

Creation and Covenant		Understand	 <p>By the end of this unit of study, pupils will be able to:</p> <p>U6.1.1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry. (RVE)</p> <p>U6.1.2. Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si' 66-67. Make links with the term 'stewardship'.</p> <p>U6.1.3. Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.</p> <p>U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.</p> <p>U6.1.5. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si' 66.</p> <p>U6.1.6. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.</p> <p>U6.1.7. Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. (RVE)</p>								
<p>Hear: By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19) Scripture Link • John 1:1-5, 16-18 Scripture Link • The Nicene Creed Prayer Along • Laudato Si' 66-67 Video Link <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The literary forms employed in the Genesis account. • The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159). 	Understand			<p>By the end of this unit of study, pupils will be able to:</p> <p>D6.1.1. Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. (RVE)</p> <p>D6.1.2. Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.</p>							
<p>Believe: By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. <p>Celebrate: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. 		Discern	 <p>By the end of this unit of study, pupils will be able to:</p> <p>D6.1.1. Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. (RVE)</p> <p>D6.1.2. Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.</p>								
<p>Live: By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69). 	Respond	 <p>By the end of this unit of study, pupils will be invited to:</p> <p>R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. (RVE)</p> <p>R6.1.2. Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.</p> <p>R6.1.3. Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation. (RVE)</p>									
<p>Key Vocabulary:</p> <table border="0"> <tr> <td>Creation</td> <td>baptism</td> </tr> <tr> <td>Fall</td> <td>salvation</td> </tr> <tr> <td>Eden</td> <td></td> </tr> <tr> <td>evolution</td> <td></td> </tr> </table>		Creation	baptism	Fall	salvation	Eden		evolution			
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