



## Learning in EYFS: What RE Subject Leaders Need to Know

The EYFS framework is structured very differently to learning within key stage one and two 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 later learning.

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.

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.

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

- Personal, Social and Emotional Development
- Understanding the World

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People and Communities	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Understanding the World

	Autumn	Spring	Summer
Past and Present	<p>Talk about people around them in good detail, describing their roles, interests or news about them.</p> <p>Discuss past and upcoming events within their own family, e.g. “When I was a baby, I had a Christening” or “At my third birthday, I had a dinosaur cake”</p> <p>Understand that the past is the time “before now”.</p>	<p>Discuss images of the past and contrast them in discussion, e.g. “They are travelling on a horse and cart because there were no cars like we have then”.</p> <p>Listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past.</p>	<p><b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Deeper</b></p> <p>Make thoughtful links, e.g. We don’t have photographs of Jesus because cameras didn’t exist then.</p> <p>Be particularly knowledgeable about an event or period e.g knights and castles.</p>
People, Culture and Communities	<p>Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors.</p> <p>Share their experiences of local features of our community,</p> <p>Be able to talk about their journey to school.</p> <p>Know the church is special to us as Christians.</p>	<p>Look at maps of our school/area and discuss the features they notice. Make their own maps.</p> <p>Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.</p> <p>Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “There are no lions in England but there are in Africa” or “In Spain, the weather is warmer than here”.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p> <p><b>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.</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</b></p> <p><b>Deeper</b></p> <p>Share their knowledge of cultural events they have experienced in detail, showing deep levels of fascination and understanding.</p> <p>Make thorough comparisons between different countries, linking to their interests, e.g. wild animals, volcanoes.</p>
The Natural World	<p>Discuss change in seasons from Summer &amp; Autumn, and then Autumn &amp; Winter.</p> <p>Make reference to changes to the natural world, weather and our habits.</p> <p>Make more careful observations (e.g. “The ice has melted; look it’s a puddle now”) and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p> <p>Make simple drawings of natural objects, e.g. leaf.</p>	<p>Offer simple, logical explanations for what they have observed, e.g. “Maybe it melted because the weather is warmer” or “It is light so I think that helps it float”.</p> <p>Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf.</p> <p>Use modelled, topical vocabulary in discussion.</p> <p>Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p><b>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.</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p><b>Deeper</b></p> <p>Show understanding of some ways that the natural world can be harmed and looked after (e.g. pollution, recycling).</p> <p>Be particularly knowledgeable about an area of interest in the natural world. a wide range of scientific vocabulary</p>