

# In God's Name

A Resource for Religious Education in Catholic Primary Schools

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## EYFS

'In the Beginning'

### RED Branch 1 - Creation and Covenant

Autumn 1

This resource is intended as the first resource for the Autumn Term. It teaches all the content mandated for the EYFS in Branch 1 with its focus on the Gospel of Luke, and so this content could be taught every year. However, if schools wish to synchronise with the rest of the school during Year A (the Gospel of Matthew) and Year B (the Gospel of Mark) alternative content has been provided at the end of the resource. Simply swap any reference to Luke with its equivalent in Matthew or Mark, as indicated.

Schools are reminded that this framework is an exemplar resource that models the linear teaching of content taken from the RED. As always, you are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit your own school situation.

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<sup>1</sup> I need to acknowledge and give credit to the wonderful EYFS colleagues who helped to finish this: Louise Ahmet, Lorna Fenwick, Sean Murphy, Jemma Ayton and Louise McAndrew. Thank you!!!

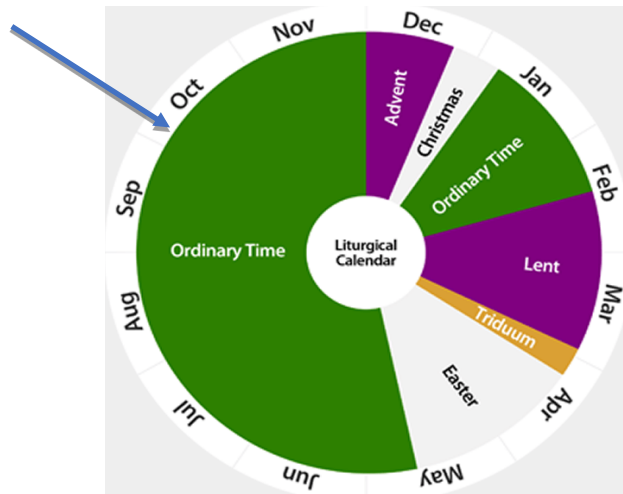
# In the Beginning

In a nutshell!

## The content areas:

- The Sign of the Cross (Hear Lens)
- Genesis 1 (Hear Lens)
- Laudato Si (Hear Lens)
- We care for creation (Celebrate Lens)
- We care for each other (Live Lens)

We are at the very end of the last Liturgical year – the beginning of a new academic year. !



**Catholics believe (Believe Lens) that each one of us is precious, worthy and valuable - simply by our existence. We do nothing to earn this worth, it comes given as a gift of the phrase 'made in the image of God', found in Genesis 1: 26-27. This belief is the foundation of Catholic Social teaching. However, tied to care for all people is care for the earth..the place where not only God works, but works for the good of all creation.**

# KEY INFORMATION for TEACHERS

## The Scripture Passages

This branch has a scripture passage and a Church document for study. The Scripture passage is the first creation account – a perfect inclusion in the Branch Creation to Covenant.

### The first Creation account. Genesis 1:1-2:4a

1 When God began to create the heavens and the earth, 2 the earth was complete chaos, and darkness covered the face of the deep, while a wind from God[b] swept over the face of the waters. 3 Then God said, “Let there be light,” and there was light. 4 And God saw that the light was good, and God separated the light from the darkness. 5 God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day.

6 **And God said, “Let there be a dome in the midst of the waters, and let it separate the waters from the waters.”** 7 So God made the dome and separated the waters that were under the dome from the waters that were above the dome. **And it was so.** 8 God called the dome Sky. **And there was evening and there was morning, the second day.**

9 **And God said, “Let the waters under the sky be gathered together into one place, and let the dry land appear.” And it was so.** 10 God called the dry land Earth, and the waters that were gathered together he called Seas. **And God saw that it was good.** 11 **Then God said, “Let the earth put forth vegetation: plants yielding seed and fruit trees of every kind on earth that bear fruit with the seed in it.” And it was so.** 12 The earth brought forth vegetation: plants yielding seed of every kind and trees of every kind bearing fruit with the seed in it. And God saw that it was good. 13 **And there was evening and there was morning, the third day.**

14 And God said, “Let there be lights in the dome of the sky to separate the day from the night, and let them be for signs and for seasons and for days and years, 15 and let them be lights in the dome of the sky to give light upon the earth.” And it was so. 16 God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars. 17 God set them in the dome of the sky to give light upon the earth, 18 to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. 19 And there was evening and there was morning, the fourth day.

20 And God said, “Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky.” 21 So God created the great sea monsters and every living creature that moves, of every kind, with which the waters swarm and every winged bird of every kind. And God saw that it was good. 22 God blessed them, saying, “Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth.” 23 And there was evening and there was morning, the fifth day.

24 And God said, "Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of the earth of every kind." And it was so. 25 God made the wild animals of the earth of every kind and the cattle of every kind and everything that creeps upon the ground of every kind. And God saw that it was good.

26 Then God said, "Let us make humans[c] in our image, according to our likeness, and let them have dominion over the fish of the sea and over the birds of the air and over the cattle and over all the wild animals of the earth[d] and over every creeping thing that creeps upon the earth."

27 So God created humans[e] in his image,  
in the image of God he created them;[f]  
male and female he created them.

28 God blessed them, and God said to them, "Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth." 29 God said, "See, I have given you every plant yielding seed that is upon the face of all the earth and every tree with seed in its fruit; you shall have them for food. 30 And to every beast of the earth and to every bird of the air and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food." And it was so. 31 God saw everything that he had made, and indeed, it was very good. And there was evening and there was morning, the sixth day.

2 Thus the heavens and the earth were finished and all their multitude. 2 On the sixth[a] day God finished the work that he had done, and he rested on the seventh day from all the work that he had done. 3 So God blessed the seventh day and hallowed it, because on it God rested from all the work that he had done in creation.

### **Further information:**

#### **Is Genesis science? Definitely not!**

In 1893, Pope Leo XIII called those who use scripture to argue with science as foolish: No discrepancy between theologians and scientists was possible 'as long as each confines himself[sic] within his own lines'(PD 18).

In 1986, before becoming Pope Benedict XVI, then Cardinal Ratzinger said 'We cannot say: creation or evolution, inasmuch as these two things respond to two different realities. The story of the dust of the earth and the breath of God, [found in the Bible], does not in fact explain how human persons come to be but rather what they are. It explains their inmost origin and casts light on the project that they are. And, vice versa, the theory of evolution seeks to understand and describe biological developments. But in so doing it cannot explain where the 'project' of human persons comes from, nor their inner origin, nor their particular nature. To that extent we are faced here with two complementary -- rather than mutually exclusive -- realities."

(Cardinal Ratzinger, In the Beginning: A Catholic Understanding of the Story of Creation and the Fall [Eerdmans, 1986, 1995], see especially pages 41-58)

In July 2018 Pope Francis said; "When we read about Creation in Genesis, we run the risk of imagining God was a magician, with a magic wand able to do everything. But that is not so," Francis said. "The Big Bang, which today we hold to be the origin of the world, does not contradict the intervention of the divine creator but, rather, requires it. Evolution in nature is not inconsistent with the notion of creation, because evolution requires the creation of beings that evolve." Speech to Pontifical Academy of Sciences.

The creation accounts are not intended to describe how the earth began from a scientific point of view – rather to show that God is present in and involved in creation. Creation is both the presence of God and the place of God's activity.

The important question when reading a creation account is what is the author trying to say about God, about the earth and about people?

### **Laudato Si**

In his 2015 letter (encyclical) Pope Francis calls for each person to undertake an integral ecology – a wholistic vision which demands that everything they do 'fits' with an ethic of care for the earth and all its inhabitants. An integral ecology means that our beliefs and actions must be coherent: you can't turn off the lights but then buy goods wastefully with little care for their production or cost.

Laudato Si was deliberately written for all people, everywhere; not just for theologians. It is therefore very easy to read and understand. As you read it, note the inclusive nature of the document – it is notable for its inclusion of both scientists and leaders of other faiths.

Begin by watching this youtube. [https://www.youtube.com/watch?v=a\\_lqFTYLc\\_4](https://www.youtube.com/watch?v=a_lqFTYLc_4)




In 2021 Pope Francis declared a "Laudato Si" year and established a Laudato Si Action Platform: [https://www.youtube.com/watch?v=\\_aWppq44r-c](https://www.youtube.com/watch?v=_aWppq44r-c)

The RED asks you to teach the message of paragraphs 84-88 which affirm the beauty and goodness of the creation.



## Ways of Knowing: How do we learn?

The new RED recognises ‘the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one’s own life. The three ways of knowing are ‘understand’, ‘discern’ and ‘respond’.’ RED 2.2.2

	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to <b>understand deeply</b> the <b>meaning</b> of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to <b>judge wisely</b> in response to <b>different interpretations</b> of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils <b>reflect personally</b> and <b>with integrity</b> on what they have learned and consider the <b>implications for action</b> these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: <ul style="list-style-type: none"> <li>Remember and apply the meanings of key texts, beliefs, and concepts.</li> <li>Provide explanations by making links between religious texts, beliefs, and practices.</li> <li>Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.</li> </ul>	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: <ul style="list-style-type: none"> <li>Think creatively and critically, testing ideas by imagining other possibilities.</li> <li>Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews.</li> <li>Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.</li> </ul>	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: <ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives.</li> <li>Dialogue with others to understand themselves and others better.</li> <li>Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> </ul>

‘Early years children will use the same process by using age appropriate language’ (2.4) and three questions which lean towards each way of knowing:

Understand: What will I see and hear to help me understand?

Discern: How will I discover more?

Respond: What can I do now?

Many EYFS Pupils will have limited language and/or communication skills so modelling of this skill is important. Don't think it's a waste of time – you 'seed' what we want, expect and will, when they are ready, invite.

A useful tool for both **Discern** and **Respond** questions is a Wondering Wall. This wall provides a place to **visually 'post' questions and responses** thus keep them active in mind and thought. It also allows you to model the process of wondering with your own questions as you encourage children to wonder themselves in an 'I do, we do, you do' pedagogy. Finally, it reminds us that some questions may be tricky or impossible to answer, even by grownups!

**Discern and Respond questions are included in the planning tables, in Pink and Blue writing.**

## Wonder Wall



## Focus Question 1: What does the Church say about creation? (Hear Lens)

### Key Information for Teachers:

**The Book of Genesis** is divided into two sections. In the first section (Gen 1:1 to the end of Chapter 11) there are 2 accounts of creation of the world as well as 2 stories of the re-creation of the world: Noah's Ark and the tower of Babel. This section is a collection of ancient 'narratives of origin'. While these passages provide an explanation of 'why things are the way they are', they are not science and should not be taught as science. The second section begins at Chapter 12 and contains the stories of the beginnings of the people of Israel: Abraham and Sarah and their son Isaac; Isaac as an adult, his wife Rebekah and their twins Esau and Jacob. The story of Jacob (who changes his name to Israel and gives his name to the tribes of Israel and the Israelites) and his two wives Rachel and Leah and their 12 sons is also found in the second section of Genesis.

### Genesis 1:1-2:4a Some points.

1. Most civilisations have accounts which tell how the world began. That the Bible contains several is not unusual – creation accounts, aetiologies, are found all over the globe.
2. As a book, Genesis contains the writing of four different authors whose writings were brought together by an editor and put them into one book. As a result, the book contains several accounts of the same event: even different views of how the world began (the process of creation) are included – one after the other, reminding us that these accounts are not trying to be science, rather they are different ways of saying the same thing: God is and was involved in the world and its inhabitants from the very beginning.
3. The different authors whose work is in Genesis are usually identified by what they call God in their writing. The writer of the account in Gen 1 which this resource teaches is called 'P'. We think he was a Priest (or group of Priests) from the Temple who wrote in about 500 CE when the Israelites were in, or had recently returned from exile in Babylon. Life was hard as slaves of the Babylonians: the Israelites felt a terrible isolation in this foreign land, away from everything that made them Jews: their Temple, their religious customs and their sabbath, so 'P' used a literary form which would be easy for the Israelites to remember: a song – of 7 verses.
4. As you teach the passage focus on the repetition, the pattern (what is created on days 1-3 is filled in days 4-6, and that fact that all that is created by God is "good" – or indeed, "very good."

**Laudato Si** is a letter deliberately written for all people, everywhere. It is therefore very easy to read and understand. Moreover, it is notable for its inclusion of both scientists and leaders of other faiths. To become familiar with it [https://www.youtube.com/watch?v=a\\_lqFTYLc\\_4](https://www.youtube.com/watch?v=a_lqFTYLc_4) The RED asks you to teach the message of paragraphs 84-88 which affirm the beauty and goodness of the creation. Par 84 summarises the main point: 'Our insistence that each human being is an image of God should not make us overlook the fact that each creature has its own purpose. None is superfluous. The entire material universe speaks of God's love, his boundless affection for us. Soil, water, mountains: everything is, as it were, a caress of God.'





RED Content HEAR Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding The World
<p><b>We HEAR</b></p> <p><b>God made our beautiful world and everything in it – including me.</b></p> <p><b>God created the world and said, ‘Indeed it is very good’ (Genesis 1:31).</b></p> <p><b>The whole of Creation shows God love for us (Laudato Si’ 84–88)</b></p> <p><b>The words and actions of the sign of the cross: ‘In the name of the Father, and of the Son and of the Holy Spirit. Amen’.</b></p>	<p>On home visits make a point of hearing some ‘beginning stories’ about the children.</p> <p><b>Use as part of your prayer use and teach pupils the sign of the Cross: pray using it.</b></p> <p>Thank God for knowing us, loving us: that I can be like God.</p> <p>Mark making materials- draw pictures/write captions/label s/sentences about God’s world. Prayer of thanks.</p>	<p>God was very creative in making the earth: and we are made to be like God! Do anything creative. (range of materials and resources)</p> <p>Ideally activity with plants, seeds, gardens would be good.</p> <p>Set up the sand tray with things to build the God’s world.</p> <p>Have each of the things you need to add for each day.</p>	<p><b>Talk about the author we think wrote this song is called P</b></p> <p><b>Each day P says that what has been created is good (or when people are created, very good.) Have pupils write their name and the words ‘I am very good’.</b></p> <p><b>Wondering Wall</b></p> <p><b>I wonder ...what you love most about God’s creation?</b></p> <p><b>...what if God hadn’t made such a beautiful world?</b></p> <p><b>...how can you keep your part of God’s world safe?</b></p>	<p>Explore how different animals move: crawl, wriggle, fly, lope, waddle, slither, run, etc</p> <p>Make up actions and dance to songs and readings.</p>	<p><b>START:</b></p> <p><b>Explain that people wonder how we got such a beautiful world.</b></p> <p><b>To help them understand some people wrote stories about a loving creator who made the. These stories tell us how the earth was ‘born.’</b></p> <p>Use a range of fiction and non-fiction books about the world eg ‘Baby Earth’ by Michele Petit-Jean ‘In Our Image’ by Nancy Sohn Swartz</p>	<p><b>THEN:</b></p> <p><b>Explain that the Bible also has two passages about creation in it. One is a story and one is a song! You are going to work with the song! TELL (not read) the Genesis 1 account of creation. Use concrete materials. See resources.</b></p> <p>Use a large scroll of paper along the carpet for children to draw/write about the story of creation. Use concrete story retelling materials as prompts for CLL. keep scroll and refer to at a later date.</p>	<p>Each day ends with the repetitive phrase – end of the first day, beginning of the second day. Have them do activities with the ordinal numbers: first second third fourth, fifth, sixth and seventh.</p> <p>Use the regular calendar to note day and date (birthdays) and link to liturgical year</p> <p>Sorting activities with animals (patterns, number of legs etc)</p>	<p>Explore different environments with small world-marine/safari/arctic/jungle</p> <p>Explore a sand tray with natural resources, feel grains of sand, pebbles, seaweed ect.</p>

Makaton signed song: Creator God - [https://www.youtube.com/watch?v=rGfc-jxRW\\_I](https://www.youtube.com/watch?v=rGfc-jxRW_I)

## Focus Question 2: What do Catholics believe about creation? (Believe Lens)

Branch 1 is called creation and covenant. A covenant is an agreement undertaken by two people. In the Bible God enters into covenants with individual people like Abraham and Noah and with the nation of Israel (the Israelites) at Sinai.

### Key Information for Teachers

**Catholics believe in the innate dignity of all people AND the goodness of the earth.**

It is hard to say too many times that Catholics believe that all people – simply by their existence – are valued and worthy. This belief is the foundation of Catholic Social teaching. However, tied to care for all people is care for the earth. Not only is the earth, creation, the place of God's activity, but abuse of the earth affects the poor much more than it does the rich. Thus, care for people is intimately linked to care for the poor.

This resource brings together two sources: the Bible (specifically the Book of Genesis) and Pope Francis' encyclical, Laudato Si.

Laudato Si is a letter written in 2015 to all people of the world. Its 'subtitle' is 'our Common home', which expresses the essence of the letter – individually and collectively we are destroying our home. The letter draws on the expertise of scientists and people of other religions to show that caring for 'our common home' is a job that belongs to all of us.

<https://www.youtube.com/watch?v=KIVuISZGdug>



### Belief Box!

As well as talking about the beliefs as you work with the content build a **Belief Box** for your prayer table.

The **beliefs expressed in each half term are provided on the EYFS page** so you can print them off and laminate them and put them into your **Belief Box** for later use.

Use them in prayer and collective worship; to connect to Bible passages, to connect ideas and to reinforce vocabulary. The image should hint at the belief and allow children to recall what they learned. Add to your beliefs each half term to keep what Catholics believe 'fresh' and alive in the children's minds.

RED Content BELIEVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding The World
<p><b>We BELIEVE</b></p> <p><b>God made all people (including me) and loves everyone as a unique person. We are part of a family.</b></p> <p><b>God made a wonderful world and everything that is in it.</b></p> <p><b>What God creates is good.</b></p> <p><b>We must take good care of God's creation: it is an important job!</b></p> <p><b>Vocab: Stewardship</b></p>	<p>Develop prayerful ways of behaving during prayer: listening; thinking quietly.</p> <p>Go outside and lie in the warmth of the sun.</p> <p><b>Teach children a 'mantra' (prayer they say over and over again) to whisper quietly to God: 'I am your creation!'</b></p>	<p>Sing: God made me, every part you see.</p> <p>If I were a butterfly</p> <p>whole world in his hands</p> <p>God made me as I am</p> <p>Louis Armstrong-What a wonderful world (for kids)</p> <p>Mirrors in creative area for self portraits to emphasis we are made in God's image</p>	<p>Have children paint or draw their favourite part of creation. Write (or have them write - God's creation is good!</p> <p>Make talking postcards (recorded on a sound button or equivalent) talking about how they are unique (using the mirrors). Children can listen back and to each other's. (extend to a 'guess who' game)</p> <p>Share favourite memories</p>	<p><b>Notice how each of the class is different: we are all works of art in God's creation. Play grouping games noting features: all the people with dark hair; long hair; wearing glasses; tall etc run to</b></p>	<p>Go back to the picture story books you read earlier. Are there 'stewards' in the story? What needs to be taken care of? What would you like to take care of?</p> <p><b>Wondering Wall</b> <b>I wonder... why people are so different?</b></p> <p><b>...who I am like?</b></p> <p><b>...what it would be like if we were all the same!</b></p> <p><b>...if I remember to say thank you?</b></p>	<p><b>START:</b> <b>Talk about letters. Explain that Pope Francis wrote a letter to the whole world to remind us of how wonderful the world is and how much God loves us.</b></p> <p>Write a 'picture letter' (see resource) using the pictures and the word thank you. have children sign their name at the end.</p>	<p>Pick up papers/litter in a designated area each day. Count how many things you collect. Keep a tally and see if the number goes up or down!</p>	<p><b>Talk about how beautiful creation is and how it is important to take care of it. Remind children that as God has no arms, legs etc we have to be those for God!</b></p> <p><b>We call people who look after the earth, stewards.</b></p> <p>Nominate a 'steward' for each day – they should keep an eye on how the class is looking after their space.</p>

### Focus Question 3: How do we celebrate [our] creation? (Celebrate Lens)

#### Key Information for Teachers

The dignity of people as God's precious creations is celebrated in prayers and sacraments of the Church.

#### Sign of the Cross

The RED identifies the Sign of the Cross as the first prayer that pupils in EYFS should learn.

The Sign of the Cross is a statement about the nature of God – who is Father (creator), Son (Jesus) and the Holy Spirit (energiser, animator). Christians worship a single God who is known in these three ways. – a Trinity of 'persons.'

Sometimes, we will make the Sign of the Cross in the air, over someone or something. At the end of Mass the Priest will say the prayer but make a cross over the congregation.

The Sign of the Cross is the hallmark of Catholic Christians. Other Christians do not make this sign.



Song: Father I adore you (Trinity song) [https://www.youtube.com/watch?v=REv0GyFftyQ&list=OLAK5uy\\_n88v5ZREsf4fGofQ-Bth6a-SF4bvKTAaA&index=18](https://www.youtube.com/watch?v=REv0GyFftyQ&list=OLAK5uy_n88v5ZREsf4fGofQ-Bth6a-SF4bvKTAaA&index=18)



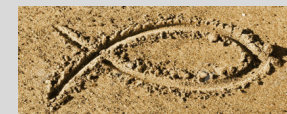
#### Baptism

Baptism is the first Sacrament of Initiation. It is the pre-requisite to all the other Sacraments.

Baptism uses water, poured over the candidate's head with the words, 'I baptise you in the name of the Father, and of the Son and of the Holy Spirit.' At baptism we are welcomed into the Church. Symbols of a white garment and a candle remind us that baptism invites us to grow with Christ as our guiding light.

Picture story 'Today is a Baptism day': <https://www.youtube.com/watch?v=bpGoeCS6J2c>

Other picture books: <https://www.teachingexpertise.com/classroom-ideas/baptism-books-for-kids/>



**Another Christian tradition** – if you wish to add one more!

Tradition says that one of the earliest 'signs' among Christians was the symbol of a fish. It was a sort of code: during the early years when Christians were persecuted people would 'doodle' a fish in the dust with their feet and other believers would recognise it and make themselves known. If it wasn't responded to it would be scuffed back into the dirt. You sometimes see them on cars now. The fish – Greek Ichthys.

RED Content CELEBRATE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding the world
<p><b>We CELEBRATE</b></p> <p><b>The words and actions of the sign of the cross:</b></p> <p><b>‘In the name of the Father, and of the Son and of the Holy Spirit. Amen’.</b></p> <p><b>Give thanks for God’s wonderful world</b></p> <p><b>Celebrate God’s beautiful world. The words and actions of the sign of the cross.</b></p> <p><b>We enter God’s family, the Church, through baptism.</b></p>	<p>Praise children when they act as stewards. Have them notice the actions of others who care for the earth.</p> <p>Share family photos</p> <p><b>Remember the Sign of the Cross at every prayer.</b></p>	<p>Blow bubbles, make birds, fly a kite, make and hang wind chimes outside.</p> <p>Collect and press some flowers. Paste them onto a card and write a message to someone who is a good steward of our earth.</p>	<p><b>Talk about how beautiful creation is and how it is important to take care of it. Remind children that as God has no arms, legs etc we have to be those for God! We call people who look after the earth, stewards.</b></p> <p>Nominate a ‘steward’ for each day – they should keep an eye on how the class is looking after their space.</p>	<p><b>Have children lie down and trace around their body in the shape of a cross. Mark the points on their forehead, chest, shoulders they touch when they make the Sign of the Cross.</b></p>	<p>“Somebody swallowed Stanley”- emphasising responsibility for caring for God’s ocean (set up tuff tray with marine animals and plastic bottles and nets, gradually clean the tuff tray and talk about the impact of this).</p> <p>Read ‘Today is a Baptism day’ (above)</p>	<p><b>START: The Church has special prayer which welcomes us into the family of God. Role play baptism: explore the symbols – white garment, candle, water and pouring. Set up the play corner to baptise.</b></p> <p>Have children bring along certificates or photos of their Baptism</p>	<p>Cut out symmetrical petal shapes to make flowers.</p> <p>Make a picture of Baptism (perhaps from a picture story book) into a puzzle for pupils to do.</p>	<p>Recycling bins in school.</p> <p>Forest school- nature walk in local environment</p> <p>Seasons/ scavenger hunt for finding different beautiful things in nature</p> <p>Gardening/planting/caring</p> <p>Using the home corner as a roleplay area (</p> <p>Use a globe- explore where they live/countries of interest/ oceans and land</p>

## Focus Question 4: How can we be stewards of creation in our lives? (Live Lens)

### Key Information for Teachers

#### Stewardship in and for creation.

Branch 1 is called Creation and Covenant. You might be able to use the idea of covenant (promise, agreement) to link to our commitment to take care of God's world – to be God's stewards. Laudato Si imagery might be useful - '...each creature has its own purpose. None is superfluous. The entire material universe speaks of God's love, his boundless affection for us. Soil, water, mountains: everything is, as it were, a caress of God.'

Laudato Si Par 84

If you use the video you might wish to skip over some of the middle material and move to the ways we can take better care of the world.



#### Laudato Si Goals.

Since its publication a series of 7 goals have been identified: <https://ipicblog.maristism.org/laudato-si-goals-and-action-plan#:~:text=The%20seven%20goals%20of%20Laudato,and%20Community%20Involvement%20and%20Participation.>

One organisation (Laudato Si.org) have turned the 7 goals into a more descriptive list for children. Some goals are suitable for young children. Choose from among the 17 goals, some that children can focus on. =

<https://www.laudatosi.org/action/sdgs/>



RED Content LIVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding our World
<p><b>We LIVE</b></p> <p><b>I look after me.</b></p> <p><b>I look after God's world.</b></p> <p><b>God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too.</b></p> <p><b>The Dignity of the Human Person</b></p>	<p><b>Make portraits and links to artists- eg. Vincent Vangough Andrew Goldsworthy- collect natural resources to do artwork. Label them: I am God's work of art!</b></p>	<p>Watch 'Miniscule' on Youtube and make up the story! Be amazed at God's creation! link below.</p> <p><b>Wondering Wall I wonder... which miniscule I would like to be?</b></p> <p><b>...if I would act as the creatures do?</b></p> <p>Make miniscule families out of lego, construction or playdough. Make up stories</p>	<p>Watch/listen to Old Turtle (link below).</p> <p><b>Wondering Wall I wonder... if this story can teach me something?</b></p> <p><b>...I wonder if I can be like Old Turtle?</b></p> <p><b>..I wonder who tells me to 'STOP!'</b></p>	<p>Tip toe around 'walking' gently on the earth.</p> <p>Make up an obstacle course of 'dangers' – dirty water, rubbish piles, smoky cars, litter, wasted food etc for children to traverse.</p>	<p>Use the miniscule stories to plot and tell stories. Make up conversations between the characters in the films.</p>	<p>A covenant is a promise: God made a covenant with people a long time before Jesus to be their God. Can we make a covenant now to be God's 'earth-carers' (stewards) on earth.</p>	<p><b>THEN:</b></p> <p><b>Go back to Genesis and recall what is created on each day (1-7)</b></p> <p><b>Focus on day 6: the creation of people. Have children decorate people chains ...number the people on the back. Try to be culturally inclusive in your provision of collage items. (link below) Label them: We are God's work of art!</b></p>	<p><b>START:</b></p> <p><b>As we grow we try and remember everything we have learned so we can live gently on the earth – taking care of ourselves, others and creation.</b></p>

Miniscule: <https://www.youtube.com/user/minuscule>

Old Turtle: <https://www.youtube.com/watch?v=9bUoTuc7j3M>

People chains: <https://www.youtube.com/watch?v=kZo68K6vWZ4>

## Resources:

**Telling passages from the Bible is always preferable to reading them to early years learners.**

**The best practice you can develop is to introduce the passage with concrete materials and then leave pupils to play with it and tell the story themselves. This practice draws on the work of Sophia Cavalletti (Catechesis of the Good Shepherd) and Jerome Berryman (Godly Play), and allows children to learn the story of their faith through play. THEN In a formal educational setting however, as you near the end of your work with the passage (days or weeks later) read the passage from the Bible – just to remind them where it came from in the first place.**

### Genesis 1:1-2:4a

Even though this passage is long it is NOT hard to tell as it is repetitive and predictable. Gather and use concrete things – pictures, items, coloured cloths. I made this one using felt, numbers, and a candle and mirror for day 7. The scrabble letters say the repeated text: and God said...and it was good. Available from Hobbycraft; mirror from B and M! (£1.50)

**The pattern of language for each day makes it easy to remember and tell Genesis 1.**

God says 'Let there be...'

It happens.

God sees that it is good (or very good for day 6 when people are created)

The end of the day

So....

A dark void before anything is created – (Black cloth)

God says 'Let there be light...' – day 1 (white circle)

God says 'Water to separate the air from the ocean..' – day 2 (blue)

God says Land to rise from the water – day 3 (green)

**Now fill the things....**

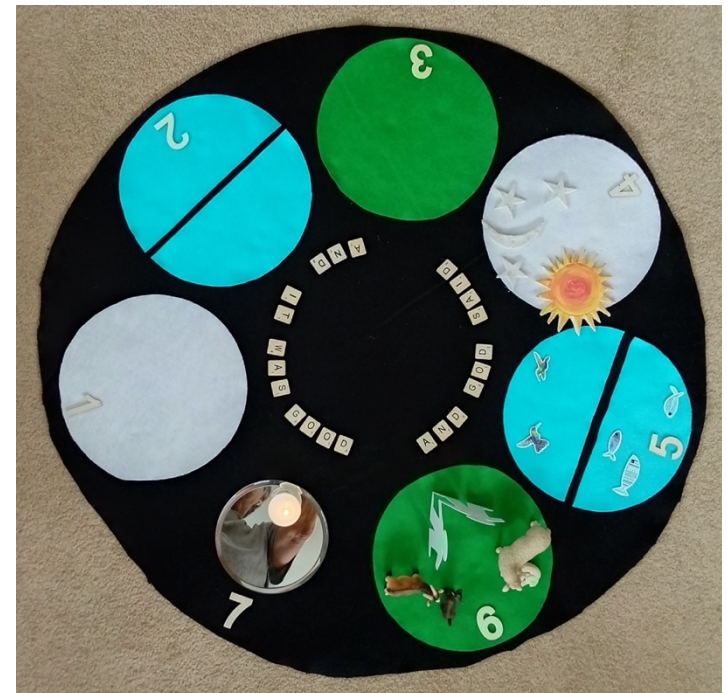
Moon, stars and sun in sky – day 4 (I made mine out of air drying clay and put glitter and paint on them)

Birds in air, fish in sea – day 5

Animals on the land and people – “made in the image and likeness of God” (Vs 26.) We are like God! – not with a body, but to be creative, not destructive.  
day 6

Rest – day 7 – mirror – because it reminds us that we are made in the image of God

**Have children join in as much of the repeated text as possible, especially, “and God saw it was good!”**





**Picture letter**

I've made up this idea so do what you like with it!

Single page

Dear Pope Francis (for pupils to write/copy over)

Space for the picture they have chosen to paste on – something they want to say thanks for.

The word "Thanks"

From (their name)

