

R.E. – Year 5 – Spring Term 1: - MTP

Unit 2:11 – Hindu Muslim Jewish Prayer – What difference does it make?

Key vocabulary: Islam: Sawm Rakah Dua Al Fatihah Judaism: Torah Simchat Torah Yom Kippur Religion in general: Prayer Meditation Human and religious experiences Reflection Use of silence					
National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At Northwood Park Primary School we follow Wolverhampton’s SACRE 2021-2026</p> <p><u>Subject Content – Key Stage 2</u> The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews 4, recognising their historical and local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about</p>	1	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their</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>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>I can respond sensitively to questions and ideas.</p> <p>I can ask questions raised by prayer and make links with their own experiences</p> <p>I can discuss some links between praying to God and other relationships</p> <p>I am beginning to develop the understanding that talking to God is a metaphor for prayer</p>	<p><u>What is prayer? Is prayer helpful? How could we answer this question?</u></p> <p>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 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 •</p>

<p>religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;">A. Know</p> <p style="text-align: center;"><i>Know about and understand religions and Worldviews:</i></p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>		<p>meanings and significance to individuals and communities</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>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>
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<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p style="text-align: center;">B. Express</p> <p style="text-align: center;"><i>Express ideas and insights into religions and worldviews:</i></p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> <p style="text-align: center;">C. Gain</p> <p style="text-align: center;"><i>Gain and deploy the skills for learning from religions and worldviews:</i></p>	<p>2</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences</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 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>I can identify at least 3 ways in which Muslims pray.</p> <p>e.g. Muslims pray 5 times a day. Muslims will recite a special prayer with special words.</p> <p>I know that Muslims clean themselves which is part of their preparation of praying (this is called wudu pronounced wah-zu)</p>	<p style="text-align: center;"><u>What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</u></p> <p>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. 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</p>
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<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>		<p>between different religions and worldviews</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>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>
<p>Where the unit fits in:</p> <p>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</p>	<p>3</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Explore and describe a range of beliefs, symbols and actions so that they</p>	<p>Describe some ways in which Jews pray Find out more about Jewish beliefs about God and prayer</p> <p>Find 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>I can talk about different ways Jews pray and why these might be helpful</p> <p>e.g. prayers in formal synagogue services, grace after meals, blessings used in daily life.</p>	<p><u>How and why do Jewish people like to worship?</u></p> <p><i>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.</i></p> <p>What different kinds of prayer do Jews use? Prayer in Jewish life. 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</p>

<p>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.</p>		<p>can understand different ways of life and ways of expressing meaning</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>		<p>I know that the Eternal Light 'Ner Tamhid' burns in a synagogue to symbolise the presence of God.</p>	<p>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=lsOWf7hmElg How can we learn about prayer by asking questions? 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</p>
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					<p>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.</p>
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	<p>4</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences</p>	<p>Think of simple reasons for Hindu practices of prayer and worship</p> <p>Use religious vocabulary to describe some of the ways in which Hindus worship</p> <p>Reflect on why there are many different ways of prayer and worship in Hindu communities</p>	<p>I know that Hindu worship at home and at the mandir</p> <p>I know that a Hindu shrine is a collection of objects and pictures</p> <p>I know Hindus listen to special music which plays songs of worship</p> <p>I know that Hindus use the puja tray in their daily worship</p>	<p><u>How do Hindus pray and worship at home and in the Mandir?</u></p> <p>Objects that express what matters most: do we all worship? 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</p>
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		<p>between different religions and worldviews</p> <p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p>			<p>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.</p>
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