

How did the universe come to be?

Substantive Knowledge to test:

- The creation stories within Christian and Hindu traditions.
- Non-religious ideas about how the origin of the universe.
- Reasons why people look after the world.
- Examples of how people look after the world.

Disciplinary Knowledge to test:

- ✓ Ask at least one question about the origin of the universe.
- ✓ Give a simple reason, using the word 'because', for the origin of the universe.
- ✓ Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).
- ✓ Know that beliefs about the origin of the universe influence how individuals treat the world around them.

Substantive Retrieval Questions:

- What do we call the stories in a religion about how the world was made?
- What do Humanists say about how the world was made?
- Can you give one or more reasons why we should look after the world?
- Can you say how you might look after the world?

Disciplinary Retrieval Questions:

- If you could ask the Christian or Hindu God(s) how they created the world – what would you ask them and why?
- Why do some people who believe in a God think he might have created the world?
- If people believe God created the world – why do they need to be good stewards?
- Why do some people (Humanists) believe science tells us how the world was created?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Philosophy**

- A. The Nature of knowledge, meaning and existence** Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.
- B. How and whether things make sense** Give a simple reason using the word 'because' when talking about religion and belief.
- C. Issues of right and wrong, good and bad** Using religious and belief stories to talk about how beliefs impact on how people behave.