

Religious Education
Walsall Agreed Syllabus Support
Materials
2021 / Units of Work

**How do we say
thank you for the
Earth?
Cycles of the year
What can we
learn from stories
Christians tell?
Year 1**

This creation collage was made by
Year 1 pupils at Priory School



How do we say thank you for the Earth? Cycles of the year

What can we learn from stories Christians tell?

YEAR GROUP: 1

Key RE themes and concepts:
Creation, caring for the earth, celebrating the harvest - Find out about what Jewish people, Christians and Sikhs do show thanks for the earth - Learn stories from two or three religions about the Earth and belief in God - Discover why Sikhs, Jewish and Christian people think it is important to be generous and to care for the Earth - Learn about the links between stories, festivals, beliefs and actions taken to show care and kindness
Key questions to explore with pupils
- Why is it important to say thank you? - How do people from different religions thank God for the Earth? - Do you have some ways to show how glad you are that we live on a beautiful planet? - What are your thoughts about big questions such as: where did our Earth come from? How can we care for the planet?
Potential curriculum links
Science, PSHE. The unit uses stories that are valuable in many cultures and contributes to exploring cultural capital and to thinking about fundamental British values
Assessment focus: teacher observation and assessment for learning: I Can...
- Remember and use the knowledge I have gained about creation stories and harvest festivals - Retell some stories about creation, charity and harvest - Suggest meanings to the stories - Ask some questions of my own about Easter

About this unit:

Year 1 Theme: Creation, thanksgiving

The starting point for this unit for 5-6 year olds year olds is a creation story from the Bible, which is used to generate and explore questions from pupils about origins and beginnings. Issues and stories from the contemporary world will illustrate ideas about caring for the earth and being thankful for the earth. Pupils will develop their understanding of key Christian beliefs about the beginnings of life and the Earth's creation. They will have the chance to express thanks and be creative themselves.

This unit enables pupils to develop an awareness of a Jewish and Christian creation story and be encouraged to consider and ask questions about our world today. It provides opportunities for their own creativity and for reflection on the beauty of the world we live in. The idea of being thankful is used to aid reflection.

A lesson on Sikh ways of caring for the earth is added: it is suitable where you have Sikh pupils in the class, which is very common in our community.

The focus is on developing children's understanding of a story that matters to Jewish and Christian people about the world's beginnings. Pupils will be enabled to think for themselves about questions of beginnings. Pupils are encouraged to consider what can be learned from creation, and to think about what it means to care for the natural world (the idea of care as an expression of thanks is applied more generally). Pupils will explore a creation story from a religious source and express their learning creatively. They will think about cycles of the year through remembering and finding out about Harvest customs. They will learn about spring, summer, autumn, winter; the cycle of the year and its celebration in religions They will consider questions such as these:

- Where do we come from?
- What do creation stories tell us about where we come from?
- What are the stages of life?
- Do things last forever?
- What do I want to be?
- How does it feel to lose something precious?
- How do people say thank you for the fruitful earth?

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of creation and new beginnings that focus on learning from a biblical story. By using the concepts of creation and examples of creation artwork pupils are to be enabled to think about the beginning, how the world was created and what are our responsibilities today. Pupils are enabled to think about Christian and Jewish beliefs in a creative God and to explore what they believe about creation and how they express thanks for creation. They will learn about Harvest Thanksgiving as well, showing a contemporary way of showing thanks for nature to God.

The unit will provide these opportunities:

- Pupils have opportunities to think about and talk about beginnings and creation stories.
- Pupils have opportunities to consider a diverse range of views about questions of origins
- From the study of Jewish and Christian story from Genesis 1 in the Bible, pupils will have the chance to develop some creative ideas of their own.
- Pupils will experience thanks and praise and gather knowledge of Harvest Festivals

For the teacher: Significant background ideas

- In Christian thinking it's important to note that the key belief is in God as creator, and the idea that the world has a purpose and was conceived in love are expressed through the stories that Christians love to retell from Genesis 1 and Genesis 2-3. While some Christians (often called Creationists) think the stories of Genesis 1-3 have some connection with history or science, other Christians – in Britain, most Christians - see the stories as narratives that carry big ideas and make you think about big questions. It's best initially in this unit to treat the stories as ancient narratives that millions love to tell. Other questions about the meanings of the stories will come from the children!
- In Jewish life and thought these stories matter greatly too. The Christians call the Jewish Bible their 'Old Testament', but the stories are Jewish in origin. Teachers should be thoughtful about the way they relate Jewish text in the context of RE. This unit may connect to learning about Judaism and about Christianity.
- Muslims and Sikhs also teach that God made the universe out of love, and that compassion for all the created Earth is part of the divine nature. All four of these religions practice gratitude and thankfulness in prayer, worship, song and generosity.
- Sikhs celebrate the goodness of the earth by giving charity at Vaisakhi (the festival has many meanings, and more will be explored in other units) Stories of Guru Nanak and the practice of Langar, the free kitchen at a gurdwara are also examples of Sikh generosity and thankfulness to God, to Waheguru – the 'Wonderful Lord.'
- Among non-religious people, many other accounts of our origins and purposes are widely available. While this unit focuses on stories from Genesis, these other accounts may be part of the learning.

- Being thankful for the world we live in, its beauty and the provision of food and 'blessing' is not a distinctively religious experience. Every human experiences thankfulness. In religious celebration, such as Christian Harvest Festivals, the thankfulness is directed to God.

Estimated teaching time for this unit: 10-12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10-12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Issues of continuity and progression

The unit builds upon the learning about faith stories pupils have done in earlier years. The unit anticipates further study of Biblical stories and Christian and Jewish ideas in Year 3.

Aims

Pupils will learn about Christian stories of creation and ways of celebrating the fruitful earth. They will use music and play to explore big questions about values and about what really matters.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Open mindedness** by engaging in positive discussion and swapping ideas freely
- **Appreciation and wonder** by developing their capacity to respond to the inspiring world of nature and to ask questions of mystery about it.

Making this unit accessible for pupils with special educational needs:

SEN: Learn Steve Turner's poem 'In the Beginning' using the pictures as prompts.

Making this unit challenging for able, gifted and talented pupils:

Gifted and Talented: Find out and think about some Hindu or Muslim stories of the beginnings of the world.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Studied elements of Christianity and Judaism An awareness of the Bible, and the parts of the Bible Jews and Christians share Recapped earlier units from the RE syllabus especially about Special Books Skills from the literacy strategy in handling stories from a range of cultures and learning from traditional stories.	In this unit, pupils will have an opportunity to use words and phrases related to: CREATION Specific religions: Christianity / Judaism Christian, Jewish people, Sikhs creation, beginning, God, life, creatures, light, dark, land, earth, Bible. Harvest Festival, Tu B'Shevat (Jewish new year for trees), Guru Nanak, Vaisakhi.	Teachers might use: Books: Key texts, use all three types of text: • A simple evocative telling, such as Steve Turner's poem "In the Beginning" (in book form and as a poem) Lion Publishing • A more developed story, as in Bob Hartman's Lion Storyteller Bible • An accurate Bible text appropriate for your class, see www.biblegateway.com and select from translations available, e.g. NIV, NIRV, NLT • 'Creation Stories' Margaret Mayo (Published by Orchard). • 'Legends of the Sun and Moon.' E and T Hadley (Published by Cambridge University Press). • 'Tapestry of Tales' Sandra Palmer and Elizabeth Breully (Published by Collins). • 'More than 101 Ideas for Spiritual and Moral Development' Edited by Rosemary Rivett, RE today) Visual and other resources • 'The Lion King' music for dance; video for discussion starter. • 'Picturing Creation' A pack of visual learning resources by the artist Kate Neal, from RE Today Web: ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. Songs: ▪ All Things Bright & Beautiful [John Rutter's version is beautiful and accessible] Many more, including this: https://www.youtube.com/watch?v=FT_oDqOEGpc ▪ 'God Said World' (A musical version of Steve Turner's poem) https://www.methodist.org.uk/our-faith/worship/singing-the-faith-plus/hymns/god-said-world-and-the-world-spun-round-stf-105/ ▪ Wonderful World by Stephen Fischbacher, on 'Something Fischy' (www.fischymusic.com)
Contributions to spiritual, moral, social and cultural development of pupils • Opportunities for spiritual development come from reflecting on Christian / Jewish stories and ideas or beliefs about creation • Opportunities for moral development come from discussions about responsibility for the world now • Opportunities for social development come from learning from each other's ideas and beliefs during discussion • Opportunities for cultural development come from showing sensitivity to different beliefs about how the world was created, that may be different to our own		

EXPECTATIONS: At the end of this unit:

Pupils working towards expected outcomes will be able to: • Use religious or spiritual vocabulary such as God, Bible, Torah, Guru, creation • Recount a simple outline of a Christian creation story • Talk about big questions and thoughts to do with creation stories • Recognise puzzling and mysterious questions about how the world began	Pupils working at expected outcomes will be able to • Retell a religious story in words, drama or pictures • Recognise that stories from the Bible matter to Christian and Jewish people and that Sikhs care about stories of Guru Nanak • Use the vocabulary learned in RE to respond sensitively to the creation stories and thanksgiving practices	Pupils working beyond expected outcomes will be able to: • Describe what a Christian, Sikh or a Jewish person might believe about the beginnings of the earth and caring for Earth • Link up believing in a religious story with an idea about how to look after the world and share its fruitfulness • Ask some big questions of my own about where we come from and why we live on such a beautiful earth • Make a link between our behaviour and how the world is cared for or spoiled
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ASSESSMENT SUGGESTIONS

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

A suggested assessment for learning task

Pupils could create a collage / picture showing one day (the one they think would have been most amazing to see) in the creation story of Genesis 1. You might ask them 'which moment in the story do you think would have pleased the Creator most? What would God have been proud of? Choose four words that express their reaction to this part of the story'.

To extend this work, ask pupils in pairs to discuss what is important in their picture, how is this part of the creation story important to others, what does this picture make you feel?

KEY QUESTIONS FOR UNIT:

- **What stories do Christians and Jews tell about the beginning of the world?** (Note: there is an extra lesson about Sikh Vaisakhi for schools with many Sikh pupils)
- **How do you think the world began? How do other people think the world began? How can we say thank you for our beautiful world? How can we care for the Earth?**

KEY QUESTIONS	LEARNING INTENTIONS: Pupils will learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES: Pupils may be able to say 'yes' to these statements	Points to note (Links, teacher help, references)
Can you ask big questions about the world around you?	To recognise that some questions are so big they are mysterious. These questions are sometimes very interesting and we learn a lot from them.	Can you ask huge questions? Walk around the school grounds. Practice 'stop and stare' for 15 or 20 seconds. Try 'Eyes closed and listen' for 20 seconds. Try out 'Class shout' – What did you look at? What did you hear? Try out 'Sniff and smell' with eyes closed too – tell your partner if you could sense a scent. • Encourage children to look at and think deeply about what they see • Ask them to choose three things that give them pleasure: ○ one that is part of the school building (human-made), ○ one that is outside and living (natural), ○ and one that is a person. Talk together, both on the walk and back in class: • Were the children pleased with what they saw? Why? Discuss in buzz pairs. Ask – how did these things get there in the first place? • Encourage the asking of big questions. Talk about and encourage questions and ideas about the man-made and natural origins of what they chose: promote wide-ranging ideas: scientific, imaginative and speculative questions. • Ask the children to think about life's most mysterious questions. Are some of these questions about 'where we come from?' • Collect and display prominently what the class agree are the biggest questions for exploration over the course of unit. You might put an image of the world on a notice board, with some pictures of natural wonders in a circle around it, and pupils' questions in a further, wider circle, using the title 'We are puzzled!' or similar • You could use a 'Why Book' (in a nice little book, or a big floor book) to record all the 'why' questions the children are interested in.	I can talk about the most amazing things on earth. (Most pupils). I can recognise questions that are mysterious. (Most pupils) I can respond sensitively to big questions about beginnings for myself (Some pupils)	It's always good for pupils in RE to learn from direct experience – outside the classroom is positive in this example. Stephen Fischbacher's song 'Wonderful World' is an excellent starting point for this work, and makes a good link to the music curriculum. See 'Fischy Music' at www.fischy.co.uk

What does it feel like to create something that I am really proud of?	Pupils will learn about their own abilities to be creative, and the abilities of other children; To recognise some achievements and the emotions and feelings associated with achievements	How do we feel when we make things? This is a cross curricular opportunity: • Over previous weeks build in opportunities for every child to create work of which they are genuinely pleased and proud – in literacy, art, D&T, dance or drama. • Beforehand prepare them to select and show one creative piece of which they are most proud. This ‘show and tell’ opportunity may need to be spread over a number of days at key sharing opportunities. • As prompts, offer these statements: • My creation is important to me because... • My creation makes me feel... • If my creation was damaged or destroyed I would... • Develop these ideas with talk partners and in class discussion. Provide an opportunity to express these thoughts in a poem, or select key quotes from children to display which sum up the feelings of the class, displayed alongside their ‘creation’ or a photograph of it. • Take time to discuss the key words: create, creation, creative, created and creator’ in an inclusive way. Begin to distinguish between the idea of an ‘all-powerful creator’ and their own more limited powers of ‘creation’. • You might ask pupils to think about what they would like to create in the future – when they are 10, 20, 40 or 60 years old, what would they like to have made? • Keep the big questions of lesson one in the frame throughout this discussion.	I can talk about feelings associated with making and creating things (Most pupils). I can respond sensitively to ideas from other children about creating and making (Some pupils) I can retell a story from my own life about making things and feeling good about it. (Some pupils)	NB key words: • creative • create • created • creator • making • working hard
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What stories do Christians and Jews tell about the beginning of the earth? What do they believe?	Teach children to show an awareness of stories of the formative events of some religious traditions – in this case the story of God’s creation from Jewish and Christian scripture in Genesis 1.	What stories do Christians and Jews love to tell about the beginning of the world? - Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). - Pose the question: how do we find out what Christians believe about how the world was created? E.g. by asking them questions, by looking at their sacred stories etc. - Telling the Bible story is the focus in this lesson. Decide at what point you want to begin this – it might come first, or it may be better to look at a leather bible with gold leaf edges as an artefact first and talk about why the bible is special to Christians and how Jews and Christians share the stories of Genesis. - Develop active tasks which immerse your pupils in a full understanding of what Christian sacred texts say. Much can be gained from looking at and talking through different re-tellings, but an examination of an accurate translation is also important. Use some books that tell the story in pictures, and look at some art from the story of Genesis 1 – from Michelangelo to cloth books for toddlers. - A three stage approach with different strategies of active learning from sacred stories. See ‘101 Ideas for Spiritual and Moral Development’ (Edited by Rosemary Rivett, RE Today). - This could run over two or more lessons, for example: - A simple evocative telling, such as Steve Turner’s poem “In the Beginning” (in book form and as a poem) Lion Publishing - A more developed story, as in Bob Hartman’s Lion Storyteller Bible - An accurate bible text appropriate for your class, see the NIV, NIRV or NLT translations at www.biblegateway.com A creative way through the story - Use Kate Neal’s art from the ‘Picturing Creation’ pack (RE Today), or similar. Show pupils a presentation of works of art that explore the ‘Seven Days’ of creation. Read the text with pupils and for each picture ask the big and mysterious questions. - Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people. - Set some creative work for pupils to pick up examples of what they find most amazing, mysterious, ‘wow’ or beautiful from nature. - Why do they think Christians and Jews thank God for the earth and all its creatures? What kinds of ‘thank you’ do religious people make? (answers include e.g. singing, praying, but also caring for the world in a thankful way)	I can recall the outline of the story from Genesis 1 (Most pupils) I can talk about what happened on different days in the story 1(Most pupils) I can retell the story in different ways (Some pupils) I can respond sensitively to the ideas and questions that come from the story of Genesis 1 (Some pupils)	Teachers will be alert to the fact that these stories, while widely loved and treasured, are controversial in the adult world.
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If God made	Pupils will learn to Identify and	‘We have spoiled God’s good Earth’. What might this idea mean to Christians and Jewish people?	I can talk about caring	This lesson uses the idea of a cause or
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the world, how would God feel about it today? Can people thank God for the earth? How?	discuss any questions they may have about caring for the earth, themselves, where life comes from and beliefs about God and the Earth. Pupils will learn to recognise that people have different thoughts about these kinds of questions and to see the fascination of the questions for themselves.	• “God saw everything that had been made and it was good” [Genesis]. This assumes an accurate text has been explored and the key point raised, so recap the last lesson. In some texts after each ‘day’ of creation God finds it ‘good’ and after the act of human creation, he declares it to be ‘very good’. If the text has shown this then this could be worthy of exploration with pupils. • If God looked at the world he made now, would he still feel the same? Brainstorm in buzz groups. What would God think of our world? • Reflection Alley: Put children in groups of 7. 1 of the pupils will walk through 3 children on either side, facing each other. 1 side is the ‘good’ side and 1 side is the ‘bad’ side. As 1 pupil walks through the alley, the first pupil on the good side says something good about the world today, then the first pupil on the bad side says something bad about the world today and so on. This works best if the teacher models the work for the whole class, then sets up the groups. At the end of the alley, talk about this: is it a good world, or has it been spoiled? • In their groups, the pupils create a good and bad collage about the state of the Earth today. Talk about these in circle time and see what the class agree about. • Who can make the world more beautiful again? Think together about little actions that preserve the beauty of the earth. Think about why people who are Christians or Jews should care about the Earth, and why we should all care. Teach the Jewish concept of ‘Repairing the World’ – Tikkun Olam. It is our job to keep this home in order. • Loving the Earth: Ask children to think up ideas for a six+ point plan called ‘Loving the Earth’ in the groups they worked in. What plan should we all follow? What can children contribute? • Being thankful for the earth: tell the pupils that some Jewish people and Christians have a special time of year, and some special ways of being thankful, that these celebrations, called Harvest festivals, will be something we’ll find out about soon.	for the earth and identify actions that sow care for the planet (MOST PUPILS) I can recognise that some ways of behaving might spoil the earth (SOME PUPILS) I can recognise that a Christian might love the earth because s/he believes that God made it (SOME PUPILS) I can ask mysterious questions about caring for the earth and about God (SOME PUPILS)	link between belief and behaviour. Children will need to have this pointed out in various ways to make the harder idea clear!
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What do	Pupils will learn to show an awareness of stories	Discussing the mysterious questions: how, why and what for? Prepare the class for an active discussion lesson in which the big questions	I can name and recognise some	Formal assessment is
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people think about where the earth came from? What do we feel about the creation of the world?	of origins from some religious sources and traditions Identify and discuss any questions they may have about the stories, their meanings and the children's own ideas, including questions about God.	agreed at the start of the unit will be discussed in light of the evidence of what Christians believe, and the story of creation from Genesis 1. • They will have an opportunity to talk about their own feelings and thoughts about how the world was created. • This could run along the lines of a P4C 'community of enquiry' From a strong stimulus – story, video, music or art for example - pupils identify a question they want to discuss, and use the rules of 'P4C' to create a deeper discussion and fresh ideas. For details see www.sapere.org.uk • Encourage children to give opinions and ideas, then to back up these with reasons, or arguments. Encourage use of key words such as: why / how / because / what if / agree/ disagree. • Use speaking frames such as: ○ I agree ... because ○ I disagree ... because ○ I want to change my mind ... because ○ ... a good thing because ○ .. a bad thing because ○ I don't know because • At the end of the conversation, you might ask pupils all round the group (or in small groups with a 'writer' to catch the ideas) to say what they learned in RE in these lessons.	features of the story of creation (MOST PUPILS) I can recognise a Christian belief about God (MOST PUPILS) I can talk about questions to do with creation simply (MOST PUPILS) I can identify the importance of the story of Genesis for some people (SOME PUPILS)	not required in this unit – but teachers will gather much informal evidence of achievement from this activity. A record of the class's work may be useful.
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How do Jewish people and Christians say thank you for the Earth to God?	Pupils learn about Harvest Thanksgiving celebrations They consider how they might show they are thankful for the good things of the earth.	A Jewish Harvest Festival • Ask pupils to make a list of their favourite things from the natural world: favourite view, place, beach, tree, flower, fruit, bird, tame animal, wild animal, kind of weather, season of the year, water. This can be made into a list poem, like the song 'Wonderful World' • As Sukkot is a Jewish harvest festival, provide pupils with opportunities to think about fruit and vegetables and how they are harvested. Pupils can taste and look at different varieties of fruit and veg/ examine fruit and veg with magnifying glasses and describe what they see/ compare some fresh, tinned, frozen and dried examples. • Discuss pupils' experiences of growing plants. Have any grown flowers? Fruit? Vegetables? What did they do to help their plants grow? Explain that harvesting is when we gather and collect food. We often have to plant and grow the food before we can gather and collect it. Grow something to eat (e.g. cress / beans) and 'harvest' it. • Explain that Sukkot is a time when Jewish people think about all the food that has been harvested and thank God for it. Teach pupils about the Sukkah, an outdoor booth from where you can see the stars, where Jewish people live during the festival of Sukkot. It is a reminder of the ancient Hebrews spending 40 years living in the desert/ • Show pupils examples of greenery, images of fruit/veg growing, shiny stars and Sukkot cards, explaining that they are all linked to the festival of Sukkot. Pupils think, pair, share how the images of fruit and veg are linked to Sukkot. • Could pupils do a Forest School style den-making activity linked to the story of Sukkot? They will love it. Memorable RE is good, linking to the rich knowledge we want to teach. • Investigate ways that people can look after the world and think of good reasons they think this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and another Jewish celebration: Tu B'shevat (the new year for trees). Why should we take care of the earth? Why does it matter? Learning about Christian Harvest Thanksgivings: what happens and why? • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values the whole world and every person (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). Show children sentences from the Bible and talk about what they mean. Can children choose a sentence they like? • Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37). Consider the idea that we all have special gifts we can use to benefit others and to care for the earth. CONTINUED	I can name and recognise some features of Harvest Festival Celebrations in Jewish and Christian communities. (MOST PUPILS) I can recognise how Jewish and Christian people thank God for the Earth (Most pupils) I can respond sensitively to the idea of being thankful for the Earth for myself (Some pupils) I can use a growing knowledge of the religions to name and discuss key ideas (Some pupils)	'Wonderful World' by Stephen Fischbacher goes well with this work. See resources section above. Questions of wonder are a good way to get pupils thinking and talking. Make the 'I wonder...' statements, and give plenty of time for children to think and respond. Welcome all comments. Note that the Harvest Thanksgiving part of this work may replicate seasonal celebrations in school or in
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		• Ask the pupils to find out about Christian Harvest Festival celebrations – holding a celebration is the best way, but this can be done from simple information books or from video or web based sources – try www.request.org.uk A local example is always good as well. Some churches use their Harvest Festival donations in a local foodbank, or to help homeless people. • Give pupils six features of a Christian Harvest Festival service – a set of cards might work well. Giving food to people in need / singing hymns to praise God / having a thankful heart / getting together for praying and worshipping / noticing all the ways the earth is generous to the humans / making a pretty box of fruit to display in church. Talk about these six things, and make sure children understand them – can they put them in a ‘right order?’ • Ask pupils to think about which if the six actions is most important for a Christian, and why. Get them to choose one, and say why it would matter to a Christian. • Ask pupils to think about these questions of wonder: I wonder why it is important to say ‘thank you’. I wonder how God might feel about people who thank him for the Earth. I wonder if we do anything to show we are thankful for food and for the good Earth. I wonder if we can think of ways of caring for the earth. • Start to make a display to include children’s images and simple writing – labels, lists or captions are good – which gathers the learning about giving thanks for the earth onto a display board. Maybe every pupil can choose a picture of a fruit and choose three words to say what they love about the fruitful earth from a longer list to write onto the fruit they choose. Word might include: ‘I love our fruity world because it is: tasty / juicy / sweet / delicious / fruity / nice / good / easy to share...		churches – refer to these even if you are teaching this unit at a different time of year.
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What happens at the Sikh festival of Vaisakhi?	Pupils learn that Sikhs celebrate	• Teach about the Sikhi festival of Vaisakhi, which is – among other things – a spring harvest festival. Sikhs teach that God gives all that is good and when we meditate on his name we are blessed. • Find out about Vaisakhi and learn about the ways Sikhs honour the earth – e.g with vegetarian food, and by planting 1 million trees (the project is called EcoSikh – find it online). • Tell the story of Guru Nanak. One day when he was 16, his dad gave Nanak some money to go to market. Nanak’s dad said to him: ‘Do some buying and selling. Use money to make more money.’ Nanak looked at the money, there was a lot! He set off to walk to market, with two friends. What would you do to make money. On the way, Nanak and his friends met some poor people. They were thin and hungry. Nanak and his friends stopped to talk. The poor people were kind, but sad. Nanak had an idea. Can you guess what it was? Nanak went on to the market and bought food for the poor people. He chose milk, lovely bread and fruit. What would you have chosen? They shared all the food together in a big picnic. The poor people were very thankful to Nanak. How do you feel when you share? Everyone sang together after the feast, and then Nanak and his friends said goodbye and went home. Nanak’s dad came out and saw his son smiling and happy. I wonder what he thought had happened? ‘Did you have a good day selling?’ he asked. ‘Dad,’ said Nanak ‘it was perfect. I made no money, but fed a whole group of poor people.’ How do you think Guru Nanak’s dad felt? He was angry! But Nanak felt he had done the right thing. Later Guru Nanak said ‘Hungry mouths are God’s treasure chest.’ What do you think he meant? • At Vaisakhi, many Sikhs perform a charity action, giving hand fans, fresh water and seasonal fruit to people who need the gift. Can you see how this links up to the story? • In later units children will learn about the Free Kitchen at every Gurdwara. You might introduce the idea here. What links can children see between the story, the festival of Vaisakhi and the Guru’s teaching?	I can recognise a way in which Sikh people show generosity at Vaisakhi (Most pupils) I can respond sensitively to the idea of being thankful for the Earth for myself (Some pupils) I can use a growing knowledge of the religions to name and discuss key ideas (Some pupils)	Sikh religion can be studied in RE at KS1 where there are Sikh pupils in the class. The syllabus gives you flexibility to respond to your school’s demographics. YThis might be in addition to learning about Jewish stories and practice, or instead of this.
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Can we make a creative response to this work ourselves?	Pupils will use their own skills in art and RE to create a response to the work that they can be proud of, working co-operatively and creatively. Pupils' work retells the story, responding sensitively to questions in it.	Can we make a collage of creation and questions? Pupils create a collage / picture showing one day (the one they think would have been most amazing to see) in the creation story of Genesis 1. You might ask them 'which moment in the story do you think would have pleased the Creator most? What would God have been proud of? Choose four words that express their reaction to this part of the story. Give their picture a title, which is a question. Pupils consider the things they would like to say 'thank you' for in the natural world. How can they show that they are thankful? Responses might include religious and spiritual responses such as prayers or worshipping, but also practical ideas such as caring for animals and for the earth. Written outcome? If you want a written outcome from this work, then set up the class to write four sentences like these: • In the 'Creation Story' I think God would feel proud when He made... • I think we can be thankful for... • My favourite fruit in all the world is... because... • To care for the Earth better, we can all help by... These kind of writing activities use children's skills from the English curriculum, but are focused on thinking about the RE elements of learning. To extend this work, ask pupils in pairs to discuss what is important in their picture, how is this part of the creation story important to others, what does this picture make you feel? The pupils might use all the work in the class to make a creation story collage of questions and images.	I can remember a part of the story to use in my creative work (Most pupils) I can respond for myself to questions about the story of Genesis and the beauty of the earth (some pupils) I can write about the learning we have done using new vocabulary accurately (some pupils)	This work can show achievement in relation to both RE and art. There's a literacy dimension as well.
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