

KS1 Christianity: Prayer and Worship

**Why do Christians
pray to God and
worship him?**



The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 1



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



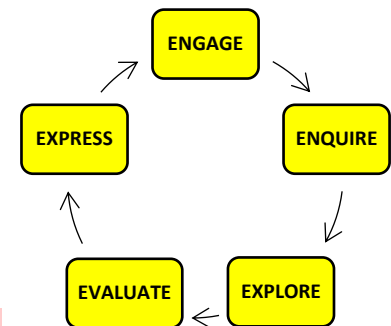
This unit for Key Stage 1 pupils focuses on the Christian concepts of 'prayer / worship'. It is important to read the guide to these so that teaching, questioning and assessment reflect this focus.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links with 'Prayer and Worship: how and why some people pray and what happens in a place of worship'

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.



INCARNATION / EMMANUEL

INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ.

The first Christians believed Jesus was not just a good man, healer, teacher or prophet but found it difficult to put into words what they

had seen and experienced of this incredible man. Eventually they stated that Jesus was both fully human and fully God.

The units in the Emmanuel Project all add something to this understanding of Jesus as God 'incarnate'.

God with us – Emmanuel (The Bible - Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us', a human. Christians believe God understands when they pray because Jesus came to earth; he knows the trials and joys of being human. Yet he is not just 'with us' but '**God** with us' and therefore able to help.

As 'God with us'; Jesus teaches and demonstrates what God is like and how humans should relate to God. Jesus prayed (John 17 v.1, Matthew 26 v.36) and encouraged his followers ... 'when you pray..' (Matthew 6 v.5-14). The disciples watched Jesus pray and asked him to teach them to pray (Luke 11 v.2-4 – the 'Lord's Prayer').

Jesus reveals God as 'personal', not just a force in the universe but someone with whom a relationship is possible. He himself prayed to God as 'father' (abba or daddy), showing prayer as a possible and purposeful conversation. 'God is with us', always on the 'other end of the line', ready to listen and answer. Prayer happens because there is someone there to hear, and worship occurs when God is recognised as immensely great, powerful and loving – worthy of praise.

PRAYER / WORSHIP

Prayer is part of worship but worship is far more than just praying. Prayer is communication with God, worship is adoration of God. Prayer and worship are common to people of faiths but understood and practised differently.



PRAYER

1. Christians pray because communicating with God is part of their friendship with him. They believe God listens and wants to answer prayer. An answer may come through an inner feeling or certainty; it may come through the Bible or other people.
2. Christians may pray with icons, rosaries or prayer books; they may use set words or simply chat. Prayer can be silent, sung, spoken out loud or in one's head. There are prayers of praise, help and thanks, confessions, intercessions (asking prayers on the behalf of others), graces and blessings.

WORSHIP

1. Central to Christian worship is 'Adoration'; worship is about showing how much God is loved or how much God is worth to an individual. Christians believe their whole life ought to be an act of worship: an offering or gift to God, a way of saying 'thank you'.
2. Christians worship in song, prayer, drama, ritual, liturgy (a set pattern of words) dance, art, poetry and story.
3. For many Christians, the heart of worship is Communion (Eucharist or the Lord's Supper). This is when Jesus' death and sacrifice is remembered and his presence is especially felt and draws out deep gratitude and adoration in the worshipper.



Why do Christians pray to God and worship him?

ENGAGE with the idea of being thankful

End of year
assessment in RE
This column lists
'I can' statements
to help with end
of year
assessment BUT
there are many
ways to assess RE.
Please see advice
at the end of this
unit and consult
your RE subject
leader about
assessing RE in
your school.

*Re I can talk about
something
interesting in the
story of the feeding
of the 5000*

Teacher's note: A Grace is a special prayer of thanks said or sung over food. People of different religions give thanks to God for food; he is the provider. For Christians Jesus sets an example when he **thinks** God for food e.g. at the Last Supper, the meal he ate with his disciples before he died, and the Feeding of the 5,000 – a story children hear in this unit.

Who should we thank for a feast?

Sit your class down around a picnic hamper! Open the lid and explain that you are going to have a feast!

Before everyone eats, who do you think we should thank for our picnic e.g. those who bought or prepared the food? Why might that be a good thing to do?



Who else would Christians thank for a feast?



We've invited Tom and Tessa too. They come from a Christian family, who go to church on Sunday to pray and worship God. They have been taught to say a thank you prayer to God before they eat. They have some things to share with us at our feast.

Look in Tom and Tessa's bag. Bring out a Grace cube (a wooden one or home-made paper one) *OR* prayer book with a Grace in it *OR* the words for a sung Grace (see Resources).



Lots of people from different religions and countries say thank you to GOD before they eat their food. *Maybe the class can give examples.* Christians often say thank you in a special prayer called a **Grace**.

Read or sing a Grace e.g. '**Thank you for the world so sweet**' *OR* '**For what we are about to receive, may the Lord make us truly thankful**' *OR* '**God is great! God is good! Let us thank him for our food!**'

Read the notes above on PRAYER/ WORSHIP so you are well-informed about the key Christian beliefs underlying the unit.

Tom and Tessa are imaginary Christian children, used to provide a context for investigating Christian life and faith. See Resources.

You will need to provide a bag for Tom and Tessa to 'send' your class artefacts, notes and other props to help them engage with the Christian faith.

You could add: Bread reminds Christians how Jesus and his disciples sat down to a feast (the Last Supper) before he died. They shared

Rf I can talk about when I think I should say thank you

1b I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen

1e I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it

1f I can talk about what happened when someone said thank you to me and why I liked it

2a I can tell the story of Jesus feeding 5000 people and say why it might be important to a Christian

3f I can link things that are important to me about saying thank you with the way I think / behave

Eat the food e.g. bread / grapes / juice / biscuits / carrot sticks. Make it special with a bright picnic cloth, coloured paper cups and plates. Enjoy.

When everyone is happily eating ... enjoy singing or reading more Graces and try rolling a Grace cube. Talk about the prayers. Which ones do they like best?

What example of praying did Jesus set his followers?

When snacks are over, look in Tom and Tessa's bag again. What else is in there? A lovely loaf of fresh bread! And a Bible storybook.

Christians are followers of Jesus who lived on earth 2000 years ago. They believe he was 'God on the earth' and they try to copy what he did and said. Jesus loved eating with his friends and always thanked God first.



Look at this picture of Jesus. What is he doing?

<http://www.freebibleimages.org/illustrations/hm-feeding-5000/>

This is a story about Jesus, his friends and some bread ... and fish. Act out the story of the Feeding of the 5000 briefly or read from a story bible e.g. The Lion First Bible. Spot the 'Grace'!

What words do you think Jesus is using to thank God? What words do you think the small boy might use in a thank you prayer to God?

What else do you think Christians say thank you to God for?

What might Christians say thank you for apart from food? Why? i.e. they believe God gives them good things. Begin a learning wall on 'Prayer and Worship' with examples of 'Thank you' prayers from books or written by the children.

You could make giant 'thank you' cubes with children's words, pictures or prayers stuck on.

OR listen to a simple Christian song e.g. 'Thank you Lord for this fine day' which gives thanks for food and clothes. Create some extra verses for Tom and Tessa to sing!



bread and he asked them to remember him whenever they ate bread in future.

Read the Feeding of the 5000 in a Bible (John 6 v.1-15) or

www.biblegateway.com

This story is told in all four gospels.

The picture is by Henry Martin.

If using Great Prayer and Worship Adventure, 'Thanks' is Lesson / Reflective Station 3.

The Lord's Prayer CD Track 12 is a simple thank you song, which also has a backing track for performing your own words. See Resources.

ENQUIRE into what there is to find out about Christian prayer and worship

Rb I can recognise something a Christian is doing because of their religion e.g. praying

Rd I can talk about something that my family teaches me

1d I can talk about when I need to ask someone for help in my family, or my class, or my faith

2d I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray

Teacher's note: A positive experience of Collective Worship in schools may help pupils understand a little about Christian prayer and worship but does not represent the prayer and worship of the whole Christian community. Children should be encouraged to ask wide-ranging questions about prayer, learn that prayer is practised in many ways by different communities and faiths, and that some people do not pray.

Can you use these words to do with prayer and worship?

Invite children to take off a sock and wear it on their hand as puppet. Ask them to say hallo to their talk-partner with their sock 'puppet'.

Tom and Tessa have sent them all a note. Read what it says:

Hi everyone. Welcome to our Sock Challenge! We are going to give you twelve words to do with praying. They are words we use a lot in the church where we go to worship on Sunday. We challenge you to invent sentences for your sock puppets to say using these words; they don't have to be about church.



From Tom and Tessa's bag, take out small sets of cards with the words below. With partners, children take turns to make up a sentence for each word and get their 'puppet' to say it. Model how to do this as necessary.

sorry	thank you	help	please	amen	prayer
praise	well done	ask	pray	God	grace

While children work their way through the words, teachers collect good examples to share before moving on. Later children could write down their best sentences for a display.

What questions can we begin to ask about why Christians pray and worship?

Teacher's note: For this activity you will need a selection of pictures of **Christians** praying in different ways – different cultures, churches, countries / different styles and stances / different people: refugees, school children, soldiers, families, priests. The internet will provide many suitable images. Place pictures round the room, maybe in the middle of sheets of sugar paper.

If you are not quite brave enough to invite children to remove their own socks, then provide some clean socks!

Amen is a Hebrew word which simply means 'I agree'. It is used at the end of prayers by Christians, Jews and Muslims as a way of agreeing with a prayer.

Laminate these words and the pictures of people praying to use in display. Keep them for another year!

3d I can recognize some of the things which influence what I know / think about praying e.g. family, friends, faith

3e I can ask good questions about the reasons for saying sorry and communicate some of my ideas for answers

Tom and Tessa are Christians who learn about praying at home and at their church. But not everyone learns about praying like they do. Children may like to share their experiences.



Send children off to look at the pictures with their talking partner and ask questions about the pictures – Who? What? Why? Where? How? The socks could go too and children could continue to try and use the words from the 'sock challenge'.

Invite children to write down their best questions around the pictures, maybe on post-it notes, or ask an adult to scribe their ideas as appropriate.

What sort of things do you think these people are saying in their prayers?

Tucked into Tom and Tessa's bag is another note:

We are Christians like the people you have been looking at. Christians pray in different ways all round the world but they all believe that God is with them, listening to them when they want to talk to him. God is like the best kind of parent; we believe we can talk to God about everything.

At our church children's club, we learn how to say different kinds of prayers. Our leader calls them TSP (teaspoon) prayers (show a teaspoon if wished). The 'T' is for 'thank you' prayers, the 'S' is for 'sorry' prayers and the 'P' is for 'please' prayers. God loves to hear all kinds of prayers.



Look back at the pictures and all the questions.

Do you think the pictures you have seen are any of these kinds of prayers? What do you think people might need to say 'sorry' to God for? Why might they say in a 'please' prayer?

If Tom and Tessa have brought some prayer books to show you, look for these kinds of prayers and discuss the words. *This is also in EXPLORE (3) though and can be done there.*

OR If you have a Christian staff member, an 'Open the Book' team, or vicar who could help, plan when to invite them to your class. Which of your questions will you ask?



EXPLORE (1)

what the Bible says about Jesus teaching his followers to pray

Ra I can remember something that happens in a story about Jesus praying

Rc I can recognise the Lord's Prayer as a prayer Jesus taught to Christians

1a I can remember the story of Jesus teaching his disciples to pray and know who it is special to

1c I can suggest what is important about the Lord's Prayer to a Christian

2e I can talk about some of the phrases in the Lord's Prayer

Teacher's note: The Lord's Prayer is central for Christians; Jesus taught it to his followers. It is seen as a model for praying as well as a prayer to use together in worship (it starts 'our father', not 'my father'). Jesus did not give specific instructions for bodily posture or particular rites or use of artefacts. Christians have developed different ways of praying and worshipping over the years; styles vary hugely, but the reason for praying and worshipping is always seen as a response to God who has created, redeemed and loves humanity.



Why did Jesus help his disciples to pray?

Show picture of Tom and Tessa. Tom and Tessa are Christians. Do you remember what this means? Christians are followers of Jesus Christ. 2000 years ago when Jesus lived on earth, he had followers and he taught them all about God. His followers wanted him to teach them how to pray so he did. I wonder what you think he told them to do or say?

Find the story of Jesus teaching the Lord's Prayer in a children's Bible storybook e.g. The Lion First Bible c.49. / The Big Bible Storybook p.178-179. Read and discuss.

OR Use the script and beautiful pictures for the Reflective Story "The Lord's Prayer" which can be found in **A Book of Reflective Stories 2** or on **The Lord's Prayer CD** to explore how Jesus taught his disciples to pray. See Resources.

When children have watched the story, extra pictures can be printed and they can try to tell the story themselves, using cardboard cut-out figures.



What can we find out about how Christians pray from the prayer Jesus taught?

Display a copy of the Lord's Prayer for children to look at and try reading it together. It is a prayer most Christians know by heart.

**Our Father in heaven, hallowed be your name.
Your kingdom come. Your will be done on earth as in heaven.
Give us today our daily bread.
Forgive us our sins as we forgive those who sin against us.
Lead us not into temptation
but deliver us from evil.**

You can show children how the words: Christ, Christian and Christmas all link up – Christ means 'king' or anointed one'. It is a title, not surname, indicating what his followers believed. Christians are 'Christ's ones'.

The story is in the Bible in Matthew 6 v.7-15 and Luke 11 v.2-4.

RE materials on The Lord's Prayer CD provide a whole school RE day on the Lord's Prayer which can be repeated annually with pupils being introduced to different sections of this famous Christian prayer.

The Lord's Prayer is known in several different English

and about any questions they raise

3a I can describe what a Christian might learn about God or about themselves from some phrases of the Lord's Prayer

For the kingdom, the power and the glory are yours, now and forever. Amen

Tom and Tessa know the Lord's Prayer very well. They say it every week at church and sometimes they say it at bedtime too. They have sent us some very special clues to help us find out more about this prayer that Jesus taught his followers.



See the activity about different parts of the Lord's Prayer in **Appendix 1**. **You will need to collect objects to go in a bright shiny bag or box.** OR even better, use a special box for each clue so different children can open them!

Put the different phrases of the prayer up on the whiteboard as you take out each object.

After each activity, ask the children make up and agree an action or two for that line and then read and act the prayer that far.

When all the objects have been seen, the class can perform the words of the Lord's Prayer with all their actions. You could record it as a video for assembly or to loan to a local church!

What does the prayer Jesus taught tell us about why Christians pray?



With a talking partner, children could order cut-out strips with the prayer on and then discuss some "wondering questions".

- I wonder why Jesus' friends wanted to pray like Jesus?
- I wonder which part of the prayer is the most important?
- I wonder why Christians still use this prayer?

You could finish the lesson by playing a sung Lord's Prayer e.g. from the Lord's Prayer CD. See **Resources**.

versions. It is probably better to use the words of the more modern version, but it does not matter if children hear both. Catholic Christians omit the last section of the prayer.

Children may enjoy learning a sung version of the prayer e.g. from the Lord's Prayer CD, which also includes the BSL actions for the prayer.

A TA could mind map the children's responses to each object and add these to photos of the objects and the words of the Lord's Prayer to create a display / or add to the 'Learning wall' at the end of the session.

EXPLORE (2) prayer and worship in

Teacher's note: *Worship comes from an old Anglo-Saxon word meaning 'worth-ship'. To worship God is to give him the love, honour and reverence which is his due as creator, but also because they believe he loves and forgives them.*

Christians worship God or show his importance to them, in different ways: singing, reading the Bible, praying, dancing, clapping, shouting, raising hands, bowing down, giving. They may light candles, kneel, be still and silent: all can be ways of expressing worship and love for God. Worship may take place alone or in community, at home, outside or in a special building.

A collection of pictures of some of these ways of worshipping would be useful. Children could try to find suitable pictures which show these things.

Church Practice

2b I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs

3c I can describe some ways Christians express their beliefs about what God is like in their prayers and worship, using religious terms correctly

Why do Christians go to church?

Remember the sock challenge and all those words about 'praying'; here is a word which got missed out. Lay out large letters to spell: **WORSHIP**.

Here is a song the class may know already: "Everybody's welcome, anyone can come".

- <https://www.vineyardchurches.org.uk/songs/everybodys-welcome/>

Children can clap and bounce along or try to learn the actions from the boys in the video who are practising this song for church. Christians go to church to 'worship' God but what does this mean? Do the words give you any clues?



What is a 'celebration' assembly? How is it like 'worship'?

Tom and Tessa have brought in some stickers / certificates like those given out in Collective Worship or Celebration Assembly at their school.

Talk about what these are for. Then read Tom and Tessa's note:

Hi everyone! We both love it when our names are called out in Celebration Assembly. We love it when our friends clap.

Sometimes our whole class does well and we all cheer! Sometimes after assembly, people come up to us and say things like, 'Well done, you are wonderful!' 'Great job!' 'Congratulations!' 'You are so amazing!'

Mum says that it is a bit like that when we go to church to worship God. Worship is like telling God 'you are amazing and wonderful!' and at church we have lots of ways of saying that to God, for example, in special songs or in dancing or special actions like kneeling down or raising our hands high.




What do Christians who worship God believe he is like?

You had a 'Sock challenge'. This is the 'GREAT big God' challenge! When Christians worship God in song, they use lots of words which describe what they believe God is like.

In the song, the 'house of God' is used to mean 'church'.

'Out of the Ark's 'Songs for Every Assembly' has a song for celebration assemblies called: Well done!

A short blast of 'The Lego Movie' theme: Everything is Awesome! may be useful here or at the very start of the lesson.

	<p>Worship is about telling God he is GREAT because that is what they believe God is like. What other words are there for 'great', words which Christians could use to say how amazing they think God is?</p>  <p>One of Tom and Tessa's favourite words is 'awesome' and they love the song: 'Our God is an awesome God'. In this song the word 'awesome' is repeated lots of times. Try to listen to an example online. Search for Awesome God by Cedarumont Kids.</p>  <p>Suggest alternative words for every time the word 'awesome' is sung. Collect as many as you can.</p> <p>Create a big display of sequined / sparkly / luminous words which could go on a banner in a church or make giant stickers or badges a bit like the ones given out in assembly.</p> <p>In a church, you could use hymn or song books to find other words Christians use to describe the greatness of God when they worship him. You could also find other songs which tell you about Christian ideas of God.</p> <p>With a Christian visitor, you could ask for words they might use to describe God or ask them to look at your lists and see which ones are best, and which they might add.</p> <p>What have we learnt about what 'worship' means and why Christians worship?</p> <p>Finish the lesson with a final sock challenge: can the class make up a sentence containing the words 'Christians' and 'worship' which answers the question above? <i>Maybe if you have the 'Sock Puppets' app you could record the best sentences!</i></p>	<p><i>Our God is an awesome God – Michael W. Smith</i></p> <p><i>There are lots of versions on the internet. Try to find one sung by children e.g. Bethany choir.</i></p> <p><i>There is a 'Sock Puppets' app which will allow children to record their sentences, with lip synch etc</i></p> 
<p>EXPLORE (3) how praying is part of</p>	<p><i>Teacher's note:</i> <i>Christians are encouraged to pray privately as well as publicly in church services. Many parents encourage their children to pray at bedtime and include prayers for family members and others. In the Church of England, the practice of intercession is strong with regular prayers for different areas of life and need. Some Christians like to pray in silence, some use prayer beads (Rosary) – talking to God is part of the Christian way of life.</i></p>	<p><i>See Resources for examples of prayer books for children, mostly available on line. Try to have at least one or two. A</i></p>

Christian Living

2c I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian

2f I can talk about whether praying is important to other people, including Christians, and ask respectfully about why

3b I can describe some typical things Christians might pray about as part of their worship of God e.g. using particular words, postures, songs, actions

Choose at least one of the following to explore:

1. When do Tom and Tessa pray? What do they pray for?

Tom and Tessa always say prayers together at bedtime. Tessa has sent us some of their prayer books and she has written us a note too. *You could read the first part of the note only if you prefer.*



Hi everyone. We love doing bedtime prayers with Granny when she stays over. Sometimes we say the Lord's Prayer or sing a song and hear a Bible story. Then we pray for things we want or for other people. Sometimes we read prayers and sometimes we make up our own.

Once Tom asked Granny if God always answers our prayers. Granny thought hard and said: When you ask Dad for things, you don't always get them. Sometimes Dad says, 'No – it costs too much or it's too old for you!' Sometimes Dad says, 'Maybe; you need to wait.' And sometimes, Dad says, 'Yes, that's a good idea!'

Praying is a bit like that. God sometimes says 'yes' but sometimes he says 'not yet' or 'no'. God knows what is best for us.

Look at children's prayer books and see the sort of things children pray about. Are they **T-S-P** prayers – thank you, sorry and please? (See **ENQUIRE.**) In pairs, ask children to write prayers for Tom and Tessa to use at bedtime with Granny. Turn them into a book.

2. What are intercessions?



At Tom and Tessa's church, different people including the children take it in turn to offer special prayers called 'intercessions'. Intercessions are prayers for other people and for different events that are happening in the world; Christians believe God wants humans to ask for his help.



Show children 5 different cards with pictures on: **a** world /a British flag /a church /a group of friends /someone obviously unwell

child may have one at home to bring in.

In church the intercessions often focus on these key things. Think about different things which might need praying for in relation to these pictures e.g.

- **A world** – places where there has been an earthquake, people are hungry, there is a war, a new hospital is being built, those who work for peace
- **A British flag** – praying for the royal family and the government, for people helping in emergencies, people in need, for teachers, doctors and nurses
- **A church** – for the vicar, for people who the church is helping
- **A group of friends** – for people we know who need help
- **Someone obviously unwell** – for anyone we know who is ill

In Tom and Tessa's church, the 'intercessor' reads the first prayer and then says 'Lord in your mercy...' and the congregation replies. 'Hear our prayer'. Then the 'intercessor' reads the next prayer and so on until the final prayer when everyone says 'Amen'. Can you remember what 'Amen' means? i.e. Yes, I agree.

Try writing some intercessions. Ask the local vicar, or a member of the local parish church about intercessions. Ask them to read yours and see what they think!


3. Can people pray inside their heads?

A special verse from the Bible says: 'Be still and know that I am God'. Being still and quiet can be another way of praying. Christians say God knows what you want to say and although he loves to hear your words, he also understands when you don't know the words to say or just want to sit with him, like sitting with a favourite relative!

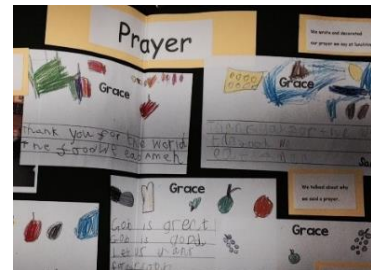
Lay out some sparkly material with a candle with some beautiful pictures of nature surrounding it. Sit children round the edge.



Put on some quiet Christian music or a Taizé chant (see **Resources**). Light the candle and try to be still and silent for 2 or 3 minutes.

	<p>Some Christians like to be still and pray inside their head. How did it feel to be quiet? Were you able to keep really still? Did the quiet music help? What words do you think Christians might say to God in the quiet?</p> <p>4. Why do some Christians pray with beads?</p> <p>Gather children around and thread beads onto a string. For each bead think of someone a Christian might pray for. Some Christians use a string of beads to help them with their prayers.</p> <p>Speak to a Roman Catholic or Orthodox Christian about the use of prayer beads – they differ in the two communities – and see what you can find out about how they are used and why people find them helpful.</p> <p>Create a paper chain with ideas on each paper strip about who Christians should pray for.</p>  <p>5. Why do you pray to God and worship him?</p> <p>Invite a Christian visitor to class. Allow time for children to say some of the things they have already found out. Show the pictures and writing they have already done.</p> <p>Then take it in turns to ask questions of your Christian visitor:</p> <ul style="list-style-type: none"> • <i>Do you pray to God? When do you pray and where? Why do you pray?</i> • <i>How did you learn to pray? Did someone teach you?</i> • <i>What do you say when you pray to God?</i> • <i>Do you use anything to help you when you pray to God?</i> • <i>What words do you use to describe God when you pray e.g. holy, loving?</i> • <i>What is your favourite way to worship?</i> 	
<p>EVALUATE your RE learning about why Christians</p>	<p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. 	<p>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</p>

<p>pray and worship God</p>	<ul style="list-style-type: none"> • Use the Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. 	<p><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</i></p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p>Teacher's note: You will have done a variety of work during the unit which may have been shared with others. In the 'expressing' be sure to encourage use of key words from the unit.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Make a sock puppet display of photos and the sentences the children created using the key words. • Make a display of prayers the children have written or their prayer books. • Create an artistic response to the Key Question. Each child has a large blank cross or a church shape and decorates it in a way they feel expresses why Christians pray to God and worship him. Provide lots of paint, glue, tissue paper, sequins, felt tip pens ...and access to word banks, cut out words, etc to help them write an appropriate label and add work to the Learning Wall. • Make a prayer area in a corridor / foyer. Display pictures of people praying, prayer artefacts, copy of the Lord's Prayer, picture of the Feeding of the 5000, etc. Add a battery-powered candle. Play a prayer song on a loop quietly in the background – see Resources. Invite children to use the area for their own prayers, providing writing materials and a box to put prayers in if wished. 	<p><i>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</i></p>



APPENDIX 1: Feely Bag exercise for the LORD'S PRAYER

Feely bag objects	Lord's Prayer Phrases	Questions to ask *	Possible Christian explanation
Super dad medal – make one from gold card	"Our Father in heaven"	What kind of a dad would win a 'superdad' prize?	Jesus wants people to know they are praying to someone better than even the most loving father. He will never let people down or give up on us.
Gold envelope + name sticker for each child inside. One sticker says 'God'.	"Hallowed be your name"	How would it feel if we tore up the sticker with your name on?	This shows that a Christian believes God is special and holy and that his name, which represents who he is, should be treated with respect and reverence.
Crown (e.g. home-made gold one or one from a burger chain!)	"Your Kingdom come, your will be done on earth as it is in heaven"	If God is King, where is his kingdom and what is it like?	Jesus' followers should pray that people will live how God wants now, choosing God as their King. If that happens, it will be like a bit of God's kingdom (heaven) on earth now.
Bread (real) – break and pass round	"Give us this day our daily bread"	What things do you think we all need in life? (not just bread)	God is like a good parent who provides for his children. He wants people to ask him for what they need.
An old children's book scribbled on and with pages torn	"Forgive us our sins as we forgive those who sin against us"	How would you feel if you had spoiled someone else's book and they forgave you?	Sometimes others hurt people very badly, and it is hard to ask God to help forgive them. Jesus said that if people want God to forgive them, they have to forgive others.
Big bag of sweets	"Lead us not into temptation but deliver us from evil"	How do we stop ourselves taking what is not ours?	Jesus wants to lead his followers in good ways. He promises to help them when they are tempted to do wrong, he can save them, guide them and protect them.
Gold thread – big enough to create a circle for all to hold.	"For yours is the kingdom, the power & the glory, for ever & ever."	What might it be like to have the "power" for ever and ever ...?	Time is like our thread; it goes on and on now it is tied. For Christians, God is the greatest, king of everything, stronger and more wonderful than everything, now and always.
Laminated speech bubble "Yes! I agree!"	Amen	How do we finish a letter to a friend?	At the end of a prayer, or sometimes during one, Christians say "Amen" – Hebrew for "Yes, I agree" or "So be it". <i>Jewish people and Muslims also use 'Amen'.</i>

*** Timed discussion with talking partners before giving responses – even if only 30 secs- use a timer!**

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 When do you say thank you and who to?
Developing: Draws on the lesson material	Q2 What different kinds of praying have you learnt about?
Expected: Applies concept / answers key question	Q3 Why do Christians pray to God and worship him?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How do people in other religions pray? How is it the same or different?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	<i>Ra I can remember something that happens in a story about Jesus praying</i>	<i>Rb I can recognise something a Christian is doing because of their religion e.g. praying</i>	<i>Rc I can recognise the Lords' Prayer as a prayer Jesus taught to Christians</i>	<i>Rd I can talk about something that my family teaches me</i>	<i>Re I can talk about something interesting in the story of the feeding of the 5000</i>	<i>Rf I can talk about when I think I should say thank you</i>
Y1	<i>1a I can remember the story of Jesus teaching his disciples to pray and know who it is special to</i>	<i>1b I can use the right words to talk about Christians praying at mealtimes e.g. grace, God, amen</i>	<i>1c I can suggest what is important about the Lord's Prayer to a Christian</i>	<i>1d I can talk about when I need to ask someone for help in my family, or my class, or my faith</i>	<i>1e I can ask why stories are told, including the story of Jesus feeding the 5000 and what I learn from it</i>	<i>1f I can talk about what happened when someone said thank you to me and why I liked it</i>
Y2	<i>2a I can tell the story of Jesus praying before feeding five thousand people and say why it might be important to a Christian</i>	<i>2b I can talk about how some Christians pray together at church e.g. the Lord's Prayer, intercessions, silence, rosary, songs</i>	<i>2c I can say what a rosary stands for, why a candle might be used or what a worship song is about, for a Christian</i>	<i>2d I can ask respectfully about whether my friends or other people I know belong to groups which learn how to pray</i>	<i>2e I can talk about some of the phrases in the Lord's Prayer and about any questions they raise</i>	<i>2f I can talk about whether praying is important to other people, including Christians, and ask respectfully about why</i>
Y3	<i>3a I can describe what a Christian might learn about God or about themselves from some phrases of the Lord's Prayer</i>	<i>3b I can describe some typical things Christians might pray about as part of their worship of God e.g. using particular words, postures, songs, actions</i>	<i>3c I can describe some ways Christians express their beliefs about what God is like in their prayers and worship, using religious terms correctly</i>	<i>3d I can recognize some of the things which influence what I know / think about praying e.g. family, friends, faith</i>	<i>3e I can ask good questions about the reasons for saying sorry and communicate some of my ideas for answers</i>	<i>3f I can link things that are important to me about saying thank you with the way I think and behave</i>

Resources for this enquiry:

In this unit, Tom and Tessa are imaginary Christian characters who enable a teacher to present things Christian children learn or do in a way which is easier to handle than talking abstractly about religious people. Tom and Tessa also appear in the EYFS units in the Emmanuel Project. Similar children e.g. Zoe (Jewish) were created for other KS1 RE units.

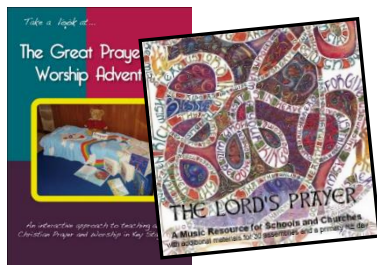
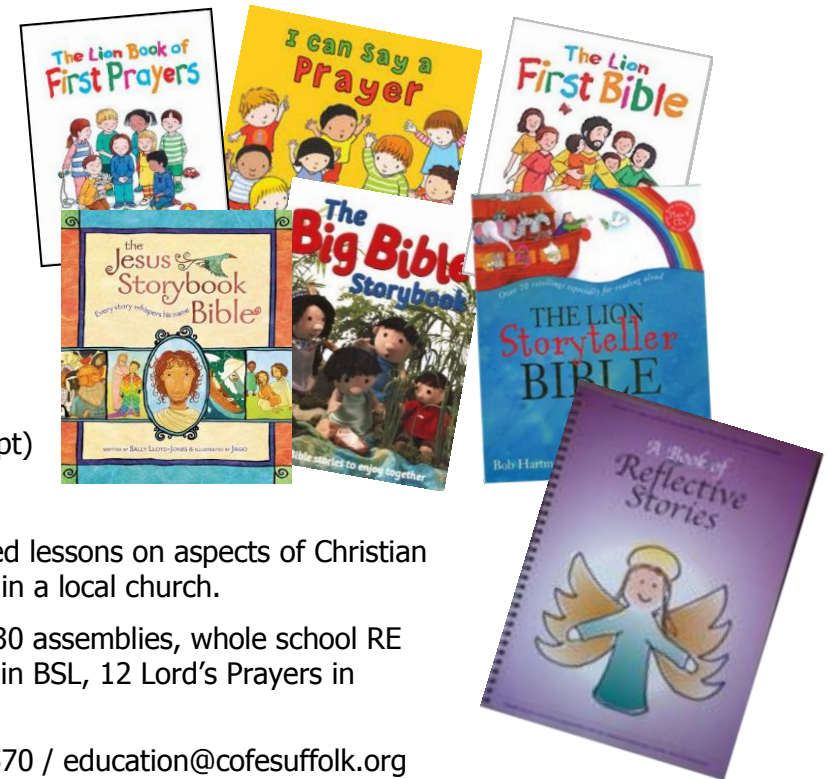
You can create your own Tom and Tessa by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. The children's names are immaterial; feel free to change them, especially if the name already appears on your class register!

Sometimes scenarios are created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Christian artefacts or books! Here are suggestions for this unit:

- A children's story Bible (see below)
- Children's prayer books (www.lionhudson.com)
- Lord's Prayer - book or on a plaque / bookmark
- Grace cube (sometimes called a mealtime cube)
- Rosary beads for Catholic children

Some recommended Bible story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Jesus Storybook Bible by Sally Lloyd Jones
- The Lion Storyteller Bible by Bob Hartman (Lion Hudson)
- A Book of Reflective Stories 2 (book + CD of scripts including Lord's Prayer Script) from Discovery Centre, Bury St Eds / dcoffice@stedscathedral.org



The Great Prayer and Worship Adventure – Detailed lessons on aspects of Christian prayer and worship, plus pictures of interactive stations in a local church.

The Lord's Prayer Project – 13 sung Lord's Prayers, 30 assemblies, whole school RE Day, Reflective Story, interactive stations, Lord's prayer in BSL, 12 Lord's Prayers in different languages, beautiful artwork.

Both from Diocesan Education Team - 01473 298570 / education@cofesuffolk.org

Books of Prayers:

- A Child's book of Graces – Lion Hudson
- My Very First Prayers to know by heart – Rock / Aycliffe
- My Little Prayers – Williamson and Enright
- My Very Own Book of Prayers – Box and Cox
- The Lion Book of Prayers to know and love – Piper and Lewis
- Thank You, God – J. Bradely Wigger (Eerdmans)
- Praying with your Five Fingers – Pope Francis



Making your own Grace cube:

- <http://childrensministry.org.au/2011/03/grace-cube-lent-resources/>
- <http://www.embraceme.org/shop/product/meal-time-grace-cube>
- **Simple prayer songs from Taize** e.g. Bless the Lord
- **Christian artefacts** e.g. rosary beads, prayer books and grace cubes can be bought in Christian bookshops or on the internet or from <https://www.tts-group.co.uk/primary/re/religious-artefact-collections/>
- **Prayer Spaces in Schools** - a very successful Christian resource to help provide activities offering pupils space to pray and reflect. Some lovely ideas to use with young people of varied backgrounds. <http://www.prayerspacesinschools.com/home>



Initial ideas for this unit were worked on by Karen Walmsley and Katie Orchard and revised by Helen Peats (St Margaret's CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Schools' Adviser) in 2019. Thank you for all your hard work!