ABOUT THIS UNIT:
Work in this unit will enable children to explore the concept of prayer within Christianity. It will introduce/reintroduce children to the Lord’s prayer and its important place as a foundation of prayer within Christianity. It will introduce the concept of music as an aid to prayer.

Estimated time for this unit: 12 hours talk about some of the things that that are the same for different religious people

Focused Religions: Christianity

Where this unit fits in:
This unit takes place during the Spring Term of Y3 and links with prior learning from Autumn Term Year 3.

KEY LEARNING OUTCOMES (from the programmes of study)
AT1  b) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings
    e) consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them
AT2 d) reflect on ideas of right and wrong and their own and others’ responses to them
    e) reflect on sources of inspiration in their own and others’ lives.

KEY STRANDS ADDRESSED BY THIS UNIT
AT1 Practices and Ways of Life
    Forms of Expression
AT2 Identity and Belonging

LINKS TO THE EVERY CHILD MATTERS AGENDA
Healthy Spirit
    • reflect on the complexity of the human spirit and its capacity both for good and evil
• promote their self-esteem and importance of the spiritual dimension of life

**Enjoyment and achievement**
• providing lively, challenging learning activities, including story, music, drama, using ICT, group and class discussion, which stimulates pupils’ hearts and minds

**CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**Spiritual Development**
Reflecting on who and what matters in life

**Moral Development**
Reflecting on what is of ultimate value
Developing a sense of conscience and responsibility

**Cultural Development**
Considering how beliefs contribute to cultural identities and practices

**KEY SKILLS**
Reflection - Empathy - Communication

**KEY ATTITUDES**
Self-esteem - Appreciation and Wonder
Prior learning

- Belonging
- Believing
- Worship

Vocabulary

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

- Worship
- Joy
- Peace
- Feelings
- Emotions
- Praise
- Prayer
- Psalms
- Hymns
- Thanks

Resources

- REsource Bank (Margaret Cooling) Book 3 pages 58-74
- Psalm activity worksheets from Folens packs
- African Sanctus – David Fanshaw
- Multi-sensory prayer Pub.
- Scripture Union
- www.moytura.com/reflections/prayinglehands.htm

EXPECTATIONS at the end of this unit:

Nearly all can: (AT level 2)

- use religious words and phrases to identify some features of religion and its importance for some people.
- identify how religion is expressed in different ways.
- ask, and respond sensitively to, questions about their own and others’ experiences and feelings.
- In relation to matters of right and wrong, they recognise their own values and those of others.

Pupil friendly version:- I can……

- talk about some of the things that that are the same for different religious people
- talk about what is important to me and to others with respect for their feelings
Many can: (AT level 3)
- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.
- describe some forms of religious expression.
- identify what influences them, making links between aspects of their own and others’ experiences.
- make connections between values and commitments, and their own attitudes and behaviour.

Pupil friendly version:- I can.....
- describe some of the things that are the same and different for religious people
- ask important questions about life and compare my ideas with those of other people
- link things that are important to me and other people with the way I think and behave

Some pupils will have progressed further and can: (AT level 4)
- use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.
- suggest meanings for a range of forms of religious expression.
- raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.
- apply their ideas to their own and other people’s lives.
- describe what inspires and influences themselves and others.

Pupil friendly version:- I can......
- use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups
- express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean
- ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others
- ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
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<tr>
<td><em>What makes you feel joyful? What makes you feel peaceful?</em></td>
<td>To understand that music conveys messages and affects people’s emotions</td>
<td>Ask the pupils to listen to a popular song. Why is it popular? How does the song make you feel? Are pupils “fans” of anything/anyone? Introduce the concept of expressing praise about someone. Link with the concept of people wanting to praise God. Listen to a selection of music used in worship as a response to or an aid to worship. Include hymns, choruses and requiems. What are these pieces of music used for? What do they express? Discuss as a class.</td>
<td>Children’s responses.</td>
<td>It is helpful to provide a copy of the words of the song for children to follow. Teaching point - music conveys messages and affects people’s emotions.</td>
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<td><em>Can music change the way you feel?</em></td>
<td>To identify elements of prayer in religious music and writings</td>
<td>Use Psalm activity worksheets from Folen’s Pack. Read a selection of Psalms e.g. Psalm 55 v5-6, Psalm 69 v1-3, Psalm 136 In small groups research a selection of sung worship e.g. hymns, choruses, worship songs. Pupils to write their own poem or song.</td>
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<td>Emphasise praise, prayers and descriptions of events.</td>
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<td><em>Why did Jesus teach people to pray?</em></td>
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<td>Introduce the Lord’s prayer. Discuss why Jesus gave this exemplar. In small groups, using a copy of the Lord’s prayer, explore how many small prayers there are within the Lord’s prayer. (e.g. praise, thanks, help). Bring the class together to discuss their findings.</td>
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<td>The Lord’s prayer can be found in Matthew 6:9-13 See <a href="http://www.prayerguide.org.uk/thelords.htm">www.prayerguide.org.uk/thelords.htm</a> Where you can find a printed version. Or REsource Bank Book 3 Page 62</td>
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<tr>
<td>Key questions</td>
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<td>How important is our choice of words?</td>
<td>To consider meanings conveyed by language</td>
<td>Look at different versions of the Lord’s prayer. Use this as the basis of creative work which could include some of the following: Improvise a dance to the “African Sanctus” by David Fanshaw which expresses the meaning of the prayer. Make models of praying hands based on the work by Albrecht Durer. Explore through mime the meaning of hand gestures in prayer. Story-board in words/paint/fabric/collage the themes of the Lord’s Prayer. Draw around a child’s hand and write the themes from the Lord’s Prayer on the fingers. Make a prayer bracelet with artefacts which stimulate prayer.</td>
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<td>Follow lesson Plans from Festival Matters – Easter Y3</td>
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