



### Diversity in EYFS

Key Area: In play	Evidence and Next steps
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.).	diversity role play area resources Next steps: specific focus on a particular culture in role play
2. Dressing up clothes, dolls, puppets, 'duplo' and toys generally are culturally diverse.	Range of dressing up clothes, some toys culturally diverse culturally diverse dolls
3. Situations are created in structured play to explore issues of cultural diversity, including racism.	Lots of situation in play to explore cultural diversity, including Chinese new year, different religions eg. diwali Curiosity cube used to encourage cultural awareness and discussion - spanish artefacts used in one, another time a diwali card.
4. Opportunities are taken in unstructured play to explore issues to do with cultural diversity, including racism.	Lots of situation in play to explore cultural diversity, including different celebrations,, different religions eg. diwali. Tuff trays to promote diversity of languages. Curiosity cube used to encourage cultural awareness and discussion - spanish artefacts used in one, another time a diwali card. Through Curricular goals
5. Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism.	Through class discussion and books shared to promote discussion around diversity.

Key Area PSED	Evidence and Next steps
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.	Through weeks such as Science week, Arts week Books addressing diversity
3. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.	Masks, dressing up provided taking into account different religious and cultural beliefs
4. Children are encouraged to develop an awareness of and sensitivity to the needs, views and feelings of others.	Children encouraged to talk and share their views and discussions about differences and respecting different beliefs. Through class discussions, presentations, Religious Education, collective worship, books shared. Curricular goals (especially goal 6), key texts, festivals.
5. Children are encouraged to value their own cultures and those of other people	Flags from different countries to show the diversity in our class. Children encouraged to learn different languages for answering the register with children modelling, vocabulary around the classroom reflecting the diversity of languages we have in the class. Songs sung in different languages. Through learning goals, Religious Education, festivals, key texts that explore diversity including challenging stereotypes/gender/family diversity/race/culture Sharing and talking about identify boxes Class Presentations
6. Children understand that racist name-calling and racist behaviour is not acceptable and why.	Celebrating diversity
7. Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect	Through PSHE, class discussion, books.

Key Area Physical Development	Evidence and Next steps
1. Equipment and other materials reflect diverse ethnic backgrounds.	Key texts, resources, continuous provision
2. Pupils are encouraged to participate in and value games, dance, PE and playground activities that reflect diverse ethnic backgrounds.	



<p>3. Schools try to involve community members from diverse ethnic backgrounds to teach games reflective of their backgrounds.</p>	<p>Play equipment at varying height and with varying difficulty levels. Equipment that allows children to create at their own ability level. Opportunities for sensory play eg. sand, water beads, water, writing on sequins, in various media eg. shaving foam</p>
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Key Area Language and literacy	Evidence and Next steps
<p>1. Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books, which reflect diverse ethnic backgrounds.</p>	<p>Texts from stories and books that reflect diversity eg. Handa's surprise, poetry, It's ok to be different. Key texts reflect diverse backgrounds and cultures Diverse books included on classroom bookshelves and read to the class.</p>
<p>2. Children are encouraged to explore differences within the context of similarities.</p>	<p>Through games, psed.</p>
<p>3. Imaginative opportunities (eg stories and Persona Dolls) are created for children to talk about racist incidents.</p>	<p>Next steps: develop more opportunities to talk about racist incidents</p>
<p>4. Musical and artistic activities reflect diverse ethnic backgrounds.</p>	<p>Key artists reflect diverse background A diverse range of music</p>
<p>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.</p>	<p>Displays of different languages from children who have English as an additional language. Register answered in different languages</p>
<p>6. Opportunities exist for children to see adults writing in languages other than English and to write for themselves.</p>	<p>Writing chinese for chinese new year, vocabulary and labels in different languages.</p>
<p>7. As far as practical bilingual workers are involved in developing the spoken language of those children who speak English as an additional language.</p>	

Key Area: Knowledge and understanding of the world	Evidence and Next steps
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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.	Key festivals from a range of cultures Learning goals A diverse range of artists studied
2. A stimulating environment is provided with resources that reflect cultural diversity.	Texts small world eg. dolls house and dolls diverse
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.	Exploring different festivals, texts, artists
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.	Identity boxes, class presentations, through religious educations and festivals
7. Opportunities exist for pupils to share their knowledge of their own family heritage and that of other people they know.	Identity boxes

Key Area: Creative Development	Evidence and Next steps
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.	Creative activities linked to artists from different cultures, resources provided to explore further Continuous provision related to religious education when learning about different religions.
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.	Resources facilitate exploration of different identities. Dolls with different skin tones/cultures in the dolls house and baby dolls/creative area enabling exploration of different cultures (more resources purchased August 2021).



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.	Exploration opportunities to use colour, pattern, shape which reflect different cultures through creative activities, such as Rangoli patterns.
9. Song and dance draw on a variety of traditions and cultures.	Listening to music from a range of different cultures
10. Art and design draw on different cultures in terms of materials and themes.	Key artists and art studied from different cultures and continuous provision providing materials to extend this learning
11. Imaginative role play and stories reflect cultural diversity and also provide opportunities to explore feelings (self and others') about inclusion and exclusion.	Role play used when learning about a diversity of religions eg. Rama and Sita
12. Culturally specific activities are used to enhance and reinforce self-esteem.	Children to share activities/resources that enhance self-esteem eg. curiosity cube with resources from Spain as stimulus for discussion, vocabulary. Register answered in different languages.

<b>Key Area: Mathematical Development</b>	<b>Evidence and Next steps</b>
1. Diverse ethnic backgrounds are reflected in the mathematics of counting, sorting, matching activities.	Chinese new year activity for counting and the matching numerals.
2. Geometric patterns and shapes used to draw on a range of cultural traditions.	Through RE related activities eg. Rangoli patterns, prayer mats
3. Diverse ethnic backgrounds are reflected in stories, songs, games and imaginative play used in teaching numeracy.	Diverse backgrounds in texts used, songs and stories Stories and festivals from different religions
4. Reference is made to a variety of number systems used by people from diverse ethnic backgrounds.	Counting in different languages, especially in languages that children bring to the class where English is an additional language.
5. Children who speak English as an additional language are helped in developing and using specifically mathematical language	Mathematical language supported for those who have English as an additional language, including through play.



Key Area Diverse needs of children	Evidence and Next steps
1. There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	Identity boxes and class presentations
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.	Through texts
5. Materials reflect diversity and are free from discrimination.	

Key Area: Parents/ carers	Evidence and Next steps
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.	Parents invited in for different weeks eg. science week, Arts week or to talk about beliefs or occupations.
2. The knowledge and expertise of parents/carers and other family members used to support learning opportunities provided by settings.	Parents invited in for different weeks eg. science week, Arts week or to talk about beliefs or occupations.
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.	Curriculum and Key texts and curriculum enhancements on website
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.	Learning is based on children's interests children's experiences drawn upon when learning about beliefs/celebrations