

TITLE OF UNIT

Does a beautiful world mean there is a wonderful God?

Creation stories (Christian, Jewish)

YEAR GROUP Y3

ABOUT THIS UNIT:

This unit of work is intended to enable pupils to consider different ideas of God as creator of the world. Pupils will explore and develop knowledge and understanding of Christian stories that show God as being loving and caring. In contrast, other ideas of God as creator will be addressed through study of other faiths. How do Jews view and celebrate God's creation of the world? Throughout the unit, pupils will spend time focusing on the different beliefs and concepts of creation. Using research through ICT, discussion and other sources, pupils will have the opportunity to ask some puzzling questions, and may suggest answers of their own.

Estimated time for this unit (in hours) 8-10 hours of teaching time

Where this unit fits in:

This unit will help teachers to implement the Tower Hamlets Agreed Syllabus for RE by building upon prior learning of creation stories. It aims to develop skills of making connections between differing aspects of religion, learning about similarities and differences between them. By considering other viewpoints, pupils' will be encouraged to engage in reflection, both on others' and own beliefs.

Issues of continuity and progression – This unit builds upon prior knowledge gained from finding out about other religions. In previous years, children may have had the opportunity to reflect on the view that the world we live in is a special place for which we all have responsibility. The children learned that Christians believe God has created many beautiful things. Opportunity may have been given to reflect on feelings of awe, wonder and mystery in relation to the natural world and will have recognised the uniqueness of themselves. Building upon this prior knowledge, pupils will look at creation from the perspective of another faith. It enables pupils to make progress particularly by developing knowledge, skills and understanding about a religious story. Furthermore, pupils will be given opportunities to ask questions and discuss their own ideas with others and develop open-mindedness.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious beliefs, teachings and sources
- *skill of asking and responding to questions of identity and experience*
- *skill of asking and responding to questions of truth, meaning and purpose*

ATTITUDES FOCUS

- Respect for all
- Open-mindedness
- Appreciation and wonder
- Critical mindedness

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have: Knowledge of the Christian, & Jewish faiths</p> <p>Listened to a creation story from the Bible or other source</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Christian, God, Bible, creation, world, Creator, Genesis, father,</p> <p>Judaism Jew, Jewish, Shema, mezuzah, Torah, Sabbath,</p>	<p>Text</p> <ul style="list-style-type: none"> ◆ Children’s Bible ◆ Different versions of the creation story ◆ In the Beginning (also available as Big Book) Steve Turner (Lion Children’s Books) And available as a song: on ‘Songs for the new Millennium’ available from RE Today. ◆ My Christian Faith Big Book ◆ My Jewish Faith Big Book ◆ Storyteller: Jewish Stories by Anita Ganeri (Evans Brothers Limited) ◆ Pictures & posters of the natural world ◆ Jewish artefacts used during Shabbat e.g. Shabbat candle, mezuzah, etc ◆ Spirited Poetry (RMEP) contains many useful ‘I wonder...’ poems by children in the age group top use with pupils. ◆ Picturing Creation (CD, art pack and booklet) from RE Today gives useful creative <p>Web</p> <p>www.kids4truth.com/eng_creation.htm has an excellent animation sequence of Genesis 1. The site, run by creationists, is open to critique, but the animation is excellent.</p> <p>www.reonline.co.uk has some useful resources.</p> <p>www.request.org.uk Some good imagery.</p> <p>www.bbc.co.uk/religion</p> <p>www.godlyplay.org.uk</p> <p>DVD / Video / visual</p> <p>Creation Stories 7-11yrs video Quest, Channel 4</p> <p>Godly Play – Creation (see The Complete Guide to Godly Play, Jerome Berryman)</p> <p>BBC Watch Places for worship</p> <p>Pathways of Belief video – Christianity</p> <p>Testament DVD from Channel 4 learning / S4C. ‘Creation and the Flood.’, episodes 1 and 2.</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils(links directly to framework)</p> <p>The unit enables pupils to develop:</p> <p>Spiritually by reflecting on the awe and wonder of the world and thinking about ultimate questions of origins.</p> <p>Morally by respecting others’ viewpoints and how they view the world</p>		

EXPECTATIONS

At the end of this unit:

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| Nearly all pupils will be able to work at level 2 | <ul style="list-style-type: none">◆ Retell the creation story from the Bible and talk about its importance for Christians and Jews◆ Ask some questions about creation◆ Offer some suggestions and answers, but acknowledges that some questions that cause people to wonder are mysterious and difficult to answer (Level 2 AT2)◆ Respond sensitively to questions about their own and others' experiences and feelings (Level 2 AT2) |
| Most pupils will be able to work at level 3 | <ul style="list-style-type: none">◆ Describe the creation stories told by Jews and Christians and some beliefs that come from them◆ Identify the impact that religion has on people's lives◆ Make links between the stories and some beliefs about God for themselves. |
| Some pupils might be able to work at level 4 | <ul style="list-style-type: none">◆ Describe some similarities and differences both within and between religions about God and creation◆ Describe the impact of religion on people's lives◆ Raise and suggest answers to questions about creation and God for themselves, showing their understanding of controversial questions. |

ASSESSMENT SUGGESTIONS

Provide for the pupils to show what they learned by...

Success criteria...

I can create a reflective poem on the puzzling questions I think about when I look at the beauty of the natural world

I can express my own ideas about God as creator

I can say what Christians and Jews say about God as creator

I can ask questions about God as creator

I can suggest ways that we can look after our world

I can reflect on my own thoughts and feelings about how I would like to change my own life (Level 2 AT2)

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
<p>What do Jews and Christians believe happened “in the beginning?”</p>	<p>To know that Jews and Christians believe in a story of how God created the world and everything in it.</p> <p>To retell a story about creation.</p> <p>To think about why these stories are important to Jewish and Christian people.</p> <p>To respond creatively to the narrative of Genesis 1.</p>	<p>Who created the world? What does the holy book of the Jews and Christians say?</p> <ul style="list-style-type: none"> ◆ Ask children to think of all the questions they would like to answer about the world we live in. Get two or three from every child. Sort out the most interesting and important ones. ◆ Read the Jewish and Christian story of creation from Genesis 1 with the children. Explain to them that this story matters to Jews and Christians. Talk about whether the story is true, and accept different views about why it might be important. ◆ Introduction PowerPoint displayed on IWB of how God created the world, to use as a stimulus and encourage discussion. ◆ Watch the ‘dynamation’ at www.kids4truth.com/eng_creation.htm Discuss with class, thoughts and feelings about the presentation. ◆ Look at the pictures of space available on www.hubblesite.org from the Hubble space telescope. Enable pupils to search for their own favourite image here, and to talk about why these images are so important. Consider the idea that Christians and Jews thank God for the wonders of the stars. ◆ Ordering the days in the order of creation – use sequencing activities with some pictures or words, shared by pairs, groups or the whole class. Create large pictures, ◆ Role-play, musical or dance activities can be used to explore the story creatively. ◆ Independent activities: Making their own storybooks of the story of creation, using their own ideas to write their own interpretations. ◆ Hear or sing some songs of creation stories like Doug Horley’s ‘Lovely Jubbly’ song or ‘God said world’ by Steve Turner. ◆ Choose one of the days of creation and create a collage picture of that image. ◆ Sing ‘Who put the colours in the rainbow?’ ◆ Reading the story in the Bible. Can they recall the days of creation in the correct order? What does the story mean? Which part do they like best? 	<p>I can recall the outline of the creation story from Genesis 1</p> <p>I can talk about the things God has created in the world</p> <p>I can use my creative skills to respond sensitively to the story.</p> <p>Some pupils: I can recognise that not everyone thinks this story is so important: there are some disagreements about the story.</p>	<p>PE through dance & music</p> <p>ICT link “Kids for Truth” is an evangelical Christian website. This resource tells the Bible story, and is useful in school. Some of their other resources are more suited to Church.</p> <p>Hubble site: links to the science curriculum.</p>

<p>Is the world beautiful ? Is it God's world? Does a beautiful world mean there is a wonderful God?</p>	<p>To reflect on the beauty of the natural world</p> <p>To reflect and create questions in the form of a poem</p> <p>To recognise that some questions are mysterious and puzzling for everyone.</p>	<p>How does the creation story make you feel?</p> <ul style="list-style-type: none"> ◆ Use some Godly Play activity to stimulate feelings of awe and wonder through story. Enable children to respond through questioning and wondering. ◆ Display images of the natural world and the universe on the IWB to stimulate reflective responses ◆ Reflect on a mystery object such as a shell, flower, star or tree. Think of 5 questions, each beginning with how, why, what, who, where. Record them on a mind-map template. Share ideas and then discuss these questions of origins. ◆ Share and write poems together, drawing upon the children's thoughts and ideas. Ask the children to express ideas in the form of a poem beginning with, 'I wonder...' Or choose to write a poem beginning with 'Why?' e.g. <ul style="list-style-type: none"> ○ Why does it get dark at night? ○ Why is the sky as blue as the sea? ○ Why are there fish in the sea? <p>(See 'Spirited Poetry' RMEP for some inspiring examples)</p>	<p>I can use religious words and phrases to identify some features of the creation story from Genesis</p> <p>I can create a reflective poem on the puzzling questions I think about when I look at the beauty of the natural world</p>	<p>NB: Muslim teaching about Creation stories is similar to, and different from the stories of Genesis.</p> <p>Literacy/ poetry link: the poetry unit in the Literacy Strategy for Year 3 can connect with this work.</p>
<p>What questions would you like to ask God about how the world was created?</p>	<p>To recognise that some questions that cause people to wonder are difficult to answer</p> <p>To respond sensitively to thoughts and feelings of others</p>	<p>What questions would you like to ask God about how the world was created?</p> <ul style="list-style-type: none"> ◆ Hot Seating activity ◆ If you had God in the hot seat, what questions would you ask? One member of the group sits on the 'hot seat' and can be asked questions by others. Child to answer in role. ◆ Listen to the story. Pupils generate questions they would like to ask relating to what they have heard. Questions written on whiteboard. In pairs/groups, the questions are carefully considered and one question is selected to be discussed by the whole class. Pupils to be encouraged to justify or give reasons why they have selected the question. 	<p>I can ask questions about God and the creation story</p> <p>I am developing my own reasoning and thinking</p> <p>I can 'have a go' at answering tricky questions</p> <p>I can listen to others' ideas</p>	<p>Speaking & Listening link</p> <p>This method owes a lot to the 'Philosophy for Children' movement. If you have a P4C trained colleague, ask them to lead on this.</p>

<p>What message do Jews and Christians believe God has given us about how we should look after our world?</p>	<p>To express own ideas about the stories of how God asked people to look after our world.</p> <p>To make links between the creation stories of Jews and Christians and the need to care for the earth today.</p>	<p>In the stories, what did God say about how we should take care of our world?</p> <ul style="list-style-type: none"> ◆ Display images on the IWB of natural beauty e.g. waterfalls, mountains, beach, sunset etc. What might be God's favourite things in all creation? ◆ Talk about the creation story and what we have discussed about God. What does the story tells us about God? In pairs, select words and phrases that would describe Him. ◆ Talk about the Christian concept of God the father and how Christians believe that God made the world and wants us to look after it. Also talk about the idea that God is like a mother or father, wanting to protect what he has made. How does this make the children feel? Discuss. ◆ Talk about hoe the Jewish religion celebrates God's good earth, and asks its members to make a fruitful world last for the generations that follow us. ◆ Brainstorm how the Bible to tells us to look after our world. Look at Think/Pair/Share about what we can do to take care of our world and environment. ◆ Make posters or create a class display showing a tree. Each leaf to display a rule to look after the world. 	<p>I can say why Christians think God is like a loving father</p> <p>I can say why Jewish people thank the Almighty for the gift of a fruitful world.</p> <p>I can say what I think about the stories of creation and about reasons for caring for the Earth.</p> <p>I can suggest ways that we can look after our world</p>	<p>The links between work on creation and work on environment need to be carefully made, but are quite obvious in some ways.</p>
<p>What do Jews say about the creation story?</p>	<p>To discuss what Jews say about the 7th day of the creation story</p> <p>To think about the idea that the Earth needs rest, as all people do.</p>	<ul style="list-style-type: none"> ◆ Discuss the Jewish faith and recap main features of worship and beliefs. Talk about the creation story being found in the Old Testament of the Christian Bible, but this is also called the Jewish Holy Book, the Torah. This includes the book of Genesis, which is also in the Bible. Draw upon other similarities through discussion. ◆ Re-tell the story of creation and say that Jewish people believe in one God who created the world. Jewish people believe that God created the world in six days. ◆ Read 'Jewish Stories' by Anita Ganeri 	<p>I can compare Christian and Jewish ideas about the creation story</p> <p>I can understand and apply the idea of 'rest' for people and for the earth.</p>	<p>Shabbat is an important part of Jewish family life.</p> <p>Link this to other RE topics from other units.</p>

<p>Why is it important to have times of rest?</p> <p>What makes a rest day a holy day for Jews?</p>	<p>To know about Shabbat</p> <p>To make a link between Shabbat, the creation story and their own need for rest.</p> <p>To appreciate the importance of Sabbath in the Jewish home</p>	<p>Why is Shabbat special for Jews?</p> <ul style="list-style-type: none"> ◆ Each week, Jewish people keep the seventh day holy for rest and worship (Shabbat). Jews believe that on the seventh day, God rested from all his work. He blessed the seventh day and declared it holy for ever, a day on which no work should be done. ◆ Shabbat begins at sunset on Friday, when two candles are lit to welcome Shabbat in. On Saturday, many Jews go to the Synagogue. Shabbat ends when the first stars appear on Saturday night. Watch BBC 'Places for worship' and find out about Shabbat. ◆ Re-enact a Shabbat meal ◆ Compare a Jewish child's Sabbath with how they spend their weekend. 	<p>I know that Shabbat is the holy day for Jews</p> <p>I can talk about a Jewish child spends their Sabbath and compare it to my own life</p>	<p>NB: Jewish celebration of Shabbat is a very positive thing. It's important not to present it as 'lots of things that can't be done.'</p>
<p>How do Jews celebrate God's creation of the world?</p>	<p>To know about the festival of Rosh Hashanah</p> <p>To think about whether the 'birthday of the world' should be celebrated by anyone.</p>	<ul style="list-style-type: none"> ◆ Talk about the festival of Rosh Hashanah (September-October) and how it is a time when Jews remember the creation of the world. The day is referred to as 'the birthday of the world.' It is a time when people think about their faults of the past year. It is the custom at home to eat pieces of bread and apple dipped in honey, this represents the hope for a 'sweet' new year. ◆ Have a tasting session of slices of apple dipped in honey. ◆ Invite pupils to reflect on their own lives and share with others if they feel comfortable. Teacher to begin the activity with own examples. ◆ Discuss and write about their wishes for a happy new year. Display 	<p>I can reflect on my own experiences and feelings about rest, about the environment and about the Earth.</p>	

<p>What have we learned in this unit of RE?</p>	<p>To make links between the life of a Jew and my own life</p> <p>To make links between the creations stories of Genesis and beliefs about God</p> <p>To reflect for myself on questions of origins and meanings: Does a beautiful world mean there is a wonderful God?</p>	<p>Summary and drawing out of the learning</p> <p>a) Judaism</p> <ul style="list-style-type: none"> ◆ What do you know about how a Jew spends Sabbath? ◆ Are there differences or similarities to how you spend your own life? ◆ If you were a Jew, what changes would you have to make in your life? What would be good about these? (AT2) <p>b) Christianity</p> <ul style="list-style-type: none"> ◆ Christians believe the universe began with the love of god and the word of god. What do you believe about what happened 'in the beginning'? <p>c) Questions of purpose</p> <ul style="list-style-type: none"> ▪ Some people look at our lovely world and say it must prove there is a wonderful; God who made it all. Other people think it is an accidental world. ▪ What do you think? What arguments can you give for your ideas? 	<p>I can say why my life is similar or different to that of a Jew</p> <p>I can identify the ways Christians explain the beginning of the world</p> <p>I can give my opinion about this unit's big questions.</p>	<p>This conclusion is not easy, but it's important for RE to be about big spiritual questions rather than just little religious facts.</p>
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