

How should we care for the world and for others, and why does it matter?

Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

Key Vocabulary

- Community
- World
- Psalm
- Stewardship
- love
- Genesis
- Religious
- Non-religious
- Christian
- Jews



Lesson 1: What do Christian, Jewish and non-religious people believe about caring for people?

STEP 1: Show pupils the big question for this unit and explain that this term we are going to be finding out about why Christians and Jewish people think that it is important to care for the people of the world and the world itself. What do pupils already know? What do they want to find out?

STEP 2: Ask pupils what makes people unique and special. Give pupils the stem sentences:

I am unique because...

I am special because...

Encourage pupils to talk to their partner and share one thing that makes them unique and one thing that makes them special. Bring the class back together and ask pupils to share what their friend has told them.

Were all the things that make you unique and special the same? If not, why not? Show pupils some pictures (using the PowerPoint slides) of famous people (athletes, singers, actors etc) what makes these people unique and special? What talents do they have? Explain that Christians and Jewish people believe that we are all made in the image of God, and we are all made to be individuals. Why should we value what makes people unique and different?

STEP 3: Give pupils an outline of a person, encourage them to write down the things that make them unique and special.

STEP 4: Bring the class back together and read Matthew 6:26 and Mark 10:13-15 with them. What does this tell you about the Christian worldview? How might a Christian person know that they were special to God after reading this? Which one of the two Bible readings do pupils think has the best message? As a class, create a list of things that these two readings might teach Christians today about being unique and special to God.

STEP 5: Explain that people from other worldviews, both religious and non-religious believe that people are unique and special. Look back at the things that make pupils unique and special; why should we care for the unique and special people of the world?

Lesson 2: What do Christian, Jewish and non-religious people believe about caring for people?

STEP 1: Recap the last lesson using the relevant sticky knowledge quiz slides. What made people unique and special? Why do Christians and Jewish people believe that they are unique and special to God?

STEP 2: Explain that today we are going to be finding out about what Jewish people believe about being unique and special to God. Show pupils a photograph or example of a Torah scroll.

Ask: Do you know what this is? What can be found inside it.

Remind pupils that there are many stories and teachings that can be found inside the Torah scroll but that today we are going to be reading one of the Psalms which is found in the final section of the Hebrew bible and not in the Sefer Torah. Tell pupils that the Psalms are a collection of songs and poems that were written in praise of God. Share Psalm 8 with the children and unpick the meaning of the text. In the Psalm David praises God's creation and how each person is special in it.

STEP 3: Ask pupils to share what they think Psalm 8 tells Jewish people about how much God cares for them. Create a list of the children's responses on the whiteboard for them to reference later in the lesson.

STEP 4: Show pupils some images from the Museum of the Psalms* in Jerusalem. Explain that that Rabbi who painted the pictures of these Psalms feels his work will bring spiritual inspiration to many people. Look carefully at the images, colours and techniques that he has used (make links to the art curriculum). Ask pupils which images and colours they would use to represent the meaning of Psalm 8 and what it tells Jewish people about being special to God. Refer to the list that pupils made earlier in the lesson and put a key image next to each thing to help them when they create their own pictures.

STEP 5: Give pupils A6 paper and encourage them to create their own mini versions of Psalm 8 using oil pastels and the style from the museum. Bring the class back together and encourage pupils to share what they have drawn and why.

How does Psalm 8 show how important Jewish people are to God?

*These can be found on the museum's website [The Museum of Psalms](https://www.museumofthepsalms.com/)

Lesson 3: What do Jewish people believe about caring for people?

STEP 1: Recap the last lesson using the sticky knowledge quiz slides. What does Psalm 8 tell Jewish people about how important they are to God? Explain that this week we are going to continue to find out more about how special Jewish people are to God.

STEP 2: Introduce Tzedakah to pupils, explain that this is the Jewish idea of charitable giving to those who need help. Explain that many Jewish people believe that giving to charity makes the world a better and fairer place and that they should do this to follow God's teachings. Share Deuteronomy 15:11 with pupils and explain that this verse is found within the Torah. Ask pupils who they think these needy people might be. Ask pupils, Where is 'the land that you might live in'?

STEP 3: Tell pupils that today we are going to be finding out more about a story found in the Torah that shares how God looked after his people. Explain that the story of the exodus found in the Torah says that Jewish people needed help. They were slaves in Egypt and God sent Moses to save his people. Read the story to pupils.

Ask pupils the following questions:

- How did God care for his people?
- How did God keep his people safe?
- How did Gd help his people to escape slavery in Egypt?

STEP 4: Explain that during the festival of Sukkot, many Jewish people remember the story of the exodus and how God looked after his people. 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.

Watch a clip* to find out more about how one family celebrates Sukkot.

STEP 5: Give pupils an outline of an Etrog (similar to a lemon shape) Encourage pupils to write one thing on the Etrog that a Jewish person might do to help someone else at Sukkot.

*This is one suitable clip currently available <https://youtu.be/0Z5rGZc2w3Y>

Lesson 4: What do Jewish people believe about caring for people?

STEP 1: Recap the last lesson and talk about why Jewish people celebrate Sukkot. What do they remember? Who cared for the people while they were on their journey? Explain that this week we are going to continue to think about people who care for each other and why this is important.

STEP 2: Ask pupils who cares for them. What sort of things do these people do to show that they care? Why do people care for each other?

STEP 3: Show pupils a picture of Mother Teresa; does anyone know who this lady is and what she did? Explain that some people care for others because they feel that God calls them to do this. Explain that Mother Teresa was a Christian who did many things to help other people. Tell pupils some key information about Mother Teresa (using the information found on the PowerPoint slides). Talk about her belief that she was called by God to care for people.

Do pupils think that it would have been easy for her to give up her life to first become a nun and then go to work with some of the poorest communities?

What do pupils think motivated her to do this?

Give pupils a picture of Mother Teresa and encourage them to write down or draw some of the things that she did to help other people.

STEP 4: Bring pupils back together as a whole class group. Show pupils the golden rule 'Treat others how you would want to be treated'. Explain that some non-religious people follow the Golden Rule to show care. The Golden Rule says treat others as you would like to be treated. These films help to show what this means*.

STEP 5: Explain that many religious and non-religious people have their own versions of the golden rule. How would the world be a better place if everyone followed it?

Explain that Christians believe that your neighbour is everyone. Do pupils think that Mother Teresa lived out these commandments?

Explain that non-religious people help so people can live a good and happy life by following the golden rule. Can they think of any examples of how people might do that?

* These two films and the article are good showing how humanists (a non-religious worldview) show they care www.bbc.co.uk/bitesize/topics/zkk72v4/articles/zp2ptrd

Lesson 5: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?

STEP 1: Recap the last lesson using the sticky knowledge slides.

Ask: what do you already know about how Christians, Jewish and non-religious people think people and the world should be cared for. Explain that today we are going to be going back to the creation story to find out about how and why Christians and Jewish people think that the world should be cared for.

STEP 2: Share the Christian and Jewish creation story with pupils. Explain that this story is the same in both the Torah and the Bible. You may also wish to show a high-quality video version of this story*. Talk through the key events from the story with pupils; are they able to sequence what happened on each day. Focus together on the instructions that Adam and Eve were given; what were they put in charge of? What would they need to care for?

STEP 3: Ask pupils how God described his creation. Talk about the word 'good' being used and how good was good enough because there was no sin in the world.

Ask pupils if they think the world today could still be described as 'good'. Show some pictures of plastic pollution, deforestation etc, what is the problem with the world? Are all humans caring for it in the right way?

STEP 4: Ask pupils what they think God would be happy with in the world today and what he would be sad with. Give pupils a slip of green paper and a slip of red paper. Ask them to write one thing they think that God would be happy with on the green and one thing that he would be sad with on the red. Bring the class back together and create a table of feedback. Talk with the children about what they have written and why.

STEP 5: Explain that many Christians believe they are supposed to be stewards of the world. Jewish people have a phrase called Tikkun Olam which means mending the world. Ask pupils what one thing they think that Christians and Jewish people today could do to care for or mend the world.

Give pupils a speech bubble and encourage them to write one world changing thing on it. Pupils could also illustrate their writing.

Ensure that you make clear links between stewardship or mending of the world and the instructions that Adam and Eve were given in Genesis.

*You may like to use. This version was used in the unit on creation earlier in the year
https://youtu.be/yZ1Fd_SPC18

Lesson 6: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?

STEP 1: Recap the last lesson and ask by Christians and Jewish people try to care for the world. How does what Adam and Eve are asked to do in Genesis One motivate them when it comes to caring for or mending the world?

STEP 2: Tell pupils about the Jewish festival of Tu Shevat or New Year for the trees*. Tell pupils the story of the wise Rabbi** (see unit and PowerPoint for more information). What does this story tell Jewish people about caring for the world? Who are they making sure that the world is good for?

STEP 3: Talk through some of the following was that Tu Shevat is celebrated by Jewish people today (see below):

Pick fresh fruit from trees.

Plant new trees

Create or buy a birdhouse to put in a tree.

Make something for your home with driftwood.

Recycle old paper and cardboard.

Hold a Tu Shevat Seder

STEP 4: Give pupils an outline of a tree and encourage them to write and illustrate one thing that a Jewish person might do to celebrate the new year of the trees.

STEP 5: Talk through the sticky knowledge quiz slides and complete the assessment for this unit.

*Lots of ideas and resources for this unit can be found in big questions, big answers Investigating worldviews p9-13 which you have access to as a NATRE member

** A good animation of the story is currently here <https://vimeo.com/18511246>

Learning Outcomes

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- 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
- 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.
- 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.