

Thorpepark Academy

Religion, Belief and Values



Year Group: 4 Term: Summer	Unit 4.3 Theme: Our World Concept: creation, worldview	Religion: Christianity, Islam Worldview: Humanism
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Key Question: Who cares?

About this unit: The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
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Links to SMSC

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Hull and East Riding Agreed Syllabus

Relate end of Key Stage 2 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS2 pupils should be able to
Philosophy What is an ultimate question?	Identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives
Philosophy How did the universe begin?	Compare different beliefs about how the universe began making reference to sacred texts
Philosophy Why is it important to look after the Earth?	Compare religious teachings to see how faith members should care for the Earth show understanding of stewardship and suggest actions everyone can take
Theology Who is god?	Explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of god

Skills

Philosophy Explain and give reasons Present ideas Reflect and give examples	Theology Describe and make links Describe and show understanding Explore and describe similarities and differences
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Prior Learning

Future Learning

This unit builds upon work covered in Year 1 Summer term - What a wonderful world
 Year 2 Summer term – Big Questions
 Year 3 Summer term - Sacred places

Year 5 Summer term – Why pilgrimage
 Year 6 Summer term – Hopes and visions

Sticky knowledge	Key Vocabulary
<p>Humanists believe the world evolved naturally</p> <p>Creation is the act or process of bringing something into existence. It also refers to the creation of the universe as an act of a God.</p> <p>In Islam their God is called Allah. In Christianity, their God consists of the holy trinity – God the father, God the son and God the holy spirit. In Hinduism, their almighty God is Brahman. In Buddhism, there is no God.</p> <p>Christians believe that the Earth is sacred as God created it. Muslims believe that the Earth is sacred because Allah created it. Buddhists believe that there is no creator God and that the universe has always been there and always will. They agree that humans should value everything in nature.</p> <p>Christians believe that the world is a gift from God and that he placed humans in a position of stewardship and this influences how they treat the world.</p> <p>Most Buddhists believe people need to live simply and respect the cycle and balance in nature. Most Muslims believe it is a duty to care, love and have utmost respect for the Earth. Humanists believe that we have just one life, that we have evolved, along with the rest of the natural world, to live on planet Earth, and that we alone are responsible for looking after it.</p> <p>Stewardship means to take care of the Earth. Christians believe that the world is a gift from God and that he placed humans in a position of stewardship and dominion over his creation and this suggests that humans should look after the world.</p> <p>Living in a disposable world is damaging it, e.g. litter, pollution and climate change. Lots of charities, faith groups and communities are taking action to improve the world.</p>	<p>stewardship, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches</p>

Resources

Within lesson planning

	LO	Lesson outline
<p>Lesson 1</p> <p>Ask questions</p>	<p>LO: To discuss where we think the earth came from.</p> <p>Sticky Knowledge: Humanists believe the world evolved naturally.</p> <p>Skill: Present ideas</p>	<p>Mini Question: Where did the Earth come from?</p> <p>Recap: Drawing on the children’s prior knowledge linked to Unit 1.3 (What a wonderful world), discuss the origins of the universe. What do Christians believe? What do Muslims believe?</p> <p>Lesson Outline: Explain to the children that today we are going to explore scientific views on how Earth was created. Humanists hold this view. We do not need to agree with it but we do need to respect the beliefs of others.</p> <p>Watch: How was the Earth made? – https://www.youtube.com/watch?app=desktop&v=VdUkXksRcCo</p> <p>Share images of Earth from space and images of other planets and galaxies as a prompt/cue.</p> <p>Activity:</p>

		<p>Using the ultimate question: where did the Earth come from? Ask children to write a short phrase or paragraph on a cut-out image of the world and display in RBV books.</p> <p>Challenge: Is there only one answer to the question, Where did the Earth come from? Why/why not?</p>
<p>Lesson 2 Investigate and dig deeper</p>	<p>LO: To explore the meaning of creation</p> <p>Sticky Knowledge: Creation is the act or process of bringing something into existence. It also refers to the creation of the universe as an act of a God.</p> <p>Skill: Describe and show understanding</p>	<p>Mini Question: What is creation?</p> <p>Recap: How do Humanists explain how the Earth was created?</p> <p>Lesson Outline:</p> <p>Start by watching a video clip on the natural wonders of the world to appreciate different aspects of creation.</p> <p>This video clip is wonderful! – click here</p> <p>Next, identify something in the natural world which gives a sense of wonder and awe. Share examples.</p> <p>Ask: What do we mean by the term creation?</p> <p>Explore whether adaptation of living things to their habitats is by accident or design.</p> <p>Explore images of patterns/colours in nature.</p> <p>Reflect on stories, songs and psalms of creation.</p> <p>Watch this animation of Louis Armstrong’s song: What a wonderful world – click here</p> <p>Activity:</p> <p>Create a class mural based on either ideas/imagery in the song or children’s examples of something in the natural world that inspires wonder and awe for them.</p> <p>Challenge: How is creation celebrated in society?</p>
<p>Lesson 3 Investigate and dig deeper</p>	<p>LO: To understand the Islamic and Christian ideas around God</p> <p>Sticky Knowledge: In Islam their God is called Allah. In Christianity, their God consists of the holy trinity – God the father, God the son and God the holy spirit. In Hinduism, their almighty God is Brahman. In Buddhism, there is no God.</p> <p>Skill: Reflect and give examples</p>	<p>Mini Question: <i>Who is god? How do different religions describe god?</i></p> <p>Recap:</p> <p>Lesson Outline:</p> <p>Ask: Who is God?</p> <p>How do different religions describe God?</p> <p>Gather ideas from the children and display on the working wall.</p> <p>Explore attributes of God in statements of faith, such, Christian Apostles’ Creed, Muslim Shahada, etc.</p> <p>Consider: What is the same/different?</p>

		<p>Share examples of artwork from Spirited Arts – https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2009/?ThemeID=26</p> <p>Use the following questions taken from Spirited Arts for discussion:</p> <p>Who is God? What do you think? Is God a person like us, or completely different? What image will express your ideas? Atheists and agnostics may say ‘God is nobody’ or ‘God is a person no one knows’ Different religions say some things similar and some different about God’s identity.</p> <p>Activity:</p> <p>Children to use a range of mediums (draw, paint, write a list or poem, etc) to express their responses. Ensure that this subject is sensitively explored for children who follow Islam as they are not allowed to represent Allah in any image/form, they could use words such as the 99 beautiful names)</p> <p>Share a range of children’s thoughts about God using page 3 from https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20me m%20Children%20Talking%20Database.pdf</p> <p>Children to write their thoughts in their book.</p> <p>Challenge:</p>
<p>Lesson 4</p> <p>Investigate and dig deeper</p>	<p>LO: To understand how different religions view the Earth</p> <p>Sticky knowledge: Christians believe that the Earth is sacred as God created it. Muslims believe that the Earth is sacred because Allah created it. Buddhists believe that there is no creator God and that the universe has always been there and always will. They agree that humans should value everything in nature.</p> <p>Skill: Explore and describe similarities and differences</p>	<p>Mini Question: Is the Earth sacred?</p> <p>Recap:</p> <p>Lesson outline:</p> <p>Explore creation stories from different faiths, identifying similarities and differences.</p> <p>Recommended video clips:</p> <p>Christianity: Creation – click here Islam: Creation of the World – click here C is for Creation Stories – click here (N.B. start timing from 0.16.) Buddhism and creation https://www.youtube.com/watch?v=qansyCThC_k Also look at humanist explanations for the world. (scientific explanation/a natural place) Also consider non-religious and other viewpoints about creation, i.e., aboriginal dreamtime stories – click here</p> <p>This link leads you onto a world map of different creation stories. Just click on any culture and explore – click here (N.B. click on the ‘Teachers’ Section’ for further activity ideas.)</p> <p>Activity:</p> <p>Compare the Christian, Muslim and Buddhist creation stories.</p> <p>Challenge: Which religions views about creation are closest to Humanists?</p>
<p>Lesson 5</p> <p>Investigate and dig deeper</p>	<p>LO: To understand how belief in God the creator influences the lives of Christians</p>	<p>Mini Question: How does belief in a Creator God influence the lives of Christians?</p> <p>Recap:</p>

	<p>Sticky knowledge: Christians believe that the world is a gift from God and that he placed humans in a position of stewardship and this influences how they treat the world.</p> <p>Skills: Describe and make links Explain and give reasons</p>	<p>Lesson outline:</p> <p>Ask: How do faith members interpret creation stories?</p> <p>Watch this video clip of how Christians may show faith in action – Pope Francis’ A Prayer for Our Earth – https://vimeo.com/537264531</p> <p>Explain that we will be looking in more detail over the next 2 lessons at other faith’s beliefs about creation.</p> <p>Activity:</p> <p>Create a poem/prayer based on the title: A prayer for our Earth. Gather together completed poems/prayers into a class book. Encourage children from other faiths such as Islam to write their prayer to Allah.</p> <p>Answer in books: How does faith in God as a creator influence the life of a Christian?</p> <p>Challenge: Do you think this will be the same for members of all faiths? Why/why not?</p>
<p>Lessons 6 & 7 Investigate and dig deeper</p>	<p>LO: To compare how members of other faiths and of those with no faith should care for the world.</p> <p>Sticky knowledge: Most Buddhists believe people need to live simply and respect the cycle and balance in nature. Most Muslims believe it is a duty to care, love and have utmost respect for the Earth. Humanists believe that we have just one life, that we have evolved, along with the rest of the natural world, to live on planet Earth, and that we alone are responsible for looking after it.</p> <p>Skill: Explain and give reasons Describe and make links</p>	<p>Mini Question: How does different views on creation influence the lives of those members?</p> <p>Take some of the information from the following link to help children recognize why Muslims look after the world.</p> <p>https://www.siasat.com/conserving-environment-is-every-muslims-responsibility-the-quran-says-so-2237586/#:~:text=The%20lord%20is%20saying%2C%20%E2%80%9CIf,the%20things%20I%20have%20created.%E2%80%9D&text=This%20means%20that%20you%20shouldn,the%20objects%20that%20worship%20God.</p> <p>Repeat for Buddhists and Humanists.</p> <p>Most Buddhists believe people need to live simply and respect the cycle and balance in nature so everything can continue for future generations.</p> <p>https://www.facebook.com/earthxorg/videos/celebrationearth-short-film-buddhism-and-the-environment/198134432017662/</p> <p>Humanists believe</p> <p>https://humanists.international/about/young-humanists-international/young-humanist-climate-action/</p> <p>Activity:</p> <p>Compare how Christian, Buddhist, Muslim and Humanists should care for the Earth.</p> <p>Challenge: What will happen if we do not look after the world? How does that make you feel?</p>
<p>Lesson 8 Interpret and analyse</p>	<p>LO: To understand the term stewardship</p> <p>Sticky Knowledge: Stewardship means to take care of the Earth. Christians believe that the world is a gift from God and that he placed</p>	<p>Mini Question: What is meant by stewardship of the Earth?</p> <p>Recap:</p> <p>Lesson Outline:</p> <p>Start by discussing children’s concepts of ‘stewardship’; where do these ideas come from?</p>

	<p>humans in a position of stewardship and dominion over his creation and this suggests that humans should look after the world.</p> <p>Skill: Describe and show understanding</p>	<p>Watch a video clip on stewardship.</p> <p>The following video clip may be a good place to start! Here children will be able to explore Pope Francis' message about caring for our common home – https://www.youtube.com/watch?v=KOgF2Kqel6k</p> <p>Discuss:</p> <p>How do humans treat the Earth?</p> <p>What impact is this having?</p> <p>Go on a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved?</p> <p>Create a 'stewardship squad' to improve the school environment.</p> <p>Reflection: How does it feel to help look after the Earth?</p>
<p>Lesson 9</p> <p>Evaluate and review</p>	<p>LO: To understand the challenges of living in a disposable world</p> <p>Sticky Knowledge: Living in a disposable world is damaging it, e.g. litter, pollution and climate change. Lots of charities, faith groups and communities are taking action to improve the world.</p> <p>Skill: Explain and give reasons</p>	<p>Mini Question: <i>What are the challenges of living in a disposable world?</i></p> <p>Recap:</p> <p>Lesson Outline:</p> <p>Share ways in which people do or don't care for creation, and the challenges of living in a disposable world.</p> <p>The following video clips may be a good starting point for discussion:</p> <p>Video clip: How do human beings affect the environment? – https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p</p> <p>Video clip which explores climate change – https://www.youtube.com/watch?v=v8unGCTWUWI</p> <p>Ask:</p> <p>What impact do humans have on the environment?</p> <p>Explore how faith communities are responding to environmental dilemmas.</p> <p>Children can research different charities which support environmental action and feed back to the class – https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-religion-and-the-environment/investigator-briefing-the-environment/</p> <p>Activity:</p> <p>Children create individual/ class pledge for how to improve the world, e.g.</p> <ul style="list-style-type: none"> Plant trees Go paperless Turn off lights that don't need to be on Use cloth grocery bags instead of plastic ones Try shampoo bars instead of the bottled variety Make cleaning products using lemon and vinegar Stick to the three Rs: Reduce, Reuse and Recycle Lower your carbon footprint by reducing trash output Spend more time outside than playing video games indoors

		<p>Use energy-efficient LED bulbs -- they last much longer than traditional bulbs</p> <p>Dive deeper, question further:</p> <p>Investigate our dependence on the Earth's resources, considering the responsibility and challenge for us all.</p> <p>Challenge: Why should you make changes even if others do not?</p>
<p>Lesson 10</p> <p>Reflect and respond</p>	<p>LO: To reflect on how we can look after our world</p> <p>Skill: Reflect and give examples</p>	<p>Mini Question: How can we better care for the world?</p> <p>Recap:</p> <p>Lesson Outline: Start the final session by considering the native American saying: 'We do not inherit the Earth; we borrow it for our children.'</p> <p>What does this mean?</p> <p>Watch the following video clip on being a Zero Hero – https://vimeo.com/333559123</p> <p>Discuss the children's own impact on the environment; what more can we do to care for the world around us? Link back to the lesson last week.</p> <p>Activity:</p> <p>Children to draw around their own footprint, cut it out and annotate by thinking about the shape of the individual 'footprint' they hope to leave on the Earth.</p> <p>Challenge:</p> <p>What duty do we all have to look after the Earth?</p> <p>Final reflection</p> <p>Video clip: A reflection on the world we want – https://vimeo.com/486346496/0b3c50800f</p>