

Creation Stories	Religious Education	Years 3 & 4, Term 1	Year A
Key vocabulary: creation, evolution, theory, steward, environment			
Knowledge and skills: Christian stories are often interpreted by artists. (B13) Christian art has changed over time and reflects the culture where and when it was created. (B14) Hindus believe in one God, Brahman. (B32) Hindus believe Brahman is in everything and everywhere. (B33) Some people believe that all religions stories are made up. (B41) People disagree on the truth of religious texts. (B42) Some people think that only what they can see is real. (B44) Different texts will have different significance depending on people’s beliefs. (B45) Some questions of truth are hard to answer. (B46) <i>The creation story is in Genesis 1 (Bible)</i> <i>Christians believe that God made the world and that we should look after it.</i> <i>Christians believe that God the creator cares for the creation, including human beings.</i> <i>As human beings are part of God’s creation, they do best when they listen to God.</i> <i>Humans are ‘stewards’ or caretakers of the world.</i> <i>Make links between the creation story and Christian and Jewish care for the world.</i> <i>Reflect on the significance of the creation story.</i> <i>Ask some questions about creation and how the idea of a creator God affects them.</i>		Possible activities: What does creation mean? Discuss the concept of creation: What does it mean? Has everything in the world been created? Revise Christian/Jewish creation story from Genesis. How do different cultures and religions express a response to creation? What do different cultures believe about creation? Study a range of creation stories (Christian, the big bang, Hindu, Egyptian, Aboriginal Dreamtime). Identify common themes and compare. Produce artwork, music/ movement, poetry, storyboards, etc What is the value of creation? Create a job advertisement for a creator. What qualities would he/she need? What things would you want created? Hot-seat God. Prepare questions for Him/Her to answer: Why did you create the world? What was your favourite creation? How does creation affect our lives? Give reasons, using religious vocabulary, for the need to care for the environment. Evaluate a range of Creation stories. www.OriginalArt-Australia.com	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Moral: Understand the consequences of their impact upon the environment. Appreciate the impact that humans have over nature, and the responsibility that we bear. Understand and appreciate the viewpoints of others on moral and ethical issues Social: Consider how people can work together to protect the environment. Cultural: Look at how people in different parts of the world treat the environment. Does poverty make a difference? British Values: Consider if it is right to break the law regarding issues where people feel strongly eg environmental issues. Should people be punished if they are protecting helpless animals/the countryside? Consider how laws can be changed.			