

End of Key Stage Expectations Curriculum Map

| By the end of Key Stage 1 children are expected to: | Curriculum coverage: |
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| <ul style="list-style-type: none"> talk about God as creator of the world who loves us. | EYFS Harvest, 1.1 Harvest: How can we help those who do not have a good harvest? 1.2 God and Creation |
| <ul style="list-style-type: none"> know that God is three in one, Father, Son and Holy Spirit. | Christmas units, 2.6 What happened at the Ascension and Pentecost? |
| <ul style="list-style-type: none"> be able to retell both the nativity and Easter stories. | Christmas and Easter units |
| <ul style="list-style-type: none"> use religious words to talk about the celebrations of Christmas, Easter and Pentecost. | Christmas and Easter units, 2.6 What happened at the Ascension and Pentecost? |
| <ul style="list-style-type: none"> know that Christians believe Jesus is the Son of God who died on the cross and rose again. | Easter units |
| <ul style="list-style-type: none"> know that Jesus had 12 special friends called disciples. | 1.4 Jesus was special, 2.3 Jesus Friend to Everyone |
| <ul style="list-style-type: none"> know that the Bible is our holy book and it contains God's big story, the salvation plan. | 2.1 The Bible |
| <ul style="list-style-type: none"> be able to retell stories of Jesus' miracles. | 1.4 Jesus was special, 2.3 Jesus friend to everyone |
| <ul style="list-style-type: none"> have visited a church and confidently talk about their experience and what they have learnt. | 2.5 Why is the church a special place for Christians? Reflections on school visits to worship at church e.g. Easter service |
| <ul style="list-style-type: none"> have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs. | All units |
| <ul style="list-style-type: none"> be able to give examples of how Christians, put their beliefs into action. | EYFS Prayer, 1.1 Harvest: how can we help those who do not have a good harvest? 1.3 Christmas: why do we give and receive gifts? |
| <ul style="list-style-type: none"> know the names and significance of holy books from other faiths. | 2.1 Part 2 Do people of other faiths have holy books? |
| <ul style="list-style-type: none"> know the places where people of other faiths worship. | Unit 2.5 Part 2 Where do people of other faiths worship? |
| <ul style="list-style-type: none"> be developing a sense of their own values and the values of others. | Throughout curriculum |
| <ul style="list-style-type: none"> have experienced taking part in the celebration of Harvest Festival. | Reception and Year 1 |

| By the end of Key Stage 2 children are expected to: | |
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| <ul style="list-style-type: none"> know that God is three in one: Father, Son and Holy Spirit – the Trinity. | Christmas Units, 4.3 Jesus Son of God |
| <ul style="list-style-type: none"> know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall. | 3.6 Harvest |
| <ul style="list-style-type: none"> know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God. | Christmas units, 3.3 Jesus the man who changed lives, 4.3 Jesus the Son of God, 4.4 Exploring Easter as a story of betrayal and trust, UC 2A.5 Why do Christians call the day Jesus died Good Friday? UC 2B.4 Was Jesus the Messiah? 5.4 Why do Christians believe Easter is a celebration of victory? UC 2B.6 What did Jesus do to save human beings? 6.3 Why do Christians celebrate the Eucharist? |
| <ul style="list-style-type: none"> know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today. | 3.4 Exploring the sadness and joy of Easter, UC 2A.5 Why do Christians call the day Jesus died Good Friday? UC 2B.7 What difference does the resurrection make for Christians? UC 2A.6 When Jesus left what was the impact of Pentecost? 5.6 Loss, death and Christian hope, UC 2B.7 What difference does the resurrection make for Christians? |
| <ul style="list-style-type: none"> know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God). | UC theme The Kingdom of God – part of God’s Big Picture |
| <ul style="list-style-type: none"> Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God’s Kingdom on earth as best they can. | Throughout curriculum. In particular 3.5 Which rules should we follow? UC 2B.3 How can following God bring freedom and justice? 5.1 How and why do Christians read the Bible? |
| <ul style="list-style-type: none"> know that Pentecost was the start of the church. | 5.9 Pentecost: what happened next? 6.5 Ascension and Pentecost, UC 2A.6 When Jesus left what was the impact of Pentecost? |
| <ul style="list-style-type: none"> know that Christians believe that the Holy Spirit is at work in their lives today. | Throughout curriculum in reference to the trinity and Jesus our friend and saviour. Links: 6.5 Ascension and Pentecost, UC 2A.6 When Jesus left what was the impact of Pentecost? |
| <ul style="list-style-type: none"> know that Christianity is a worldwide multi-cultural faith. | Through the use of photographs, videos, music etc as appropriate throughout units, e.g. when looking into Christmas and Easter traditions/celebrations |
| <ul style="list-style-type: none"> know that prayer is an important part of the life of a believer and explain why. | S2 The Lord’s Prayer, 4.6 What is prayer? |
| <ul style="list-style-type: none"> know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word. | 3.1 Called by God |
| <ul style="list-style-type: none"> describe the impact responding to God’s call has on a believer’s life. | 3.1 Called by God, UC 2A.2 What is it like to follow God? UC 2B.3 How can following God bring freedom and justice? |

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| <ul style="list-style-type: none"> use developing religious vocabulary to talk about the impact religion has on believers' lives. | Throughout curriculum |
| <ul style="list-style-type: none"> be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths. | 3.5 Which rules should we follow? Does everybody follow the same rules? |
| <ul style="list-style-type: none"> ask important questions about religion and belief that improves their learning. | Throughout curriculum |
| <ul style="list-style-type: none"> experience a visit to a place of worship other than a church. | 4.5 Part 2 Sacred Places |
| <ul style="list-style-type: none"> talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there. | 4.5 Part 2 Sacred places |
| <ul style="list-style-type: none"> retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts. | All Christmas and Easter units (with built-in progression of understanding of core concepts through the year groups) |
| <ul style="list-style-type: none"> connect Christian practices, values and beliefs to events and teaching in the Bible. | 3.5 Which rules should we follow? 4.3 Jesus the Son of God, 5.1 How and why do Christians read the Bible? 5.3 Jesus the teacher UC 2b.5 What would Jesus do? 6.3 Why do Christians celebrate the Eucharist? |
| <ul style="list-style-type: none"> be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers. | 5.1 Part 2 How important are holy books in other faiths? |
| <ul style="list-style-type: none"> be able to express and explain their own opinions on issues they have discussed. | Throughout curriculum |
| <ul style="list-style-type: none"> use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life. | 6.1 Life as a journey and pilgrimage |
| <ul style="list-style-type: none"> describe what they think motivates people of faith and explain what inspires and influences them personally. | 3.1 Called by God, 5.1 Parts 1 and 2 Why do Christians read the Bible? How important are holy books in other faiths? UC 2B.7 What difference does the resurrection make for Christians? 6.1 Pilgrimage, non-Christian aspects of units offer opportunities also. |
| <ul style="list-style-type: none"> ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions. | Throughout units particularly non-Christian faith elements; Year 3 and 4 units on Jewish festivals, 4.5 Part 2 Sacred places, 4.6 Part 2 How do people of other faiths pray? 5.1 Part 2 How important are holy books in other faiths? 5.6 Part 2 End of life rituals, 6.1 Part 2 Pilgrimage |
| <ul style="list-style-type: none"> know and be able to talk about the links between Christianity and Judaism. | Units pertaining to Jewish festivals – 3.6 Sukkot, 4.2 Hannukah, 5.5 Purim, 6.3A Passover |
| <ul style="list-style-type: none"> describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist. | 6.3 Why do Christians celebrate the Eucharist? |