



RE in EYFS

In the Foundation Stage children will be taught RE through the Specific Area, **Understanding the World**. Religion and World Views in EYFS will, wherever possible, begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. During the year, children will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Events of a religious nature that are being celebrated in school will also provide opportunities for learning back in the classroom. There will be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

Below are the Development Matters statements for the Specific Area **Understanding the World**, it is made up of 3 aspects, **Past and Present (History)**, **People, Culture and Communities (Geography)** and **The Natural World (Science)**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their RE knowledge.

Below are the statements for the Specific Area **People, Culture and Communities** of the EYFS curriculum:

3-4 Years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- **Talk about what they see, using a wide vocabulary.**
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- **Continue to develop positive attitudes about the differences between people.**
- **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

Reception

- **Talk about members of their immediate family and community.**
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- **Understand that some places are special to members of their community.**
- **Recognise that people have different beliefs and celebrate special times in different ways.**



- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early Learning Goal

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

EYFS RE	
<p>Autumn 1 Only One you / I wanna be like you... Text : Only One You Linda Kranz One day on my Blue Planet Ella Bailey Guided Learning opportunities:</p> <ul style="list-style-type: none"> • What happens in a Christian Church? 	<p>Autumn 2 What do we Celebrate? Text : Celebrations and Special Days Ellen Lawrence Family Festivals Jean Coppendale Guided Learning opportunities:</p> <ul style="list-style-type: none"> • KS1 Nativity –Why do Christians give presents at Christmas time? • Divali celebrations
<p>Spring 1 Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers Guided Learning opportunities:</p> <ul style="list-style-type: none"> • Chinese New Year • How Do Muslims help each other? 	<p>Spring 2 Superheroes Text : Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra Guided Learning opportunities:</p> <ul style="list-style-type: none"> • Lent Lenten Promise tree • Easter celebrations –How did Jesus come back to life?
<p>Summer 1 Castles, Dragons and Knights Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin Guided Learning opportunities:</p> <ul style="list-style-type: none"> • Why does the candlestick(Menorah) have so many candles? (Judaism) 	<p>Summer 2 Out and About Superworm Julia Donaldson & Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae & David Wojtowycz Guided Learning opportunities:</p> <ul style="list-style-type: none"> • Where is my special place?



Coverage across the year:

This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p>Autumn 1</p> <p>3-4 Years</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Autumn 2</p> <p>3-4 Years</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Understand the effect of changing seasons on the natural world around them.
<p>Spring 1</p> <p>ELG</p> <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 	<p>Spring 2</p> <p>ELG</p> <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.
<p>Summer 1</p> <p>ELG</p> <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. 	<p>Summer 2</p> <p>ELG</p> <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.