



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

### Medium Term Plan: Cultural Explorers: RE

#### What can creation stories tell us about religion?

Using the K,S,U you have learnt in this unit of work, what can be learned about religion by reading creation stories? Demonstrate your understanding of the stories you've studied and your own ideas about creation.



Cultural Explorers

#### Aspect of Study

Sacred Texts and sources of wisdom

Personal resonance

Comparing religious ideas and traditions

Religions: Christianity, Hinduism, Judaism, Islam Sikhism

#### Transferable Knowledge:

Stories have meanings

Different ideas about how the world began

### Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

#### During this area of study students should be taught to:

Discuss sacred writings, including stories, and recognise the traditions they come from..

Respond sensitively to the traditions they encounter and express ideas clearly.

Notice and respond sensitively to some similarities between religions, worldviews and communities.



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Substantive Knowledge (subject-specific)

Discuss sacred writings, including stories, and recognise the traditions they come from.

The Hindu creation story and what this means for Hindus today.

That Sikhs have no creation story but believe God created the world.

That Muslims, Christians and Jews share the same creation story.

Disciplinary Knowledge?

### Real World Links:

Pupils will explore stories and traditions shared by children in the Trust.

Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).



**Communication** – understand and respect that people have different views.

**Team-working** – respect and listen to other  
Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

- God - How did he make the world?
- Adam - How would he feel?
- Eve - How would she feel?
- Allah - Why does God have many names?
- Brahman - why does he make the world?

### OPAL links

Materials to create imaginary landscapes and worlds.

Sand and water to create a beach.

**Curriculum Coverage**

**(Previous, expected and what follows on)**

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> <li>● What can we learn from stories? [Rec. module]</li> <li>● Nativity and Easter stories and key figures within them.</li> <li>● The Boy Who Cried Wolf and its meaning.</li> <li>● The Crocodile and the Priest (Sikh story) and its meaning.</li> <li>● Bilal and the beautiful butterfly (Muslim story) and its meaning.</li> </ul>	<p>The Hindu creation story and what this means for Hindus today.</p> <p>That Sikhs have no creation story but believe God created the world.</p> <p>That Muslims, Christians and Jews share the same creation story.</p>	<ul style="list-style-type: none"> <li>● Does God want Christians to look after the world? (Y1)</li> <li>● The Nativity and the bible (Y1)</li> <li>● Bible stories of Jesus' miracles (Y1)</li> </ul>

Language Plan

Key vocabulary	Concepts	Speaking and Listening
God Christian Jew Muslim Hindu Sikh Similar Different Brahman	Religion Creation Sacred texts	ORACY FRAMEWORK STRANDS

## Sequence of Teaching and Learning

**At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.**

**Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, Khanda), Buddhism (Buddhist, Dharmachakra).**

**1**

- NC OBJ: Discuss sacred writings, including stories, and recognise the traditions they come from.

**LO: Why are stories important to people?**

***Note:** Children will have encountered several stories from a range of traditions already. There is an opportunity to assess working memory. There may need to be a conversation about what the words God and religion mean before the learning starts.*

Share a story that has meaning to you, especially one with a message such as a fable. Discuss why some stories are important to people. **Literacy link: stories with meaning.**

Introduce the idea of a sacred text (use this terminology. Define as a text that is connected to God). Explain that these texts are books that include stories but also poems, songs, messages and instructions.

Children discuss their own favourite stories and why they are important to them.

**2**

- NC OBJ: That Muslims, Christians and Jews share the same creation story.

**LO: Do religions sometimes agree?**

Introduce the idea of creation as a core part of some religious faiths. Explain that religions sometimes agree and sometimes disagree with each other.

Read the Christian creation story with the children. Explain that the three Abrahamic faiths (Christianity, Judaism, Islam) share some parts of their sacred texts (the Old Testament) and so they all believe in the story but sometimes call the characters different names. The children may be interested in hearing some of these. **MFL link: translating names.**

Opportunities for:

**Knowledge** - Identify that the story is shared by Christians, Jews and Muslims

**Empathy** - Identify why this story is special to certain people

**Response** - Explain what they believe about how the world was created.

**Comparison** - Suggest which parts (the names) might be different in different versions of the story.

## Sequence of Teaching and Learning

<p><b>3</b></p>	<ul style="list-style-type: none"><li>• NC OBJ: The Hindu creation story and what this means for Hindus today.</li><li>• That Sikhs have no creation story but believe God created the world.</li></ul> <p><b>LO: Do religions sometimes disagree?</b></p>	<p>Recap previous learning, particularly focusing on key vocabulary around faiths, their followers and the term sacred texts.</p> <p>Introduce the religions Hinduism and Sikhism. Explain that, like the three religions looked at last week, they are from the same place (India). <b>Geography Link: Find India and Asia on maps.</b></p> <p>Read the Hindu creation story with the children. Identify how this story is similar and different to the one last week.</p> <p>Sikhs, however, have no creation story. They believe God created the world but do not have a story to share.</p> <p><u>Opportunities for:</u></p> <p><b>Knowledge</b> - Identify the story as part of the Hindu tradition and that Sikhs have no creation story</p> <p><b>Empathy</b> -Suggest why the story might be important for a Hindu.</p> <p><b>Response</b> -Answer if they believe you need a story to believe in something.</p> <p><b>Comparison</b> - Suggest differences between Hindu, Sikh and Abrahamic beliefs on creation.</p>
<p><b>4</b></p>	<ul style="list-style-type: none"><li>• NC OBJ: Respond sensitively to the traditions they encounter and express ideas clearly.</li></ul> <p><b>LO: How similar are creation stories?</b></p>	<p>Recap the two stories looked at so far (Genesis and the Hindu creation story).</p> <p>Help children to identify similarities and differences between these stories and the Sikh view (that the story isn't as important as creation itself).</p> <p>Answer the big question - creation stories tell us that sometimes religions agree (Abrahamic traditions) and sometimes they disagree (Eastern traditions). <b>British Values link: Mutual respect and Tolerance.</b></p> <p><u>Opportunities for:</u></p> <p><b>Knowledge</b> - Identify the stories and the traditions associated with them.</p> <p><b>Empathy</b> - Explain why sometimes religions can agree or disagree.</p> <p><b>Response</b> -Express own views on creation</p> <p><b>Comparison</b> - Suggest differences between Hindu, Sikh and Abrahamic beliefs on creation.</p>