Key Question: F6 What is special about our world?

This unit begins with a focus on the natural world. Pupils are encouraged to experience the nature around them and reflect upon the natural world for themselves. This provides a basis for thinking about how the world was created and understanding that many religious people believe that God designed and created it. The creation story from Genesis is introduced alongside two stories from Islam focusing on care for Allah's creation.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

EYFS RE: Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021, as we have done in this unit plan.

Step 1: Select a key question	**F6 What is special about our world?** **Recommended:** Reception/F2 **Strand**: Living **Questions in this thread:** 1.8 How should we care for others and the world, and why does it matter? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? 3.11 What difference does it make to believe in…? **Religions and worldviews:** This unit plan mainly focuses on Christianity, Islam and Judaism, although teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. Many links can be made between this work and unit F1. If pupils have already covered unit F1, they will recognise the Bible when learning the creation story from Genesis and will also be familiar with Muhammad.

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Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.29 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.
• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • explore the natural world, making space for responses of joy, wonder and curiosity • talk about what people do to mess up the world and what they do to look after it • hold conversations using new vocabulary about caring for the world • talk about the lives of other people using simple ideas about care for nature and animals • talk about information on the ways different religious communities care for our world	
Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. • Use art and creative activities to explore natural objects – shapes, pattern, or listening walk and other activities to find out more about the natural world; grow and look after some plants and creatures. • Use stories to talk about creation, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts). • Use a simple child-friendly, but authentic version of the biblical creation story, explore in a range of ways; reflect on ways in which the world is 'very good'. • Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for). • 'Seven new kittens' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk)

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

I can… You can… Can you…?

- Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.
- Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.
- Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.
- Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.
- Talk about what people do to mess up the world and what they do to look after it.
- Talk about their own experiences and feelings about when the world is and is not looked after.

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8-10 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What are our favourite things about nature?		
Pupils will learn: To explore, observe and find out about the natural world. To respond in a variety of ways to what they can see, hear, smell and touch in the natural world. To express their ideas and feelings about the natural world. To talk about things they find interesting, puzzling or wonderful in nature.	**Discovery Table** Before starting this unit, set up a 'discovery table' focusing on the bounty of nature. Objects might include feathers, shells, eggs, stones, branches, leaves, conkers, pine cones, flowers etc. Ensure that there are a range of textures, colours and sizes. Some objects should be living (e.g. flowers growing in water, cress) - pupils can care for these and observe how they change as they develop. Other objects should be dead e.g. dried leaves and branches. Some objects such as stones will have never lived at all. Allow pupils to explore this table, discuss what they find there and add any appropriate items that they themselves find. Give pairs one object to handle and explore in great detail – they should try to think of amazing adjectives to describe it. Focus on any excellent adjectives that pupils suggest. Pupils' engagement with the objects and their use of language can be extended by playing a describing game. Stand around the discovery table and ask a pupil to pick a secret object and describe it – the pupil must not say the object's name in the description. The other players must guess which object is the secret one from the description alone. **Focus on the Natural World** Give pupils the opportunity to focus on nature and its beauty using at least two appropriate activities from the five suggested here: 1) **A sound activity.** Take pupils on a listening walk outside – what natural sounds can they hear? If possible, end this walk in a forest or park. Give pupils three minutes in which they should be silent, close their eyes and listen to 'nature's symphony'. Discuss the sounds that made up nature's symphony (e.g. rustling of leaves, singing of birds, whooshing of the wind). Help pupils to think of an adjective or a drawn symbol to represent each sound they heard from nature during their walk or when listening to the symphony. Allow them to record these adjectives/symbols in an interesting way e.g. creating 'symbol stones' by painting the created symbols onto stones and pebbles, recording a symbol or adjective on a large piece of wallpaper/a small leaf/chalked onto the playground floor. 2) **Use your mud kitchen.** Allow pupils to use a mud kitchen that is well stocked with a good number of natural items in order to make 'nature soup' and 'nature cakes'. Pupils can use soil and water to mix mud to the right consistency for their soup or cakes (soup needs runnier mud!) and should be able to explain which natural ingredients they used to make their dishes.	**These activities will help pupils to work towards achieving the following expected outcomes:** Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world. Think and talk about the wonders of the natural world, responding with joy, wonder and curiosity talk about what people do to mess up the world and what they do to look after it hold conversations using new vocabulary about caring for the world

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	3) **Nature suncatchers.** Cut out a cardboard frame. Peel sticky back plastic off of its backing and attach it onto the back of the frame, so that it now looks like you have a closed window with the cardboard being the window frame and the sticky back plastic being the glass. Allow pupils to stick nature's treasures (e.g. leaves, flowers, petals, twigs, small pieces of stone and shell) onto the tacky sticky back to create a nature suncatcher. To make a 3D version of this, use a cardboard box and cut a hole out of each side. Fill each hole in with the sticky back plastic so that the sticky side is facing the outside of the box. Again, allow the pupils to decorate this box with natural resources. Experiment with having light sources inside or outside when looking at your 3D suncatcher – which do pupils prefer? 4) **Whatever the weather.** Nobody can guarantee what the weather will be like when pupils are carrying out these activities, but have different tasks up your sleeve to allow pupils to think about and interact with the current weather conditions. For example, windmills and windsocks for windy weather, watching the water from under a clear tarpaulin in the rain, focusing on shadows in the sunshine. 5) **Nature quests.** Stand in the middle of the nature area/playground/forest/field. Set pupils the task of fetching a certain object from nature – who can be the first to bring the required object back? Once pupils have had a few goes at this, give them requests with two or more criteria e.g. 'brown and used to be alive' could get them bringing back dead leaves, twigs, small branches etc. If you have enough adults and digital cameras to hand, you can ask pupils to find objects that they can't physically bring back and capture pictures of them instead e.g. 'a bird's nest in a tree'. **Our World, Our Ideas** • Ask pupils to reflect on the activities that they have covered so far. Give them a range of appropriate emotions words e.g. 'happy', 'sad', 'scared', 'amazed', 'worried'. Ask pupils to finish the sentence with one of the words: 'Nature makes me feel…'. If possible, pupils should explain their choice of word. • Hold a group discussion, focusing on these questions: what do you like in nature? What is your favourite thing in nature? Why do you like it best of all? What have you learned about nature that is new to you? • Ask pupils to remember the nature they interacted with in their activities and look at the discovery table. Ask, 'who do you think made all of this nature?' Pupils may have a range of responses and this is fine. If it is not brought up, explain that many people think God might have been very important in making nature. This is because many people believe that God designed and made the whole of the world. If pupils have already met Grace, Hannah and/or Imran, use this opportunity to re-familiarise pupils with them. Remind pupils of their religions and explain that many Christians, Muslims and Jews just like Grace, Hannah and/or Imran believe that God is a creator.	talk about information on the ways different religious communities care for animals, nature and our world

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Why do some people say the world is special? What do you think is special about the world?		
Pupils will learn: To pinpoint and talk about things they find interesting, puzzling or wonderful in the natural world. To think about the wonders of the natural world, expressing ideas and feelings To have a developing awareness of their feelings towards the natural world and creation and be sensitive to those of others	**What a Wonderful World** • Help pupils to focus further on what they appreciate within our natural world. Utilise a card viewfinder on an image of a scene from the natural world to isolate a certain part of the image that you find incredibly interesting and/or amazing. Examine that part of the picture with pupils and explain why you chose it before looking closely the rest of the image. Use some other pictures of scenes from nature and allow pupils to use their own card viewfinders to pinpoint parts that they find interesting and/or amazing. • Take the viewfinders outside into the school playground, local park, local forest etc. Pupils should find 2 or 3 things they think are really interesting or amazing and frame them with their viewfinders. Binoculars and magnifying glasses might come in handy to help pupils discover and decide upon their chosen items. Help pupils to each decide on a view that they like and take a photo of it – if possible, one of their chosen interesting/amazing items should be part of the photo. When you get back to school, organise a photo gallery showing pupils' beautiful views. Give pupils the opportunity to talk about the photos in the gallery and the photograph that they personally chose to take. Blow up parts of the pictures showing the interesting/amazing items – can pupils match the blown-up parts of the picture with the originals? **A Special World** • Remind pupils of their activities with the viewfinders and from previous sessions. Explain that many people think the world is very special. Ask pupils to think of reasons why people might say the world is special. Ask: Do you think anything is special about the world? If pupils answer yes, ask What do you think is special about the world? **A Class of Creators** • Introduce the word 'create' and discuss its meaning. • Explain that children are going to be creators. Allow pupils time to create models from appropriate resources. Preferably, these will be models of something in nature that pupils feel is wonderful,	**These activities will help pupils to work towards achieving the following expected outcomes:** Talk about things they find interesting, puzzling or wonderful in the natural world and also about their own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas and feelings. Play creatively with natural world 'found objects' and talk about the beautiful things they like

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	although could be linked to work in other subjects, a story they have heard or pupils' free choice if this suits the class better. • Give pupils the opportunity to show and explain their creations. Why are they proud of them? Which was the most difficult part to make? • Children finish sentences: My special creation makes me feel… I do/don't like being a creator (and give a reason if possible). These can be written onto speech bubbles and displayed next to the creations or next to pictures of children with their creations. • Children can create outside by having the opportunity to plant appropriate seeds and bulbs. They should then care for the resulting plants.	learn and use new vocabulary about religion and beliefs

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What story do Christians tell about how the creation of the world?		
Pupils will learn: The story of creation from Genesis 1 To retell to story of creation from Genesis 1 To listen to a story from a religious community with enjoyment	**Special World, Special People** • Look back at the photo gallery produced by the pupils. Ask them to pick out elements of nature in the photographs. Discuss whether anybody took a photo that had a person in it or something that has been made by people. If there are people or man-made objects in the photos, take the opportunity to allow pupils to have a closer look at these and discuss what they see. • Remind pupils that many people think the world is very special indeed and we have looked at so many amazing natural things. We can also think about some other very special things in the world - people! Take suggestions from pupils about what special things people can do e.g. wiggle toes, wave hands, jump, have clever thoughts, do kind actions. Allow pupils to 'be the boss' and say one special thing that people can do – all the others have to follow this instruction. **A Story of Creation** • Show pupils the characters of Grace and Hannah using either persona dolls or pictures of the girls. Hannah  Grace  • Ensure that pupils know that Grace is a Christian girl and Hannah is Jewish. Recap what 'create' means and the idea that many people think that God made the world. Explain that Hannah and Grace have a special story that tells them how God **created** the world. It is a story that both Jewish people and Christian people have – Jewish and Christian people (just like Hannah and Grace) share this story.	**These activities will help pupils to work towards achieving the following expected outcomes:** Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Talk about their own experiences and feelings about when the world is and is not looked after.

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Journey Stick Story

Prepare for your journey stick story by:

- Sourcing enough journey sticks for all pupils, unless pupils will be finding their own in an outside area. Prepare the journey sticks as you normally would for pupils. There are many ways of doing this, for example fixing rubber bands or tying pieces of string down the length of them ready for pupils to attach items. Each pupil will need to attach seven items to their stick.
- Setting up seven locations where you will stop on your journey – each one will correspond with one day of creation from the story so try to find as many locations as possible that link with the seven days. For example, stop 5 could be near a pond as this was the day on which animals that live in water were created in the story. At each location, ensure there are enough pictures or reminders of that part of the story for pupils to each have one to affix onto their journey sticks.

Examples of items pupils might attach to their sticks:

Location	**What was created in the story?**	**Pupils could each collect:**
1	Day 1 Light (Day) and Darkness (Night)	Image of day and night/ image of lightbulb shining in darkness
2	Day 2 Sky above and waters below	Image of the sky/ image of the sky above water
3	Day 3 Earth, sea and plants	Leaf or another piece of greenery/ image of the sea near a shore where plants are growing
4	Day 4 Sun, moon and stars	Image of the sky at daytime and night time/ image showing a sun, the moon and the stars
5	Day 5 Water animals, birds	Feather/ image of water animals
6	Day 6 Animals and people	Small plastic animal/ image of themselves
7	Day 7 God rested	Image of a pillow

- Go on your journey stick story journey! Walk to the first location with your pupils and their sticks. When you get there, tell in child friendly language the story of creation from Genesis 1 until the end of the first day. Allow pupils to find their items and fix them onto the sticks. Discuss how the items link with the part of the story that pupils heard. Then journey onto the second location. Tell the story until the end of the second day. Again, allow pupils to fix items onto sticks and discuss their significance. Continue journeying through the locations in this way until the whole story has been told.
- Once you have returned to class, pupils should use their journey sticks to help them retell the story.

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	Note: If this is the first unit of RE that pupils have encountered, it may be better to introduce only the character of Grace as she appears in more of the other units than Hannah. Explain that Grace is a Christian girl and leave out references to Hannah and Jewish people in this unit. Please be aware that although the creation story from Genesis is widely known and shared, it can be a source of controversy. There are many religious people who do not believe it is literal explanation of creation. They focus instead on what this text says about the power and character of the Creator, who makes an amazing world of great beauty for human beings, who are the 'image of God' in the created world.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How can we tell the Christian story of creation?		
Pupils will learn: To listen to a story from a religious community with enjoyment To respond in a variety of ways to a story that they have heard To re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings	**The Creation Story in the Bible and Torah** • Remind children of any prior learning about the Bible as a holy book for Christians just like Grace. Explain that the story of creation pupils went on a journey to find out about is a very special story for Christians as it is found in their holy book, the Bible. It is also a very special story for Jewish people like Hannah as the very same story is found in the Jewish holy book, the Torah. We can understand how many Christian and Jewish people think the world was created by looking at the creation story in the Bible and Torah. • Use a child friendly version of Genesis to re-tell the story of creation to pupils. Pupils can follow along on their journey sticks. **Retelling the Story of Creation** • Pupils should carefully take the objects and images off of their journey sticks and sequence them in the correct order for the story. Each object or image should be stuck onto one A5 piece of paper (please be aware that these will be made into books, so any objects that are too bulky may need to be drawn or have a photo taken of them – stick the drawings/photos down instead of the real object). Next to each object or image, pupils should write or stick a word or caption (depending on ability) to explain it. • Collate the A5 pieces of paper together in order to form a book showing the creation story. These can be joined together simply using a hole punch and paper fasteners. Pupils should make a suitable front cover for their book, but leave the back cover for later. • Pupils can spend time reading their books. They could read the books to themselves, each other or to Grace and Hannah if you have images/persona dolls of the girls in class. • Once pupils have retold the story using their journey sticks to help, allow them some opportunities to tell the story without this support, e.g. building the story or days from it using lego or play doh, role-playing or dancing the story. • The story can be retold through more structured group activities too to provide reminders of it for display in the classroom e.g. making mobiles or tissue paper windows of the seven days.	**These activities will help pupils to work towards achieving the following expected outcomes:** Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Talk about their own experiences and feelings about when the world is and is not looked after.

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	What does the Story Say? • Explain to pupils that this story tells Christian and Jewish people about lots of different things! Ask them to 'think, pair, share' what the story says about 'God'. Repeat this, focusing on what the story says about 'people' and 'the world'. Pupils should create a back cover for their creation storybooks. The cover should show a picture of Grace/Hannah with a speech bubble. Pupils write words, phrases or sentences in the bubble based on their earlier discussion so that the back cover shows Grace/Hannah saying what they learn from the story as a Christian/Jewish person. **Note**: It can be helpful for pupils to encounter different versions of the creation story from Genesis 1. Many books and websites have lots to offer here, so versions of the creation story can be available to pupils and easily accessible in the classroom. Do ensure that versions used in class are accurate representations of the story from Genesis 1.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What stories do Muslim people tell about God's creation?		
Pupils will learn: To listen with enjoyment to a story from the Muslim community and respond with relevant actions To think and talk about issues of right and wrong, including showing we are sorry and animal welfare To express ideas about how to look after animals in response to a story from a religious tradition	**Introduce a story** • Enter the class with a journey stick. Explain that it's a stick from when you went on a very special journey all by yourself to find out a story that is incredibly important to Imran • At this point, reintroduce (or introduce if this is pupils' first unit of RE this year) the character of Imran by using a persona doll or an image such as the one above. Explain that Imran is a Muslim boy and the story you are going to be telling is special to Imran and many other Muslims because it's about the prophet Muhammad who is very important to Muslim people. If pupils have already covered unit F1, they should already know about Muhammad, so help them to recall what they know. • Tell the class the story of Muhammad and the crying camel (the BBC 'Religions of the World' animations have a version), using the images or items on your journey stick to help you tell it. Images/items on the journey stick could be: - A sun – to show how hot it was at the time of the story - A tree – to show that people were walking under the trees to try and keep cool - A sad face with tears – to show that Muhammad could hear sounds of distress - A camel - A drink – to show that Ahmed and other people were drinking to keep cool, whilst the camel had no water - A heart – to show that Ahmed was much kinder to the camel after Muhammad had spoken to him - A happy face – to show how the camel might have felt when he was cared for • During appropriate points in the story telling, ask pupils to show expressions on their faces that they think represent the feelings of the camel. Discuss these. **Focus on Ahmed** • Focus on the character of Ahmed who owned the camel. What did he do that was bad for the camel in the story? What did he do that was good for the camel in the story? Think together about how Ahmed showed he was really sorry for the way he had initially been treating the camel. Ask pupils to Imran 	**These activities will help pupils to work towards achieving the following expected outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel. Talk about what the story of Muhammad and the Crying Camel says about God, the world and human beings. Learn and use new vocabulary about religion and beliefs

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	suggest ideas for what we can do when we need to show we are sorry e.g. saying sorry properly in a sensible voice, trying not to repeat the misdemeanour, sending a sorry card or letter. Do pupils like saying sorry or not? • If your class would benefit from having a good example of saying sorry modelled for them, arrange for an incident to happen during the day between the teacher and the TA (ie – one tripping another over by accident). Model how 'sorry' is said politely and straight away – a sorry card could be given to the injured party later in the day. **Allah as Creator** • Remind pupils that we have been learning lots about our world in RE this term. What things from nature are included in the story of Muhammad and the crying camel? Ask pupils to recall how Prophet Muhammad thought the camel should be treated. Explain that many Muslims think that Allah (God) created the world. It is very important for many Muslims to look after the world and the creatures within it, because they believe that Allah created the world and these creatures. • Discuss times when pupils have taken care of animals or seen others taking care of them. What have they done or seen? • Think of the wildlife that pupils might see in the surrounding area. Discuss and decide upon some ideas that you can carry out as a class to help the local wildlife. For example, making and putting out bird boxes, feeders or tables, making minibeast homes, learning how to feed ducks well (rather than feeding them on lumps of bread) and then going to the local pond to give the ducks some healthy food. **Notes**: A short version of the story entitled 'Muhammad and the Thirsty Camel' can be found in Opening Up Respect, published by RE Today Services. https://shop.retoday.org.uk/9781905893515	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?		
Pupils will learn: To listen with enjoyment to a story from the Muslim community and respond with relevant comments and questions To talk about their own and others behaviour and its consequences, and know that some behaviour is very good To express ideas about how to look after animals in response to stories from a religious tradition	**Prophet Muhammad and the Kittens** • Show pupils some pictures of adult animals and corresponding baby animals. Give pupils the opportunity to match the adult animal with their baby. Discuss the names given to baby animals of each species. • Use a story sack containing cloth for a cloak, some soft kittens, a toy knife and the story of Muhammad and the Kittens. Use the items in the sack to help you tell the story. Stop when you get to the part where Muhammad needs to leave but the kittens are on his cloak – ask pupils to predict what Prophet Muhammad will do. Tell the rest of the story. Ask pupils: Why were the kittens so special to Muhammad? How did Muhammad show care and kindness towards the kittens? If pupils do not remember, it is important to reiterate the Muslim belief that people are responsible for caring for Allah's creation. • Give pupils opportunities to retell the story using the sack. **Caring for Animals** • Think about any pets that pupils keep at home and any animals that are kept at school – does anyone have a cat or kittens like the ones in the story? If appropriate, invite pupils to bring in pictures of their pets from home for a show and tell session. Remind pupils of how they have been taking care of wildlife after the crying camel story. Do pupils feel taking care of pets is the same as or different from taking care of wildlife? If pupils don't mention it, point out that once you get a pet, it is your responsibility to look after it. We can't look after every animal in the wild, but we should look after a pet if we have one. Find out about how we can look after pets by looking in books, pictures, speaking to a vet, visiting a pet shop, setting the role play corner up as a vets etc. **Prophet Muhammad as a Role Model** • Remind pupils that they have learnt two stories from Islam that are important to Imran and many other Muslims. In both stories, Prophet Muhammad treats animals kindly because it is important to treat Allah's creation with care. Explain that many Muslims feel Muhammad's behaviour was so excellent that they want to try and copy it. So a Muslim might be very kind to animals and look after Allah's creation because Muhammad showed them that this was the right way to behave in the kitten and camel stories. Ask who pupils feel show them how to behave really well. Can pupils spot when a classmate is showing them how to behave as well as possible?	**These activities will help pupils to work towards achieving the following expected outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. Talk about what the story of Muhammad and the Kittens says about God, the world and human beings.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
Is our world 'very good'?		
Pupils will learn: That many Christians and Muslims believe they should care for the earth That there are actions everyone can take to look after the world To think and talk of issues of right and wrong	**Caring for the World** • Ask pupils to think of what they do at school to help care for the world. E.g. throw away litter, recycle, compost any food waste, look after any animals on the premises etc. Make a list. **Humans in Charge of God's 'Very Good World'** • Genesis 1 records that on each day of creation, 'God saw that it was good'. At the end, of the chapter, God surveys the world which is described as 'very good'. Recap this or introduce it to pupils, focus on the idea that many Christians and Jews just like Grace and Hannah believe that when God created the world, it was 'very good'. • Tell pupils that in the Bible, God gives humans a job after he has created the world. God puts humans in control of all the earth and in charge of the fish, birds and animals – allowing humans to be the rulers. Introduce the idea that many people who believe the Bible story see being in control as an important job. Although people might be in charge, it is their job to care for and look after the earth which belongs to its creator – God. **What Might Happen?** • Ask a pupil to act out a scenario – the audience should tell the actor what a Christian or Muslim might do in the situation and the actor should finish acting the scenario as instructed by the audience. The audience should remember how very important it is to many Christians and Muslims to care for the world. Scenarios could include: - Eating a packet of crisps and having the empty wrapper left in your hands - Your pet dog is sick - You see a spider - You have finished using a piece of paper and you do not want it any more • During the day, take pupils into the playground where somebody has created a mess by dropping litter! (create this bad situation or a similar one yourself). Discuss with pupils what a Christian or Muslim who really cares about the world might do if they saw this situation. What do pupils think anyone should do in this situation?	**These activities will help pupils to work towards achieving the following expected outcomes:** Talk about what people do to mess up the world and what they do to look after it. Talk about their own experiences and feelings about when the world is and is not looked after Create work drawing from the religious story, and share their creations, explaining the meanings of their work.

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	• Back in class, point out that not everyone treats the world very carefully – just like the person who dropped litter in the playground. Have pupils ever seen other instances of this? Have they ever seen someone helping to make the world 'very good'? **Welfare of the World** • Go back to the list from the start of this session. Decide whether there are any other actions pupils could do to help the natural world at school be 'very good' (if you have any animals at school, treatment of these could be included). Choose some to focus on as a class and display them with photos showing pupils enacting the selected ideas.	

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