



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>						
<b>UNIT</b>	<b>Baha'i and Humanism</b> What makes me happy? Who makes me happy and why?	<b>Christianity and Judaism</b> What special days do we celebrate?	<b>Christianity and Judaism</b> What special days do we celebrate?	<b>Hinduism and Zoroastrianism</b> How can we use our hearing and other senses to find out about things?	<b>Islam</b> Where did my name come from?	<b>Buddhism and Jainism</b> How should we treat living things?
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>C Forms of expressing meaning: F Values and commitments:</b>	<b>A Beliefs, teachings and sources: D identity, diversity and belonging:</b>	<b>A Beliefs, teachings and sources: D identity, diversity and belonging:</b>	<b>B Practices and ways of life: E Meaning, purpose and truth:</b>	<b>C Forms of expressing meaning: D identity, diversity and belonging:</b>	<b>A Beliefs, teachings and sources: F Values and commitments:</b>
<b>Additional lessons</b>		<b>Church visit</b>				
<b>Reception</b>						
<b>UNIT</b>	<b>Baha'i and Sikhism</b> How can we help other people?	<b>Christianity</b> What is interesting about the Christmas story?	<b>Jainism and Judaism</b> How do we choose what food to eat?	<b>Islam</b> How do Islam and other faiths use water and why?	<b>Christianity</b> What kind of person was Jesus?	<b>Christianity and Humanism</b> What can we learn from faith and other stories?
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>C Forms of expressing meaning: F Values and commitments:</b>	<b>A Beliefs, teachings and sources: E Meaning, purpose and truth:</b>	<b>B Practices and ways of life: F Values and commitments:</b>	<b>B Practices and ways of life: E Meaning, purpose and truth:</b>	<b>C Forms of expressing meaning: D identity, diversity and belonging:</b>	<b>A Beliefs, teachings and sources: F Values and commitments:</b>
<b>Additional lessons</b>		<b>Church visit</b>				
<b>Year 1</b>						



<b>UNIT</b>	<b>Sikhism</b> What makes faith building special?	<b>Hinduism</b> What can we learn from the Diwali story about good and evil in our own lives?	<b>Christianity, Judaism</b> Is it important to have a day that is different to other days?	<b>Islam</b> How do we respond when we hear certain sounds?	<b>Christianity</b> What can Christians learn from the teachings of Jesus?	<b>Christianity</b> <b>Zoroastrianism</b> How do holy books teach religious people about being close to God?
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>B Practices and ways of life:</b> I can use the right names for things that are special to members of religions and other belief systems. <b>F Values and commitments:</b> I can talk about what is important to me and to other people.	<b>A Beliefs, teachings and sources:</b> I can remember a story from a religion or other belief system and talk about it <b>E Meaning, purpose and truth:</b> talk about what I find interesting or puzzling.	<b>B Practices and ways of life:</b> I can use the right names for things that are special to members of religions and other belief systems. <b>D identity, diversity and belonging:</b> I can talk about things that happen to me.	<b>C Forms of expressing meaning:</b> I can recognise art, symbols and words featured in religions and other belief systems, and talk about them. <b>D identity, diversity and belonging:</b> I can talk about things that happen to me.	<b>C Forms of expressing meaning:</b> I can recognise art, symbols and words featured in religions and other belief systems, and talk about them. <b>E Meaning, purpose and truth:</b> I can talk about what I find interesting or puzzling.	<b>A Beliefs, teachings and sources</b> I can remember a story from a religion or other belief system and talk about it <b>F Values and commitments:</b> I can talk about what is important to me and to other people.
<b>Additional lessons</b>	•			•	•	•
<b>Year 2</b>						
<b>UNIT</b>	<b>Hinduism and Jainism</b> What makes a home?	<b>Humanism and Christianity</b> How do we remember people and why?	<b>Judaism</b> What rules are the most important and why?	<b>Christianity</b> Why is the cross important to Christians?	<b>Islam Baha’i</b> How are we the same and different from other people and does it matter?	<b>Buddhism</b> What does faith say about change? How does it make us feel and how can we become better?
<b>Level Descriptors</b>	<b>C Forms of expressing meaning:</b> I can say what some religious	<b>C Forms of expressing meaning:</b> I can say what some religious	<b>B Practices and ways of life:</b> I can talk about some of the things	<b>A Beliefs, teachings and sources:</b> tell a story	<b>B Practices and ways of life:</b> I can talk about some of the things	<b>A Beliefs, teachings and sources:</b> tell a story



<b>(From Harrow Agreed Syllabus)</b>	and other symbols stand for and say what some of the art is about. <b>D identity, diversity and belonging:</b> I can ask about what happens to others with respect for their feelings.	and other symbols stand for and say what some of the art is about. <b>E Meaning, purpose and truth:</b> I can talk about some things in stories that make people ask questions.	that are the same for different people. <b>F Values and commitments:</b> I can talk about what is important to me and to others with respect for their feelings.	from a religion or other belief system and say some things that people believe. <b>E Meaning, purpose and truth:</b> I can talk about some things in stories that make people ask questions.	that are the same for different people. <b>D identity, diversity and belonging:</b> I can ask about what happens to others with respect for their feelings.	from a religion or other belief system and say some things that people believe. <b>F Values and commitments:</b> I can talk about what is important to me and to others with respect for their feelings.
<b>Additional lessons</b>		•	•	•	•	•
<b>Year 3</b>	<b>Christianity</b> What do Christians do when they pray and why?	<b>Buddhism</b> What can we learn from the life of Buddha about being happy?	<b>Islam</b> Should holy books be treated differently to other books?	<b>Judaism</b> What are our most important religious artefacts and symbols? How do they show what we believe?	<b>Hinduism</b> How do faith groups mark naming ceremonies?	<b>Christianity, Islam</b> What makes some places sacred?
<b>UNIT</b>						
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>A Beliefs, teachings and sources:</b> I can describe what a believer might learn from a story important within a religion or other belief system. <b>E Meaning, purpose and truth:</b> I can ask important questions about life and	<b>A Beliefs, teachings and sources:</b> I can describe what a believer might learn from a story important within a religion or other belief system. <b>F Values and commitments:</b> I can link things that are	<b>C Forms of expressing meaning:</b> I can use religious and other words to describe some of the different ways in which people show their beliefs. <b>E Meaning, purpose and truth:</b> I can ask important questions about life and	<b>B Practices and ways of life:</b> I can describe some of the things that are the same and different for people from religions and other belief systems. <b>D identity, diversity and belonging:</b> I can compare some of the things that influence	<b>B Practices and ways of life:</b> I can describe some of the things that are the same and different for people from religions and other belief systems. <b>E Meaning, purpose and truth:</b> I can ask important questions about life and	<b>C Forms of expressing meaning:</b> I can use religious and other words to describe some of the different ways in which people show their beliefs. <b>F Values and commitments:</b> I can link things that are important to me and



	compare my ideas with those of other people.	important to me and other people with the way I think and behave.	compare my ideas with those of other people.	me with those that influence other people.	compare my ideas with those of other people.	other people with the way I think and behave.
<b>Additional lessons</b>	•	•	•	•	•	•
<b>Year 4</b>						
<b>UNIT</b>	<b>Judaism</b> What does it mean to be sorry and how can we tell?	<b>Christianity</b> What do we mean by peace and where is it to be found?	<b>Sikhism</b> Does it matter what we wear and why?	<b>Christianity</b> In what ways is Jesus relevant today and in the future?	<b>Islam</b> What role do places of worship have in communities ?	<b>Humanism</b> How is Humanism the same as and different to a religion?
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>A Beliefs, teachings and sources:</b> I can make links between the beliefs, teachings and sources of different religious and other groups and show how they are connected to believers' lives.  <b>D identity, diversity and belonging:</b> I can ask questions about who we are and where we	<b>C Forms of expressing meaning:</b> I can describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.  <b>E Meaning, purpose and truth:</b> I can ask questions about the meaning and purpose of life, and suggest a range of answers which might be given	<b>C Forms of expressing meaning:</b> I can describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean.  <b>F Values and commitments:</b> ask questions about the moral decisions I and other people	<b>B Practices and ways of life:</b> I can use religious and other language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups and other belief systems.  <b>D identity, diversity and belonging:</b> I can ask questions about who we are and where we belong, and	<b>B Practices and ways of life:</b> I can use religious and other language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups and other belief systems.  <b>F Values and commitments:</b> ask questions about the moral decisions I and other people make, and	<b>A Beliefs, teachings and sources:</b> I can make links between the beliefs, teachings and sources of different religious and other groups and show how they are connected to believers' lives.  <b>D identity, diversity and belonging:</b> I can ask questions about who we are and where we



	belong, and suggest answers which refer to people who have inspired and influenced myself and others.	by me as well as members of different religious groups.	make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	suggest answers which refer to people who have inspired and influenced myself and others.	suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values.	belong, and suggest answers which refer to people who have inspired and influenced myself and others.
<b>Additional lessons</b>	•	•	•	•	•	•
<b>Year 5</b>						
<b>UNIT</b>	<b>Buddhism and Jainism</b> Do all actions have a consequence?	<b>Christianity and Islam</b> Is it better to give than to receive?	<b>Judaism and Humanism</b> Why did a Chief Rabbi say -"Religion is about the why of creation, science is about the how."?	<b>Sikhism</b> How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh?	<b>Christianity</b> Could the Lord's Prayer be universal?	<b>Baha'i</b> How do faiths define themselves?
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<b>B Practices and ways of life:</b> I can describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a	<b>C Forms of expressing meaning:</b> I can use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs.  <b>F Meaning,</b>	<b>A Beliefs, teachings and sources:</b> I can suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources	<b>A Beliefs, teachings and sources:</b> I can suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources	<b>C Forms of expressing meaning:</b> I can use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs.  <b>D identity,</b>	<b>C Forms of expressing meaning:</b> I can use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs.  <b>D identity,</b>



	<p>difference to the lives of individuals and communities.</p> <p><b>F Values and commitments:</b> I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>	<p><b>purpose and truth:</b> I can ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives.</p>	<p>are used to provide answers to important questions.</p> <p><b>E Meaning, purpose and truth:</b> I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p>	<p>are used to provide answers to important questions.</p> <p><b>E Meaning, purpose and truth:</b> I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives.</p>	<p><b>diversity and belonging:</b> I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion or other belief system and explain what inspires and influences me.</p>	<p><b>diversity and belonging:</b> I can give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion or other belief system and explain what inspires and influences me.</p>
<b>Additional lessons</b>		•	•	•	•	•
<b>Year 6</b>						
<b>UNIT</b>	<p><b>Islam</b> Why do people pray?</p>	<p><b>Christianity/ Hinduism</b> How responsible are we for the environment?</p>	<p><b>Christianity</b> What do Christians believe is the most important event that has ever happened?</p>	<p><b>Sikhism</b> What is the truth about the Baisakhi story?</p>	<p><b>Buddhism and Humanism</b> Who do we look to for inspiration and why?</p>	<p><b>Judaism and Zoroastrianism</b> Religious responsibility: What does it mean to grow up?</p>
<b>Level Descriptors (From Harrow Agreed Syllabus)</b>	<p><b>B Practices and ways of life:</b> I can say what different practices and ways of life</p>	<p><b>A Beliefs, teachings and sources:</b> I can say what religions and other belief systems teach</p>	<p><b>C Forms of expressing meaning:</b> I can use correct religious and philosophical vocabulary in</p>	<p><b>C Forms of expressing meaning:</b> I can use correct religious and philosophical vocabulary in</p>	<p><b>B Practices and ways of life:</b> I can say what different practices and ways of life</p>	<p><b>A Beliefs, teachings and sources:</b> say what religions and other belief systems teach</p>



	<p>followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies.</p> <p><b>D identity, diversity and belonging:</b> I can consider the challenges of belonging to a religion or other belief system today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples.</p>	<p>about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.</p> <p><b>F Values and commitments:</b> I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p>	<p>explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p> <p><b>F Values and commitments:</b> I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p>	<p>explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p> <p><b>E Meaning, purpose and truth:</b> I can use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth.</p>	<p>followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies.</p> <p><b>D identity, diversity and belonging:</b> I can consider the challenges of belonging to a religion or other belief system today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples.</p>	<p>about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.</p> <p><b>F Values and commitments:</b> I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p>
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Additional lessons						
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