



### **Religious Education: Big Questions**

Religious Education should take at least 36 hours per academic year for pupils in Reception and Key Stage One. There should be 45 hours of teaching in Key Stage Two.

The EYFS curriculum is outlined in detail within the Brent Syllabus in relation to the areas of learning.

Some of this will be delivered in whole school assemblies and focus weeks we would therefore recommend that delivery is schedule to 20-30 minutes each week, with some time just for just for making their responses to the questions.

Questions are changeable as the demographic of the school changes.

## Year One - The Big Questions

Year 1	Question
Term	
<b>Autumn 1</b>	<b>BQ: Where did the world come from?</b>
	Beliefs about where the world came from Jewish story of creations Hindu's story of creation
<b>Autumn 2</b>	
	What do others believe about where the world came from? What do others say about where the world came from? What do you think about where the world came from?
<b>Spring 1</b>	<b>BQ: Who do we thank?</b>
	What makes our world wonderful? How do some Christians celebrate Harvest? How do some Jewish people celebrate Harvest?
<b>Spring 2</b>	
	How do some Hindus say thank you? Are people more important than animals? Why should we be grateful and careful for our world?
<b>Summer 1</b>	<b>BQ: How do we know they are special?</b>
	What makes a person special? How can we show that a person is special through pictures? Who was Jesus? How can we tell from the Nativity story that Christians believe Jesus is special?
<b>Summer 2</b>	
	What makes Muhammad special to Muslims? How do the birth stories show that Sikh's believe Guru Nanak is special? How might the birth stories of an avatar help Hindus try to be better people?

## Year Two - The Big Questions

Year 2	Question
Term	
<b>Autumn 1</b>	<b>BQ: How do people show their beliefs and values?</b>
	How can we show our identity? What do the symbols that some Christians wear mean? What do Jewish people wear to show their beliefs about God?
<b>Autumn 2</b>	
	How do Sikh symbols show what is important to them? How do Muslims dress to show they belong to their community? Why must we always show respect to others for what they choose to wear?
<b>Spring 1</b>	<b>BQ: What makes us human?</b>
	Who am I? When am I? Where does life come from?
<b>Spring 2</b>	
	How might some believers look after their souls? What is a human?
<b>Summer 1</b>	<b>BQ: Why do we celebrate births?</b>
	Where do some people believe we come from? Who is the most important person at an infant baptism? What is most important about baptism for a Christian?
<b>Summer 2</b>	
	How do Muslims celebrate new life? Why is a name so important? How else might people celebrate the birth of new babies? Why is it important to celebrate births?

### Year Three - The Big Questions

Year 3	Question
Term	
<b>Autumn 1</b>	<b>BQ: What makes a building sacred?</b>
	Why do different communities need a special place? How does the church help Christians connect with God? How does the church help Christians to connect with each other? How are the pillars of Islam shown in a mosque?
<b>Autumn 2</b>	
	How do the features of a Gurdwaras support the Sikh belief in equality? How are key Jewish beliefs shown in the Synagogue? How do Hindus worship in the mandir?
<b>Spring 1</b>	<b>BQ: Can anywhere be sacred?</b>
	Where can Muslims pray? Why might believers worship at home? How else might believers show their commitment to God in their home?
<b>Spring 2</b>	
	Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this space special? Why do people pray? Should religious buildings be sold to feed the starving?
<b>Summer 1</b>	<b>BQ: Why do we celebrate births?</b>
	What happens if we do wrong? What is meant by the soul? What happens when we die?
<b>Summer 2</b>	
	Why might the caste system be positive chance to help those in society? How can hell be helpful?

## Year Four - The Big Questions

Year 4	Question
Term	
<b>Autumn 1</b>	<b>BQ: How do we know what is right and wrong?</b>
	<p>Does Islam expect the same values and behaviour as the ‘people of the book’?</p> <p>What values are important to Sikhs?</p> <p>Are religions teaching the same values?</p> <p>Can religious teachings be valuable to everyone?</p>
<b>Autumn 2</b>	
	<p>What does the Torah tell us about Jewish people?</p> <p>Do the laws mean the same to all Jewish people?</p> <p>Was Jesus teaching us something new?</p> <p>What does the Torah tell?</p>
<b>Spring 1</b>	<b>BQ: Why does there have to be good and bad in the world?</b>
	<p>Who is to blame for bringing ‘sin’ into the world?</p> <p>Why are people tempted to do bad?</p> <p>Who is to blame for temptation?</p>
<b>Spring 2</b>	
	<p>Is all suffering in life caused by a battle between good and bad?</p> <p>What would life be like without evil?</p>
<b>Summer 1</b>	<b>BQ: Is there evidence of a God on Earth?</b>
	<p>How can nature be evidence for God?</p> <p>What was Jesus like? Who was Jesus?</p> <p>Why is Jesus special to three different religions?</p>
<b>Summer 2</b>	
	<p>How do Baha’i view Jesus?</p> <p>What is special about Jerusalem?</p> <p>Where else do Muslims go to be closer to Allah?</p> <p>Can miracles be true?</p>

## Year Five - The Big Questions

Year 5	Question
Term	
<b>Autumn 1</b>	<b>BQ: Who is to blame if we do wrong?</b>
	Why is confession important for forgiveness? What do religions say about fixing a wrong? Can charity relieve sin?
<b>Autumn 2</b>	
	Why do we need charity in the world? Can there be free will and fate? What does 'coming of age' mean in Judaism?
<b>Spring 1</b>	<b>BQ: Is commitment the same as sacrifice?</b>
	Is sacrifice always the same as commitment? Who benefits from sacrifice? How do Muslims show commitment through sacrifice?
<b>Spring 2</b>	
	How does the Amrit ceremony show commitment? How do other believers today show commitment through sacrifice? How does martyrdom compare to religious sacrifice?
<b>Summer 1</b>	<b>BQ: Why do Christians worship in different ways?</b>
	Are all Christians the same? Why are not all Christians Catholic? Why do Christians worship in different ways?
<b>Summer 2</b>	
	What are some of the differences between Christians? Do all Christians have the same beliefs?

## Year Six - The Big Questions

<b>Year 6</b>	<b>Question</b>
<b>Term</b>	
<b>Autumn 1</b>	
	Do we need suffering in the world? Is our world 'good'?
<b>Autumn 2</b>	
	Does science disprove that the world was created?
<b>Spring 1</b>	
	Why don't humans all get on? Is suffering necessary in our world? Could we live without suffering?
<b>Spring 2</b>	
	Why might it be important to remember the past? How can British values help believers keep their faith and identity?
<b>Summer 1</b>	
	What is the opposite of persecution? Did we always have these British Values about respecting and protecting?
<b>Summer 2</b>	
	Why is forgiveness important for us to get along?