Heene Church of England (Aided) Primary School
'Learning together, loving others, guided by God'

Subject: RE Topic: Creation and Science – Conflicting and Complimentary? Year Group: 5

What I should already know:

- Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.
- Offer suggestions about what the story of Adam and Eve might show about human nature and how to act and recount how humans spoiled their friendship with God – The Fall
- The Bible shows that God wants to help people to be close to him
- Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness
- He keeps his relationship with them and gives them guidelines on how to live – Ten Commandments
- Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave

Vocabulary:

Big Bang – an explanation of the event that is believed to have led to the Creation of the universe
Evolution – the change in the characteristics of a species over several generations –relies on the process of natural selection
Scientific – an explanation of a natural phenomenon based on science
Religious – linked to or believing in religion
Interpret – to give meaning to
Literal - taking something at face value
Figurative - not to be taken literally - it conveys meaning and a message rather than a true event
Complementary belief- two different interpretations of an idea can work together - science and religion

What I will know by the end of the unit:

Outline the importance of Creation on the timeline of the 'big story' of the Bible.
Identify what type of text some Christians say Genesis 1 is, and its purpose.
Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
Make clear connections between Genesis 1 and Christian belief about God as Creator
Show understanding of why many Christians find science and faith go together.
Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Interpreting Genesis 1:1-2:3

What Christians say:

- **Christians have different views on the Creation story**
- **Some see it as an historical account with literal detail**
- **They do not believe that scientific accounts are true and that the universe is 10,000 years old**
- **Some see Genesis 1 as an historical account, but not a literal one**
- **Genesis 1 does not take place over days – a day represents a long period of time**
- **Some Christians do not believe the account to be factual in any way, rather as mythical accounts with some explanation about what it means to be human**
- **Many Christians are in the middle, arguing that Genesis speaks truth about humanity *as created and dependent, as imperfect but full of potential and in an ongoing relationship with a Creator God***
- **The text is poetic in form eg…and it was good, God, Earth**
- **and the writers could never have known about dinosaurs**
- **They look at what our response to Creation should be – what it tells us – how it makes us feel**

What Science says:

- **Cosmology includes the study of the origins of the universe — the 'big bang' theory is the dominant current model.**
- **The scientific approach allows for new discoveries to improve or even replace models, as our understanding of the universe increases.**
- **Evolution is the current (and well-accepted) model of how life developed from simple origins, based on certain features:**
- **1. random genetic change (occurring mainly through mutation, sometimes through random genetic drift)**
- **2. natural selection (in competition for scarce resources, those species best adapted to their environment will survive)**
- **3. self-replication (genetic structures are passed on to offspring; genetic structures that provide competitive advantages survive to be passed on). Pupils will be exploring the theory of evolution in Science**