

CLIMATE CRISIS PROJECT RESOURCE

Creation: Stewardship / Khalifah

Medium Term Plan

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Final version

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Year: 5/6

Intended learning outcomes:

Children will be able to:

Step 3 describe/explain what *stewardship* is

Step 4 describe/explain how *stewardship* is expressed by Muslims

Step 5 evaluate by describing/explaining the importance and relevance of *stewardship* to Muslims and to themselves

Step 1 describe/express a personal response to the concept of *stewardship*

Step 2 describe/explain how the concept can be applied in their own and others' lives.

Informed by end of Year 6 age-related expectations

With thanks to Jo Rigby, RE Leader at Castle Primary School.

Assessment opportunities:

Evidence can be gathered when children:

- 1 debate
- 2 make posters
- 3 writing about *stewardship*.

Theme/Unit: *Creation*

Key concept: *Stewardship / khalifah* (guardian of the world)

Sequence of activities:

Step 1 – Communicate

- Discuss with children: *Have you ever looked after something precious? How would you treat it? Discuss how you might be even more careful if you are looking after something for somebody else.*
- Write an instruction leaflet for somebody else to explain how to look after something of yours eg a pet.

Step 2 – Apply

- Discuss with children: *Is it always good to look after other people's things? How do you feel about it? Eg responsible, worried, privileged. What if something breaks while you are looking after it? How would you feel if someone else looked after your special thing?*

Step 3 – Enquire

- Watch *Blue planet 2: pollution awareness* <https://www.youtube.com/watch?v=xLx4fVsYdTI>
- Look at Joe Miller's Earth diameter poem (1975) reproduced here: <https://earthkeeper.org.za/if-the-earth-were-only-a-few-feet-in-diameter/>
- Make own inspirational poster on looking after the world.

Step 4 – Contextualise

- Look at what Muslims believe about creation with the children. Explain that Muslims will look to the Qur'an for guidance and that there is no single story about creation as there is in the Bible, but instead there are references to creation throughout the Qur'an. From these references, Muslims know that Allah created the world and all living creatures in six days. As part of this, Allah also created the first human Adam and the first woman, Eve. Ask the children: *can they see the similarities with the story of creation they have encountered in their Christianity RE units?*
- Introduce the idea of *khalifah* and state that for Muslims the concept means *a guardian of the world* and that it is the job of everyone to look after the world. *Stewardship (khalifah)* – looking after something that does not belong to you, thinking of future generations.
- Discuss: *what does this concept mean to Muslims and what does it say about how Muslims should look after the world?* (This True Tube clip will help teacher's subject knowledge but note that it is aimed at KS1 children <https://www.truetube.co.uk/film/charlie-and-blue-talk-about-allah-and-creation>).

Step 5 – Evaluate

- Discuss: *What will happen if we don't look after our world? Is it important?*
- Debate a motion such as: *There's no point in looking after the world as I won't be here in 100 years' time or I can't make any difference – I'm just one person.* Have a panel of speakers for and against motion. Children sit on the side they support and get up and move any time they change their ideas during the debate.

Resources:

- *Earth diameter* poem (Joe Miller 1975)
- *Blue planet 2: pollution awareness*
- Inspirational posters for examples.
- *Creation* topic box from RE Centre

RE KS2

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.

Moral: developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Art

Using art opportunities to develop children's thoughts about *stewardship*. Consideration of art to express people's ideas about *stewardship*.

Philosophy for children (P4C)

Conducting an enquiry into the meaning of *stewardship* or its value as a concept with peers.

Literacy

Opportunities to listen and respond to ideas about creation in Islam and to consider the meaning of the ideas.

Writing their own thoughts out about *stewardship*.

Considering and writing their definitions of *stewardship*.0

Contact Us

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