

The role of the adult

How do you?	Current practice	Future practice
Help children to learn each other's names, e.g. through songs and rhymes.		
Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.		
Ensure that each child is recognised as a valuable contributor to the group.		
Celebrate and value cultural, religious and community events and experiences.		
Talk to children about their friends, their families, and why they are important.		



How do you?	Current practice	Future practice
Encourage children to talk		
about their own home and		
community life, and to find		
out about other children's		
experiences.		
Ensure that children		
learning English as an		
additional language have opportunities to express		
themselves in their home		
language some of the		
time.		
Encourage children to		
develop positive		
relationships with		
community members,		
such as fire fighters who		
visit the setting.		
Encourage children to		
share their feelings and		
talk about why they respond to experiences in		
particular ways.		
Explain carefully why		
some children may need		
extra help or support for		
some things, or why some		
children feel upset by a		
particular thing.		
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Help children and parents to see the ways in which		
their cultures and beliefs		
are similar, sharing and		
discussing practices,		
resources, celebrations		
and experiences.		
Strengthen the positive		
impressions children have		
of their own cultures and		
faiths, and those of others		
in their community, by		
sharing and celebrating a range of practices and		
special events.		
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Enabling environments

How do you?	Current practice	Future practice
Provide opportunities for		
babies to see people and		
things beyond the baby		
room, including the		
activities of older children.		
Collect stories for, and make books about,		
children in the group,		
showing things they like		
to do.		
Provide books and		
resources which		
represent children's		
diverse backgrounds and		
which avoid negative		
stereotypes.		
Make photographic books about the children in the		
setting and encourage		
parents to contribute to		
these.		
Provide positive images		
of all children including		
those with diverse		
physical characteristics,		
including disabilities.		
Share photographs of		
children's families,		
friends, pets or favourite		
people.		
Support children's		
understanding of		
difference and of empathy by using props such as		
puppets and dolls to tell		
stories about diverse		
experiences, ensuring		
that negative stereotyping		
is avoided.		



How do you? Current practice Future practice Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. Image: Comparison of the store of the store fighter. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Image: Comparison of the store fighter. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Image: Comparison of the store fighter. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Image: Comparison of the store fighter. Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such a a volunteer who helps people become familiar with the local area. Image: Comparison of the store fighter. Share stories that reflect the diversity of children's experiences. Image: Comparison of the store fighter. Image: Comparison of the store fighter.			upportu
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How do you?	Current practice	Future practice
Make a display with the		
children, showing all the		
people who make up the community of the setting.		
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Provide role-play areas		
with a variety of resources reflecting diversity.		
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Visit different parts of the		
local community,		
including areas where some children may be		
very knowledgeable, e.g.		
Chinese supermarket,		
local church, elders lunch club, Greek café.		
Club, Oleek Cale.		
Plan extra time for helping		
children in transition, such		
as when they move from one setting to another or		
between different groups		
in the same setting.		
Ensure the use of modern		
photographs of parts of the world that are		
commonly stereotyped		
and misrepresented.		