



Unit 2.11

How and why do Jewish people, Muslims, and Hindus pray?

YEAR GROUP 5

Olivia and Hannah made this image of prayer. Both 11, they say: 'People find God when they pray, and everyone does it in a different way.'

Wolverhampton Religious Education: Support for Schools from SACRE

TITLE: Prayer: How and why do Muslims, Jewish people and Hindus pray? YEAR GROUP: 5

ABOUT THIS UNIT

This unit uses a study of the practice of prayer in Hindu, Jewish and Muslim traditions to pose questions for pupils about prayer and their own needs for silence and peace. Questions about the importance of duty and ritual are used alongside questions about the emotions of prayer. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims, Jews and Hindus may find in prayer, making links to their own feelings. Opportunities to take note of similarities and differences between Hindu, Muslim and Jewish prayer are provided for the higher achieving pupils.

Estimated time for this unit: (in hours) 10 hours. It's better to cover less in depth than skate over the surface, so see if the class are ready for all this material.

Where this unit fits in:

This unit is a key opportunity for the study of Hindu religion and practice. The key concepts of prayer in Jewish, Hindu and Muslim tradition are presented for pupils to learn about both religions, identifying similarities and differences. This is a challenging topic, and the emphasis is as much on the experience and emotions of prayer and the meanings of the words as it is on the artefacts and rituals.

KEY STRANDS ADDRESSED BY THIS UNIT (from the syllabus)

- Beliefs and teachings
- Questions of belonging
- Questions of meaning

ATTITUDES FOCUS

- **Respect for all:** pupils are invited to be respectful to two religious traditions
- **Commitment:** pupils are encouraged to think about the challenges of belief and of prayer from different perspectives, applying ideas for themselves.

Knowledge and skills progression: Prior learning

This unit connects to others in the syllabus so that our careful sequence of learning enables progress. Unit 2.10 asks similar questions to this one, but responds from Christianity. Units 2.2, 2.5, 2.7 and 2.8 provide relevant previous learning. Teaching needs to plan carefully to build upon young people's experience and skills in ways that might be helpful to pupils who are undertaking the unit. This progression picture expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Studied the units on Hindu and Muslim religion from earlier in the syllabus</p> <p>Been challenged to think about similarities and differences between religions</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Islam: Sawm Rakah Dua Al Fatihah</p> <p>Judaism: Torah Simchat Torah Yom Kippur</p> <p>Religion in general Prayer Meditation</p> <p>Human and religious experiences Reflection Use of silence</p>	<p>START HERE: The BBC series ‘My Life, My Religion’ (2015) has three programmes, each 30 minutes, on these three religions, and is a major resource for the work that follows. Search BBC’s Bitesize site for the relevant clips.</p> <p>Starting points for good RE resources</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC’s clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. ▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/stories.misc.pr <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. <p>Hindus</p> <ul style="list-style-type: none"> ▪ Basics of Hinduism: https://www.himalayanacademy.com/readlearn/basics/intro ▪ BBC Hinduism: http://www.bbc.co.uk/religion/religions/hinduism/ ▪ Hindu Education Services: https://hinduismeducationservices.co.uk/ ▪ Hindu Forum of Britain: http://www.hfb.org.uk/ ▪ Learning about Hinduism – Iskcon Educational Services: https://hinduismre.co.uk/ ▪ National Council of Hindu Temples: http://www.nchtuk.org/ ▪ What is Hinduism? – Shri Swaminarayan Mandir: http://londonmandir.baps.org/what-is-hinduism/ <p>Jewish people</p> <ul style="list-style-type: none"> ▪ The Jewish Museum’s resources for teachers: https://teachersportal.org.uk/schools/ ▪ Primary Judaism resources: http://www.primaryresources.co.uk/re/re_Judaism.htm ▪ A Teacher’s Guide to Judaism: http://www.icjudaism.org.uk/

		<ul style="list-style-type: none"> ▪ Wimbledon Synagogue’s resources for teachers: http://www.wimshul.org/education/school-visits/aditonal-resources-for-teachers/ <p>Muslims</p> <ul style="list-style-type: none"> ▪ Free educational presentations on the topic of Islam delivered by: ▪ www.discoverislam.co.uk (Free REISLAM Teaching resources) ▪ www.reislam.co.uk (Free REISLAM Teaching resources) ▪ Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: https://www.chrishewer.org/
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Contributions to spiritual, moral, social and cultural development of pupils
 The unit enables pupils to develop:

- **Spiritually** by thinking through their own ideas about prayer and God.
- **Morally** and socially by developing respect for those different from themselves
- **Socially** by working together in teams on set tasks
- **Culturally** by thinking about similarities and differences between religious ways of life and their own.

The work makes a contribution to school promotion of British values by focussing appropriately on tolerance and mutual respect and showing that religious liberty is guard against intolerance for everyone.

<p>EXPECTATIONS At the end of this unit:</p>	
<p>Nearly all pupils will be able to:</p>	<ul style="list-style-type: none"> • Describe simply how Jews, Hindus and Muslim pray • Make links between different kinds of prayers and different emotions and feelings • Suggest some puzzling questions about prayer and consider some answers
<p>Most pupils will be able to:</p>	<ul style="list-style-type: none"> • Use the right words to describe the impact of prayer in two religions • Show that they understand why prayer is important in Islam and Judaism • Apply the idea that silence is good for you to the topics of prayer and to their own lives
<p>Some pupils will be able to:</p>	<ul style="list-style-type: none"> • Explain how prayer is connected to belief about God for Jews, Hindus and Muslims • Express their own views about the idea that ‘prayer is the most important religious ritual’ referring to Jewish, Hindu and Muslim understanding.
<p>ASSESSMENT SUGGESTIONS Teachers might assess this work by:</p> <ul style="list-style-type: none"> • Asking pupils to design prayer rooms for believers from 2 of the religions studied to use. • They might imagine it is for a chaplaincy service at an Airport or shopping centre or hospital used by both Jews, Hindus and Muslims (an you invite a local chaplain to visit?). • What special features would the room need in order for Jews, Hindus and Muslims to use it? Examples might include somewhere to wash near the Muslims’ room, a place to keep Murtis for Hindus and so on. • 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 praise God – photos of creation? • Pupils could either write descriptions of their designs, or draw them. • Some pupils might look at several Hindu, Jewish or Islamic prayers, and then write some of their own, for occasions when people are thankful sorry, or worried, full or joy or feeling concerned, sad or feeling generous. 	

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What is prayer? Is prayer helpful? How could we answer this question?			
<p>Pupils will be enabled to:</p> <p>Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer</p> <p>Describe how and why people in different religions pray or meditate</p> <p>Think for themselves about the idea of prayer as talking to God.</p> <p>Find out more about different types of prayer</p> <p>Look for similarities and differences in prayer in different faiths</p> <p>Think of reasons why some people pray every day, but others not at all</p>	<p>What does it mean to pray?</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.' <p>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.</p> <p>Picturing those who help us: Some display ideas</p> <ul style="list-style-type: none"> ● 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 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. ◆ 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?' 	<p>Nearly all pupils can respond sensitively to questions and ideas</p> <p>Many pupils can ask questions raised by prayer and make links with their own experiences</p> <p>Many pupils can discuss some links between praying to God and other relationships</p> <p>Many pupils can reflect thoughtfully on their own needs for conversation</p> <p>Some pupils can develop understanding that talking to God is a metaphor for prayer</p>	<p>This is a good speaking and listening activity for circle time.</p> <p>This personal, reasoned expression opportunity is very important if RE topics are to connect with pupils' own experience.</p> <p>The language of emotional literacy is useful here too, and there are links with the PSHE curriculum.</p> <p>This unit needs to be carefully planned to include children from religions other than those studied and from non-religious family life.</p> <p>NB: This lesson is very similar to the one that starts unit 2.10. Don't duplicate if the class have already done this.</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?			
<p>Pupils will be enabled to:</p> <p>Learn about the practice of prayer as a pillar of Islam and think about the strength it might give people.</p> <p>Describe how Muslims pray</p> <p>Find out more about the words used in Muslim prayer, and their meanings</p> <p>Consider questions about what happens and why in prayer</p> <p>Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer</p>	<p>Learning about Islamic Prayer: Why do Muslims pray in various ways?</p> <ul style="list-style-type: none"> ◆ 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. 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? ◆ The words of prayer. Look at the first Surah of the Holy Qur'an, al Fatiha, 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. Consider what sort of beliefs this Surah gives to the Muslim community about God and about human beings. ◆ Daily prayers. 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 the children that Muslims like to pray 5 times each day, following a pattern of body language taught to them over 14 centuries ago by the Prophet. ◆ Subha beads. Introduce and explore the use of Subha 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. ◆ Ask pupils to suggest reasons why prayer is important to Muslims. <p>What do Muslim children say about prayer?</p> <ul style="list-style-type: none"> ◆ Look further 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. 	<p>Respond sensitively to questions and ideas about Muslim prayer, collecting information and using it simply</p> <p>Connect what they know and what they think about prayer with Muslim ideas and beliefs</p> <p>Discuss, understand and explain the actions and meanings of Islamic prayer.</p>	<p>Spirited Poetry, ed. Blaylock, NATRE / RMEP, 2007 has numerous relevant pupil poems, especially on the topic 'I wonder...'</p> <p>Database of children's religious writing: http://old.natre.org.uk/db/profile2a.php</p> <p>The website is simple to use, and interactive. Children can search ideas about prayer from the three religions for themselves, and can add to the data by posting their own thoughts and ideas. It is monitored by NATRE.</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
How and why do Jewish people like to worship?			
<p>Pupils will be enabled to:</p> <p>Describe some ways in which Jews pray</p> <p>Find out more about Jewish beliefs about God and prayer</p> <p>Look for similarities and differences between Jewish prayers and other people's prayers.</p> <p>Think of reasons why some people find calmness, hope or strength when they pray.</p>	<p>What different kinds of prayer do Jews use? Prayer in Jewish life</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 used at the end of the unit) ◆ Show this video of a much loved Jewish prayer set as a song, and concentrate on understanding both the words and the spirituality of the prayer: https://www.youtube.com/watch?v=ls0Wf7hmElg <p>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). <p>How and why do Jews like to pray?</p> <ul style="list-style-type: none"> ◆ 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 Tamid) 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. 	<p>Nearly all pupils can respond sensitively to questions about prayer in Judaism and suggest the meaning of an artefact linked to prayer in this religion</p> <p>Many pupils can describe ways in which Jewish people pray, connecting words of Jewish prayers with reasons for praying</p> <p>Some pupils can give thoughtful ideas about the place of prayer in the lives of many Jews</p>	<p>It is never good practice to require children to write a prayer. Give them a choice, so that their own points of view can be the basis of their work: 'write a prayer or a meditation about...' is a good task.</p> <p>Jewish artefacts as aids to prayer might include tefillin or a siddur.</p> <p>There are many fine versions of Adon Olam, the Jewish musical prayer suggested for use here on YouTube – comparing different versions is a great activity for higher achieving pupils. Which do they feel is most spiritually powerful and why?</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
How do Hindus pray and worship at home and in the Mandir?			
<p>Pupils will be enabled to:</p> <p>Give simple reasons for Hindu practices of prayer and worship</p> <p>Use religious vocabulary to describe some of the ways in which Hindus worship, using all the five senses;</p> <p>Reflect on why there are many different ways of prayer and worship in Hindu communities;</p> <p>Use religious vocabulary and expressive arts approaches to show they understand some of the meanings of Hindu prayer and worship;</p>	<p>Objects that express what matters most: do we all worship?</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. <p>Hindu worship at home: what can we find out?</p> <ul style="list-style-type: none"> ◆ 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, 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? ◆ 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...' <p style="text-align: right;">CONTINUED</p>	<p>Respond sensitively to the idea that symbolic actions in everyday life can express inner feelings and prayers;</p> <p>Identify and describe some actions and symbols in Hindu worship and prayer;</p> <p>Ask and respond to questions (stimulated by a range source material) about how praying makes a difference in believers' everyday lives;</p> <p>Use religious vocabulary to show understanding of the use of objects, actions and sounds in prayer and worship</p>	<p>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 children to write a short poem on their attitudes to worship.</p> <p>Some higher achieving pupils may be ready in this lesson to consider the similarities and differences between Hinduism and the other religions studied. This could be done as a group discussion, mind mapping or using a writing frame.</p>

	<p>♦ 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> <p>Hindu worship and prayer at home and mandir: similar and different</p> <ul style="list-style-type: none"> ○ 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. ○ 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 children 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: <ul style="list-style-type: none"> ○ 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. <p>What is precious? How do we say thank you?</p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ My most precious person is... because... ○ My most precious thing is... because... ○ My most precious book is... because... ○ 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"> ○ "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." <p>You could use the discussion strategy called 'Washing Lines' to explore these sentences with the class.</p>	<p>Connect what they know about prayer in different religions with Hindu prayer and worship;</p> <p>Discuss the symbolic objects and images used in Hindu prayer, and why these might be very valuable to Hindu people, relating the ideas to their own lives and experiences</p> <p>Consider ideas about whether prayer 'works' and what it means to believe that your prayers are heard.</p>	
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Three prayers to think about

<p>The Hindu Gayatri Mantra, used by millions as a morning prayer. (Simplified and put into English)</p> <p>“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.”</p>	<p>The Opener: The First Surah of the Qur’an, used in Muslim prayer 5 times a day (Simplified and put into English).</p> <p>“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”</p>	<p>Adon Olam: A widely used Jewish prayer (Put into English. Only part of this prayer has been used).</p> <p>“The Lord of the Universe who reigned before anything was created. When all was made by his will He was acknowledged as King.</p> <p>And when all shall end He still all alone shall reign. He was, He is, and He shall be in glory.</p> <p>And He is one, and there’s no other, to compare or join Him. Without beginning, without end and to Him belongs dominion and power.</p> <p>And He is my G-d, my living G-d. to Him I flee in time of grief, and He is my miracle and my refuge, who answers the day I shall call.”</p>
<p>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 many millions of people know and use one of these prayers, worldwide, this week.</p>		

What is similar and different in the words of three prayers (Muslim, Jewish, Hindu)			
<p>Pupils will be enabled to:</p> <p>Describe three different prayers from three different religions</p> <p>Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer</p> <p>Find out more about similarities and differences between religions and the prayers they use</p> <p>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?'</p> <p>Look for similarities and differences between religious texts</p> <p>Think of reasons why some people think prayer is so important and helpful.</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 three minutes.: https://www.youtube.com/watch?v=BSmToj9VZ4s ◆ 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=OEYy-sEgRU0 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. <p>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: ● 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? ● 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. 	<p>Respond sensitively to questions and ideas about these three prayers</p> <p>Identify something similar between two or all three of the prayers</p> <p>Connect what they know about beliefs about God to the way the prayers make requests: what do the people who say these prayers want God to do?</p> <p>Outline the beliefs behind each prayer clearly</p>	<p>You will need the texts on the page above:</p> <p>Adon Olam (Jewish)</p> <p>The First Surah of the Holy Qur'an (Muslim)</p> <p>The Gayatri Mantra – a common Hindu morning prayer.</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
Prayer and me: why do some people pray every day, but others not at all?			
<p>Pupils will be enabled to:</p> <p>Find out more about the emotions of prayer</p> <p>Consider questions such as what is difficult for religious people about praying, and why they do pray anyway</p> <p>Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer</p> <p>Think of reasons why some people pray very often, others never</p> <p>Look for similarities and differences between the prayers of different religions, finding out more about each faith</p> <p>Think about the differences in belief and ways of life to do with prayer, and ask what these differences mean.</p>	<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? <p>Hindu, Jewish and Muslim prayer and worship: similar or different?</p> <ul style="list-style-type: none"> ◆ As the unit comes toward an end, it is good to compare the prayer practices of the 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, the Mantra or Adon Olam?) and give a choice of topics: Questions / Thanks / Worries / Life and Death / the Future. Share sensitively the prayers, reflections and meditations the pupils write in circle time, or through a display. 	<p>Respond sensitively to questions and ideas about prayer</p> <p>Give reasons for their ideas about why people pray</p> <p>Describe and understand some of the feelings associated with Hindu and Jewish prayer.</p> <p>Outline similarities and differences between the prayers of different religions</p>	<p>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!</p>

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What have we learned from Muslims, Hindus + Jews about prayer, symbols and worship?			
<p>Pupils will be enabled to:</p> <p>Describe different ways of praying using their new vocabulary from three religions accurately</p> <p>Find out more about what prayer means to different people</p> <p>Look for similarities and differences between the prayers of different religions</p> <p>Give simple reasons for their own ideas about light and darkness and associated concepts (e.g. truth, fear, ignorance, warmth)</p> <p>To reflect on their own experience of light and darkness, expressing their ideas creatively</p>	<p>What can we learn from the ways religious people use light as a symbol?</p> <ul style="list-style-type: none"> ◆ Review carefully any earlier work done from different religious communities and their use of symbolic light in RE – e.g. from a synagogue, the festival of Hanukkah, Diwali or the Muslim symbol of moon and star. ◆ Ask children to pick out their favourite uses of light from a list 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 the children remember or develop? <p>Is it true that light conquers darkness?</p> <ul style="list-style-type: none"> ◆ 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 Synagogue, 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, Jewish and Muslim prayer in a holy building <p>Prayer room design: applying learning</p> <ul style="list-style-type: none"> ◆ 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 Jews, 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 Jews, 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, Jewish 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. These could be displayed in the prayer rooms. 	<p>Respond sensitively to questions and ideas about symbols and prayer</p> <p>Connect what they know about prayer and reflection with their own ideas</p> <p>Suggest meanings in religious symbols associated with light and darkness</p> <p>Make links between religious symbols of light and darkness and their own experiences</p> <p>Show how religious beliefs, ideas and feelings associated with light and darkness can be expressed in various ways</p>	<p><i>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.</i></p>