

Exemplar Unit of Work: Key Stage 1 Believing

This unit of work contributes towards the principal aim of RE in Wiltshire: to engage pupils in enquiry into key questions arising from a study of religion and belief, so as to promote their personal and spiritual development.

Step 1: Theme	Believing: what people believe about God, humanity and the natural world
Step 2: Key question	<p><i>The beginning of the world: what can we learn from special Christian and Jewish stories?</i></p> <p>Where does this fit into our Key Stage planning? This unit explores the wonder of the natural world to pupils, and introduces them to the idea that many people believe that a God is responsible for creating this wonderful universe.</p> <p>It may fit in with the use of story in literacy, and the idea of creating in art and design technology.</p>
Step 3: Learning outcomes and assessment	<p>We are focusing on Christian beliefs about creation, so have selected the following learning outcomes, applying them to the Christian understanding of creation specifically:</p> <ul style="list-style-type: none"> i) retell in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Jews; ii) use religious or spiritual vocabulary such as God, creation iii) recognise that stories from the Bible and the Torah matter to Christian and Jewish people; iv) identify one key thing from the creation story showing why it is important to look after the world; v) recognise, ask and respond to puzzling questions arising from the creation story; <i>vii) use colour, words, actions and/or music to express their own feelings and ideas about the creation story;</i> <p>For schools choosing to study Judaism the following outcome will be achieved: ix) talk about how Shabbat shows how important the creation story is in the life of Jewish people.</p> <p>These learning outcomes are turned into levelled “I can...” statements:</p> <p>L1</p> <ul style="list-style-type: none"> • I can talk about what I find interesting or puzzling about creation • I can recall the outline of the story from Genesis 1 • I can talk about what happened on the different days of the story • I can talk about caring for the earth and identify actions that show care for the planet. <p>L2</p> <ul style="list-style-type: none"> • I can ask questions about created things, made by humans or in nature • I can talk about what happened on different days in the story • I can respond sensitively to the ideas and questions that come from the story of Genesis 1 • I can recognise that some ways of behaving might spoil the earth. • I can use some religious words (like creation, creator, God) to explain why Christians might love the earth.

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Step 4: Content Select relevant content from the programme of study to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.	<ul style="list-style-type: none">▪ take time to reflect upon the wonder of the world▪ share stories which help people understand Christian ideas of God as the creator of the world (Genesis 1)▪ consider art and music that express ideas about the beginning of the world;▪ Consider beliefs about God as creator in another religion – e.g. Judaism: beliefs expressed in the Shema – God is one, creator and cares for all people. Shabbat as a weekly expression of the seventh day of creation (God rested)▪ Find out what a group of people have done to protect the natural world because of their beliefs.
Step 5: Teaching and learning activities	Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.

Please note that this unit of work is detailed in order to provide examples of a wide range of teaching and learning opportunities for children in schools. It is not expected that school planning will be as detailed as this; the key is to follow the planning process above to achieve the learning outcomes in the syllabus.

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Key question: The beginning of the world: what can we learn from special Christian and Jewish stories?			
Learning outcomes	Teaching and Learning	Levelled pupil outcomes:	Notes
Teaching should enable pupils to...	Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.	so that pupils can say "I can..." to one or more of the statements below.	
<p>These activities introduce the topic and prepare pupils to encounter the creation story from Genesis. Whilst they do not directly enable the following learning outcomes, they prepare pupils to be able to do the following in later activities:</p> <p>i. retell in simple terms the story of the creation from the Bible and talk about how this is important for Christians and Jews;</p>	<p>What kind of creator made that?</p> <p>a) Present pupils with a selection of items: Ask them what kind of person made these things? How do they know? What clues are there in the object? E.g.</p> <ul style="list-style-type: none"> • some artworks, including a child's painting, a beautiful colourful painting, such as the work of Klimt; • some sculptures; where possible, something that they can touch, but if not, e.g. an Andy Goldsworthy image; or something more solid, such as a Henry Moore sculpture, or Anthony Gormley's Angel of the North or Field for the British Isles (linking with art scheme of work is possible here); • something technological, such as an iPod; • baby car seat; • soft toy, <p>etc.</p> <p>Talk about what the creators are like: are they clever, tidy, patient, big, imaginative, skilful, friendly, caring, funny, strong, sad, worried, angry?</p> <p>b) What questions would the pupils like to ask the creators? Record the questions.</p>	<p>L1 I can talk about what I find interesting or puzzling about creation</p> <p>L2 I can ask questions about created things, made by humans or in nature</p>	<p>For Klimt art work: try <i>The Tree of Life</i> at http://www.abcgallery.com/K/klimt/klimt69.html</p> <p>Andy Goldsworthy: a Google image search brings thousands of beautiful images; you might play a clip of Goldsworthy building a thorn sculpture: available at http://www.youtube.com/watch?v=3TWBSMc47bw ; you could play the clip without the sound and ask pupils what they think Andy Goldsworthy is like; then play it again to listen to him describing how he feels; you might come back to the end of this clip in a later lesson when thinking a Creator might feel about his world gone wrong.</p>

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<p>ii. use religious or spiritual vocabulary such as God, creation</p> <p>v. ask and respond to questions arising from the creation story;</p>	<p>c) Now show a selection of images from the natural world: e.g.</p> <ul style="list-style-type: none"> • some extraordinary creatures from the deep ocean • some beautiful images of nature • some images of the earth and space <p>What might a creator of these things be like? How do you know?</p> <p>d) Many people think that the world is created by God. From the images, what might God be like?</p> <p>e) What questions would you like to ask the Creator, if you could? What answers might the Creator give?</p> <p>Pupils should record their most important question, with help if needed, and see if they can suggest an answer to it.</p> <p><i>It is important to see that people give other answers to the question, where did the earth come from? Not everyone thinks there is a creator. Allow the pupils to ask these questions and suggest answers. There are lots of answers, and this unit will explore some that Christians and Jews might give. They are not the only answers.</i></p> <p><i>It is also important not to set up a creation vs evolution conflict here. Many Christians and Jews are happy with the idea of evolution and do not see Genesis Chapter 1 as a literal account of creation. For them, Genesis 1 tells them more about what God is like than giving details about how the earth began.</i></p>		<p>Images from the deep, try the slide show at http://www.nytimes.com/slideshow/2007/05/22/science/20070522_DEEP_SLIDESHOW_1.html - although some of these are pretty scary!</p> <p>Images of nature: try http://rdsd.com/gallery/slideshow.php?set_albumName=Beauty-of-Nature</p> <p>Images of space: try http://hubblesite.org/gallery/album/</p>
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<p>i. retell in simple terms the story of the creation from the Bible and talk about how this is important for Christians and Jews;</p> <p>ii. use religious or spiritual vocabulary such as God, creation;</p> <p>iii. recognise that stories from the Bible and the Torah matter to Christian and Jewish people;</p> <p>v. ask and respond to questions arising from the creation story;</p>	<p>What kind of creator do Christian and Jewish people say made the world? You have already considered what we might know about the creators of different things from their creations. Now you are going to look at what Christians and Jewish people think about God as the creator.</p> <p>a) Ask the question: how do we find out what Christians believe about how the world was created? Answer: by, for example, asking them questions, looking at their sacred stories etc.</p> <p>Think about how to present the story of Genesis. You might want to look at a leather Bible with gold leaf edges as an artefact first and talk about why the Bible is special to Christians and how Jews and Christians share the stories of Genesis.</p> <p>b) There are many different re-tellings of the creation story in Genesis. It is worth taking the time to look at several, for example,</p> <ol style="list-style-type: none"> 1. a simple evocative telling, such as Steve Turner's poem 'In the Beginning', Lion Publishing, 2. a more developed story, as in Bob Hartman's Lion Storyteller Bible, 3. an accurate Bible text appropriate for your class, see www.biblegateway.com and select from the translations available, e.g. New International Version, New Living Translation, Contemporary English Version. 	<p>L1 I can recall the outline of the story from Genesis 1</p> <p>L2 I can talk about what happened on the different days of the story</p> <p><i>I can respond sensitively to the ideas and questions that come from the story of Genesis 1</i></p>	<p>Steve Turner 'In the beginning' (Lion) Stories about God (Developing Primary RE) Pg 8-11 (Pub RE Today ISBN 1-904024-52-1)</p> <p>The Lion Story Teller</p>

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<p><i>vii. use colour, words, actions and/or music to express their own feelings and ideas about the creation story and about God.</i></p>	<p>Active learning strategies:</p> <p>i) You might ask the pupils to act out or devise a dance to accompany the Steve Turner poem;</p> <p>ii) After the pupils' bible account, ask the pupils to think of words to describe what they might see, hear or feel on each day. They can use these to make a sound picture of each day, to go with some art work.</p> <p>iii) After reading the accurate Biblical text, get pupils to choose some images to accompany each day, and to come up with questions for the Creator.</p> <p>c) Remind the pupils of the different versions of Genesis 1. Remind them of the activities from the first part of the unit, about what we might tell about a creator from the things she makes. Ask them to describe what the creator of the universe might be like, from the story in Genesis. Christians and Jews will see God as all-powerful, wise, good, kind, loving, creative, etc.</p> <p>For more able pupils you might read a further account – one that is some way away from the original translations – and see what the poet thinks God is like: use the poem The Creation by James Weldon Johnson.</p> <p>d) Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people. Talk about why Christians and Jewish people think that the Genesis story is so important. Why do pupils think Christians and Jewish people thank God for the earth and all its creatures?</p> <p>e) Get pupils to think about what they find most amazing, mysterious, 'wow' or beautiful from nature. Go on an "awe and wonder" walk with an egg box. In each space, pupils should collect an example of something amazing or beautiful (or puzzling or complicated); in the last space collect something special.</p>		<p>Bible by Bob Hartman (Lion ISBN 978 0 7459 3607 5).</p> <p>http://oldpoetry.com/opoem/29014-James-Weldon-Johnson-The-Creation</p> <p>This is a demanding poem for KS1, but it could be used as a focus for literacy too.</p>
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	<p>A creative way through the story</p> <p>f) Use Kate Neal's art from the 'Picturing Creation' pack (RE Today), or similar. Show pupils a presentation of works of art that explore the 'seven days' of creation. Read the text with pupils and for each picture ask the big and mysterious questions. Using the Kate Neal art, show the first five days of creation and then ask pupils to decide how Kate will paint the sixth day. Ask them to paint it for her. Then show Kate's version. Explore the differences. What does Kate think about God?</p>		
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<p>iv. identify one key thing from the creation story that shows why it is important to look after the world;</p> <p>vii. <i>use colour, words, actions and/or music to express their own feelings and ideas about the creation story and about God.</i></p>	<p><i>Have people spoiled a good earth? What might Christians say and do about this?</i></p> <p>In some texts after each day of creation God finds it 'good.' At the end, God says it is 'very good'. Explore this with the pupils.</p> <p>a) Ask pupils, if God looked now at the world he made, would he still feel the same? Share ideas in groups. Set up "conscience alley". Put pupils in groups of seven. One of the pupils will walk through three pupils on either side, facing each other. One side represents the 'good' side and one side represents the 'bad' side. As one pupil walks through the alley, the first pupil on the good side says something good about the world today, then the first pupil on the bad side says something bad about the world today and so on. The pupil who has walked through then decides whether God would still see the world as "very good" or not.</p> <p>b) Talk about the creation story. Ask the pupils to remind each other about what happened. Ask them to identify the "key moment" of the story for them – which bit is most important or most special in the story? Taking their "special moment" in the story, is there a lesson that people could learn for today about how to look after the earth? Record the class's ideas for a display or in the class record book. Why is it important to look after the world?</p>	<p>L1 I can talk about caring for the earth and identify actions that show care for the planet.</p> <p><i>I can talk about why it is good to look after the earth.</i></p> <p>L2 <i>I can recognise that some ways of behaving might spoil the earth.</i></p> <p>I can use some religious words (like creation, creator, God) to explain why Christians might love the earth</p>	<p>This can link in well with citizenship lessons from PSHE. Wiltshire wildlife trust will also come into schools and do excellent free assemblies/ workshops about caring for local area. Need to be careful not to lose the RE in such links.</p>

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	<p>c) In groups, the pupils can create a good and bad collage about the state of the earth today. Talk about these together and see what the class agree about.</p> <p>Who can make the world more beautiful again? Talk together about little actions that keep the beauty of the earth. Think about why people who are Christians should care about the earth, and why we should all care.</p> <p>Decide four suggestions (rather than rules) that would help us all to look after the world together.</p>		
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<p>ix. talk about how Shabbat shows how important the creation story is in the life of Jewish people</p> <p>ii. use religious or spiritual vocabulary such as God, creation</p> <p>iii. recognise that stories from the Bible and the Torah matter to Christian and Jewish people;</p>	<p><i>Why do Jewish people rest on the seventh day?</i></p> <p>A Day of Freedom, Peace and Joy Think together about weekly routines; having to get to school on time, the school bell and the order of the school day, home time and times of after-school activities, tea-time and bed-time. Consider when we are 'free' of these routines eg. holidays and weekends(?). Do you like holidays? Why?</p> <p>Dance: a) In groups ask the pupils to 'become' a repetitive machine. What sort of movements might they choose? How do they work together? This may be put to some suitable repetitive, 'mechanical' music. Stop the music and movement for a moment of stillness. b) Then change the style of music to something much more free and fun. Allow the pupils to develop their own movements. c) Discover 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? How did they feel when the music stopped?</p> <p>Linking with the Genesis creation story a) Ask pupils to recall what happened on the 7th day of creation in the Jewish (and Christian) story. In the Jewish Torah (which is shared by Christians; Jewish people call the first five books of their holy book the Torah), in the 4th Ten Commandments, God commands the Jewish people to keep the 7th Day holy (Exodus 20: 8-10). The seventh day is called Shabbat (Sabbath). Why do you think God commanded that Shabbat should be holy?</p>	<p>L1 I can talk about how Jewish people have a very special day each week called Shabbat</p> <p><i>I can say what are the special times in my life</i></p> <p>L2 I can talk about some of the things some Jewish families would and would not do on Shabbat</p> <p><i>I can make links with the ways in which rest and family time are important to me</i></p>	<p>Try the song '7 days a week' from Out of the Ark. It talks about what we do on each day etc. http://www.outoftheark.co.uk/songs-for-every-day.html</p>

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	<p>Make links with the way that the children felt during and after their mechanical and free dance. For Jewish people, Shabbat is a chance to stop, to get off the treadmill of the week, and do creative, happy things.</p> <p>b) Ask the pupils to draw a picture of them doing something which they really enjoy, apart from anything to do with a 'a machine' eg. no television, computer games, videos or mechanised transport. Discuss the pictures. Are they with anyone else? Talking? Reading? Playing? Walking? Eating? Thinking? What makes these times special? Draw up a list.</p> <p>c) Jewish people will spend Shabbat in a special way; it is a day of rest, fun and prayer. What does this day of rest mean? The laws that some Jews follow include, e.g. only walking as far as synagogue. Some Jewish people will go to the synagogue, some may think about God and some will enjoy being with their families. Many Jewish people will find a way of helping others. It is a day of joy and peace. Jewish people throughout the world are like a big family, especially when they share Shabbat. Talk about why Jewish people do this. How do you think they feel? Why do you think God commanded that they should rest on Shabbat? Would it be a good idea if all of us stopped and rested one day a week?</p> <p>Extending learning</p> <p>a) Share Jewish poems about Shabbat. A Google search will find you a selection. Learn Hebrew phrases that are commonly used on the Sabbath, e.g. Shabbat Shalom, Shavua tov / songs that may be sung.</p> <p>b) If possible invite a member of the local Jewish community into school to share with the pupils what Shabbat means to them.</p> <p>c) There are several clips on the BBC Learning Zone class clips website to do with Shabbat. Clip 3875 shows a Jewish family at home and in the synagogue on Shabbat. In clips 4474 and 4475 a Scottish Jewish boy describes his experience of Shabbat. It will hopefully 'come alive' for the pupils and reinforce what they have understood so far. Reinforce that Hebrew is a holy and special language for Jewish people.</p>		
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Resources

Websites

- The National Association of Teachers of RE (NATRE) hosts a web gallery of pupils's art work. Here pupils can look at works of art by other pupils, including images associated with festivals: www.natre.org.uk/spiritedarts
- Animated World Faiths, Programme1, Life of Christ: www.channel4.com/programmes/stop-look-listen-animated-bible-stories
- RE:Quest is a very useful site for learning about Christianity: www.request.org.uk
- CLEO has a collection of excellent video resources for RE in all key stages: www.cleo.net.uk
- The Welsh Virtual Teacher Centre contains some good materials for teaching Easter to this age group: www.ngfl-cymru.org.uk
- REonline is a good gateway site: www.reonline.org.uk
- Rejesus provides a good range of images of Jesus and interesting points of view: <http://rejesus.co.uk>
- The National Society supports RE with some books and a website on 'Encountering Christianity': www.encounterchristianity.co.uk
- The BBC's Learning Zone Broadband Clips Library provides short clips on a wide variety of RE topics in 6 religions: www.bbc.co.uk/learningzone/clips

Artefacts

- Articles of Faith: www.articlesoffaith.co.uk
- Religion in Evidence: www.tts-group.co.uk
- Local Christian bookshops
- Vanpoules, a major supplier of vestments and church textiles: www.vanpoules.co.uk