

Creation and science: conflicting or complementary?

Substantive Knowledge to test:

- Creation: Christian belief that humans are made in God's image, by God.
- Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.
- Scientific Theory: The Big Bang Theory.
- Textual theology: consideration of the genre of Genesis.
- Logic: debates about whether some things can be proven.

Disciplinary Knowledge to test:

- Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.
- Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.
- Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

Substantive Retrieval Questions:

- What do Christians say about Creation?
- What do Christians believe about the way humans have been made?
- How do Scientists explain how the world was created?
- What are some of the different understandings of Genesis?
- How can you make decisions based on something that cannot be proved?

Disciplinary Retrieval Questions:

- Can you draw comparisons between different views on the creation of the universe?
- Can you explain the view of Theistic evolution?
- How do Christian Scientists explain the creation of the Earth?

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: **Theology**

A. Where beliefs come from

Explain different sources of authority and the connections with beliefs.

Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.

C. How beliefs relate to each other

Explain connections different beliefs being studied and link them to sources of authority using theological terms

Explain the key theological similarities and differences between and within religions and worldviews

D. How beliefs shape the way believers see the world and each other

Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others