

## Unit 1.9 How should we care for others and the world?

This unit supports the principal aim of RE: **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 belief, reflecting on their own ideas and ways of living.**

<p><b>Step 1: Key question</b></p> <ul style="list-style-type: none"> <li>• Select a key question from p.38</li> <li>• Make sure that you can explain where this unit/question fits into key stage planning</li> </ul>	<p>This is one of three thematic units in Key stage 1. Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people. Throughout this unit, make connections with pupils' prior learning from earlier in the year: how does the concept of caring spring from the beliefs of Christian/Jewish and Muslim people studied? E.g. through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of <i>tzedakah</i> and Sukkot celebrations, pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity using art and music. It has been written for pupils in Year 2. If studying it with a different year group, this will need to be adapted. Previous encounters in FS e.g. F6 Which stories are special and why? will be built on as part of unit. Further learning will go on in thematic units in KS2 e.g. L2.12 How and why do people try to make the world a special place?</p>
<p><b>Step 2: Use learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils.</li> <li>• Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>
<p><b>Step 3: Select specific content</b></p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p>	<ul style="list-style-type: none"> <li>• Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people.</li> <li>• Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books</li> </ul>

<p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p> <p><b>NOTE: we have selected all the content here, but you don't need to cover everything – just ensure your pupils achieve the outcomes.</b></p>	<p>exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian 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 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).</p> <ul style="list-style-type: none"> <li>• Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</li> <li>• Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. <i>zakah</i> (almsgiving) in Islam; <i>tzedakah</i> (charity) in Judaism.</li> <li>• Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.</li> <li>• Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.</li> <li>• Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.</li> <li>• Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian 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). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. Make links with the Jewish idea of <i>tikkun olam</i> (repairing the world) and Tu B'shevat (new year for trees).</li> </ul>
<p><b>Step 4:</b> <b>Assessment: write specific pupil outcomes</b></p> <ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements</li> <li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to</li> </ul>	<p><b>I can... (Self-assessment)</b> <b>You can... (Teacher assessment)</b> <b>Can you...? (Next steps/challenge)</b></p> <p>...give an example of story that teaches about people being valued and/or unique</p> <p>...give an example of a key belief from Psalm 8</p> <p>...give an example of a key belief from the story of people bringing children to Jesus</p> <p>...give a simple account of the 7-day creation story from Genesis 1</p> <p>...say one thing Genesis 1 tells Christians and Jewish people about the natural world</p> <p>...give an example of how people care for others showing how it links to the good Samaritan</p>

<p>understand and do as a result of their learning.</p> <ul style="list-style-type: none"> <li>• These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li> </ul> <p>Selected examples given here.</p>	<p>... give an example of how people care for others showing how it links to the story of the four friends</p> <p>... give an example of how (insert name of person/charity studied) showed they care for other people and how it links to their beliefs</p> <p>...give a reason why Jewish people and/or Christian people might try to look after the natural world</p> <p>...give an example of a way Christians and/or Jewish people might look after the natural world</p> <p>.... give a good reason why non-religious and religious people care for others</p> <p>...give ideas about what difference believing in God makes to how people treat others</p> <p>... give good reasons why everyone should look after the natural world</p> <p>... give ideas about what difference believing in God makes to how people look after the natural world</p>
<p><b>Step 5: Develop teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>See examples of teaching and learning activities below</b></li> </ul> <p><b>Note:</b> This unit offers between 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in step 2 above. You can develop additional 'I can' statements as necessary for your own classroom.</p> <p>The unit is in 3 sections. The sections are approximately 2- 3 hours, so you will need to select rather than use everything.</p> <p>This unit is a thematic unit, comparing beliefs and practices from more than one faith tradition or belief. You should take time at the beginning and during this unit to remind pupils of what they learnt when they were studying the systematic (single-religion) units.</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> <b>These activities will help pupils to work towards achieving the following expected outcomes:</b>
<b>What do Christian, Jewish and non-religious people believe about caring for people?</b>	
<p><b>Is each person unique and important?</b></p> <ul style="list-style-type: none"> <li>Christians believe that each person is valuable and unique. Share the story of people bringing children to Jesus in <a href="#">Mark 10 v13-15</a>. You could also share what Jesus says in <a href="#">Matthew 6:26</a> about how people are more valuable than birds. <i>People brought their small children to Jesus so that he could lay his hands on them to bless them. But the followers told the people to stop bringing their children to him. Jesus saw what happened. He did not like his followers telling the children not to come. So he said to them, "Let the little children come to me. Don't stop them, because God's kingdom belongs to people who are like these little children".</i> Mark 10 v13-15 [Contemporary English Version] <i>Jesus said: I tell you not to worry about your life. Don't worry about having something to eat, drink, or wear. Isn't life more than food or clothing? Look at the birds in the sky! They don't plant or harvest. They don't even store grain in barns. Yet your Father in heaven takes care of them. Aren't you worth more than birds?</i> Matt 6:25-26 [CEV]</li> </ul> <p>Share one or both of the stories above. Ask pupils in a group to choose the most important message of the story and write it in one line to go on a poster in a church with a picture to illustrate it- explain it needs to remind the Christian children who see it about their beliefs.</p> <ul style="list-style-type: none"> <li>What do Jewish people believe? Psalm 8 is a song or poem written by David to praise God for the world and how everyone in it is special. See: <a href="http://www.psalmsforkids.com/psalm-8/">www.psalmsforkids.com/psalm-8/</a> and use some lines from it. Give one line to a pair of children and ask them to illustrate it or draw a symbol to show what David is saying about people or creation in Psalm 8. Bring them together to make an illustrated version of the psalm.</li> <li>Other religions and those who don't have religious beliefs also believe that all people are valuable and unique. Ask pupils to draw an outline of a person and inside draw some of the things that make people both valuable and unique. Ensure pupils focus on internal and external characteristics. (Some lesson suggestions of non-religious ideas about importance of people can be found at <a href="http://humanismforschools.org.uk/teaching-toolkits/">http://humanismforschools.org.uk/teaching-toolkits/</a>)</li> </ul> <p><b>As all people are valuable and unique how should we treat them?</b></p> <ul style="list-style-type: none"> <li>Ask children to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words? What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask children in</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> </ul> <p><b>Sample 'I can...' statements</b></p> <ul style="list-style-type: none"> <li>...give an example of story that teaches about people being valued and/or unique</li> <li>...give an example of a key belief from Psalm 8</li> <li>...give an example of a key belief from the story of</li> </ul>

pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed? Expect this to be fun!

- Play the track 'You are a Star' from the Fischy Music CD 'Build Up'. You can also here a taster of it here [www.fischy.com/songs/you-are-a-star/](http://www.fischy.com/songs/you-are-a-star/)

It includes these words:

*"Too young, too old, too weird, too slow,  
Everybody's saying, everybody's saying  
Too square, too small, too posh, too tall,  
Everybody's saying, everybody's saying  
But who do you listen to  
Cause after all I'm telling you  
You are a star, just the way you are"*

- Talk about this song, and about the caring and unkind things that it makes the children think about. Discuss why music can sometimes cheer us, especially if it shows us that people care for us. Get pupils to work in groups to add an extra verse.
- Ask pupils to think whether a world without caring would be a sad place, and if so, to say why. Is caring for others a gift, or a talent, something everyone can enjoy or do?

#### **Who cares? Who should care?**

- Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Ask the pupils for examples they have seen around the school. Discuss characters from a story you have read in class that shows caring e.g. the Rainbow Fish.
- Talk to the pupils about next-door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours?
- Tell Jesus' story of the Good Samaritan, in an exciting way. (Luke 10:25-37). Ask pupils if they were acting in a play of this story, who would they like to be? Tell pupils that the Samaritans were enemies of the Jewish people, and so the Samaritan would have been the last person they would expect to help! Ask why Jesus told this story, and why he used the Samaritan as his example. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the pupils that the robbers were 'baddies' but the people who passed by were almost as bad! Who do the pupils think is a neighbour?
- Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, two pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different – and is not expected to help (older / from another class / opposite sex ) but helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently?

people bringing children to Jesus

...give an example of a key belief from a Christian text or story about the value of people

...give an example of how people care for others showing how it links to the good Samaritan/the story of the four friends/the story of Jesus' special friends

- Share other stories such as when four friends take the paralysed man to Jesus ([Luke 5:17-26](#)), and the account of Jesus' special friends – or disciples in [Luke 5:1-11](#). What do these stories show that Christians believe Jesus thought about caring?

**Resources:** Use [www.biblegateway.com](http://www.biblegateway.com) to search for texts. You can use different translations too. The International Children's Bible is very good; the Contemporary English Version, the Common English Bible and the New Century Version are lively and accessible new translations. The 'God's Word' version is also clear and straightforward.

**Singing and building up other people: can anyone care like this?**

- Play pupils the song 'Build Up' (a taster can be found at [www.fischy.com/songs/](http://www.fischy.com/songs/), with a live video version at [www.youtube.com/watch?v=7nir\\_CJH2Bc](http://www.youtube.com/watch?v=7nir_CJH2Bc). The song is also published in 'Big Big Questions' from RE Today). Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these:

*Every word you say, every game you play*

*Every silly face, every single place*

*You can build up Or [1! 2! 3! 4! 5!] You can tear down*

*Build up one another,*

*Build up your sisters and brothers*

*Build up one another! Build Up!*

- Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up'? Or five people who show they care by building them up? Or five things they could do to build up other people this week?

**Questions of Wonder: "I wonder what Jesus would think of our song?"**

- Can pupils suggest any links or connections between the story of the Good Samaritan and the song 'Build Up'? Give them time and space to work out the connections and ask careful questions about their responses to deepen learning.

## Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

### LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

### How do some religious and non-religious people show that they care for people?

#### Looking after those who need help: *Tzedekah*

- Psalm 8 made it clear that people are unique and valuable. *Tzedekah* is the Jewish idea of charitable giving to those who need help. For Jewish people this is part of making the world a better place, fairer and more just. For Jewish people this is following the teaching of God;
 

*For there will never cease to be needy ones from the midst of the land, which is why I command you: open your hand to your fellow, to your poor and your needy in your land.* Deuteronomy 15:11
- Ask pupils to think about the 'land' you live in, your village, town or city and the wider country and world. Who might the Jewish community notice that needs help? What help might they be able to offer?
- In Unit 1.7 *Who is Jewish and how do they live?* pupils have studied the Jewish festival of Sukkot. During this festival Jewish people create a booth and spend time living outside to remember the Israelites' escape from Egypt and their dependence on God as they made their way through the desert. Many people believe the festival of Sukkot is a time to remember those who are poor by giving meals and shelter and donating money (*tzedekah*). The Etrog (Citron fruit) and the Lulav (three types of bound leaves – traditionally myrtle, willow and palm) are shaken together in all directions to symbolise sweetness and goodness.
- Give each pupil an outline of a citrus fruit (e.g. lemon) and a leaf. Ask them to write on the lemon some people that Jewish people might want to help at Sukkot and how they might help. Ask them to write on the leaf what Jewish people think God teaches about caring for others. Give pupils suitable sentence starters according to their ability.
- Shake the Etrog and Lulav and shout out who Jewish people might help. Information on Sukkot and *Tzedekah* can be found at <http://tzedek.org.uk/how-we-work/resources-2/>

#### Stories of inspiring people who cared for others: encouraging each other to care.

- Use a story of Mother Teresa, Doctor Barnardo (or a similar famous or a local person). Additionally, you could study the work of a religious charity (e.g. CAFOD or Tzedek) or a non-religious charity (e.g. Water Aid or Oxfam) to illustrate how some people have shown their care to people in a very specific way. These are stories of people/charities who cared in exceptional ways, and were/are good at helping others to care too. Make sure you bring out that it was their beliefs that inspired them to do the things they did. They were great encouragers. Ask the pupils who has encouraged them today? Who have they encouraged?

#### Make sense of belief:

- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

#### Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories

#### Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

#### Sample 'I can...' statements

...give an example of the Jewish key belief that leads to *Tzedekah*

The story of Mother Teresa can be found at [www.loyolapress.com/saints-stories-for-kids.htm?clid=77288](http://www.loyolapress.com/saints-stories-for-kids.htm?clid=77288) story of the life of Dr Barnardo <http://request.org.uk/people/significant-people/thomas-barnardo/> and a 10 minute film that you may want to watch with pupils (watch it for yourself first, to judge its suitability) [www.bbc.co.uk/programmes/p015jf2y](http://www.bbc.co.uk/programmes/p015jf2y)

- Pupils could act out the story or make a poster to inspire others to follow the ideas of the person and /or charity studied. Make sure the work shows the link between the work that the person or charity does and their beliefs
- Pupils could talk about what it might be like to do a 'job' like that. Would they like to help someone being sick or dying or smelly and dirty? Why do people who care choose jobs like these?

#### **Following the Golden rule: A rule for religious and non-religious people**

- Prepare a golden box. In the golden box place a scroll on which you have written the Golden Rule: 'Treat other people as you would like them to treat you.' With suitable drama, share with the pupils that there is one rule that both non-religious people and religious people share; some say it is the most important rule. Reveal and read the scroll.
- Discuss with the pupils what the rule means and what life would be like if people followed the rule.
- In 2014 the NATRE Spirited Arts competition had 'The Golden Rule' as a category. Share with pupils some of the entries at [www.natre.org.uk/about-natre/projects/spirited-arts](http://www.natre.org.uk/about-natre/projects/spirited-arts) - [here](#) for the 2014 winners. Set the pupils an artistic challenge. Can they create a picture that shows the Golden Rule being followed and either write or explain what their picture is about? You could have a mini class competition, or alternatively create a group artistic representation of the Golden Rule.
- Ask the pupils to act out some scenes where people do not obey the Golden Rule:
  - Someone has some sweets (or fruit, for healthier eating...) and refuses to share.
  - Someone pushes others out of the way to get to the front of the queue.
  - Some children whisper about another child and laugh about her.
  - A child leaves all his stuff on the living room floor for his mum to clear up.

How do they feel when they are not treated fairly? What would be different if everyone obeyed the Golden rule?

#### **What can we do?**

- Having studied the teachings of two religions and non- religious people on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.

....give an example of how Jewish people show they care at Sukkot and how it links to their beliefs  
 ... give an example of how (insert name of person studied) showed they care for other people and how it links to their beliefs  
 ... give an example of how (insert name of charity studied) showed they care for other people and how it links to their beliefs  
 .... give a good reason why non-religious and religious people care for others  
 ...give ideas about what difference believing in God makes to how people treat others

## Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

## LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

### What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?

- Pose the question: how do we find out what Christians believe about the world creation of the world? Answer: by, for example, asking them questions, 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. This could run over two or more lessons, for example:
  1. a simple evocative telling, such as Steve Turner’s poem ‘In the Beginning’ (in book form and as a poem) (Lion)
  2. a more developed story, as in Bob Hartman’s Lion Storyteller Bible,
  3. an accurate Bible text appropriate for your class, see [www.biblegateway.com](http://www.biblegateway.com) and select from the translations available, e.g. NIV, NIRV, NLT.
- Explain that some Christian people believe this is an accurate description of how the world began but many more Christians see these accounts as more like poetic or symbolic accounts. The chapter says what God is like and what his relationship is with the natural world – the Creator who is ultimately responsible for everything, including people and all other creatures, and keeps his creation going. Point out that for Christians and Jews it is the start of a very long story about God’s relationship with humanity.

#### 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 art that explores the ‘seven days’ of creation. Read the text with pupils and for each picture ask the big, 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 mysterious, ‘wow’ or beautiful in nature.
- Why do they think Christians and Jewish people thank God for the earth and all its creatures?

#### We have spoiled God’s good earth’. What might this idea mean to Christians?

- “God saw everything that had been made and it was good” [Genesis]. This assumes an accurate translation has been explored and the key point raised. 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, it is worth exploring pupils.

#### Make sense of belief:

- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

#### Understand the impact:

- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

#### Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

- If God looked now at the world he made now, would he still feel the same? Brainstorm in groups.
- Set up Conscience alley: put pupils in groups of seven. One of the pupils will walk through three children on either side, facing each other. One side is the 'good' side and one side is the 'bad' side. As one 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.
- 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 should care about the earth, and why we should all care.
- You could study one of the Christian Charities that focus on looking after the natural world e.g. A Rocha, Operation Noah, Forest church <https://request.org.uk/people/organisations/a-rocha-a-christian-environmental-charity/>

#### The world is broken: What might this idea mean to Jewish people?

- Explore the account of Adam and Eve in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Ask pupils to draw images to show how humans might treat the world.
- Explain to pupils that Jewish teaching includes a phrase, *tikkun olam* which means to heal or mend the world. It is one of the duties of being Jewish. Remind the pupils of the ideas of who Jewish people might help in the 'broken world' in the learning on *Tzedekah*
- Share information about the festival of Tu B'shevat (new year for trees). Share this story  
*A wise rabbi was walking along a road when he saw a man planning a tree. The rabbi asked him, 'how many years will it take for this tree to bear fruit?'*  
*The man answered that it would take seventy years. The rabbi asked, 'Are you so fit and strong that you expect to live that long and eat its fruit?' The man answered, 'I found a fruitful world because my forefathers planted for me. So, I will do the same for my children.'* *The Midrash*

**Resources:** Excellent and extensive resources from Tzedek about Tu B'shevat: <http://tzedek.org.uk/how-we-work/resources-2/> Ideas and resources on exploring *tikkun olam* and Tu B'shevat with older KS1 pupils can be found in [RE Ideas: Fairness and Justice](#), ed. Fiona Moss, RE Today 2015

#### So, how should we treat people and the world?

Ask the pupils to create something; a poem, some writing a poster, drama or art to answer the unit question

#### Sample 'I can...' statements

...give a simple account of the 7-day creation story from Genesis 1

...say one thing Genesis 1 tells Christians and Jewish people about the natural world

...give a reason why Jewish people and/or Christian people might try to look after the natural world

...give an example of a way Christians and/or Jewish people might look after the natural world

...give good reasons why everyone should look after the natural world

... give ideas about what difference believing in God makes to how people look after the natural world