



## 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 Computing are taken from the following area of learning:

- 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.

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| Reception | Understanding The World | <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>•</li> </ul> |

#### Whole Year

#### **Understanding the World**

Children take part in special celebration days including Diwali, pancake day etc.

Children take part in weekly assemblies sometimes with a religious focus.

Children take part in a Lunar New Year Day.

Children learn about different through texts including Dipal's Diwali.

Children are encouraged to discuss and celebrate their own religions.

Children celebrate their own and others birthdays in class by singing happy birthday.

Children make cards for different celebrations and festivals.

Children take part in a school nativity.

Children take part in an Easter service.

Children take part in an end of year celebration assembly.

#### **RE Skills**



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| <p>Taking part in celebrations</p> <p>Children take part in an end of year celebration assembly.</p> <p>Children take part in an Easter service.</p> <p>Children take part in a school nativity.</p> <p>Children make cards for different celebrations and festivals.</p> <p>Children celebrate their own and others birthdays in class by singing happy birthday.</p> <p>Children take part in a Lunar New Year Day.</p> <p>Children take part in special celebration days including Diwali, pancake day etc.</p> | <p>Learning about religious festivals</p> <p>Children take part in an Easter service.</p> <p>Children take part in a school nativity.</p> <p>Children are encouraged to discuss and celebrate their own religions.</p> <p>Children take part in weekly assemblies sometimes with a religious focus.</p> | <p>Valuing others beliefs and religions</p> <p>Children take part in an Easter service.</p> <p>Children take part in a school nativity.</p> <p>Children are encouraged to discuss and celebrate their own religions.</p> <p>Children learn about different through texts including Dipal's Diwali.</p> |
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**Vocabulary**

Special Friend Christian Believe God Jesus Disciples Miracle Sikh Guru Guru Nanak Harvest  
 Believe Christmas Bible Angel Star  
 Celebration Festival Occasion New Year Resolution  
 Unique Valued Belonging Group Religion Baptism Blessing Welcome  
 Hindu Diwali Rama Sita Diwa lamp