

Croydon SACRE

**Croydon Agreed Syllabus for
Religious Education 2024 - 2029**

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Year 3 Curriculum

What do different people
believe about God?





Year 3

What do different people believe about God?

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Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways community's care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Key Stage 2 Guidance

To deliver the programmes of study schools will need to devote 5% of curriculum time to RE at Key Stage Two which is the equivalent of 45 hours per year.

Statutory requirements at Key Stage Two:

- The Key questions for the lesson which are the learning objectives of faiths and beliefs to be studied.
- At least two visits to a place of worship during the key stage.
- Coverage of Harvest, Christmas, and Easter for KS2 pupils in each year. There is information on different ways to celebrate these in the Introduction pages. This will ensure progression.
- The programmes of study for Key Stage Two have been devised to encourage pupils to explore religion and belief as a living community-based way of life and to celebrate the diversity of our Croydon Community. In Key Stage 2 there are three themes per year so that teachers can spend quality time in lessons.
- Two components which relate to the current attainment targets.
 - AT1 – Learning about religions and world views
 - AT2 – Learning from religion and human experience.
- Resources are suggested to enhance lessons. The resource sheets mentioned can be found at the end of each year's units.
- General resources can be found on a separate tab.
- There is also a glossary at the end of each termly unit.

KS2 Adaptive Teaching ideas

Sensitivities

- Some concepts may still be abstract and new ones may add to the cognitive overload. · Children may be more familiar with their own 'self' and ideas related to themselves and family.
- Recording / writing may still be difficult - consider this at the outset for success.
- For some SEND children, learning questions may still be able to be answered but how this is achieved may look different.
- Some children may have expert knowledge if learning relates to them. Plan for this to enable them success
- Consider any sensory issues
- Some children will require parallel activities not within these adaptations
- When assessing, give children a chance to show what they know using alternative materials/ means or provision where necessary.

Adaptations for including children in discussions

- Pair children according to need.
- Use 'think, pair share' to allow children time to think, discuss their ideas.
- Plan questions in advance. Consider using blanks level questions (select type depending on need)

- Consider allocating roles in a discussion to keep children focused.
- Plan carefully for transition times between discussions. Prepare children for this using visual prompts or warnings.
- Where needed, adults to have visual prompts with child/ children they are working with as well as class teacher.

Strategies

- Use videos and real-life experiences (photos of children in your class). Use other children as experts.
- Use real objects allowing children to handle (where possible).
- Use simplified language when discussing ideas/concepts · Begin to reflect on prior learning to make links and connections.
- Consider how writing may be a barrier to success and plan independent tasks carefully. Identify the 'RE learning' you want to take place and plan activities for success.
- Make use of workshops/ visits/ visitors where possible. · Use pictures and symbols to make Learning Questions clear and visual.
- Try and ensure tasks are interesting and engaging and incorporate a wide range of learners needs (visual, kinaesthetic, multisensory for example).
- Teach in small chunks. All learning questions may not be achieved in each lesson.

Adapted outcomes

- Use some key vocabulary functionally.
- May be able to discuss things that they have experience of related to themselves.
- Identify objects and artefacts using pictures/ continual visual aids as a prompt.
- Take part in some activities which support learning.
- Unable to relate to abstract concepts such as faith, friendship, belief.
- Unable to transcribe at a level which reflects their understanding.
- Learning should remaining challenging but adaptations should be made (where needed) to make outcomes achievable.
- Verbal feedback should be considered where understanding might be a challenge.
- Take into account children's variety of responses (verbal, group work) when assessing against any learning criteria.

Teaching Vocabulary

- Select essential vocabulary for children to learn. Where possible, pre teach vocabulary and revisit where possible.
- Have vocabulary accompanied by an image, displayed around the class. Consider using real images as opposed to cartoons.
- Teach new words in context. · Play games to reinforce learning of a new word in a fun way.
- Use word trees to build vocabulary and reinforce over time.

- Use mind maps to revisit prior learning and connect ideas and concepts.
- Use word mats which show key vocabulary with pictures.
- Try and keep the pictures used consistent with those used in any teaching or resource.
- Label resources to support

Adaptive Teaching

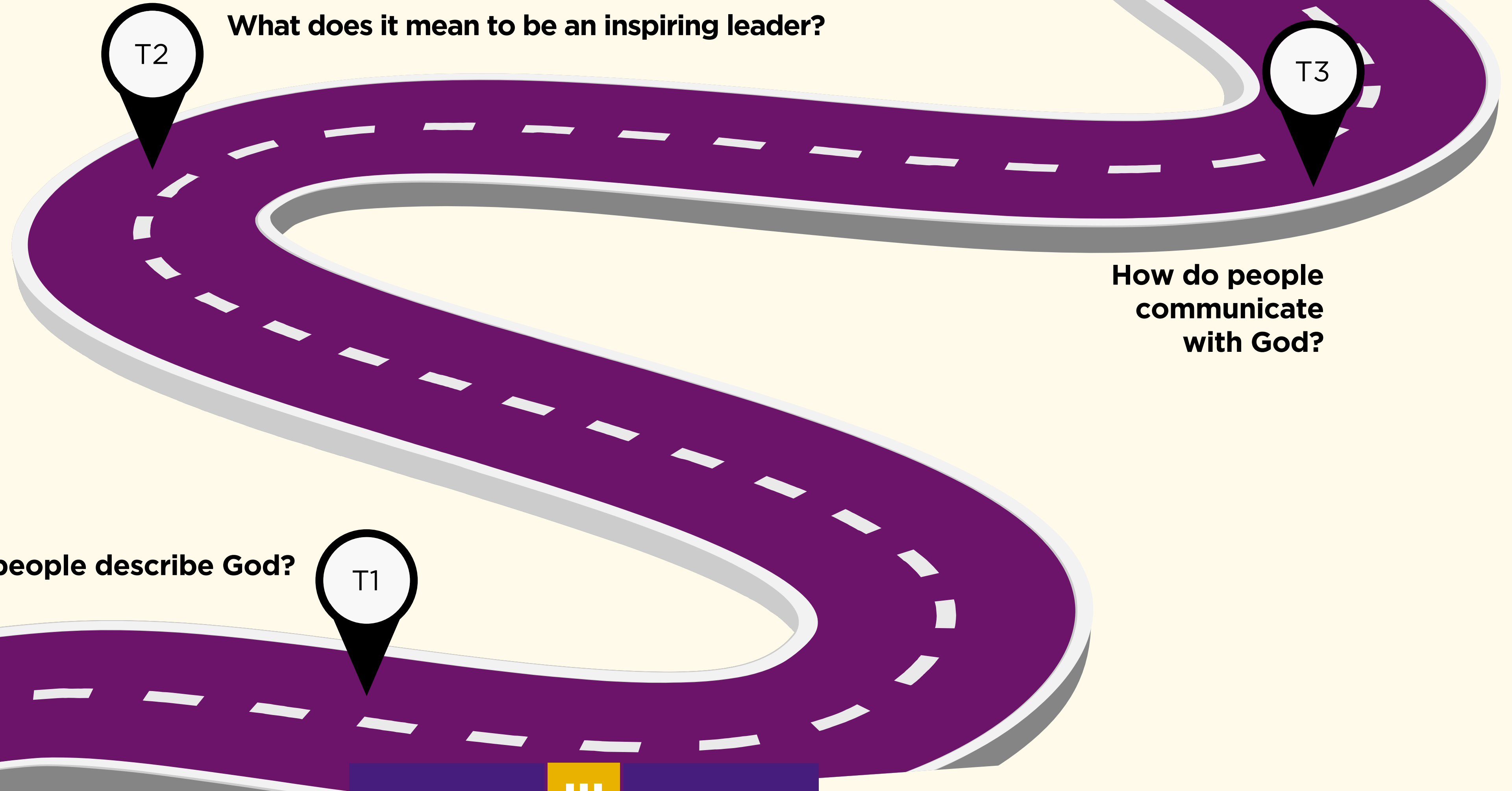
- Consider ICT, for children to create presentations etc as an alternative to writing.
- Adapt how children show understanding- discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions.
- Use pictures/images on resources as a prompt. · Incorporate drama/ roleplay/art where appropriate.
- Use a range of mixed peers/ near peers and group tasks as well as individual tasks.
- Where possible, use local references and photos of things they may be familiar with.
- Pupil made videos to show learning for some children where writing is a barrier

Further help

Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk) For a range of games/ clips LGfL Home | LGfL BBC Bitesize for clips Blanks level s of questioning BBC teach.

Year 3 Roadmap - Big Question

What do different people believe about God?



How do different people describe God?

What does it mean to be an inspiring leader?

How do people communicate with God?

Year 3 - Autumn Term - What do different people believe about God?

How do different people describe God?

What a child needs to know and remember by the end of the unit:

- Children consider what is important to them, what do they believe in?
- Learn about what each of the featured religions believes about a deity.
- Reflect on why people believe in God and why they don't

What a child should be able to do: (Assessment)

- Talk about what God is like and that some people do not believe in God
- Explain what some faiths think about God
- Compare what different faiths believe.

Background knowledge for teachers:

Jews, Muslims and Sikhs believe in one God

Christians believe in one God and Jesus is his son

Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God

Humanists and Buddhists do not believe in a God

Prior knowledge

- Previous Early Years/Y1+2 content on Christianity, Islam, Hinduism and Judaism

Specific Vocabulary:

- Jesus| Trinity| Creator
- Holy Spirit| Judge
- Forgiveness Shepherd
- Allah – Shahadah – Tawhid| Waheguru| Mool Mantar| Ik Onkar| Brahman | Aum | Trimurti

Key words:

- Monotheism| Polytheism
- Equality| Belief| Authority| Mezuzah| Yom Kippur
- Moses| Buddhism| Enlightenment| Deity

Sensitivities

Comparing personal beliefs

British Values Addressed

Respect for others

School Values Addressed

Kindness
Respect

Questions to consider:

Who is God?

How do Christians describe God? What is the Trinity?

How do Jewish people describe God and how important he is?

What does Tawid and Shahada tell us about what Muslims believe about God?

What does the Mool Mantar tell us about God? (Sikhs)

Why is the Trimurti important to Hindus?

What do Buddhists and Humanists believe about God?

What have you found out about God?

Core Concept

To suggest what a belief in God could mean

AT2

What is God like?
Who is special to us?
How do we show it?

Scheme of learning

Year 3 - Autumn Term

How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who is God?	Jews, Muslims and Sikhs believe in one God Christians believe in one God and Jesus is his son Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God Humanists and Buddhists do not believe in a God	• What do you picture when you think of God? • Do all religions have a God? • Do some religions have more than 1 God? • What do people do if they don't believe in God? • How is God the same through religion? • How is God different? • How do people show they believe in God? • What do people believe in if they don't believe in God? • What similarities (and differences) are there in people's beliefs about God(s) across religions?	Recap and Find out what children know about God and what they would like to find out. Find out what children believe and what they would like to find out about what other people believe	List words of different qualities and names for that the Children have heard of for God Photos of authority figures –Prime Minister, head teacher, police	Monotheism Polytheism Equality Belief Authority Thankful



Scheme of learning

Year 3 - Autumn Term How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Christians describe God? What is the Trinity? (2 lessons)	Know that Christians are Monotheists and believe in 1 God believe that there is One God, who is Father, Son and Holy Spirit. Christians believe in the Trinity, but it is important to understand that this does not mean that Christians believe in three gods God the father Jesus Christ, who took human form (incarnation) so that people can know God the Father. Holy Spirit, God's presence in the world today, at work amongst his people. Each person within the Trinity is important. They each have clearly distinct roles that are equally important. They work in unity together to bring about God's will on earth.	- Are we the same person to everyone we meet? I.e. sister, daughter, friend, student..... - What does the word Trinity mean? - How can someone be 3 things but 1 God? - Do all Christians believe the same thing about the Trinity?	Explore how we are different things to different people. (student, daughter, granddaughter, Compare this to the Trinity Explore the Trinity and that God is 3 in 1. Father the son, Holy spirit. How would you describe each? (use an apple as an example, all different parts but all make up the apple).	Look at Psalm 23 how does this describe the God that Christians believe in. https://request.org.uk/wp-content/uploads/2013/11/Christianity-Basically-The-Trinity-v2.mp4	Jesus Trinity Creator Holy Spirit Judge Forgiveness Shepherd

Scheme of learning

Year 3 - Autumn Term How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Jewish people describe God and how important he is?	Jews are monotheists and believe in 1 God who is God as creator, carer God is referred to as Yahweh (yaa-way) The Shema Deuteronomy 6:49 which is kept in a mezuzah and on doorposts in Jewish houses and the Synagogue is read to declare one's belief in God. Mezuzahs are reminders of God's presence and of his commandments. These were studied in Year 2	- How do Jews show that they believe in God? - Do you think it is important to have reminders put up of people you love?	Jewish people think of God as the creator, the King of Kings and Merciful and Just among other attributes. Read the story of Moses and the burning bush Exodus chapter 3 for ideas on how Jewish people view God.	Discuss the story. What else did God do with Moses? The Talmud teaches that Jewish people should say thank you 100 times a day- do you agree? Make a list of things that you could say thank you for.	Mezuzah Shema Moses Talmud
What does Tawid and Shahada tell us about what Muslims believe about God?	Muslims are Monotheists and believe in 1 God called Allah although he has 99 different names (talked about in year 2 so this will be a review) Shahadah is the 1st and most important of 5 Pillars of Islam. It is the declaration of faith also used before prayer, at birth, death and English translation is" I bear witness that there is no deity but God, and I bear witness that Muhammed is the Messenger of God." TAWID-Allah is the Creator of everything. Allah provides sustenance for all of His creations. Allah is the one who gives life and death to His creations. Allah has control over everything.	- Recap-Why might someone have more than 1 name? - Do any of you have more than one name? - Do you have any nicknames? - Do Muslims believe some of the same things as Christians or Jews?	Talk about the 5 pillars of Islam. The Shahadah is the first pillar- why is it so important to Muslims? Allah provides sustenance for all of His creations. Allah is the one who gives life and death to His creations. Allah has control over everything Allah is perfect and there are no pictures of Allah. Everything made has an imperfection-look at a prayer mat and try to find an imperfection in the weave.	Read the story of the Night of Power- what does this tell you about the way Muslims think of Allah My Muslim Faith' (rainbows big book) _ Evans ISBN: 0237 520141 The 5 Pillars of Islam - BBC Teach video https://www.bbc.co.uk/teach/school-radio/articles/zvvvp4j	Allah Shahadah Tawhid

Scheme of learning

Year 3 - Autumn Term How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What does the Mool Mantar tell us about God? (Sikhs)	Know that Sikhs are monotheists and believe in 1 God who guides and protects them. They believe that there are many paths to God. Sikhs believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good life The name most widely used for God by Sikhs is Waheguru, which means 'wondrous enlightener'. The Mool Manta was written by Guru Nanak and gives a short description of what God is like (also known as God's nature). God is conceived as the Oneness that permeates the entirety of creation and beyond. It abides within all of creation as symbolized by the symbol Ik Onkar.	- How is this similar/different from some of the other groups we have looked at? What about your belief? - Is it possible for different religions to believe in the same God? - How do you feel when you don't know if someone is telling the truth? Can you trust them? How do you feel when someone is being truthful? What difference would it make if someone was always totally truthful? How might this be helpful to Sikhs, to worship the God who is always True?	Give the children a copy of the Mool Mantar to explore. Discuss with a partner/group how it describes God. Mool Mantar- Ik Onkar The first line of the Mool Mantar is "Ik Onkar", which means "There is only one God" There is one god, named truth, the creator, without fear, without hate, timeless in form, beyond birth, self-existent, (known by) the grace of the Guru.	English version of the Mool Matar https://youtu.be/bac21Qrnsqc?si=WZf9MAAt-5AHbiCUk Write your description of how Sikhs see God from your reading of the Mool Mantar	Waheguru Mool Mantar Ik Onkar.

Scheme of learning

Year 3 - Autumn Term How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is the Trimurti important to Hindus?	Tri means 3 and Murti is a devotional image such as a statue, or icon, or idol of a deity or saint In the material world there are three principal duties called the Trimurti (literally meaning the three deities) They correspond to God's function in our world of creation, sustenance and destruction. The Trimurti are: Brahma- the creator Vishnu- the maintainer Shiva- the destroyer God also exists beyond this world as an impersonal force (known as Brahman) and as the Supreme person (known by many names eg Krishna, Rama, Vishnu) . The Brahman is regarded to be the great radiance emanating from the Supreme Lord.	- Have you ever felt some days that you are a different person? Do you change your behaviour with different people? - Do you think that one person can have different personalities? - What does tri mean? Do you remember seeing this when we talked about Christianity? Trinity	Discuss our many roles in everyday life i.e. daughter, friend, artist, student, musician Religious Studies KS2: Meeting two young British Hindus - BBC Teach Write the word Trimurti	Show children a variety of artefacts or pictures of Brahma, Vishnu and Shiva Discuss what they think they are, what they notice and what symbols they see that might be present. Religious Studies KS2: Meeting two young British Hindus - BBC Teach https://www.bbc.co.uk/teach/class-clips-video/articles/zkghf4j#:~:text=They%20believe%20God%20is%20present%20in%20all%20living,with%20God%20instead%20of%20continuing%20to%20be%20reborn. Pictures or statues of the Deities	Brahman Aum Deity Trimurti

Scheme of learning

Year 3 - Autumn Term

How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Buddhists and Humanists believe about God? (Humanist ideas recap from Y2)	Buddha is not a God. Buddhism is not about what we believe but what do. Buddhists do not believe in God but a spiritual connection to the universe. Buddhism is centered on the teachings of Siddhartha Gautama a man who became known as the original Buddha – the enlightened one. Buddhists believe that human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve and maintain enlightenment or nirvana. Humanists do not believe in a God or any supreme being.	- What do Buddhists and Humanists believe? - Do they have anything in common through their beliefs?	Consider the questions. Introduce the idea of Buddha a man who became enlightened. What are the four sights? Why are the four sights so important to Buddhists? What consequences did Buddha’s actions have on his family? What experience have you had that has affected your life, or someone you know? Do people have to suffer in order to learn about life? Why do you think this might be? Why do experiences of this kind lead to great changes in people’s lives?	Look at the Resource The Four Noble Truths of Buddha Discuss how you would feel if you saw these sights. Can you understand why Buddha meditated on them and came up with the 4 Noble Truths? . Resources: The Four Noble Truths -The four sights	Buddhism Enlightenment
What have you found out about God?	Children draw own conclusions about the belief in God from different religions Children can talk about what is new that they have learned.	Have we found out what God is like?	Most religions have a God/ deity who is prayed to who is an Authority figure and Creator	Compile own list of similarities and differences.	Authority Respect Special Belief

Glossary

Year 3 - Autumn Term How do different people describe God?

Monotheism	Believing in one god
Polytheism	Believing in many different Gods
Mezuzah	A container on the doorposts of Jewish homes which contains the Shema which is a prayer to remind Jews that God is great
Shema	Deuteronomy 6:4 the central prayer of morning and evening Jewish services. Also found inside a Mezuzah
Talmud	Compilation of teachings and discussions that are the foundation of Jewish religious law and theology
Tawid	The oneness of Allah, the Muslim name for God
Shahadah	1st Pillar and declaration of faith by Muslims
Waheguru	God’s name in Sikhi
Mool Mantar Ik Onkar	Mool Mantar a declaration of God by Guru Nanak and Ik onkar is the first word meaning there is only one God
Aum or Om	The sound that was present when the world was created



Assessment Opportunity

- Talk about what God is like and that some people do not believe in God
- Explain what some faiths think about God
- Compare what different faiths believe.



Year 3 - Spring Term - What do different people believe about God?

What does it mean to be an inspiring leader?

What a child needs to know and remember by the end of the unit:

- Explain what a leader is.
- Identify the significant leaders of each religion and give some facts about them and their life-
Christianity: Jesus| Buddhism Siddhartha Gautama|
Islam: Prophet Muhammed | Judaism: Moses| Sikhism: Guru Nanak.

What a child should be able to do: (Assessment)

- Be able to identify the significant “leader” for each religion
- Be able to explain why these people are important.
- Be able to identify some similarities and difference between the leaders we have learned about.

Background knowledge for teachers:

Jews, Muslims and Sikhs believe in one God

Christians believe in one God and Jesus is his son

Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God

Humanists and Buddhists do not believe in a God.

Prior knowledge

- Early life of Moses in KS1
- Beliefs about Jesus KS1

Specific Vocabulary:

- Commandments
- Prophet
- Hadith
- Qur'an
- Enlightenment 4 Sights
- Moses Plagues

Key words:

- Inspire
- Influence
- Wisdom
- Fairness
- Justice



Scheme of learning

Year 3 - Spring Term What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What does it mean to inspire? What is a leader?	Inspire- to fill (someone) with the urge or ability to do or feel something	- Who inspires us? (Parents, teachers, singers, You tubers, actors, superheroes) - Why do people look up to them? - What skills must they have? - How would these make someone a good leader?	Discuss what makes these people good leaders. Generate questions about how leaders inspire us and add to a mind map. Come back to this at the end of the unit to answer. Reflect on the commitment that makes key religious figures significant consider the impact of the commitment of significant people of faith on the lives of others	Write the word inspire record what children think this means. Make a mind map listing different kinds of people we look up and some of the reasons why the children look up to them.	Inspire Influence
Who is Jesus and how did he inspire Christians?	Christians believe that Jesus is the son of God sent to help people on earth.	- Why do you think Christians find Jesus is such an inspiring leader to Christians? What made them want to follow him? - What are some of the things Jesus is known for? - What sort of Man was Jesus? - Why did some people dislike Jesus? - How did Jesus teach? (parables)	Review prior lesson and ask same questions about Jesus Generate questions to ask a Christian about how they feel about Jesus and why they are important to them, Look at the calming of the Storm Mark4:35-41 this is one of the miracles Jesus performed and shows his authority. Look at some more of Jesus Miracles and parables to understand how he inspired people	Look at the calling of the Disciples – write the thoughts of the Disciples as he called them. Jesus followed the 10 Commandments and then gave another one ‘ To Love one another’. Look at the film of the sermon on the mount (https://youtu.be/Ze7w3-BL3OM) God’s Story: Sermon on the Mount - YouTube https://www.youtube.com/watch?v=Ze7w3-BL3OM	Commandments

Scheme of learning

Year 3 - Spring Term What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who was Siddhartha Gautama and what caused him to seek enlightenment?	Siddhartha Gautama was a prince who grew up in luxury and was shielded from aging, sickness and health. Against his father's orders he left the castle and saw an old crippled man, a sick man, a dead man, and a holy man with no home. He gave up everything to understand how to take suffering out of the world Most religious people pray to their God. Buddhists do not pray to a God but meditate to connect with the universal spirit.	Why is there suffering in the world?	Look at the story of Siddhartha Gautama and how he was a Prince with a very privileged life Look at what he discovered when he left the castle and how did that change how he viewed the world (4 sights) Discuss suffering today and give examples.	Rewrite the story of Siddhartha / story map/ comic Draw a poster of the 4 sights and explain how they made Siddhartha feel and why. How did these influence him? https://youtu.be/1wUh3E9PSbI (video) https://bedtimehistories.com/siddhartha-gautama-buddha-for-kids/ (good for facts)	Wisdom Enlightenment 4 Sights
Who was the Prophet Muhammed (PBUH) and why Muslims respect him?	The Night of Power, known as Lailat al Qadr, marks the night where the Qur'an was first revealed to the Prophet Muhammed by Allah, through the Angel Jibrail This night is regarded as the most important event in history for some Muslims. The Night of Power in Islam takes place during Ramadan. Muhammed is respected not worshiped Importance of following his example and the Hadith No pictures because he is not to be worshipped	- Why do you think Allah chose Muhammed to be his prophet? - How did Allah make himself known to Muhammed ? - Why was Muhammed so special? Why are there no pictures of him?	Tell the story of how the Quran was revealed to Muhammed PBUH Look at the extract from the Prophet Muhammed's last sermon. How would people have felt when they heard this? Listen to some of the examples of his sayings and think of an important message for your friends	Read the Hadith Resource Sheet and think of situations where the Hadith would guide actions. Depict in a series of pictures with thought and speech bubbles. Resource sheet: Events in the Life of Prophet Muhammed Resource sheet: Words of the Prophet Muhammed - from his last sermon. Resource sheet The Hadith	Prophet Hadith Quran

Scheme of learning

Year 3 - Spring Term What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who was Moses and how did he inspire the Jews? (The Exodus and Later Life)	He was the prophet who led the Hebrew slaves out of Egypt 10 Plagues were God's punishment to the Egyptians as the Pharaoh would not release the slaves Crossing of Red sea Moses is the channel between God and the Hebrews, through whom the Hebrews received a basic charter for living as God's people.	- What do you know already from KS 1 about Moses? - Why do you think Moses was chosen by God? - How did Moses show that he was a messenger of God? - Do you think it would be difficult to stand up to someone who didn't treat you or your friends kindly or fairly? Why or why not?	Recap learning from KS1 on Moses. Talk about how Moses inspired the people to follow him through the desert. Look at the video Moses and the 10 commandments	Story maps News report/interview of pharaoh and the 10 plagues/ Moses and his message from God Hot seating/role play of the slaves, pharaoh, Moses Moses and the 10 Commandments - Vlog #1 - BBC Teach https://www.bbc.co.uk/teach/school-radio/articles/zjqbf82	Moses Plagues
Who is Guru Nanak and how did he spread his teaching?	Guru Nanak was the creator of Sikhism, and the first of the ten Sikh Gurus. Mysteriously disappeared for 3 days. When he returned, he began to preach the Sikh religion. He taught that there was one God and that all people are equal, regardless of class or gender. Which was different from the strict caste system of Hinduism He taught people that he believed that there was one God and that everyone can have a relationship with God through meditation.	- Who was Guru Nanak? - What happened when he disappeared? - What happened in his life to make him so important? - Why did he found the religion of Sikhism?	Show the story of Guru Nanak to the pupils. Discuss how he taught that all people are equal Look at the words of the Mool Mantar for evidence of what he believed.	Children to work in groups research different aspects of Guru Nanak's life. One child from each group to 'cascade' their findings to another group. Use a silhouette of Guru Nanak. Outside use words that describe him physically/his actions. On the inside write the qualities he showed. Read and discuss the teachings of the stories. As a class and then individually create statements of what Guru Nanak might say and what pupils themselves would say about how everyone should behave towards others https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt BBC Teach https://www.youtube.com/watch?v=twkJ1pc5BvU	Fairness Justice

Scheme of learning

Year 3 - Spring Term What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Which people are important to Humanists?	Humanism is a non-religious worldview and does not have a central doctrine or texts. It identifies science and rationalism as the best way to understand the world, and so many humanists have respect for the work of scientists and philosophers throughout history. Many humanists also value the work of artists, musicians and other people who have used their creativity to provide alternative perspectives on humans' place in the universe.	- Who are some famous Humanists? - Why is Science important to Humanists?	Read the lyrics to Imagine by John Lennon and listen to the song in class. What do you think the message of the song is?	Do you think it is a good message or not? Can you make up a suitable message yourself?	Reason Evidence Science
Are the leaders that we have learned about inspirational?	The Golden rule that is followed by many different groups is to 'do as you would be done by'	Why do you think the different founders made sets of 'rules ' for their followers?	Discuss what has been learned about the leaders of the different faiths. Are there any similarities in the way they behaved? Are there similarities in the rules to follow? Recap the rules that each leader put in place and look at the Golden rule for each faith.	How easy would it have been to spread their messages today? List the ways that we can tell people about good news. Golden Rule resource sheet in resources tab.	Golden Rule

Glossary

Year 3 - Spring Term

What does it mean to be an inspiring leader?

Buddhist	Awakening or perfect knowledge
Enlightenment	Collected sayings of the Prophet Mohammad PBUH
4 Sights	Prince Siddartha saw 4 sights, an old man, a sick man, a dead person, someone who devoted himself to finding the truth, these made him want to be a better person
Hadith	Collected saying of the Prophet Mohammad PBUH
Moses	Leader of the Jewish people out of Egypt
Plagues	The oneness of Allah, the Muslim name for God
Tawhid	The oneness of Akllah, the Muslim name of God
Golden Rule	The rule of conduct for every faith and belief community



Assessment Opportunity

- Be able to identify the significant “leader” for each religion
- Be able to explain why these people are important.
- Be able to identify some similarities and difference between the leaders we have learned about



Year 3 - Summer Term - What do different people believe about God?

How do people communicate with God?

What a child needs to know and remember by the end of the unit:

- Prayer is a form of communication to your God
- Prayer can be done in different places and at different times
- Prayer can be aided with items such as prayer beads
- People prepare for prayer in different ways.
- Buddhists do not pray to a God but they have meditational practises that could be compared to praying.
- Humanists do not pray, as they do not believe in any gods.

What a child should be able to do: (Assessment)

- Be able to explain what prayer is and what people may pray for and that some people don't pray.
- Be able to identify different ways, places and times other people might pray and what objects they may use to help them.
- Be able to compare the similarities and differences of prayers among different world views.

Prior knowledge

- The Puja tray has been investigated in KS1.

Specific Vocabulary:

- Prayer
- Rosary, prayer beads Diptych
- Allah
- Wudu Salah Mecca
- Tallit Kippur Tefillin Capel
- Shrine Arti Puja Tray

Key words:

- Communication
- Meditate Prayer flag

Sensitivities

Discuss how people who do not pray reflect or ask for help, focus themselves etc

Questions to consider:

- What is prayer?
- What do people use to help them pray?
- Why is the Lord's Prayer important to Christians?
- How do Muslims prepare to pray?
- What is the importance of the Tallit and the Capel and the tefillin in Jewish prayer?
- How does a home shrine help Hindus communicate with their God?
- How do Sikhs show devotion to God?
- How do Buddhist focus their mind if they do not pray and why are prayer flags important to Buddhists?
- Bringing it together: What similarities and differences are there?

British Values Addressed

Respect for others
Tolerance

School Values Addressed

Kindness
Respect

Core Concept

While prayer often means the same thing it varies from person to person.

AT2

What is prayer? What is its purpose? Who prays?
How do people pray?
When and where do people pray?

Scheme of learning

Year 3 - Summer Term How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is prayer?	Most religious people pray to their God. Buddhists do not pray to a God but do meditate. Humanists do not pray as they do not believe in a God of any sort.	• What is communication? • How do we communicate with one another? • What is Prayer? • Why might people pray? • How do different people pray? • What do people pray for?	Prayer is a communication with God. There are many different types of prayer Think of the different times people pray and different ways people pray Discuss the kinds of things people would pray for? Does anyone have any special prayers they say at home (bedtime, meal times) When do you pray? Do all people pray (communicate with God) the same way? Look at various ways that people pray.	Make a mind map Discuss the word communication? What does it mean? How do we do it? What do we do if we want or need something? Look at a variety of pictures of people praying i.e. at a football match, at an exam, eating. What do the children notice? Prayer beads. Pictures of people praying Resource sheets- 'Importance of prayer' and 'what helps people pray/think?'	Communication Prayer
What do people use to help them pray?	People use Prayer books, Holy writings of their faith, Prayer beads, Meditation to concentrate their minds while praying. Different faiths have different numbers of beads in their prayer beads and repeat prayers or sentences a different number of times	• What kinds of things do you use to keep you focussed? • Why might people use different objects to help them pray?	What are aids to prayer for some people of different faiths? Briefly Recap the Holy writings of each faith.	Pupils explore a variety of prayer aides i.e. rosary, different faiths prayer beads, prayer books, diptych and icons, a Puja tray, a mezuzah with the Shema inside, prayer mats, compasses, rak'as, compass, ask them to infer what they could be for? Has anyone used any of these things before? Prayer beads from different faiths Resource sheet What Helps People Pray/Think Artefacts connected with prayer (St James the Great Primary school, Windsor Road, Thornton Heath).	Communication Prayer

Scheme of learning

Year 3 - Summer Term How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the significance of the Lord's Prayer to Christians?	The most important prayer and the most well-known Christian prayer is the 'Our Father' which was taught by Jesus to his followers as a way to talk to God. This prayer is used in most Christian acts of worship regardless of denomination.	What does the Lord's Prayer tell us about	Look at the Lord's prayer and have children discuss what they think that it tells Christians about God.	Annotate the prayer and discuss why Christians see this as important. Look again at a variety of prayer aides and work out how they might help with Christian prayer. Variety of Prayer aides.	Rosary Prayer beads Diptych Icon
How do Muslims prepare to pray?	A ritual washing must be done by Muslims before prayer First pillar of Islam is the Shahadah the profession of the faith the second pillar is Saleh which means prayer. Muslims have 5 set prayer times a day. A prayer mat is used. Muslims face Mecca when praying.	- Why do you think it is important to clean yourself before talking to God? - What is Wudu? - Why do you think Muslims use a prayer mat when they are praying? - Do males and females pray the same way? - Why do Muslims face Mecca when they pray?	Ask the pupils the questions and get them to discuss what they think. Visit a mosque and learn about Friday as a special day for communal prayers or invite a Muslim speaker to talk about the importance of Prayer	Watch video of Wudu Make a poster describing the steps of Wudu Order pictures of wudu How Muslims pray https://www.bbc.co.uk/teach/class-clips-video/prayer-in-islam/zjndxyc A prayer mat Pictures and or description of wudu Visit to a Mosque	Allah Wudu Salah Mecca

Scheme of learning

Year 3 - Summer Term How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the importance of the Tallit and the Capel and the tefillin in Jewish prayer?	The most important prayer for Jewish people is the Shema but this has been covered previously. In an Orthodox Synagogue males and females are separated by a screen. The number of tassels is 613 -the number of Gods Commandment. For teacher information The Significance of the Jewish Prayer Shawl Messianic Bible and What Do Orthodox Jews Wear on Their Foreheads? - Synonym	- When are the Tallit and Capel worn? - What do the number of tassels mean? - What happens as they get old? - Do males and females pray the same way?	Show the items and discuss. Read the Always Prayer Shawl.	Look at Priest/ Vicar and a Rabbi, what do they wear and why? Prepare an interview with a Jewish person to find out the history of their Tallit and Capel and why they are important The Always Prayer Shawl by Sheldon Oberman ISBN 0140561579 Artefacts from St James the Great Windsor Road	Tallit Kippur Tefillin Capel
How does a home shrine help Hindus communicate with their God?	Hindus worship in the home (Home shrines) and in the temple or Mandir. The deities are representative of parts of the one supreme being that Hindus believe in. Other items on the shrine help to focus the mind	- What is a shrine? - What helps to remind you about what you want to tell God? - Why do you think it is important to have reminders? - How can we show respect in special places? - What special things do we have at home and how do we treat them?	How can we show respect in special places? What special things do we have at home and how do we treat them? Look at the video and take note of what happens during worship e.g Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum.	Look at the Puja tray and what each of the items represent and why they are used. Children can draw their own pictures and write about the significance of each A Puja tray Religious Studies KS2: Inside a Hindu temple - BBC Teach BBC Two - Belief File, Hinduism: God, Hindu prayer at home Videos of Hindu Shrine At Home Ks2 Hindu Shrine by Oxford digital media is very good	Shrine Arti Puja Tray

Scheme of learning

Year 3 - Summer Term How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Sikhs show devotion to God?	The Sikh place of worship is called a Gurdwara which means 'Gateway to the Guru'. A Gurdwara is any building where the Guru Granth Sahib is kept this is the Holy book for Sikhs, but it is treated as a living person-a Guru. Gurdwaras are open every day, but the majority of services and events are celebrated on a Sunday In the UK. During the services they listen to teachings based on the Guru Granth Sahib. They also chant and say prayers from the gurus. Prayer and hymn singing are important for focusing on God and realising God within. Set prayers from the Guru Granth Sahib are said by many Sikhs morning and evening. Sikhs recite Nitnem- daily prayers- the morning prayers comprise of 5 various prayers of which one has 40 verses. However, that same prayer is also recited at other times and only the first 5 verses and the lastverse is recited during that time.	Where do Sikhs say their prayers?	Sikhs believe there is one God and that all people are equal. Discuss how prayers help people in a situation. Naam Marg: emphasises daily devotion to the remembrance of God. Rejection of all forms of blind rituals such as fasting, religious vegetarianism, pilgrimages, superstitions, yoga, as well as any form of idol worship.	Sewa or service to others is an integral part of Sikhism. Can the pupils think of ways that they could serve others. How does serving others show devotion to God?	Sewa Gurdwara Guru Granth sahib

Scheme of learning

Year 3 - Summer Term How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Buddhist focus their mind if they do not pray and why are prayer flags important to Buddhists?	Buddhists meditate to clear their minds of immediate thoughts and connect with their desire to understand life and their purpose, these desires are like silent prayers to yourself while you meditate or chant a meditational mantra. Some prayers seem so important that making a prayer flag can cause that desire to be continually expressed between meditations for others to receive and react to. Issues like world peace, love and compassion, goodwill to all.	• Are meditation and prayer the same thing? • Do you need to have a religion to meditate?	What do you find on a Buddhist shrine and why? How might these things encourage a Buddhist to enjoy life more and suffer less? Show pictures or a prayer flag and talk about wishes for the world that could be written on them.	Investigate what is found on a Buddhist shrine. Create prayer flags to hang in the classroom of the playground Resource sheet on a Buddhist Shrine	Meditate Prayer flag
Bringing it all together: What similarities and differences are there?	The main difference between prayer and meditation is that prayer involves belief in a deity and active communication, while meditation requires no beliefs and is an independent practise of non-judgmental observation of the present moment. Humanists have a scientific but also a sympathetic, generous and cautiously optimistic understanding of human beings and the ability to shape our own lives and make a difference to the world through our own actions	• How do people use their homes to communicate with God? • How is communication with God similar/different throughout each religion? Particularly looking at Buddhists • Prayer is often to ask for change, how might a Humanist make a change in their life?	Recap briefly the different ways that people communicate with God. Remember that some people do not believe in God and do not say prayers. How might a Humanist find meaning? What things are important to Humanists? Why is optimism important to Humanists?	Compare and contrast chart/Venn diagram What do all have in common/different? Class discussion. If you don't have a religion are any of these practises similar to anything you do? Could you use any of these practises? Draw a picture of the things that are important to a humanist (kindness, finding meaning, asking questions, etc.)	

Glossary

Year 3 - Summer Term How do people communicate with God?

Prayer	A solemn request for help or expression of thanks addressed to God or another deity
Rosary, prayer beads	Rosary- Christian prayer beads
Diptych Icon	A single tablet or A double hinged tablet with a religious picture on it
Islam Wudu Salah Mecca	Wudu-ritual washing before Prayer. Salah - the second pillar of Islam, the act of offering prayers. Mecca- the direction to which prayers are offered, the site of the Kabba
Judaism Tallit Kippur Tefillin Capel	Tallit- a prayer shawl, Kippur- the skull cap worn by Jewish men, Tefillin- small leather boxes containing prayers which are strapped to jewish men when praying
Hindu Shrine Arti Puja Tray	Shrine a place for worship, Arti a lamp or light used in worship, Puja tray -items used when praying at the shrine. (learnt fully in KS1)
Buddhist Prayer Flag	Pieces of cloth with thoughts and good will tied to bushes etc so that good thoughts will blow round the world



Assessment Opportunity

- Be able to explain what prayer is and what people may pray for and that some people don't pray.
- Be able to identify different ways, places and times other people might pray and what objects they may use to help them.
- Be able to compare the similarities and differences of prayers among different world views.



Resources appendix

Year 3 - Spring Term

Sayings from the Hadith	➔
The Story of Prince Siddhartha - The Buddha	➔
The Four Sights that led to the Four Noble Truths	➔
Words of The Prophet Mohammad PBUH	➔
The Golden Rule sheet	➔

Year 3 - Summer Term

What helps People to Pray and Think?	➔
A Buddhist Shrine	➔
The Importance of Prayer	➔

Year 3 - Spring Term

Sayings from the Hadith

Hadith are the sayings and teachings of Muhammed . He stressed the equality and the responsibility of each individual to the community and lived by the correct conduct and customs as revealed to him by the angel sent by Allah.

The Hadith is a form of authority for Islam which is second only to the Qur'an.

Look at the sayings from the Hadith and think how they would guide your actions.

How would you illustrate them in action?

- Have sincerity in your actions.
- Be truthful.
- Show mercy to others and you will receive their mercy.
- Avoid anger. Save yourself from jealousy.
- One who encourages others to do good deeds is like one who performs them.
- Avoid going into debt
- Treat others with the best manners.
- One who makes false accusations will not enter paradise

Year 3 - Spring Term

The Story of Prince Siddhartha - The Buddha

The Buddha was born a long time ago - about 2,500 years ago. The Buddha was not the name he was given at birth. His birth name was Siddhartha Gautama, and he was a Prince. He was born in a part of the world that we now call Nepal (the country that has the highest mountains in the world). Siddhartha's father wanted to protect his son and so Siddhartha grew up in the palace grounds. He never went outside the grounds and had no idea what life was really like for most people. He had a rich and happy life, with everything he could possibly want food to eat, clothes to wear, and when he was old enough, he married a beautiful girl, and they had a son. But still Siddhartha had not seen anything of life outside the palace grounds.

Soon he began to grow bored with his sheltered life and one day he left the palace. Now he began to see the world as it really was. As he rode around, he saw suffering everywhere. He saw an old man who was weak and nearly at the end of his life. He saw a man who was sick and in great pain, and he saw a funeral with the family of the dead man crying around his body. Then Siddhartha came across a holy man, a man who had devoted his life

to following God. This man seemed to be happy and peaceful.

These things made Siddhartha think. He went back to the palace, but he couldn't forget what he had seen. He decided he had to go in search of the answer to why there was suffering in the world. On the night before his 29th birthday he left his palace with its riches, beauty and safety.

He went to learn from the famous teachers and religious leaders. They told people to find answers to questions by sitting very still and thinking or meditating. The prince tried to do this, but he didn't find any answers, though it made him better at thinking clearly. So he decided he must find the truth on his own.

Then he saw some people who had given up everything they owned to try and find the answer to his questions. These people thought that life would be simpler thought if they did not have to worry about things like food, drink, washing and possessions. Then they could concentrate on the answer to the meaning of life rather than be distracted by smaller, less important matters.

They ate and drank very little and owned no

possessions. They would sit for hours thinking really hard about some of the questions they wanted answers to. They also tried to stop feeling any pain by lying on beds of nails or standing on their heads for hours.

The prince decided to give this method a go. He ate very little, just a couple of seeds a day and became very thin. As he didn't wash, his hair was so matted and dirty that birds even started to nest in his hair.

Soon he became very ill. Then one day he heard a guitar playing and started to think about what part of the guitar made the beautiful music. He realised that if the strings were too tight, they would snap: if they were too loose there would be no sound at all. The beautiful music was made when the string was tightened just right.

The prince realised that if he lived a life of extremes, never washing or eating, or even washing and eating too much, then this could cause him problems. He realised that rather than eat nothing at all he should eat just a little each day.

Soon he felt much better. The other people who never washed and ate very little thought he was

Year 3 - Spring Term

The Story of Prince Siddhartha - The Buddha

weak and had given up the search, but the prince had learnt an important lesson. He hadn't found the answer by living a life of luxury as a prince nor when he lived a hard and painful life. Perhaps there was a middle way.

He travelled on until he came to a great tree. Today we call this tree a Bodhi tree. It's like a fig tree. He sat under this great big tree and began to meditate, that is to think deeply. It was the night of a full moon. After a long time, the truth came to him and discovering the truth gave Siddhartha a feeling of great peacefulness. It was a feeling of release from all the things that had been troubling him. Suddenly he was able to stop thinking about himself and his worries. Siddhartha had become enlightened - he had found truth and so he became known as the Buddha - the enlightened one.

The Buddha learned many things while meditating under the Bodhi tree and he spent the rest of his life teaching people about what he had learned so that they might find peace in their own lives. One of the things he discovered is that very often people make themselves and others unhappy because they are always wanting and needing

things. They are tied to the things they need and want, like a dog tied to a tree. The more they want the more they get tied up in knots, like the dog getting tangled in the rope that attaches it to the tree. The Buddha taught his followers about how they could be free of the things that tie them down and how this would give them peace and happiness. He taught them that they could become enlightened too by following his teachings.

The Four Noble Truths

- **All life is suffering**
- **Suffering is caused by Selfish desires**
- **This suffering could be ended**
- **There is an eightfold path to the end of suffering**

Siddhartha Gautama - The Buddha was the first or founder who was born in 563 BC.

Born in a palace of a prince and princess, it was foretold at birth that he would be either a great world ruler if he stayed in the palace but if he left and encountered suffering, he would become a great ascetic and teacher.

His father made him stay in the palace and surrounded him with luxury and he grew up and married Yasodhara and had a son. However, he persuaded his charioteer to take him out of the grounds on an adventure and he saw the four sights:

- An old man
- A sick man
- A corpse
- A wandering Holy Man

Year 3 - Spring Term

The Four Sights that led to the Four Noble Truths



Year 3 - Spring Term

Words of The Prophet Mohammad PBUH

- Regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners.
- Hurt no one so that no one may hurt you.
- Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds.
- O People, listen to me in earnest, worship Allah, say your five daily prayers (Salah), fast during the month of Ramadan, and give your wealth in Zakat.
- Perform Hajj if you can afford to. Remember, one day you will appear before Allah and answer your deeds.
- So beware, do not stray from the path of righteousness after I am gone.
- I leave behind me two things, the QURAN and my example, the SUNNAH and if you follow these you will never go astray.

Year 3 - Spring Term

The Golden Rule sheet

Baha'i	He should not wish for others that which he doth not wish for himself.
The Buddha	I will act towards others exactly as I would act towards myself.
Christianity	Treat others as you would like them to treat you.
Confucianism	Do not do to others what you would not like for yourself.
Epictetus	What you would avoid suffering yourself, seek not to impose on others.
Hinduism	This is the sum of duty: Do naught to others which, if done to thee, could cause thee pain.
Jainism	He should treat all beings as he himself should be treated. The essence of right conduct is not to injure anyone.
Judaism	What is harmful to yourself do not to your fellow men. That is the whole of the law and the remainder is but commentary.
Islam	None of you 'truly' believe, until he wishes for his brothers what he wishes for himself.
Sikhism	As thou deemest thyself, so deem others. Cause suffering to no one: Thereby return to your True Home with honour.
Humanists	Agree with these rules because they are based on the way human beings have worked out the best way of living with each other



Year 3 - Summer Term

What helps people to pray and think?

Prayer can take the form of:

- A conversation with your God
- Thankfulness
- Supplication
- Meditation
- Adoration

Attainment Target 1

- What is prayer?
- What is the purpose of prayer?
- Is it important to pray?
- What sort of people pray?
- What do they say/do and how do they pray?
- How many times and when do people pray?

Attainment Target 2

- How does prayer or time to reflect improve the quality of a person?
- Do we need quiet times during the day?
- What sort of situations might make you want to pray?
- Do you need special places to go to, to pray or think?
- Is prayer a personal or communal activity?

General Activities

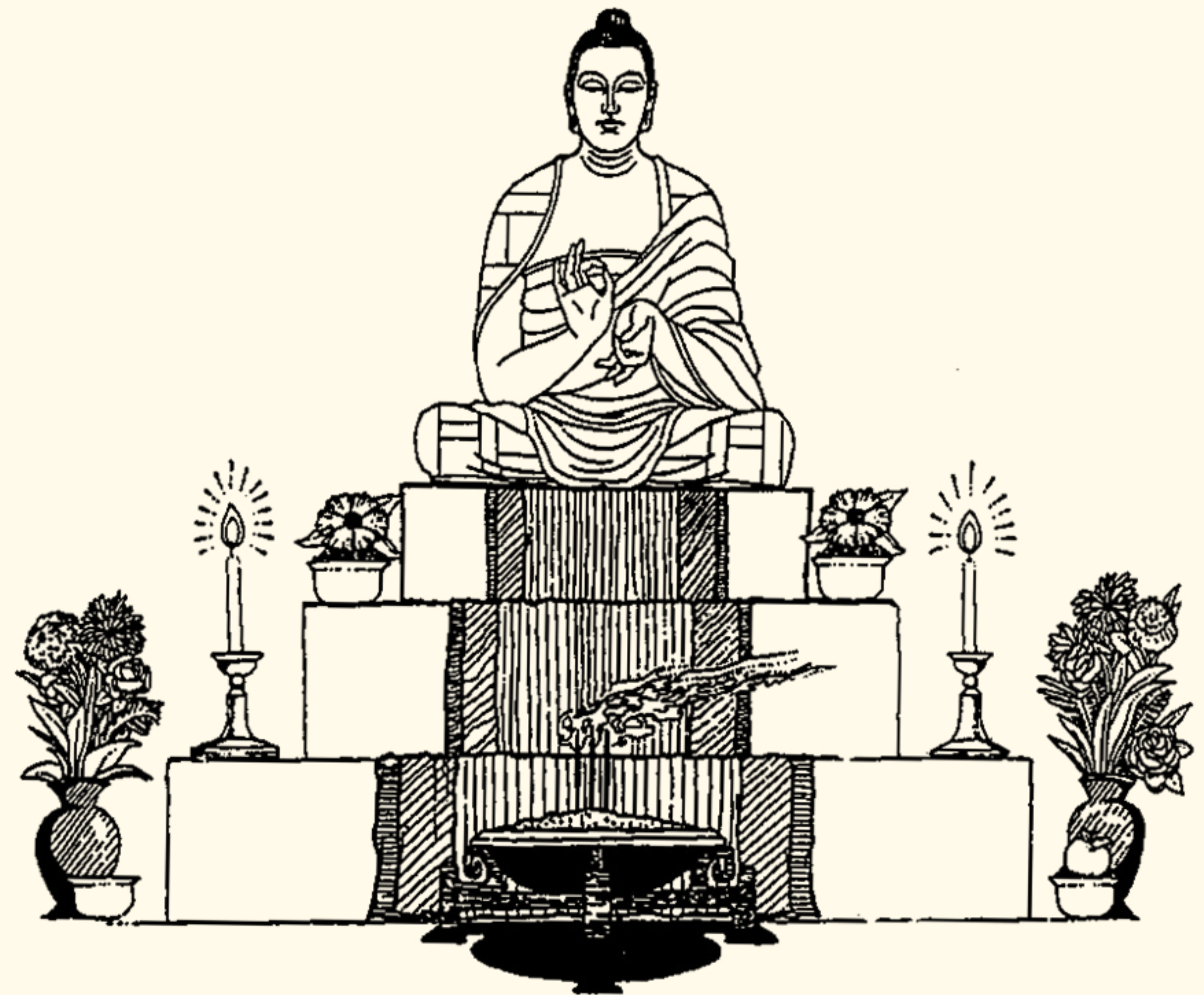
- Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer?
- Look at pictures and respond in discussion and written work
- Paint own picture or abstract to show prayer
- Make a montage of pictures as a stimulus for prayer

- Listen to music and write down ideas that come into your mind
- Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts
- Younger children could listen to stories about special, secret places
- Look at stories of Saints, how did their prayer and devotion change their lives.
- Make a prayer tree or a thought tree.
- Use some brick effect wallpaper to make a prayer or thought wall
- Look at pictures of people who are praying
- and discuss why they are, pictures of people at football matches, war memorials, the Wailing wall are particularly good.
- Make a Buddhist prayer flag or tie thoughts to a tree or bush in the playground.

Year 3 - Summer Term

A Buddhist Shrine

- The building that Buddhists meet in is called the Vihara, Temple or Centre.
- There are no chairs so clothing should be loose to allow for sitting on the floor, although there may be a chair for the meditation teacher. Shoes are removed to keep the floor clean.
- In the building there will be a shrine room which will contain an image or statue.
- People pay homage to the Buddha, placing hands together in front of the forehead and bowing.
- Offerings of food and flowers are given, and candles and incense are lit.
- The flowers symbolise the impermanence of life, the candles symbolise the lighting up of our lives and the incense is a symbol that all actions have consequences in the world.
- The three refuges and the five precepts are recited.



Year 3 - Summer Term

The Importance of Prayer

Children should learn that it is an important part of the life of religious people and that there are different kinds of prayer.

Christianity

Prayer is a conversation with God and there are many different kinds of prayer, formal and informal, personal, thankful, supplication, adoration. The Catholic Church has prayers which petition Saints to intercede for them. The most well-known Christian prayer is the 'Our Father' which was taught by Jesus to his followers as a way to talk to God. This prayer is used in most Christian acts of worship regardless of denomination. Daily prayer is encouraged, clergy are required to pray morning and evening which is a model for the faithful. The whole service is seen as a prayer including the hymns.

Hinduism

People of the Hindu faith worship in their homes and in the Mandir. Hindus believe in one God whose many facets are represented by different deities. In the home there is a shrine, Gruhmandir, to the favourite deities of the family. Puja takes place each morning at the shrine and the worship may include hymns, offerings, meditation and reading from a Hindu scripture.

The prayers and ceremony are part of the fulfilment of the four aims of life, Dharma, religious merit, Artha, gain of wealth, Karma, fulfillment of wishes and Moksha, the release from the cycle of birth and death.

Sikhism

Sikhs believe there is one God and that all people are equal. The purpose of life is self-realisation and on knowing oneself one meets God. Prayer and hymn singing are important for focusing on God and realising God within. Set prayers from the Guru Granth Sahib are said by many Sikhs morning and evening. The Nitnem- daily prayers- morning prayers comprise 5 various prayers of which one has 40 verses. However, that same prayer is also recited at other times and only the first 5 verses and the last verse is recited during that time. The Mool Mantra is a statement of belief for Sikhs composed by Guru Nanak and found at the beginning of every chapter of the Guru Granth Sahib.

Year 3 - Summer Term

The Importance of Prayer

Islam

Before praying a Muslim washes in a ritual way in order to be clean and ready to talk to God. This washing is called wudu. Muslims pray at five set times a day wherever they are. The prophet Mohammad said, 'Prayer is a refreshing stream into which you dip five times a day'. A prayer mat is used to ensure that the person is on a clean area. Muslims remove their shoes in the Mosque and home to keep the floor clean as there is no set place for prayer. Muslims believe that your body is useless without your soul and therefore in the same way as you feed your body you should feed your inner self by prayer. The first pillar of Islam is the Shahadah which is a statement of belief and which is whispered to newborn Muslim babies along with the call to prayer as the first sounds which they hear.

Judaism

Prayers are said at the Synagogue every weekday. It is every Jewish man's duty to attend prayers as often as possible because they can only take place if ten adult males are present to form a minyan, or quorum.

Men should pray in the morning, afternoon and evening. The prayer book is called the siddur and contains different types of prayer including the Shema, which affirms belief in One God, which is repeated morning and night. The Shema is rolled up in the mezuzah and placed on the doorposts of Jewish homes and within the tefillin, which is strapped onto the forehead and arms during morning prayers.

There are set prayers to be said as well as prayers for many occasions, such as seeing the new moon, for food and drink or setting out on a journey so that faith and prayer permeates the whole of life.