

## Unit 2.3: Questions, questions???

## Key Question: What are the Big Questions?

### About this unit

This unit builds on previous learning about the world and creation in Unit 1.2 *Caring for the world*. It provides opportunities for children to develop and explore their own big questions, arising from their life experience and work completed in previous units and begins to consider some of the answers faith members may offer. Pupils ask what matters to them - questions of meaning, purpose and truth - and consider significant times of life.

There are opportunities to work on the end of key stage statement relating to examples of collaboration between faiths.

*Resources: artefacts marking special times of life, creation stories from different faiths, [www.christianaid.org.uk](http://www.christianaid.org.uk), How the Whale Became by Ted Hughes, A Child's Garden by Michael Foreman, Seeds of Friendship by Michael Foreman, Little Answers by Tim Hopgood, poems starting and ending with questions: [www.michaelrosen.co.uk](http://www.michaelrosen.co.uk)*

Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p><b>Meaning &amp; purpose</b> explore creation stories from holy books</p> <p>ask, think and talk about some big questions of meaning, purpose and truth</p>	<p>recall some creation stories, identifying similarities and differences</p> <p>understand that some questions have no simple answers</p> <p>develop an understanding that everyone asks big questions and religions may offer different answers to the same questions</p>	<p>talk about their own experiences of new life and ask questions about new beginnings</p> <p>consider questions that appear to have no answer</p> <p>ask big questions and suggest some answers</p>
<p><b>Prepare for learning</b></p> <p>Share their ideas about where the world came from with a partner and devise the biggest question they can think of, thinking especially about questions that no one can answer</p>		
<p><b>Engage the learner</b></p> <p>Listen to a non-religious or traditional story about how the world was created</p> <p>Listen to a poem that has lots of big questions in it</p> <p>Introduce children to an enquiry-based approach such as Philosophy for Children, Godly Play, guided visualisation</p>		

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### Identify learning questions

Who is God?  
Where is God?  
What is right? What is wrong?  
Why do bad things happen? (including death, as appropriate)  
How was the world created?  
Where do religious people find answers to big questions?  
Why do religious people think we should care for the world?  
Why don't some people have enough food/shelter?

### Provide new information

Pose some puzzling questions; provide information about how Christians and members of another faith might answer these questions  
Find out what religious places including the Earth mean to people of two different faiths  
Listen to creation stories from Christianity and another faith  
Look at information about how faiths and faith-based charities may work individually and/or together to care for creation; why do they do so?

### Search for meaning

Ask, think and talk about some big questions – truth, creation, God and life  
Read religious stories looking for clues; how do faith members answer the big questions?  
Ask faith members for their answers to some big questions  
Identify similarities and differences between the creation stories from two different faiths

### Share new understanding

Collect ideas from different faiths and make a class display *What are our hopes for the world?* to include everyone's thinking  
Suggest meanings for poems, prayers and paintings from different religions; use expressive arts to explore the theme of creation  
Take a big question and illustrate it with religious and class ideas of some big answers

### Reflect on learning

Pupils suggest their own answers to some big questions; does this raise new ones? Do we need to be able to answer every question?

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**Key Question: What are the Big Questions?**

**THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS**

**Highlighted text indicates how this unit contributes to overall End of Key Stage attainment**

<b>AT1</b>	<b>AT2</b>
<b>Consider responses to big questions from different religious traditions and worldviews</b>	<b>Express their own ideas and opinions using words, music, art or poetry</b>
<b>Give examples of co-operation from different religious traditions</b>	<b>Respond with ideas to examples of co-operation from different religious traditions</b>