

## Foundations in Religious Education

The Statutory Framework for the Early Years Foundation Stage is organised across seven areas of learning and development rather than specific subject areas.

The table below identifies the statements taken from the Statutory Framework for EYFS 2021 and *Development Matters* which are foundation skills for Religious Education within the National Curriculum.

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

- Personal, Social and Emotional Development
- Understanding the World
- Communication and Language

Children have the opportunity to develop foundation skills in Religious Education as part of the daily continuous provision and focussed sessions in our EYFS provision.

<b>Three and Four-Year-Olds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Understand gradually how others might be feeling.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Continue developing 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>
	Communication and Language	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
<b>Reception</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about the perspectives of others.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> </ul>

			<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
<b>ELG</b>	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in an activity.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
		Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>
		People, Culture and Communities	<ul style="list-style-type: none"> <li>• 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.</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>
		The Natural World	<ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments.</li> </ul>
		Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>