**R.E. – Summer Yr 3 / 4**

**Our World**

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| Prior Learning | | |
| The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life’s big and difficult-to-answer questions about god, creation and people’s responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for humankind in caring for the world and be able to explain the concept of stewardship for different faiths. | | |
| Key vocabulary for this unit | | |
| stewardship, environment, creation, ecology, habitat | | |
| Learning Sequence | | |
| **Where did the Earth come from? Is it sacred? What do different faiths say about sacredness of life? How do faith members interpret creation stories?** | Look at the creation stories from Christianity and Hinduism, identifying similarities and differences. Understand why most Buddhists do not belive in a creator god.  Contrast this with non-religious/other viewpoints about creation such as aboriginal dreamtime stories and scientific views on how Earth was created. | |
| **How does belief in a Creator God influence believers’ lives?** | Show how faith communities are responding to environmental dilemmas. | |
| **What is meant by stewardship of the Earth?** | Complete a ‘stewardship walk’ around the school environment looking out for places that need more careful stewardship; in what ways could they be improved? | |
| **What do holy books say about care for animals and showing respect for the world?** | Understand what Christians and Buddhists believe about looking after the animals which live on our planet. Look at religious stories where responsibility for looking after the world is given to humans.  Identify something in the natural world which gives a sense of awe and wonder; appreciate different aspects of creation. | |
| **How can we better care for our world?** | Look at local and national environmental projects and the impact that they are having; what influences people involved in such projects? | |
| **What are my hopes for the world?** | Discuss the native American saying: “We do not inherit the Earth, we borrow it from our children.” Think about the ways we can look after the world for our children and what we would like to pass onto them. | |
| Assessment milestones | | |
| **Skills:**   * identify what makes some questions ultimate * identify what different sacred writings say about how the world began | | **Knowledge:**   * offer answers to an ultimate question from different faith perspectives * explain how people of different faiths believe about how the universe began |