YEAR GROUP 5

How and why do Muslims and Jews pray?

Telford & Wrekin Religious Education: Support for Schools from SACRE

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."

TITLE: Prayer: How and why do Muslims and Jews pray? YEAR GROUP: 5

ABOUT THIS UNIT

This unit uses a study of the practice of prayer in 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 and Jews may find in prayer, making links to their own feelings. Opportunities to take note of similarities and differences between Jewish, Muslim and Christian prayer are provided for the higher achieving pupils.

Estimated time for this unit: (in hours) 8

Where this unit fits in:

This unit is a key opportunity for the study of Jewish religion and practice. The key concepts of prayer in Jewish 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 as it is on the artefacts and rituals.

Issues of continuity and progression

This unit adds to the study of Islamic prayer from the unit on 5 Pillars, and develops skills in dealing with religious ideas and questions.

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.

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Festivals 1 and 2 DVD (sequences from all three religions)			RE Today Services (www.retoday.org.uk) nublich relevant items:
 Say Hello to (Interactive whiteboard CD and book) 			
 Developing Primary RE: Faith Stories, ed. Joyce Mackley, RE Today Services 			
 RE Ideas: Christianity, RE Today Services 			
 Opening Up Easter, ed. Fiona Moss, RE Today Services 			
 Opening Up Hinduism, ed. Fiona Moss, RE Today Services 			

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
- **Culturally** by thinking about similarities and differences between religious ways of life and their own.

EXPECTATIONS	
At the end of this unit:	
Nearly all pupils will be able to work at level 3:	 Describe simply how Jews 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
Most pupils will be able to work at level 4:	 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
Some pupils might be able to work at level 5:	 Explain how prayer is connected to belief about God for Jews and Muslims Express their own views about the idea that 'prayer is the most important religious ritual' referring to Jewish and Muslim understanding.

ASSESSMENT SUGGESTIONS

Teachers might assess this work by:

Asking pupils to design prayer rooms for believers from 2 of the religions studied to use. They might imagine it is for an Airport or shopping centre or hospital used by both Jews and Muslims. What special features would the room need in order for Jews and Muslims to use it? Examples might include somewhere to wash near the Muslims' room, a place to keep Torah scrolls for the Jews 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 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.

Pupils who can work at level 2 will:

- Identify some religious practices and know that some are characteristics of more than one religion
- Respond sensitively to the values and concerns of others, including those with a faith

Pupils who can work at level 3 will:

- Describe how prayer is used and exemplified by believers
- Compare aspects of their own experiences and those of others

Pupils who can work at level 4 will:

- Show understanding of prayer as it is used by those who belong to a religion
- Ask questions about prayer and suggest answers from their own and others' experiences, including believers

Pupils who can work at level 5 will:

- Explain similarities and differences between different practices and words used in prayer in two religions
- Express their own views about key questions to do with prayer, referring to their learning from the two faiths.

Key questions	LEARNING OBJECTIVES Pupils should learn to:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
What is prayer?	Think for themselves about the idea of prayer as talking to God.	 What does it mean to pray? 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? Consider what helps: 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'? 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. 	Ask questions raised by prayer and make links with their own experiences	This is a good speaking and listening activity for circle time.
Is prayer helpful? How could we answer this question?	Understand how and why people in different religions pray or meditate	 Picturing those who help us: 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. 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! 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. 	Develop understanding that talking to God is a metaphor for prayer. Reflect thoughtfully on their own needs for conversation.	This AT2 work 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.

What	Learn about	Lea	arning about Jewish Prayer	Describe (3),	If you can, use
happens	the forms,	•	Artefacts of prayer. Look at a tallit (prayer	understand	some high
in Jewish	symbols and		shawl) and a Mazuzah (door frame reminder of	(4) and	quality
	artefacts of		the Almighty, with a scroll of the Shema	explain	photographs –
prayer?	different		inside). Pupils can make a 'beliefs box' or a	reasons for	e.g. from
	Jewish		'message box' of their own, in which they write	(5) the	'Talking
What	prayers.		neatly on a tiny scroll their own beliefs about	actions and	Pictures' from
does this	Think about		prayer or the message from God that matters	meanings of	RE Today.
show us	the words		most to them. Suggest they place it at home as	Jewish	
about	Jewish people		a reminder of their ideas. Consider why Jewish	prayer.	
	use in prayer.		people keep using these artefacts, and have		
Jewish			done in millions of homes for thousands of		
beliefs			years.		
and ways		•	Words of prayer look at some examples of		
of life?			Jewish prayers (see the resource section		
			above) and ask: if you pray like this, then what		
			do you believe? What difference do you hope		
			it will make to your life?		
		•	Praying together at festivals and on Shabbat:		
			teach pupils about the special occasions of		
			Shabbat and a festival like Simchat Torah or		
			Yom Kippur, where prayer is important. Draw		
			attention to the importance of praying		
		<u> </u>	together for Jewish people.		
What	Pupils learn		arning about Islamic Prayer	Describe,	The website
happens	about the practice of	•	Preparations for prayer. Use artefacts and	understand and explain	www.natre.or g.uk/db is
in Islamic	prayer as a		pictures to explore ideas and practices: being clean, and in a clean place, facing Makkah,	the actions	simple to use,
prayer?	pillar of Islam		preparing the mind, praying alone or with	and	and
• •	and think		others, using set words.	meanings of	interactive.
What	about the	•	The words of prayer. Look at the first Surah of	Islamic	Children can
	strength it	-	The words of player. Look at the mist buran of		
does this			the Holy Our'an al Faitibah the Opening This		
	-		the Holy Qur'an, al Faitihah, the Opening. This is part of the daily prayers. Talk about what it	prayer.	search for
show us	might give		is part of the daily prayers. Talk about what it		search for themselves,
show us about	-		is part of the daily prayers. Talk about what it means. What words describe Allah here? What		search for themselves, and can add
	might give		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		search for themselves, and can add to the data by
about Muslim	might give		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		search for themselves, and can add to the data by posting their
about Muslim beliefs	might give		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.		search for themselves, and can add to the data by posting their own thoughts
about Muslim beliefs and ways	might give	•	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		search for themselves, and can add to the data by posting their
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What do	Talk	What do prayers from different religions say?	Consider	This unit
prayers	thoughtfully	Look together at the words of prayers from	important	carries
	about the	different religions e.g. like those in Praying	questions	controversy
tell us	meanings of	Their Faith (see resources).	about	into the
about	the words	 Look at the words and explain any difficult 	meaning and	classroom.
	used in	language: Are there any common themes, e.g.	truth in regard	This needs
beliefs?	prayer by	praise, thanksgiving, saying sorry?	to Jewish and	careful
	Jews and	 Then take Islam and Judaism as examples and 	Islamic prayer.	management
	Muslims.	find out about some of the more unusual		by the
		prayers found in the religion.		teacher, but
		 Note that in Judaism, God's name is holy. God 		religion is
		is often called 'The Almighty' or 'The eternal'		controversial,
		or 'King of the Universe'. In Islam, Allah is		so it is
		known by 99 names, including 'The Lord of the		appropriate
		Worlds' ' the ruler of the Day of Judgement'		not to shy
		and 'The Merciful'. Discuss the question: do		away for
		Muslims and Jews believe the same things		questions of
		about God?		truth in the
				teaching.
				-
Prayer and	Think about	What are the emotions of prayer	To consider,	This lesson
-	the	• Talk to pupils about how being quiet,	describe and	This lesson can seem
me: why	the differences	 Talk to pupils about how being quiet, remembering the past, singing together or 	describe and understand	This lesson can seem quite
me: why do some	the differences in belief and	 Talk to pupils about how being quiet, remembering the past, singing together or looking at beautiful images or calligraphy 	describe and understand some of the	This lesson can seem quite personal:
me: why do some people	the differences in belief and ways of life	 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? 	describe and understand some of the feelings	This lesson can seem quite personal: good RE is
me: why do some people pray every	the differences in belief and ways of life to with	• 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?	describe and understand some of the feelings associated	This lesson can seem quite personal: good RE is always open
me: why do some people	the differences in belief and ways of life to with prayer, and	 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 	describe and understand some of the feelings associated with Jewish	This lesson can seem quite personal: good RE is always open to the child's
me: why do some people pray every	the differences in belief and ways of life to with prayer, and ask what	 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 	describe and understand some of the feelings associated with Jewish and Christian	This lesson can seem quite personal: good RE is always open to the child's own
me: why do some people pray every day, but others not	the differences in belief and ways of life to with prayer, and ask what these	 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 	describe and understand some of the feelings associated with Jewish	This lesson can seem quite personal: good RE is always open to the child's own experience,
me: why do some people pray every day, but	the differences in belief and ways of life to with prayer, and ask what these differences	 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 	describe and understand some of the feelings associated with Jewish and Christian	This lesson can seem quite personal: good RE is always open to the child's own experience, but never
me: why do some people pray every day, but others not	the differences in belief and ways of life to with prayer, and ask what these	 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 	describe and understand some of the feelings associated with Jewish and Christian	This lesson can seem quite personal: good RE is always open to the child's own experience, but never coercive, so as
me: why do some people pray every day, but others not	the differences in belief and ways of life to with prayer, and ask what these differences	 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 	describe and understand some of the feelings associated with Jewish and Christian	This lesson can seem quite personal: good RE is always open to the child's own experience, but never coercive, so as usual, good
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Reflection:	Engage in	Wh	at can prayers and meditations help us to	To express	This AT2 activity
	an activity	refl	ect on?	spiritual	enables pupils
Does it	with a	*	Make flower shapes (water lilies) for the	thinking	to see that
matter to	reflective		pupils: draw a circle with a diameter of 8cm,	clearly and	prayer has
me?	purpose		then on the outside edge of the circle draw	reflectively.	many meanings,
mer			triangular shaped petals of 4cm (pupils		and to engage
	Use stillness		should be able to fold all the petals into the	To respond	in reflection
	and silence		centre of the circle without them	sensitively to	together, even
	to think		overlapping).	religious ideas	if they come
	more deeply	*	Photocopy and give each pupil 4 flowers to	(L2)	from several
	for		decorate. Give pupils these 6 sentence		different
	themselves.		starters and ask them to choose 4:	To explore	religious and
			 I am thankful for 	and describe	non-religious
			 I would like help with 	the emotions	communities.
			✤ I want	of prayer or	
			 I'm sorry about 	reflection (L3)	It can provide
			 I'd like people to be protected from 		for spiritual
			 My hope for the future is 		development
			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 the		
			children's hopes and wishes.		
		*	Afterwards, ask pupils if this activity was bit		
			like prayer, and in what ways. For homework		
			ask them to write answers to these two		
			questions: What did you do in RE Today?		
			What did you learn from it?		

Concluding			yer with your class, use some of		Note that
activities: ways of recording learning through making up and exploring their own questions	learn to use good questions to explore and enquire into the topic of prayer for themselves, expressing their own ideas. Pupils will use discussion for learning.	 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)? Some harder questions: Can you explain what Muslims / Hindus / Christians believe about? What bit of this did you not understand? What other ideas do you know about this? What other ideas do you know about this? Have you got a good 'hard question' to ask about this? 	Make a large flashcard with 'Answered Prayer' written on it. Have a little prefix on a 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. 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: 'I like this one because' or 'I don't like this one 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 prayers, meditations or 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.	I can Express my own ideas about some big questions on the topic of prayer (L3) Apply ideas to questions for myself (L4) Explain with reasons why I hold the views I do about prayer (L5)	this lesson does not look like an assessment, but will provide plenty of feedback from pupils about what they have been learning

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