



Religious Education Skills

Progression from Nursery to Year 2

Purpose Children develop the knowledge and language to talk thoughtfully about religion and worldviews, including their own and those of others. This progression supports the EYFS framework, the Norfolk Locally Agreed Syllabus for Religious Education and the school's selected Kapow Religion and Worldviews units. The annual unit plan identifies the particular traditions, stories and examples taught.

Our RE curriculum in practice

An enquiring approach. Children learn through carefully chosen stories, artefacts, images, visits, visitors, talk and reflection. They learn what some people believe and do, consider questions of meaning, and explore how beliefs may shape life in a community. No child is expected to share a religious belief.

A balanced curriculum. The subject leader maps selected Kapow units to the Norfolk syllabus. Reception explores Christianity and at least one other religion, religious belief or worldview. Across Key Stage 1, pupils study Christianity and another principal religion in depth and encounter at least one further religion or worldview relevant to the local context. Planning gives Christianity more time than any other individual tradition, as the syllabus requires.

Starting in play. Nursery and Reception offer stories, festivals, families, special objects and places through planned interaction and continuous provision. These experiences support Understanding the World, Communication and Language, and Personal, Social and Emotional Development.

Respectful language. Adults use accurate terms and show variety within traditions: "some Christians...", "in this family...". Children learn that people within the same religion or worldview may think and practise differently.

The progression at a glance

Skill	Nursery	Reception	Year 1	Year 2
Beliefs	Notice that people have different ideas about what matters and what is special.	Talk about beliefs and what is special to different people using examples.	Describe examples of what some people believe and ask simple questions.	Explain a belief using a studied example; notice similarities and differences.
Practices	Explore celebrations, stories, objects and places through play.	Describe familiar celebrations, places and objects and why they matter.	Recall and describe how some people mark events, worship or care for others.	Connect a practice with a belief and compare examples with care.
Wisdom and morality	Recognise kind choices in stories and daily life.	Talk about a story's message and how someone feels.	Retell a teaching story and suggest what it may mean to a believer.	Discuss different responses to a moral question, giving reasons.
Belonging	Recognise people and groups important to self and others.	Notice ways families and communities celebrate or belong.	Describe signs of belonging and ways communities support members.	Explore how belonging can shape identity and vary within a group.

How to use this map. The statements show increasing depth, not a fixed test or a prescribed order of Kapow units. Revisit earlier ideas with richer examples and vocabulary. Apply the annual Norfolk syllabus coverage check before finalising units.

Knowledge and concepts: Nursery to Year 2

Skill	Nursery	Reception	Year 1	Year 2
Personal and shared worldviews	Talk about family, favourite places, what feels important and what others enjoy.	Notice that people have different ways of living, celebrating and showing what matters.	Say that people may hold religious or non-religious worldviews; describe a studied example.	Explain how experience, family or community might affect a person's view; avoid assuming everyone in a group agrees.
Beliefs and big questions	Wonder about the world, life and special people; ask “why” questions.	Talk about what makes us special; recognise that answers differ.	Ask questions such as “How did the world begin?”; describe different responses studied.	Discuss a big question and explain how at least two studied examples respond, using relevant vocabulary.
Stories and sources	Listen to stories from varied families and traditions and recall a main event.	Retell a story with props or pictures and talk about what it means to someone.	Retell a religious story accurately, identify a key figure and suggest a message.	Explain why a story, teaching or source matters to some followers; distinguish a source from one person's view.
Celebrations and rituals	Join in with familiar festivals and notice food, music, light or gathering.	Describe a special time or event and what people may do.	Describe how some people mark birth, a festival or another occasion and give a simple reason.	Connect features of a celebration or ritual to meaning; notice different ways people take part.
Places, objects and symbols	Handle or observe objects and notice places people call special.	Describe a special place or object and say why it may matter to someone.	Identify and describe a studied place of worship or symbol respectfully.	Explain what features of a place or symbol express for some people; compare two examples.

Beliefs in everyday life

Skill	Nursery	Reception	Year 1	Year 2
Care, right and wrong	Notice helpful and unhelpful actions in play and stories; show concern.	Talk about fairness, kindness and caring for the world through stories.	Describe a teaching about care for others or the world; offer a reason it matters.	Compare responses to a moral choice; link a studied belief or teaching with action.
Prayer, reflection and thanks	Notice that people may pause, give thanks or reflect in different ways.	Recognise examples of prayer, quiet reflection or saying thank you.	Describe how some people speak to God or reflect and why they may do so.	Explain one or more forms of prayer or reflection from studied examples without treating them as universal.
Community and belonging	Name people and groups that help us belong; join shared activities.	Describe ways families and communities show welcome and celebrate.	Identify signs of belonging in a studied community and explain a simple meaning.	Explain how a community supports people, including different ways individuals may participate.

Enquiry and disciplinary skills

Norfolk’s three ways of knowing Children ask what people believe, think about questions and reasons, and investigate how religion and worldviews are lived. These approaches are revisited with increasing care and independence.

Skill	Nursery	Reception	Year 1	Year 2
Thinking through believing (theology)	Ask what a character or person thinks; listen to a belief story.	Talk about what some people believe using a story, image or object.	Ask a question about a belief or sacred story; say what a studied source shows.	Use a story or other source to explain a studied belief; notice more than one interpretation.
Thinking through thinking (philosophy)	Wonder aloud and listen to a different answer.	Ask “why” or “what if”; give a simple reason for an idea.	Consider a big question, give a reason and listen to a contrasting response.	Compare possible answers to a question about meaning or right and wrong; give reasons and reconsider.
Thinking through living (human/social sciences)	Notice what different people do in home, school and community life.	Describe a practice shown in a photo, visit or conversation.	Ask how and why some people celebrate, worship or belong; describe an observed example.	Use two examples to explain how belief and lived practice may connect or vary.
Questions and evidence	Ask about unfamiliar objects or celebrations; describe what is seen.	Ask an open question and say what a picture, object or story shows.	Ask relevant questions; use a source, artefact or visitor’s account to support an answer.	Use selected sources as evidence; distinguish what was observed from an assumption.
Comparing fairly	Notice that two people may like or do different things.	Identify a similarity and difference between familiar experiences.	Compare two studied examples using accurate vocabulary and “some”.	Explain similarities, differences and diversity within a studied tradition or worldview.
Expressing a response	Share a thought through talk, drawing, play or movement.	Explain what they noticed, wondered or felt without speaking for others.	Express a personal view and recognise that someone else may disagree.	Give a reasoned response while clearly separating personal views from what a believer says.

Illustrative Kapow enquiry questions

Reception. “What makes us special?”, “Why are some places special?” and “Why are some stories special?” build familiarity, curiosity and respectful talk.

Year 1. Questions such as “How did the world begin?” and “Why should we care for the world?” develop beliefs, sources and ethical thinking.

Year 2. Questions such as “Why is light important to people?”, “How do some people talk to God?” and “Where do some people talk to God?” deepen comparison and explanation.

Curriculum link. These are examples from Kapow’s published sequence. Teachers follow the school’s selected units and map the precise knowledge and traditions taught to Norfolk requirements.

How children practise and show learning

Skill	Nursery	Reception	Year 1	Year 2
Continuous provision and application	Family role play; story baskets; celebration resources; home languages; simple artefacts and natural wonders.	Books, small-world stories, festival invitations, community photographs, maps and reflective art or talk.	Planned provision invites questions about stories, places, signs of belonging and care for others.	Pupils revisit sources, discuss contrasting accounts, make comparisons and present considered explanations.
Adult interaction	Name similarities and differences warmly; share accurate stories; invite questions.	Model “some people...” and new vocabulary; connect a child's question with an example.	Teach new concepts and vocabulary; guide children to use examples rather than guesses.	Press for reasons and evidence; invite a second perspective and correct stereotypes gently.
Assessment evidence	Observe language, curiosity, listening and responses through play.	Notice understanding in story retelling, discussion and Understanding the World learning.	Use talk, drawings, sorting, questions and short explanations to check taught examples.	Use discussion and written or creative responses to check knowledge, comparison, reasons and accurate language.

Our values in RE

Kindness. Listen attentively, talk about differences respectfully and consider how others might feel.

Resilience. Stay curious about challenging questions, revisit an idea and accept that people can disagree.

Creativity. Ask thoughtful questions and use talk, art, drama or writing to express a well-informed response.

Planning and inclusion checks

- Check the selected Kapow units against the current Norfolk Locally Agreed Syllabus: Reception breadth, Key Stage 1 in-depth study, encounter with a further worldview, and the required relative time for Christianity.
- Name the actual tradition and example in each unit plan. Select age-appropriate accounts from within traditions, and avoid presenting one family, festival or visitor as representative of everyone.
- Pre-teach vocabulary; use photographs, artefacts, story, first-hand encounters and talk to give all pupils access. Offer alternative ways to respond and avoid asking a child to explain or speak for their family's beliefs.
- Use observation, discussion and varied outcomes to identify the next step. Assess taught knowledge and enquiry skills, rather than personal faith or the child's own worldview.

Source framework and scheme references

Norfolk SACRE, current Locally Agreed Syllabus for Religious Education (2019): schools.norfolk.gov.uk/article/70082/Religious-education-agreed-syllabus

Norfolk Locally Agreed Syllabus PDF: schools.norfolk.gov.uk/media/13960/download/pdf/norfolk-religious-education-agreed-syllabus-2019.pdf

Kapow Primary, Religion and Worldviews scheme and year-group overviews: kapowprimary.com/subjects/religion-and-worldviews/

Department for Education, EYFS statutory framework, effective September 2026: gov.uk/government/publications/early-years-foundation-stage-framework--2

Cecil Gowing, Whole School Curriculum and Provision Map, Nursery to Year 2 (school document).