|  |  |  |
| --- | --- | --- |
| EYFS | Statements from Development Matters | Statements from the Early Learning Goals (EYFS Statutory Framework) |
| Personal, Social and Emotional Development | See themselves as a valuable individual.(F2 - Which people are special and why?)Think about the perspectives of others. (Throughout all units) | Personal, Social and Emotional Development | Building Relationships | Show sensitivity to their own and others’ needs. (Throughout all units) |
| Understanding the World | Talk about members of their immediate family and community. (F2 - Which people are special and why?; F5 – Where do we belong?)Name and describe people who are familiar to them. (F2 - Which people are special and why?)Understand that some places are special to members of their community. (F3 – Which places are special and why?)Recognise that people have different beliefs and celebrate special times in different ways. (F4 – Which times are special and why?) | Understanding the World | Past and Present | Talk about the lives of the people around them and their roles in society. (F2 - Which people are special and why?; Where do we belong?)Understand the past through settings, characters and events encountered in rooks read in class and storytelling. (F1 – What stories are special and why?) |
| People and Communities | 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. (Throughout all units.) |

Our long-term curriculum plan and supporting documents map out our intent for the teaching of Religious Education throughout your child’s time at Crich Carr CofE Primary School, including during EYFS. You can find further supporting documentation in the Derby and Derbyshire Agreed Syllabus and Understanding Christianity syllabus which you can link to from the Religious Education page on our website.