

Unit 4.5: *I Believe...*

How do people show what they believe?

About the Unit:

This unit explores prayers - prayers used in rituals and ceremonies and prayers from key religious books, helping children to explore prayer through symbols, artefacts, writings, and actions. It provides them with opportunities to interpret and write their own prayers.

Where the Unit fits:

This unit builds on work started in Unit 2.5 *Poems, Prayers and Promises*, extending the children's knowledge of religious texts and their use in ceremonies.

Key Vocabulary:

quietness, reflection, Amen, creed, 'I believe', faith, ritual, worship, prayer, and names for appropriate artefacts, puja

Suggested Resources:

copies of prayers & prayer books from the relevant world faiths, appropriate service books, Bibles, appropriate artefacts (rosary, candles, puja set), posters, prayer mat, prayer shawl, mezuzah

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
2	Know what a 'belief' is in its simplest form e.g. "I believe"	Talk about own beliefs people may have
3	Describe links between beliefs of their own and those of others	Talk about how holding a certain belief makes you feel
4	Understand why religious beliefs are important and have an impact on the lives of a believer or a community of believers	Ask questions about why people's beliefs are expressed in certain ways

Points to Note/Further Suggestions

Artefacts are essential for this unit.

Opportunities are provided for discussion beyond the RE classroom!

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>WRITINGS</p> <p>(1) watch, read, discuss and listen to a wide range of stories and religious writings from various sources, appropriate to their level of understanding</p> <p>(3) explores the uses and special meanings of writings in a variety of ways including the various contexts in which they are used</p> <p>(4) find out about the writers of some important religious texts</p>	<p>(c) select and use examples of sacred writing in a class celebration</p>	<p>(b) reflect upon and talk about a belief expressed in non-narrative religious writing</p> <p>(d) reflect upon simple religious writings as part of a group celebration</p> <p>(e) identify and describe the feelings of the writer of a significant religious story</p>	<p>Connect</p> <ul style="list-style-type: none"> Listen to a range of songs which include the words “I believe” and talk about the things in which people believe. Draw links between the idea of belief and faith. Consider the word belief, in its simplest form. Finish the sentence “I believe..... “ <p>Consider and Respond</p> <ul style="list-style-type: none"> From a selection of the best known prayers from different faiths, identify the key beliefs, e.g. Sikh Ardas, Mool Mantar, Lord’s Prayer, Shema, Deut. ch. 6, v. 4-9, Muslim call to prayer, prayer of St. Francis. Make a class book of favourite prayers and talk about the reasons for their choices. Listen to tape/s of devotional music and prayers - discuss the mood and appropriateness of place. Explore rituals and symbols associated with prayer in daily life, e.g. rosary, prayer mat, prayer shawl, candles, water, icons, flowers, fire, food (breaking bread, prashad), bells, prayer wheel. Introduce the Apostles’ Creed, “I believe.....” and talk to local members of faith communities. Take particular note of the end of the creed and discuss it with others. The Lord’s Prayer. Where is it found? Why is it said? Collect different versions - examine and compare them. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Make a ‘We Believe’ tree. Invite someone who lives out their belief (Salvation Army officer, VSO, Hospice worker, Samaritan, a volunteer, a vegetarian) into school to answer children’s questions. Write a prayer or song about something they believe in, using an appropriate word frame. Hold and reflect upon a class celebration using both sacred texts and pupils’ own prayers and songs. <p>Review</p> <ul style="list-style-type: none"> Write a part of the Lord’s Prayer in their own words and in their own style, e.g. rhyme, rap, song. Talk about their feelings about it.

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

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