



Learning in EYFS:

What Religious Education Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for RE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for RE.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional
- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

History		
Nursery	PSE	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. • Continue developing positive attitudes about the differences between people.
Reception	PSE	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to member of their community. • Recognise that some people have different beliefs and celebrate special times in different ways.
ELG	PSE	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Understanding the World Rationale

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn
Understanding the World

Nursery possible lines of enquiry:

- Children can talk about themselves and their place in their family.
- Children will develop an understanding of religions through story time.
- Children will learn about different celebrations- Diwali/Christmas

Reception possible lines of enquiry:

- Children can talk about themselves, their family and their place in the community.
- Children will develop an understanding of religions through story time.
- Children will learn about different celebrations- Diwali/Christmas
- Asking questions about other religions.
- Children take part in a Nativity.

Possible resources:

- RE Today resources

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.

RE Skills

Investigation

Asking relevant questions
Knowing how to use sources to gather information.
Some knowledge of the religious texts.

Interpretation

The ability to draw meaning from artefacts and art.
Suggest meanings of some texts.

Reflection

Reflect on their own feelings.
Reflect on their own beliefs and values.

Empathy

Identify feelings
Consider the thoughts, feelings and beliefs of others.

Expression

Begin to articulate their own ideas, beliefs and values
Begin to respond to religious ideas and beliefs through a variety of media.

Spring
Understanding the World

Nursery possible lines of enquiry:

- Children are encouraged to discuss and celebrate their own religions.
- Children are encouraged to respect other people's religions.
- Children will develop an understanding of religions through story time.
- Children will learn about different celebrations- Lunar New Year, Easter, Holi, Ramadan, Eid.

Reception possible lines of enquiry:

- Children are encouraged to discuss and celebrate their own religions.
- Children value others' beliefs and religions.
- Children will learn about different celebrations- Lunar New Year, Easter, Holi, Ramadan, Eid.

Possible resources:

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Summer
Understanding the World

Nursery possible lines of enquiry:

- Children are encouraged to discuss and celebrate their own religions.
- Children are encouraged to respect other people's religions.
- Children will develop an understanding of religions through story time.

Reception possible lines of enquiry:

- Children are encouraged to discuss and celebrate their own religions.
- Children value others' beliefs and religions.

Possible Resources

- RE Today resources.

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Assessment

Can talk about people that they may have come across within their community, such as vicars, imams etc
• Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible.
• Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others

Areas of Continuous Provision Examples

Indoors

Construction Area - Building different structures places of worship.

Creative - making cards and crafts based on celebrations and religious festivals.

Role Play - playing families/ special times.

Small World - play families and using appropriate language

Mark Making/Writing - writing cards, letters, posters etc to/ about people, objects, places.

Reading - range of fiction and non-fiction books about the word and religions.

Vocabulary

Religion, Christian, Muslim, personal, special, belong, Christmas, Eid, festival, celebration, God, Jesus, Easter, cross, star, moon, Muslims, Hindus, Diwali, Ramadan, church, temple, mosque.