

The questions we might ask:

- *How do different people believe the world began?*
- *How do different people believe we should treat animals and the world around us?*

The ideas we might explore

- Christianity: the Christian story of creation (Genesis 1-3) and the things this tells Christians about God, human beings and the world around them
- Judaism: the Jewish story of creation (Genesis 1-3) and the things this tells Jewish people about their special relationship with God and the importance of Shabbat (the holy day of rest)
- Islam: Muslim beliefs about Allah as Creator and provider of all good things; Muslim beliefs about human beings and their special responsibility to look after the natural world
- Hinduism: a Hindu story of creation – Vishnu, Brahma, aum and the lotus flower
- Humanism: an account of the origin of the universe that does not include God or supernatural beings; the scientific theory of the Big Bang
- Care of the environment: different ways in which religious and non-religious people look after or harm the natural world
- Care for animals: different ways in which religious and non-religious people look after or harm animals

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KS1 Additional Unit: Creation and the Natural World

Suggestions for Teaching and Learning

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<i>Christian story of creation</i>	<p><i>Cf. Understanding Christianity KS1 materials on Creation as a supplement/alternative to these suggestions.</i></p> <p>Thinking: Ask pupils to go outside or think about a time they spent outside. What do they enjoy about spending time outside? What sorts of things can they see/hear/smell? Give pupils images of the natural world: which do they think is the most beautiful and why? Is the natural world always beautiful?</p> <p>Believing Introduce the Christian story of creation (Genesis 1-2). Pupils could sequence the events of the seven days of the story recounted in Genesis 1 or create a visual representation of the whole story. Pupils could explore whether Christians think this is a literal account of how the world began or a story with a moral. They could compare it with other stories with a moral (e.g. Aesop's fables). What might the moral of this story be? (E.g. God is the reason why there is something rather than nothing and humans have special rights and responsibilities in the world.)</p> <p>Ask another adult to use the available resources to create the most beautiful structure they can (pupils could help them do this). When they have finished, ask them to present their creation to the class, explaining why they think it is so precious. Then (you will have to judge this carefully!) destroy their creation. Ask them to explain to the class how they feel now that their precious creation has been damaged/destroyed. Return to the Christian creation story, drawing pupils attention to the fact that Christians believe human beings have damaged God's precious creation. Pupils could compose a letter from the perspective of God explaining how he feels when humans have damaged his creation.</p> <p>https://www.bbc.co.uk/bitesize/guides/zg3vxfr/revision/1 (information for teachers) https://request.org.uk/restart/2014/05/29/the-creation-story/</p>
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<https://www.bbc.co.uk/bitesize/clips/z62hyrd>

Living

Ask pupils to think about ways in which they look after the natural world at home and in school (e.g. recycling, picking up litter, etc.). How does it make them feel when they do this?

Explore different ways in which Christians try to look after the natural world:

- Energy efficient church buildings
- Recycling/upcycling at home and as a Christian community
- Thinking carefully about travelling and the impact this might have on the natural world
- Organise foodbanks to help those in need and ensure food is not wasted

Pupils could visit a local church and speak to a member of the church community to see how they try to look after the natural world. They could plan one way in which this church community could do more to look after the natural world. Pupils could collect waste materials to create artworks that reflect the Christian story of creation. These artworks could be displayed in a church building to encourage the members of the Christian community to think about how they could do more to care for the natural world.

<https://www.arocha.org/en/resources/a-rocha-why-should-christians-care-for-creation/> (information for teachers)

<https://www.bbc.co.uk/bitesize/guides/zr3c7ty/revision/3> (information for teachers)

<http://www.cis.org.uk/resources/articles-talks-and-links/environment/> (information for teachers)

<https://greenchristian.org.uk/about/>

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<i>Jewish story of creation</i>	<p>Thinking:</p> <p>Ask pupils to think about what their special responsibilities are at home and in school. How are these different from the responsibilities of their parents/guardians, siblings, grandparents, teachers, Headteacher, midday supervisors, caretaker, etc.? Why might different people have different responsibilities?</p> <p>Believing:</p> <p>Introduce the Jewish story of creation (Genesis 1-3) – you may wish to compare it with the Christian story of creation from the previous lesson. Draw attention to key Jewish beliefs about:</p> <ul style="list-style-type: none">• One God who is the reason why there is something rather than nothing• Human beings who are special to God and have a special responsibility to look after the natural world• The day of rest (Shabbat) as a holy day set apart <p>Ask pupils to think about what they do when they rest – do they spend time outside? Play with friends? Spend time with family? Play computer games/on a tablet? Watch TV? Play sport? Why do they think rest is important? Ask pupils to imagine a world without rest – what would it be like? How would people feel? Why might God have thought it was important to have a day of rest?</p> <p>Living:</p> <p>Jewish people believe God expects human beings to care for the environment (tikkun olam – ‘repairing the world’). Ask pupils to explore different ways in which Jewish people do this. How is this similar to/different from the ways in which Christians try to look after the natural world?</p> <p>https://www.bbc.co.uk/bitesize/guides/zfs3d2p/revision/3 (information for teachers)</p> <p>https://reformjudaism.org/jewish-views-environment (information for teachers)</p>
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	<p>https://www.myjewishlearning.com/article/nature-the-environment-101/ (information for teachers)</p> <p>https://www.reformjudaism.org.uk/eco-synagogue-launched-encourage-good-environmental-practices/ (Eco synagogue movement in London)</p> <p>https://www.bod.org.uk/wp-content/uploads/2014/09/GreeningToolkit.pdf (keeping synagogues green)</p> <p>https://mitzvahday.org.uk/mitzvah-day-is-going-greener-for-2019/ (Mitzvah Day 2019 – going greener)</p> <p>Ask pupils to plan a way in which a Jewish family could spend Shabbat (the holy day of rest) in the natural world.</p>
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Muslim beliefs about Allah as Creator	<p><i>Cf. KS1 Compulsory: God (Islam) – some suggested activities here are similar or the same</i></p> <p>Believing</p> <p>Recap the Jewish and Christian stories of creation, then introduce pupils to the Muslim creation story (e.g. sequence bits of text from My First Qur'an Storybook)</p> <p>https://www.youtube.com/watch?v=EP17iaAfQlg (up to 2.48)</p> <p>https://www.bbc.co.uk/bitesize/guides/zvygjxs/revision/3 (information for teachers)</p> <p>https://www.truetube.co.uk/film/charlie-and-blue-ask-about-allah-and-creation (Muslim beliefs about Allah and creation)</p> <p>Compare and contrast – what is the same and what is different between the Jewish, Christian and Muslim stories?</p> <p>Muslims believe God made the world exactly as he wanted it to be – in harmony (muslim)</p> <p>Ask pupils to create puzzle pieces with the story of creation – they could use words or pictures (DON'T DRAW GOD). Remind them that Muslims believe God's creation is like a puzzle – all the pieces fit together in harmony. Explain that Muslims believe it is the responsibility of human being to try and keep things in harmony, and this includes the natural world.</p> <p>Living:</p> <p>Explore a variety of ways in which Muslims seek to look after the natural world. Ask pupils to create a poster that could be displayed in a mosque to encourage the Muslim community to care for the environment – include key words and practical suggestions. <u>DO NOT VISUALLY DEPICT GOD (ALLAH).</u></p> <p>https://greenukum.com/greenukum/ (a Muslim couple based in Germany who seek to be eco-friendly in all they do; some</p>
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	parts of the website are in English, some in German) https://www.worldbulletin.net/africa/senegalese-muslims-call-for-green-jihad-h163087.html (Senegalese Muslim leader calls for 'green jihad' – jihad = literally, 'effort' or 'struggle') http://www.ifees.org.uk/ (Islamic Foundation for Ecology and Environmental Sciences)
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<i>Hindu story of creation</i>	<p>Believing:</p> <p>Ask pupils to retell the stories of creation from Christianity, Judaism and Islam – how are they similar? How are they different? (You could use visual aids such as Venn diagrams to help indicate these similarities and differences.)</p> <p>Introduce a Hindu story of creation and ask pupils to recall the names of the key characters in the story: Vishnu (the preserver), Brahma (the creator) and Shiva (the destroyer). Explain that all three help Hindus understand the one God/Ultimate Reality (Brahman), who creates all living things, preserves and sustains them and, when the time is right, ends life. Emphasise to pupils that <u>all</u> living things are equal in the Hindu story – humans are no different from any other creatures. Hindus believe in ahimsa (the principle of non-violence) and for this reason, they will avoid causing harm to any living thing – this is why the majority of Hindus are vegetarian.</p> <p>Ask pupils to produce a visual representation of this story – this could be through drama/role play, sculpture, painting, etc.</p> <p>https://www.youtube.com/watch?v=Y9yWwFWpbRo (Hindu creation story) https://www.bbc.co.uk/bitesize/guides/zbvqrq6f/revision/3 (information for teachers)</p> <p>Living:</p> <p>Introduce pupils to a range of ways in which Hindus seek to look after the natural world. You could explore the practice of yoga/meditation, which often takes place in the natural world – this enables Hindus to connect with the life in the natural world. You could also explore ways in which the natural world is incorporated into key festivals and practices, e.g. flowers garlands offered to the deities (gods/goddesses) in the mandir (temple), the use of natural minerals, e.g. henna and kum kum powder, to decorate the face and hands, etc.</p> <p>http://reepinfo.org/hinduism-and-the-natural-world</p>
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	<p>Thinking:</p> <p>Based on their learning in this session, ask pupils to express an opinion about the statement below. They should try to refer to their learning when answering, giving a reason to support what they say:</p> <p>“Humans are the most important thing in the natural world.”</p>
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<p><i>Humanist account of the origin of the universe</i></p>	<p>Believing</p> <p>Explain to pupils that not everyone believes that God (or gods) created the world. Introduce Humanism as a belief system that does not include God.</p> <p>Ask pupils to answer the following questions:</p> <ul style="list-style-type: none">• How do Humanists believe the world began?• What is 'respect' and why is it important to Humanists?• What is 'empathy' and why is it important to Humanists?• How do Humanists believe we should treat the natural world and animals? <p>https://understandinghumanism.org.uk/themes/?age=5 (teaching resources pitched at KS1)</p> <p>https://understandinghumanism.org.uk/uhtheme/what-is-humanism/?age=5 (what is Humanism?)</p> <p>https://understandinghumanism.org.uk/perspectives/ (see 'Environmental Perspectives' and 'Animal welfare and vegetarianism')</p> <p>https://humanism.org.uk/about/h4bw/ (Humanist environmental campaign – 'One Life, One Planet')</p> <p>https://www.bbc.co.uk/bitesize/guides/zt2nmsg/revision/4 (information for teachers)</p> <p>Living and Thinking:</p> <p>Explore some of the ways in which Humanists in the UK try to look after the natural world and animals. Is this any different from the sorts of things done by Christians, Jews, Muslims and Hindus? Does it matter if it isn't different?</p> <p>https://www.humanism.scot/what-we-do/policy-campaigns/ecohumanism/</p> <p>Ask pupils to 'hot seat' a group of people (any additional adults or, if possible, visitors) and ask them the following</p>
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	<p>questions:</p> <ul style="list-style-type: none">• Do you think the natural world is important? Why?• Do you think animals are important? Why?• Do you think humans are more important than animals? Why?• How do you think we should look after the environment and animals?• How does your religion/belief system/worldview help you understand what to think about the natural world and how to care for it? <p>Pupils could record the responses in a variety of ways, e.g. a video interview, a podcast, a visual diagram, etc. Emphasise the reasons people gave for their answers and make sure pupils have recorded these carefully. Pupils could also be asked to give their own answers to the questions above.</p>
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<i>Summative</i>	<p><u>Believing</u>, <u>Living</u> and <u>Thinking</u>:</p> <p>Bringing together the learning from this unit, pupils could be asked to complete one or more of the following activities:</p> <ul style="list-style-type: none">• Produce a poster about different religious and non-religious beliefs about the natural world, humans and other animals• Produce a drama/role-play that retells one or more of the creation stories studied along with a short piece of writing/verbal explanation that shows how this story helps believers understand how to treat the natural world and animals• Produce a plan to help a particular religious or non-religious community to become more eco-friendly; the plan must refer to the reasons why this community should be eco-friendly (e.g. key beliefs, teachings, etc.)
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