



Religious Education – Concept Map

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Early Years | Year 1&2 | Year 3&4 | Year 5&6 |
| **Believing** | Which stories are special and why?   * Children listen to stories from different religions with enjoyment. * Responding to stories with relevant comments, questions or actions. * Using talk to clarify ideas about ideas, feelings and events. * Children talk about how they and others show feelings. * Using role play and imagination to re enact stories and represent their own ideas. * Begin to know about their own cultures and beliefs. | To know about and understand a range of religions and worldwide views.   * To recall and name different beliefs and practices, including festivals and worship, rituals and ways of life. To find out about the meanings behind these. * To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. * Recognise some different symbols and actions which express a community’s way of life. * Appreciating some similarities between communities. | Gain and employ the skills and knowledge needed to engage seriously with religion and world views.   * To discuss and present their own and others views on challenging questions such as why books and writings are so important. * To know about and ask questions about what different religions believe about god, and why particular people are inspiring to different religions. | Gain and employ the skills and knowledge needed to engage seriously with religion and world views.   * To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won in different forms such as music, poetry and art. * To debate and reason as to why people believe god exists and what forms this takes in different religions. * To discuss what different religions believe about hardship and what to do when things get hard. |
| **Expressing** | Which places are special and why?  Which times are special and why?   * To show feelings towards special places and respect the feelings and opinions of others. * Talk about similarities and differences between people’s favourite places. * To explore different important objects that matter to different cultures and beliefs. | Express ideas and insights about the nature, significance and impact of religions and worldviews.   * To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. * Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. * Notice and respond sensitively to some similarities and differences between different religions and worldviews | Express ideas and insights about the nature, significance and impact of religions and worldviews.   * Investigate diverse communities and how they live together. * Looking at why people pray and what their beliefs about prayer are. * Discussing and finding out about different festivals, and why these are important to different communities. * Consider why some people regard life as a journey, and what experiences signify this. | Express ideas and insights about the nature, significance and impact of religions and worldviews.   * Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. * Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. * Expressing thoughts about how people express their beliefs. Is it better through art and architecture or charity and generosity? |
| **Living** | Where do we belong?  What is special about our world and why?   * Children begin to ask and | * Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. * Find out about and respond with ideas to examples of co – operation between people who are different. * Find out about questions of right and wrong and begin to express their ideas and opinions in response. | Discuss and apply their ideas about ethical questions, including ideas about right and wrong and what is fair.   * Investigate what it is like to be Christian in Britain today. * Discuss what it is like to be a Hindu in Britain today * Investigate what we can learn from religions about right and wrong | Discuss and apply their own and others’ ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response.   * What does it mean to be a Muslim in Britain today? * Investigate what are the things that matter most to Christians and humanists. * What difference does it make to believe in different elements of harmlessness, grace and community |