

**Pickering Infant School - Curriculum Coverage and Assessment Grid**  
**Key Stage 1 Religious Education -**

Highlight when covered						Programme of Study		Notes
						Knowledge , Skills and Understanding		(Where tracking indicates a lack of understanding please record key points/children/misconceptions below)
1	2	3	4	5	6	Name, recall, recognise	Retell	
						Year 1 Can name a church, mosque or synagogue from a picture.	Year 2 Can put seven parts of the Jewish/Christian creation story into the right order (sequencing)	
						Can remember and tell someone three things that happened in a Christian, Muslim or Jewish story, such as the story of Mary and Joseph at Christmas.	Can match up some Christian beliefs with some Christian symbols and artefacts (e.g. linking the Cross to Easter).	
						Can recognise and name the Torah, Qur'an and the Bible as examples of holy books.	Retell a story of Jesus, and suggest a meaning the story might have for a Christian person.	

						From a table of artefacts or photos, pick three that are associated with Christians, or three that are used in a Synagogue, or three that Muslims use when praying.	Suggest the meaning of symbolic actions of respect used when handling the Qur'an (e.g. clean hands, Qur'an stand).	
						Tell someone what happens in the Creation story of Genesis.	Suggest two things that matter to a Christian, to a Jewish person or to a Muslim.	
						Name two festivals that Christians like to celebrate.	Suggest what the story of Hanukkah or of Pesach could mean for a Jewish family today.	
						Recall and tell someone at least three key events in a familiar Christian, Jewish or Muslim story.	Gather and select from pieces of information about a religious festival, ceremony or act of worship in Islam.	
							Suggest what the lesson of a familiar Christian parable might be.	

					Talk about	Respond sensitively	
					Year 1 Talk about their own ideas about what makes a book, or a day, or a building special, precious or holy.	Year 2 Respond sensitively to stories about people from (e.g.) the Muslim, Jewish and Christian religions, noticing what matters to them.	
					Talk about some interesting and puzzling questions I'd like to know about to do with God and creation.	Talk about saying sorry and forgiving people: why does it matter?	
					Recognise some of the feelings Muslims enjoy at Eid Al Fitr, and recognise some of their own feelings.	Respond imaginatively to stories of kindness, self-sacrifice or bravery from sacred texts with my own ideas.	
					Talk about thanking and being thanked, praising and being praised.	Suggest three questions about God that are interesting and hard to answer.	
					Talk about belonging: who do I belong to? How does it show? Do some people belong to God?	Ask some questions about creation and its puzzling mysteries: e.g. give two answers to: 'does a beautiful world mean there's a wonderful God?'	

						Talk about the difference being Muslim, Christian or Jewish makes in family life.	Suggest some things that are precious, though money can't buy them.	
						Say what I think is good about sharing things fairly.	Recognise and talk about how we use all our senses to celebrate a big day	
						Say what makes unfair shares a bad idea.	Talk about how a piece of music can express a feeling like joy or excitement, and how singing together (including in worship) makes people feel.	
						Talk about how symbols of light make me feel.		
						Speak about my own celebrations and someone else's celebrations.		