

**The role of the adult**

<b>How do you?</b>	<b>Current practice</b>	<b>Future practice</b>
<p>Help children to learn each other's names, e.g. through songs and rhymes.</p>		
<p>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.</p>		
<p>Ensure that each child is recognised as a valuable contributor to the group.</p>		
<p>Celebrate and value cultural, religious and community events and experiences.</p>		
<p>Talk to children about their friends, their families, and why they are important.</p>		

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.		
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.		

**Enabling environments**

<b>How do you?</b>	<b>Current practice</b>	<b>Future practice</b>
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
<p>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.</p>		
<p>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</p>		
<p>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</p>		
<p>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.</p>		
<p>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</p>		
<p>Share stories that reflect the diversity of children's experiences.</p>		

<b>How do you?</b>	<b>Current practice</b>	<b>Future practice</b>
<p>Make a display with the children, showing all the people who make up the community of the setting.</p>		
<p>Provide role-play areas with a variety of resources reflecting diversity.</p>		
<p>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.</p>		
<p>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.</p>		
<p>Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.</p>		