



**The Valley Primary School**  
**Class 1 RE MTP Autumn 1 2023-2024.**  
**Who Made the World?**

**Unit Overview:**

Investigation and interpretation of religious texts. Study of beliefs, religions and teachings. Understanding of the impact of beliefs and teachings on yourself and the wider community Comparison of different religions Development of personal views and beliefs.

**Key Vocabulary:**

Creation, Gospel, Christians, stewardship, genesis, big story, festivals, mindfulness, trust

Learning Sequence & Objectives	Activities	Resources
<p><b>To accurately retell the story of creation.</b></p>	<p>Recall the creation story. Who can remember what happened on which days? <b>Read Genesis 1 – emphasise what happens on each day.</b></p> <p>Show pupils' art inspired by Creation days 1 to 5. <b>Paint what they think the artist will paint for Day 6.</b> Do the paintings, then show the artists' work. Talk about the differences. Whose picture shows the excitement of creation best?</p>	<p>Bible extracts/Stories, Christian Creation story board (day by day), Christian environmental charities : A Rocha, Operation Noah, Climate Stewards, Green Christian.</p>
<p><b>To discuss why the Day of Rest is important.</b></p>	<p><b>Think about why the week of creation ends with God resting.</b> God rests on the seventh day, not because he is tired, but because resting is such a great thing to do!</p> <p><b>In groups ask the pupils to 'become' a repetitive machine.</b> What sort of movements might they choose? How do they work together? Put the dance to some suitable repetitive, 'mechanical' music.</p> <p><b>Change the style of music to something much more relaxed, free and fun.</b> Ask the pupils to develop their own movements to this different style of music. Ask how the pupils felt in both dance activities.</p> <p>Did they feel more free/independent/creative in the second one? What would happen if they stayed in the first dance all the time?</p> <p><b>OR run around outside; then stop and watch the clouds.</b></p> <p><b>Recall the experience of being busy — and resting. (Find some pictures of animals resting — they don't do more work than they have to!)</b></p> <p>We use the day of rest to reflect on what god is to us and what God has taught us.</p>	
<p><b>To investigate the word 'Stewardship'.</b></p>	<p><b>Look at Genesis 1:28</b> – humans have a special responsibility to look after God's world. <b>Discuss</b> what the chn have looked after, what takes care and needs to be treated correctly?</p>	

	<p><b>Spend some time making something</b> — 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. Ask them how they feel about this vandalism. What do they think you, the creator, would feel like?</p> <p><b>Ask pupils to make their own playdough animal — and then squish it.</b> Why does a creator want their creation looked after?</p> <p>If God is the Creator, what rules might he give for how to look after the world? <b>Ask pupils to make a list of rules, or give them a selection and ask them to choose their top three.</b></p>
<p><b>To discover how Christians act as ‘Stewards’.</b></p>	<p>What kind of things can Christians and others do to look after the world? Research A Rocha and Eco Churches. <b>Record how these churches help to look after God’s Earth.</b></p> <p><b>Ask pupils to think about how important these actions are.</b> Do you have to do big things to make a difference, or can small things help?</p> <p><b>Research Christian Charities</b> – how do these charities help to shape the Earth and keep it clean and alive?</p> <p>Link to school and wider community – what do you do in school/ wider community to keep the Earth safe and clean. How are we stewards in our everyday lives? <b>record and suggest ways in which we could be stewards at school and at home.</b></p>
<p><b>To link creation and a Christian festival.</b>  <b>To recognise the link between creation and Christian concepts such as trust and mindfulness.</b></p>	<p><b>Link creation to the Harvest Festival</b> – Bring in food for the chn to taste. At harvest we are mindful of God's creation as we celebrate its bounty. We show thankfulness and respect for god’s creation – demonstrating good stewardship.</p> <p>Listen to Christian hymns and songs from harvest time – how do those songs promote Stewardship and thankfulness for God’s Earth? <b>Listen to</b></p>

	<p><b>songs/hymns – annotate/highlight lyrics where thankfulness and respect for creation are shown.</b></p> <p>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?</p>
<p><b>To compare the Christian creation story to that of other religions.</b></p>	<p>Recap Genesis – Christian creation story.</p> <p>Look at the Jewish/Hindu/Islam Creation story – How does it compare. Look for similarities and differences. <b>Match up detail from a contrasting creations story – can you separate the events?</b></p> <p>No matter the religion, we all have a responsibility to look after the Earth and to keep it healthy and safe for future generations. <b>Create a poster to show how we can all be stewards of the Earth.</b> Include other creations stories as well as Christianity – we all have a duty.</p>