**Supporting material for Believing and Belonging**

**E.6**



**How do we understand and care for the world?**

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| **About this unit:** | This unit of work is based on Pathway 6 – The Big Picture. This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers value and take care of the world due to their beliefs about creation.  This unit focuses solely on religious beliefs about creation however there are many interesting cultural stories about creation that teachers may wish to explore with children. EYFS teachers may wish to consider reading some simple creation stories from around the world- try creation stories from African, First Nation American or Aboriginal cultures.  **NB It is up to each school as to how lessons from this RE unit are selected to fit in with long term plans/themes. Links can be made to other areas of learning in the Nursery and Reception phases of Development Matters, e.g. scientific and geographical knowledge of “The Natural World” and the prime area of Communication and Language – listening attentively and asking questions.**  **Activities may be adapted to suit Reception and Nursery settings.**  **See ‘Believing and Belonging 2024’ for more detail about teaching Religious Education in Early Years settings.** |
| **Early Learning Goals (ELG):** | **People, Culture and Communities:** Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.  **The Natural World:** Explore the natural world around them making observations and drawing pictures of animals and plants. |
| **The religions studied in this unit:**  **Transferable questions:** | Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches.  Why are some stories important? |
| **Estimated teaching time for this unit:** | Good practice recommends 45 mins - 1 hour per week, however the Foundation Stage units have been designed to link with each other and incorporate the 7 areas of learning. Some of the suggestions below may take longer than one session or may be included in continuous provision. |

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| **Vocabulary** | Resources |
| **In this unit, pupils will have an opportunity**  **to use words and phrases related to:**   * Creation * Responsibility * Nature * Caring for the world   Names for God/Gods in different religions. | **Books**:  A variety of stories and picture books about Creation from different religions (see recommended reads in some lessons)  Inspiring RE No 8. Hindus (RE Today) –  Share a story with…digi bookfor 4 – 7s (RE Today) – Hindu creation story for EY included.  The following books may also be useful at different times.   * Wonderful Earth, Nick Butterworth and Mick Inkpen ISBN 978-1856080057 * Lion Storyteller Bible ISBN 978-0745964331 * Baby Birds by Gill Vaisey ISBN 978-0955888601 * Tiny Ants by Gill Vaisey ISBN 978-0954722005 * ‘Waterbugs and Dragon Flies’ by Doris Stickney ISBN 978-0829818307 * Mrs and Mrs God in the creation kitchen, Nancy Wood/Timothy Basil Ering, ISBN-10: 0763612588 * Prophet stories from the Quran (Anisah Anisah, independently published. ISBN-10: 1090573170) * My First Qur’an Storybook 978-8178988603   **Websites**:  [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk) – Treasure hunts for Autumn and Spring  <https://request.org.uk> - Information, pictures and videos about Christian beliefs  <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2023/> - examples of art on spiritual themes done by young people of all ages.  <https://www.truetube.co.uk/resource/charlie-and-blue-ask-about-allah-and-creation/> - Islamic creation  <https://www.bbc.co.uk/programmes/p0114xpt> - BBC class clips about Shabbat  <https://www.youtube.com/watch?v=Y9yWwFWpbRo> Hindu Creation story |

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| **EXPECTATIONS – informed by ongoing assessment throughout the unit:** | | |
| **Understanding the World: 3 to 4 years old**   * Begin to make sense of their own life story and family history. * Continue to develop positive attitudes about the differences between people. * Begin to understand the need to respect and care for the natural environment and all living things. | **Understanding the World: Reception**   * Recognise that people have different beliefs and celebrate special times in different ways. * Explore the natural world around them. * Describe what they see, hear and feel whilst outside.   **People, Culture and Communities (ELG):**   * Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.   **The Natural World (ELG):**   * Explore the natural world around them making observations and drawing pictures of animals and plants. | **In order to broaden and deepen their learning, some pupils might:**   * Notice similarities and differences between different religious accounts of creation. * Notice details about religious stories of creation. * Begin to make connections between beliefs about creation and how people care for the world. |
| ASSESSMENT SUGGESTIONSChildren could show care for their environment e.g. carefully handling mini-beasts, tending to garden areas, creating a bug hotel.Children could contribute to a collaborative art project to reflect on and consider religious viewpoints on care for creation. Children could talk about how they can help to look after a place or make it better – make a picture or write instructions about looking after the world.  **CONTRIBUTION TO SMSC DEVELOPMENT**  **CONTRIBUTION TO SMSC DEVELOPMENT**   * Opportunities for **spiritual development** come from thinking about the wonder of creation. * Opportunities for **moral development** come from considering our responsibility for caring for and looking after our environment. * Opportunities for **social** **development** come from sharing spaces with others and exploring together * Opportunities for **cultural development** come from hearing stories from different religion/worldview communities. | | | | |

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| Key Questions | **Learning Objectives** | Teaching and Learning Opportunities | **Wider Learning Opportunities / Points to note** |
| **What is beautiful about the natural world?** | Use their senses to explore and talk about the natural world around them.  Notice changes that occur throughout the seasons.  Create artwork in the outside area using natural resources and IT skills. | Children should have the opportunity to experience moments of awe and wonder relating to the natural world around them. Go on senses walks throughout the year either around the school grounds or in green spaces nearby such as parks or woodland areas to see what children can hear, see, smell, touch and taste (bring back to school items that are edible to prepare). Talk about the big and small things that they can see high in the sky and down on the ground. Children should compare the changes that occur through the seasons. Take magnifying glasses, mirrors for the sky and pooters etc. to look more closely.  Gather together items from the natural world that the children have collected. Discuss the items in small groups and explain why they like the item they have brought into school. Talk about animals that they like and think carefully about types of weather. Focus on what the children think are full of awe and wonder.  **Suggested activities (Adult-led):**   * Go on a barefoot walk. * Read a story to introduce the concept that some people believe that a God figure was responsible for creating our natural world - Mrs and Mrs God in the creation kitchen (Nancy Wood/Timothy Basil Ering, ISBN-10: 0763612588)   **Suggested activities (Provision):**   * Draw or photograph a range of items from the natural world. * Place a selection of pebbles, conkers, petals, twigs, leaves, pine cones etc. in the outside learning space so that children can use them to create art work in the style of Andy Goldsworthy. Children can take photographs to record their art work. * Create a role play travel agents with brochures, pictures and books about different places around the world with different natural environments. Use a globe or map of the world to identify where the places are. | NB families will have different approaches to creation, so sensitivity is required in whole-class discussions.  **Pre-teaching vocabulary:** Introduce the words: natural, man-made, nature, the world etc.  Art projects about the wonderful world can be inspired by themes of God and creation. There are good examples created by children of all ages here <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2023/> |
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| **What does the word creation mean?**  **What is the Christian story of Creation?**  **How and why do Christians say ‘Thank you’ to God?** | Listen to and talk about the creation story from the Bible.  Name something that Christians believe was created by God.  Talk about why Christians believe they should be thankful and look after the world. | Read the creation story from the Bible (Genesis 1) in a modern/ child friendly version. Talk about how Christians (and others) believe the world and everything in it was created by God. What does the story teach Christians about God? (e.g. powerful, creative, caring).  Make a list of things created by God, highlighting the variety. The following videos explore the variety of landscapes, plants and creatures in creation:  <https://www.bbc.co.uk/programmes/p018zgqh> <https://www.bbc.co.uk/programmes/p018zh2s>  **Key belief for pupils to understand**: Christians believe that God created the world and that they should be thankful for it and look after it.  **Suggested activities (Adult-led):**   * Tell the creation story using a ‘story box’ or Godly Play script. * Sing Christian songs about creation such as ‘All things bright and beautiful’, ‘From the tiny Ant’, ‘He’s got the whole world’ etc. * Discuss art that a Christian might create; create a ‘Thank You for the world’ display * Write a ‘Thank you’ prayer that a Christian might say. * Read books such as: God’s brilliantly big Creation story. (Dai Woolridge/Alex Foster, published by SPCK publishing. ISBN-10: 0281084815); Wonderful Earth. (Nick Butterworth/Mick Inkpen, published by Hunt & Thorpe. ISBN-13: 978-1856080057)   **Suggested activities (Provision):**   * Create 3D models, collages or paintings of things that Christians believe God created. * Draw something to add to a ‘Thank You for the world’ display   **Take it deeper:** throughout the unit, pupils will ask or answer questions. Keep a record of these in a class book. Suggested question: What are they thankful for in the natural world? | **Anglican Diocese of Leeds and York/Schools using Understanding Christianity:** this lesson can be explored further using F1 God: CORE- Why is the word God important to Christians? DIGGING DEEPER-How can we care for our wonderful world?  **Lived experience:** Talk with a Christian about their views on creation and what this means to them about being thankful and looking after the world  ‘Godly Play Creation’ may be viewed online – there are many examples, including free scripts.  A Faith Visits Directory for West Yorkshire, including Godly Play practitioners, can be found at <https://www.penninelearning.com/resources/> |

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| **What do Jewish people believe about creation?**  **What are some of the things that happen at Shabbat?**  **How does Shabbat help Jewish people to remember their creation story?** | Listen to and talk about the Jewish creation story in which G-d created the world.  Talk about Shabbat as a day of rest with no work linked to the seventh day of creation. | Explain that today we are finding out about how people from Judaism believe the world was created. This Shalom Sesame Street video tells the Jewish story of Creation and ends with the words ‘Shabbat Shalom!’: <https://youtu.be/lre-LLz-UzE> Show children a Torah scroll - picture or artefact. Read the Jewish Creation story using an easy to read version. It is the same as the Christian story - the first 5 books of the Bible are the same as the Jewish holy book, the Torah.Focus on the day of rest at the end of the story; Jewish people believe the seventh day (Saturday) is a holy day because God rested after his work of creation.  **Key belief for pupils to understand**: In Judaism, the creation stories have a shared heritage with Christianity. They believe that G-d created the world and their story follows the same seven day pattern. Jewish people remember the story every week and observe the seventh day or Shabbat as G-d did by resting.  **Suggested activities (Adult-led):**   * What would a Jewish child do at home on Shabbat with no writing, driving out for day trips or technology? Can the children think of things they might do? Singing, spending time with family, eating together. * A Jewish family celebrates Shabbat: <https://www.bbc.co.uk/programmes/p0114xpt> * Use persona dolls, or meet a Jewish person, to find out about the key parts of Shabbat. * Read The Seventh Day: A Shabbat story (Deborah Cohen/Professor Melanie Hall, published by Kar-Ben Copies Ltd. ISBN-10: 1580131255) * Make a plan for a day of rest with no school – what would you like to do?   **Suggested activities (Provision):**   * Shabbat-themed crafts e.g. candles, decorated plates for a special meal. * Make a list of what you would do on a day of rest with no school. * Use a big roll of paper and ask children to use felt-tips to draw and add things they can see in the world around. * Use clay or play dough to make animals and other things in the natural world.   **Take it deeper:** throughout the unit, pupils will ask or answer questions. Keep a record of these in a class book. Suggested question for this lesson: How do Jewish families remember the story of Creation? | **Sensitivity Point-** Jewish people do not write or say the names of G-d only when reading the Torah or prayers.  A Faith Visits Directory for West Yorkshire, including Synagogues and Jewish visitors, can be found at <https://www.penninelearning.com/resources/>  The following website shares the seven days of the Jewish creation story complete with Hebrew names for each day. It suggests an art topic to help remember the seven days  <https://www.jewishlearningmatters.com/Lesson2-The-Days-of-Creation-740.aspx> |

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| **What do Muslims believe about creation?**  **How and why do Muslims believe we should care for creation?** | Notice the common tradition of the creation story in Islam, Christianity and Judaism – that God created everything from nothing.  Talk about the role of the Khalifa – someone who looks after the world. | Explain that today we are finding out about how Muslims believe the world was created by Allah. Look at some Islamic patterns on Prayer mats or buildings, showing leaves, flowers and other designs from the natural world. These designs show how Muslims value and celebrate creation. Read the Islamic Creation story using an easy-to-read version.  Islam teaches that believers need to look after the world and be a custodian or Khalifa. This TrueTube film explains the concept of Khalifa in a child-friendly way. <https://www.truetube.co.uk/resource/charlie-and-blue-ask-about-allah-and-creation/>  Discuss with pupils the idea of looking after the world. What types of things would a Muslim do? Is this a good example to follow in anybody’s life? What could we do to look after the world?  **Key belief for pupils to understand:** Muslims believe that Allah created the world and everything in it and therefore we should take care of it.  **Suggested activities (Adult-led) :**   * A bee and butterfly garden could be planted to attract insects, bird feeders to feed the birds and a ‘mini-beast hotel’ to attract mini-beasts. * Create and look after a garden area or raised bed in the outside area. Plant vegetables, fruit bushes, fruit trees or herbs that can be used in cooking activities or in the school kitchen. Children should plant and look after the garden throughout the year thinking about what plants need to grow. * Write promises about how they can look after the world.   **Suggested activities (Provision) :**   * Paint leaves and flowers and add promises about how they can look after the world (adults could scribe). * Make prayer mats with patterns from nature e.g. leaves and flowers. (NB Islamic patterns are geometric or natural, not animals/people)   **Take it deeper:** throughout the unit, pupils will ask or answer questions. Keep a record of these in a class book. Suggested question for this lesson: Why would Muslims say it is important to look after the world? | Islam shares a common tradition with Judaism and Christianity however there is no single story of creation, but there are references to it in many places in the Quran. Some stories in the Quran also make mention of Allah creating the angels and the angels helping to collect seven types of soil to help create the first man.  **Lived experience:** Meet a person from the Muslim community and find out how they care for creation. See the West Yorkshire Faith Visits and Visitors list for details <https://www.penninelearning.com/resources/> |

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| **What is the Hindu story of Creation?** | Listen to and explore the Hindu story of creation.  Notice some sounds and images in relation to the Hindu story of creation.  Continue to develop a sense of awe and wonder at the natural world. | Look at images and listen to the sound of the Hindu ‘Aum’ symbol. Look online for suitable images and sounds or use a singing bowl or hand chime/chime bar. The sound should be deep and calming – it represents the energy and meaning of the whole universe. Children could have a go at making the sound; it is in 3 parts – a – u - m. Look at some Hindu God artefacts or pictures for Brahma, Vishnu and Shiva. What do children notice? Are there any clues to their roles in creation?    Watch a Hindu Creation story – notice the ‘Aum’ at the beginning of the universe. <https://www.youtube.com/watch?v=pfy0jKaxBFs> (see sensitivity note)  **Key belief for pupils to understand**: Hindus believe in one supreme God who created everything. The supreme God is made up of different gods who can take different forms. Brahma is responsible for the creation of the world, Vishnu is responsible for the world’s upkeep and Shiva who is responsible for the destruction of the world when it comes to an end.  **Suggested activities (Adult-led):**   * Sequence pictures from the story and retell together * Create a storyboard/comic strip of the Hindu creation story. * Read a child-friendly version of the story e.g. Tales from India. (Jamilla Gavin/Amanda Hall, published by Templar Publishing. ISBN-10: 1787410889) This book is aimed at older pupils. It may help to provide teacher knowledge of the story and be adaptable for younger pupils.   **Suggested activities (provision):**   * Create paper lotus flowers. * Wonder at the natural world by drawing lotus flowers or other aspects of creation. * Create and add to a representation of the ‘Aum’ symbol using natural materials.   **Take it deeper:** throughout the unit pupils will ask or answer questions. Keep a record of these in a class book. Suggested thinking point for this lesson: How does the Hindu understanding of creation use all the senses? | **Sensitivity note:** Take care sharing the creation story ensure that more sensitive children are supported in their understanding of Shiva’s role in the Hindu story of creation at the end of the clip.  **Lived experience:** See the West Yorkshire Faith Visits and Visitors list for details of Hindu places of worship and visitors to schools. |

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| **How can we look after our world?**  **How can we make our world more beautiful?** | Talk about how we can care for our immediate environment.  Show care and concern for living things e.g. grow and look after plants or pets.  Talk about the responsibility of looking after the world either as a believer or non-believer. | Read the story ‘Wonderful Earth’ by Nick Butterworth and Mick Inkpen – focus on how things are not the way they were meant to be. Compare the creations stories with how things are.  Talk about things that the children don’t like about their environment. Can we change these things or make a difference? Children could be involved in picking up litter, sweeping leaves, weeding garden areas, starting a compost bin…  Do you have to be religious to care about the world? What might religious/non-religious people say about how and why they look after the world?  **Suggested activities (Adult-led):**   * Read the story of Jack and the Beanstalk or similar. Children can plant their own seeds to take home to look after. * Create a garden area, raised bed in the outside area. Plant vegetables, fruit bushes, fruit trees or herbs that can be used in cooking activities or in the school kitchen. Children should plant and look after the garden throughout the year thinking about what plants need to grow. * A bee and butterfly garden could be planted to attract insects, bird feeders to feed the birds and a ‘mini-beast hotel’ to attract mini-beasts. * Create a collaborative art project indoors or outdoors to reflect on and consider religious viewpoints on creation.   **Suggested activities (Adult-led):**   * Paint rainbows and write promises about how they can look after the world. * Plant seeds/bulbs; explore and sort a range of seeds and bulbs – look through magnifying glasses. * Add to a collaborative art project indoors or outdoors to reflect on and consider religious viewpoints on creation.   **Take it deeper:** throughout the unit pupils will ask or answer questions. Keep a record of these in a class book. Suggested discussion points and question for this lesson: How might religious believers and others feel when they see the world God created being spoilt when people don’t look after it properly? | Class pets such as stick insects, chicks or tadpoles create an opportunity for children to take on the responsibility of looking after the welfare of an animal or creature.  A visit to a farm, zoo or wildlife park will enhance children’s learning and widen their experiences and knowledge of created animals.  **Lived experience:** Hear from someone without a religious faith and learn how and why they care for the world. |