

Unit 2.5: *Poems, Prayers and Promises*

Why are some poems, prayers and promises more important than others?

About the Unit:

This unit encourages children to consider sacred writings, particularly prayers and promises. There are opportunities for children to express their views on the wonder of the world through a variety of non-narrative writings. It introduces them to ways of expressing awe, wonder and creativity.

Where the Unit fits:

This unit builds on Unit 1.5 *Living in Our World* and provides the basis for other work, specifically Units 4.1 and 4.5.

Key Vocabulary:

celebration, prayers, promises, poems, awe, wonder, creation, world, environment

Suggested Resources:

books of poems, prayers, promises from religious traditions including the Lord's Prayer, secular poems expressing the wonder of creation, the country code, Bibles, appropriate audio-visual material, *Circle of Days* - St Francis, *Canticle of the Sun*

Levels of Attainment:

Level	AT1 (Knowledge and Understanding)	AT2 (Reflection and Response)
1	Know what a promise is and when it might be made	Talk about the most important promise you have made
2	Know that special prayers and promises are associated with specific religious beliefs	Talk about how special prayers, poems or promises make you feel
3	Recognise the significance of special prayers/poems/promises in religious ceremonies	Describe how listening to a special poem or prayer might influence the lives of those hearing it

Points to Note/Further Suggestions

This unit could provide opportunities for a more in-depth look at prayers and promises in baptisms and/or weddings

Unit 2.5



Unit 2.5: Poems, Prayers and Promises

Why are some poems, prayers and promises more important than others?

Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE</p> <p>(5) consider rules which people follow in their daily lives</p> <p>WRITINGS</p> <p>(1) consider special and important books in their own lives and the lives of others</p> <p>(3) learn to associate particular texts with particular religious festivals</p> <p>(4) observe special writings in their usual surroundings</p> <p>(5) consider the respect which may be shown to certain religious books</p>	<p>(j) identify the special rules that religious people follow</p> <p>(a) recognise that special books are used in some formal ceremonies</p> <p>(h) suggest why a special book may be used as part of a ceremony</p> <p>(j) know that special books are associated with religious ceremonies and rituals</p>	<p>(j) respond sensitively to religious and secular reasons for people's actions</p> <p>(a) talk about a book that is special to someone else and say why</p> <p>(f) listen quietly to a famous prayer and discuss its meaning</p> <p>(h) reflect on a piece of sacred writing and respond with sensitivity</p> <p>(j) suggest why religious books are special to some people</p>	<p>Connect</p> <ul style="list-style-type: none"> Choose a favourite book of poems/prayers and share in Circle Time. Invite a faith visitor to share their favourite poems/prayers, including religious ones. Listen to a famous poem/prayer and share feelings about it. When might you say it? Did it remind you of anything? Respond to the poem/prayer with a picture. Consider a story about a promise and talk about the most important promise that you have made. (These promises may have taken place within a faith context.) Consider what a promise is and who makes them. Start with the home/school agreement and extend to look at other promises, e.g. country code, Rainbow/ Brownie/ Beaver promise - talk about the preparation required before making such a promise. Children could write down their personal promises. <p>Consider and Respond</p> <ul style="list-style-type: none"> Consider/listen to/read a variety of poems/prayers from different religions. You could use the verses from a children's worship song. Talk about the language and consider different styles. Recreate imagery of words using expressive arts. Watch or listen to a ceremony where prayers are said and promises are made, and talk about the meaning, why they are used and where they can be found, e.g. special/holy book. Consider the respect with which certain holy books are treated. Consider promises made during a baptism or wedding ceremony - talk about the words. Roleplay a baptism or wedding ceremony and reflect on prayers and promises and holy books. Consider God's promise to care for the world, e.g. the rainbow, Gen. ch. 7-9; Psalm 23. In pairs, small groups, a whole class or as an individual, write their own poem/prayer/song celebrating the natural world. Tell the story of how Jesus taught the Lord's Prayer to his friends. Talk about the highs and lows of life as expressed in Psalm 3 and Psalm 8. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Have a time of sharing - when children can read/reflect on a piece of sacred writing that is important to a believer. Create a time of stillness. Listen to a simple version of the Lord's Prayer and talk about what the believer prays for. <p>Review</p> <ul style="list-style-type: none"> Choose a favourite/class hymn/worship song and reflect on the words and how they make you feel. Children choose one 'feelings' word and illustrate it for display, or a line from Lord's Prayer and what it means to them.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

Unit 2.5