

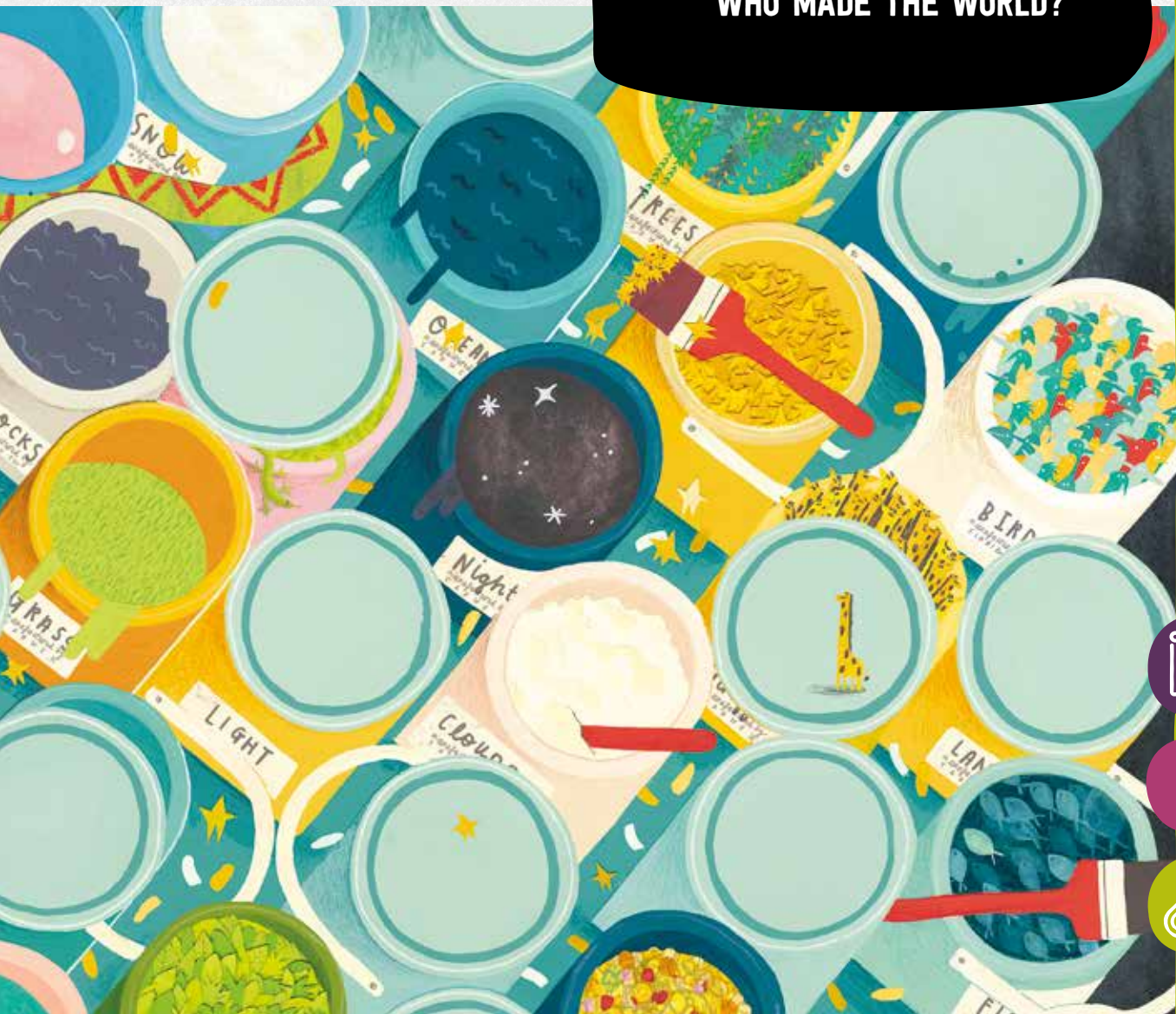
KEY STAGE 1/UNIT 1.2

CREATION

CREATION

WHO MADE THE WORLD?






WHO MADE THE WORLD?



KEY STAGE 1/UNIT 1.2

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  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.
-  Give at least one example of what Christians do to say thank you to God for the Creation.
-  Think, talk and ask questions about living in an amazing world.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- God created the universe.
- The Earth and everything in it are important to God.
- God has a unique relationship with human beings as their Creator and Sustainer.
- Humans should care for the world because it belongs to God.

NOTE: Teachers should read the Essential Information pages before teaching this unit.

YOU MIGHT LIKE TO START WITH...

Spend some time experiencing nature. If possible, walk barefoot on grass or sand. Look closely at flowers and insects. Lie underneath some trees and watch the sunlight filter through the leaves. What words can pupils use to describe the experiences, and their feelings?



MAKING SENSE OF THE TEXT

- Give pupils images of some created things, or the objects themselves: for example, teddy bear, mobile phone, crusty bread. Ask them to say what the person who made them (the 'creator') might be like. Give them some words to think about, some that are likely, (for example, friendly, creative, clever), some less likely (small, angry, bearded). Talk about whether the maker of a teddy bear must be furry, the baker crusty, and the mobile phone-maker square.
- Look at some lovely images (or objects) of the natural world. If these have a creator, what might the creator be like? (for example, amazing, huge, strong, full of ideas, happy, magic.)
- Introduce the story of Genesis 1. Set the scene: Here's a story told by Jewish and Christian people about God. What is their response to the story – feelings, ideas, questions? Then focus on this question: what does the story tell us about what God is like? (For example: big, amazing, powerful, exciting, clever, patient.)
- Explore the story in different ways. For example, choose two or three of the following:
 - choose music to express each of the days of creation; get pupils to do dance moves that reflect the music and what is created.
 - draw and role play: imagine pupils are the first animals, birds or fish!
 - look at some poems (Steve Turner for example, see Resources) and learn to recite one – the rhythm and repetition helps, which is partly why the Genesis account is structured with all the repetitions (it was morning..., it was evening..., the third day...).
 - Get pupils to come up with key words for the story (two or three per day), draw them, and order them, so that they can practise retelling the story. Put these alongside some images for each day, recalling them each time you tell the story.
 - Use pupils' key words, or these suggestions for a very simple sequence activity: light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest.
- Collect together all the words pupils can come up with to describe the Creation, from their experience of nature and from reading this story. What an amazing world!
- Ask the key question: Who made the world? The answer that Christians (and others) give is, 'God did'. Not everyone thinks this, of course.
- Have a look at the 'big story' frieze; ask which part of the picture shows creation and say how (they will need to look closely!). Point out that 'Creation' is just the start of a 'big story' for the Bible and, Christians say, for humans too!



UNDERSTANDING THE IMPACT

- If God made the world, how should people live? What do pupils think? One way is by being thankful to God, the Creator.
- Talk about how Christians think that God provides everything we need to survive (land, water, air, sunlight, food to grow, living animals and people), so humans should thank God above all. This Creator is so amazing that Christians want to praise God as well as thank him, saying how wonderful they think he is. Ask pupils to come up with some thank-you and praising sentences that Christians might say. They can use sentence-starters like 'Creator God, thank you for... O God you are amazing because...' Record these on sticky notes.
- One time of year when Christians think about God as Creator and say thank you is Harvest. Your school will probably have a Harvest Festival. How is this a way of saying thank you? Look at some harvest prayers and hymns. Ask pupils to choose the line in a song which they think is most important for Christians, and say why.
- Recall the idea that Christians believe God created the world, so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.' Talk about how Christians might share the resources offered at harvest. Find out what some churches do with their harvest offerings: for example, taking it into the community, or giving it to food banks. What does the school do, and why?
- If Harvest is an annual event, how do Christians remember to be thankful to the Creator every day? One way is by saying 'grace' before meals. Find out some grace prayers, and see if pupils can make up some ideas for Christians. What difference does it make if you say something every day? Pupils are often told to say please and thank you. Why is that?



MAKING CONNECTIONS

- Ask pupils: If someone believes God made the world, what might they say about it? What might they say to this Creator? Their comments might start with 'I like... Thank you for... I wonder why... Please can you... It's amazing that...' Record these ideas on sticky notes and include them in a display.
- If pupils could ask the world-maker any questions, what questions would they ask?
- To make a connection between Christian ideas of God as Creator and the importance for everyone (not just Christians) of being grateful for what we have, you might like to try this experiential activity:





Have some fruit (grapes, for example) in the class. Get pupils to think about how the fruit grew. It needs light, water, to bud, to flower, bee pollination, fruit growing, harvesting, transporting – and here we have the fruit. So when the pupils eat one, how should they eat it? Quickly, without a thought? Or slowly, touching, feeling, tasting – aware of all the sensations, appreciating how wonderful it is. Ask them to hold the fruit, to stroke it, to sniff it; they

should put it in their mouths and feel their teeth and tongue on it before biting – and feeling the juice spurt. Which words do pupils use to describe this experience? Compare with how we usually tend to eat without noticing. It might make us be a bit more grateful for our food.

- How does this idea apply to all the food pupils eat? Get pupils to take two tokens or pebbles into the dining hall. Before eating, place one token in the centre of the table and talk to other pupils about how important it is to enjoy the food, and why. For example, 'I will really enjoy... because...'. After the food has been enjoyed, think about one person they really need to thank for it: for example, dinner supervisors, cooks, farmers, shopkeepers, and God. They put the token in the middle of the table, or give it to the relevant person if they're present, and say, 'I want to thank... because...'.
• Remind pupils of the link between the Christian's answer to the key question, who made the world? (i.e. God), and the importance of being thankful.

★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Retell the story of creation from Genesis 1:1–2:3 simply.
-  Say what the story tells Christians about God, creation and the world.
-  Give at least two examples of what Christians do to look after the world for God.
-  Think, talk and ask questions about living in an amazing world.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- God created the universe.
- The Earth and everything in it are important to God.
- God has a unique relationship with human beings.
- Humans should care for the world because it belongs to God.

➔ YOU MIGHT LIKE TO START WITH...

[NOTE: before starting this unit, bring in a couple of pot plants. Get pupils to water one and not the other, in preparation for Understanding the impact, below.]

Thinking about being busy and resting, and the importance of a day of rest in the Genesis story.

Busy busy! In groups ask the pupils to 'become' a repetitive machine. What sort of movements might they choose? How do they work together? Put the dance to some suitable repetitive, 'mechanical' music.

Change the style of music to something much more relaxed, free and fun. Ask the pupils to develop their own movements to this different style of music.

Ask how the pupils felt in both dance activities. Did they feel more free/independent/creative in the second one? What would happen if they stayed in the first dance all the time?

Alternatively, a simpler activity would be to run around outside; then stop and watch the clouds.



➔ MAKING SENSE OF THE TEXT

- Following on from the starter, either: Draw a box in the middle of a piece of paper. Get pupils to do some furious scribbling around the outside of the box, listening to that repetitive music. Then stop – and get them to paint 'rest and calm' in the box. Or, instead of a box, scribble on the paper, then stick a calm cloud shape on top (linking to the starter activity).
- Recall the creation story. Who can remember what happened on which days? Who can remember what this tells us about Christian (and Jewish) beliefs about God?
- Show pupils some art inspired by Creation days 1 to 5 (some examples are given in Resources). Ask them to paint what they think the artist will paint for Day 6. Do the paintings, then show the artists' work. Talk about the differences. Whose picture shows the excitement of creation best?
- Think about why the week of creation ends with God resting. God rests on the seventh day, not because he is tired, but because resting is such a great thing to do! Remember the busy-busy machine. What would it be like to be busy-busy all the time? Recall the experience of being busy – and resting. (Find some pictures of animals resting – they don't do more work than they have to!)
- Talk about the key question again: Who do Christians believe made the world? God. Why did God tell people to rest one day a week? It's a way of looking after them so they don't get worn out. It's a way God cares for Creation. Look at the words God uses in Genesis 1:28: he tells humans to fill the earth, subdue it, and rule over the creatures. We humans have a special responsibility to look after God's world!

SELECT AND WEAVE TOGETHER ACTIVITIES TO ACHIEVE THE OUTCOMES



UNDERSTANDING THE IMPACT

- We're going to link with that idea of looking after God's creation, as Christians believe God instructed. Go back to the pot plants you prepared earlier. Talk with pupils about the effect of watering or not watering. How easy is it to harm a living plant? How easy is it to put it right again? (Make a link with science.)
- Spend some time making something – a drawing/painting, a model (perhaps with Lego), some sewing/embroidery. Show it to the pupils. Then break it – or deface it in some way. Shock! Ask them how they feel about this vandalism. What do they think you, the creator, would feel like? Ask pupils to make their own playdough animal – and then squish it. Why does a creator want their creation looked after?
- Make the link with Christian ideas about the world as God's creation. How would God feel to look at a world covered in litter and vandalised, with many trees cut down? What might make God happy about the world, and what might make God sad?
- What kind of things can Christians and others do to look after the world? Give some examples from A Rocha and Eco Churches (see notes on the Resources page). Ask pupils to think about how important these actions are. Do you have to do big things to make a difference, or can small things help?
- Remind pupils about the key question: Who made the world? Christians say God did, and they show this in the way they thank God and try to look after the Earth. Make the link with the day of rest as one way that God looks after humans; so humans should look after the world.



MAKING CONNECTIONS

- If God is the Creator, what rules might he give for how to look after the world? Ask pupils to make a list of rules, or give them a selection and ask them to choose their top three.
- How good would these rules be, even if there is no Creator?
- If everyone followed these rules, what difference would it make to the world? Which ideas are the best ideas, and why?
- You might have a class display for this unit. This could include artistic responses to Day 6 of Creation, plus lots of 'thank-yous' from Christians to God, and from pupils to people who help them get food, plus some examples of caring for the planet.
- Finish the unit by creating a display called: **'The best thing about the world is...'** with colourful pictures (photos or drawings) and a few words, showing a variety of responses from pupils and teachers.
 - The best thing about the world is... holding a snowflake in my hand; laughing with my friends; finding pictures in the clouds; listening to music; being warm inside on a cold day; swimming; jelly; the sea...
 - An easier starting-point might be, 'My favourite... food, animal, place, view, weather is...', but try to make sure that it is to do with the natural world.

NOTES

If you've made something, you don't want someone else to mess it up. Not all pupils will believe that God created the world, but they should learn about the difference it makes to someone if they do believe it.

Make sure that this opportunity for reflection is not just about recycling, but also about thankfulness to God.

Remember what it was like in the Core Learning starter activities: lying under the trees, or walking on the grass, or tasting those grapes. Make connections between Christian responses to the idea of a Creator, and how pupils themselves encounter and experience the world. Try to enable pupils to see how great it is to enjoy the world. Explore the joy and excitement of being alive!

BACKGROUND FOR TEACHERS

The story of Creation opens the Bible. For Christians, it sets out the relationship between God, the universe and all life. It reveals God as powerful (able to create a whole universe from nothing), creative (the beauty and diversity of the created world), orderly (the careful structure of the events of creation), and concerned with the role and value of life (Creation is prepared for life, with human life as the pinnacle, made in God's image).

The passage is vivid, energetic and memorable. It is likely to have been passed on orally through generations, and probably edited into its written form around the eighth century BCE. The passage says a great deal about the kind of God Christians (and Jewish people) believe in, and many Christians would say it was written to glorify this

God, reminding believers of their dependence on God for everything.

For Years 1 and 2, teaching should explore the narrative account, how much it reveals about what God is like, and what it reveals about the place of humans in the world. Controversies about the relationship between this account and science will be explored further up the school.

Christians may use this opening chapter of the Bible in church and in their private prayers. They use it to remind themselves about what God is like, and when they think about the wonders of the world we live in. They might be inspired to be creative, or to care for the Earth and its creatures, or to study the world in order to understand it better.

COMMENTARY ON THE TEXT AND ITS MEANING(S)

GENESIS 1:1-2:3

Many Christians see Genesis 1 as a grand overture to a drama – the start of a long narrative about the relationship between the Creator and the created world, including humans. This sets the scene – a very good God, a very good world. Later things will go wrong (see Genesis 3 in Years 3 and 4), but for now, all is fantastic.

Christians read this story differently. Some do take it literally. They say that the universe was created in six actual days. [NOTE that it is now illegal in England to teach in science lessons that the world was literally created in six days. It is okay to talk in RE about the fact that some people believe in six-day creation, and that many people do not, including many Christians.

For more details, see <https://humanism.org.uk/2014/06/18/victory-government-bans-existing-future-academies-free-schools-teaching-creationism-science>]

Most Christians do not read it like this. Remember that the narrative was probably created around 2,500–3,000 years ago, possibly to remind the People of God about how their God was very different from the gods of the people in surrounding lands – much greater, much more worth following!

Many Christians see the story as a poem. It is important to explore it with pupils as you would enjoy any colourful text. The approach in this unit is to explore how the text teaches about what the Creator is like, and therefore how Christians will want to live in response.

WHY NOT LINK WITH...?

- Jewish 'thank you' prayers, for example, in *Opening Up Thankfulness*, ed. Fiona Moss, RE Today (2012).
- Or explore how Jewish people celebrate the seventh day of Creation, with Shabbat. For example, resources to explore Shabbat with 4–6 can be found in *Opening Up Judaism*, ed. Fiona Moss, RE Today (2011).

Thanks to Jenny Perry and St Leonard's CE Primary School, Exeter, for ideas and suggestions in this unit.

WHAT DOES THIS STORY SAY ABOUT GOD, AND ABOUT HOW PEOPLE SHOULD LIVE?

Christians believe that God is the Creator. When they think about this, they want to thank God for all the wonderful gifts they have been given.

One way to show thankfulness is through the annual celebration of Harvest. Saying 'grace' at meal times is a more regular part of life for many Christian families – it reminds them to be thankful to God for all the good

things, even the simplest things like food and drink.

Believing that the world belongs to God, and that God gives life, can affect how a Christian lives – being thankful, grateful, looking after God's world, and so on. Many pupils do not come from Christian families, but they might still reflect on their place in the world, and how that makes them feel and act.

NOTES FOR 'UNDERSTANDING THE IMPACT' IN DIGGING DEEPER

One important response Christians might have to the idea of a Creator God is to think about how they should care for the Creation. If the Earth is God's, humans are looking after it for the Creator.

The materials refer to A Rocha and Eco Churches, but you may have examples near you of Christian (or other) groups taking care of the world. Feel free to use these, referring back to what your pupils have learned about Christian ideas of Creation and Creator.

The Christian Conservation movement, A Rocha, supports environmental projects all over the world and in the UK.

They focus on looking after the environment for four reasons and they believe:

- God made the world and God loves it
- God created humans to look after it
- It has gone wrong because of us
- God has a purpose for it.

They have launched the 'Living Lightly' campaign to encourage people to reduce the impact of their living on the environment.

A Rocha encourages 'Eco Churches' to help Christians to look after the world.

RESOURCES

Teachers should read the full text in an up-to-date translation (for example, *New Century Version*; *New International Version UK*). Search online on the Bible Gateway, which provides lots of translations: www.biblegateway.com

With pupils you might use a good children's Bible (for example, the *Lion Children's Bible*), but note where parts are missing in these simplified versions.

Steve Turner's poem *Stories about God* (*Developing Primary RE*, ed. Joyce Mackley). Published by RE Today.

Fischy Music – 'Wonderful World' and 'Music Maker' are great songs to use in this unit. Find out more at: www.fischy.com and see the *Big, Big Questions* book from RE Today.

SOME PRAYERS BEFORE MEALS

*Thank you for the world so sweet,
Thank you for the food we eat.
Thank you for the birds that sing,
Thank you God for everything.*

Lord, bless this bunch as they munch their lunch.

More available at:

<http://bobrogers.me/2013/10/25/blessing-the-food-ways-to-say-grace-before-meals>

MUSIC FOR BEING BUSY AND RESTING

John Adams' 'Short Ride in a Fast Machine', one of the BBC's *10 Pieces*: www.bbc.co.uk/programmes/profiles/59jvdVrPVvB1wqwFmdN4nFy/john-adams

Free, resting music – try Rimsky Korsakov's 'Scheherazade', 3rd Movement

See: <http://tinyurl.com/3or3onq>

Some examples of art based on Genesis 1:

- Jewish artist Jackie Olenick: 'Brisheit' ('In The Beginning.') <https://kolaleph.files.wordpress.com/2014/09/brisheit6panelsbright.jpg>
- Australian artist Caroline Street: www.carolinestreetart.com/blog/my-art-for-a-good-cause

You can find lots more ideas for exploring Genesis 1 using Kate Neale's artwork in the *Picturing Creation* art pack from RE Today

A Rocha: <http://arocha.org.uk/>

Eco Churches: Formerly called 'Eco-congregations', there are some good ideas in one of their free modules for schools and churches: <http://ew.ecocongregation.org/resources/module4>



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