**Supporting material for Believing and Belonging**

**FL2.11**

A logo of a person with a moon and a half moon

Description automatically generated

**How do creation stories help people understand the world?**

|  |  |
| --- | --- |
| **About this unit:** | This unit follows Pathway 6: The Big Picture. Pupils will learn about the views of different religions/beliefs regarding the origins of the world. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit can build on unit F1.13. What do religions/ worldviews say about our wonderful world?  Resources are identified in the introduction below and in each lesson where relevant. There is also a full set of PowerPoints and knowledge organisers available which have been written specifically for this planning. To access and subscribe email [enquiries@penninelearning.com](mailto:enquiries@penninelearning.com) |
| **Age Related Pathway Statement:** | Good RE students (LKS2) can recall stories from different traditions and explain how these affect people’s lives. |
| **Transferable question:** | Is science compatible with religion?  How did the world begin? |
| **The religions studied in this unit:** | Christianity, Judaism, Islam, Sikhism, Hindu Dharma and a non-religious perspective on these stories. |
| **Estimated teaching time for this unit:** | Most units in Believing and Belonging are designed to be taught in a minimum of eight hours. The syllabus recommends that four units (3 core and 1 focus) should be taught in each year group. Schools can adapt this to suit their needs and timetable, but units should not be artificially compressed to match neatly into every half term. |

|  |  |
| --- | --- |
| **Vocabulary** | Resources |
| **In this unit, pupils will have an opportunity**  **to use words and phrases related to:**   * Creation * Creator * Responsibility * Stewardship * Truth * Science * Big Bang * Evolution * Theory | Opening Up Judaism (Chapters on Shabbat and Creation), RE Today Services, 2011 ISBN-13 ‏ : ‎ 978-1905893553  REQuest: <https://request.org.uk/> Search for ‘Creation’ (KS1 and KS2)  Big World, Big Ideas: Religion & Science (RE Today)  Big Questions, Big Answers Vol 2: Investigating Worldviews (RE Today)  Rae Norridge, Hilmy the Hippo Learns about Creation, The Islamic Foundation, 2007 ISBN-13 ‏ : ‎ 978-0860373131  My First Quran Storybook (Goodword publiching) ISBN-13 ‏ : ‎ 978-8178985541  Picturing Creation by Kate Neal (Photo and resource pack ;RE Today) ISBN: 9781904024583  It Started with a Big Bang: The Origin of Earth, You and Everything Else, Kids Can Press; Illustrated edition (3 Oct. 2019) ISBN-13 ‏ : ‎ 978-1525302558 |

|  |  |  |  |
| --- | --- | --- | --- |
| **EXPECTATIONS – informed by ongoing assessment throughout the unit:** | | | |
| **Pupils working towards the age related expectations will:**   * Re-tell a range of creation stories. * Express ideas about creation. * Give examples of ways to look after the world around them. | **Pupils working at the age-related expectations (ARE) for LKS2 will be able to:**   * Re-tell a range of creation stories, making links between them. * Express ideas about creation and suggest meanings for the stories. * Express different views and ideas about helping to look after the world around them. | **In order to broaden and deepen their learning, some pupils might:**   * Describe similarities and differences between some different stories and begin to express ideas of how the stories may be relevant today. | |
| ASSESSMENT SUGGESTIONS  * Ask the question ‘Are the creation stories still worth reading today?’ Pupils to answer as if they were Jewish, Muslim, Christian, Sikh, Hindu Dharma or Humanist, explaining their ideas. * Ask pupils to plan and produce their own creation story. They may or may not have a ‘divine being’ but the interpretation of ‘looking after the world’ must be the focus. | | | |
| CONTRIBUTION TO SMSC Opportunities for **spiritual development** come from thinking about how beliefs are shaped by stories.  Opportunities for **moral development** come from considering issues about how to protect the world.  Opportunities for **social development** come from exploring questions together about how to look after the world.  Opportunities for **cultural development** come from exploring the similarities and differences between creation stories | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How does the Jewish creation story help me to think about the world in which I live?** | **Demonstrate understanding of the Jewish beliefs about creation.**  **Make links between the Jewish creation story and the world.**  **Ask questions about looking after the world.** | Ask pupils where they think the firsts animals came from, the first people, the world itself. Share responses and explain that they are going to be thinking about how different faiths have different creation stories.  Share a version of the Jewish creation story from Genesis 1 (see resources). Point out the seven strands from the story – light; sea and sky; dry land; sun, moon and stars; birds and fish; animals and humans; rest.  **Suggested tasks:**  Give pupils a copy of the text and ask them to find the relevant lines from the creation story to match the seven strands/days, or use ‘Godly Play’ storytelling to tell the story of the seven days of creation.  Ask the pupils to think of questions/thoughtful ideas to go with each strand. e.g Do you prefer the sea or the sky? What was it like before animals and humans were created? Is the order of the strands important? Display their answers on pictures of the strands.  What we can learn about the world from this story? How does it make us think about all the different living things in the world? What are our responsibilities? Was the creation story similar to any of the ideas that the children suggested at the start? | Schools following the Diocesan Syllabus will find further resources and information in ‘Understanding Christianity: Lower KS2 Unit 2A.1 - Creation/Fall  The story in Genesis 1 is shared by Jews and Christians.  **Outdoor learning:**  Begin the unit with a trip outdoors. Use all the senses; lie down and look up; listen to the sounds – where did it all come from? |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How does the Islamic creation story help me to recognise my responsibilities?** | **Demonstrate understanding of Islamic beliefs about creation.**  **Consider what the different stories mean and describe**  **the similarities and differences in the stories.**  **Recognise responsibilities for looking after the world.** | Have sequencing cards from the Jewish version of Genesis 1 ready. Ask the pupils to retell the story to each other using these cards. Recap on some of the discussions last lesson.  Introduce the story of creation from Islam (see resources). As you read, build up a visual 3D image of the different parts from the story. Ask pupils to spot the differences between the Jewish and Islamic stories as you read. Discuss these at the end. How would the meanings from last time be different if you had heard this version first?  **Suggested tasks:**  Use a Venn diagram to compare the similarities and differences between the two stories. List some key ideas emerging from the stories (e.g God/Allah creates using his words, the world was beautiful, human beings had life breathed into them) and use a diamond 9 to order ideas about both creation stories. Ask for the reasons behind pupils’ choices.  Focus on the seven soils and the creation of human beings. Why seven soils of different colours? What might they represent? Use a limited palette of 7 colours to create an abstract representation of themselves, their personality, interests etc.  Ask the pupils to think of questions, as if they were Muslim, to ask Allah about his creation of the world. Write ideas on stars and moons.  ‘[Charlie and Blue Ask about Allah and Creation (youtube.com)](https://www.youtube.com/watch?v=TCaRkcib2IA) focuses on how Muslims care for the world. Ask how Allah wanted Muslims to look after the world. How is this different from/similar to G-d asking Jews to look after the world? What could/should we do to care for the world? | **Outdoor learning:**  Discussions and stories leading to ‘big questions’ could take place in an outdoor story circle or around a campfire.  Make an orienteering trail to follow the 7 days of creation.  Make animals/birds from natural materials. Hang them from trees/display them in the school grounds.  In response to the Islamic creation story, it is appropriate to draw abstract or natural images rather than to draw human beings. |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **What does Sikh teaching about creation help me ask big questions?** | **Respond thoughtfully to what the different texts mean.**  **Give opinions about why there are similarities and differences in the texts.**  **Express ideas for looking after the world.** | Introduce Sikh ideas about God (Waheguru) and creation. Sikhs believe that Waheguru has no beginning and no end that he has always been in existence. The Mool Mantar (resource pack) states he is the creator. There is no single story of creation in the Guru Granth Sahib, but there are many texts indicating Sikh belief that God (Waheguru) in one word created many galaxies and everything in them.  **Suggested tasks:**  Prepare a selection of texts about creation (see resource pack). The texts vary in depth and complexity and will provoke different questions and ideas. Ask pupils to work individually or in groups to produce a visual/creative response to one of the texts using a selection of art materials.  Pupils could read one of the texts aloud as a poem, or set it to music and sing it. Reciting/singing brings out different emphases, leading to new interpretations and ideas. Look closely at the texts and ask the pupils to underline key words and ideas. Make links with the other creation stories. Which statements are important to all stories? Which ones do pupils like best? Which ones say something unusual or different?  What do Sikh teachings about creation teach us about looking after the world? Make a poster for the Gurdwara, encouraging the care of the created world. | Links could be made with future lesson – Big Bang Theory - and discuss the similarities.  The Guru Granth Sahib is full of hymns and poems, and music is a central element of Sikh worship. |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How does a Hindu creation story help me to understand ideas about God?** | **Demonstrate understanding of Hindu beliefs about creation.**  **Consider what the different stories mean and describe**  **the similarities and differences in the stories.**  **Recognise responsibilities for looking after the world.** | The Hindu Story of creation:  Before time began there was no Earth, no heaven, no space, nothing. The waves of a vast, dark ocean lapped on the edge of this nothingness and a giant cobra floated on the waters. Lying asleep in the snake’s coils was lord Vishnu. The snake kept him safe and he slept peacefully. Slowly, a sound started, “om”. It grew louder and filled the emptiness. It throbbed with energy and drove the emptiness away.  Lord Vishnu woke up and a magnificent lotus flower grew from his navel. Right in the middle of the flower sat Brahma. Lord Vishnu told Brahma to set to work and create a world. Still sitting in the flower, Brahma calmed the wind, stilled the waves and brought peace. Brahma spilt the lotus flower making three different parts: the heavens, the earth and the sky. To start with the earth was bare so Brahma created grass, flowers, trees and plants. He let living things evolve so that the earth became full of animals, birds and fish.  Hindus have many ways of thinking about God. They say there is one God but use different names when he does different thing. When God creates he is called Brahma. When he looks after the creation he is called Vishnu. As lord Shiva he will destroy the universe  **Suggested tasks:**  Children to create their own quiz cards to help them recall information about the Hindu Dharma Story of creation or create a comic strip.  The children could follow simple instructions to make a lotus flower – a symbol of creation.  How is this different to the stories you have heard so far? How do Hindus believe that the world will end? | [Hindu creation story - YouTube](https://www.youtube.com/watch?v=Y9yWwFWpbRo)  Pupils may have studied unit F1.11 which is all about Hindu stories and. The story of How Mother Ganga came to Earth is another story to support Hindu ideas about looking after creation. |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How might Humanists approach the story of how our world began?** | **Express ideas about their own ideas about creation and the world around.** | Discuss how different people think the world began. Point out that whatever the story or reasoning behind the stories they all have a common theme of looking after the world.  Watch a video from Understanding Humanism about how the world <https://understandinghumanism.org.uk/res_films/where-do-we-come-from/>  Ask pupils to compare the story with the others that they have heard.  How can we continue to look after our world? The Understanding Humanism website has lots of suggestions of how this can be taught in the classroom.  **Suggested tasks:**  Ask pupils to write their own creation story. They may or may not have a ‘divine being’ but the interpretation of ‘looking after the world’ must be the focus.  Share the stories together as a class. | **Outdoor learning:**  A discussion about ‘looking after the world’ may be enhanced by being in an outdoor space; how should we take responsibility for the world? |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **What is the relevance of creation stories for today?** | **Demonstrate understanding of the purpose and practice surrounding the ‘rest day’ in faiths today.**  **Make links between the Jewish observance of Shabbat and their Creation story.** | Have copies of the Genesis 1 creation story available for the children. Talk about the seventh day of creation – the day of rest. Why is this day included in the story? What is the link between the creation story and the observance of a rest day?  For Jewish communities, the day of rest – Shabbat – is celebrated weekly from sunset on Friday to sunset on Saturday. The Jewish creation story reminds them of the importance of this practice. Sabbath observance is one of the 10 commandments (Exodus 20:8-11). Watch BBC clips about Shabbat and make notes about how Jews celebrate each week.  Other faiths have a day each week for religious observance:  • Most Christians keep Sunday as their day of rest to remember the resurrection of Jesus on Easter Sunday. The commandment to observe the Sabbath is often applied to Sundays.  • A day of rest is not reflected in Islamic beliefs about Creation – Allah is always creating and needs no rest. Pupils may want to explore this difference of emphasis in the stories. Friday is observed by most Muslims as a day for prayer rather than rest.  • Sikh worship often takes place on a Sunday in the UK because this is traditionally a day off work for most people.  **Suggested tasks:**  Ask the pupils to investigate the practices of Muslims, Christians and Sikhs in their weekly day of rest/prayer and make comparisons.  On bubbles, ask the pupils to write or draw what they would like to do on their rest day. Can they make links with any creation stories? | [Shabbat - the Jewish day of rest - BBC Teach](https://www.bbc.co.uk/teach/school-radio/assemblies-shabbat-the-jewish-day-of-rest/zvsj96f)  Shabbat is covered in greater detail in Core Unit CL2.6 How do Jews use stories to remember God’s covenant? |

|  |  |  |  |
| --- | --- | --- | --- |
| Key questions | **Learning objectives**  Pupils should: | Teaching and learning opportunities | **Wider learning opportunities / Points to note** |
| **How do beliefs about creation inspire people to care for the planet?** | **Explain how creation stories are still important to people of faith.**  **Explain stories have different interpretations and meanings to different people.**  **Is science compatible with religion? How did the world begin?** | Have images from the different creation stories - sequencing cards or artistic representations of creation. Recap the stories briefly and talk about the themes that emerge from them e.g. Creator God, the beginning of time, a beautiful world etc.  Explain that scientists have different theories about how the world began and evolution. Discuss the difference between creation stories and scientific theories. Explore the symbolic meanings behind the creation stories – that they do not have to be taken literally. Religious believers might say that Science answers the question ‘How?’ and Religion answers the question ‘Why?’  Discuss meanings of looking after the world, that all living things are important, that religion teaches responsibility towards others, respect. Investigate Christian ideas about ‘stewardship’ – responsibility to care for creation. Jewish concept of Tikkun Olam – healing the world. Humanist ideas – environmental responsibilities.  **Suggested tasks:**  Have the question ‘Are the creation stories still worth reading today?’ Pupils to answer in a paragraph as if they were Jewish, Muslim, Christian, Sikh, Hindu Dharma or Humanist. Pupils to explain their reasons. (Assessment opportunity)  Ask the question: Is science compatible with religion? How did the world begin? Interview a scientist from a faith community. E.g. <https://www.faraday.cam.ac.uk/schools/overview/> | Images can be found in Picturing Creation (RE Today); Spirited Arts ‘God’s Good Earth’ www.natre.org.uk  Further ideas and activities on this theme:  REQuest: <https://request.org.uk/> ‘Creation’.  Big World, Big Ideas: Religion & Science (RE Today)  Big Questions, Big Answers Vol 2: Investigating Worldviews (RE Today)  **Lived experience:** Interview a scientist from a faith community. |