

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 1 UKS2: CREATION AND SCIENCE; CONFLICTING OR COMPLEMENTARY?

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <p>Make sense of belief</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. <p>Understand the impact</p> <ul style="list-style-type: none"> ❖ 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. <p>Make connections</p> <ul style="list-style-type: none"> ❖ 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. 	<p><u>Substantive knowledge</u></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ❖ There is much debate and some controversy around the relationship between the accounts in Genesis and contemporary scientific accounts. ❖ These debates and controversies relate to the purpose and interpretation of the texts. e.g. does reading Genesis as a poetic account conflict with scientific accounts? ❖ There are many scientists throughout history and now who are Christians. ❖ The discoveries of science make Christians wonder even more about the power and majesty of the Creator. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Science: the study of the structure and behaviour of the natural and physical world</p> <p>Genesis: the first book of the Bible and Torah which includes God creating the world</p> <p>Big Bang Theory: the belief that the universe began with a large explosion of matter</p> <p>Complementary: when a number of things work well together and help explain each other</p> <p>Creation: the act of creating the world by God or everything that God created</p> <p>Literal: taking words and stories as they are without any interpretation</p> <p>Creator: the being who created everything in the universe</p> <p>Conflicting: no agreement or support for different ideas or views</p> <p>Interpretation: an explanation of the meaning of something</p> <p>Theory: a set of ideas to attempt to explain something</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 and celebrated for their uniqueness. 	<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. ❖ Individual liberty – We are free to make choices about 	<p><u>Bible stories</u></p> <ul style="list-style-type: none"> ❖ Genesis 1: 1-31 ❖ Genesis 2: 1-3 ❖ Psalm 8

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	<p>❖ 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> <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<p>our own beliefs and values.</p>	
<p><u>Prior learning and knowledge required</u></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 Understand the impact: ❖ 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 Make connections: ❖ Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ What can we find out about the creation story in Genesis 1? ❖ What might Christians see as important in Genesis 1? ❖ What relationships do scientists have with religious worldviews? ❖ What are some different Christian views about the relationship between science and religion? ❖ Are science and religion complementary or conflicting? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. ❖ Explain the concepts of Creation and stewardship in Christianity. ❖ Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities Understand the impact: ❖ Give some examples of how Christians have responded to the idea of stewardship, as a community and individually. ❖ Show how Christians have used Genesis 1 and 2 to guide how they treat the environment Make connections. ❖ Offer a justified response to the question of whether Christians should be better stewards than everyone else. ❖ Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses. 	

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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 give reasons why our beliefs make a difference to what we do and how we live.

Children can research, explore and explain varied ideas about how and why religious teachings, values and ideas make a difference to people in the UK today.