


Creation and Covenant

Year 3

| Creation and Covenant | | | |
|--|-------------------|---|--|
| <p>Hear: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Gen 2:3). • That the Church teaches that 'Creation is the common work of the Holy Trinity'. By the end of this unit of study pupils will have encountered the following key texts: • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88 | <p>Understand</p> | <div data-bbox="965 209 1070 320" data-label="Image"> </div> <p>By the end of this unit of study, pupils will be able to: Revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.</p> <p>Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. (RVE)</p> <p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)</p> <p>Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today (LS 88 on 'ecological virtues'). (RVE)</p> <p>Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE)</p> | |
| <p>Believe: By the end of this unit of study pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2). • That all human beings are made in God's image and all people have dignity and are created equal. | <p>Discern</p> | <div data-bbox="965 1082 1039 1157" data-label="Image"> </div> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through: Imagining how caring for the world could change the world for the better.</p> | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. | | <p>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE)</p> <p>Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). (RVE)</p> <p>Wondering why the author of the first story of Creation suggests a holy day. (RVE)</p> |
| <p>Celebrate: By the end of this unit of study pupils will know:</p> <ul style="list-style-type: none"> • Extracts from a psalm of Creation. • How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si') | | <p>Respond</p> <p> During this unit of study, pupils will be invited to respond to their learning for example by:</p> <p>Making connections between experiences where people have not been treated equally and how this felt. (RVE)</p> <p>Spending time wondering about the blessings of Creation in their own lives. (RVE)</p> <p>Reflecting on the prayerful words studied that give thanks for Creation. (RVE)</p> |
| <p>Key Vocabulary:</p> <p>Genesis Poetry Creator image and likeness dignity equality</p> | | |