



Exploring Prayer (RE)

Key Stage 4 and Post 16

Resources for this lesson:



Lesson Plan

Page 2

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



Lesson Presentation

Page 4

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



Lesson Script

Page 6

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

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

Organisation of the Prayer Space

Planning the Prayer Space

- You will need to discuss the organisation of the lessons using the prayer space with the school. Some schools want pupils to visit the space as part of a regular RE lesson, others during a special RE or spiritual enrichment day, or perhaps only during breaks and lunch time.
- The number of pupils who can be accommodated in the prayer space will depend on the size of the space. Once you know the size of the room available to you, you can decide how many activities you will set up and how many pupils can use each activity at the same time. Class sizes vary – anything from 10-32. You will need to discuss the best way to accommodate the pupils with your contact in the school. **Example:** *If you have room for 10 prayer activities where there is space for 3 pupils to engage meaningfully, then you can accommodate 30 pupils in one session.*

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

Here are some organisational options:

Nº. of prayer activities	Time per activity	Nº. of pupils per activity	Max Nº. of pupils in space	Total time of session (with intro/plenary)
6	5 mins	3	18	45 mins
7	5 mins	5	35	45 mins
10	5 mins	3	30	60 mins

Example Timings

A typical secondary school day is made up of either:

6 x 50-minute lessons

or

5 x 60-minute lessons.

Session Structure

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

Introduction 1 min

Starter 3 mins

Discussion 4 mins

Teaching 2 mins

Activities 40 mins

Plenary 5 mins

Context

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

Optional Extras

You may like to consider opening your prayer space to school staff, perhaps during their weekly staff meeting or over lunch time. Be sure to advertise the space to them – perhaps with a poster in the staff room. Another option is to host a parent's evening when pupils can bring their parents to explore the prayer space. Again, this would need to be advertised in a school newsletter when the school is informing parents about the prayer space.



For more information visit:
prayerspacesinschools.com/prayerspacesteps

LESSON PLAN

Exploring Prayer (RE)

Key Stage 4 and Post 16



Overview:

This lesson plan is meant as a guide to running a prayer space lesson with Key Stage 4 and Post 16



Lesson Subject

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



Lesson Duration

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



Intended Audience

This lesson is for **pupils aged 15-19**. It works well with between **15 and 30 pupils**, depending on the number of prayer activities.

Curriculum Links

National Curriculum Framework for RE (2013)

Pupils should:

- Extend and deepen their knowledge and understanding of religions and worldviews, reflecting local, national and global contexts.
- Use a wide range of concepts... to interpret, contextualise and analyse the expressions of religions and worldviews they encounter.
- Use different disciplines and methods by which religions and worldviews are studied to analyse their influence on individuals and societies.

National Curriculum on SMSC

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

The spiritual development of pupils is shown by their:

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

The cultural development of pupils is shown by their:

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

(OFSTED School Inspection Handbook Aug 2016)

Continued....

	Through their provision of SMSC, schools should: • Enable students to develop their self-knowledge, self-esteem and self-confidence. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. <i>(DFE Advice for Promoting Fundamental British Values as Part of SMSC in Schools Nov 2014)</i>
Learning Objectives	• Deepen pupils' understanding of prayer through exploration/experience. • Promote understanding and tolerance of the concept and practice of prayer. • Provide an opportunity to reflect on their own beliefs and values. • Consider the influence of prayer on individuals and societies.
Intended Learning Outcomes	By the end of this session, pupils will be able to: • Describe why and how some people pray. • Apply their learning to their own lives, considering what they can learn from prayer. • Analyse the potential impact of prayer on individuals and society.
Climate for Learning	Create a safe environment by welcoming and reassuring pupils. Be clear about behaviour boundaries. Ensure pupils know how to seek help during the session. Report any concerns about a pupil's wellbeing or safety to the school's safeguarding lead.
Key Words	Prayer, reflection, God, symbol, faith.
Lesson Outline	Introduction: Introduce pupils to a range of beliefs about and practices of prayer. Main Activity: Pupils use the prayer space. Plenary: Pupils reflect on what they have learned and experienced.

LESSON PRESENTATION

Exploring Prayer (RE) Key Stage 4 and Post 16

Prayer Spaces in Schools

Lesson Presentation

The presentation is available in the following formats.



Powerpoint

exploring_prayer_ks4_re.ppt



Keynote

exploring_prayer_ks4_re.key



PDF

exploring_prayer_ks4_re.pdf

Slide 1

Introduction	1 min
Starter	3 mins
Discussion	4 mins
Teaching	2 mins
Activities	40 mins
Plenary	5 mins

Key Words:

Prayer

Reflection

God

Symbol

Faith

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Introduction 	Slide 1 • Welcome pupils and give a brief introduction to yourself and the team. Who are you? Where have you come from? Why are you here?
Starter 	Slide 2 • Ask pupils to discuss these questions in pairs or threes for 5 minutes. They can make notes if they wish.
Discussion 	Slide 2 • Take feedback one question at a time. Below are some possible responses. Can you form a definition of prayer? E.g. Praying is communicating with God. Think of 3 contexts in which someone might pray? Because it is part of their faith tradition... because they're scared, lonely, need help, thankful, sorry, worried. What might help someone pray? Think about posture. Think about rituals and symbols. Think about location - in a church/mosque/ temple/school/home. Some faiths teach special actions or postures for prayer; people of many faiths (Christians, Jews, Muslims) use set prayers that they repeat; some use objects or symbols to help them pray (Catholics – beads, Buddhists – flags); some people pray at set times of the day (some Christians, Muslims).
Teaching 	Slide 3 Everyone has beliefs and values which impact the way they live. Some people never pray. Others might pray only occasionally. For many people, praying is a vital part of their everyday life, founded on the belief that there is a God to whom they can relate, who cares for them, who listens and has power. Even some who wouldn't call themselves religious can find prayer a great comfort when they face challenges in life. Prayer can be a quiet moment in the day to reflect on what's important and to ask God for help. Throughout history, many have claimed that prayer can impact the world. Mahatma Gandhi said: Slide 4 <i>"Prayer is not an old woman's idle amusement. Properly understood and applied, it is the most potent instrument of action."</i>

Activities



Slide 5



- **Explain:** Today we have some reflective activities for you to explore to deepen your understanding of how and why a person might pray. There is no pressure to pray. You can use the activities simply to think and reflect according to your own beliefs. At each activity, there will be some instructions to introduce the activity. The adults are here to help if you need it. As you explore, think about the potential impact of prayer on an individual or society. Also consider what a person who doesn't believe in God could learn from the practice or concept of prayer.
- **Next,** summarise the prayer activities and give a brief idea of what each one is about, e.g. this one is about saying thank you, this one is about saying sorry. Explain that they are free to move around the activities on their own or with friends. *(Pupils with additional needs should be supported by school staff/volunteers as appropriate. Pupils are allowed the freedom to make their own meaning from each activity and express their own beliefs, ideas and values.)*
- **Finish** with a quick reminder about behaviour expectations: quiet talking if necessary, respecting one another.

Plenary



Slide 6



- **Ask for 2 or 3 voluntary answers for each question:**

Which activity did you found most helpful and why?

Which activity did you find most challenging and why?

Would you describe prayer differently now that you have used the prayer space?

If prayer formed a regular part of a person's life, what might be the impact on them and on their daily life?

Possible answers: they may feel comforted, stronger, helped, peaceful, not alone, they're not learning to 'stand on their own two feet!'

If everyone prayed, what might be the impact on the nations and the world?

Possible answers: It might bring peace, it might give a sense of community, it might entrench people in their own beliefs, depending on what they are praying for.

(Be prepared for all sorts of responses!)

- **Summary:** People of faith, and many who have no faith in God, pray for many reasons: because they are worried, scared, sad, happy, thankful, because they believe that prayer changes things in their own lives and in the world. Even if we don't believe in God, we can learn from the concept of prayer by taking time to sit quietly and think about what is important to us.
- **Thank the pupils** for taking part so well and refer them back to the relevant member of school staff.