

Learning and Teaching in the EYFS – What RE Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School, we want our children to be thoughtful members of our community that are equipped with the knowledge that enables them to make informed life choices about how they wish to live their lives and have a deeper knowledge of the faiths and beliefs of others they meet on their journey. RE makes a major contribution to pupils' awareness, appreciation and exploration of morality and values, including the fundamental British Values. The RE Jigsaw Program shows teachers how to connect RE in appropriate and suitable ways to the exploration of values and of opportunities for pupils' spiritual, moral, social and cultural development.

EYFS Intent: Children in the Early Years Foundation Stage will begin to understand their own identity through stories, pictures of themselves and via role play. They will discuss similarities and differences amongst familiar people. They will talk about special events that they have shared with family and friends. We want our children to be thoughtful members of our community that are equipped with the knowledge that enables them to make informed life choices about how they wish to live their lives and have a deeper knowledge of the faiths and beliefs of others they meet on their journey. Children will encounter experiences that will contribute to their awareness, appreciation and exploration of the British Values, whilst also allowing them to understand a range of religions and world views. The EYFS staff will use the Jigsaw Programme for RE.

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. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning. The RE subject leader is aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular 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 Birth to Three, Three and Four-Year-Olds and Reception. The most relevant statements for RE are taken from the following areas of learning: **• Personal, Social and Emotional Development (PSED) • Understanding the World (UW)**

Religious Education Skills Progression Map



EYFS Stage	Area of Learning	Development Matters:	Implementation/ Context
Birth to Three Year Olds Nursery 	UW: People, Cultures and Communities	• Make connections between the features of their family and other families. • Notice differences between people.	Children will celebrate different religious celebrations through different activities such as Christmas, Easter, Eid and Diwali. They will be given the opportunity to talk about these different celebrations and religions and if they celebrate these at home. They will make cards, sing songs and create decorations. I am beginning to talk about ourselves, different celebrations/festivals and celebrate our similarities and differences.
	PSED: Sense of Self	• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	

Religious Education Skills Progression Map



EYFS Stage	Area of Learning	Development Matters:	Implementation/ Context
Three - Four Year Olds Nursery 	UW: People, Cultures and Communities	• Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people.	Children will be given the opportunity to talk about their home lives and will learn about the home life of other children. They will look at pictures, photos and use role play resources to support themselves remembering special times or events such as birthdays, parties or visiting a special place. The children will celebrate specific celebrations in school and talk about how they celebrate these at home such as Bonfire Night, Eid, Diwali, Chinese New Year, Holi, Easter, Christmas etc. The children will also find out more about Remembrance Day, Valentine's Day, Shrove Tuesday, Mothering Sunday, Father's Day and special events such as Comic Relief and Children in Need. I am beginning to understand more about different faiths/religions/beliefs.
	PSED: Sense of Self	• Develop their sense of responsibility and membership of a community	
Reception 	UW: People, Cultures and Communities	• Talk about members of their immediate family and community. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.	Children will be given the opportunity to talk about their family's customs and they will learn about other family's customs and routines from other countries and cultures. Children are able to retell simple religious stories such as Noah's Ark, The First Christmas/The Nativity, The story of Rama and Sita and The Chinese New Year story. They will be given the opportunity to learn about and share their experiences of past and present events and talk about their own lives and the lives of their family members. Reverend Geoff (St Francis Church) visits and conducts assemblies. Annually, children will experience 'International Day' where a range of faiths and beliefs will be explored encouraging children to share experiences, beliefs and food. Use Jigsaw PSED and RE Programs
	PSED: Sense of Self	• See themselves as a valuable individual. • Think about the perspectives of others.	

Religious Education Skills Progression Map



EYFS Stage	Area of Learning		Development Matters:
Early Learning Goals 	Personal, Social and Emotional Development Understanding the World	Building Relationships:	Show sensitivity to their own and others' needs
		Past and Present:	- 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
		People and Communities:	- 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. - 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. <i>I know about and understand a range of religions and some world views.</i> NB: Staff use the Jigsaw PSED and RE Programs.

The Characteristics of Effective Learning and Teaching

Engagement: Playing and exploring - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Motivation: Active Learning - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Thinking: Creating and thinking critically - Having their own ideas - Making links - Choosing ways to do things 
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F. Coates/Nursery/ RE /Jan 2026

