**EYFS and RE at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of RE and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for RE are taken from the following areas of learning:**

* **Personal, Social and Emotional Development**
* **Understanding the World**

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| **Age Band/ELG** | **Area of learning** | **Aspect of learning** | **Outcomes/Skills/Learning** |
| 30-50 Months | Personal, Social and Emotional Development | Self-Confidence  and  Self-Awareness | * To be confident in talking to other children when playing and   communicate freely about own home and community. |
| Managing Feelings  and Behaviour | * To be aware of own feelings and know that some actions and words can hurt others’ feelings. * To usually adapt behaviour to different events, social situations and changes in routine. |
| Making Relationships | * To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
|  | People and Communities | * To show interest in the lives of people who are familiar to them. * To remember and talk about significant events in their own   experiences.   * To recognise and describe special times or events for family or friends. * To show interest in different occupations and ways of life. * To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. |
| The World | * To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. * To talk about why things happen and how things work. |
| 40-60 Months | Personal, Social and Emotional Development | Self-Confidence  and  Self-Awareness | * To be confident to speak to others about own needs, wants,   interests and opinions.   * To describe self in positive terms and talk about abilities. |
| Managing Feelings and Behaviour | * To explain own knowledge and understanding, and ask appropriate questions of others. |
| Understanding the World | People  and Communities | * To enjoy joining in with family customs and routines. |
| ELG | Personal, Social and Emotional Development | Self-Confidence  and  Self-Awareness | * To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don’t need help. |
| Managing Feelings and Behaviour | * To talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. |
| Making Relationships | * To play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. |
| Understanding the World | People and Communities | * To talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| The World | * To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into the skills of RE, for example, the area of Communication and Language plays a significant role in children being able to ask questions.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to RE.