DARE TO ASK®

INFORMATION & PRICING GUIDE



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Contents

Introducing DARE TO ASK® 4

WHAT'S INCLUDED? 6

Big Questions PowerPoints 7

DILEMMA CARDS 10

THE TEACHERS HANDBOOK 11

JOINING DARE TO ASK® - PRIMARY SCHOOLS 12

JOINING DARE TO ASK® - MULTI-ACADEMY TRUSTS 13

FIND OUT MORE 14

Introducing DARE TO ASK®

Dare to Ask® is a practical, enquiry-led approach to Religious Education for primary schools. It helps teachers place powerful questions, thoughtful dialogue and deeper thinking at the heart of RE – while building securely on the knowledge pupils need.

Dare to Ask® is **not a scheme of work or a new curriculum**. It works alongside **any RE syllabus or curriculum**, enabling schools to enrich what they already teach rather than starting again.

Built around the belief that good learning begins with good questions, Dare to Ask® encourages children to explore religious and non-religious worldviews, consider different perspectives and engage thoughtfully with challenging questions. Alongside developing secure knowledge, this approach encourages pupils to think deeply, reflect on evidence, listen to others, challenge assumptions and develop their own informed viewpoints.

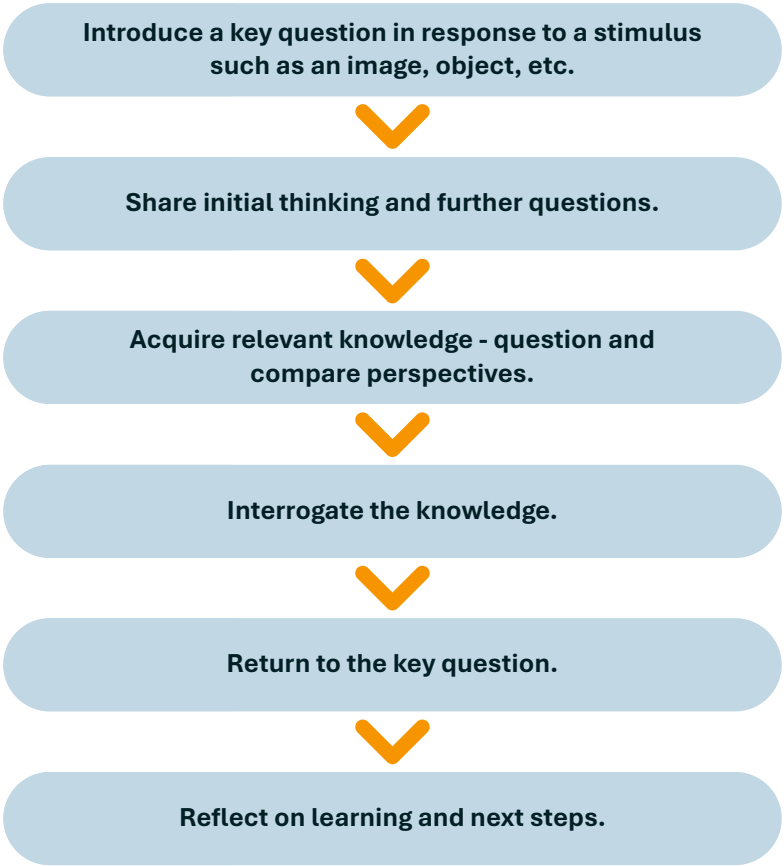
Dare to Ask® is a pedagogical approach, not a curriculum. It is supported by high-quality classroom resources which include progressive 'Big Questions' frameworks, enquiry prompts, dilemma cards, pupil journals as well as professional development for teachers. While the initial focus is upon RE, the intention is to see it developed across the whole curriculum. It can be used by single schools or MATs.

Influenced by Philosophy for Children[1] and contemporary approaches to disciplinary knowledge, Dare to Ask® aims to develop confident learners who are willing to explore uncertainty, consider alternative viewpoints and engage respectfully with the big questions that shape human life. It has been designed for primary schools nationally and is compatible with any locally agreed syllabus or curriculum.

1 https://www.thoughtful.org.uk

DARE TO ASK®: Because the best learning begins with the courage to ask.

Dare to Ask® is based upon a simple sequence:



DARE TO ASK®: WHAT'S INCLUDED?

Your Dare to Ask® resource pack includes:

The Teacher Handbook: *digital*
Practical guidance on developing high-quality enquiry-led RE.

The Dare to Ask® Roadmap: *physical*
A step-by-step route to implementation, supported by short QR-linked videos.

Four concept posters for each classroom: *physical*
Belief • Community • Expression • Sacred
Classroom posters and questioning statements provide a shared language for enquiry.

Big Questions PowerPoints: *digital*
Progressive, age-appropriate questions from Reception to Year 6 to help pupils move beyond simple answers towards deeper thinking.

Dilemma Cards (multiple per year group): *digital*
Engaging situations and questions that encourage discussion, reasoning and consideration of different perspectives.

Prompt Cards: *physical*
Simple prompts to help pupils explain, challenge, justify and develop their ideas.

Pupil Journal: *digital*
Flexible opportunities for pupils to capture their learning, thinking and the questions their enquiries have raised.

Big Questions PowerPoints

The extracts below are for Year 1. The headings refer to the main concept being discussed. Questions are organised progressively by year group, but teachers may select or adapt them to suit their pupils, curriculum content and prior learning.



The Big Questions PowerPoint slides are based around the above four concepts in each year: Belief, Community, Expression and Sacred. Each concept has five Big Questions.

An example of how using the slides might work in practice.

The following slide is from Year 5 based on the concept of 'sacred.' In this case, the image provides the initial stimulus.

1. Encounter the question and share initial thinking: Can something in nature be sacred?



If possible, include two or three additional images or objects and begin with a small number of opening questions:

- What do you notice?
- What might make a natural place important?
- Is beautiful the same as special?
- Is special the same as sacred?

2. Acquire relevant knowledge (usually this will be based on the RE syllabus being used) – question and compare perspectives, for example:

The River Ganga: a Hindu perspective

For many Hindus, the River Ganga is not simply a river: she is also understood as the goddess Ganga. Hindus believe that the river came from heaven and that her waters have the power to purify. Pilgrims visit the Ganga to pray, make offerings and bathe in its waters. This means that a natural place can be sacred because it is believed to contain or reveal a divine presence.

Key question: Is the Ganga sacred because of what Hindus believe about it, or is the river itself sacred?

Creation: a Christian perspective

Christians believe that the natural world was created by God and continues to be sustained by God. The Bible describes God's creation as good. Many Christians therefore see nature as revealing something of God and believe that human beings have a responsibility to care for it. They may differ over whether nature itself is sacred or whether it is precious because it belongs to God.

Key question: Does believing that God created nature make nature sacred?

Nature: a humanist perspective

Humanists do not believe that the natural world was created by a god. They usually understand it through science and evidence. However, many humanists experience awe and wonder when they encounter nature and believe that humans have a responsibility to protect it. Nature can therefore be deeply precious and meaningful without being religious or sacred.

Emerging question: Can something be precious and inspiring without being sacred?

3. Interrogate the knowledge

Use the most powerful questions:

- Is sacredness found in something, or given to it by people?
- Can nature be sacred without being connected to God?
- Can one place be sacred to some people but not others?
- Does regarding something as sacred create a responsibility to protect it?

4. Return to the Big Question and reflect on thinking

A simple reflection:
- At first, I thought…
- I found out…
- One perspective that influenced me was…
- I now think…
- I still wonder…

Teachers should use the classroom posters and the discussion prompts in the main pack to support thinking, i.e.

- My reason is…
- My evidence is…
- I see it differently because…
- I used to think…but now…

Pupils' reflections are supported by the Pupil Journal.

DILEMMA CARDS



The Dilemma Cards are designed to help children explore real-life ethical, social and religious questions through discussion.

Each dilemma presents a simple scenario with no single right or wrong answer. Children are encouraged to think carefully, listen to different viewpoints and explain why they think something is fair, kind, responsible or right.

From sharing the last biscuit to deciding what should happen to a sacred building, the dilemmas give children the opportunity to explore complex ideas in an age-appropriate and accessible way.

Each card includes:

- A thought-provoking dilemma or scenario
- A key question to encourage discussion
- Follow-up questions to deepen thinking
- Opportunities to explore different perspectives and values

Something for every year group

There are numerous dilemmas for each year group, from Reception upwards, carefully designed to be appropriate for children's age and stage of development.

The dilemmas can be used as whole-class discussions, small-group activities, lesson starters, reflection activities or springboards for deeper RE and values-based learning.

The resources are provided digitally, making them easy to embed into your own lesson plans and presentations. They will also be available as a physical card resource, giving teachers a ready-to-use collection of dilemmas for their classroom.

Because sometimes the most valuable learning starts with a question — not an answer.

THE TEACHERS HANDBOOK

Chapter 10 'Developing Thoughtful Learners'

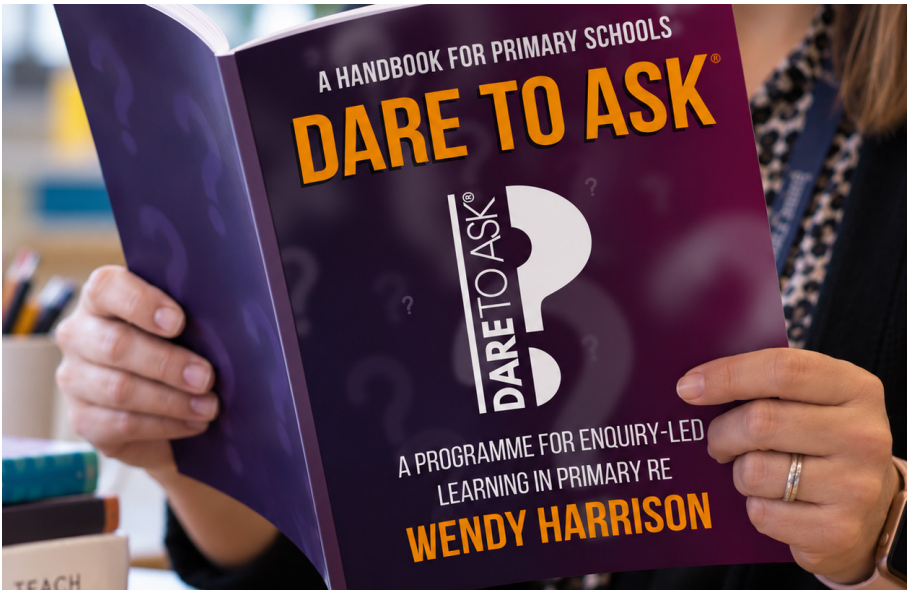
The title 'Dare to Ask®' was chosen very carefully. Asking genuine questions involves risk.

Pupils may discover that something they assumed was simple is quite complicated. They may:

- encounter a viewpoint they had not previously considered
- find that evidence challenges what they had previously thought
- end an enquiry with more questions than they had at the beginning.

These things do not represent weaknesses. They are the purpose of enquiry. RE should give pupils knowledge of the beliefs, practices, traditions and lived experiences that have shaped, and continue to shape, human lives. But it can also give them something more: the confidence to approach profound questions thoughtfully, the humility to recognise the limits of their understanding and the courage to continue asking.

The aim is not to produce pupils who always know the answer, but to develop pupils who know how to respond when the answer is not obvious.



JOINING DARE TO ASK® FOR INDIVIDUAL PRIMARY SCHOOLS

One programme. One purchase. Whole-school use.

Individual primary schools
Your programme includes the full set of digital and physical resources described on page 6, plus first-year implementation support (beginning in the spring term of 2027).

NUMBER OF PUPILS	ONE-OFF PROGRAMME PRICE
Up to 100	£395 excluding VAT
101 - 250	£595 excluding VAT
251 - 450	£795 excluding VAT
451 - 700	£995 excluding VAT

Very small schools
A reduced rate of £295 (excluding VAT) is available for schools with fewer than 60 pupils. *Where a school sits only marginally above a pupil-number threshold, please get in touch.*

JOINING DARE TO ASK® FOR MULTI-ACADEMY TRUSTS

Multi-Academy Trust
Dare to Ask® can be adopted across a Multi-Academy Trust, providing a shared approach to enquiry-led RE while allowing individual schools to continue working with their existing RE curriculum or locally agreed syllabus.

Alongside the full Dare to Ask® programme and resources for participating schools set out on page 6, MAT partners also receive:

· **MAT Implementation Guide** to support a coherent trust-wide introduction;
· **Live online introductory session** for participating schools and RE leaders;
· **Termly online Dare to Ask®** support sessions during the first year.

This gives MATs the opportunity to develop a **shared pedagogical language and approach to high-quality RE**, while retaining the flexibility and individuality of each school's curriculum.

One framework. A shared commitment to better questions, deeper thinking and stronger RE.

PRICING FOR MATs
MAT pricing is based primarily on total primary pupil numbers and provides an economy of scale compared with schools purchasing individually. The figures below show broad banding. When MATs order the Dare to Ask® programme they will be given an individual price.

NUMBER OF PUPILS	ONE-OFF PROGRAMME PRICE
Up to 1,000	£2,500 excluding VAT
Around 3,000	£5,500 excluding VAT
Around 5,000	£8,500 excluding VAT
Larger MATs	Individual quotation

Additional bespoke training, consultancy and curriculum support can also be provided. The cost for this would be negotiated with MATs.

READY FOR DARE TO ASK®?

Dare to Ask® is launching in Autumn 2026, creating the first community of primary schools and organisations using the approach.

Joining at launch gives schools the opportunity not only to introduce Dare to Ask® but also to contribute feedback and help shape its future development.

Because the best learning begins with the courage to ask.

For those outside the East Midlands area there will be two online events.

For more information or to **book your place** please scan the QR code or visit:

Tuesday 24th November | 10am - 12pm

and

Thursday 3rd December | 1pm - 3pm

All the above events are free of charge.

www.wharrison.co.uk

or email wendyanneh@aol.com

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