

# Creation Care Champions

## Unit L2.1 What do Christians learn from the creation story? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Ways of knowing e.g.	Ideas and some content for learning: Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: <b>Make sense of belief:</b> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> </ul> <b>Understand the impact:</b> <ul style="list-style-type: none"> <li>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> </ul> <b>Make connections:</b> <ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</li> </ul>	<div>🔍</div> <div>☰</div> <div>💡</div> <div>📖</div> <div>?</div> <div>💡</div> <div>☰</div>	<ul style="list-style-type: none"> <li>As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit.</li> <li>Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children's Bible on <a href="http://www.biblegateway.com">www.biblegateway.com</a> or Bob Hartman's <i>Lion Storyteller Bible</i>). Ask pupils to say, write or draw what the story suggests is wonderful about the world.</li> <li>Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God it is who creates the world. Count how many times the story says the world was 'good' or 'very good'. Talk about why humans are good in the story. Add to the ideas about what God is like, according to this narrative.</li> <li>Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28–30. Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'.</li> <li>Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns; Christian Climate Action <a href="https://christianclimateaction.org/who-we-are/cqa-principals-and-values/">https://christianclimateaction.org/who-we-are/cqa-principals-and-values/</a>.</li> <li>Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.</li> <li>Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator God'). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.</li> <li>In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – allow a range of views. Gather any questions pupils have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the Earth or not.</li> <li>Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other. See if pupils decide upon one thing everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in a God).</li> <li>See how the story continues: read Genesis 2:10–17 and chapter 3 in a dramatic and engaging way. Not-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.</li> <li>Find out a bit more about how Christians say sorry to God (see Units 1.1 and 1.4) and how Christian say this is needed because people sin and are separated from God, and need to have that separation repaired (see units on Salvation).</li> </ul>

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If there are any other areas of the Cornwall Agreed Syllabus for RE that you would like assistance with, your local church would be happy to help. Please contact your church directly, or email Clare Green (Schools' Creation Care Officer) on [clare.green@trurodiocese.org.uk](mailto:clare.green@trurodiocese.org.uk)

## Science – Year 3 Programme of Study

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant