

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
RE SACRE	SACRE- What difference do prayer make? Hindu, Islam, Judaism.	5	Summer 1	6 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activity	Resources
Lesson 1	1 hour	What is prayer? Is prayer helpful? How could we answer this question?	<p>Teaching Activity</p> <p>.You will need artefact boxes for Judaism, Hinduism and Sikhism.</p> <p>YOU WILL NOT DO THE LESSON ON Islamic PRAYER AS COVERED IN 5 PILLARS UNIT. But it will be referred to.</p> <p>What does it mean to pray? What do we know about praying? Who, what, when, where, why, how? Children write down 3 questions each about what they would like to know. Share ideas. Use PPT as part of introduction</p> <ul style="list-style-type: none"> 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 others' 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 children 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

			<p>and magic – the pupils will have interesting ideas! Make a simple display of thought bubbles, and ask children to write into one the thing they would like to say to, or ask God.</p> <ul style="list-style-type: none"> • 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?' TASK- write a prayer. 	
Lesson 2	1 hour	How and why do Jews like to worship?	<p>What different kinds of prayer do Jews use? Prayer in Jewish life . Focus Shema. Use PPT and resources.</p> <ul style="list-style-type: none"> • Show pupils some of the artefacts of Jewish prayer, such as a prayer shawl, a kippah and a prayer book. Discuss what they mean and how they are used. • Discuss what are the reasons why people pray? Cover some of the main reasons by thinking of the acronym 'ACTS' (adoration – praising G-d, confession – saying sorry, thanksgiving, supplication – asking for something). • Use a collection of Jewish 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 Jews praying to? Why? How do the pupils think a Jewish person 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 	

			<p>used at the end of the unit) How can we learn about prayer by asking questions?</p> <ul style="list-style-type: none"> • If possible interview a Jewish person about prayer. Emphasise prayer for Jews is linked with their relationship with G-d and increasing their awareness of G-d in their lives. Look at different types of prayer found in the Jewish Bible (e.g. in the Psalms) 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). How and why do Jews like to pray? • Talk about different ways Jews pray and why these might be helpful. For example, prayers in formal synagogue services, grace after meals, blessings used in daily life. Teach pupils that an 'Eternal Light' (Ner Tamhid) burns in the synagogue in front of the ark where the Torah scrolls are kept. It symbolizes the eternal presence of God. Allow children 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? • Jewish artefacts as aids to prayer: (something kinaesthetic and concrete) Ask children to choose a Jewish artefact (from pictures or artefacts) and to write the prayer they think a Jewish person might say to go with it. Then ask pupils to research the symbolism behind the artefact and how it is used in Judaism. Or choose a picture of people suffering, and the prayer that goes with it. This also has a literacy dimension: genre, audiences and prayer. 	
Lesson 3	1 hour	How do Hindus pray and worship at home and in the Mandir?	<p>Objects that express what matters most: do we all worship?</p> <p>Hindu photo pack. Puja PPT will be needed for this lesson.</p>	.

		<p>Worksheets on Puja plate , Puja Offering worksheet and Comprehension materials as a reading resource for children to access independently.</p> <ul style="list-style-type: none">• Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children 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 children 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 the children why this might be. Children 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 on line. 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 children to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts,	
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			<p>saying thank you. Ask the children to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes?</p> <ul style="list-style-type: none"> • 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 children have cards with different gifts from different people on them. Which is the best offering and why? What can children give? <p>Hindu worship and prayer at home and mandir: similar and different</p> <ul style="list-style-type: none"> o 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. o 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? <p>A thinking strategy like 'double bubble' will help children to sort out ideas about this.</p> <ul style="list-style-type: none"> o Then use artefacts, or pictures to introduce some things which might be seen if you looked 'through the keyhole' into a Hindu family home. <p>These could be:</p> <ul style="list-style-type: none"> o 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 	
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		<p>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?</p> <ul style="list-style-type: none">o Ask the children 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 children's own lives. You could use a simple writing frame:o My most precious person is... because...o My most precious thing is... because...o My most precious book is... because...o My most precious memory is... because... <p>Connecting the learning</p> <p>Ask pupils to consider which of these sentences they think is closest to their own view:</p> <ul style="list-style-type: none">o "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."o "I respect other people, and the Hindus can do what they want of course, but I don't really believe in prayer myself."o "Praying can make you feel calm, happy or strong because it is a ritual that makes a person reflect for themselves."o "All religions have their ways of praying, and I believe God hears all prayers."o "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.	
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Lesson 4	1 hour	<p>What is similar and different in the words of three prayers (Muslim, Jewish, Hindu)</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 five minutes.: Gayatri Mantra Learning Om Bhur Bhuva Swaha Mantra Daily Routine - YouTube • 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 Jewish Daily Prayer https://www.youtube.com/watch?v=OEXy-sEgRU0 <p>The image sequence is useful because it shows many children in relation to prayer. The words are not the ones from the text of prayer above. Literacy in RE:</p> <ul style="list-style-type: none"> • Use literacy based activities to explore and open up these texts: they are no harder than many poems used in English. These questions and activities may show some good ways to get pupils thinking: <ul style="list-style-type: none"> • 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. What is beautiful about the prayers they have looked at? 	
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			<ul style="list-style-type: none"> • 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 many hundreds of millions of people know and use one of these prayers, worldwide, this week. 	
Lesson 5	1 hour	Prayer and me: why do some people pray every day, but others not at all?	<p>.What are the emotions of prayer?</p> <ul style="list-style-type: none"> • 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, Jewish and Muslim prayer and worship: similar or different? 	

			<ul style="list-style-type: none"> • 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? • 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 that a believer might like to say 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. <p>Make a class prayer book.</p> <p>Unit evaluation – what have we learnt?</p> <p>What surprised us?</p> <p>What answers did we have?</p> <p>Do we still have questions? How could you find the answer.</p>	
Lesson 6	1 hour	Why are objects important when praying?	<p>Drawing artefacts used in Prayer in Islam, Hinduism and Judaism</p> <p>Children label and explain importance to the believer.</p> <p>Spilt class into pairs and assign them to produce information about one of religions. Using I pads children can choose own app to present ideas.</p> <p>Or create a QR code and add information</p>	

