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| **Subject:** RE | **Topic:** Creation  What do people believe about the creation of our world? | **Year: 3** | **Term:** Summer |
| **Objectives:**  LO: To know that people have very different beliefs about how the world began  LO: To learn that Jews and Christians believe in God as the Creator and the world as God’s gift to humanity  LO: To know something of the Hindu belief in the cycle of time: creation, preservation and destruction and to find out about some of the symbolism associated with the three gods of the trimurti  LO: To understand something of the Hindu belief in the cycle of time and life  LO: To know that belief can create a sense of responsibility and a response  LO: To know that thankfulness and a sense of wonder can also create a sense of duty to protect or take care of the natural world  **Key skills:**  **AT 1: Learning about Religion and Belief**   * Beliefs, Values and Teaching * Ways of Expressing Meaning   ***AT 2: Learning from Religion and Belief***   * *Questions of Identity, Diversity and Belonging* * *Questions of Meaning, Purpose and Truth*   **Vocabulary:**  Christianity, Genesis, Creator God, Psalms, Hinduism: Shiva, Krishna, Brahma, trimurti, Creation, Life and death, gifts, symbols | | | |

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|  | **Learning Outcomes** | **Suggested Activities** | **Resources** | **Assessment Notes** |
| **Session 1** | LO: To know that people have very different beliefs about how the world began  Success Criteria:  1. I can describe a myth or retell a creation story  2. I can ask questions and compare different ideas about how the world was created  3. I understand that a religious or non-religious belief can be linked to a source or story and begin to explore answers to questions of origin and identity | Begin by showing a variety of images of creation including some religious depictions and some non-religious ‘big bang’ style images.  Use talking partners for discussion. Read three creation myths / tales of how things began. After each one ask the children to discuss, ‘What truths does this story convey?’, ‘What does it tell you about the author’s beliefs?’  Draw the children together to share their thoughts then open the enquiry up further to ask the children to share their own views and ideas. Explore as part of this the concept of creation and whether this means there was a creator.  Establish straight away that beliefs about creation can be very different depending on a person’s belief about the existence and nature of God and that all views shared must be respected and considered.  Activity: Children to draw using an image given or their own interpretation of what the actual creation of the world looked like. | -session 1 notebook  -creation stories  -printed images for tables. Use images from notebook |  |
| **Session 2 and 3** | LO: To learn that Jews and Christians believe in God as the Creator and the world as God’s gift to humanity  Success Criteria:  1. I can retell the Genesis story of creation  2. I can ask questions about God and compare their ideas with others | Work through presentation. Read the creation story to the class.  Ask pupils to work in pairs to brainstorm what they have found out about from reading the creation story about the beliefs of Christians or Jews. This should draw out the idea of God as creator as opposed to a non-religious view and should also draw out the idea of stewardship.  Discuss together the issue of stewardship – moral responsibility – for the wonder of the natural world and the creatures within it. Discuss also the need for religious people to thank God for the natural world.  Activity: Children draw a visual representation of each day of creation on comic strip template. Children write days and sentences about what happened on each day. Print creation cards for tables. | -Judaism and Christianity presentation  -printed creation cards for tables  -comic strip template |  |
| **Session 4 and 5** | LO: To know something of the Hindu belief in the cycle of time: creation, preservation and destruction and to find out about some of the symbolism associated with the three gods of the trimurti  LO: To understand something of the Hindu belief in the cycle of time and life  Success Criteria:  1. I can show some knowledge of the trimurti and the symbols each god is seen with  2. I can engage in discussion and put forward their own views and ideas | Watch Hindu Creation video.  Explore the three main gods of Hinduism – the trimurti of Brahma, Vishnu and Shiva.  For each one, look at a key story and images. Explore the nature of the god and the symbols the god is seen with in images*.*  Activity: Following a class discussion, ask the pupils to do the following task which may take more than the one session:   1. Ask pupils to create their own god of creation, or destruction or preservation and to label with the different symbols they choose to show what each symbol signifies.   Provide children with different images of gods and symbols so that they can magpie ideas.  There is a lot of information on the notebook about the three main gods and their symbols. Do what you can over two lessons. | -session 4 and 5 notebook  -images of gods and symbols for tables |  |
| **Session 6** | LO: To know that belief can create a sense of responsibility and a response  LO: To know that thankfulness and a sense of wonder can also create a sense of duty to protect or take care of the natural world  Success Criteria:  1. I can make links between the beauty of creation and the need to look after it for future survival  2. I can identify that religious beliefs have a significant impact on believers’ lives | Read a non-religious story such as ‘Dinosaur’s and All That Rubbish by Michael Foreman. Watch on You tube link attached to notebook.  Ask the children to consider the different stories and beliefs they have learned about and the importance of belief affecting action.  Look at some of the Islamic Hadith about God, the creation of the natural world and our responsibility to care for it. Sikhs too believe in God the Creator and this leads to their respect for the environment and need to take responsibility for it also. The Psalms from the Bible also expresses these beliefs very beautifully.  Discuss/do some of the following:  What will happen to the world if we do not care for it?  What would they do if they could create the world – how would it look? What would they change about the natural world and the people within it? Who would take care of the world?  Activity: If they could create a new animal – what would it look like? (Read How the Whale Became and other Stories by Ted Hughes) (I have the book)  Into books, children draw and label their new animal. Children could combine the features of different animals. | -session 6 notebook |  |