on the birth of a new baby.

Note that this lesson does not look like an assessment, but will provide plenty of feedback from pupils about what they have been learning

These activities will help pupils to demonstrate how far they have achieved the learning outcomes for this unit:

Emerging:
Describe what some believers say and do when they pray (A1).
Respond thoughtfully to examples of how praying helps religious believers (B2).

Expected:
Describe the practice of prayer in the religions studied (A2).
Make connections between what people believe about prayer and what they do when they pray (A3).
Describe ways in which prayer can comfort and challenge believers (B2).
Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

Exceeding:
Explain similarities and differences between how people pray (B3).
Consider and evaluate the significance of prayer in the lives of people today (A1)

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<table>
<tr><th colspan="2">Vocabulary + concepts</th><th colspan="2">Resources</th></tr>
<tr>
<td>In this unit, pupils will have an opportunity to use words and phrases related to:

Specific religions:
In this unit, pupils will have an opportunity to use words and phrases related to:

Islam:
Sawm
Rakah
Dua
Al Fatihah
Christianity
Easter
Resurrection
Light of the World
Bible
Church
Lord’s Prayer

Hinduism
Divali
Mandir
Puja
Shrine
Rangoli
Lakshmi
Rama and Sita</td>
<td>Religious studies
Miracle
Worship
Festival
Celebration
symbol, symbolic, symbolism
Religion in general
Prayer
Meditation

Human and religious experiences
Reflection
Use of silence</td>
<td>Teachers might use:
▪ BBC Key Stage 2 Series ‘My Life, My Religion’ (2015) has 30 minute programmes on Islam, Hinduism and Christianity each with useful sections on this topic
▪ The BBC’s clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips
▪ The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion
▪ The best gateway for RE sites is: www.reonline.org.uk/teaching-resources/

▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com
▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts
• RE Quest - http://request.org.uk/ is a good site for KS2 pupils to explore Christianity
• www.mandirnet.org – Hindu temples
• There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: www.islamic-foundation.com . Story books, audio and video tapes and posters are all useful.
• www.ummah.org.uk – A Muslim gateway site</td>
<td>RE Today Services (www.retoday.org.uk) publish relevant items:
Here is the catalogue for a list of all their resources: www.retoday.org.uk/school-support/resources-catalogue/

▪ Opening Up Hinduism, Islam, Christianity each edited by Fiona Moss, RE Today Services https://shop.retoday.org.uk/category/.open.pr
➢ Hindu, Muslim or Christian Persona Dolls https://shop.retoday.org.uk/find/persona+dolls/1
Teachers might use:
▪ Religious artefacts boxes
▪ A visitor from the Christian, Muslim or Hindu faith community prepared to ‘bring and show’ some artefacts associated with prayer and talk and answer children’s questions will add much to the learning in this unit.</td>
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