

Year: 2

Term: SUM 2

### Intended learning outcomes:

Children will be able to:

- Step 1** simply describe the concept of *creation*
- Step 2** simply describe the Christian and Hindu *creation* stories
- Step 3** in simple terms discern something of the value of *creation* for Christians and Hindus and for themselves and others
- Step 4** express creatively their response to *creation*
- Step 5** recognise how their response to *creation* relates to their own and others' lives.

Informed by end of Year 2 expectations

Unit to cover 6 hours

### Assessment opportunities:

Evidence can be gathered when pupils:

- 1 contribute to a definition/description of *creation*
- 2 produce collage, music and annotated pictures
- 3 sort cards and discuss
- 4 share their own *creation* stories
- 5 discuss theirs and others' responses.

Children to record this evidence in own books.

Theme/Unit: *Creation stories*

Key concept: *Creation*

### Sequence of activities:

#### Step 1 – Inquire: *What does creation mean?*

- Pupils are given a ball of clay and instructed to make something (anything) out of it. Compare results. *What have you created? How did you create it? Can you find something in nature that has been created?* (A leaf, acorn, feather, shell, fruit, stone, etc.) *How was it created?*
- Discuss: *What does the word creation mean?* Pupils contribute to a definition or description of the word.

#### Step 2a – Contextualise: *What story do Christians tell about creation?*

- Tell the Christian creation story using a simple bible and/or watch [https://www.youtube.com/watch?v=bLHB\\_hNk42g](https://www.youtube.com/watch?v=bLHB_hNk42g)
- Also see RE:Quest website for story.
- Pupils produce collage, music or paintings depicting creation.

#### Step 3a – Evaluate: *How important is the creation story?*

- *Why do we think Christians tell this story?* Pupils put statements in groups, agree with/disagree with? (See statement cards.)
- *What do they think about the story?* Regroup their cards. Discuss.

#### Step 2b – Contextualise: *What stories do Hindus tell about creation?*

- Tell/guided imagery of Hindu creation stories and explain that there are different stories of creation and not just one. <https://www.bbc.co.uk/programmes/p02gj232> (Teachers watch first for suitability!!)

#### Step 3b – Evaluate: *How important are creation stories?*

Use the cards for 3a and repeat for Hindu belief

#### Step 4 – Communicate: *What do we think about creation?*

- *How do we think the world was created?* Discuss ideas.
- Pupils write/draw/share/tell their own ideas for their creation stories.

#### Step 5 – Apply: *Does what we think about creation affect us?*

- Discuss: *Do we all think the same? Why/why not? Does it matter?*
- Look at own creation from clay. *Who has responsibility for looking after it? Why?* Discuss.
- *If you believe that God made the world, do you take more or less care of it?*
- *If God made the world in seven days, if it gets spoilt, can God fix it?*

### Resources:

- Christian and Hindu creation stories: [Resources - RE:quest \(request.org.uk\)](#)
  - Creation topic box (RE Centre 01962 863134)

# RE KS1

### Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

**Spiritual:** providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.

**Moral:** developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.

**Social:** sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Cultural:** willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

### Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- **Christians** believe that the world was created by **God** and that **God created** everything in it
- The **Christian** story of **creation** is found in the **Bible** in the **Old Testament**
- In the story it says that **God created** the world in 6 days and on the 7<sup>th</sup> day he rested
- **Hindus** have more than one story of **creation**
- They believe there is no single **creation**, but many **creations**
- For a **Hindu**, the **universe** is one of many **universes**

# Statement cards

**Why do Christians tell this story?**

**Why do Hindus tell this story?**

**. Because it is interesting.**

**. Because it shows that God made the world.**

**. Because it is true.**

**. Because they don't know how the world was created.**

**. Because it is a very old and special story.**

**. Because it is not true.**