

Thorpepark Academy

Religion, Belief and Values



Year Group: 2 Term: Summer 1	Unit 2.3 Theme: Questions Concept: God, creation	Religion: Christianity, Islam Worldview: Humanism
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Key Question: What are the Big Questions?

About this unit:

This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them – questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.

By the end of this unit, pupils should be able to ask and respond to ultimate questions, and know the answers that different religions and other worldviews offer.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
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Links to SMSC

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Hull and East Riding Agreed Syllabus

Relate end of Key Stage 1 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS1 pupils should be able to
Theology Who is god to people of faith?	Identify names for god in different faiths Express what believers say god is like
Philosophy What are life's big questions?	Understand that some questions have no simple answers Ask and talk about Big Questions and suggest some answers Know that religions may offer different answers to the same question

Skills

Philosophy Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively	Theology Recall and name Retell and suggest meanings for Recognise similarities and differences
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Prior Learning

Future Learning

Recap learning from Year 1 where pupils found out about creation stories from different religions and

traditions, attempting to explain how the world began (unit 1:3)		
Sticky knowledge		Key Vocabulary
<p>Big questions are those that have many different answers. Asking questions builds curiosity and knowledge</p> <p>Christians believe world was created by God. Muslims believe it was created by Allah. Humanists believe there is a scientific explanation.</p> <p>Christians believe that God there's only one God, and he consists of three parts: the father (God himself), the son (Jesus Christ) and the Holy Spirit. Muslims believe that God is Allah and Allah is the only God. Humanists do not believe in a God.</p> <p>Christians believe that God is everywhere. Muslims believe that Allah is most high, above the sky.</p> <p>Christians can look to the bible, discuss with the priest/vicar or other Christian members and pray. Muslims can look to the Qu'ran, discuss with the Imam or other Muslim believers and pray.</p> <p>Humanists look to science to find their answers to big questions.</p> <p>Christians believe this helps show God's grace. Muslims believe it is due to the selfishness of human beings. Humanists believe it just happens because its normal.</p> <p>Asking big questions is important because it helps us to keep learning. I know that we cannot always answer big questions simply and that there is more than one answer.</p>		universe, cycle of life,
Resources		
	LO	Lesson outline
Lesson 1 Ask questions	<p>LO: To understand what Big Questions are</p> <p>Sticky Knowledge: Big questions are those that have many different answers to.</p> <p>Skill: Ask and respond to questions</p>	<p>Mini Question: What is a big question?</p> <p>Recap: Drawing on prior knowledge, recap learning from Year 1 where children found out about creation stories from different religions and traditions and attempted to explain how the world began.</p> <p>Lesson Outline:</p> <p>Introduce the new RBV unit – Questions, Questions. What is a question? Do we have different types of questions? What's a small question? What's a big question?</p> <p>Activities:</p> <p>Have ready a selection of question examples which fall into two categories: small (closed) questions (i.e., How old are you?) and big (open) questions (i.e., How big is the universe?).</p> <p>Discuss and sort as a whole class.</p> <p>Next ask children to come up with small and big questions of their own. Record the questions that the children come up with in class RBV book or on a display (Tweet/photograph for RBV book).</p>

		<p>Next, ask pupils to consider the biggest question that they can think of – thinking especially about questions that no one can answer or that there are a multitude of explanations for.</p> <p>You could share this video about children and questions: https://www.youtube.com/watch?app=desktop&v=9aSKic1a53A</p> <p>Challenge: <i>What are big questions? Why do we ask big questions?</i></p>
<p>Lesson 2</p> <p>Ask questions</p>	<p>LO: To understand the importance of asking big questions</p> <p>Sticky knowledge: Asking big questions builds curiosity and knowledge</p> <p>Skill: Ask and respond to questions</p>	<p>Mini Question: <i>Is it important to ask big questions?</i></p> <p>Recap: Tell your partner one small question and one big question.</p> <p>Lesson outline:</p> <p>Start the session with a story, such as:</p> <p>David Tennant reads 'How High Is The Sky' (CBeebies Bedtime Story) - video Dailymotion</p> <p>or</p> <p>“ How Deep is the Sea” by Anna Milbourne - YouTube</p> <p>Pupils suggest their own answers to some Big Questions.</p> <ul style="list-style-type: none"> • How big is the sea? • How high is the sky? • How was the world created? • Is there a God? • Does love make the world go round? • How did the leopard get its spots? • Is lying ever a good thing? • What is our purpose? • What is beauty? • Is there life after death? <p>Does this raise new questions? Do we need to answer every question?</p> <p>Activity: Take a Big Question and illustrate it with a variety of worldview responses and some Big Answers.</p> <p>For example: Big Question: Is there life after death? Each group could focus on one religion and share answers with the full class. Use answers to create a display in the classroom or in the RBV floor book.</p> <p>Christians believe that there is life after death and those that live good lives go to heaven. Islam teaches that there is life after death, and this is known as Akhirah. Muslims believe to get eternal life you live a just life in the service of Allah. Humanists believe there is no afterlife, and so they focus on seeking happiness in this life. What do you believe?</p> <p>Challenge: Which religions are hold similar views about life after death? Which are different?</p>
<p>Lesson 3</p> <p>Investigate and dig deeper</p>	<p>LO: To answer the Big Question: How was the world created?</p> <p>Sticky Knowledge: Christians and Jews believe</p>	<p>Mini Question: How was the world created?</p> <p>Recap: Will you always get the same answer to a big question? Why/why not?</p> <p>Lesson Outline:</p>

	<p>the world was created by God. Muslims believe it was created by Allah. Humanists believe there is a scientific explanation.</p> <p>Skills: Explore questions Recall and name</p>	<p>Show children some pictures of the earth, seas, animals etc. Who created all of this?</p> <p>Watch a video clip to explore a non-religious and a traditional Christian story about how the world was created. https://www.youtube.com/watch?v=jB_Nbwc0LVo https://www.youtube.com/watch?v=EP17iaAfQIq</p> <p>Discuss and explore questions raised after watching the video about the 'Big Bang' and that about the Christian creation story taken from the Bible. How are they similar? How do they differ? What do Humanists believe about creation? What do Muslims believe about how the world was created?</p> <p>Humanists follow the scientific 'Big Bang' theory. Muslims believe the world was created by Allah but there is no such creation story, just reference to this in the Qur'an</p> <p>Activity</p> <p>Children compare the scientific 'Big Bang' theory of how the world was created with the Christian Creation story.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> • Story map both theories • Write about each theory • Illustrate each theory <p>Challenge: How do you believe the world was created?</p>
<p>Lesson 4 Investigate and dig deeper</p>	<p>LO: To answer the Big Question: Who is God?</p> <p>Sticky Knowledge:</p> <p>Christians believe that God there's only one God, and he consists of three parts: the father (God himself), the son (Jesus Christ) and the Holy Spirit. Muslims believe that God is Allah and Allah is the only God. Humanists do not believe in a God.</p> <p>Skill: Recall and name Respond sensitively</p>	<p>Mini Question: <i>Who is God?</i></p> <p>Recap: What is the same/different about Christian, Jewish, Muslim and Humanist versions of the creation story?</p> <p>Lesson Outline:</p> <p>Start with a big question: Who is God?</p> <p>Take down children's responses on flipchart.</p> <p>Link to what the some of the main world religions refer to as God. For example, Christians believe that God there's only one God, and he created the heavens and the earth. This divine Godhead consists of three parts: the father (God himself), the son (Jesus Christ) and the Holy Spirit.</p> <p>Muslims believe that God is Allah and Allah is the only God.</p> <p>Consider people with no religion. Do all people believe in God? Link back to the last lesson discussing what Humanists believe and how they don't believe in a higher power.</p> <p>Children explore and research what different faiths believe is God. Watch the videos 'Who is God?' and 'Who is Allah?'</p> <p>Who Is God? - YouTube Who is Allah? - Learning with Zaky Series - YouTube</p> <p>Activity:</p> <p>Children to compare what Christians and Muslims believe is God(s). Children write the characteristics of the God(s) within the different faiths. The children must not draw images of Allah or any representations of him.as this is seen as an insult. They can use words such as holy, kind,</p>

		<p>etc. Or have statements for Allah and God and the children sort accordingly (into table/ venn diagram).</p> <p>Reflection:</p> <p>Do you believe in God? If you do, who is your God?</p>
<p>Lesson 5 Investigate and dig deeper</p>	<p>LO: To answer the big question: Where is God?</p> <p>Sticky knowledge:</p> <p>Christians believe that God is everywhere. Muslims believe that Allah is most high, above the sky.</p> <p>Skill: Respond sensitively</p>	<p>Mini Question: Where is God?</p> <p>Recap & Lesson outline:</p> <p>Ask children to close their eyes. Children reflect on the last session’s key question: who is God? Then ask children a big new question – where is God?</p> <p>If children don’t believe in God(s) then they can consider where a person of faith might think God is. For example, where does a Muslim think Allah is? Where do Christians believe God is?</p> <p>Explore where Christians and Muslims believe God is.</p> <p>Christians believe that God is everywhere. In Christian tradition, the location of God is symbolically represented as in heaven above but from the prayers, hymns, scriptures and Christian worship, God is within and around those who believe in him. God is everywhere, ‘omnipresent’.</p> <p>Muslims believe ‘Allah is the most high, above the sky’.</p> <p>As mentioned in the Hadith, when Prophet Muhammad (peace and blessings be upon him) asked a slave woman, “Where is Allah?”, she said, “He is above the sky.”</p> <p>He asked, “Who am I?” She replied, “You are the Messenger of Allah.” He said, “Grant her freedom, she is a believing woman.”</p> <p>After discussing different faith beliefs on where God is, watch the video: Where is God sacramentality reflection – YouTube https://www.youtube.com/watch?v=04XjHBmVLoY</p> <p>Remind children that Christians believe that God is everywhere.</p> <p>Activity:</p> <p>Ask children to draw/write where they think God is. If they don’t believe in God, ask them to consider where a faith member might think God is and draw the place from a Christian/Muslim perspective. Remind them that they must not try to draw the image of Allah as this is not allowed in the religion of Islam.</p>
<p>Lesson 6 Investigate and dig deeper</p>	<p>LO: To understand where religious people look for answers to big questions</p> <p>Sticky knowledge:</p> <p>Christians can look to the bible, discuss with the priest/vicar or other Christian members and pray. Muslims can look to the Qu’ran, discuss with the Imam or other Muslim believers and pray.</p> <p>Skill: Respond sensitively</p>	<p>Mini Question: Where do religious people look to find some answers to big question?</p> <p>Recap: Where do Christian believe God is? Where do Muslims believe Allah is?</p> <p>Lesson outline:</p> <p>Remind children of some big questions previously discussed:</p> <p>How was the world created?</p> <p>Is there life after death?</p> <p>Remind the children that these questions can be very difficult to try and answer. If you can’t find an answer to a question, what would you do? Where would you look? Who would you ask?</p> <p>Ask children the session’s key question:</p>

		<p>Where do religious people look to find some answer to big questions? Discuss and record children's initial responses.</p> <p>Explore where a Muslim might find the answers to some of these big questions. The Qur'an, worship in Mosque, discussions with other faith members in the community, through prayer etc.</p> <p>Explore where a Christian might find the answers to some of these big questions. The Bible, worship in church, discussions with other Christian faith members in the community, through prayer/song etc.</p> <p>Activity: Children record their responses to where a Muslim and a Christian would find the answers to big questions in the class book or their own individual RE workbooks.</p> <p>Challenge: Where do you find the answer to big questions in your life?</p>
<p>Lesson 7 Investigate and dig deeper</p>	<p>LO: To understand where people with no religion find their answers to big questions</p> <p>Sticky knowledge: Humanists look to science to find their answers to big questions.</p> <p>Skill: Respond sensitively</p>	<p>Mini Question: Where do people with no religion get their answers?</p> <p>Recap: Where do faith members look for answers to big questions?</p> <p>Lesson outline: Revisit the core Humanist values/beliefs. Where do Humanists get their answers?</p> <p>Humanists do not have a place of worship or a holy book to offer guidance so where do they find their answers to big questions?</p> <p>Watch the video: What is a humanism? https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn</p> <p>Humanists don't believe in God or an afterlife. They trust in science to explain the universe and their answers to big questions are based on evidence and investigation.</p> <p>Activity: Children research Humanism and consider where humanists find the answers to big questions. In books, children mind map what a humanist is: considering the core values, their trust in science as opposed to a God and that Humanists don't follow a holy book or have a place of worship.</p> <p>Challenge:</p>
<p>Lesson 8 Interpret and analyse</p>	<p>LO: To answer the question: Why do bad things happen?</p>	<p><i>Mini Question: Why do bad things happen?</i></p> <p><i>Recap:</i> Humanists look to a God to answer big questions. Is this true or false? How do you know?</p> <p><i>Lesson Outline:</i></p>

	<p>Sticky Knowledge: Christians believe this helps show God’s grace. Muslims believe it is due to the selfishness of human beings. Humanists believe it just happens because its normal.</p> <p>Skill: Explore questions and express ideas</p>	<p>Read the story of ‘Jonah and the whale’. Why did God send a storm? Why do bad things happen? God sent the storm to help Jonah see what was right. To help him make the right choice. What can we learn from bad things happening?</p> <p>Watch the video ‘Why do bad things happen?’. (You may want to show just a sample of the video). https://www.youtube.com/watch?v=PFk09CrhkQc</p> <p>Discuss:</p> <p>Sometimes bad things happen because of bad choices; people making mistakes.</p> <p>Sometimes good things come from bad things happening. Can you think of a time when something good came from something bad?</p> <p>Activity:</p> <p>Why do bad things happen?</p> <p>Get children to write their responses on post-it notes to add to the class book/display.</p> <p>Challenge: What could you do to help someone when something bad happens?</p>
<p>Lesson 9 Evaluate and review</p>	<p>LO: To express our opinion on the importance of Big Questions</p> <p>Sticky knowledge:</p> <p>Asking big questions is important because it helps us to keep learning. I know that we cannot always answer big questions simply and that there is more than one answer.</p> <p>Skill: Ask and respond to questions</p>	<p>Mini Question: Is it important to ask big questions?</p> <p>Recap: Review all learning so far.</p> <p>Lesson Outline:</p> <p>Explain that in today’s lesson the children will be able to express their own opinion as to whether asking big questions is important.</p> <p>To help support them. Show them a range of opinions perhaps a picture of a person with a speech bubble containing sayings such as:</p> <p>It is important to ask big questions because ...</p> <p>“it can be a great way to learn more about others, increase closeness between you, and have more interesting conversations.”</p> <p>“It’s a first step in solving problems. It makes us more successful as leaders. People who ask a lot of questions tend to be more engaged in their lives, more fulfilled, and happier.”</p> <p>Etc.</p> <p>Activity:</p> <p>Children to answer the mini question: Is it important to ask big questions? In their books. Explaining why or why not.</p> <p>Challenge: Are there any big questions that we should not try to answer? Why/why not?</p>
<p>Lesson 10 Reflect and respond</p>	<p>LO: To express ideas about how to take care of our world</p> <p>Skill: Explore questions and express ideas</p>	<p>Mini Question: How can we care for the world?</p> <p>Recap: Why are big questions important? Tell your partner two reasons.</p> <p>Lesson Outline:</p> <p>How can we care for the world?</p> <p>What can we all do to make a difference?</p> <p>What do Christians believe about caring for the world?</p> <p>What do Humanists believe about caring for the world?</p> <p>What do other faith groups/world views believe about taking care of the world?</p>

Research and explore what can be done to take care of the world considering different faith members and world views.

[Science Video for Kids: How to Care for the Environment - YouTube](#)
[How to Take Care of the Environment \(Learning Videos For Kids\) - YouTube](#)

Christian viewpoint:

[Take Care of The World God Gave Us - YouTube](#)

Ask children to consider what they can do to help take care of the world individually and as a community. What could they do in school, at home, in the local area?

Possible activities:

- Collect ideas from different faiths and make a class display or spread in the RBV books. What are our hopes for the world? To include everyone's thinking.
- Think of how people of faith/world views care for the world. Present this in books also showing what the individual child can do to help care for his/her world.
- Create a poster encouraging others to take care of the world.

Reflection: Why is it important to take care of our world?