

# KS3 RE Why do people pray?

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Summer Year 1

**Believing Topic:** Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

**Subject curriculum intent:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
Students should have an understanding of the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.	Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives. Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.	Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual. Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.

**Intent for this topic:** In this topic students will explore why people pray. They will look at how, why and where people pray. They will use their knowledge and religious holy books and symbols to support them to describe and explain the process of praying, and why people may pray. They will begin to look critically at the impact prayer can have on a person's life, and the similarities and differences in prayer between Christianity, Islam and Hinduism.

**Core vocabulary needed for this subject/topic:** Christianity, Christians, Bible, Church  
Judaism, Jewish, Torah, Tenakh, Synagogue  
Islam, Muslim, Qur'an, Mosque

**Vocabulary pupils will have accessed in other topics or subject areas:** Community, respect,

**Key vocabulary taught within this topic:** Sacred, respect, belief, faith, moral, reflect(ion)

**Prior knowledge: what pupils may already have studied**

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	PSHE	Fairtrade	Year 1/Autumn 2	Students to have an understanding that other people may have different ideas, be these right or wrong

Links to other subjects: PSHE

Key elements	What is prayer, how does prayer look in different religions, similarities and differences between religious prayers, how prayer can impact a believers life.					
	B2 Pstep 1-3	B2 Pstep 4-6	B2 Pstep 7-8	B2 NC step 1	B2 NC step 2	B2 NC step 3
<b>Subject specific knowledge</b>	<p><u>To know</u> activities related to different religions</p> <p><u>To know</u> to remain still and quiet during times of reflection, with support</p> <p><u>To know</u> certain artefacts relate to RE</p>	<p><u>To know</u> their preference between two items</p> <p><u>To know</u> there are different religions</p> <p><u>To know</u> a picture story from Christianity</p>	<p><u>To know</u> the importance of the rituals and routines within different religions</p> <p><u>To know</u> who is special to them</p> <p><u>To know</u> gestures linked to prayer in Christianity</p> <p><u>To know</u> gestures linked to prayer in Hinduism</p> <p><u>To know</u> gestures linked to prayer in Islam</p> <p><u>To know</u> what some believers say and do when they pray</p> <p><u>To know</u> there are similarities between the way people in different religions pray</p> <p><u>To know</u> there are differences between the way people in different religions pray</p>	<p><u>To know</u> that a Church is a special place for Christians.</p> <p><u>To know</u> that a mosque is a special place for Muslims</p> <p><u>To know</u> that a temple is special place for Hindu's.</p> <p><u>To know</u> the definition of family/ community</p> <p><u>To know</u> where people of different religions go to pray</p> <p><u>To know</u> holy books and some religious symbols</p> <p><u>To know and describe</u> ways in which people pray in different religions</p> <p><u>To know</u> what people believe about prayer</p> <p><u>To know</u> non-religious people may also pray</p>	<p><u>To know</u> religion is a way of life for believers</p> <p><u>To know</u> we make choices based on our beliefs and values.</p> <p><u>To know</u> some religions share beliefs</p> <p><u>To know</u> some differences between prayer in Christianity, Islam and Hinduism</p> <p><u>To know</u> some similarities between prayer in Christianity, Islam and Hinduism</p> <p><u>To know</u> ways in which prayer can comfort believers</p> <p><u>To know</u> ways in which prayer can challenge believers</p>	<p><u>To know</u> that worship can be a communal or individual activity</p> <p><u>To know</u> that faith can make a huge difference to a believer's life</p> <p><u>To know and explain</u> similarities between prayer in Christianity, Islam and Hinduism</p> <p><u>To know and explain</u> difference between prayer in Christianity, Islam and Hinduism</p> <p><u>To know</u> the significance prayer can have in people's lives</p> <p><u>To know</u> the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p><u>To know</u> different ways of life and ways of expressing meaning including rules for living and forms of worship</p>

<p><b>Subject specific skills</b></p>	<p><b>Is able to</b> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence.</p> <p><b>Is able to</b> recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music</p> <p>Stills in response to silence</p> <p><b>Is able to</b> react to new activities and experiences, for example, briefly looking around in</p>	<p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Say who are their friends</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> participate with help in caring for their surroundings</p> <p>Recognise Christian music</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music P6</p> <p><b>Is able to</b> make their own contribution to festivals</p>	<p><b>Is able to</b> communicate ideas, feelings or responses to experiences or to religious stories</p> <p><b>Is able to</b> recognise and name some of the symbols and artefacts of different religions.</p> <p><b>Is able to</b> communicate their feelings about what is special to them</p> <p><b>Is able to</b> reflect on what makes them happy, sad or excited</p> <p><b>Is able to</b> say who is special to them</p> <p><b>Is able to</b> recognise some of the key features of prayer in each religion</p> <p><b>Is able to</b> communicate simple facts about religion and important people in religions.</p>	<p><b>Is able to</b> identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied</p> <p><b>Is able to</b> make simple comparisons</p> <p><b>Is able to</b> ask questions about religions</p> <p><b>Is able to</b> make observational drawings of parts of a Church</p> <p><b>Is able to</b> ask question about beliefs and offer some ideas of their own.</p> <p><b>Is able to</b> describe some of the key</p>	<p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> give basic reasons why a people pray</p> <p><b>Is able to</b> describe the main features of a Church.</p> <p><b>Is able to</b> explore the difference between the way two people of different religions pray</p> <p><b>Is able to</b> use a camera to record a visit</p> <p><b>Is able to</b> make links between prayer in different</p>	<p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p>Compare key features of prayer in different religions</p> <p><b>Is able to</b> describe the key features of worship</p> <p><b>Is able to</b> use research skills to find out about a place of worship</p> <p><b>Is able to</b> show understanding as to why people pray</p> <p><b>Is able to</b> to identify how pray may help people</p> <p><b>Is able to</b> discuss whether there are benefits to recalling thing you are grateful for and sorry about.</p>
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	unfamiliar natural and manmade environments	and celebrations.P6		elements of prayer in difference religions	religions  <b>Is able to</b> recall things they are grateful for  <b>Is able to</b> recall things they are sorry about	
<b>Suggested teaching activities</b>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Listen to music</li> <li>• Re-enact celebrations</li> <li>• Listen to sermons</li> <li>• Explore artefacts</li> <li>• Explore picture stories</li> <li>• Role play</li> <li>• Match artefacts to pictures</li> <li>• Visit places of worship</li> </ul>	<p>Discover and think about the meaning of the words of key prayers in three religions - e.g. the Muslim First Surah of the Qur'an, the Christian Lord's prayer and the Hindu Gayatri Mantra.</p> <p>Learn that Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. Consider the idea that some people describe themselves as 'spiritual but not religious' and some of them may like to pray in their own way</p> <p>Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day (e.g. in a gratitude journal)</p> <p>Find out about some symbols used in prayers in different religions</p> <p>Explore the impact of prayer: does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?</p>				

		<p>Ask good questions about answered and unanswered prayer and find out some answers to these questions</p> <p>Discuss and consider the impact of praying, using some stories from inside the religions e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an.</p> <p>Make links between beliefs and practice of prayer in different religions</p> <p>Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?</p>
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**Online Resources**

Re today

[www.retoday.org.uk/syllabus-resources](http://www.retoday.org.uk/syllabus-resources) Password: ASyllabusRET!

**Other Resources:**

Various resources, books and audio/visual discs available from Helvellyn stock cupboard

**Evidencing Work**

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.