

## EYFS 2021 and Development Matters 2020

### Linking EYFS Understanding the World to Religion and Worldviews Education

The table below provides extracts from the EYFS Framework which are most relevant to Religion and Worldviews Education (RE).

It can be seen below that the EYFS Framework 2021 strengthens the place of religious education through its explicit reference to 'religious communities'.

The next section of this document provides ideas for supporting children in understanding religion and worldviews at the various stages of development according to the 2020 Development Matters guidance.

EYFS Framework 2021
<b>Understanding the World</b> ELG: <b>People, Culture and Communities</b> Children at the expected level of development will: <ul style="list-style-type: none"><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></ul>
ELG: <b>Past and Present</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>✓ Talk about the lives of the people around them and their roles in society;</li><li>✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>✓ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

There are also many opportunities to explore religious and non-religious worldviews through ideas about and responses to the natural world. Therefore, the following ELGs also lend themselves well to Religion and Worldviews Education (RE).

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EYFS Framework 2021
<b>ELG: The Natural World</b> Children at the expected level of development will: <ul style="list-style-type: none"><li>✓ Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>✓ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li><li>✓ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>

### Development Matters September 2020

#### Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.”

**The first two columns of the table below are extracts from Developing Matters 2020 - Understanding the World – which are particularly relevant to religion and worldviews education (RE).**

**The third column offers specific suggestions for developing age appropriate religion and worldviews education (RE) from Gill Vaisey, a specialist in Early Years and Religion and Worldviews Education.**

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Birth to three - babies, toddlers and young children will be learning to:	From Development Matters – Examples of how to support this:	Advice from Gill Vaisey, Books at Press on developing religion and worldviews education.
Make connections between the <b>features of their family and other families.</b>	Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences.	Ensure that a range of resources are available which portray diversity – books, dolls, photographs, videos  Create a series of wall displays to celebrate similarities and differences e.g. – hair, skin, dress, headwear – <b>including expressions of religious faith</b>  Use the board book and resources <a href="#">Hats Of Faith</a>
Notice <b>differences between people.</b>	Model positive attitudes about the differences between people. Support children’s acceptance of difference. Have resources which include: - positive images of people who are disabled- books and play materials that reflect the diversity of life in modern Britain - materials which confront gender stereotypes	Display and use books such <i>That’s My Mum</i> by Henriette Barkow, Derek Brazell
3 & 4-year-olds will be learning to:	From Development Matters – Examples of how to support this:	Advice from Gill Vaisey, Books at Press on developing religion and worldviews education.
Show interest in <b>different occupations.</b>	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.	<b>Invite visitors to talk with the children about their occupation / voluntary work linked to their religious or non-religious beliefs</b> e.g. <ul style="list-style-type: none"> <li>religious community leaders – Christian vicar, minister, pastor, Jewish rabbi, Muslim imam, Hindu priest, Buddhist monk(bhikku), nun (bhikkhuni), or other ordained Buddhist teachers, humanist celebrant</li> <li>children or youth workers – Christian Sunday School teacher, Hindu Bal Mandir teacher, Jewish cheder teacher/leader</li> </ul>

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		<ul style="list-style-type: none"> <li>charity workers – Oxfam, Christian Aid, <a href="#">Jewish Relief</a>, <a href="#">The Sikh Soup Kitchen</a></li> </ul> <p>Use <a href="#">The Reverend Freddie Fisher</a> soft toy character from the Puddles series of books to explore further the role of a vicar. ‘Hotseat’ Freddie to encourage children to ask questions and think about what answers Freddie might give.</p>
<p>Continue to develop positive attitudes about the <b>differences between people.</b></p>	<p>Ensure that resources reflect the diversity of life in modern Britain.</p> <p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Help children to learn each other’s names, modelling correct pronunciation.</p>	<p>Use the book and resources <i>Belonging and Believing: <a href="#">My Baha’i Family</a></i> to focus on Nia and her family’s beliefs about unity – that everyone in the world belongs to one big family and that differences are to be celebrated.</p> <p>Read the story of Baha’u’llah from within the book <a href="#">My Baha’i Family</a> to consider his message of peace and unity across the world for all people.</p> <p>Ask children to bring in a family photograph. Make a display to show and celebrate the differences across families – <b>including the way religious traditions are expressed.</b></p> <p>Explore the different times which children celebrate through the year. Use books and resources such as <a href="#">Festivals in Different Cultures</a> series.</p>
<p>Begin to understand the need to respect and care for the <b>natural environment and all living things.</b></p>	<p>Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</p> <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p>	<p>Use the book and resources <i>Belonging and Believing: <a href="#">My Christian Family</a></i> to focus on Vesper and her family’s belief about God and the natural world.</p> <p>Use <i>Belonging and Believing: <a href="#">My Humanist Family</a></i> to explore Wilf’s family’s beliefs about relationship with and responsibility towards the natural world.</p> <p>Use <a href="#">The Tiny Ants</a> and /or <a href="#">Seven New Kittens</a> story book and cross-curricular activity packs to explore and respond to Muslim beliefs about caring for the natural world.</p> <p>Use <a href="#">The Baby Birds</a> book and puppet set to encourage thinking about the importance of careful actions towards living creatures.</p>

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Children in reception will be learning to:	From Development Matters – Examples of how to support this:	Advice from Gill Vaisey, Books at Press on developing religion and worldviews education.
<p>Talk about members of their immediate <b>family and community.</b></p>	<p>During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p>	<p>Ask children to bring in a family photograph. Make a display to show and celebrate the differences across families.</p> <p>Ensure that a range of resources are available which portray diversity – books, dolls, photographs, videos. Display and use books such <i>That's My Mum</i> by Henriette Barkow, Derek Brazell</p> <p>Create a series of wall displays to celebrate similarities and differences e.g. – hair, skin, dress, headwear Use the board book and resources <a href="#">Hats Of Faith</a> Share the story <a href="#">The Swirling Hijaab</a> Use the book and resources about <a href="#">Yusuf</a> (Muslim) to explore why his mum wears a hijab. Watch You Tube CBeebies series '<a href="#">What's On Your Head</a>' to explore hijab (Muslim), turban (Sikh) and kippah (Jewish) headdress.</p> <p>Explore the lives of the eight children featured in the <a href="#">Belonging and Believing</a> series</p> <ul style="list-style-type: none"> <li>• Tibetan Aro gTér Buddhists;</li> <li>• Swaminaryan Hindus;</li> <li>• Chabad Jews;</li> <li>• Independent Community Church Christians;</li> <li>• Hanafi Muslims;</li> <li>• Sikhs;</li> <li>• Bahá'ís and</li> <li>• humanists.</li> </ul> <p>Encourage the pupils to look for similarities and differences across the children's lives - their likes, activities, special things, family members, pets, diet, celebrations, beliefs, practices, worship, artefacts, and lifestyles.</p>

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		<p>Provide opportunity for the pupils to compare their own lives with those of the children in the books and with other children in the class. Identify what is important to the children in the books and what is important to themselves.</p> <p>Use the book and resources <i>Belonging and Believing: <a href="#">My Baha'i Family</a></i> to focus on Nia and her family's beliefs about unity – that everyone in the world belongs to one big family and that differences are to be celebrated.</p> <p>Read the story of Baha'u'llah from within the book <i><a href="#">My Baha'i Family</a></i> to consider his message of peace and unity across the world for all people.</p>
<p>Name and describe <b>people</b> who are familiar to them.</p>	<p>Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.</p> <p>Listen to what children say about their own experiences with people who are familiar to them.</p>	<p>Encourage the children <b>to talk about any religious or non-religious members of the local community</b> with whom they are familiar and know of the work that they do.</p> <p>Provide opportunity for children to meet new people from within the community who hold a variety of different religious and non-religious worldviews</p> <ul style="list-style-type: none"> <li>e.g. Christian Salvation Army members, vicar, minister, Sunday School teacher, Jewish rabbi or cheder leader, Muslim imam or madrasa teacher, Hindu Bal Mandir teacher, humanist celebrant, charity workers – Oxfam, Christian Aid, <a href="#">Jewish Relief</a>, <a href="#">The Sikh Soup Kitchen</a></li> </ul> <p>'Meet' people of different worldviews through <a href="#">short video clips</a> provided by Claire Clinton, RE Matters.</p> <p>Use <a href="#">The Reverend Freddie Fisher</a> soft toy character from the Puddles series of books to explore further the role of a vicar. 'Hotseat' Freddie to encourage children to ask questions and think about what answers Freddie might give.</p> <p>Watch REOnline Charlie and Blue: <a href="#">Jesus</a> (Christian)</p>

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<p>Understand that some <b>places</b> are special to <b>members of their community</b>.</p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</p>	<p>Provide opportunity for the children to experience times of stillness and quiet reflection. Create a quiet reflection area within the classroom.</p> <p>Encourage children to enjoy being with others and expressing how they feel during activities such as singing, dancing, playing games, listening to and participating in story telling. Reflect on times and activities they enjoy.</p> <p>Talk with the children about to whom and what they belong.</p> <p>Use the examples of <a href="#">Vesper</a> (church), <a href="#">Yusuf</a> (mosque), <a href="#">Krishan</a> (gurdwara), <a href="#">Margalit</a> (synagogue), <a href="#">Nyal</a> (mandir), <a href="#">Nia</a> (at home) and <a href="#">Caitlin</a> (garden shrine room) from the <a href="#">Belonging and Believing</a> series to consider why some people enjoy going to a place of worship, the variety of activities and events that happen in a place of worship, and how and why some people pray.</p> <p>Explore some of the Children’s special things and why they are important to them – e.g. Vesper’s Bible, Nyal’s mala beads, Nia’s shells, Caitlin’s shrine.</p> <p>Watch REOnline Charlie and Blue: <a href="#">Hindu Worship</a> <a href="#">Sikh Gurdwara</a></p> <p>Use the <a href="#">Puddles Lends A Paw</a> book, soft toy characters and PLAN+3 activities with the pupils to explore the features of a traditional Church of England church – its features, activities and its community members.</p> <p>Take the children to visit a Christian church – accompanied by the soft toy cat Puddles to investigate all the features of the church that are referenced in the book. Ask a Christian community member to accompany the children / host the visit so that they can talk about why the church and their faith is important to them.</p> <p>Visit other available local places of worship or community facilities which can be hosted in an age-appropriate way.</p>
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		<p>Identify the work of religious and non-religious people in school and in the community, focusing on how they help others and their motives for doing so. Provide opportunity for children to meet new people from within the community who hold a variety of different religious and non-religious worldviews – e.g.</p> <ul style="list-style-type: none"> <li>religious community leaders – Christian vicar, minister, pastor, Jewish rabbi, Muslim imam, Hindu priest, Buddhist monk(bhikku), nun (bhikkhuni), or other ordained Buddhist teachers, humanist celebrant</li> <li>children or youth workers – Christian Sunday School teacher, Hindu Bal Mandir teacher, Jewish cheder teacher/leader</li> <li>charity workers – Oxfam, Christian Aid, <a href="#">Jewish Relief</a>, <a href="#">The Sikh Soup Kitchen</a>, <a href="#">Muslim Aid</a></li> </ul> <p>Use <a href="#">The Reverend Freddie Fisher</a> soft toy character from the Puddles series of books to explore further the role of a vicar. ‘Hotseat’ Freddie to encourage children to ask questions and think about what answers Freddie might give.</p> <p>Watch REOnline Charlie and Blue: <a href="#">Jesus</a> (Christian)</p>
<p>Compare and contrast <b>characters from stories, including figures from the past.</b></p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p>	<p>Recognise that books contain stories and information that can influence people’s lives. Handle and value books appropriately recognizing that some books are classed as holy or sacred by some people and should be handled with particular care and respect.</p> <p>Understand that some books were written many years ago and still have a major impact on the lives of people today.</p> <p><b>Enjoy stories associated with religious events, activities and teachings.</b></p> <p>Begin to understand that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life.</p>



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	<p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>	<p>Consider what and who influences their own codes of conduct and values.</p> <p>Use examples of the Bible for <a href="#">Vesper</a> (Christian), the Qur’an for <a href="#">Yusuf</a> (Muslim), the Guru Granth Sahib for <a href="#">Krishan</a> (Sikh), and the Torah for <a href="#">Margalit</a>, (Jewish) from the <a href="#">Belonging and Believing</a> series to recognise the importance of these books and their teachings for individuals and communities.</p> <p>Use the illustrated ‘story’ pages from Belonging and Believing series to find out about some key figures and their significant life events e.g. <a href="#">My Christian family</a> – Jesus <a href="#">My Sikh Family</a> – Guru Nanak <a href="#">My Muslim Family</a> – Muhammad (pbup) <a href="#">My Hindu Family</a> – Ghanshyam (Lord Swaminarayan) <a href="#">My Jewish Family</a> – Avram (Abraham) <a href="#">My Bahá’í Family</a> – Baha’u’llah</p> <p>Watch REOnline Charlie and Blue: <a href="#">Enlightenment</a> (Buddhist)</p> <p>Create a timeline to help recognise the chronology of key figures and the periods of time in which they lived. Explore and reflect on the impact of these key figures on individuals, communities and societies today. Hear stories about other people past and present who have influence on people’s lives today.</p>
<p>Recognise that people have <b>different beliefs and celebrate</b></p>	<p>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children may begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>	<p>Explore the different times which children celebrate throughout the year/ their lives. Use books and resources such as <a href="#">Festivals in Different Cultures</a>.</p>

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<p><b>special times</b> in different ways.</p>		<p>Hear and become familiar with stories, messages, actions and thoughts connected with secular celebrations and religious festivals. Reflect on how they and others are involved in celebrations at home, school and places of worship. Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to particular children in the class.</p> <p>As appropriate, provide opportunity for children to explore and experience activities associated with festivals whilst being mindful children’s family backgrounds and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing etc. Encourage the children to express their feelings regarding festival celebrations.</p> <p>Explore the similarities and differences in the way in which people celebrate and acknowledge special times.</p> <p>Use resources such as <a href="#">Belonging and Believing</a> series: <a href="#">Vesper</a> (Christian Easter), <a href="#">Margalit</a>, (Jewish Purim), <a href="#">Nyal</a> (Hindu Diwali).</p> <p>Share the series of stories about <a href="#">Puddles</a> the cat to explore different aspects of the Christian faith and the significance of these to faith adherents e.g. Harvest, Christmas, Easter, St Francis Service.</p> <p>Watch YouTube CBeebies <a href="#">My First Festivals</a>:</p> <p>Explore special times in people’s lives such as ceremonies for babies, coming of age, weddings, memorials and funerals.</p> <p>Use the <a href="#">Puddles</a> books for infant baptism and a Christian wedding.</p>
<p>Explore the <b>natural world</b> around them.</p>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Provide opportunity for children to develop curiosity and a sense of awe and wonder, mystery and spirituality connected with the natural world e.g. through direct experience of being outside in a variety of weather conditions and seasons, first-hand experience with animals and birds, and through video, photographs, and books</p>

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	<p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p>	<p>Consider and reflect upon their own experiences and views about the natural world – their likes and dislikes, their interaction with living things – animals and nature, and their thoughts and feelings about responsibility towards the environment.</p> <p>Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it – e.g. <a href="#">Vesper</a> (Christian), <a href="#">Yusuf</a> (Muslim), from the <a href="#">Belonging and Believing</a> series.</p> <p>Watch REOnline Charlie and Blue: <a href="#">Allah and Creation</a> (Muslim)</p> <p>Appreciate that some people, e.g. <a href="#">Caitlin</a> (Buddhist) from the <a href="#">Belonging and Believing</a> series, care for the natural world because they are following the guidance of a religious / spiritual leader</p> <p>Understand that some people care for the natural world because they believe humans have a responsibility to live in harmony with the planet to ensure it can be enjoyed now and in the future e.g. <a href="#">Wilf</a> (humanist) from the <a href="#">Belonging and Believing</a> series.</p> <p>Share the story <a href="#">Puddles and the St Francis Service</a> with the children. Reflect on the Christian belief that God gave stewardship to humans to care for all animals. Through the story, explore how some Christians celebrate the value and love for animals through a special church service.</p> <p>Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. <a href="#">The Tiny Ants</a>, <a href="#">Seven New Kittens</a>, <a href="#">The Baby Birds</a> story books and cross-curricular activity packs to explore and respond to Muslim beliefs about caring for the natural world.</p>
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