



RE in the Early Years

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 to match the programme of study for RE.

The most relevant statements for RE are taken from the following areas of learning:

Communication and Language (CL)	Personal, Social and Emotional Development (PSED)	Understanding the World (UTW)
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Area of Learning	Birth to Three Year Olds	Three and Four Years Olds	Reception	Early Learning Goal
CL	<ul style="list-style-type: none"> Understand simple questions about who, what and where. Listen to other people's talk with interest, but can easily be distracted by other things. Start to say how they are feeling, using words as well as actions. 	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary. Ask questions to find out more and check they understand what has been said to them. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. Develop social phrases. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	Listening, Attention and Understanding
				<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
				Speaking
PSED	<ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences.
				Self-Regulation
				<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
				Managing Self
				<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly.
				Building Relationships
				<ul style="list-style-type: none"> Show sensitivity to their own and others' needs.



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UTW	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. 	<ul style="list-style-type: none"> 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. 	<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. 	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.
				People, Culture 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.