

Key end points for this multifaith unit, Creation Stories, are:

- To know there are different views of creation.
- To know some religious views of creation, have a creator/creators, and some do not.
- To know there are alternative and non-religious views of creation such as the big bang theory.
- There are some similarities and differences between views of creation

This multifaith unit helps children understand that there are different perspectives on creation. They will explore:

- Religious views that include a creator,
- Religious views that do not include a creator,
- Non-religious worldviews on how the universe began.

The unit builds on prior learning, connecting to the Wonderful World and Philosophy unit from Year 1. It will introduce Hinduism as part of religious perspectives on creation, preparing students for a deeper study of Hindu beliefs in Year 3 Spring A.

Additionally, children will begin learning about non-religious views, helping them understand that moral behavior and beliefs about the world are not limited to religious teachings. This idea will be revisited in Year 5 Summer B, focusing on Humanism.

Curriculum Connections

This unit links to other subjects in the primary knowledge curriculum:

- Year 2 Science – Astronomy, providing background for the Big Bang theory discussions.
- Year 3 History – Ancient Greece, introducing polytheism and philosophical questions.
- Year 5 & Year 6 – Prepares students for later Words of Wisdom and Philosophy & Ethics units.

In this unit, children will consider their own views on how the world was created.

Children will agree and disagree respectfully through:

- Reflection tasks
- Discussions
- Set activities

Teachers will support children in developing respectful responses, using sentence stems such as:

- “Personally, I believe...”
- “I am a ____, so I believe...”
- “I don’t believe that, but I understand that others do.”

It is important that children feel comfortable sharing their views while listening to others. Learning about different perspectives helps them recognize similarities and differences and builds respect and tolerance.

By practicing these skills, children will engage in meaningful discussions, learning how to express their ideas clearly while respecting others.

Lesson sequence:

In Lesson 1, we will look at creation as a concept. This will link directly to the year 1 summer B unit in which children will reflect on what an ideal world is. Here, children will be reintroduced to the idea that religion will often answer ‘big’ philosophical questions. In this lesson, the idea of a creator being responsible for creation will be understood as one perspective of creation, and children will understand that not everyone has the same view of creation, e.g. it does not always link to religion.

In lesson 2, the stories of creation that link closely to monotheistic religions, which were previously covered in key stage one, will be explored. Both Judaism and Christianity have the same view of how the world came to be, the idea of the world being **created by God in 6 days with a 7th rest day**. Islam has a similar perspective. However, the key difference between these is that the world is considered to be created in **6 stages**. These are stages, not days, as the concept of time for humans is not comparable to the concept of time for (God) Allah. In addition, creation happened in 6 stages, not 7, in Islam, as God is not considered to need rest. Tasks will examine the similarities and differences between these perspectives; teachers can adjust this using mind maps or tables. Teachers should teach ‘as a story’ when explaining the views of creation.

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In lesson 3, the Hindu perspective of creation will be covered. As children would not have explicitly covered Hinduism as a unit by this point, this perspective should be introduced as a different religious perspective. Teachers do not need to go in-depth about Hinduism, as this will be covered later in the year. Through the continuous visuals, children should have prior knowledge of Hinduism as a religion. In Hinduism, there is no one straightforward story of exact creation story; however, Brahman is the encompassing God. Brahma (creation), Vishnu (preserves), and Shiva (destruction) are considered to be part of Brahman, and these gods are responsible for the creation, destruction, and maintenance of the world. The key difference between Hinduism and the previous perspectives (monotheistic Abrahamic) is that the earth has no definite start or end point in Hinduism. This is a cyclical concept of reincarnation of creation.

In lesson 4, children will cover the Buddhist perspective of creation. Just like the previous lesson, Buddhism has yet to be covered in depth, but children will have a prior understanding of this from a religious perspective. This view of creation is a view that does **not have a creator**, this is the key difference between other perspectives. Buddhism shares a similar view to Hinduism in the sense that the world is considered to be continuously **reincarnated**. Tasks will compare this to different perspectives, and teachers can adjust this by creating tables or spider diagrams. Children should be able to express or write what many Buddhists do or don't believe.

In lesson 5, children will cover a non-religious or world-view perspective of creation. The Big Bang theory will be introduced in this lesson as a scientific view of creation. It is important that children are able to understand that the existence of the Big Bang theory doesn't necessarily disregard all religious views, as in some views, the Big Bang could have been caused by a creator. In general, the idea of the Big bang theory does not align with most religious perspectives that believe in a creator being responsible for creation. However, in Hinduism, it can be seen as a theory that can exist alongside the Hindu view of creation.

Lesson 6 will provide an opportunity for children to explain the different views on creation that they have studied. Teachers are encouraged to support children appropriately in this task, using scaffolds where useful.

Key concepts: creation, creator

Key terms: Big Bang theory, Islam, Judaism, Christianity, Hinduism, Buddhism