Concept Map – Religious Education

Concept	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Beliefs 	-Celebrations (Halloween, Bonfire Night, Diwali, Christmas, Easter, Eid)	Is it important to belong? Why do people celebrate? Should everyone learn to pray?	What do people believe is important? Who is it right to follow? Can books and stories be good teachers?	Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?	What makes some people an inspiration to others? What beliefs bind a community together?	Where do people look for answers to life and living? Are some things more sacred than others?	Why are there so many different ideas about God? What are the best ways to think about living and dying?
Being a Believer 	-Celebrations (Halloween, Bonfire Night, Diwali, Christmas, Easter, Eid)	Is it important to belong? Why do people celebrate? Should everyone learn to pray?	What do people believe is important? Who is it right to follow? Can books and stories be good teachers?	Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?	What makes some people an inspiration to others? What beliefs bind a community together?	Where do people look for answers to life and living? Are some things more sacred than others?	Why are there so many different ideas about God? What are the best ways to think about living and dying?
Worship and sacred places 	-Celebrations (Halloween, Bonfire Night, Diwali, Christmas, Easter, Eid)	Is it important to belong? Why do people celebrate? Should everyone learn to pray?	Can books and stories be good teachers?		What beliefs bind a community together?	Are some things more sacred than others?	
Religious Texts 		Is it important to belong? Why do people celebrate? Should everyone learn to pray?	What do people believe is important? Who is it right to follow? Can books and stories be good teachers?	Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?	What makes some people an inspiration to others? What beliefs bind a community together?	Where do people look for answers to life and living? Are some things more sacred than others?	What are the best ways to think about living and dying?
Journey of Life 	-Celebrations (birthdays)			Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?		Where do people look for answers to life and living?	Why are there so many different ideas about God? What are the best ways to think about living and dying?
Global Issues 		Is it important to belong?	Who is it right to follow?	What beliefs drive people to make a difference in the world?	What beliefs bind a community together?		What are the best ways to think about living and dying?
Religious Expression 	-Celebrations (Halloween, Bonfire Night, Diwali, Christmas, Easter)	Is it important to belong? Why do people celebrate? Should everyone learn to pray?	What do people believe is important? Can books and stories be good teachers?	Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?	What makes some people an inspiration to others? What beliefs bind a community together?	Where do people look for answers to life and living? Are some things more sacred than others?	Why are there so many different ideas about God? What are the best ways to think about living and dying?



Festivals and Celebrations 	-Celebrations (birthdays) -Celebrations (Halloween, Bonfire Night, Diwali, Christmas, Easter)	Is it important to belong? Why do people celebrate?	What do people believe is important?		What beliefs bind a community together?	Are some things more sacred than others?	
Inspirational People 	-Celebrations (Christmas)	Why do people celebrate?	What do people believe is important? Who is it right to follow?	Do beliefs make any difference to someone's life? What beliefs drive people to make a difference in the world?	What makes some people an inspiration to others?	Where do people look for answers to life and living?	Why are there so many different ideas about God?

Concept Curriculum Skills – Religious Education

Concept	EYFS CURRICULUM ELG	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
Key Beliefs 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-To use some religious words and phrases to recognise and name features of religious life and practice. -To talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others. -To ask important questions about religion and beliefs, making links between own and others' responses.	-To use religious words and phrases to identify some features of religion and its importance for some people. -To begin to show awareness of similarities in religions. -To ask, and respond sensitively to, questions about their own and others' experiences and feelings. -To recognise their own values and those of others. .	-To use an increasingly wide religious vocabulary to describe some key features of religions, recognising similarities and differences -To ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.
Being a Believer 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps.	-To use religious words and phrases to identify some features of religion and its importance for some people. -To begin to show awareness of similarities in religions. -To begin to identify the impact religion has on believers' lives.	-To begin to identify the impact religion has on believers' lives. To describe some forms of religious expression. -To raise, and suggest answers to, questions of identity, belonging, meaning, purpose,	-To use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. -To raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.



	ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		truth, values and commitments.	-To make links between aspects of their own and others' experiences.
Worship and sacred places 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-To use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.	-To use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.	-To use an increasingly wide religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. -To describe some similarities and differences both within and between religions.
Religious Texts 		-To retell religious stories and suggest meanings for religious actions and symbols. -To make links between beliefs and sources, including religious stories and sacred texts.	-To retell religious stories and suggest meanings for religious actions and symbols. -To make links between beliefs and sources, including religious stories and sacred texts.	-To make links between beliefs and sources, including religious stories and sacred texts. -To explain how religious sources are used to provide answers to ultimate questions and ethical issues.
Journey of Life 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-To ask, and respond sensitively to, questions about their own and others' experiences and feelings. –To recognise that some questions cause people to wonder and are difficult to answer.	-To ask important questions about religion and beliefs, making links between their own and others' responses. -To make links between them, and describe some similarities and differences both within and between religions.	-To use an increasingly wide religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. -To describe some similarities and differences both within and between religions.



Global Issues 		-In relation to matters of right and wrong, to recognise own values and those of others. -To make links between values and commitments, and their own attitudes and behaviour. -To identify what influences them, making links between aspects of their own and others' experiences.	-To make links between values and commitments, and their own attitudes and behaviour. -To identify what influences them, making links between aspects of their own and others' experiences.	-To explain how religious sources are used to provide answers to ultimate questions and ethical issues.
Religious Expression 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-To recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. -To identify how religion is expressed in different ways. -To describe some forms of religious expression.	-To describe some forms of religious expression. -To identify how religion is expressed in different ways. -To describe the impact of religion on people's lives and suggest meanings for a range of forms of religious expression.	-To suggest meanings for a range of forms of religious expression. -To recognise diversity in forms of religious, spiritual and moral expression, within and between religions.
Festivals and Celebrations 	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	-To use some religious words and phrases to recognise and name features of religious life and practice. -To identify how religion is expressed in different ways.	-To use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.	-To use an increasingly wide religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. -To describe some similarities and differences both within and between religions.
Inspirational People	**ELG: People, Culture and Communities** - To know some similarities and differences between different religious and cultural	-To identify what influences them, making links between	-To apply ideas to their own and other people's lives and	-To explain who or what inspires and influences them.

	communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate – maps. **ELG: Listening, Attention and Understanding** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	aspects of own and others' experiences.	describe what inspires and influences themselves and others. -To make links between values and commitments, and their own attitudes and behaviour.	-To express their own and others' views on the challenges of belonging to a religion.