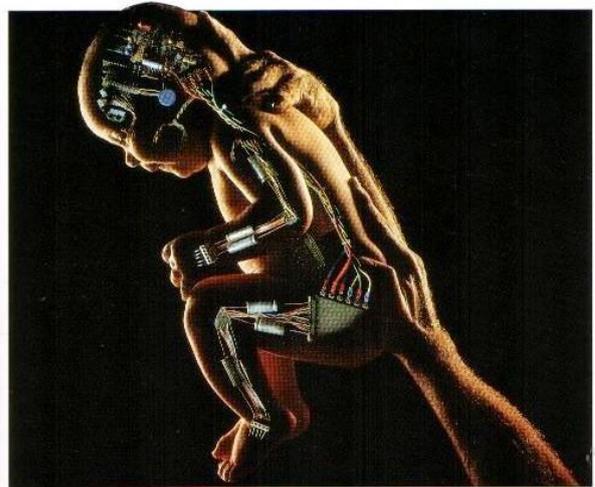




# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification (School Selected Unit)



### **Title:** Learning from Religion and Science:

- *How can we find the truth?*
- *Where did humanity and the universe originate?*
- *How can we answer the big questions of life?*

**Year Group: 9**



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(Some schools may also find material here useful for GCSE study.)

#### **About this unit:**

This unit is about the theme of religion and science, and examines issues of truth, explanation, meaning and purpose. It can be studied as a unit in two parts (Christian, Muslim) or in a more integrated way. The material here is challenging: the Northamptonshire Agreed Syllabus intends to enable higher standards, but some pupils will access the unit through simplified activities.

The unit links three themes from the Key Stage Three programme of study that share a focus on examples from religion and science. This topic on the frontier between religion and philosophy is also studied in some GCSE RS specifications.

#### **Where this unit fits in:**

**This is a unit that can be selected by schools in addition to the mandatory units.**

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about religion and science. It develops the role of philosophical thinking and reasoning in Key Stage 3 RE.

It intends to build upon the study of creation stories from sacred texts, and to deepen pupils' awareness of ultimate questions through argument, discussion, debate and reflection. It enables pupils to learn from plural views and varied ideas.

The unit intends to develop skills of showing an understanding, being able to explain religious materials, and to interpret ideas for oneself. If it is possible to make a good curriculum connection to the science curriculum, the unit will be enriched, though science does not often deal with the philosophical aspects of its nature until students are older.

**Note: If this unit is selected, it is important that teachers build upon learning in the main Christianity units at KS3 (“God: What do Christians believe? What do I believe?” and “Christian Teachings on Origins, Purpose and Destiny: where do we come from and where are we going?”) to ensure that there is no repetition.**

**Estimated teaching time for this unit: 12 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 12 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

## Key Fields of Enquiry addressed in this unit:

### AT 1: Learning About Religion and Belief

- **Beliefs, Teachings and Sources of Authority:** What do Atheists, Christians and Muslims believe about questions of origins? What uses do they make of sources of story, authority or meaning?
- **Forms of Expression:** What language and concepts are used in the answers Christians, Muslims and Atheists give to questions of origin?

### AT 2: Learning About Religion and Belief

- **Questions of Identity, Diversity and Belonging:** *'What does it mean to be human?' is the question at the heart of this unit.*

## The Core RE Concepts that the unit develops are:

**Discipleship** (Christians believe that the Bible shows them what is expected from a follower of Jesus);

**Metaphor** (Within religions there are different beliefs about allegorical, metaphorical and literal interpretations of holy books);

**Guidance** (The belief that holy books give guidance towards answering fundamental questions about human existence).

## Attitudes Focus

This unit will help pupils to explore the attitudes of:

- **Open mindedness** by distinguishing between beliefs, opinions and viewpoints in relation to evidence and understanding; accepting evidence as such, without exaggerating it to call it proof;
- **Appreciation and wonder** by recognising that our knowledge of the world's origins and human origins is bounded by mystery; accepting the limitations and the challenges presented by our lack of certain knowledge; respecting other people and taking their views seriously.

## The unit will provide these opportunities for pupils:

- To consider a diverse range of views about questions of religion and science;
- From the study of sources of authority within religions and from science, pupils will be able to examine and develop reasoned viewpoints on these questions. They will encounter some diverse views about how science and religion may explain our place in the world;
- To consider viewpoints from Islam, Christianity and atheism. Local versions of the unit might draw upon other religions and beliefs, as appropriate;
- To enquire into and think about their own and others' views in relation to questions of origin and purpose, such as "Where do we come from?" "Are we an accident, or a creation?" "If the big bang started the universe, who or what started the 'big bang?'" "How can questions where there is so much disagreement be answered?" "What kinds of argument are good and valid?" "What evidence is there for atheist and theist points of view (even if there is no proof)?"
- Experiences and activities where they encounter a range of ideas and convictions about the universe and its origins, questioning and reflecting on questions of truth and meaning and carefully evaluating their own beliefs.

## Background information for the teacher:

In **Christian traditions**, belief in God as creator is a key to understanding the world and human nature. Sacred text, story and theological ideas contribute to Christian understanding of what it means to be human. Various accounts of the relationships between Christianity and science are

widely held among Christians (e.g. conservative, liberal, radical). Christians teach that God is the origin and destiny of humanity. Attributes of God, and evidences of divine favour, are perceived by many Christians in scripture, in nature and in human reason and experience. Themes of justice, environmentalism and redemption infuse Christian understandings of humankind's place in the world. Diversity within the Christian community encompasses many perspectives on these questions, from Creationist Biblical literalism to ideas about God as the power that energises evolution.

**Islamic understanding** of the creative might of Allah is drawn from the Qur'an, and Islamic scientists often account for the grandeur or complexity of the universe and of humanity with reference to Allah's purposes as "Lord of all the worlds". Islamic history provides many examples of scientific endeavour and discovery among Muslim communities. Submission in Islam is the route to deepening understanding of the natural world, and in this sense it is an act of worship to appreciate the world as Allah's creation and possession. These theological ideas also energise some Islamic environmentalism, as humanity is seen as the regent of Allah on the earth.

**Muslims and Christians** may agree that the universe and humanity are the product of purposeful or intelligent design, and are the expression of a divine creator's love and power.

**Among atheists**, questions of the origins of the universe and of humanity may be answered only with reference to material processes. Atheists may advance reasons for their rejection of religious explanations and account for the beautiful world and the wonders of humanity with reference to materialist rational argument. Atheism may offer purely human accounts of how science relates to ethics. Good RE will not portray atheist ideas as merely a lack of belief: many atheists find the extraordinary nature of our life on the planet cause for committed action and profound appreciation of our mysterious lives. Atheists can, of course, be spiritual despite not having a religious commitment.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have opportunities to use words and phrases related to:</b></p> <p><b>Religion</b>  Agnostic  Almighty  Atheist  Cause  Christian  Conservative  Controversy  Creator  Creation  Creationist  Evidence  Evolution  God  Intelligent Design  Liberal  Literal  Meaning  Muslim  Myth  Partnership  Probability  Proof  Purpose  Sacred story  Sustainer  Symbolic Truth  Ultimate  Questions</p>	<p><b>Teachers might use:</b></p> <p><b>Key texts</b></p> <ul style="list-style-type: none"> <li>• Muslim text: Qur'an, Surah 32: 4 – 9.</li> <li>• Christian text: Bible, Genesis 1 – 2 – 3.</li> <li>• Atheist text: E.g. extracts from Richard Dawkins, Bertrand Russell or other similar sources.</li> </ul> <p><b>Video</b></p> <ul style="list-style-type: none"> <li>• Why Atheism? Package of materials &amp; DVD from Team Video</li> <li>• “The question is ...”, RE Today (from <a href="http://www.retoday.org.uk">www.retoday.org.uk</a>).</li> <li>• “Tackling Tough Questions” DVD and book by Professor Russell Stannard, from RE Today.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Developing Secondary RE: <b>Science &amp; Religion</b>, ed Rosemary Rivett, RE Today (from <a href="http://www.retoday.org.uk">www.retoday.org.uk</a>).</li> <li>• Steps in RE: Onwards and Upwards, Lesley Beadle, RE Today 2006 provides activities and learning strategies for SEN pupils.</li> </ul> <p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Picturing Creation CD ROM (RE Today, <a href="http://www.retoday.org.uk">www.retoday.org.uk</a>).</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• Science and Religion in Schools RS materials: <a href="http://www.srsp.org.uk">www.srsp.org.uk</a> This major project from the John Templeton foundation provides a wealth of resources for the classroom.</li> <li>• Creation accounts: <a href="http://www.bigmyth.com">www.bigmyth.com</a></li> <li>• Evolution: <a href="http://www.pbs.org/wgbh/evolution">www.pbs.org/wgbh/evolution</a></li> <li>• Hubble telescope: <a href="http://hubblesite.org/gallery">http://hubblesite.org/gallery</a></li> <li>• <a href="http://www.cleo.net.uk">http://www.cleo.net.uk</a> is the main site for the Cumbria and Lancashire Education Online, and offers access to an expanding range of high quality resources for RE topics.</li> <li>• Video interviews with scientists: <a href="http://www.counterbalance.org">www.counterbalance.org</a></li> <li>• BBC Bitesize Revision: <a href="http://www.bbc.co.uk/schools/qcse/bitesize/re/science/index.shtml">www.bbc.co.uk/schools/qcse/bitesize/re/science/index.shtml</a></li> <li>• Scientist Paul Davies: <a href="http://www.abc.net.au/science/bigquestions/default.htm">www.abc.net.au/science/bigquestions/default.htm</a></li> <li>• Islam &amp; Science: <a href="http://www.islamicity.com/science">www.islamicity.com/science</a></li> <li>• Islam, Knowledge &amp; Science: <a href="http://www.usc.edu/dept/MSA/introduction/woiknowledge.html">www.usc.edu/dept/MSA/introduction/woiknowledge.html</a></li> <li>• Intelligent Design: <a href="http://www.origins.org">www.origins.org</a></li> <li>• Science &amp; Religion in Schools Project (SRSP): <a href="http://www.srsp.net">www.srsp.net</a></li> <li>• <a href="http://www.humanism.org.uk">www.humanism.org.uk</a> makes some atheist materials available.</li> <li>• Testing God – Channel 4 – <a href="http://www.becauseyouthink.tv">www.becauseyouthink.tv</a></li> <li>• Online searchable sacred texts: <a href="http://www.ishwar.com">www.ishwar.com</a></li> </ul>

**Contributions to spiritual, moral, social and cultural development of pupils:**

- Opportunities for **spiritual development** come from considering questions about life's meanings and purposes in the light of insights from Muslims, Christians and atheists, and include developing the ability to handle 'grey areas' and diverse views;
- Opportunities for **moral development** come from deepening an awareness of the need for integrity in weighing ideas and arguments, and in reflecting on the environmental outcomes of different views about the natural world: Why might Muslims, atheists or Christians want to be 'green'?
- Opportunities for **social development** come from exploring ways that people who disagree may do so respectfully, recognising diversity and common ground;
- Opportunities for **cultural development** come from increasing awareness of the ways different communities account for our beautiful world.

<b>EXPECTATIONS At the end of this unit...</b>			
<b>Pupils working at level 3 will be able to:</b>	<b>Pupils working at level 4 will be able to:</b>	<b>Pupils working at level 5 will be able to:</b>	<b>Pupils working at level 6 will be able to:</b>
<ul style="list-style-type: none"> <li>• Describe some things Muslims, Christians and atheists say about the origins of the world or where humanity comes from. (AT1)</li> <li>• Make links between their own ideas about 'where we come from' and the ideas of those they study. (AT1)</li> <li>• <i>Recognise some of the depths of the question: "Does a beautiful world mean there is a wonderful God". (AT2)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Show that they understand what a Christian, a Muslim and an atheist might say about the origins of the human race. (AT1)</li> <li>• Identify some similarities and differences between three viewpoints studied. (AT1)</li> <li>• <i>Apply the idea of 'God as creator' or the idea of 'the universe as an accident' to their own thoughts about life's meanings and purposes. (AT2)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain diverse answers to the question 'Where do we come from?' referring to religious and atheistic ideas. (AT1)</li> <li>• Explain clearly how Christian, Muslim or atheist scientists might comment on the idea 'God created the universe'. (AT1)</li> <li>• <i>Express and explain their own views about questions of origins and purposes in human life. (AT2)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Enquire for themselves into a range of arguments about questions of origin and purpose in life, interpreting their own answers in the light of different views. (AT1)</li> <li>• Express their own insights about creationism, purposeful design and evolution 'without God' in the light of their learning about religions, using arguments and examples. (AT1)</li> <li>• <i>Interpret thoughtfully for themselves some different stories about origins, referring to the religious materials. (AT2)</i></li> </ul>

Pupils do not need to achieve with reference to all the points above: teachers should look for the 'best fit' in describing pupils' levels of achievement.

## ASSESSMENT SUGGESTIONS

### Context:

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the questions of science and religion studied.

### Assessment outcome:

Pupils describe different views about the origins of the universe. They show understanding of some answers to the question 'Where do we come from?' They explain some of the different responses to the question 'How are science and religion related?' including their own response, and (for higher attaining pupils) express insights and offer interpretations of some key stories, sources and debates among Christians, Muslims and atheists.

Evidence of achievement with regard to these objectives can be gathered from tasks like these:

### Exemplar Task A: Pictures, wonders and reactions

From a range of pictures of the wonders of the stars and of nature, pupils choose three that raise spiritual questions for them. They discuss the questions that such pictures have raised for scientists, and the questions that arise for them. They sort responses from Christians, Muslims and atheists accurately, and write a paragraph that shows what they understand about beliefs within each of these groups.

### Success Criteria

#### Remember to include your responses to these questions:

- Does a beautiful world mean a wonderful God?
- Why do some Muslim and Christian scientists believe in both God and the 'big bang'?
- What arguments do atheists use against the idea that God is the creator?
- 'We will never really know for sure where we come from.' Agree or disagree with supporting reasons.

### Exemplar Task B: "Humanity: Accident, Child of God or Mystery?"

To present reasoned responses to the question: 'What is a Human Being? Accident, Child of God or Mystery?' Pupils use a structured writing frame to create a three cornered argument between different viewpoints, including their own, under the above title.

### Success Criteria

#### Remember to:

- Describe the meaning of the question 'What does it mean to be human?'
- Show you understand three different views of human origins;
- Explain why each of the views is attractive to some people;
- Give your thoughtful reflections and your own views;
- Refer to 'sources of authority' from Christians, Muslims or Atheists.

### Extension:

Pupils working well beyond the expected level (level 5) will also be able to apply their ideas about scientific and religious materials studied, using evidence and examples, and to evaluate various answers to questions of origins, using philosophical and religious language effectively.

## UNIT TITLE: *Learning from Religion and Science*

**Key Questions: *What do two religions tell us about the origins of humanity and of the universe? What does science tell us about these questions?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To develop understanding of questions of origins from both science and religion.</p> <p>To reflect on the mysterious boundaries to human knowledge and on what religion and science might contribute to our awareness of these boundaries.</p>	<ul style="list-style-type: none"> <li>• <b>How do we see? How do we know?</b> A good way into this unit is through initial activities that show pupils that what we claim to 'know' is actually often what we 'think' or our opinions. They might separate 12 statements into groups of 4 facts, 4 opinions and 4 superstitions.</li> <li>• <b>Does a beautiful world imply a wonderful God?</b> Pupils develop their understanding of this question, and make some initial discursive, argumentative, varied and imaginative responses. Ask them to write an argument that says 'yes' and one that says 'no' to this question on sticky notes, and display them. Which arguments make most sense? Why is there no final proof to answer the question?</li> <li>• <b>What creation stories are found in the scriptures of Christians and Muslims?</b> Pupils use diverse versions of texts of creation stories to note similarities and differences between the accounts of the origins of the world found in the Bible (2 accounts: Gen 1 and Gen 2-3) and the Qur'an. Versions of this story can be presented in a variety of media (CD, children's story books, original text, web-based versions). Pupils can consider why the story is so often important to people: Why has the Genesis story, for example, been told for nearly 4000 years and is known to billions of people?</li> <li>• <b>What do parents tell their children about 'where we come from'?</b> Work in a group to create two story books for small children that answer the question 'Where do we come from?' One for atheists to use, one for members of a particular religion.</li> </ul>	<p><i>I can devise some puzzling questions of my own about origins and where we come from. (AT2 L4)</i></p> <p>I can engage in a structured debate to thoughtfully explore different views about evolution and God. (AT1 L4)</p> <p>I can write some explanatory notes on some different creation stories, showing how believers use them today. (AT1 L5)</p>	<p><b>Perspectives:</b> <i>This unit suggests work on three perspectives – probably enough for most learners. However, the viewpoint of agnosticism [as a principled and argued 'don't know' stance] could also be useful, and teachers might introduce this for higher attaining pupils.</i></p> <p><b>Links to literacy strategy</b> – <i>pupils should learn to explain texts imaginatively and thoughtfully and develop their understanding of the contested status of texts in science and religion. The key skills of engaging with religious texts are a good explicit focus for RE teaching.</i></p> <p><b>It is important to note that pupils may have covered Creation Stories at UKS2 and in other KS3 units. It is important to build upon learning and not repeat.</b></p>

**Key Questions: *What does ‘the mystery of the universe’ mean to me? What questions am I prompted to ask by the world as we find it?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand that religious people and atheists give accounts of the origins of the universe and of humanity.</p> <p>To understand that these accounts lead to questions of meaning and purpose.</p> <p>To understand that answers to these questions are always contested, but important to individuals and communities.</p>	<p><b>Why is there anything at all? Why not nothing? Why is the universe beautiful yet seemingly cruel?</b></p> <ul style="list-style-type: none"> <li>Looking at the universe, looking at humanity: What do we see? Using a variety of web-based resources, pupils can access the latest space telescope pictures and build up their understanding of the universe we live in / the human being. A critical approach to the websites from the teacher moves the activity away from mere information gathering and focuses on interpretation.</li> <li>Ask pupils to develop their own responses to some selected images of the universe, possibly displayed through an interactive whiteboard, e.g. from <a href="http://hubblesite.org/gallery">http://hubblesite.org/gallery</a>.</li> <li>What would atheists, Christians or Muslims say about these images? Pupils suggest the content for a website that seeks to bring spiritual questions (about meanings, purposes, origins and destiny) out of images of the universe or of humanity.</li> <li>What questions does the beauty of the universe raise for us? Pupils look at some examples of the amazing universe and the amazing human race and raise questions about the origins and purpose of our lives.</li> </ul>	<p><i>I can create a personal list of ‘mysterious questions’ or ‘unanswerable posers’ that interest me. (AT2 L4)</i></p> <p>I can explain some ways Christians, Muslims and atheists answer such ultimate questions. (AT1 L5)</p>	<p><b>Opportunities for ICT</b> are essential to this unit. There are many fine web-based resources about the ‘wonders of the universe’ and first hand accounts of different perspectives on religious and scientific questions can be used.</p> <p><b>Links to the science curriculum</b> are particularly helpful in this unit. Level 5 science: ‘Drawing conclusions consistent with evidence’. The best teaching will be inter-departmental, enabling learners to benefit from interdisciplinary expertise.</p> <p><b>Ensure that work covered here builds on/ links with “Christian Teachings on Origins, Purpose and Destiny”.</b></p>

**Key Questions: *In what ways do 21<sup>st</sup> century religious and scientific explanations complement each other? Are they in tension too?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe Christian, Muslim and atheist accounts of creation / the origin of the world.</p> <p>To understand that Christians use creation stories in their scriptures in various ways, all of which see humanity as a gift of God's creativity.</p> <p>To understand that Islamic teaching about Allah / God as a creator without partners refers to the Holy Qur'an to explain the purpose of life.</p>	<p><b>What do different people say about questions of origins?</b>            A 'continuum discussion' is ideal for this activity. Pupils evaluate some arguments for and against propositions such as these:</p> <ul style="list-style-type: none"> <li>• The universe began with an accident, and doesn't have a purpose.</li> <li>• Humans are more like apes than angels.</li> <li>• God is the creator of the world.</li> <li>• Love is the meaning of creation.</li> <li>• If you don't know where you came from it is hard to know who you are.</li> <li>• The meanings of human life can be found through thinking about sacred texts in scriptures.</li> <li>• God is the power at work in the design of evolution.</li> </ul> <p>Pupils, in groups, then consider the propositions from Muslim, Christian and atheist points of view. They should refer to sources where appropriate to support the views they give.</p> <p>Pupils should have opportunities to use and develop their own ICT skills, such as in interpreting information from the web, weighing up the ways perspective impacts on interpretation.</p> <p>They should also have opportunities in developing the presentation of their work, making it effective and creative.</p> <p>Pupils can also exchange and share information in ways that are fit for purpose, refining and presenting information, ideas and questions through well chosen media.</p> <p>What insights of their own can pupils express?</p>	<p>I can use a thinking skills strategy to explain concepts like 'creation' 'intelligent design' or 'evolution'. (AT1 L5)</p> <p><i>I can think for myself about my own views, and express opinions with clarity and respect for other people's views. (AT2 L5)</i></p>	<p><i>A Continuum Discussion means that pupils place themselves on a continuum from "Strongly Agree" through "Agree", "Neutral", "Disagree" and "Strongly Disagree" according to their view. They should be able to justify their opinion. They can move along the continuum if their views change as they hear reasoned arguments.</i></p>

**Key Question: *Disagreement about the origins and purposes of life on earth is common. Why do these disagreements happen?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand varied perspectives on religion and science within and between Islam, Christianity and atheism.</p> <p>To explain the different interpretations of questions about 'where we come from' and 'why we are here,' found within the Christian, Muslim and atheist understandings.</p>	<ul style="list-style-type: none"> <li>▪ Is the universe designed? Who could have designed it? Pupils encounter the views of young - earth creationists, evolutionists, believers in intelligent design and others, and have opportunities to analyse these views, consider the question of the evidence that supports them and develop their own ideas.</li> <li>▪ Why do intelligent people disagree about the kinds of answers we can give to this question? Pupils are invited to take account of diversity here. Some Christian, Muslim and atheist physicists see much in the same way, but explain it differently. Why does this happen?</li> </ul>	<p><i>I can identify two or three different answers to this key question and am beginning to see strengths and weaknesses in each of the different answers. (AT2 L5)</i></p> <p>I can thoughtfully account for the differences in perspective I have studied. (AT1 L6)</p>	<p><b>Philosophy and religion:</b> RE in Northamptonshire in Year Nine is widely informed by philosophical understanding. This part of this unit is a good example of the ways the RE Agreed Syllabus sets philosophy alongside religion.</p>

**Key Questions: What is true? Which answers to the questions do learners find compelling? What evidence and arguments support their views? How do people express their views about origins – in science, story, myth, art, poetry or other ways?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To develop the skills to explain some ways in which religion and science relate to each other.</p>	<ul style="list-style-type: none"> <li>▪ What do scientists say about religion? By encountering the views of scientists from various fields who are Christian, atheist or Islamic, pupils develop their understanding of diverse views of religion held within the scientific communities.</li> <li>▪ What do Christians, Muslims and atheists say about topical issues in science? By examining science in the news, and applying ideas from religious sources to scientific questions or problems, pupils develop their ability to understand the different ways in which science and religion may be connected.</li> <li>▪ Issues might include new pictures from deep space, discoveries about genetics, humanity and higher primates, or other topical areas. There are often areas of topical related learning in the press and media.</li> </ul>	<p><i>I can weigh up some personal accounts of life's meanings from scientists who are Christians, Muslims or atheists. (AT2 L5)</i></p> <p>I can use some diverse examples of 'stories of origins' to develop my understanding of a range of views. (AT1 L5)</p>	<p><b>Terminology:</b> part of the continuing debate around science and religion is to do with language, e.g. Does a 'creationist' necessarily believe the world is only about 6000 years old? Does 'intelligent design' make sense of the suffering in the world? High attaining pupils can access this debate for themselves. For all pupils, teachers must choose terms for understanding and progress, and use them in ways that are alert to the debate.</p>

**Key Questions: For me, what is wonderful and what is mysterious about the world we live in? What makes me line up with Atheists, Muslims or Christians in relation to questions of origins?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider questions of origins as part of their own personal search into life's puzzling questions.</p> <p>To develop awareness and understanding of different perspectives on questions of origin.</p>	<p><b>What are my ideas?</b></p> <p>In the light of the study of religion and science through the unit, give pupils a structured opportunity to talk and write about their own ideas and the influences on them, practising the skills of respectful disagreement, explanation with examples, and interpretation.</p> <p>Pupils might use a writing frame to capture their thoughts and a debate to express their own ideas and arguments.</p> <p>This final piece of work should offer opportunities to apply ideas and express views and insights.</p>	<p><i>I can express for myself insights into the questions studied during the unit. (AT2 L6)</i></p>	<p><b>Links to key aims and values of the curriculum:</b> <i>this unit is about the pursuit of truth and about mutual understanding. In terms of the new secondary curriculum, it explores big issues and questions.</i></p>

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