

### **About the Unit**

This unit on an environmental theme begins with exploration of accounts of the origin of the Earth, both scientific and mythical. The pupils should be taught that myths speak of the nature of the world we live in. Include the Judaeo-Christian version where the Earth is essentially good and the origin of evil is discussed, and the Hindu story of the churning of the ocean. Pupils should consider a perfect world and how greed and natural disaster damage it, whilst some people work to solve such problems. Christian teaching about the Earth as God's creation and people's duty to care for it are explored with reference to St. Francis and the 1986 Pilgrimage to Assisi. The Hindu concepts of respect for all life, non-violence and non-materialism, with the Earth as Divine Mother, are explored. This leads to consideration of charitable work. Pupils finally consider the effect of such ideas on their own world-view and sense of responsibility.

### **Key Concepts**

#### **1.1 Beliefs, teachings and sources**

b) Understanding and responding to beliefs

#### **1.2 Identity, Diversity and Belonging**

b) Exploring the variety and differences that exist within and between religions, values and beliefs

#### **1.5 Meaning, purpose and truth**

a) Exploring some of the ultimate questions that confront humanity

## Key Processes

2.1c	<b>Beliefs and practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings
2.1 e	<b>Religious/Spiritual Expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
2.1f	<b>Ultimate and Ethical Questions</b>	Describe and begin to understand religious and other responses to ultimate and ethical questions
2.2 a	<b>Reflection on Feelings, Experiences and Values</b>	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2 b	<b>Reflection on Belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	<b>Reflection on what individuals and communities value</b>	Reflect on the importance of religion and other world views for individuals and communities

## Range and Content (traditions and themes)

This unit focuses on the Hindu and Christian traditions

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g) **Religion and the individual:** what is expected of a person in following a religion or belief

## Curriculum opportunities:

During the course of this unit children may use:

ICT – radio broadcast, podcast or TV advert for a charity organisation

Literacy – The work with stories, myths and scientific accounts suggests access to a variety of texts which are relevant to literacy work, and presents the opportunity to write myths of pupils own invention.

Drama – Children writing and performing in role as people who work for a charity organisation and when writing a job description

Art – To use collage when creating a Jeannie Baker inspired illustration of a new world.

Science - There is an obvious link between this unit and aspects of the science curriculum concerning the origins of the Earth and its place in space.

## Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	<b>Year 5</b>	<b>Year 6</b>
<b>Basic</b>	Pupils can recall scientific theory in relation to the origins of the Earth. They can retell the Christian or Hindu creation story. They will be able to make links between the different creation stories and state similarities. They respond sensitively to judgements about their own beliefs and caring for the Earth. <b>Level 2</b>	Pupils have some understanding of scientific theories of the origin of the Earth. They will be able to retell at least the Christian and Hindu myths and draw a general conclusion about how they might affect believer's actions. They make personal judgements about caring for the Earth and what actions are beneficial. <b>Level 3</b>
<b>Developed</b>	Pupils have some understanding of scientific theories of the origin of the Earth. They will be able to retell at least the Christian and Hindu myths and draw a general conclusion about how they might affect believer's actions. They make personal judgements about caring for the Earth and what actions are beneficial. <b>Level 3</b>	Pupils relate the teachings of Christians and Hindus about environmental issues to their creation myths in a reasoned way. They argue their own point of view on this issue. <b>Level 4</b>
<b>Extended</b>	Pupils relate the teachings of Christians and Hindus about environmental issues to their creation myths in a reasoned way. They argue their own point of view on this issue. <b>Level 4</b>	Pupils understand the difference between a scientific account and a myth in the kinds of truth they deal with. They draw conclusions about appropriate responses to environmental issues, giving explanations. <b>Level 5</b>

### **Possible assessment tasks:**

During presentations record comments that show children have considered their attempts to draw out the possible meanings of the myths.

Observe children during charity appeals - do pupils' comments as a result of their reflection on the motivation of those who work for a better world show insight?

Do children's debates apply what they have learnt about caring for the Earth and why being involved is important.

### **Resources**

You may find the following resources useful when teaching this unit:

- Display of the ultimate question 'how did the world begin?'
- A range of creation myths including the scientific theory of how the world was created - suggested book: *The Orchard Book of Creation Stories*, Margaret Mayo and Laura Brierley, Orchard Books, ISBN 1-85213-774-6
- [www.biblegateway.com](http://www.biblegateway.com) story of creation from Bible translation
- <http://school.discovery.com/schooladventures/universe/> and choose 'it's awesome'. Use this site to explain the scientific theory. (This site also has a useful calendar of events.) or [http://en.wikipedia.org/wiki/History\\_of\\_the\\_Big\\_Bang](http://en.wikipedia.org/wiki/History_of_the_Big_Bang) or <http://www.innovationslearning.co.uk/>
- Disney's Wall-E, Chris Van Allsburg: *Just a Dream*, Jeannie Baker: *Window* – a stimulus to show the implications for not caring for the Earth
- Collection of pictures from magazines, internet etc. of natural and man-made disasters
- Charity leaflets/web pages for a range of organisations/aid agencies such as [http://www.oxfam.org.uk/oxfam\\_in\\_action/emergencies/oxfam365/index.html?ito=1482](http://www.oxfam.org.uk/oxfam_in_action/emergencies/oxfam365/index.html?ito=1482) ; <http://www.usaid.gov/> ; <http://www.dfid.gov.uk/>
- Recording equipment such as video recorder, audio equipment for a podcast/radio broadcast

## Vocabulary

Creation	Myth	Theory	Christian	Hindu	Pilgrimage
Stewards	Government	Organisation	Charity	Multi – faith	

## Glossary

### Christian Creation Story

In the Judeo-Christian traditions, there are two creation stories which appear in the opening passages of [The Book of Genesis](#). In the first account ([Genesis 1:1–2:3](#)), God progressively creates the different features of the world over a series of six days. Then man and woman are created last, after the entire world is prepared for them; they are created in the "image" of God, and given dominion and care over all other created things.

### Hindu Creation Story

There are several creation stories in Hinduism – two suggested in the following resources <http://www.innovationslearning.co.uk/> choosing RE, creation stories and Hindu creation; [http://www.painsley.org.uk/re/signposts/Y7/2-2Hinduism/hindu\\_creation\\_story.htm](http://www.painsley.org.uk/re/signposts/Y7/2-2Hinduism/hindu_creation_story.htm)

### Scientific Theory on Creation

The Big Bang Theory is the currently accepted explanation of the beginning of the universe. The big bang theory proposes that the universe was once extremely compact, dense, and hot. Some original event, a cosmic explosion called the big bang, occurred about 10 billion to 20 billion years ago, and the universe has since been expanding and cooling.

### St Francis of Assisi

He believed that the world was created good and beautiful by God. He preached to man and beast the universal ability and duty of all creatures to praise God and the duty of men to protect and enjoy nature as both the stewards of God's creation and as creatures ourselves.

## **Further Guidance**

**Please see WAS Guidance on using these units ([www.warwickshire.gov.uk/SACRE](http://www.warwickshire.gov.uk/SACRE))**

This unit could be used with the Jewish tradition instead of the Hindu tradition.

In Islam the concept of stewardship is very strong and the story of creation is similar to the Christian/Jewish story.

**Teaching the Unit:**

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>(ii) describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings</p> <p><b><i>To be able to explore creation myths and think about our own belief of how the world began.</i></b></p>	<p><b>How did the world begin?</b></p>	<p>Stories and ideas about the origins of the Earth, including myths and scientific theories</p>	<p>Display the big question ‘how did the world begin?’ and ask children for their views on how the world was created. If not in discussion, bring up the Big Bang theory on the creation of the Earth as well as the evidence of the existence of dinosaurs. Ask children to think about why there are so many different stories and where they originate from – are they based on fact?</p> <p>Give small groups a creation myth to research/read (including the Judeo/Christian version of good vs evil) as explanations of how people understood the Earth.</p> <p>Either ask children to record their myth in comic strip format or a different chosen presentation method in order for them to present to their peers. Children should be able to say who made the Earth, why and how and whether it links to another creation myth. Encourage discussion and observations from the rest of the class.</p> <p>Alternatively children could make a Venn diagram to show similarities and differences between the different stories e.g. stories begin with darkness and water; stories refer to ‘spirit’ or ‘breathing’ (these words</p>	<p>Children know that there are several creation stories from different cultures/beliefs including the scientific theory.</p> <p>Children should be able to comment on the reasons behind the myths and critically question the stories.</p>	<p>Range of creation myths including Judeo/Christian version and scientific theory.</p> <p>The European Space Agency’s explanation of the Big Bang:  <a href="http://www.esa.int/esa/KIDSen/SEMSZ5WJD1E_OurUniverse_0.html">http://www.esa.int/esa/KIDSen/SEMSZ5WJD1E_OurUniverse_0.html</a></p> <p>Range of creation stories:  <a href="http://mythicjourneys.org/bigmyth">http://mythicjourneys.org/bigmyth</a>;  <a href="http://www.innovationslearn.co.uk">www.innovationslearn.co.uk</a>;  <a href="http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironment/c-hindu.htm">http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironment/c-hindu.htm</a></p>

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<p>2.1f Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p><b><i>To be able to identify what I value in the world and question whether it is worth looking after.</i></b></p>	<p><b>Is the world worth looking after?</b></p>	<p>Pupils' views about what is to be valued in the world</p>	<p>Use a stimulus which portrays what will happen if we continue to abuse the planet such as Disney's: '<i>Wall-E</i>', Chris Van Allsburg: '<i>Just a Dream</i>' or Jeannie Baker: '<i>Window</i>' ask children to express their views on environmental changes and think about who is to blame for disasters caused by people.</p> <p>Present children with the following scenario (or a similar idea based on the chance to start again in a new society/world).          'There will be a spaceship departing Earth destined for a new planet to inhabit and start again. However, there is limited space on the spaceship. Only the essentials and that which we most value can be taken.'  <b>Set task:</b> your role is to decide what will be taken to this new planet. Provide success criteria such as what would you need to survive? What is most valued in your group? What kind of skilled workers/people would you need to set up a new society. Either individually or in small groups ask children to record/list their ideas, giving reasons. Then share with others. Encourage children to question the choices made and understand that we all value different</p>	<p>Children decide on the things which are most important to them in the world and give reasons for their choices.</p>	<p>Stimulus such as Disney's <i>Wall-E</i>, Chris Van Allsburg: <i>Just a Dream</i>, Jeannie Baker: <i>Window</i>,</p> <p>Materials to record childrens' ideas (optional: collage materials)</p>

things.

**Extension:** Children illustrate, for example in the style of Jeannie Baker, their new world – labelling the people, species taken with them.

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e interpret a range of forms of religious expression</p> <p><b><i>To begin to understand how charities and aid organisations work to make the world a better place.</i></b></p> <p><b><i>To be able to research an organisation and identify what they do.</i></b></p>	<p><b>What kind of things have people done to make the world a better place?</b></p> <p><b>How do people change the world?</b></p>	<p>Natural disasters and those caused by people.</p> <p>Scientific work to develop food and medicine. Engineering and other aid work including governmental support</p>	<p>Show children a collection of pictures from magazines, web pages or news articles. Ask them to sort them into natural and man-made disasters. Discuss why these things happen to the Earth. Use examples which cause some debate such as rising sea levels and melting polar ice caps etc</p> <p>Use a recent natural or man-made disaster as a talking point. Show the devastation caused and talk about how people try to improve bad situations. Give small groups different organisations such as charities, governmental support agencies and scientific development agencies who would come to the aid of the victims.</p> <p>Ask them to research how they support when disasters strike, using leaflets and the internet. Ask children to look carefully at how the charities encourage countries to help themselves. Identify what they do, how they raise money, where the support goes and what they stand for.</p>	<p>Children research a support agency and discover what they do to improve the world and who they rely on financially.</p> <p>Children know the difference between natural and man-made disasters.</p>	<p>Collection of pictures from magazines etc of natural/man-made disasters, newspaper cuttings, web pages.</p> <p>Charity leaflets, web pages from government organisations etc.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1e interpret a range of forms of religious expression</p> <p><b><i>To be able to create a TV/radio/podcast appeal for an aid organisation.</i></b></p>	<p><b>What do they actually do?</b></p>	<p>How do organisations support the victims of natural and man-made disasters?</p>	<p>Using the research from previous lesson ask children to create a podcast, TV or radio appeal to support their agency/charity. How will they persuade people to contribute to their cause. Ask children to put across facts of what the organisations do.</p> <p>Listen/watch the appeals. Class decides who they would support and why. Consider why some agencies are better in the long term and others in the short term.</p>	<p>Children create an ICT presentation for an aid agency.</p> <p>Children apply their knowledge of aid agencies</p>	<p>ICT equipment and materials to create presentation</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><b><i>To know how Christians and Hindus care for the Earth.</i></b></p>	<p><b>Why do Christians / Hindus teach about caring for the Earth?</b></p>	<p>The Christian idea of the Earth as God's creation and the duty to care for it as stewards. The Hindu concept of Earth as Divine Mother to be respected.</p>	<p>Focus upon the Christian and Hindu creation stories, and draw out from them pupils' ideas of what might be expected of Christians as 'stewards' and of Hindus who treat the Earth like a 'mother' who provides?</p> <p>Write a job description/advertisement for a Christian carer/steward of the Earth or a good Hindu. Children should include what they need to do, characteristics of a good carer and why they should apply i.e. God creating the world for us to look after.</p>	<p>Children write a job description for a Hindu or Christian carer of the Earth.</p>	<p>Hindu story online: <a href="http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironm ent/ c-hindu.htm">http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironm ent/ c-hindu.htm</a></p> <p>Animated Christian story online: <a href="http://kids4truth.com/dyna/creation/english.aspx">http://kids4truth.com/dyna/creation/english.aspx</a></p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><b><i>To be able to describe the role I would play in looking after the world.</i></b></p>	<p><b>Whose job is it to look after the world?</b></p> <p><b>Am I involved?</b></p>	<p>Pupils' own role in caring for the Earth</p>	<p>Show 'Becoming Me' – an interfaith representation of creation which is at the heart of many of the religions creation stories – it conveys how belief is based on life experience not only on religious text. Ask children to think about what is at the heart of all the creation stories.</p> <p>Discuss how if the Earth belongs to us who is accountable/ responsible for caring for it.</p> <p>Either ask children to consider the different roles people can take in caring for the Earth or provide role cards such as scientists, government, conservationists etc. Ask children to choose a role they could do in the future to care for the Earth or the option not to take on any of the roles. Children either write an argument for a debate on why their job is so important or fills out a job application explaining why they would be good for the role or why they would not apply for any job. Encourage children to debate their different positions and question which is the most important.</p>	<p>Children can describe the role they would choose to take in caring for the Earth.</p> <p>Children can debate which role is the most important in caring for the Earth.</p>	<p>Video clip:  <a href="http://becomingme.com/hindu_creation.html">http://becomingme.com/hindu_creation.html</a></p> <p>Role cards – i.e: scientist, conservationist, environmentalist etc</p>