

1.5

Creation and Thanksgiving

How do we say 'thank you' for our beautiful world?

What can we learn from stories Christians tell?

**Age Group:
5-6s or 6-7s**



This creation collage was made by Year 1 pupils at Priory School, Slough

*The Agreed Syllabus
for Religious
Education in north
Yorkshire*

*Non-statutory
exemplification*

This unit helps pupils learn about these key areas of RE: Story, Symbols, Believing

Creation and Thanksgiving

How do we say thank you for our beautiful world?

What can we learn from stories Christians tell?

AGE GROUP: 5-6s or 6-7s

About this unit:

Creation and thanksgiving: the natural world

This unit enables pupils to develop an awareness of a Jewish and Christian creation story and be encouraged to consider and ask questions about our world today. It provides opportunities for their own creativity and for reflection on the beauty of the world we live in. The idea of being thankful is used to aid reflection.

The focus is on developing children's understanding of a story that matters to Jewish and Christian people about the world's beginnings. Pupils will be enabled to think for themselves about questions of beginnings. Pupils are encouraged to consider what can be learned from creation, and to think about what it means to care for the natural world (the idea of care as an expression of thanks is applied more generally).

The starting point for this unit for 5-6 or 6-7 year olds is a shared Jewish and Christian creation story from the Bible, which is used to generate and explore questions from pupils about origins and beginnings. Issues and stories from the contemporary world will illustrate ideas about caring for the earth and being thankful for the earth. Pupils will develop simple understanding of key Jewish and Christian beliefs and other beliefs about the beginnings of life and the Earth's 'creation'. They will have the chance to express thanks and be creative themselves.

Where this unit fits in:

This unit will help teachers to implement the requirements for RE by providing them with well worked examples of teaching and learning about the theme of creation and new beginnings that focus on learning from a biblical story. By using the concepts of creation and examples of creation artwork pupils are to be enabled to think about the beginning, how the world was created and what are our responsibilities today. Pupils are enabled to think about Christian and Jewish beliefs in a creative God and to explore what they believe about creation and how they express thanks for creation.

The unit will provide these opportunities:

- Pupils have opportunities to think about and talk about beginnings and creation stories in a questioning way.
- Pupils have opportunities to consider a diverse range of views about questions of origins and beginnings.
- From the study of Jewish and Christian story from Genesis 1 in the Bible, pupils will have the chance to develop some creative ideas of their own.
- Pupils will experience thanking and being thanked, praising and being praised.

For the teacher: Significant background ideas

- **In Christian thinking** it's important to note that the key belief is in God as creator, and the idea that the world has a purpose and was conceived in love are expressed through the stories that Christians love to retell from Genesis 1 and Genesis 2-3. While some Christians (often called Creationists) think the stories of Genesis 1-3 have some connection with history or science, other Christians see the stories as narratives that carry big ideas and make you think about big questions. It's best initially in this unit to treat the stories as ancient narratives that millions love to tell. Other questions about the meanings of the stories will come from the children!

- **In Jewish life and thought** these stories matter greatly too. The Christians call the Jewish Bible their ‘Old Testament’, but the stories are Jewish in origin, so talking about ‘the Jewish Bible’ is a way to show respect to the origins of the texts. Teachers should be thoughtful about the way they relate Jewish text in the context of RE. This unit may connect to learning about Judaism and about Christianity. The Jewish **festival of Sukkot** is one way that the religion draws its followers close to nature, and provides a good contemporary Jewish reference point for this work.
- Muslims and Sikhs also teach that God made the universe out of love and compassion for all the created Earth is part of the divine nature.
- Among non-religious people, many other accounts of our origins and purposes are widely available. While this unit focuses on stories from Genesis, these other accounts may be part of the learning. There is no intention that this work should promote a single idea about questions of origins.
- Being thankful for the world we live in, its beauty and the provision of food and ‘blessing’ is not a distinctively religious impulse or experience. Every human experiences thankfulness. In religious celebration, such as Christian Harvest Festivals, Jewish Sukkot and other the thankfulness is directed to God.

Estimated teaching time for this unit: 8+ hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything. It is not important to teach in one hour sessions either - teachers should plan timing for this work to make for good learning.

Issues of continuity and progression

The unit builds upon the learning about faith stories pupils have done in earlier years. The unit anticipates further study of Biblical stories and Christian and Jewish ideas in the 7-11 age range.

KEY STRANDS ADDRESSED BY THIS UNIT

AT 1: Learning about Religion

- Beliefs, Values and Teaching
- Ways of expressing meaning

AT 2: Learning from Religion

- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

The core RE concepts that the unit develops are religious teachings and questions of value.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Open mindedness** by engaging in positive discussion about mysterious and unanswerable questions and swapping ideas freely in a context where diverse views are valued.
- **Appreciation and wonder** by developing their capacity to respond to the inspiring world of nature, to experience thanks and praise, to be thankful and to ask questions of mystery about it.

Making this unit accessible for pupils with special educational needs:

SEN pupils might: learn Steve Turner's poem In the beginning using the pictures as prompts. They might plan some actions to go with each line as a group with teacher support

Making this unit challenging for able, gifted and talented pupils:

Gifted and Talented: Find out and think about some Hindu or Muslim stories of the beginnings of the world: can any similarities be seen?

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <p>Studied some simple elements of Christianity and Judaism</p> <p>An awareness of the Bible, and the parts of the Bible Jews and Christians share</p> <p>Recapped earlier units from the RE syllabus especially about Special Books</p> <p>Skills from the literacy strategy in handling stories from a range of cultures and learning from traditional stories.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>CREATION</p> <p>Specific religions: Christianity / Judaism</p> <p>Christian, Jewish people, creation, beginning, God, life, creatures, light, dark, land, earth, Bible.</p>	<p>Teachers might use:</p> <p>Books: Key texts, use all three types of text:</p> <ul style="list-style-type: none"> • A simple evocative telling, such as Steve Turner's poem "In the Beginning" (in book form and as a poem) Lion Publishing • A more developed story, as in Bob Hartman's Lion Storyteller Bible • An accurate Bible text appropriate for your class, see www.biblegateway.com and select from translations available, e.g. NIV, NIRV, NLT • 'Creation Stories' Margaret Mayo (Published by Orchard). • 'Legends of the Sun and Moon.' E and T Hadley (Published by Cambridge University Press). • 'Tapestry of Tales' Sandra Palmer and Elizabeth Breully (Published by Collins). ▪ Say Hello To... RE Today - 6 flash books for the whiteboard introducing a child from different religions to the class simply. A good start in Reception RE ▪ Talking Pictures: A picture pack by Fiona Moss and Stephen Pett from RE Today, 2012, with a disc and site license. Lots of good visual learning ideas for younger pupils on Islam, Judaism and Christianity ▪ Puddles the Cat: Big books and stories with good RE activities from www.booksatpress.co.uk by Gill Vaisey • RE Today publications include pictorial guides to Christianity, Judaism and Islam, Teaching RE 5 - 11: Islam, Christianity and Judaism, and also a World Faiths Jigsaw designed for Early Years education ▪ Dottie and Buzz - puppet videos/DVD from Channel 4/Culham College Institute vi www.reonline.org.uk • Channel 4 broadcasts and videos e.g. Water, Moon, Candle & Sword (video, teachers' guide and activity book available) • There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: www.islamic-foundation.com . Story books, audio and video tapes and posters are all useful. • PCET, Folens and Nelson publish some useful photo / picture packs on particular religions. • The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities. <p>Artefacts</p> <ul style="list-style-type: none"> • A range of religious artefacts can be purchased with notes and teaching ideas from Articles of Faith (Bury) www.articlesoffaith.co.uk/ or Religion in Evidence www.tts-group.co.uk (Chesterfield) <p>Visual and other resources</p> <ul style="list-style-type: none"> • 'The Lion King' music for dance; video for discussion starter. • 'Picturing Creation' A pack of visual learning resources by the artist Kate Neal, from RE Today <p>Songs:</p>

		<ul style="list-style-type: none"> ▪ All Things Bright & Beautiful [John Rutter’s version is beautiful and accessible] ▪ ‘God Said World’ (A musical version of Steve Turner’s poem, published and recorded in ‘Songs for the New Millennium’) ▪ Wonderful World by Stephen Fischbacher, on ‘Something Fischy’ (www.fischymusic.com) ▪ www.natre.org.uk/spiritedmusic provides easy ways to find songs to use in RE. Check the creation theme there for more examples.
--	--	--

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from reflecting on Christian / Jewish stories and ideas or beliefs about creation, and asking mystery questions;
- Opportunities for **moral development** come from discussions about responsibility for the world now and simple ideas about ‘green’ living;
- Opportunities for **social development** come from learning from each other’s ideas and beliefs during discussion and from co-operative creative work;
- Opportunities for **cultural development** come from showing sensitivity to different beliefs and ideas about how the world was created, that may be different to our own.

EXPECTATIONS: At the end of this unit:

<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Use religious or spiritual vocabulary such as God, Bible, Torah, creation (AT1). • Recount a simple outline of a Christian creation story (AT1) • <i>Talk about big questions and thoughts to do with creation stories (AT2)</i> • <i>Recognise puzzling and mysterious questions about how the world began(AT2)</i> 	<p>Pupils working at level 2 will be able to</p> <ul style="list-style-type: none"> • Retell a creation story in words, drama or pictures (AT1) • Recognise that stories from the Bible matter to Christian and Jewish people (AT1) • <i>Use the vocabulary learned in RE to respond sensitively to the creation stories (AT2)</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe what a Christian or a Jew might believe about the beginnings of the earth (AT1) • Link up believing in a creation story with an idea about how to look after the world (AT1) • <i>Ask some big questions of my own about where we come from and why we live on such a beautiful earth</i> • <i>Make a link between our behaviour and how the world is cared for or spoiled (AT2)</i>
--	--	---

ASSESSMENT SUGGESTIONS

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

A suggested assessment for learning task

Pupils could create a collage / picture showing one day (the one they think would have been most amazing to see) in the creation story of Genesis 1. You might ask them ‘which moment in the story do you think would have pleased the Creator most? What would God have been proud of? Choose four words that express their reaction to this part of the story’. This work could be done alone, or as part of a group’s artistic activity. Evidence of deeper thinking will be shown in conversation.

To extend this work, ask pupils in pairs to discuss what is important in their picture, how is this part of the creation story important to others, what does this picture make you feel?

KEY QUESTIONS				
<ul style="list-style-type: none"> • What stories do Christians and Jews tell about the beginning of the world? • How do you think the world began? How do other people think the world began? 				
KEY QUESTIONS	LEARNING OBJECTIVES: Pupils will learn:	TEACHING AND LEARNING	LEARNING OUTCOMES:	Points to note (Links, teacher help, references)
<p>Can you ask big questions about the world around you?</p> <p>Can you choose your favourite things in the world of Nature?</p>	<p>To recognise that some questions are so big they are mysterious.</p> <p>That these questions are sometimes very interesting and we learn a lot from them.</p>	<p>Can you ask huge questions? Walk around the school grounds. Remind the class they have five senses to use.</p> <ul style="list-style-type: none"> • Encourage children to look at and think deeply about what they see. • Ask them to choose three things that give them pleasure, make them happy: <ul style="list-style-type: none"> ○ one that is part of the school building (human-made), ○ one that is outside and living (natural), ○ and one that is a person. <p>Talk together, both on the walk and back in class:</p> <ul style="list-style-type: none"> • Were the children pleased with what they saw? Why? Discuss in buzz pairs. <p>Ask - how did these things get there in the first place?</p> <ul style="list-style-type: none"> • Encourage the asking of big questions. Talk about and encourage questions and ideas about the man-made and natural origins of what they chose: promote wide-ranging ideas: scientific, imaginative and speculative questions. • Ask the children to think about life's most mysterious questions. Are some of these questions about 'where we come from?' • Collect and display prominently what the class agree are the biggest questions for exploration over the course of unit. You might put an image of the world on a notice board, with some pictures of natural wonders in a circle around it, and pupils' questions in a further, wider circle, using the title 'We are puzzled!' or similar. Can they give 15 big questions, of a 'why' character? • Wonderful World: Stephen Fischbacher's song 'Wonderful World' is an excellent starting point for this work, and makes a good link to the music curriculum. Ask pupils to list their favourite fish, view, weather, wild creature, pet animal, time of year, and so on before listening to the song. Can they make a list poem of their own favourite things to become another verse of Stephen's song? 	<p>Pupils may be able to say 'yes' to these statements I can talk about the most amazing things on earth (L1)</p> <p>I can recognise questions that are mysterious (L1)</p> <p>I can join in making a list of the things in the creation that make me happy, my favourites (L1)</p> <p>I can respond sensitively to big questions about beginnings for myself (L2)</p>	<p>It's always good for pupils in RE to learn from direct experience - outside the classroom is positive in this example. The LOTC website gives lots of RE examples.</p> <p>Stephen Fischbacher's song 'Wonderful world' is on the CD 'Something Fsichy' Listen to a short sample at www.fischy.com</p>

What does it feel like to create something that I am really proud of?			
<p>Pupils will learn about their own abilities to be creative, and the abilities of other children</p> <p>To recognise some achievements and the emotions and feelings associated with achievements</p>	<p>How do we feel when we make things? This is a cross curricular opportunity:</p> <ul style="list-style-type: none"> • Over previous weeks build in opportunities for every child to create work of which they are genuinely pleased and proud - in literacy, art, D&T, dance or drama. • Beforehand prepare them to select and show one creative piece of which they are most proud. This ‘show and tell’ opportunity may need to be spread over a number of days at key sharing opportunities. • As prompts, offer these statements: <ul style="list-style-type: none"> • My creation is important to me because... • My creation makes me feel... • If my creation was damaged or destroyed I... • Develop these ideas with talk partners and in class discussion. Provide an opportunity to express these thoughts in a poem, or select key quotes from children to display which sum up the feelings of the class, displayed alongside their ‘creation’ or a photograph of it. • Take time to discuss the key words: ‘create, creation, creative, created and creator’ in an inclusive way. Begin to distinguish between the idea of an ‘all-powerful creator’ and their own more limited powers of ‘creation’. • You might ask pupils to think about what they would like to create in the future - when they are 10, 20, 40 or 60 years old, what would they like to have made? • Keep the big questions of lesson one in the frame throughout this discussion. 	<p>I can talk about feelings associated with making and creating things (L1)</p> <p>I can respond sensitively to ideas from other children about creating and making (L2)</p> <p>I can retell a story from my own life about making things and feeling good about it (L2)</p>	<p>NB key words:</p> <ul style="list-style-type: none"> • creative • create • created • creator • making • working hard <p>This work has good potential links with SEAL activities around emotional language.</p>

**What stories do Christians and Jews tell about the beginning of the earth?
What do they believe?**

<p>Teach children to show an awareness of stories of the formative events of some religious traditions - in this case the story of God's creation from Jewish and Christian scripture in Genesis 1.</p>	<p>What stories do Christians & Jews love to tell about the world's beginning?</p> <ul style="list-style-type: none"> • Pose the question: how do we find out what Christians believe about how the world was created? E.g. by asking them questions, by looking at their sacred stories etc. You might want to remind children that Christians and Jews are two of the religions to which many people in Britain belong. • Telling the Bible story is the focus in this lesson. Decide at what point you want to begin this - it might come first, or it may be better 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. Make the storytelling vivid and dynamic. • Develop active tasks which immerse your pupils in a full understanding of what Christian sacred texts say. Much can be gained from looking at and talking through different re-tellings, but an examination of an accurate translation is also important. Use some books that tell the story in pictures, and look at some art from the story of Genesis 1 - from Michaelangelo to cloth books for toddlers. • A three stage approach with different strategies of active learning from sacred stories. See 'An A-Z of Active Learning for Spiritual and Moral Development' (Edited by Joyce Mackley, RE today). • This could run over two or more lessons, for example: <ol style="list-style-type: none"> 1. A simple evocative telling, such as Steve Turner's poem "In the Beginning" (in book form and as a poem, and as a song) 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 the NIV, NIRV or NLT translations at www.biblegateway.com <p>A creative way through the story</p> <ul style="list-style-type: none"> • 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. • Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people. • Set some creative work for pupils to pick up examples of what they find most amazing, mysterious, 'wow' or beautiful from nature. • Why do they think Christians and Jews thank God for the earth and all its creatures? What kinds of 'thank you' do religious people make? (answers include e.g. singing, praying, but also caring for the world.) 	<p>I can recall the outline of the story from Genesis 1 (L1)</p> <p>I can talk about what happened on different days in the story (L1)</p> <p>I can retell the story in different ways (L2)</p> <p>I can respond sensitively to the ideas and questions that come from the story of Genesis 1 (L2)</p> <p>I can describe what a Christian or a Jew might believe about the beginnings of the earth (L3)</p>	<p>Teachers will be alert to the fact that these stories, while widely loved and treasured, are controversial in the adult world.</p> <p>A story box or story bag for this storytelling activity is worth the investment. What eight things would go in the bag to help the teacher illustrate the key points?</p> <p>'Godly Play' provides another approach to the narrative.</p>
---	---	---	--

**If God made the world, how would God feel about it today?
Can people thank God for the earth? How?**

<p>Pupils will learn to identify and discuss any questions they may have about caring for the earth, themselves, where life comes from and beliefs about God and the Earth.</p> <p>Pupils will learn to recognise that people have different thoughts about these kinds of questions and to see the fascination of the questions for themselves.</p>	<p>‘We have spoiled God’s good Earth’. What might this idea mean to Christians?</p> <ul style="list-style-type: none"> • “God saw everything that had been made and it was good” [Genesis]. This assumes an accurate text has been explored and the key point raised, so recap the last lesson. In some texts after each ‘day’ of creation God finds it ‘good’ and after the act of human creation, he declares it to be ‘very good’. If the text has shown this then this could be worthy of exploration with pupils. • If God looked at the world he made now, would he still feel the same? Brainstorm in buzz groups. If God made the world and then didn’t look at it for ages, but did today, what would God think of our world? • Reflection Alley: Put children in groups of 7. 1 of the pupils will walk through 3 children on either side, facing each other. 1 side is the ‘good’ side and 1 side is the ‘bad’ side. As 1 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. This works best if the teacher models the work for the whole class, then sets up the groups. Give children time to think of what they want to say. <p>Creative collages: good world bad world</p> <ul style="list-style-type: none"> • In their groups, the pupils create a good and bad collage about the state of the Earth today. Talk about these in circle time and see what the class agree about. • Who can make the world more beautiful again? Think together about little actions that preserve the beauty of the earth, growing a flower, picking up litter, putting things in the right bin, cutting the grass. Think about why people who are Christians or Jews should care about the Earth, and why we should all care. Are the reasons the same for all of us really? • 6 Ways to Love the Earth: Ask children to draw up a six point plan called ‘Loving the Earth’ in the groups they worked in. What plan should we all follow? What can children contribute? This talk-work is worth capturing in writing too. • Being thankful for the earth: tell the pupils that some Christians have a special time of year, and some special ways of being thankful, that these celebrations, called Harvest festivals, will be something we’ll find out about soon. 	<p>I can talk about caring for the earth and identify actions that show care for the planet (L1)</p> <p>I can recognise that some ways of behaving might spoil the earth (L2)</p> <p>I can recognise that a Christian might love the earth because s/he believes that God made it (L2)</p> <p>I can ask mysterious questions about caring for the earth and about God (L2)</p> <p>I can link up believing in a creation story with an idea about how to look after the world (L3)</p>	<p>This lesson uses the idea of a cause or link between belief and behaviour.</p> <p>Children will need to have this pointed out in various ways to make the harder idea clear!</p> <p>Reflection alley (like ‘conscience alley’) is easy to set up and provokes deeper thinking through sharing ideas - a great strategy for ‘speak and listen’ learning.</p>
--	---	---	--

<p>What do people think about where the earth came from? What do we feel about the creation of the world?</p>			
<p>Pupils will learn to show an awareness of stories of origins from some religious sources and traditions</p> <p>Identify and discuss any questions they may have about the stories, their meanings and the children's own ideas, including questions about God.</p>	<p>Discussing the mysterious questions: how, why and what for? Prepare the class for an active discussion lesson in which the big questions agreed at the start of the unit will be discussed in light of the evidence of what Christians believe, and the story of creation from Genesis 1.</p> <ul style="list-style-type: none"> • They will have an opportunity to talk about their own feelings and thoughts about how the world was created. • This could run along the lines of a P4C 'community of enquiry' From a strong stimulus - story, video, music or art for example - pupils identify a question they want to discuss, and use the rules of 'P4C' to create a deeper discussion and fresh ideas. For details see www.sapere.org.uk • Encourage children to give opinions and ideas, then to back up these with reasons, or arguments. Encourage use of key words such as: why / how / because / what if / agree/ disagree. • Use speaking frames such as: <ul style="list-style-type: none"> ○ I agree ... because ○ I disagree ... because ○ I want to change my mind ... because ○ ... a good thing because ○ .. a bad thing because ○ I don't know because • At the end of the conversation, you might ask pupils all round the group (or in small groups with a 'writer' to catch the ideas) to say what they learned in RE in these lessons. 	<p>I can name and recognise some features of the story of creation (L1)</p> <p>I can recognise a Christian belief about God (L1)</p> <p>I can talk about questions to do with creation simply (L1)</p> <p>I can identify the importance of the story of genesis for some people (L2)</p>	<p>Formal assessment is not required in this unit - but teachers will gather much informal evidence of achievement from this activity.</p> <p>A teacher record of the class's work may be useful.</p>

How do Christians say thank you for the Earth to God?			
<p>Pupils learn about Harvest Thanksgiving celebrations</p> <p>They consider how they might show they are thankful for the good things of the earth</p>	<p>Learning about Harvest Thanksgiving: what happens and why?</p> <ul style="list-style-type: none"> • Ask the pupils to make a list of their favourite things from the natural world: favourite view, place, beach, tree, flower, fruit, bird, tame animal, wild animal, kind of weather, season of the year, water. This can be made into a list poem, like the song ‘Wonderful World’ • Ask the pupils to find out about Harvest Festival celebrations - holding a celebration is the best way, but this can be done from simple information books or from video or web based sources - try www.request.org.uk • Give pupils six features of a Christian Harvest Festival service - a set of cards might work well. Giving food to people in need / singing hymns to praise God / having a thankful heart / getting together for praying and worshipping / noticing all the ways the earth is generous to the humans / making a pretty box of fruit to display in church. Talk about these six things, and make sure children understand them - can they put them in a ‘right order?’ • Ask pupils to think about which if the six actions is most important for a Christian, and why. Get them to choose one, and say why it would matter to a Christian. This could be related to a Bible saying like ‘This is what the /Lord wants you to do: do justice, love mercy and walk humbly with God.’ Though this is a hard saying, it connects with the learning simply. • Ask pupils to think about these questions of wonder: I wonder why it is important to say ‘thank you’. I wonder how God might feel about people who thank him for the Earth. I wonder if we do anything to show we are thankful for food and for the good Earth. I wonder if we can think of ways of caring for the earth. 	<p>I can name and recognise some features of Harvest Festival Celebrations (L1)</p> <p>I can recognise how Christians thank God for the Earth (L1)</p> <p>I can respond sensitively to the idea of being thankful for the Earth for myself (L2)</p> <p>I can ask some big questions of my own about where we come from and why we live on such a beautiful earth (L3)</p>	<p>‘Wonderful World’ by Stephen Fischbacher goes well with this work. See resources section above.</p> <p>Questions of wonder are a good way to get pupils thinking and talking. Make the ‘I wonder... statements, and give plenty of time for children to think and respond. Welcome all comments.</p>

Can we make a creative response to this work ourselves?

Pupils will use their own skills in art and RE to create a response to the work that they can be proud of, working co-operatively and creatively.
Pupils work retells the story, responding sensitively to questions in it.

Can we make a collage of creation and questions?
Pupils create a collage / picture showing one day (the one they think would have been most amazing to see) in the creation story of Genesis 1. You might ask them ‘which moment in the story do you think would have pleased the Creator most? What would God have been proud of? Choose four words that express their reaction to this part of the story. Give their picture a title, which is a question.

Pupils consider the things they would like to say ‘thank you’ for in the natural world. How can they show that they are thankful? Responses might include religious and spiritual responses such as prayers or worshipping, but also practical ideas such as caring for animals and for the earth.

To extend this work, ask pupils in pairs to discuss what is important in their picture, how is this part of the creation story important to others, what does this picture make you feel? The pupils might use all the work in the class to make a creation story collage of questions and images.

You could have a class chant, where pupils shout together to a rhythm ‘Thanks for... Thanks for... Thanks for ... Thanks for...’ This is fun, and gives everyone a chance to pick favourite birds, views, flowers, animals, insects, kinds of weather and so on.

Emphasise that some people thank God, others feel thankful to the earth. Our sense of giving thanks is for everyone, not just for religious people.

I can respond for myself to questions about the story of Genesis and the beauty of the earth (L2)

Make a link between our behaviour and how the world is cared for or spoiled (L3)

This work can show achievement in relation to both RE and art.



© Focus Multimedia 30000 Photos
And God said ‘let the dry land produce living creatures, animals, insects and wild creatures’. And it was so. Then God said ‘let us make humans in our own image.’ Male and female God created them. God blessed them, and gave them all the fruits of the earth for food. And it was so. And God saw all that was made, and it was very good. And there was evening and morning – the sixth day.