



TOPIC TITLE/SUBJECT: RE – Ideas about God, Ultimate Questions and Human Responsibility for the Environment

**Vocabulary**

ultimate	creation	Big Bang	diversity
census	environmental		ethical
moral	stewardship		Humanist
generations	pollution		responsible
guardian	global	karma	soul

**Skills**

**Ultimate questions**

- Present a range of views and answers to challenging questions about belonging, meaning and truth

**Human responsibility and values**

- Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.
- Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief

**What we already know**

**Year 3**

- Christians and Muslims believe that God wants us to take care of each other and the world

**Year 4**

- The difference between wrong and right

**Year 5**

- Judeo/Christian creation story
- A Christian understanding of responsibility in regards to God’s creations

**Application/ Outcomes**

Discuss the conflict between religion/science about Creation.

Consider a range of ultimate questions about the nature of God and religion itself.

Analyse local census data to understand the religious diversity of the local area

Introduce the idea of environmental ethics- discusses man’s impact on the environment and our right to do so.

Consider the beauty of nature in our world and what has been the cost of human development over time. Make a mini film.

Write a persuasive letter from the perspective of a forest animal about to have their habitat destroyed by humans.

Analyse/understand/compare the key teachings of Buddhists, Humanists, Christians and other world religions about caring for the environment

**Concepts**

- **Creation**
- **Religion and science**
- **Human responsibility**

**Other/Cross Curricular Links with English/Maths/Adaptation for SEND**

**ENGLISH** – Speaking and listening – discussing and justifying opinions, persuasive writing **IT**- mini films **MATHS**- graphs, %

**GEOGRAPHY**- global goals link

Differentiated activities for SEND where possible, peer support in group activities, teacher/adult support for some written activities, word mat to support vocabulary