

EARLY YEARS FOUNDATION STAGE

INDICATORS

EVIDENCE

IN PLAY

1. The home corner is culturally diverse. At times there is a specific focus on a particular culture/community (eg an Asian/white home, a Chinese or Caribbean grocery store etc.).
2. Dressing up clothes, dolls, puppets, 'duplo' and toys generally are culturally diverse.
3. Situations are created in structured play to explore issues of cultural diversity, including racism.
4. Opportunities are taken in unstructured play to explore issues to do with cultural diversity, including racism.
5. Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

1. Practitioners and other adults provide a range of positive role models from a variety of communities.
2. Positive images are used, for example, in books and displays that challenge children's thinking.
3. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.
4. Children are encouraged to develop an awareness of and sensitivity to the needs, views and feelings of others.
5. Children are encouraged to value their own cultures and those of other people.
6. Children understand that racist name-calling and racist behaviour is not acceptable and why.
7. Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect.

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PHYSICAL DEVELOPMENT

1. Equipment and other materials reflect diverse ethnic backgrounds.
2. Pupils are encouraged to participate in and value games, dance, PE and playground activities that reflect diverse ethnic backgrounds.
3. Schools try to involve community members from diverse ethnic backgrounds to teach games reflective of their backgrounds.

LANGUAGE AND LITERACY

1. Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books, which reflect diverse ethnic backgrounds.
2. Children are encouraged to explore differences within the context of similarities.
3. Imaginative opportunities (eg stories and Persona Dolls) are created for children to talk about racist incidents.
4. Musical and artistic activities reflect diverse ethnic backgrounds.
5. Opportunities exist for children to hear, use, see and read familiar words in many languages through posters, notices, labels, book form, audio, and video materials.
6. Opportunities exist for children to see adults writing in languages other than English and to write for themselves.
7. As far as practical, bilingual workers are involved in developing the spoken language of those children who speak English as an additional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

1. Children's own experiences are considered through different school activities to develop an appreciation of diverse racial backgrounds, e.g. trips, visitors to schools, celebrations, food, clothing, materials etc.

2. A stimulating environment is provided with resources that reflect cultural diversity.

3. Activities exist to encourage exploration, observation and discussion about issues to do with racial equality and harmony.

4. Opportunities exist to explore similarities, differences and patterns between people from diverse ethnic backgrounds.

5. The contribution from people from diverse ethnic backgrounds to the world that we live in is demonstrated in text, pictures, discussion etc.

6. Opportunities exist for pupils to begin to know about their own cultures and beliefs and those of other people they know.

7. Opportunities exist for pupils to share their knowledge of their own family heritage and that of other people they know.

CREATIVE DEVELOPMENT

1. There is a rich environment, which values creativity and expressiveness across a range of cultures, including displays, posters, artefacts etc.

2. There is a wide range of activities which reflect cultural diversity.

3. There are resources from different cultures used to stimulate different ways of thinking.

4. There are resources that facilitate the exploration of different identities, ie crayons that reflect accurate skin tones and dolls with different skin tones, physical features, clothing, jewellery etc.

INDICATORS**EVIDENCE**

5. Opportunities to work alongside artists, musicians, mime artistes, dancers and other talented adults from a variety of traditions and communities are provided.

6. Activities which are imaginative and enjoyable and encourage seeing things from different points of view are regularly organised.

7. Accommodation of children's specific religious and cultural beliefs, eg relating to figurative art.

8. Explorations of colour, shape, form and space in two and three dimensions use materials which reflect cultural diversity.

9. Song and dance draw on a variety of traditions and cultures.

10. Art and design draw on different cultures in terms of materials and themes.

11. Imaginative role play and stories reflect cultural diversity and also provide opportunities to explore feelings (self and others') about inclusion and exclusion.

12. Culturally specific activities are used to enhance and reinforce self-esteem.

MATHEMATICAL DEVELOPMENT

1. Diverse ethnic backgrounds are reflected in the mathematics of counting, sorting, matching activities.

2. Geometric patterns and shapes used to draw on a range of cultural traditions.

3. Diverse ethnic backgrounds are reflected in stories, songs, games and imaginative play used in teaching numeracy.

4. Reference is made to a variety of number systems used by people from diverse ethnic backgrounds.

5. Children who speak English as an additional language are helped in developing and using specifically mathematical language.

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EVIDENCE

DIVERSE NEEDS OF CHILDREN

1. There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.
2. A wide range of strategies based on children's language and learning needs are used.
3. A safe and supportive learning environment is provided free from racial harassment.
4. Racial stereotypes are challenged.
5. Materials reflect diversity and are free from discrimination.

PARENTS/CARERS AS PARTNERS

1. All parents/carers are welcomed and valued through a range of different opportunities for collaboration between children, parents and practitioners, including in the development of race equality policies.
2. The knowledge and expertise of parents/carers and other family members used to support learning opportunities provided by settings.
3. Practitioners use a variety of ways to keep parents/carers fully informed about the setting's values, including their position on race equality, and curriculum, such as brochures, displays, tapes and videos.
4. Means of keeping parents fully informed are available in the home languages of the parents/carers and through informal discussion.
5. Experiences at home, for example visits and celebrations, are used to develop learning in the school setting.