

EYFS Curriculum links
RE

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Understanding the World		
Make connections between the features of their family and other families.	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.	• Lots of conversation about difference and similarities. • Discussion about families • Photographs of families in the classroom
Notice differences between people.	Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference.	• Resources to include different people of different race and religion • Books and play materials that reflect the diversity of life in modern Britain • Materials which confront gender roles • Role play that is non gender specific • Books to represent other cultures
Continue developing positive attitudes about the differences between people	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion.	• Staff talking positively about different appearances, skin colours and hair types. • Celebrations of cultural, religious and community events and experiences • Visits from family members • Topics to celebrate the diversity in the class • Children's names being pronounced correctly to model
Compare and contrast characters from stories, including figures from the past.	Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	• Use of stories from religious books in topics • Range of small world and books from other cultures

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Understand that some places are special to members of their community.	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. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.	• Trips to places of worship • Visitors from different religious and cultural communities • Experiencing different cultures and communities through experiences e.g. clothing, music, food, art
Recognise that people have different beliefs and celebrate special times in different ways.	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 to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.	• Staff using correct vocabulary • Resources and role play to support the use of vocabulary and the understanding of different cultures • Trips to places of worship • Visitors from different religious and cultural communities • Experiencing different cultures and communities through experiences e.g. clothing, music, food, art
EYFS 2021 Early Learning Goal (Statutory) ELG: People, Culture and Communities Children at the expected level of development will: - - 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;		• All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Understanding the World