

Unit 4.3: Our world

Key Question: What do religions teach about caring for our world?

About this unit

The unit builds upon understanding and appreciation of the natural world which was fostered in Unit 1.3 *Caring for the world*. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores how various faiths have explained some of life's big and difficult-to-answer questions.

Resources: creation stories, prayers, poems and songs from world faiths, photos and artwork and architecture inspired by nature (for example the work of Gaudi, inspired by nature)

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p>Meaning & purpose</p> <p>explore beliefs about how the universe began</p> <p>recognise that the Earth is unique and consider the concept of stewardship</p>	<p>compare different faith beliefs about how the universe began</p> <p>give reasons why people of faith have a sense of awe and wonder about the Earth</p> <p>explore religious teachings to see how faith members should care for the Earth</p> <p>investigate how faith members show care for the environment</p>	<p>express thoughts and beliefs about how the universe began</p> <p>share feelings about the sense of awe and wonder in the natural world</p> <p>share thoughts on how and why religions treat the world with respect</p> <p>show understanding of stewardship and suggest actions everyone can take</p>
<p>Prepare for learning</p> <p>Explore images of patterns/colours in nature; discuss what pupils love about nature</p> <p>Go out to explore the natural world and bring images or films back to the classroom</p> <p>Discuss how small, big, simple or complex creation can be</p> <p>Look at images of Earth from space and images of other planets and galaxies</p>		

Unit 4.3: Our world

Key Question: What do religions teach about caring for our world?

Engage the learner

Explore pupils' concept of the word 'creation'
Share pupils' views about how Earth was created
Talk about the Christian creation story
What do other religions say about creation?

Identify learning questions

Where did Earth come from? Is it sacred?
What do different faiths say about sacredness of life?
How do faith members interpret creation stories? How are creation stories similar or different?
How does belief in a Creator God influence believers' lives?
What is meant by stewardship of the Earth?
What do holy books say about the respect for the world?
How do humans treat Earth now? What impact is this having?
How can we better care for Our World?

Provide new information

Research key creation stories in Christianity and one or two other faiths
Compare with scientific views on how Earth was created
Explore non-religious/other viewpoints on creation such as aboriginal dreamtime stories
Explore stories, songs and psalms of creation; consider the writers' inspiration: *Deuteronomy 10:14, 1 Chronicles 29:11, Psalm 19:1-4, Psalm 24:1-2, Psalm 65:5-13, Psalm 104:1-6, John 1:1-5*
Research teachings of Christianity and other faiths about caring for the environment: *Genesis 1:26 (our role in caring for creation); Leviticus 25:8-11 (resting the land); Psalm 8: 6 (man's authority over creation)*
Explore local and national environmental projects and the impact that they are having; what influences people involved in such projects?

Search for meaning

Explore the outside environment, taking pictures and expressing their own responses to creation
Compare and contrast two or more creation stories from different faiths, identifying similarities and differences
Explore the impact of beliefs about creation on believers - thanksgiving, awe, wonder, stewardship
Consider ways creation is celebrated in secular society or by faith members

Unit 4.3: Our world

Key Question: What do religions teach about caring for our world?

Think about pupils' own impact on the local environment; what can they do to better care for the world around them?
What duties and responsibilities do young people have to care for the world?
What duties do adults have, whether faith members or not?
Talk to a faith member about their view of creation; what practical things can they do to look after the world that God created for them?
Investigate man's dependence on Earth's resources, considering the duty and challenge for faith members

Share new understanding

Write a poem or song about creation or add more to Psalm 8
Create collages/montages or videos of some creation stories they have explored
Explore the idea of stewardship
Share ways in which believers show care for creation and consider the challenges of living in a 'disposable world'
Discuss religious stories where responsibility for Earth is given to human beings and people of faith believe that we were made to look after all the rest of creation
Play dilemma games to explore and roleplay the environmental choices faith members may make; demonstrate how faith member's actions might be affected and influenced by belief, considering how two or three faith communities would respond in certain situations
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?
Devise a new act of stewardship and carry it out; choose a special local place and make a plan for class commitments to improve it
In a Venn diagram, present similarities and differences between Christianity and one or two other faiths, in terms of beliefs about creation
Where do we come from? Present opposing views from different faith standpoints

Reflect on learning

Identify something in the natural world which gives them a sense of awe and wonder, showing and appreciating different aspects of creation; marvel at the adaptation of living things to their habitats – by accident or design?
Discuss the concept of man's responsibility to share the world's resources
Each pupil create something and consider their own and others' responses; how do they feel about their creation? How did the Christian God feel about his creation?
Consider the shape of the individual 'footprint' pupils might leave, or would hope to leave, on Earth
Reflect on the native American saying: *"We do not inherit the Earth, we borrow it from our children."*

Unit 4.3: Our world

Key Question: What do religions teach about caring for our world?

THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
Describe and show understanding of links between stories, beliefs and practices of faith communities <i>specified in the key content</i>	Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities <i>s specified in the key content</i>
Present their own and others' views to challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own to challenging questions in different forms including reasoning, music, art and poetry
Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response