

TOPIC	KEY VOCABULARY	POSSIBLE TRIP
HOW IS PRAYER IMPORTANT?	TIER 2 (Academic): Pattern, reflection, organised, connect, meaning. TIER 3 (Subject specific RE words): Prayer, The Lord's Prayer, Faith, Worship, Silence.	Visit to a local Church or Synagogue/Mosque to observe different prayer spaces and artifacts. Experience: A "Prayer Spaces" afternoon in school utilizing music, art, and silent reflection stations.
PRIOR LEARNING	Awareness of prayers in Church, in class and in collective worship.	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What do we know about prayer? / What sort of words do people say when praying?	When did Jesus pray? / What did Jesus teach Christians about how to pray to God?	Is prayer and reflection the same?	When do we pray in school and how is everyone included? / Do people who do not have a faith ever pray?	What do other world faiths say and do when praying?	How can prayer be expressed in different ways? / Which way would be most meaningful for you?
LENS	Living	Believing	Thinking	Living	Believing	Thinking / Living
RELIGIOUS CONCEPT	Prayer words	The Lord's Prayer	Reflection	Community & Inclusion	World Faiths	Expression & Meaning
LEARNING OBJECTIVES	To identify what prayer is and explore the words people use to pray.	To explain how Jesus prayed and understand the pattern of the Lord's Prayer.	To distinguish between organised prayer and personal reflection.	To recognize how collective worship works in school and respect non-religious worldviews.	To identify similarities in features of prayer in different religions.	To investigate how art and music support prayer and express a personal view.
ACTIVITY	Create a class "mind map" of what prayer means. Sort different types of prayer words (thanks, sorry, please). Discuss if prayer can happen anywhere.	Read Matthew 6:9-13. Break down the Lord's Prayer into simple concepts (praising God, asking for daily needs, saying sorry).	Experience a 2-minute silent reflection versus reading a structured prayer out loud. Discuss the differences in how they feel.	Audit the school day for reflection times. Discuss how pupils without a faith might use this time (e.g., thinking of family, wishing for peace).	Carousel activity exploring prayer artifacts (e.g., Islamic prayer mats, Christian rosary beads). Identify common threads like physical postures or repetition.	Listen to contrasting sacred music (e.g., a hymn vs. a chant) and look at religious art. Pupils create their own reflective artwork or poem.

ASSESSMENT	Pupils can articulate basic definitions of prayer and identify common themes in prayer words.	Pupils can explain the significance of the Lord's Prayer to Christians.	Pupils can verbalize the difference between talking to a god (prayer) and thinking quietly (reflection).	Pupils can give examples of how inclusive reflection happens in their community.	Pupils can identify at least two similarities in how different faiths approach prayer.	Pupils give a simple reason for a view they have learnt about the importance of prayer.
EXPECTED OUTCOME	Pupils reflect on the impact of beliefs and practices, exploring prayer and reflection across different faiths, culminating in giving a simple, well-reasoned view about why prayer is significant to religious believers.					
HIGHER ORDER QUESTIONS	If you could only use one word to pray, what would it be and why? Do you have to speak out loud for it to be a prayer?	Why do you think the Lord's Prayer asks for things we need (like bread) instead of things we want (like toys)?	How does having a quiet moment change how you feel inside? Is daydreaming the same as reflecting?	Why is it important that everyone is allowed to choose whether they want to pray or just think quietly?	Why do some people use special objects (like beads or a mat) to help them pray? Does using an object make a prayer better?	Can a painting or a song be a prayer even if it has no words? Do you think God has a favourite way to be prayed to?
FURTHER QUESTIONS/BIG QUESTIONS FOR DISPLAY	Does a prayer always need words? Why do people choose to pray or reflect? How does taking time to be quiet help us to live together?					
INCLUSION & ADAPTATION	Use visual symbols (e.g., Makaton/Widget) for core concepts like 'thanks', 'sorry', and 'please'.	Provide a matching card activity for the tricky words in the Lord's Prayer (e.g., matching 'trespasses' to 'saying sorry').	Provide sensory objects (e.g., a smooth stone or a soft toy) for pupils who find unstructured silence difficult to handle.	Use a visual timetable to show exactly when reflection times happen in the school day to provide structure.	Ensure the artifact carousel is highly tactile. Provide simple sentence stems ("This is a... It is used by...").	Allow pupils to express their personal view through drawing, choosing a piece of music, or speaking, rather than writing.
GREATER DEPTH	GD Question: If you pray silently, how does anyone know you are praying? Does it matter if no one sees you? GD Activity: Write a short, simple explanation of 'prayer' for someone who has never heard of religion.	GD Question: Why do you think Jesus gave his followers a set pattern of words instead of just telling them to make it up? GD Activity: Compare two different modern translations of the Lord's Prayer. Highlight the one that makes the most sense to you and explain why.	GD Question: Can you be reflecting without praying? Can you be praying without reflecting? GD Activity: Create a Venn diagram sorting actions into 'Just Reflection', 'Just Prayer', and 'Both'.	GD Question: If someone doesn't believe in God, can they still have 'spiritual' moments of awe and wonder? GD Activity: Design a reflection space for the playground that anyone of any faith (or no faith) would feel comfortable using.	GD Question: Why do so many different religions use physical objects (like beads or mats) if God is invisible? GD Activity: Group the artifacts by similarities (e.g., things you wear, things you touch, things you kneel on) and explain your reasoning.	GD Question: If a prayer doesn't use any words at all (like a song without lyrics), is it still a prayer? How do you know? GD Activity: Listen to a piece of music without knowing the title. Explain how the music makes you feel and explain if it feels like a 'prayer'.