



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 religious education 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 Reception to match the programme of study for religious education.

There are no longer specific ELGs or development matters statements for religious education. However, we still teach them the necessary skills as part of our Curriculum. The most relevant statements for religious education are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Understanding the World
- Expressive Arts and Design

Religious Education		
Reception	Personal, Social and Emotional Development	Think about the perspectives of others
	Communication and Language	Learn new vocabulary. • Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding Engage in non-fiction books.
	Literacy	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	Understanding the World	Talk about members of their immediate family and community Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.
	Expressive Arts and Design	Develop storylines in their pretend play.
ELG	Personal, Social and Emotional Development	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

		Show sensitivity to their own and to others' needs.
	Communication and Language	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>
	Literacy	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	Understanding the World	<p>Talk about the lives of the people around them and their roles in society.</p> <p>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.</p>
	Expressive Arts and Design	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>

Notes