



THE
WESTCLIFFE
FEDERATION

EYFS Curriculum Year A and Year B 2022-2025

EYFS RELIGIOUS EDUCATION LINKS



Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority has to have an agreed syllabus. Ours is the Shropshire Agreed Syllabus for RE 2022-26.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for RE within our curriculum.

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 Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for RE. The most relevant statements for RE are taken from the following areas of learning: • Personal, Social and Emotional Development • Understanding the World

Two and Three year olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Thrive as they develop self-assurance • Develop friendships with other children
	Understanding the World		<ul style="list-style-type: none"> • Notice differences between people.
Three and Four Year olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. Think about the perspectives of others
	Understanding the World		<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.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.



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	World		<ul style="list-style-type: none">• Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<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



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RE Bridging EYFS to Year 1

Organisation of Knowledge	Believing	Living	Expressing
Relevant ELG	<p>ELG: listening, attention and understanding</p> <ul style="list-style-type: none"> - 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 - Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: self-regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>ELG: people, culture and communities</p> <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 - 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 		
KS1 readiness objectives	<ul style="list-style-type: none"> • To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories 	<ul style="list-style-type: none"> • To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines <p>To be able to express some of their own families' customs and traditions</p>	<ul style="list-style-type: none"> • To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions



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EYFS RELIGIOUS EDUCATION TOPIC LINKS



	Autumn		Spring		Summer	
Year A Theme	MY LITTLE WORLD!	PRINCESSES AND KNIGHTS	DINOSAURS	PIRATES	HOLIDAYS NEAR AND FAR	MINI BEASTS AND MINI WORLDS
Year A Overview	God Why is the word 'God' so important to Christians? F1 Why is Harvest Festival important?	Incarnation Why is Christmas Special to Christians? F2 Remembrance Day Diwali/Hannukah-festivals of light Christmas Carol Service Advent	Being special: where do we belong? F4 Chinese New Year	Salvation Why is Easter special to Christians? F3 Mothering Sunday Easter Church Service	Which stories are special and why? F6	Which places are special and why? F5 Looking after Gods special world Look at insects and where they live, caring for all of God's creatures.



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Pupils will have the opportunity to:						
Year A details	<ul style="list-style-type: none"> -talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - retell stories, talking about what they say about the world, God, human beings - think about the wonders of the natural world, expressing ideas and feelings - say how and when Christians like to thank their Creator - Talk about what people do to mess up the world and what they do to look after it 	<ul style="list-style-type: none"> -talk about people who are special to them - say what makes their family and friends special to them -recall simply what happens at a traditional Christian festival (Christmas) -begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, -make connections with personal experiences 	<ul style="list-style-type: none"> -retell religious stories making connections with personal experiences -share and record occasions when things have happened in their lives that made them feel special -recall simply what happens at a traditional Christian infant baptism and dedication - -recall simply what happens when a baby is welcomed into a religion other than Christianity 	<ul style="list-style-type: none"> -recognise and retell stories connected with celebration of Easter -say why Easter is a special time for Christians - -talk about ideas of new life in nature -recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature -talk about some ways Christians remember these stories at Easter. 	<ul style="list-style-type: none"> -talk about some religious stories - Recognise some religious words, e.g. about God -identify some of their own feelings in the stories they hear - Identify a sacred text e.g. Bible, Torah -talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up) 	<ul style="list-style-type: none"> - talk about somewhere that is special to themselves, saying why -recognise that some religious people have places which have special meaning for them -talk about the things that are special and valued in a place of worship - -begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God -get to know and use appropriate words to talk about their thoughts and feelings when visiting a church -express a personal



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						response to the natural world.
Year B Theme	SUPERHEROES!	I LIKE TO PLAY!	THIS IS MY HOME	BABY ANIMALS ON THE FARM	JUNGLE ADVENTURES	LET'S GO SEE...
Year B overview	<p>God Why is the word 'God' so important to Christians? F1 Why is Harvest Festival important? Which places are special and why? F5 Harvest Festival</p>	<p>Incarnation Why is Christmas Special to Christians? F2 Hannukah/Diwali festivals of light Remembrance Day</p> <p>Advent Christmas Carol Service</p>	<p>Being special: where do we belong? F4</p> <p>Chinese New Year</p>	<p>Salvation Why is Easter special to Christians? F3</p> <p>Mothering Sunday, Holi and Easter</p> <p>Easter Church Service</p>	<p>Which stories are special and why? F6</p>	<p>Which places are special and why? F5</p> <p>Looking after Gods special world</p> <p>Lets see some amazing places to visit</p>
Pupils will have the opportunity to:						
Year B details	<p>-talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>- retell stories, talking about what they say about the world, God, human beings</p> <p>- think about the wonders of the natural world, expressing ideas</p>	<p>-talk about people who are special to them - say what makes their family and friends special to them</p> <p>-recall simply what happens at a traditional Christian festival (Christmas)</p> <p>-begin to recognise the word 'incarnation' as describing the belief</p>	<p>-retell religious stories making connections with personal experiences</p> <p>-share and record occasions when things have happened in their lives that made them feel special</p> <p>-recall simply what happens at a traditional Christian infant baptism and dedication -</p>	<p>-recognise and retell stories connected with celebration of Easter</p> <p>-say why Easter is a special time for Christians -</p> <p>-talk about ideas of new life in nature</p> <p>-recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs,</p>	<p>-talk about some religious stories - Recognise some religious words, e.g. about God</p> <p>-identify some of their own feelings int he stories they hear - Identify a sacred text e.g. Bible, Torah</p> <p>-talk about some of the things these stories teach believers (for</p>	<p>- talk about somewhere that is special to themselves, saying why</p> <p>-recognise that some religious people have places which have special meaning for them</p> <p>-talk about the things that are special and valued in a place of worship -</p>



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	<p>and feelings</p> <p>- say how and when Christians like to thank their Creator - Talk about what people do to mess up the world and what they do to look after it</p>	<p>that God came to Earth as Jesus Retell religious stories,</p> <p>-make connections with personal experiences</p>	<p>-recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>etc., and make connections with signs of new life in nature</p> <p>-talk about some ways Christians remember these stories at Easter.</p>	<p>example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up)</p>	<p>-begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>-get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>-express a personal response to the natural world.</p>
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