

What does RE look like in EYFS?

- Whilst Religious Education isn't specifically identified in the 2021 EYFS Framework, key principles and objectives are evident in PSED (Personal, Social, Emotional Development) and Understanding the World
- PSED is one of the Prime areas of learning in EYFS which threads through all parts of teaching and learning.
- Understanding the World is a specific area of learning and skills and knowledge are taught more explicitly.

- The Early Learning Goals for PSED at the end of Reception are:
 - ✓ Show sensitivity to their own and to others' needs
 - ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
 - ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
 - ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
 - ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly.
 - ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - ✓ Work and play cooperatively and take turns with others.
 - ✓ Form positive attachments to adults and friendships with peers.

- The Early Learning Goals linking to RE in Understanding the World at the end of Reception are:
 - ✓ Talk about the lives of the people around them and their roles in society.
 - ✓ 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.

- Some areas of PSED are taught explicitly as part of our text-based topic curriculum, such as healthy eating (taught through our work on Supertato), thinking about what we and our friends are good at (Superkid), thinking about those who are special to us (throughout the topic of Marvellous Me), exploring different types of families and relationships (Love Makes a Family, Simon Sock). Whereas others underpin everything we do in Reception and become the way in which we approach learning in school with everyone modelling the core values. This also ties into our work as a Church school where our school values are evident in everything we do.
- As children progress through Reception, with clear boundaries and expectations as well as class discussions and positive reinforcement of good behaviour, their interpersonal skills, tolerance and interactions with others are expected to develop as they mature and for those who struggle to manage their emotions, strategies such as the Zones of Regulation, opportunities for sharing and turn taking and stories relating specifically to emotions are shared and discussed. Key values are also explored through daily opportunities for worship and reflection. Children are encouraged and praised for becoming more resilient and for persevering when tasks prove difficult. Independence is promoted through child led learning and through positive modelling and interactions with adults.
- Learning relating to different cultures and traditions is taught more explicitly with focus at various points throughout the year on cultural traditions such as Diwali, Bonfire Night, Christmas, Chinese New Year.
- Children's experiences within PSED are also supported by visits and visitors to the school, for example visiting the Church to find out about Baptism, visits from the School Nursing team relating to healthy eating and dental care (parent workshops are also facilitated), visits from people with key roles in society such as the Police, teaching children about Stranger Danger and being safe online and also the Fire Service, allowing children to find out about the work that they do as well as how to keep themselves and their families safe.
- As a Church school, Children in Reception have daily worship, this could be class based or with the rest of the school in collective worship. Every day ends with a chance for reflection and prayer and core values are shared with the children through stories, videos and discussions.
- The local Clergy are also regular visitors to EYFS and they share Bible stories and teachings with the children in a simple form.

Below is our Skills and Knowledge grid for areas of learning relating to PSED/RE:

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Self Regulation

<p>I can describe myself in positive terms.</p>	<p>I can identify things that I like to do and things that I think I am good at.</p>	<p>I can talk about my physical appearance and character in positive terms.</p> <p>I can accept positive comments from others.</p> <p>I can talk about others in positive terms, saying what I like about them.</p>	<p>I understand why it is important to be kind to others and ourselves.</p> <p>I know that we are all different but all equally special and important.</p> <p>I can explain why I am special.</p>	<p>I am kind and tolerant of others and I can talk about what makes me and other people special.</p> <p>Show sensitivity to their own and to others' needs</p>
<p>I can identify and moderate my feelings.</p>	<p>I will separate from my parent/carer with greater confidence.</p>	<p>I can accept when my wishes aren't immediately met.</p> <p>I understand that things can't always go my way.</p>	<p>I show respect towards others and follow instructions given to me by an adult.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>I can be considerate of others' feelings.</p>	<p>I can show kindness to others.</p> <p>I can identify different emotions: happy, sad, angry, excited</p>	<p>I can be empathetic and understand how my actions can affect others.</p> <p>I can identify different emotions and think about what causes me to feel certain emotions</p>	<p>I can listen and tolerate the ideas of others even if they are different to my own.</p> <p>I can talk about my own feelings and the feelings of others, identifying what causes us to feel certain</p>	<p>I can resolve disagreements in a mature way, thinking about the feelings of all involved.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>

			emotions and the effect that has on our bodies.	
Managing Self				
I can show resilience, perseverance and independence.	I will try new activities with or without adult support.	I will independently try new activities. I am beginning to persevere, with adult support, when tasks prove difficult.	I will persevere when a task proves difficult. I am becoming much more independent in the setting, applying skills that I have been taught.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
I understand and adhere to behavioural expectations within the setting.	I can follow simple rules and routines within the new setting.	I know and can talk about the rules of the setting.	I can explain why the rules of our setting are important in keeping us safe and happy.	Explain the reasons for rules, know right from wrong and try to behave accordingly.
I can manage my own personal hygiene.	I can use the toilet independently. I usually remember to wash my hands when I use the toilet.	I can manage my own personal hygiene within school, understanding why we wash our hands before eating and after toileting. I know that sleep is important to my well being.	I can identify ways that I can be healthy (exercising, eating fruit/vegetables) I know how to brush my teeth properly and I understand that I should do this twice daily. I know how to cross the road safely.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships				
I interact well with my peers.	I will play alongside others. I will be kind to others.	I will build a close relationship with 1 or more of my peers. I will engage in play opportunities with other children.	I will initiate and engage in play opportunities with other children.	Work and play cooperatively and take turns with others.
I am confident to work with adults and children.	I will usually speak to familiar adults and children.	I will engage in play and conversation with familiar adults and children.	I am becoming more confident with less familiar adults and I will play with a wider group of children.	Form positive attachments to adults and friendships with peers.

UNDERSTANDING THE WORLD				
People, Cultures and Communities				
I can talk about different occupations.	I can identify some familiar occupations – Police, Fire Fighter, Doctor, Nurse, Teacher...	I show interest in different occupations. I can identify the role of people with certain occupations.	I show interest in different occupations. I can identify the role of people with certain occupations.	Talk about the lives of the people around them and their roles in society.
I can talk about different cultures, beliefs and traditions.	I am developing positive attitudes about the differences between people.	I recognise that people have different beliefs and celebrate special times in different ways.	I understand that some places are special to members of our community.	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.