



Exploring Prayer (RE)

Key Stage 1

Resources for this lesson:



Lesson Plan

Page 2

Details of the ways in which the prayer space covers aspects of the RE Curriculum and the SMSC* agenda. It also includes various aspects of a typical lesson plan which a teacher would be expected to consider, e.g. learning objectives and outcomes. The lesson plan is intended to provide you, the practitioner, with some educational context; but also with a plan to present to your school contact to reassure them that the prayer space is of educational relevance.



Lesson Presentation

Page 4

Visuals for if you are presenting all or part of the lesson in a classroom, or where there is space for a whiteboard.



Lesson Script

Page 6

A word-for-word run down of how you could present the prayer space lesson. You will need to adapt this to your own context and personal style, but it gives an idea of the kind of tone and approach we suggest when teaching children and young people in schools about prayer. It also provides a framework for timing the lesson – again to be adapted to your context.

* SMSC stands for Spiritual, Moral, Social and Cultural development. Every state-funded school must provide a curriculum which offers opportunities for SMSC development to pupils. For more information please visit www.prayerspacesinschools.com/resources/55

Organisation of the Prayer Space

Planning the Prayer Space

- You will need to discuss the organisation of the lessons using the prayer space with the school. Some schools want pupils to visit the space as part of a regular RE lesson, others during a special RE or spiritual enrichment day, or perhaps only during breaks and lunch time.
- The number of pupils who can be accommodated in the prayer space will depend on the size of the space. Once you know the size of the room available to you, you can decide how many activities you will set up and how many children can use each activity at the same time. Primary schools have an average of around 30 children per class. Generally, they are happy to allow half a class at a time to use the space. **Example:** *If you have room for 10 prayer activities where there is space for 3 pupils to engage meaningfully, then you can accommodate 30 pupils in one session.*

Remember to also consider where pupils will sit during the introduction and plenary sessions if these are taking place within the prayer space.

Here are some organisational options:

N°. of prayer activities	Time per activity	N°. of children per activity	Max N°. of children in space	Total time of session (with intro/plenary)
6	5 mins	3	18	45 mins
7	5 mins	5	35	45 mins
10	5 mins	3	30	60 mins

Example Timings

In most primary schools, the day follows a pattern like this, although exact timings will vary:

8.50 - 10.45: Learning time/ prayer space

10.45 - 11.00: Break

11.00 - 12.00: Learning time/ prayer space

12.00 - 1.15: Lunch

1.15 - 3.30: Learning time/ prayer space

Session Structure

The structure of the session looks something like this. The Lesson Script (page 3) explains this in more detail.

Introduction 1 min

Starter Discussion 5 mins

Activities 30 mins

Plenary 5 mins

Context

Often the context of the prayer space (the reason you have been invited in) dictates the number of pupils that the school wants to experience the space. For instance, the space may be just for a particular year group who are studying prayer as part of their Religious Education (RE) curriculum. If the prayer space is part of a focus on a whole-school topic or value or as part of a week of RE or enrichment activities, the school may wish for every pupil to experience the prayer space.

Optional Extras

You may like to consider opening your prayer space to school staff, perhaps during their weekly staff meeting or over lunch time. Be sure to advertise the space to them – perhaps with a poster in the staff room. Another option is to invite children to bring their parents to visit the prayer space one day after school. Again, this would need to be advertised in a school newsletter when the school is informing parents about the prayer space.

 **For more information visit:**
prayerspacesinschools.com/prayerspacesteps

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.

Continued...

	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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. <p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. <p><i>(OFSTED School Inspection Handbook Aug 2016)</i></p> <p>Through their provision of SMSC, schools should:</p> <ul style="list-style-type: none"> • 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. <p><i>(DFE Advice for Promoting Fundamental British Values as Part of SMSC in Schools Nov 2014)</i></p>
<p>Learning Objectives</p>	<ul style="list-style-type: none"> • 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.
<p>Intended Learning Outcomes</p>	<p>By the end of this session, pupils will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Climate for Learning</p>	<p>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.</p>
<p>Key Words</p>	<p>Pray, prayer, think, God, believe, similar, different.</p>
<p>Lesson Outline</p>	<p>Introduction: Introduce pupils to a range of beliefs about, and practices of, prayer.</p> <p>Main Activity: Pupils use the prayer space.</p> <p>Plenary: Pupils reflect on what they have learned and experienced.</p>

LESSON PRESENTATION

Exploring Prayer (RE) Key Stage 1



Lesson Presentation

The presentation is available in the following formats.



Powerpoint

exploring_prayer_ks1.ppt



Keynote

exploring_prayer_ks1.key



PDF

exploring_prayer_ks1.pdf

Slide 1



Slide 2

- Q. What is prayer?
- Q. Why might somebody pray?
- Q. Who might pray?
- Q. Where might they pray?
- Q. How might someone pray?

Slide 3



Slide 4



Slide 5



Slide 6

Welcome Back!

- Q. Which activity was the most fun/why?
- Q. What did you think about in the prayer space?
- Q. How did the prayer space make you feel?

Exploring Prayer (RE) Key Stage 1



Introduction



Slide 1



- **Welcome the children** into the prayer space and give a brief introduction to yourself and the team. Who are you? Where have you come from? Why are you here?

Starter Discussion



Slide 2



- **Explain** that the focus of today's lesson is Prayer.
- **Ask** the children the following questions and wait for 2 or 3 responses to each one:

What is prayer/what do I mean if I say, 'I'm going to pray'?

Praying is talking/listening to God. Some people believe that there is a God who made the world and loves us. For example, Christians like to talk to God and listen to God because they believe that God knows them, loves them and has the power to help them.

Why might someone pray?

Because they're scared, lonely, need help, thankful, sorry, worried...

Who might pray - which kinds of people?

Christians, Muslims, Jews, Hindus... in fact, lots of people pray, whether they are religious or not. I wonder if anyone here has ever prayed to God?

Where might a person pray?

In school? At home? In church/mosque/temple? Anywhere!

How do people pray - what do they do when they're praying?

Some people just talk out loud, others pray in their heads. Some like to pray on their own, others with someone else. Some people use special actions for prayer; some use prayers that they repeat; some people pray at set times of the day; some use objects or symbols to help them pray. People talk to God in lots of different ways, in different places, at different times and for lots of different reasons.

Slide 3



Slide 4



- **Respond** positively to the children's comments. Thank the children for being brave enough to share them..

Activities



Slide 5



- **Explain:** Today we have some prayer activities for you to explore. You don't have to pray. You can use the activities just to think. At each activity, there will be some words to introduce you to the activity. The adults are here to help.

Continued....

Plenary



Slide 6



- **Next** point out the prayer activities and give a brief idea of what each one is about, e.g. this one is about saying thank you, this one is about saying sorry. Explain how they will move around the activities: either freely whenever they're ready or on your signal, staying with their group. *(Pupils with additional needs should be supported by school staff/volunteers as appropriate. Pupils are allowed the freedom to make their own meaning from each activity and express their own beliefs, ideas and values.)*
- **Finish** with a quick reminder about behaviour expectations: quiet talking if necessary, and respecting one another. If it is helpful, split the class into the appropriate sized groups and send one group at a time to begin exploring a prayer activity.

- **Ask 2 or 3 to volunteer answers:**

Which activity was the most fun/why?

What did you think about in the prayer space?

How did the prayer space make you feel?

- **Summary:** People pray for lots of reasons: because they are sad, thankful, worried... because they want to talk to someone who they believe is always listening and who cares about them. I hope this prayer space has shown you that there are lots of different ways that we can pray. Even if we don't believe in God, we can learn from people who pray by taking time to sit quietly and think about what is on our minds and how we are feeling.
- **Thank the pupils** for taking part so well and refer them back to the relevant member of school staff.