Together, we place children at the heart;
nurturing love, respect and life-long learning.

Autumn 2: Year 6					
RE Unit	**Ways of Knowing (icons)**	**Builds on**	**Curriculum Rationale**	**Leads on**	**National Statement of Entitlement:**
UC: Creation U2.2 Creation and Science: Conflicting or complementary?	Examining Texts Constructing Arguments Reflecting on own Position Evaluating Arguments Interview Asking Questions Coming to Conclusions Expressing Ideas	**EYFS** F2. UC: Why is Christmas special to Christians? F1. UC: Why is God so important to Christians? **Year 1** 1.1What do Christians believe God is like? 1.2Why does Christmas matter to Christians and how do people celebrate it? **Year 2** 1.4 What is like to be brought up in a Christian home in the UK today? 1.3 Why does **Easter** matter to Christians, and how do people celebrate it? **Year 3** L2.2 What might Christians learn from the Old Testament about how to live? L2.4 Do all Christians believe and behave in the same way? Exploring diversity. **Year 4** L2.1 What do Christians learn from the Creation narrative? L2.3 For Christians, what kind of world did Jesus want? **Year 5** U2.1 What influence does believing in the Trinity have on Christian worldviews? U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians?	This unit explores the importance of the Genesis account of creation in Christian traditions, looking at how it offers answers to questions of meaning and purpose for Christians, and how it relates to scientific accounts of the origins of the universe and life. The variety of ways that Christians interpret the narrative affects whether it is seen as conflicting or complementary with science. To examine this relationship, we will need to **analyse the Genesis account** and understand how and why people **interpret the text** differently, including **theological** interpretations; we will have to **ask or read interviews** with some scientists and others **to weigh up debates** about whether a Christian worldview is compatible with scientific understandings. As we do this, we will reflect on the influences on our own worldviews, what assumptions we have when we encounter scientific and religious accounts, and how we respond.	**Year 6** U2.3 How and why do Christians follow the example of Jesus?	d: meaning and purpose a: formation/expression b: organised/individual i: dialogue/interpretation h: lived experience k: personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 What can we find out about the Creation narrative in Genesis?	The **Genesis** account of Creation is seen by many Christians as the prelude to the 'Big Story' of the Bible. The Genesis account describes the **Creation** of the universe and life as the good act of a good and powerful God, a gift to humans and other creatures. The narrative presents an orderly creation, described across seven days.	**Examining Texts** Recall the 'Big Story' of the Bible and pupils' understanding of God in Christian tradition. Explore the text of Genesis 1.1-2.3, reading carefully and noting patterns and repetitions. Ask what pupils think early listeners would have thought the God of Genesis is like, and how it might affect the way they respond to the world. Recalling Christian ideas of God as good, all-powerful, loving, just etc. from Unit U2.1 and earlier units, look for evidence in Genesis 1 to connect with these beliefs.	Genesis, Creation, 'Big Story,' God
Lesson 2 What might many Christians see as the message and purpose of Genesis 1?	Christians read Genesis in different ways, disagreeing about the **genre** it represents. For many, it emphasises the nature and power of the Creator, the relationship between God, humanity and creation, and offers a **purpose** and **meaning** to life (e.g. a Creator to worship and serve). For others, it describes what happened at the start. Many Christians **respond** to this belief in worship of God and care for creation.	**Examining Texts / Constructing Arguments** Revise the idea of genre. Pupils examine Genesis 1 again to find evidence that this is a newspaper report or some other genre. Analyse the text to see if the claim of Christians that it is a poem is valid (e.g. repetition, structure, overall message). Consider questions people ask about the purpose and meaning of life, and the relationship between God, humans and the world. Discuss what answers Genesis 1 offers to Christians. Suggest at least three ways Christians might respond if they believe God is the Creator of the universe and life.	Genre, purpose, meaning, respond, Creator, humanity
Lesson 3 What relation to scientific accounts of	Scientific accounts offer explanations of the origins of the universe (e.g. **Big Bang**) and of life (e.g. **evolution**). For people with non-religious	**Examining Texts / Reflecting on own Position** Explore simple accounts of the origins of the universe (cosmology, the Big Bang) and of life (biology, evolution). Create simple diagrams to	Big Bang, evolution, origins

creation have with religious worldviews?	worldviews, these accounts challenge those who hold to particular readings of Genesis 1. Many scientists hold religious worldviews.	show how these processes work, connecting with learning in science. Note ways in which the scientific account differs from Genesis (i.e. timelines differ if someone reads Genesis as seven literal days; style of Genesis contrasts with scientific accounts). Recall questions of meaning and purpose from lesson 2 and suggest what answers the scientific accounts offer. Ask pupils to respond to how the account makes them feel about the universe, nature and life; and how their worldviews affect how they encounter Genesis and scientific accounts.	
Lesson 4 What are some different Christian views about the relationship between Biblical and scientific accounts of creation?	Christian interpretations of Genesis 1 range from those who read the seven days as **literal** accounts (and therefore oppose scientific accounts) to those who see the purpose of Genesis as **poetic** and **theological**, offering ideas of purpose and meaning (and therefore complementing science which gives explanatory accounts of *how* the universe and life began).	**Constructing Arguments / Evaluating Arguments** Set out some different positions on Genesis (e.g. someone who sees the Genesis account as historical, and describing what actually happened; someone who sees it as a poetic and theological text that talks about what God is like and the purpose of life, and why the universe exists, not how; non-religious view that it has no substantive truth). Ask pupils to set out how the different religious readings relate to science (e.g. science is mistaken; scientific accounts perform a different function to religious ones; Genesis is mistaken). Match these different views with some case studies of individuals.	Literal, poetic, theological
Lesson 5 How and why do some Christians see both science and religion important?	Being a Christian does not preclude someone from being a scientist, for example, cosmologist Jennifer Wiseman, astrophysicist Deborah Haarsma, natural scientist Steph Bryant, biologist Alice Baillie, environmental scientist Katharine Hayhoe, ecologist Rick Lindroth. It is very likely that there are many local Christians who work as doctors or IT	**Interviews / Asking Questions** Find out about some Christians who are also scientists. Ideally, invite some Christians in to be interviewed by pupils about this topic. Ask pupils to speculate on what they think their answers will be. Find out how they see the relationship between the Genesis account and scientific accounts, and between religion and science more broadly. Find out what difference their Christian worldviews make to how they carry out their work and how they live.	Cosmologist, astrophysicist, biologist, environmental scientist

	technicians etc. whose faith does not prevent them from using scientific methods.		
Lesson 6 Creation and science: conflicting or complementary?	The different positions people hold, including pupils' personal worldviews, affect how they read Genesis 1 and therefore can affect how they view the relationship between religion and science. Pupils can set out some examples, while reflecting on the effectiveness of the methods used in the unit to address the key question.	**Expressing Ideas / Coming to conclusions** Recall learning from the unit and address the unit question, using evidence and argument. Set out how different positions people hold (believing in God, not believing in God; Genesis as historical or poetic) can affect how people respond to Genesis 1. Reflect on how people might choose to live, in the light of their response to Genesis 1 and our relationship with the Earth. Review the methods used in this unit and explore how effective they have been in addressing the unit question. Ask pupils to reflect on how their own worldviews affect their engagement with this topic.	Review Key vocabulary taught

Learning Outcomes (what pupils know)	Quiz Questions
Understanding how worldviews influence people's lives: **Pupils will know that:** -The first Genesis creation account in chapter 1 describes God creating the universe, across seven days. It concludes that Creation is 'very good'. -Christians interpret the text differently: some see it as an historical account, others see it as more theological, setting out the nature of God and God's relationship to humanity and life; others see it as having only symbolical value. -Scientific accounts offer explanations of the origins of the universe and life (e.g. Big Bang and evolution). -Whether people see the Genesis and science accounts as in conflict or complementary depends on how they read and interpret the accounts. -Christians might see Genesis 1 as offering truth about the nature of God, the relationship of God to the Earth, and the role of humans in creation. -Believing in God as Creator offers many Christians answers about the meaning and purpose of life, and inspires many Christians to worship and to serve God in caring for the Earth **Engaging with religious worldviews:** Pupils will: -Analyse biblical texts and scientific accounts and consider their meanings according to the different positions held by readers -Recognise that there is a long-standing debate about these issues, and positions depend on different ways of interpreting texts **Understanding themselves:** Pupils will: -Explain how people's worldviews affect how they encounter and interpret the creation account in Genesis and scientific accounts -Talk about how their own worldviews affect how they read and interpret the accounts.	What is the Genesis? Which story does it represent? How do Christians interpret the text differently? What explanations do Scientific accounts offer? What impacts how people view the Genesis? What three things might the Creation offer Christians? How does the Creation offer answers about the meaning and purpose of life? How does the Creation inspire Christians to worship and to serve God in caring for the Earth? How do biblical texts and scientific accounts offer different positions? Is there only one debate about Creation? What impacts a person's position on the Creation? How do your worldviews affect how you read and interpret the Creation Story?
