

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these	• Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others	• Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Adult Interactions • Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children. • 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. • Be sensitive to the possibility of children who may have lost special people or pets, either through death, separation, displacement or fostering/adoption.		Environment • Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them, in languages that are relevant to them wherever possible. • Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room. • 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. • Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins, helping planting flowers and seeds, provisioning bird tables, leaf piles for hedgehogs and woodlice. • Share photographs of children's families, friends, pets or favourite people, both indoors and out. • 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. • Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture.

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	• Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Statutory ELG: Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Statutory ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<u>Adult Interactions</u> • Encourage children to talk about their own home and community life, and to find out about other children's experiences. Be aware that some children's home lives may be complicated or disrupted, and talking about them may be difficult. • 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 who visit the setting, such as fire fighters, refuse collectors, delivery personnel, care home resident, artists. • Share stories about people from the past who have an influence on the present. • 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.		<u>Environment</u> • 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. • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video recording, drawing and writing. • 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. • Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented. 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 firefighter. • 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. • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children's experiences. • 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.