

Learning in EYFS:

What RE looks like at St Bridget's

Understanding the world educational programme –

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Personal, Social and Emotional Development educational programme –

Children's personal, social and emotional development (PSED) is crucial for children to lead **healthy and happy** lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive** relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

In EYFS the children are developing their knowledge and understanding about the world they live in. As part of the EYFS curriculum (Understanding the World: People and Communities and PSED) the children learn about the traditions, values and things that are special to themselves and others.

Alongside our weekly RE lessons linked to whole school scheme of work we spend lots of time learning about the following during discrete carpet sessions / circle time sessions / enhancements in discover and do and through high quality texts and story times:

- Learn that they have similarities and differences that connect them to and distinguish them from others.
- They know some of the things that make them unique.
- Know about similarities and differences between themselves and others and among families, communities and traditions.
- Enjoy joining in with family customs and routines.
- They recognise and describe special times or events for family or friends.
- They show an interest in different ways of life.
- They can usually adopt their behaviour to different events, social situations and changes in routine.

Themes / special occasions covered throughout the year include:

Super me, Super You, Harvest, Remembrance, Diwali, Christmas, CNY, Nor ruz (Iranian New Year), Easter and Eid.

We have a separate RE floor books but links can also be found in PSED and UW floor books for examples of work and progression.

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

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| | | People and Communities | <ul style="list-style-type: none">• 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. |
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