

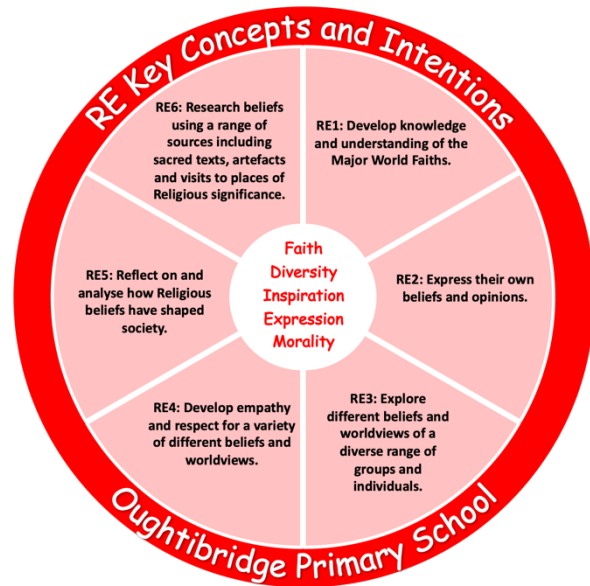


Religious Education in Foundation Stage



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. This document shows 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. We are aware of the importance of how the statements from the 2020 Development Matters feed into our 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 Foundation Stage.

		Three and Four Year Olds	Foundation Stage	Early Learning Goals
Areas of Learning and Development	Personal, Social and Emotional Development	<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. Think about the perspectives of others. 	<u>Building Relationships</u> <ul style="list-style-type: none"> Show sensitivity to their own and others' needs.
	Understanding the World	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<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. 	<u>Past and Present</u> <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. <u>People and Communities</u> <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.



Faith – What does ‘faith’ mean to different people?

Diversity - What do different groups of people believe in?

Inspiration – Which famous figures are inspirational because of their beliefs?

Expression - How do different groups of people express their faith?

Morality -How do beliefs shape behaviour?