

# Learning in EYFS:

## What RE 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 early years outcomes are prerequisite skills for RE within the national curriculum. The table below outlines the most relevant early years outcomes from Birth to three to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for RE.

The most relevant Early Years outcomes for RE are taken from the following areas of learning:

- People, Culture and Communities

RE			
Birth to 3 years	Understanding the world	The natural world	<ul style="list-style-type: none"><li>• Explore and respond to different natural phenomena in their setting and on trips.</li><li>• Make connections between the features of their family and other families.</li><li>• Notice differences between people.</li></ul>
3-4 years	Understanding the world	The natural world	<ul style="list-style-type: none"><li>• Begin to make sense of their own life story and families history.</li><li>• Continue to develop positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>
Reception	Understanding the world	The natural world	<ul style="list-style-type: none"><li>• Understand that some places are special to members of their community.</li><li>• Recognise that some people have different beliefs and celebrate different times in different ways.</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li></ul>
ELG	Understanding the world	The natural world	<ul style="list-style-type: none"><li>• Know some similarities and differences between different relations and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul>

