

DOWN AMPNEY PRIMARY SCHOOL

RE TERM 1 LKS2: WHAT DO CHRSTIANS LEARN FROM THE CREATION STORY?

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> ❖ Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’. ❖ Make clear links between Genesis 1 and what Christians believe about God and Creation. ❖ Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world. <p>Understand the impact</p> <ul style="list-style-type: none"> ❖ Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways). ❖ Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections</p> <ul style="list-style-type: none"> ❖ Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<p><u>Substantive knowledge</u></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ❖ Christians believe God created the universe. ❖ Christians believe God the Creator cares for the creation, including human beings. ❖ Christians believe that as human beings are part of God’s good creation, they do best when they listen to God. ❖ Christians believe the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). ❖ Christians believe this means that humans cannot get close to God without God’s help. ❖ Christians believe the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep falling short. ❖ Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Creation: The beginning of the world and everything in it</p> <p>Catholic: a Christian demonization whose leader is called the Pope</p> <p>Big Story: the story of the Bible from Creation through to Salvation</p> <p>Responsibility: a moral need to take care of something</p> <p>Sin: to do something that goes against God’s law or an act which is against God’s law</p> <p>Steward: a person who looks after something, in Christianity looking after God’s good earth</p> <p>Interpret: to explain or understand the meaning of something</p> <p>Genesis: the first book in the Old Testament which contains the story of Creation and The Fall</p> <p>Fall: when Adam and Eve sinned against God and fell from being close to God</p> <p>Temptation: the feeling of wanting/having to do something you know you should not</p>	
	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences. ❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched 	<p><u>British values</u></p> <ul style="list-style-type: none"> ❖ Mutual respect and tolerance for those with different faiths. ❖ Rule of law – all people are equal before the law. ❖ Democracy – everyone has the right to give their own opinion. 	<p><u>Bible stories</u></p> <ul style="list-style-type: none"> ❖ Genesis 1: 1-25 ❖ Genesis 1: 26-31 ❖ Genesis 2: 15-17 ❖ Genesis 3

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	<p>and celebrated for their uniqueness.</p> <ul style="list-style-type: none"> ❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs. <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<ul style="list-style-type: none"> ❖ Individual liberty – We are free to make choices about our own beliefs and values. 	
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Retell the story of creation from Genesis 1:1–2:3 simply. ❖ Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. ❖ Say what the story tells Christians about God, Creation and the world Understand the impact: ❖ Give at least one example of what Christians do to say ‘thank you’ to God for Creation Make connections: ❖ Think, talk and ask questions about living in an amazing world. ❖ Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What do Christians learn from the creation story? ❖ Where does creation belong in the ‘Big Story’ of the Bible? ❖ What kind of world do Christians believe in? ❖ What do we mean by good? ❖ How have Christians interpreted looking at after the world? ❖ How do different Christians think about and look after the environment? ❖ What do Christians mean by the fall? ❖ What do many Christians learn from the stories if creation and the fall? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Identify the type of text some Christians say Genesis 1 is, and its purpose. ❖ Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. ❖ Make clear connections between Genesis 1 and Christian beliefs about God as Creator. ❖ Show understanding of why many Christians find science and faith go together. ❖ Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. ❖ Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	

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SEN Support

- ❖ Key vocabulary given and explained in every lesson (My turn your turn).
- ❖ Help desk for any children requiring adult support.
- ❖ Targeted paired work and groupings which support learning when needed.
- ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE.

Deeper thinking

Children can explore and describe religious stories that show what people think about the key ideas of God and the purposes of life.

Children can express their own ideas about some questions of meaning and purpose in life in relation to the stories, festivals and ideas they study.