

RE in EYFS

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 to show 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 that RE subject leaders are aware of the agreed syllabus and how early years outcomes feed into that particular syllabus. The table below outlines the most relevant early years outcomes from 30-50 months to ELG.

The most relevant early years outcomes for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none">• To be confident in talking to other children when playing and communicate freely about own home and community.
		Managing Feelings and Behaviour	<ul style="list-style-type: none">• To be aware of own feelings and know that some actions and words can hurt others' feelings.• To usually adapt behaviour to different events, social situations and changes in routine.
		Making Relationships	<ul style="list-style-type: none">• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
		People and Communities	<ul style="list-style-type: none">• To show interest in the lives of people who are familiar to them.• To remember and talk about significant events in their own experiences.• To recognise and describe special times or events for family or friends.• To show interest in different occupations and ways of life.• To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.
	Understanding the World	The World	<ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about why things happen and how things work.
		Self-Confidence and Self-Awareness	<ul style="list-style-type: none">• To be confident to speak to others about own needs, wants, interests and opinions.• To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none">• To explain own knowledge and understanding, and ask appropriate questions of others.
		People and Communities	<ul style="list-style-type: none">• To enjoy joining in with family customs and routines.
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none">• To be confident to speak to others about own needs, wants, interests and opinions.• To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	<ul style="list-style-type: none">• To explain own knowledge and understanding, and ask appropriate questions of others.
	Understanding the World	People and Communities	<ul style="list-style-type: none">• To enjoy joining in with family customs and routines.

ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
		Making Relationships	<ul style="list-style-type: none"> To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
	Understanding the World	People and Communities	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

RE in EYFS is done following the Cheshire RE syllabus. This is learning about Christianity and is done through stories such as The Christmas Story and the Easter Story as well as other stories appropriate for this age group such as Noah's Ark.

It can also be taught through awareness of other religions through special celebrations during the year such as Diwali, Chinese New Year, Eid and other celebrations which their families may be part of.

Assemblies often focus on stories from the bible and Reverend Stacey comes in during the year to do assemblies and work with the children telling them stories from the bible.

During these celebrations children may be given opportunities to investigate these traditions and stories in Continuous Provision, for example playing with a Noah's Ark toy, or drawing Rangoli Patterns in chalk. This helps to foster interest and tolerance of other religions and cultures and encourage Cultural Capital with our children.