**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 5**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 5.1 Gifts from God/ Creation | **Describe accurately and in detail the story of Creation and Fall from Genesis and show some understanding of both stories**  **Make links between the actions of the man and the woman (the Fall) and suffering in the world** | This expectation makes a link between the 7-9 and 9-11 phase. It uses the phrase ‘describe accurately and in detail’ to show that pupils are not required to retell both stories, but are required to use enough accurate detail from the stories to demonstrate they have some understanding of the text. It is most likely that work on creation and fall is done separately: firstly, work on the 7 day and the creation of human beings and then the Fall.  To meet the expectation pupils should be able to explore the text of the stories in a Bible or a bible story book. It is important that the pupils do not simply have the WTL textbook in front of them because the answers are in the textbook. However, if this is taught first using the textbook this expectation, or a part of it, could become an assessment task that is done later.  The pupils will be describing accurately and showing some understanding if they can make links between a passage (that they can use – not remember from a bible) and show what it tells us about God, His creation, and human beings, e.g. “Let us make man in our own image, in the likeness of ourselves…” (Gen. 1: 26) shows that we, of all the creatures God made, are not only really special but we have been made so that we can come to know and love God – right from the beginning it is God’s plan to bring us into friendship with Him. Another example could be how pupils show understanding of stewardship by linking it to parts of the text like Gen. 1:28 and Gen 2:15.  The teacher will need to think of some questions to guide pupil’s interpretation of the texts they are reading. Simple questions from earlier expectations will suffice like: What do we learn about God, about what God creates and about human beings from these two stories of creation? What is similar in the two stories? What is different?  The section on the Fall – Genesis 3 – is more difficult to understand. It would be fine to provide a summary of the story from the WTL pupil book before they read the story from a bible for themselves (old book pp. 12-13, new book pp. 11-12) but do not give them the ‘This story shows us that’ part at this stage. There will be many questions during and after the reading that should be explored.  The story of the Fall from paradise sets itself the task of attempting to explain the reasons for quite a few, but the key for pupils is twofold: *that God gave us freedom to choose, to think and to love*. We can choose and think different things and our friendship with God is always first an invitation to friendship. God calls us, like Jesus inviting people into the Kingdom, calling disciples, going out of his way to include others. God does not want to force us – you can’t be forced to love (even if the gospel of John calls it the ‘command to love one another’). *Secondly, the first man and woman misused their freedom*. The story, then, sets itself to explain why there is sin and suffering in the world – it’s the result of the misuse of our freedom and through that misuse our relationship with God and others is spoilt; our friendships break down and we put distance between ourselves and God as well as others. (Think here of the parable of the Forgiving Father and the distance the young son creates from his Father by going off to a foreign country).  Pupils can meet the second expectation by completing the first expectation in this unit. While it may be tempting to allow pupils to make links between the Fall and the sufferings mentioned in Gen. 3:14-19, (e.g. why the snake lost its legs and became a feared creature, labour pains, why people have to work hard to produce enough food) this would be to treat the story of creation and Fall as a scientific rather than theological account which would be a mistake. | What is similar in the two stories?  What is different?  What do we learn about God? What do we learn about what God creates?  What do we learn about human beings from these two stories of creation?  What happens in the story of the Fall?  Who are the main characters?  What role does the snake/serpent play?  Who do you think the snake is?  Describe the relationship between God and the man and woman before they ate the fruit?  Describe what life was like for the man and woman in the garden before they ate the fruit.  What parts of the story before the Fall show that the man and woman were free to do things – had freedom?  How did the man and woman misuse their freedom?  Actions have consequences: what does this mean?  What were the consequences of than man and woman’s disobedience?  What do we learn from the story of the Fall that is important today? |
|  | **Recognise different points of view about Creation and express their own point of view giving a reason for it and compare it with another point of view** | This is specifically tied to the first section of the new PB pp. 4-7 and is focused on the difference between scientific and theological truth.  However, pupils using the old book can still be prompted to give their view about Creation giving a reason why they think that and comparing in a pair/share or trio with their partner(s) | Why is the question, ‘How did the world begin?’ a scientific question?  Why is the question, ‘Who created the world?’ a theological or religious question?  Is the story of creation a scientific account of the creation of the world?  Give a reason why you say that?  Compare your answers. |
|  | **Make links between actions and texts to show how their behaviour towards the earth is affected by the story of Creation** | Pupils will be engaged on work on the meaning of stewardship and to meet this expectation will make links between their own examples of caring for the earth and biblical texts from the story of Creation. In using texts to make links pupils will demonstrate some understanding of how the aspects of the story of Creation affects or influences their behaviour. | How is your life shaped by the creation story into concern for the earth and the conservation of resources? |
|  | **Have a detailed knowledge and some understanding of the life and work of St Francis in relation to being the patron saint of ecology** | As well as using the textbook of the WTL pupils can access individual story books about St. Francis, but there are also websites like the two below that can be used as research tools.  https://www.learnreligions.com/saint-francis-assisi-sermon-to-birds-124321  https://www.franciscanmedia.org/saint-francis-and-the-birds/  Pupils will also need to have a copy of Francis’ ‘Canticle of the Sun’, especially the first eight verses.  Pupils will need to show not only a detailed knowledge of those aspects of St. Francis’ life and work that relate to conservation and animals, but will need to show some understanding of how this knowledge shows why he is the patron saint of ecologists and animals. What does St. Francis teach us about the world, and consequently, how we value it and treat it? | What do we learn about Francis from the story of the wolf and preaching to the birds?  What do we learn about God’s creatures from these stories?  What do we learn about our attitude towards God’s creatures?  Read the first eight verses of the Canticle of the Sun. What do we learn about God’s creation by Francis naming them ‘brother’ and ‘sister’?  Compare the Canticle with Psalm 148. What do you notice?  St. Francis sees God in everything, how could that shape the way you treat the world and everything in it? |
|  | **Begin to compare their own and other people’s responses to how we use our own gifts that God gave us, in light of the saints learned about** | The pupils have learned from the story of Creation and Fall that we have freedom to choose to act responsibly or irresponsibly (the WTL has co-creator and de-creators). The pupils have learned from St. Francis about the respect due to creation because he sees God in everything. Through reading about St Vincent de Paul they have learned that they have the power to bring joy or to cause hurt.  Pupils identify how they can use their own gifts (freedom, creative gifts) to care for the earth and each other in contrast to examples of de-creation in the textbooks or from their knowledge of what is happening to the environment etc. | How can you be a c0-creator?  What are your specific gifts, how can you use them to care for the earth and other people? |
|  | **Show some understanding of St Vincent de Paul’s and/or St Martin de Porres’ beliefs and life by making links between them (GD)** | Pupils working at greater depth in this unit will be able to research the lives of St. Vincent or St Martin de Porres and show a clear link between what they believe and the way they live. Pupils will move beyond simply matching a belief to a specific action and be able to draw wider conclusions about how belief shapes their life in a narrative account. | What were St. Vincent de Paul’s / St. Martin de Porres’ religious beliefs and how did they shape their life and work? |
|  | **Suggest responses to questions like, ‘Why does God allow us to suffer?’ and compare responses (GD)** | This question takes two teachings from the story of Creation and Fall 1. That we have been given freedom to choose good or ill and 2. That God is not responsible for evil and suffering in the world and pushes it further. It is a classic question that is usually part of what is called the problem of evil. God is not responsible for suffering, but God is all powerful, so He could get rid of evil, but he doesn’t – therefore he allows suffering to happen. Hence the question: ‘why does God allow us to suffer?’ This question has been asked recently in relation to the covid-19 virus. A response to the question about the virus mirrors the response to other sufferings: ‘*We do not know why God is* ***allowing*** *the coronavirus to infect people, make them sick and even kill people all over the world*. *God is a great big mystery, we don’t know what God is thinking, but we do know that God loves us all and that he is working to bring about his kingdom: when every tear will be wiped away and good will win through. This is the message God brings through his Son, Jesus.*  *Perhaps God wants us to reflect on how we live and act in the world. Perhaps things like this happen to stop us from thinking that we can control everything or stop us from thinking that we can simply do what we want without any consequences, and to help us think of better ways to live together.’* |  |