

Title: The Environment

Titles	Creating the World	Stewardship	How religions respond to their responsibility
Logic	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about The Environment in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • Search for meaning and purpose; • The natural world and living things; • Identity and belonging; • Authority and influence; • Relationships and responsibility; • Values and ethics; • The journey of life; <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/ Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		
Key vocabulary	<p>FUNDAMENTALISTS – those who believe that every detail in the holy book of religion is literally true</p> <p>GENESIS - The first book of the Old Testament and the Jewish Torah</p> <p>ADAM and EVE - the Hebrew words for husband and wife,</p>	<p>NATURAL DISASTERS - destructive events in nature over which mankind has no control.</p> <p>CLIMATE CHANGE - changes in the weather pattern over time.</p> <p>GLOBAL WARMING - the way in which global temperatures have warmed over time, especially over the last fifty years. Some describe this as a greenhouse effect.</p>	<p>Emissions</p> <p>Campaigning - acting in favour of something,</p> <p>Fossil fuels: for example coal, gas. Naturally formed energy</p> <p>Core temperature: basic temperature</p> <p>UK: United Kingdom</p> <p>Sustainable</p> <p>Commitment</p> <p>Export: sending things for sale abroad,</p>

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	<p>HEBREW - original Old Testament language,</p> <p>EDEN - a garden planted by God according to Genesis - represents Paradise</p> <p>IN THE IMAGE OF - similar</p> <p>ENVIRONMENT - the world around us</p> <p>BIG BANG THEORY - a theory that seeks to explain how the universe began</p> <p>EVOLUTION Theory - a theory that seeks to explain how life began and evolved on earth,</p> <p>CHARLES DARWIN - author of the theory of evolution.</p>	<p>STEWARDSHIP - a God-given duty on man to look after the earth.</p> <p>STEWARDS - those who look after other property, e.g. people look after the earth.</p> <p>DOMINATION - to be the head or to have power over others.</p> <p>AUTHORITY - the right to dominate and to have power over others.</p> <p>KHALIFA - Islam's term for steward who looks after the world on behalf of Allah.</p> <p>UMMAH - the brotherhood of Islam.</p> <p>AHIMSA - the principle (in Buddhism and Hinduism) of not harming any living thing while respecting nature.</p>	<p>Extraction: Removal of minerals / coal etc from the earth,</p> <p>Jihad: a Muslim term, striving to do something</p> <p>Hanukkah: a Jewish festival celebrating the sanctification (see below) of the Temple in Jerusalem at the time of the Maccabees' rebellion,</p> <p>Menorah: 9 arm candle, Jewish 9 branched candlestick.</p> <p>Dead Sea: lake beside Israel, Jordan and Palestine. There is so much salt in the water, it is very difficult to swim there</p> <p>Diving</p> <p>Pilgrim (pilgrims): people who travel to a particular place because of their religion,</p> <p>Corruption</p> <p>Evaporation pools: pools where the water is evaporated to get minerals out of the water,</p> <p>Crisis</p> <p>Poaching: illegal stealing of animals,</p> <p>Jute: special plant fiber. It is used to make ropes and fabric</p> <p>Prasad: a meal eaten after Hindu or Sikh worship</p> <p>Ordination: making a person a minister / priest / monk</p> <p>Sanctification: doing something clean / pure / special to God,</p> <p>Monk / monks: a person who leaves normal daily life to live according to the rules of a</p>

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			particular religion, sometimes in a special community Environment Principle Unacceptable: not right
Geiriau chwilio	Scientific Life Create Garden Theory Universe The earth Sikhism Judaism Christianity Buddhism Explosion	Stewardship Stewards Authority Domination Responsibility Khalifa Ummah Ahimsa	The Big Shift Jihad Dead Sea ARC Fossil fuels Climate change Campaigning Banks Solar energy Tirumala Emissions Extraction Environmental
Classroom tasks	Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions. Oracy: <ul style="list-style-type: none"> Invite members of different religious communities to the class for a 'question and answer' session. Prepare suitable questions to find out what guests think of: the creation, stewardship, their religious community's efforts to protect the environment, their personal efforts to protect the environment. You will need to have someone available to welcome your guests and prepare light refreshments. You will need 		

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	<p>a chairperson to steer the meeting, somebody to offer a word of thanks and, of course, pupils who are ready to ask questions. Consider creating an article for the school website or community newspaper to summarise the views of believers.</p> <ul style="list-style-type: none"> In groups of 4, decide which pair is going to argue for and which pair is going to argue against the following statements: <ul style="list-style-type: none"> ➤ We cannot rely on believers to protect the planet, we must rely on the scientists. ➤ When we are finished with this planet, we can move to another planet. ➤ Action and not words. It is high time for believers to show leadership in protecting the environment. ➤ There is no place for creation stories on the high school curriculum. <p>Creative: <i>Consider collaborating with the Art department.</i></p> <ul style="list-style-type: none"> Artists have chosen to interpret the creation and respond to environmental challenges in the form of paintings, sculptures and stained glass windows. Investigate two pieces of art of your choice and discuss: <i>how has the artist conveyed a story or message? To what extent do the art pieces reflect religious teachings or texts or scientific theory? How are the art pieces similar / different?</i> See: Online collections of major galleries of the world, or http://stainedglass.llgc.org.uk/main.php?func=search How have children and young people interpreted the creation or stewardship? See: 'Spirited Arts' http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2012/. How would you interpret themes such as in a piece of art: creation, stewardship, the big bang, 'God saw this as good', <p>Reading</p> <ul style="list-style-type: none"> Listen to a story being told that tells the story of creation and read two written versions. Consider your answers to the following questions: <i>What type of language is used? What kind of writing is this (form, genre)? For who was the story originally written? Why was the story made?</i> <p>Writing</p> <ul style="list-style-type: none"> Explain how religions interpret the question, 'Whose world is this?' How do believers interpret the idea of 'stewardship'? Do you have to be religious to be a 'steward'? What does commitment mean for believers who want to protect the environment? How do you show commitment to protecting the planet? How religious perspectives relate to environmental challenges, <i>e.g. climate change, plastic pollution, providing clean water for everyone?</i> 		

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	<ul style="list-style-type: none"> What is the response of believers in Wales and the world towards environmental protection and sustainability? '<i>Science (eg physics and geology) is a way of understanding more about God's greatness</i>'. How would believers / unbelievers respond to this statement? Make a concept map showing the links between what you have learned about the environment in your language, geography, science and religious education lessons. <p>Numeracy</p> <ul style="list-style-type: none"> How old is the world? How do physicists and geologists tell the story of creation? 		
Extended tasks	<ul style="list-style-type: none"> Investigate what Hinduism and Islam say about the creation. Are they similar to other religious reports? Choose one religious report and use text, images, sound, animation / video to present the story and explain the effect of the story on a believer's worship and lifestyle. Consider the purpose of your presentation. <i>Will you have a message for everyone?</i> Which answer appeals to you most? Create a blog presenting your thoughts on the creation. Research two religious scientists and write a newspaper article presenting their ideas. Invite members of different religious communities to the class for a 'question and answer' session on the creation. 	<ul style="list-style-type: none"> Search the Internet for information on hurricanes Harvey, Mora and Irma. To what extent has there been an increase in these types of storms in recent years? Investigate how climate change has affected people's lives around the world. The impact has been worse where poor people's life was fragile enough to begin with. <i>What are your thoughts on the response of rich countries to their situation? What is the response of religious communities and charities? How do you respond to the challenge?</i> During Summer 2017 there were severe hurricanes in Bangladesh and Texas (USA). How did the British press react differently in the two cases? 	<ul style="list-style-type: none"> You have read about the efforts of believers to protect the natural world and living things. Often their religious belief or teachings help them make decisions. Prepare a statement for each. "X has chosen to do this because ..." There are 8 days between Christmas Day and New Year's Day (the first day of the year). Make a list giving suggestions of what a person could do for the environment on those days, for example Christmas Day: recycling any cardboard or boxes containing a Christmas present Write a letter to your MP or Assembly Member describing how much you care about the environment, and asking for

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		choose to display your poster in a place of worship or meeting room?	
Adnoddau pellach	<p>Why not look at Welsh scientists such as: Alfred Russell Wallace https://amgueddfa.cymru/caerdydd/addysg/adnoddau/alfred_russel_wallace/</p> <p>Lyn Evans http://www.thevalleys.co.uk/heroes-search/hero.aspx?h=15&lang=cy http://golwg360.cymru/newyddion/cymru/78050-darganfod-gronyn-duw</p>	<p>Climate Change Tutorial for KS3 pupils http://www.ecn.ac.uk/what-we-do/education/cy/climate/climate-change-tutorial</p>	<p>Capel y Nant, Clydach (See The Green Paper) https://ypapurgwyrdd.com/2017/06/29/pobl-capel-y-nant-a-beicwyr-kenya-yn-unol-o-blaid-ynni-glan/ The Church in Wales Climate Change Questionnaire http://cym.eglwysyngnghymru.org.uk/news/2015/12/gofyn-i-eglwysi-gynnal-archwiliad-newid-yn-yr-hinsawdd/ Caring for God's Acre – protecting cemetery wildlife. http://www.caringforgodsacre.org.uk/</p> <p>Invest responsibly https://www.theguardian.com/environment/2017/oct/03/catholic-church-to-make-record-divestment-from-fossil-fuels</p>
	http://www.bbc.co.uk/programmes/articles/3IKZp31jBVJ2v3C2h1V03kz/a-to-z-of-religion-and-beliefs Hindu festival chokes Indian waterways with flowers and idol debris World news The Guardian		