

Year Group 6	Worldview: Christianity
Strand:	Reality and Truth
Key Question:	How do people make valid judgements about how and why the world is as it is?
Focus of study:	Consider the different types of questions that science and religion ask and seek to answer.
Background information for teachers:	
<p>How do people make judgements about the world? Many Christians turn to scripture, tradition, and reason to help them; the approach of science is usually observation, experience, and experiment. In this unit pupils will explore whether these approaches are mutually exclusive, or whether they have more in common that may at first appear. Discuss what is meant by 'true', and explore how people reach their opinion, and how this reflects their worldview and is in turn influenced by their worldview.</p> <p>There are two contexts in which these ideas can be explored here. The first is that of the nature of the world. Was it created or an accident of nature? Does the natural world reveal the character of God? Does understanding the way the world works support the idea of a divine creator or disprove it?</p> <p>The second context is human nature and the questions of why people are the way they are. The kinds of questions that are being asked here are the same as have been asked by philosophers for many centuries. Are humans free or are they machines? Where does our sense of right and wrong come from? Why do people do bad things?</p> <p>Even within Christianity there are differences of opinion about the answers to these questions, as much depends on how Biblical texts are interpreted. Some Christians believe that the text of Genesis 1 is literally true and that the earth is only a few thousand years old. God created it in six days of 24 hours. This view dismisses the scientific accounts of the Big Bang and Darwinism, because they cannot both be true. Other Christians (probably the majority in the Western Church) reject the idea that the purpose of the text is to give a scientific description at all. Some Christians see it as communicating a message about the nature of God as Creator (inspire worship and awe) rather than the mechanism of creation. They might look at the text of Genesis 1 and see the patterns across the days and the poetic language. The first three days create a setting, and the next three populate the settings in the same order. Day 1 (Light, dark) and Day 4 (sun, moon, and stars) Day 2 (heavens/skies and water) and Day 5 (fish and birds) and Day 3 (land and plants) and Day 6 (animals and people). Consider what these patterns might suggest about the purpose of the text. Genesis 1 is also not the only creation story in the Bible – Genesis 2 tells the story in a different way. It is worth considering why there are two versions, and what the differences communicate to the hearers and readers.</p> <p>Other texts which deal with the topic of the created world are Psalm 8, Psalm 19 and 104. Any of these could be explored with pupils.</p> <p>The nature of humankind is also explored in the Bible, both through explicit texts that describe human behaviour and through the stories about people and the good and bad things that they do. Genesis, Proverbs, Job and the Psalms all have much to say about human nature. Genesis 1: 26 – humans made in the image of God; Job 14:1: - the brevity of human life, Psalm 1:1 – humans needing to walk in step with God and avoid wickedness. What do these passages say about humanity? Romans 2: 12-16, Job 4:18-21, Job 32:8, Psalm 139 are some examples that begin to unpick what the Bible says about people.</p> <p>The approaches of science, observation and experiment, should be explored too. How do scientists find out about the world, and humanity?</p> <p>Rather than seeing scientific accounts and the Bible as being in conflict, there are many Christians who see them as complementary. Science addresses the HOW questions about the universe and Christian belief in a Creator God the WHY questions: why is there a universe at all? Why do human beings matter?</p> <p>For many Christians it is the belief in a created and ordered world that has been the catalyst for scientific study. Does understanding the created world lead to greater understanding of the one who created it? There are many Christians who are also scientists (or are they scientists who are also Christians?) How do they hold these ideas in tension. <a href="#">The Faraday Institute for Science and Religion</a> has information and videos that may be helpful on this as background for teachers.</p>	
Prior learning:	Christians believe God created the universe. All creation is important to God.

	<p>God’s character is reflected in the beauty of the world.                  Different Christians have different ideas about what the Bible teaches.                  Ask questions about stories from the Bible.                  Ask questions about whether it matter if stories are true.                  How to live a good life and what people’s motivations are.</p>
Building Blocks:	<p>Scientists and Christians put forward hypotheses about how and why the world is at it is.                  Some of these can be tested scientifically.                  Science and Christianity are not always seeking to answer the same questions.                  Many Christians believe that the knowledge discovered by scientists helps them to understand God.</p>
Outcomes:	<p>Pupils can identify and organise knowledge into one of categories, such as explained by faith, explained by science, explained by neither.                  Ask questions about how the earth was made and/or about humanity.                  Evaluate whether these questions can be answered by faith or science.                  Identify some of the issues faced and addressed by scientists who are Christians.</p>
Resources:	<p><a href="https://www.youtube.com/watch?v=u1Yyfhqcf5w">https://www.youtube.com/watch?v=u1Yyfhqcf5w</a> – virtual creation of the universe in 4 minutes.  <a href="https://www.youtube.com/watch?v=cstDniigA-w">https://www.youtube.com/watch?v=cstDniigA-w</a>  <a href="https://www.youtube.com/watch?v=I26DZMxas9c">https://www.youtube.com/watch?v=I26DZMxas9c</a>  <a href="https://www.denisonforum.org/current-events/science-technology/8-modern-day-christian-scientists-you-need-to-know/">https://www.denisonforum.org/current-events/science-technology/8-modern-day-christian-scientists-you-need-to-know/</a>  <a href="https://www.faradaykids.com/resources/">https://www.faradaykids.com/resources/</a> - useful list of child friendly resources on a range of scientific and religious topics  <a href="https://www.faradaykids.com/experts/">https://www.faradaykids.com/experts/</a> - information and some video clips about scientists who are also Christians from a range of fields.</p>
Engagement:	
<p><b>Lesson 1: Is your knowledge of the world explained by faith or science?</b>                  Prior Learning: What do you know about the world?                  Write down on post-it notes what pupils know about the world.                  Is your knowledge explained through faith or science? Sort your knowledge into one of 3 categories (titles written somewhere in the classroom):</p> <ul style="list-style-type: none"> <li>• Explained by faith,</li> <li>• Explained by science,</li> <li>• Explained by neither.</li> </ul> <p>What kind of questions do you want to ask about the world? Do other people ask these kinds of questions?                  Consider the different approaches that Christians and scientists might take to answer these questions.                  Establish scientific and faith approaches, such as reading sacred texts, interpretations, experiment, raising hypotheses, observation etc. Maybe a Venn diagram to sort the approaches into science and faith categories.                  Reflection:  <b><i>Genesis explores why the universe and life exists. Science explores how the universe works the way it does.</i></b> Use your knowledge from today- do you agree or disagree with this statement? Why?</p>	
Enquire and Explore:	
<p><b>Lesson 2: To recall the Christian Creation Story</b>                  Prior Learning: what can you remember about this story? Do you know which part of the Bible it is in?  <a href="https://www.youtube.com/watch?v=cstDniigA-w">https://www.youtube.com/watch?v=cstDniigA-w</a>                  Link to the creation story.                  Task: Summarise key details of The Creation Story in seven words. Share and justify your choices.  <a href="https://www.youtube.com/watch?v=I26DZMxas9c">https://www.youtube.com/watch?v=I26DZMxas9c</a>                  Link to the creation of Earth, a scientific explanation.                  Task: Summarise key details of the video in seven words. Share and justify your choices.</p>	

Now that we understand the different stories behind the Earth's creation, what questions can we ask about how the earth was made? Which of these can be answered by The Creation Story? Which can be answered by the scientific explanation?

Are there any that both versions can explain? Why? How can this be possible?

Lesson 3: **To research scientists who are Christian.**

Prior Learning: Does someone's faith influence their work? Discuss?

<https://www.denisonforum.org/current-events/science-technology/8-modern-day-christian-scientists-you-need-to-know/>

Link to a site with Christian scientists e.g., Medical, physics... Choose as appropriate- pupils to discuss in groups how far the faith of these scientists impacts their work. Will there be things they are better at because of their faith? Will there be things that they don't work on due to their faith? For example, does their faith give them personality traits to strengthen their professional resolve?

Throughout history, there are many scientists who were also Christian.

[34 Great Scientists Who Were Committed Christians \(famousscientists.org\)](https://www.famousscientists.org/34-great-scientists-who-were-committed-christians/)

<https://www.faradaykids.com/experts/> - information and some video clips about scientists who are also Christians from a range of fields.

Task: What drives a scientist, who is also Christian, in their profession?

Lesson 4: **To reflect on human influence on the world from faith and science perspectives.**

Look at Psalm 8:

Lord, our Lord,  
how majestic is your name in the whole earth!  
You have made your glory  
higher than the heavens.

2 You have made sure that children  
and infants praise you.  
You have done it because of your enemies.  
You have done it to put a stop to their talk.

3 I think about the heavens.  
I think about what your fingers have created.  
I think about the moon and stars  
that you have set in place.

4 What is a human being that you think about him?  
What is a son of man that you take care of him?

5 You made him a little lower than the heavenly beings.  
You placed on him a crown of glory and honour.

6 You made human beings the rulers over all that your hands have created.  
You put everything under their control.

7 They rule over all flocks and herds  
and over the wild animals.

8 They rule over the birds of the air  
and over the fish in the ocean.  
They rule over everything that swims in the oceans.

9 Lord, our Lord,  
how majestic is your name in the whole earth!

As a class discuss the theme of the psalm. What qualities does it show God to have? How does it show God's opinion of humanity? What is God asking humans to do? Explore some other Biblical texts about humanity, e.g., Psalm 139.

Divide the psalm as you see fit and illustrate the message it teaches. Use a range of artistic media.

Alternatively, consider composing a psalm either from a Christian or a scientific point of view.

Evaluate:

<p><b>Lesson 5: Science and Faith - conflicting or complementary?</b>                  Prior learning: As a class recap and list areas of learning that will help you to debate the question, demonstrating your understanding of Scientific and faith explanations of the world.                  -creation                  -creator                  -scientific theory                  -scientific creation of the world (cosmology)                  -evolution                  -any others that link/relate to learning or knowledge of cohort                  Task: Plan a debate - one side argues that science and religion are in conflict, the other that science and religion complement our understanding of the earth, it's creation and how it should be cared for.</p>	
Reflect and communicate:	
<p><b>Lesson 6 Debate: Science and Faith - conflicting or complementary?</b>                  Revisit the questions that the pupils created at the start of the unit.                  Individual reflection- What do you think? Science and Faith conflicting or complementary?</p>	
Assessment opportunities:	Sorting and identifying the kinds of questions asked by faith and science. Responding to in art or poetry to the psalm. Discussion, debate and personal reflection.
Notes	