

Dimple Well Infant School and Nursery

Learning in Early Years Foundation Stage which supports Religious Education



The pre-requisite skills taught across EYFS feed into the National Curriculum Statutory Framework (2021) for all areas of the curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS Statutory Framework (2021) and the Development Matters age ranges for Three and Four Year Olds and Reception to match the programme of study for Religious Education.

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

- Personal, Social and Emotional Development
- Understanding the World

Religious Education			
Nursery (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 (Four and Five Year Olds)	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.
Early Learning Goal (End of Reception)	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • 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	<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.

