# Harvest Heroes

This workshop is designed to cover the LKS2 unit L2.1 from the Cornwall Agreed RE Syllabus (2025). It also ties in with the **National** Curriculum for science.

### 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 Ways of Ideas and some content for learning: achieve end of key stage outcomes): knowing 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 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, as appropriate to their age and stage, so that they can: identifying 'wow factors' in nature. Take photos for a display and add to it through the unit. Read the Jewish/Christian creation story, Genesis 1:1-2:3 (using e.g. the International Children's Bible on www.biblegateway.com or Bob Hartman's Lion Storyteller Bible). Ask pupils to say, write or draw what the story suggests is wonderful about the world. · Place the concepts of God and Creation on a timeline of the Bible's 'big story' . 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 · Make clear links between Genesis 1 and what ideas about what God is like, according to this narrative. Christians believe about God and Creation . Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the . Recognise that the story of 'the Fall' in Genesis 3 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 gives an explanation of why things go wrong in the more detailed instructions from God to humans to keep the world 'very good'. world . Find some examples of how Christians try to look after the world - to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha

- 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)
- · Describe how and why Christians might pray to God, say sorry and ask for forgiveness

### Make connections:

Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

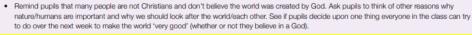












. In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the

and their 'Eco Church' and 'Living lightly' campaigns; Christian Climate Action https://christianclimateaction.org/who-we-are/cca-principals-and-

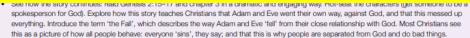
. Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator

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

· Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.

God'). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.

have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the Earth or not.



. 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).

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## 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.

If there are any other



## A local history study

- · a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality





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