

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

How did the
world begin?



How did the World Begin?

<p>What this unit contains</p>	<p>In this unit pupils investigate: patterns rhythms in nature, change, growth and start to consider the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. The question is raised: ‘Where did it all begin?’ Through this unit pupils are introduced to the belief that whilst some people believe the world was a wonderful accident, many people of faith, and specifically for this unit, Jews, Christians and Muslims, believe a Creator God, designed the world.</p> <p>Content includes: Jewish and Christian beliefs about God as a Creator; responsibility for living things on the planet as a response to this belief; harvest thanksgivings and St Francis as an example of a Christian living a life in response to these beliefs. Islamic beliefs about Allah, the Creator of all things and people as the custodians of the earth.</p>
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit introduces pupils to beliefs in Judaism, Christianity and Islam, incorporating content from the appropriate sections of the syllabus and should be taught in years 3 or 4. <i>Please note that some other faiths and beliefs do not believe in a creator God.</i></p> <p>Throughout the unit pupils should be encouraged to notice change in the world around them – in the weather; in plant life around the school; in themselves and in seeds/bulbs that can be grown in class. If possible they should be encouraged to care for creatures, for example feeding fish or birds.</p>
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> • explore and respond to Christian images of creation from works of art from different periods. For example Michelangelo’s images of the Creator and his creation in the Sistine chapel. • discuss elements of the natural world which may at first seem unappealing and consider their place in the greater scheme of things (snakes, spiders, slugs in the garden). • find out more about other celebrations in faiths and beliefs that follow the rhythm of the year, e.g. May Day celebrations.

<p>Extra Resources:</p> <p>http://www.uspg.org.uk/resources/</p> <p>http://reepinfo.org</p> <p>http://www.wildededucation.co.uk/what-is-forest-school/</p>	<p>Vocabulary</p> <table border="0"> <tr> <td>create</td> <td>Christianity</td> <td>mysterious</td> <td>unique</td> </tr> <tr> <td>Creator</td> <td>Judaism</td> <td>earth</td> <td>special</td> </tr> <tr> <td>God</td> <td>Muslim</td> <td>sea</td> <td>shell</td> </tr> <tr> <td>Allah</td> <td>Islam</td> <td>sky</td> <td>feather</td> </tr> <tr> <td>dead</td> <td>make</td> <td>animal</td> <td>stone</td> </tr> <tr> <td>alive</td> <td>living</td> <td>bird</td> <td>egg</td> </tr> <tr> <td>Christian</td> <td>beautiful</td> <td>Saint Francis</td> <td></td> </tr> </table>	create	Christianity	mysterious	unique	Creator	Judaism	earth	special	God	Muslim	sea	shell	Allah	Islam	sky	feather	dead	make	animal	stone	alive	living	bird	egg	Christian	beautiful	Saint Francis		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> • ultimate questions about the origin of life on the planet and beliefs about a Creator who cannot be seen. • ways to care for the planet. • the work of a school council and how pupils can be active members of the school community through this.
create	Christianity	mysterious	unique																											
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Session 1 Key Question: Where did the world and everything in it come from?

Learning outcomes	AT1	AT2	Suggested teaching activities	Sensitivities, points to note,
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that the world contains many beautiful natural things, all of which are unique • consider that life is special and transient • consider beliefs about origins 	<p>✓</p>	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>	<p><i>Before the lesson prepare a collection of items from several natural environments e.g. water, land, air. Have items derived from the natural world e.g. oil, wool, feathers, eggshells, stones, shells, seedpods, leaves, plants.</i></p> <p>Select and talk to the class about one object from the collection. How many different words can they suggest to describe the item? Do they know what it is and where it comes from? Introduce them to the idea that although there may be many similar items in the world, each one is unique.</p> <p>Distribute items so each pupil has one. Look at it closely and think of words to describe it. Ask pupils: Is their object dead or alive? Was it ever alive? Did anything ever live on or in it? What does it feel like? Smell like? Who made this object? Who made the first example of this object?</p> <p>Talk about the fact that some people in the world believe that everything in the world appeared and developed into what it is today and / or may have began as an explosion in space whilst many others believe it was made by a Creator (maker) God. Furthermore, there are a range of perspectives on the nature of creation, for example that the world may have no beginning or end.</p> <p>Using a range of art materials, let pupils draw or paint their special item. Label pictures, where possible with the words pupils have chosen.</p> <p>Plenary: Look again at the whole display. Ask the class where the birds are that grew the feathers or the creatures that lived in the shells? Share outcomes of the lesson and display.</p> <p>Measure and record heights / shoe sizes of class members. Repeat this later in the unit to see how they have changed during the time they have been working on this unit.</p>	<p>Resources:</p> <p>Items for natural world display. Art materials – pastels, chalks, paints and a range of brushes, Paper of different colours, grades and sizes.</p> <p>Forest School project</p>

Session 2 Key Question: What do Jews and Christians believe about the creation of the world?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that Jews and Christians believe that God created the world • know that Jews and Christians believe that people have a responsibility to care for God's creation • consider the need to care for the planet today • know about conservation projects to support wildlife or the natural environment • support the local environment and involve the work of the school council 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Watch a video / DVD or read a version both Jewish/Christian creation stories. Firstly, as a class sequence the steps of creation and focus on the repetition of 'it was good'. Then, for example, talk about the responsibilities given to Adam and Eve in caring for the garden and naming the animals. How might they have felt?</p> <p>Show pupils pictures of creatures from around the world – can they recognise them? Do they know their names? Do pupils know where in the world animals live? Reflect on the way that Adam and Eve had so many names to choose.</p> <p>Explain that some creatures are finding it hard to live and people are trying to help them to survive. Show pupils information about a conservation charity and link to human responsibilities as carers for the world. How might Adam and Eve feel about this project?</p> <p>This lesson could link to local conservation work or the need for it in and around the school grounds. Groups of pupils could formulate rules for caring for part of the school grounds. The class could then decide which rules are the best and make a class list and some posters to encourage others to keep the rules.</p> <p>The class could also take this work to the school council as a proposition for the school to consider following or developing.</p>	<p>DVD: Creation Stories – Quest, Channel 4 (www.tts-group.co.uk/quest-creation-stories-dvd/1004017.html)</p> <p>BBC Active DVD Worship & sacred Places https://www.pearsonschoolsandfecolleges.co.uk/Primary/ReligiousEducation/BBCActiveCD-ROMs/BBCActiveWhiteboardActiveRE/ISBN/InteractiveCD-ROMs/WorshipandSacredPlacesWhiteboardActivepack.aspx</p> <p>Christian creation story retold. e.g. <i>The Creation</i> by James Weldon Johnson https://www.youtube.com/watch?v=jehhUNgXUBY</p> <p>http://www.thebrickbible.com</p> <p>Images of creatures from around the world including large, small, nocturnal, reptiles, mammals, fish, birds. Include some that are 'endangered'. Charity information about saving creatures, e.g. whales, dolphins, orang-utans, tigers.</p> <p>www.eco-schools.org.uk</p>

Session 3 Key Question: How do Christians thank God for the world? How do they show their care for other people?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that Christians celebrate harvest to thank God for his creation • know that at harvest Christians remember that humans are dependent on the weather and nature for the food and drink needed to survive • know that Christians often use harvest as a way to share food with those less fortunate than themselves 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Either:</p> <ol style="list-style-type: none"> 1. Watch the film of children from Bushey Baptist church collecting and distributing items for their local community at harvest. Invite a local Christian into the class to talk about harvest in their church - why and how it is celebrated and how it is an opportunity to share with others. 2. Visit a local church to see it decorated for harvest and discuss how harvest is a time when Christians thank God and share with others. 3. Read a harvest story and consider what contributes to the plants growing and how at harvest Christians thank God for ensuring the harvest is good. <p>Make a harvest loaf with the class in the shape of ears of corn. Explain to pupils how the ingredients have been dependent on nature and explain that at harvest Christians thank God for the way he provides for their needs.</p> <p>After the lesson either organise a charitable collection or link the school's harvest celebration to donations for local charities for the less fortunate e.g. local Food banks or refugees.</p>	<p>Resources:</p> <p>'The Tiny Seed' by Eric Carle 'Ears and the Secret Song' by Meryl Doney (Lion)</p> <p>BBC Active DVD Celebrations and Special Times.</p> <p>http://www.trumedia-shop.co.uk/bbc-celebrations-and-special-times-whiteboard-active</p> <p>Greenwich Food Banks www.greenwich.foodbank.org.uk</p> <p>https://www.graceaid.org.uk/</p>

Session 4 Key Question: How did St. Francis show his thanks to God for his creation?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> • know why St Francis is a Christian example of caring for and protecting living things • know St Francis' canticle to the sun from 'The Circle of Days' • consider ways that they can think of and help others 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Talk about how sometimes people's beliefs make them choose to live in particular ways. Ask pupils for any examples they may know such as following food rules, celebrating festivals, working for charities.</p> <p>Read with pupils the story of the life of St Francis, an example of someone who tried to follow Jesus' teachings. Explain that the title 'Saint' is sometimes given to Christians who have lived particularly special lives.</p> <p>Discuss why St. Francis felt he wanted to give up his rich clothes and lifestyle to live simply. How hard might that have been for him and his friends?</p> <p>Read the 'Circle of Days' and talk about what it tells about St Francis' beliefs about the natural world.</p> <p>Discuss how the story and St. Francis' words show that St. Francis was determined that he would follow Jesus' teachings and be peace-loving, kind and thoughtful to everyone and every creature.</p> <p>Make a class list of times when people have behaved kindly or when others have been kind and thoughtful to them. Initiate a class 'thoughtfulness' award to give to members of the class to wear for a day if they have been particularly thoughtful or kind to others.</p>	<p>Resources:</p> <p>Stories about St Francis,</p> <p>'St Francis' by Wildsmith, Oxford</p> <p>'Lives and Times St Francis' (big book) Heinemann</p> <p>'The Circle of Days' by Reeve Lindbergh, Candlewick Press ISBN-13: 978-0763603571</p> <p>https://www.youtube.com/watch?v=bqD6fUHIFBY</p> <p>Pictures of Franciscan friars</p> <p>Pictures of animals</p> <p>Stories:</p> <p>St Francis & the Wolf</p> <p>St. Francis preaching to the birds.</p>

Session 5 Key Question: What do Muslims believe about the creation of the world?

Learning outcomes	AT 1	AT 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> • know that Muslims believe Allah¹ is the Creator of all things • know that Muslims respect and appreciate everything that Allah created and believe that people are the custodians of the earth • know that many Muslims do not draw human beings or creatures 	✓ ✓ ✓ ✓ ✓	✓ ✓	<p>Show pupils a star and crescent symbol and explain that in this lesson they are going to find out about what Muslims believe about where everything in the world came from.</p> <p>Watch part of the first Islam programme from Pathways of Belief DVD showing Muslim beliefs about creation. Discuss new vocabulary pupils have encountered and clarify understanding.</p> <p>Examine beautiful images inspired by nature that can be found in the Muslim world. Explain that some Muslims believe that the human image should not be drawn or reproduced except for particular educational purposes, but that respect is shown to Allah's creation and it is celebrated in many decorative ways.</p> <p>Muslims thank Allah for his wonderful creation. Show pupils the prayer mat and explain that this is often used to kneel on during prayer, to provide a clean place to pray.</p> <p>Unit Assessment task Draw flowers or plants from around the class/ school or do bark or leaf rubbings; use these to make small paper prayer mats. Discuss how Muslims recall Allah's creation and thank him in their prayers. Label to explain what Muslims believe about creation and display outcomes.</p>	<p>Notes to Teachers:</p> <p>The use of the star and crescent symbol in this lesson is to make clear to pupils that during this lesson they are learning about the Muslim faith. This is not a universally accepted symbol of Islam</p>

¹ Nb. Allah is the Arabic word for God.

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