

LESSON PLAN

Exploring Prayer (RE)

Key Stage 1



Overview:

This lesson plan is meant as a guide to running a prayer space lesson with Key Stage 1



Lesson Subject

RE emphasis while also covering elements of the **SMSC agenda**.



Lesson Duration

40 minute session using the prayer activities, sandwiched by an introduction to prayer and a plenary.



Intended Audience

This lesson is for **pupils aged 5-7**. It works well with between **15 and 30 pupils**, depending on the number of prayer activities.

Curriculum Links

National Curriculum Framework for RE (2013)

Pupils should:

A1.

- Recall and name different beliefs and practices, including rituals and ways of life in order to find out about the meanings behind them.
- Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God.

A3.

- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B1.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Pupils discuss reasons why some people pray every day, but others not at all.
- Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion.
- Linking to 'Philosophy for Children', pupils think about and respond to 'big questions'.

National Curriculum on SMSC

Every state-funded school must offer a curriculum which promotes the spiritual, moral, social, cultural, mental and physical development of pupils.

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The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Willingness to reflect on their experiences.

The cultural development of pupils is shown by their:

- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

(OFSTED School Inspection Handbook Aug 2016)

Through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

(DFE Advice for Promoting Fundamental British Values as Part of SMSC in Schools Nov 2014)

Learning Objectives

- Deepen pupils' understanding of prayer.
- Draw similarities and differences between how people might pray.
- Explore a range of symbols and actions which might be used in prayer.
- Express their own thoughts and feelings in response.

Intended Learning Outcomes

By the end of this session, pupils will be able to:

- Give a simple definition of prayer.
- Remember some of the different ways and reasons why some people pray.
- Describe their feelings and thoughts about their experience of the prayer space.

Climate for Learning

Create a safe environment by welcoming and reassuring pupils. Be clear about ground rules. Ensure pupils know how to seek help during the session. Report any concerns about a child's wellbeing or safety to the school's safeguarding lead.

Key Words

Pray, prayer, think, God, believe, similar, different.

Lesson Outline

Introduction:

Introduce pupils to a range of beliefs about, and practices of, prayer.

Main Activity:

Pupils use the prayer space.

Plenary:

Pupils reflect on what they have learned and experienced.