

By the end of this unit pupils will know that:

Th	prayer is the way in which believers communicate with God.
Th	prayer is connected to faith.
Ss	beliefs are revealed in the content of prayers.
Ss	some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day.
Ss	prayer can be very informal and private.
Ss	prayer can be a formal set of words. It can also be very creative and varied.
Ss	believers gather together to pray as a community of faith.

By the end of this unit pupils are expected to be able to:

Ss	identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles, holding crosses, beads and prayer flags.
Th	talk about the similarities and differences in the ways people of faith pray.
Ss	talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.
Th	identify similarities and differences between the way believers pray across world faiths.
Ph	talk about what they believe prayer to be and what it means to them.

I know:	✓	?
prayer is a way of communicating with God.		
prayer is an important part of the life of a believer.		
prayer impacts on the daily life of a believer.		
prayer can be very informal and private		
believers gather together to pray		
that for some people of faith the direction in which they pray is important.		
that for some people of faith it is important to wash before you pray.		
I can:	✓	?
talk using religious language about prayer in Christianity.		
talk using religious language about prayer in the world faiths studied.		

talk about my own experiences of prayer and what it means to me.		
identify the Christian beliefs revealed in the language of prayer.		
identify similarities and differences between the way believers pray across world faiths.		
identify artefacts used at times of prayer by people of faith.		
identify the beliefs of a Muslim/Hindu in the language of prayer.		