

KS2 Religion and Worldviews

# What do creation stories tell us about our world?

## 3.4 What do creation stories tell us about our world?



**About this unit:** This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.



**Where this unit fits in:** This unit helps to fulfil the following requirements of the syllabus:

- A. Investigate the beliefs and practices of religions and other world views, including:**
  1. **Beliefs and Authority:** core beliefs and concepts; sources of authority including written traditions.
  2. **Worship and Spirituality;** how individuals and communities express belief, commitment and emotion.
  
- B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:**
  1. The **nature of religion and belief** and its key concepts.
  2. **Ultimate questions** of belonging, meaning, purpose and truth.
  
- C. Investigate how religions and other world views influence morality, identity and diversity, including:**
  1. Moral decisions: teachings of religions and other worldviews on moral and ethical questions;

**The religion studied in this unit:** *Christianity, Judaism, Islam, Sikhism and a non-religious perspective on these stories.*



**Estimated teaching time for this unit:** 6-8 hours

Vocabulary	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <ul style="list-style-type: none"> <li>• Creation</li> <li>• Creator</li> <li>• Responsibility</li> <li>• Interpretation</li> </ul>	<p><a href="http://www.sikhnet.com">www.sikhnet.com</a>                      Guru Nanak Dev Ji on panna 1035 Guru Granth Sahib Ji (Sikhism creation reference)                      Ed. Fiona Moss, <b>Opening Up Judaism</b> (Chapters on Shabbat and Creation), RE Today Services, 2011                      Rae Norridge, <b>Hilmy the Hippo Learns about Creation</b>, The Islamic Foundation, 2007                      My First Quran Storybook (Goodword publishing)  <a href="http://www.humanism-scotland.org.uk/content/education_resources_primary/">www.humanism-scotland.org.uk/content/education_resources_primary/</a> (Eco Humanists offers Humanist perspective).                      Picturing Creation by Kate Neal (Photo and resource pack ;RE Today) ISBN: 9781904024583                      Creation resources offered in NATRE free home learning packs for KS1 and KS2. <a href="http://www.natre.org.uk">www.natre.org.uk</a></p>

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#### EXPECTATIONS – informed by ongoing assessment throughout the unit:

<p><b>Pupils working towards the age related expectations will:</b></p> <ul style="list-style-type: none"> <li>• Listen to and retell creation stories</li> <li>• Ask questions about the stories and respond sensitively</li> <li>• Begin to express ideas about helping to look after the world around them.</li> </ul>	<p><b>Pupils working at the age related expectations (ARE) for Year 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Re-tell a range of creation stories, making links between them.</li> <li>• Express ideas about creation and suggest meanings for the stories</li> <li>• Express different views and ideas about helping to look after the world around them</li> </ul>	<p><b>In order to broaden and deepen their learning, some pupils might:</b></p> <ul style="list-style-type: none"> <li>• Reflect and make connections between different ideas in the stories</li> <li>• Compare some different stories</li> <li>• Respond with ideas of how the stories may be relevant today.</li> </ul>
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#### ASSESSMENT SUGGESTIONS

Ask the question ‘Are the creation stories still worth reading today?’ Pupils to answer as if they were Jewish, Muslim, Christian, Sikh or Humanist, explaining their ideas.

#### CONTRIBUTION TO SMSC DEVELOPMENT

- Opportunities for **spiritual development** come from thinking about how beliefs are shaped by stories;
- Opportunities for **moral development** come from considering issues about how to protect the world;
- Opportunities for **social development** come from exploring questions together about how to look after the world;
- Opportunities for **cultural development** come from exploring the similarities and differences between creation stories

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p><b>What does the Jewish creation story tell about our world?</b></p> <p><b>How do creation stories help me to think about the world in which I live?</b></p>	<p>Investigate Jewish beliefs about creation.</p> <p>Consider what the Jewish creation story tells us about the world.</p> <p>Explore ideas about looking after the world.</p>	<p>Ask pupils where they think the firsts animals came from, the first people, the world itself. Share responses and explain that they are going to be thinking about how different faiths have different creation stories.</p> <p>Share a version of the Jewish creation story from Genesis 1 (see resources). Point out the seven strands from the story – light; sea and sky; dry land; sun, moon and stars; birds and fish; animals and humans; rest.</p> <p>Give pupils a copy of the text and ask them to find the relevant lines from the creation story to match the seven strands/days, or use ‘Godly Play’ storytelling to tell the story of the seven days of creation.</p> <p>Ask the pupils to think of questions/thoughtful ideas to go with each strand. e.g Do you prefer the sea or the sky? What was it like before animals and humans were created? Is the order of the strands important? Display their answers on pictures of the strands.</p> <p>What we can learn about the world from this story? How does it make us think about all the different living things in the world? What are our responsibilities? Was the creation story similar to any of the ideas that the children suggested at the start?</p>	<p>Retell the Jewish creation story and express ideas about its importance for Jewish people.</p> <p>Reflect and suggest meanings for the different parts of the story.</p> <p>Suggest ideas about looking after the world and our responsibilities.</p>	<p>Schools following the Leeds Diocesan Syllabus will find further resources and information in ‘Understanding Christianity: Lower KS2 Unit 2A.1 - Creation/Fall</p> <p>The story in Genesis is shared by Jews and Christians</p> <p><b><i>Outdoor learning:</i></b> <i>Begin the unit with a trip outdoors. Use all the senses; lie down and look up; listen to the sounds – where did it all come from?</i></p> <p><i>Create using natural materials/mud/clay e.g ‘mud babies’ , natural art.</i></p> <p><a href="#">Godly Play Foundation Story videos ‘Creation’</a></p>

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<p><b>What does the Islamic creation story tell about our world?</b></p> <p><b>How do the creation stories from different faiths compare?</b></p> <p><b>How do creation stories help me to recognise my responsibilities to looking after the world?</b></p>	<p>Investigate Islamic beliefs about creation.</p> <p>Consider what the different stories mean and reflect on the similarities and differences in the stories.</p> <p>Recognise responsibilities for looking after the world.</p>	<p>Have sequencing cards from the Jewish version of Genesis 1 ready. Ask the pupils to retell the story to each other using these cards. Recap on some of the discussions last lesson.</p> <p>Introduce the story of creation from Islam (see resources). As you read, build up a visual 3D image of the different parts from the story. Ask pupils to spot the differences between the Jewish and Islamic stories as you read. Discuss these at the end. How would the meanings from last time be different if you had heard this version first?</p> <p>Use a Venn diagram to compare the similarities and differences between the two stories. List some key ideas emerging from the stories (e.g God/Allah creates using his words, the world was beautiful, human beings had life breathed into them) and use a diamond 9 to order ideas about both creation stories. Ask for the reasons behind pupils' choices.</p> <p>Focus on the seven soils and the creation of human beings. Why seven soils of different colours? What might they represent? Use a limited palette of 7 colours to create an abstract representation of themselves, their personality, interests etc.</p> <p>Ask the pupils to think of questions, as if they were Muslim, to ask Allah about his creation of the world. Write ideas on stars and moons.</p> <p>'Charlie and Blue ask about Allah and Creation' on <a href="#">Truetube</a> focuses on how Muslims care for the world. Ask how Allah wanted Muslims to look after the world. How is this different from/similar to G-d asking Jews to look after the world? What could/should we do to care for the world?</p>	<p>Retell the Islamic creation story and express ideas about its importance for Muslims.</p> <p>Identify and describe similarities and differences between two creation stories.</p> <p>Suggest ideas about the similarities and differences in the stories.</p> <p>Give reasons why faiths teach that the world should be cherished.</p> <p>Suggest some ideas for looking after the world.</p>	<p><b><u>Outdoor learning:</u></b> <i>Discussions and stories leading to 'big questions' could take place in an outdoor story circle or around a campfire.</i></p> <p><i>Make an orienteering trail to follow the 7 days of creation.</i></p> <p><i>Use natural materials to create a 'Garden of Eden'/Paradise</i></p> <p><i>Make animals/birds from natural materials. Hang them from trees/display them in the school grounds.</i></p> <p>In response to the Islamic creation story, it is appropriate to draw abstract or natural images rather than to draw human beings.</p>

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<p><b>What does Sikh teaching about creation tell about our world?</b></p> <p><b>How do religious ideas about creation help me to recognise my responsibilities to looking after the world?</b></p>	<p>Consider what the different stories mean.</p> <p>Suggest ideas for why there are similarities and differences in the stories.</p> <p>Suggest ideas for looking after the world.</p>	<p>Introduce Sikh ideas about God (Waheguru) and creation. Sikhs believe that Waheguru has no beginning and no end that he has always been in existence. The Mool Mantar (resource pack) states he is the creator. There is no single story of creation in the Guru Granth Sahib, but there are many texts indicating Sikh belief that God (Waheguru) in one word created many galaxies and everything in them.</p> <p>Prepare a selection of texts about creation (see resource pack). The texts vary in depth and complexity and will provoke different questions and ideas. Ask pupils to work individually or in groups to produce a visual/creative response to one of the texts using a selection of art materials.</p> <p>Pupils could read one of the texts aloud as a poem, or set it to music and sing it. Reciting/singing brings out different emphases, leading to new interpretations and ideas. Look closely at the texts and ask the pupils to underline key words and ideas. Make links with the other creation stories. Which statements are important to all stories? Which ones do pupils like best? Which ones say something unusual or different?</p> <p>What do Sikh teachings about creation teach us about looking after the world? Make a poster for the Gurdwara, encouraging the care of the created world.</p>	<p>Describe and talk about Sikh beliefs about the origins of the world.</p> <p>Identify and describe similarities and differences between creation stories and ideas.</p> <p>Give reasons why faiths teach that the world should be cherished.</p>	<p>Links could be made with future lesson – Big Bang Theory - and discuss the similarities.</p> <p>The Guru Granth Sahib is full of hymns and poems, and music is a central element of Sikh worship.</p>

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<p><b>How are creation stories relevant and important to religious communities today?</b></p> <p><b>How is a 'day of rest' linked to creation stories?</b></p>	<p>Investigate the purpose and practice surrounding the 'rest day' in faiths today.</p> <p>Investigate Jewish observance of Shabbat and its links to their Creation story.</p>	<p>Have copies of the Genesis 1 creation story available for the children. Talk about the seventh day of creation – the day of rest. Why is this day included in the story? What is the link between the creation story and the observance of a rest day?</p> <p>For Jewish communities, the day of rest – Shabbat – is celebrated weekly from sunset on Friday to sunset on Saturday. The Jewish creation story reminds them of the importance of this practice. Sabbath observance is one of the 10 commandments (Exodus 20:8-11). Watch BBC clips about Shabbat and make notes about how Jews celebrate each week.</p> <p>Other faiths have a day each week for religious observance:</p> <ul style="list-style-type: none"> <li>• Most Christians keep Sunday as their day of rest to remember the resurrection of Jesus on Easter Sunday. The commandment to observe the Sabbath is often applied to Sundays.</li> <li>• A day of rest is not reflected in Islamic beliefs about Creation – Allah is always creating and needs no rest. Pupils may want to explore this difference of emphasis in the stories. Friday is observed by most Muslims as a <a href="#">day for prayer</a> rather than rest.</li> <li>• Sikh worship often takes place on a Sunday in the UK because this is traditionally a day off work for most people.</li> </ul> <p>Ask the pupils to investigate the practices of Muslims, Christians and Sikhs in their weekly day of rest/prayer and make comparisons. On bubbles, ask the pupils to write or draw what they would like to do on their rest day. Can they make links with any creation stories?</p>	<p>Identify and describe the importance of a rest day/weekly religious observance within different faiths.</p> <p>Explain why everyone needs to rest, and that this may be different things to different people.</p> <p>Compare different viewpoints and practices.</p> <p>Express their own ideas about the rest day.</p>	<p>Pupils may already be familiar with the different beliefs and practices for weekly worship and religious observance for different faiths.</p> <p><b>BBC Class clips - Shabbat</b>  <a href="https://www.bbc.co.uk/bit/size/clips/z3hyr82">https://www.bbc.co.uk/bit/size/clips/z3hyr82</a>  <a href="https://www.bbc.co.uk/bit/size/clips/zs2hyrd">https://www.bbc.co.uk/bit/size/clips/zs2hyrd</a></p> <p>Shabbat is covered in greater detail in Unit 3.1 How do Jews remember Abraham and Moses? Material from that unit could be covered in detail here instead, or just revised.</p>

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<p><b>How are creation stories relevant today?</b></p> <p><b>How is looking after the environment linked to creation stories?</b></p>	<p>Understand that creation stories are still important to people of faith.</p> <p>Understand that stories have different interpretations and meanings to different people.</p>	<p>Have images from the different creation stories - sequencing cards or artistic representations of creation. Recap the stories briefly and talk about the themes that emerge from them e.g. Creator God, the beginning of time, a beautiful world etc.</p> <p>Explain that scientists have different theories about how the world began and evolution. Discuss the difference between creation stories and scientific theories. Explore the symbolic meanings behind the creation stories – that they do not have to be taken literally. Religious believers might say that Science answers the question ‘How?’ and Religion answers the question ‘Why?’</p> <p>Discuss meanings of looking after the world, that all living things are important, that religion teaches responsibility towards others, respect. Investigate Christian ideas about ‘stewardship’ – responsibility to care for creation. Jewish concept of Tikkun Olam – healing the world. Humanist ideas – environmental responsibilities.</p> <p>Have the question ‘Are the creation stories still worth reading today?’ Pupils to answer in a paragraph as if they were Jewish, Muslim, Christian, Sikh or Humanist. Pupils to explain their reasons. (Assessment opportunity)</p>	<p>Identify and explain symbolic meanings for stories.</p> <p>Express ideas about the relevance of creation stories for believers and non-believers.</p> <p>Explain why people of different faiths and worldviews teach that the world should be cherished</p> <p>Compare different viewpoints.</p>	<p>Images can be found in Picturing Creation (RE Today); Spirited Arts ‘God’s Good Earth’ <a href="http://www.natre.org.uk">www.natre.org.uk</a></p> <p>Further ideas and activities on this theme: <b>REQuest:</b> ‘Big Questions- Creation’ <a href="https://request.org.uk/">https://request.org.uk/</a> <b>Chabad.org:</b> ‘Tikkun Olam’ <a href="http://www.chabad.org">www.chabad.org</a> <b>Humanists Society</b> <b>Scotland:</b> <a href="http://EcoHumanism">Eco Humanism</a></p> <p>Big World, Big Ideas: Religion &amp; Science (RE Today)</p> <p>Big Questions, Big Answers Vol 2: Investigating Worldviews (RE Today)</p>



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<p><b>What makes a good creation story?</b></p> <p><b>How do creation stories inspire people?</b></p>	<p>Understand that creation stories are important to people of faith.</p> <p>Understand that stories about creation have been passed down over many years.</p> <p>Reflect on their own ideas about creation and the world around.</p>	<p>Read a creation story from a non-religious source. (see resources) Ask pupils to compare the story with the others that they have heard.</p> <p>Discuss all the different elements of the stories – each part of the world has been created with a purpose; that they all link together. The stories have many meanings, and that one of the meanings is to look after the world.</p> <p>Ask pupils to write their own creation story. They may or may not have a ‘divine being’ but the interpretation of ‘looking after the world’ must be the focus.</p> <p>Share the stories.</p>	<p>Identify and explain symbolic meanings for stories.</p> <p>Discuss the relevance of creation stories for believers and non-believers.</p> <p>Express their own ideas about creation and the world around.</p>	<p><b><u>Outdoor learning:</u></b></p> <p><i>Discussions and stories leading to ‘big questions’ could take place in an outdoor story circle or around a campfire.</i></p> <p><i>A discussion about ‘looking after the world’ may be enhanced by being in an outdoor space; how should we take responsibility for the world?</i></p>