

## 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 Birth to Three (two-year-olds) 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

In addition to this, our Early Years Setting have identified curricular goals for our specific context of children to achieve when they leave Helperbees and Reception. So, some of our statements are taken from our own curriculum.

The most relevant goals to RE are:

**Helperbees** – *To begin to know how to look after ourselves including keeping ourselves clean and safe  
To show an understanding of their feelings and the feelings of others*

**Reception** – *Have a positive sense of self and a respect for others  
Manage their own needs and ways to regulate their emotions*

RE			
Two-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Notice difference such as skin colour, hair, SEND, religion</li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>• Notice differences between people</li> <li>• Make connections between their family and the families of others</li> </ul>	
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>

