

Learning in EYFS – RE

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2's National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in RE in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for RE.

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

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Understanding the World**

Prerequisite learning for RE		
Three and four year olds (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens, such as: Christmas Nativity story or stories celebrating difference • Use a wider range of vocabulary, such as: special, important, precious, Christmas, Easter, Ramadan, Eid • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" or "Why do some people dress differently?" • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Sing a large repertoire of songs, such as: Hot Cross Buns
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people in the safe context of their setting • Understand gradually how others might be feeling • Think about the perspective of others
	Understanding the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experiences or seen in photos
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Connect one idea or action to another using a range of connectives, such as: "People go here because they believe this" • Listen to and talk about stories to build familiarity and understanding
	Personal, Social, Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual • Identify and moderate their own feelings socially and emotionally • Think about the perspective of others

	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. Including our locality. • Name and describe people who are familiar to them • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways, such as: Christmas and Ramadan • Recognise some similarities and differences between life in this country and life in other countries
Early Learning Goals (EYFS Statutory Framework)	Personal, Social and Emotional Development	<u>Managing Self</u> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. While away from school. <u>Building Relationships</u> <ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs
	Understanding the World	<u>People Culture and Communities</u> <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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Greater Depth Statements (ref: Sheringdale Skills and Knowledge Progression, EYFS)	Communication and Language	<ul style="list-style-type: none"> • Use 'because and 'then' to sequence why people go to specific places.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Be able to express that they one thing whilst someone else does another thing.
	Understanding the world.	<ul style="list-style-type: none"> • Know there are different things that people believe and these are expressed in different ways. • Know people with different beliefs have things in common, such as: "Both believe in God" • Know the name of some special buildings, such as: church or mosque. • Know that depending what your country your in you will find more people who believe the same thing.