

# Aberford C of E Primary School

## RE in EYFS



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 outline 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 30-50 months 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:

- Personal, Social and Emotional Development
- Understanding the World

### RE

RE			
30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and</li> <li>• communicate freely about own home and community.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>• To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>• To usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
	Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To show interest in different occupations and ways of life.</li> <li>• 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.</li> </ul>
		The World	<ul style="list-style-type: none"> <li>• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• To talk about why things happen and how things work.</li> </ul>
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>• To be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• To describe self in positive terms and talk about abilities.</li> </ul>

		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To explain own knowledge and understanding, and ask appropriate questions of others.</li> </ul>
	Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>To enjoy joining in with family customs and routines.</li> </ul>
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>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.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>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.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>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.</li> </ul>
		The World	<ul style="list-style-type: none"> <li>To know about similarities and differences in relation to places, objects, materials and living things. They talk about features</li> <li>of their own immediate environment and how environments might vary from one another.</li> </ul>