

Religious Education in the EYFS

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Northamptonshire Agreed Syllabus 2025-2030

- Pupils will encounter Christians and other worldviews as part of their growing sense of self, community, and place within it.
- Nursery - RE is non-statutory. Practitioners can integrate learning about RE into children's continuous provision
- Reception - RE is a statutory component of the curriculum for all children in Reception (delivered through the EYFS statutory framework).
- Children will encounter Christians and other worldviews as part of their growing sense of self, community, and place within it (page 26).

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five

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Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Physical Development

Moving and handling
Health and self-care

Communication and Language

Listening and attention
Understanding
Speaking

Specific Areas

Literacy

Reading
Writing

Mathematics

Numbers
Shape, space and
measure

Understanding the World

People and communities
The world
Technology

Expressive Arts and Design

Exploring and using
materials and media
Being imaginative



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Guiding principles for RE in the EYFS in the Northamptonshire Agreed Syllabus:

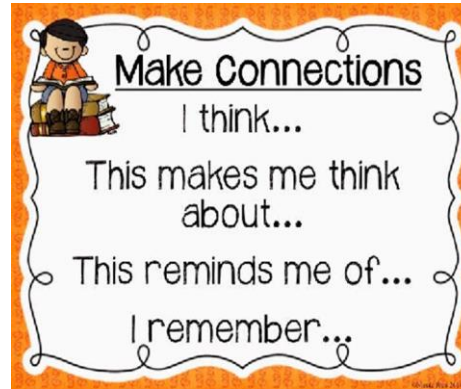
- RE should be woven into the continuous provision available for children
- The learning should be delivered through a play-based and child centred approach, promoting engagement and exploration while aligning with the children's interests and natural curiosity.
- Where possible, RE learning opportunities should connect to and build on the children's experiences.
- The suggested units within the syllabus are non-statutory; they have been designed to provide teachers with ideas for the teaching and learning of RE. Suggestions on the units have been given for how content can be incorporated into the continuous provision.

The recommended units outlined in this agreed syllabus provide suggestions on how this could be delivered. Teachers may choose to implement these units or select specific elements that meet the children's needs in the setting. Not all units are expected to be covered during the reception year. The units are as follows:

0.1 What special times do we celebrate? (Social Sciences)	0.2 Why is the nativity story important to Christians? (Theology)	0.3 Where do we belong and what makes it special? (Philosophy)	0.4 Who are the people in sacred (special) stories and why might they be important to people today? (Social Sciences)	0.5 Why is Easter an important time for Christians and what special things to they do at Easter? (Theology)	0.6 What is special about the world? (Philosophy)
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RE Subject leader

- How do you as a subject leader ensure that learning is sequenced effectively across the curriculum from EYFS to Y6?
- Consider the alignment of the whole school
- Do you know how the foundational knowledge in the EYFS (Educational Programme) links to your subject?
- Vision and ethos of the curriculum/EYFS
- Continuous provision (learning environments indoors & outdoors)
- Assessment milestones



Any questions?

