

## Example of an outline scheme of work for Reception

Each half-term, you <b>MUST</b> ask one of the 'Big' Questions, but first... 	Autumn 1 <b>Big Question 1:</b> What does the word 'God' mean?	Autumn 2 <b>Big Question 2:</b> Why are some people revered?	Spring 1 <b>Big Question 3:</b> Is it always easy to help someone?	Spring 2 <b>Big Question 4:</b> Does everyone need some help?	Summer 1 <b>Big Question 5:</b> Is every one of us special?	Summer 2 <b>Big Question 6:</b> What is really important to do?
...do an <b>ENQUIRY</b> into Christianity of 5-6 sessions, using Christian seasons and their underlying beliefs 	<b>Christianity: Harvest / creation</b> <i>e.g. Why is the word 'God' so important to Christians? *</i>	<b>Christianity: Advent + Christmas / incarnation</b> <i>e.g. Why do Christians do nativity plays at Christmas? *</i>	<b>Christianity: Lent / salvation</b> <i>e.g. How can we help others when they need it? *</i>	<b>Christianity: Easter / salvation</b> <i>e.g. Why do Christians put a cross in an Easter garden? *</i>	<b>Christianity: Whitsun or Pentecost / incarnation</b> <i>e.g. What makes every single person unique and precious? *</i>	<b>Christianity: Creation / stewardship</b> <i>e.g. How can we care for our wonderful world? *</i>
plus an initial <b>ENCOUNTER</b> with another religion, using a custom, celebration or story, with a belief focus 	<b>Islam: Allah / prayer</b> <i>e.g. Why do Muslims want to whisper 'Allah' in a baby's ear?</i>	<b>Islam: prophet / Khalifah (guardians)</b> <i>e.g. Why did Prophet Muhammad rescue some ants?</i>	<b>Sikhism: courage / Sikh Diwali</b> <i>e.g. How did Guru Har Gobind rescue the 52 princes?</i>	<b>Buddhism: self-sacrifice / freedom</b> <i>e.g. What do Buddhists learn from the Monkey King?</i>	<b>Hinduism: Raksha Bandhan / protection</b> <i>e.g. How do Hindu brothers and sisters show love?</i>	<b>Judaism: Tu Bishvat / stewardship</b> <i>e.g. Why do Jewish children help plant trees?</i>
<b>OR alternatively, an ENCOUNTER built on the experience of a pupil or family in class e.g.</b>	<b>Christianity: worship / God</b> <i>e.g. What happens when the xxxx family go to their Orthodox church?</i>	<b>Hinduism: loyalty / love</b> <i>e.g. Why does xxxx and their family enjoy the story of Rama and Sita?</i>	<b>Christianity: service / Jesus</b> <i>e.g. How does xxxxx's mum and dad offer to help with the Salvation Army?</i>	<b>Christianity: Bible / guidance</b> <i>e.g. How does reading Bible story books together help xxxx's family?</i>	<b>Humanism: one life / happiness</b> <i>e.g. What did xxxx and xxxxx wish for at their baby brother's naming?</i>	<b>Islam: Allah / prayer</b> <i>e.g. Why does xxxx's friends and family use prayer mats every day?</i>

### Notes:

**Row 1** - Teachers must use the 6 'big' questions in the terms specified. They should be discussed after the Enquiries and Encounters have taken place.

**Row 2** - For Christianity, teachers must use the seasons and underlying beliefs specified but the questions are only suggestions. Non-statutory guidance on content can be found on the SACRE website: <https://suffolklearning.com/sacre/>. The starred (\*) Enquiry questions are written up as units of work in The Emmanuel Project (see [Appendix 1](#)).

**Row 3** - Teachers seeking to build on experiences beyond the pupils' own, should use the religions and focal beliefs mentioned but the questions are only suggestions.

**OR Row 4** – Teachers wishing to build on experiences in class e.g. different Christian denominations, can use the examples to model their own questions as they get to know their class and are able to ask parents for help.