



# EYFS Religious Education @ Tranmere Park Primary School



This draws upon guidance from Development Matters (2021) – specifically the ‘Understanding the World’ area of learning.

How we achieve high quality ‘Religious Education’ outcomes for our EYFS children:

## Teacher led inputs

- These include teacher led investigations or learning about a subject over time in either whole class sessions or small group sessions.
- Whole class/group/individual sessions include investigating objects, materials, videos, songs, photographs and/or PowerPoints/IWB slides. We also welcome visitors into school. All of these help with modelling correct language.
- Children will learn facts, and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher.
- A fun activity is to have pictures of different religious ceremonies (e.g. weddings, Eid, Christmas etc.) and talk about how different they are – or similarly, look at two weddings from different religions and compare and contrast what they can see. What are the similarities and differences?

## Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

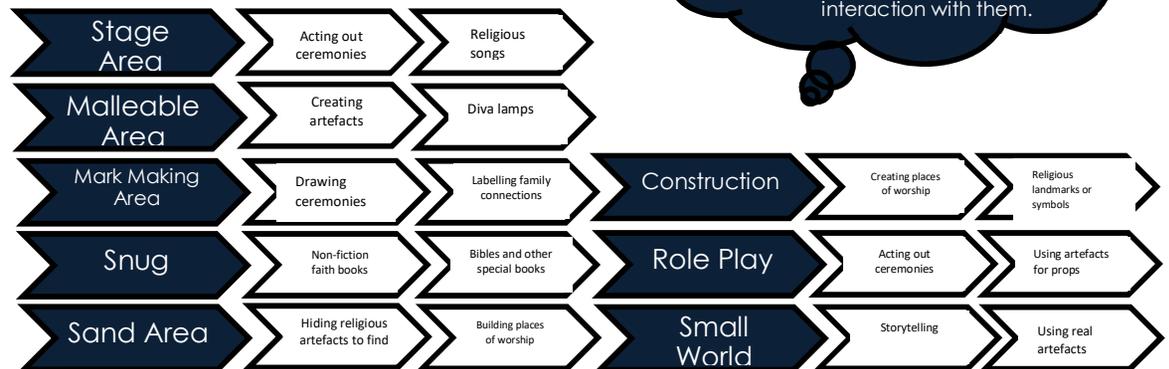
Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. wedding arches and costumes etc.). These are linked to topic, or are child led based on the children’s interests.

Evidence of the children using enhanced provision in their own way can be found in the children’s ‘Learning Journeys’.

## Spontaneous Opportunities



## Continuous provision (indoor and outdoor) examples



Powerful Knowledge		
3-4 years	Reception	ELG
<ul style="list-style-type: none"> <li>- Use all their senses in hands-on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties.</li> <li>- Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family’s history.</li> <li>- Continue developing positive attitudes about the differences between people.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Understand that some places are special to members of their community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul>

**Characteristics of Effective Teaching and Learning:**  
 Children in EYFS develop their ‘Characteristics of Effective Teaching and Learning’ through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future RE learning:

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.
- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Use pretend play to think beyond the ‘here and now’ and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas.
- Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.