

Summer 2010

Birth to Five Service

Cultures and Beliefs

Guidance Materials developed from agreement trialling clusters 09/10

Social Development Scale Point 7

Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.

Social Development Scale Point 8

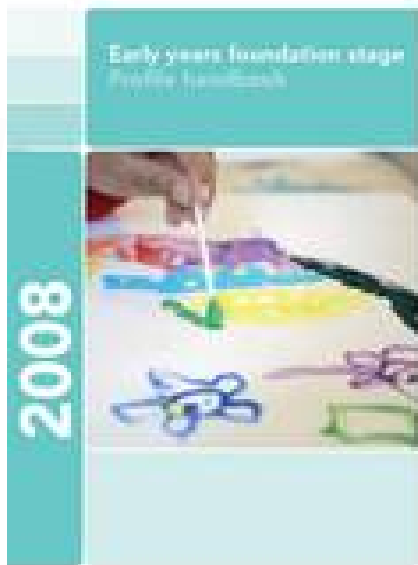
Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect.

Emotional Development Scale Point 6

Has a developing respect for own culture and beliefs and those of other people.

Knowledge and Understanding of the World Scale Point 6

Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about culture and beliefs and those of other people.



In December 2009 and January 2010 the Birth to Five Service delivered a series of workshops with Reception and Year One Practitioners to explore and discuss the specific scale points of the EYFS profile that mention 'Cultures and Beliefs'.



During these sessions these scale points were explored in detail, with the importance of listening to the views, needs and opinions of ALL children being paramount. Evidence for these scale points can be gathered from regular routines, exploration of children's backgrounds and families. These do not have to be based around only religious beliefs/festivals.

Dictionary definitions:

Culture: 1. [the ideas, customs, and art of a particular society](#), 2. [a particular civilization at a particular period](#), 3. [a developed understanding of the arts](#), 4. [development or improvement by special attention or training](#)

Belief: 1. [trust or confidence](#), [belief in the free market](#), 2. [opinion](#), [conviction](#) 3. [a principle accepted as true](#) 4. [religious faith](#),
(Collins Dictionary)

The following guidance materials have been developed with examples from the agreement trialling workshops. Examples were developed by Birth to Five Service Consultants alongside the examples provided by Lincolnshire Reception and Year One Practitioners. Further examples and guidance are available within the Early Years Foundation Stage Profile Handbook and online at www.qcda.gov.uk.

EYFS Effective practice:

Knowledge and Understanding of the World -Communities

- Use group times to share events in children's lives
- Listen carefully and ask questions that show respect for children's lives
- Explain the significance of special events to children
- Visit workplaces and invite people who work in the community to talk to children about their roles.

Personal, Social and Emotional Development-Self-confidence and Self-esteem

- 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
- Help children and parents to see the ways in which their cultures and beliefs are similar encouraging them to contribute to everyone's knowledge and understanding by sharing and discussing practices, resources, celebrations and experiences.

Personal, Social and Emotional Development-Sense of Community

- Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events.
- Encourage children to talk with each other about similarities and differences in their experiences and the reasons for these.



Practitioners must take particular care that the environment echoes children's own experiences. Children will be able to demonstrate their attainment when opportunities such as role play, cookery, celebrations and visits to special places/events are linked to their cultural experience.

(EYFS Profile handbook -pg 17)



Create cosy corners to develop the emotional environment of the classroom. This gives children time and space to feel at ease and relaxed enough to share their thoughts and feelings.

Set up interactive displays of items and photographs children bring from home.

Develop a role-play focus that is led by children's experiences, such as a wedding, birthdays, a new baby, holidays or moving house.

Use 'All About Me' boxes made by adults as a model for children. Use family photos to cover a box which contains special objects.

Have a Grandparent's day.

Cultures and Beliefs

Provision Ideas

Use specific stories as a stimulus to encourage discussions about celebrations and events; and differences and similarities in people and their lifestyles.

Use particular equipment during circle time (e.g. hearing impaired radio).

Reflect your children in the environment; by using their photos and those of their families, use their writing for labels and notices, use books, dressing up clothes and small world figures that reflect the children's cultures.



Provide opportunities for children to demonstrate their respect of the similarities and differences between themselves and their peers (including children with SEN, EAL, new to the school). Look for ways the children make allowances for and accept these differences. (see *observation example sheet*)

Use routines as a chance to see children demonstrating their understanding and respect for each other's similarities and differences.

Compare elements from across religions and cultures, such as the use of candles in different celebrations.

Cultures and Beliefs

Provision Ideas

Have a 'Take home Ted' with a diary and a camera to record his adventures at home with the children .

Have a 'Kindness tree'. Children can respond to acts of kindness from their peers and write a message to hang on a kindness tree in the classroom. This demonstrates respect for themselves and for others.

Cook different food from different countries and cultures.



During sharing-time talk about artefacts and photographs which children bring from home, talk about what children have been doing at home, on their holidays, about their family celebrations, sharing experiences of a new baby, a wedding or a birthday.

Make time for adults to share experiences and events in their own lives to stimulate children's thoughts and to help them make comparisons.

Community involvement; such as Beavers, Rainbows.



Observe children's unspoken communications, through their actions or in their creations, which demonstrate their respect for others or which reflect their own culture.

Cultures and Beliefs Listening Opportunities

'My special things'. Provide opportunities for children to share and discuss with others objects which are important to them. They will be encouraged to recognise that different objects mean different things to people.

Tune into children's conversations during their play and routines about their life experiences, for example in the home corner, using small world figures, during creative activities and at snack time.

Set up visits into the community and visitors to come into school.

Set up 'Family Group' time or 'Key Group' time as an opportunity to listen to children in small groups on a regular basis.



Join the children in the cosy corner or relaxation area. Follow their lead and allow them time to talk to you about their thoughts and feelings. Include family photos and significant objects in the area, which will make them feel at home and relaxed.

Examples of observations provided by Lincolnshire Practitioners, which show evidence towards some of the 'Cultures and Beliefs' scale points.

Gemma brought in a special stone. She explained that her mum uses them in her work and has them around the house.

Charlie guided a child with additional needs when it was assembly time. 'It's time to line up; Would you like to stand with me?'
He also helped her putting on her coat at home time.

Josh collected Harry's special mat for him to sit on during carpet time. He sat down next to him and smiled.

Sam told us about writing a letter to Father Christmas and that Father Christmas left some sparkle dust for him this morning.

Sally was playing in the home corner with two friends. She put a cloth and some flowers in a vase on the table. She put a large play-dough 'cake' on a plate and called her friends, 'Nanny will be here soon so I've made a cake for tea, that's what she does at her house. She has cups and saucers. My mum has mugs.'

I went to stay at my Dad's because my Mummy and Daddy don't live in the same house.

Resources reflecting a variety of 'Cultures and Beliefs'



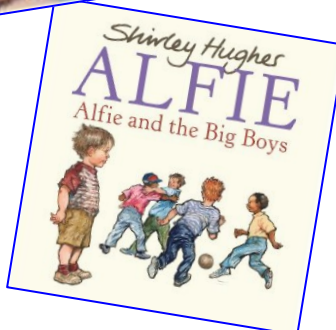
Lucy's Picture by Nicola Moon

Lucy makes a special picture for her Grandad, who is blind and he can feel it with his fingers.



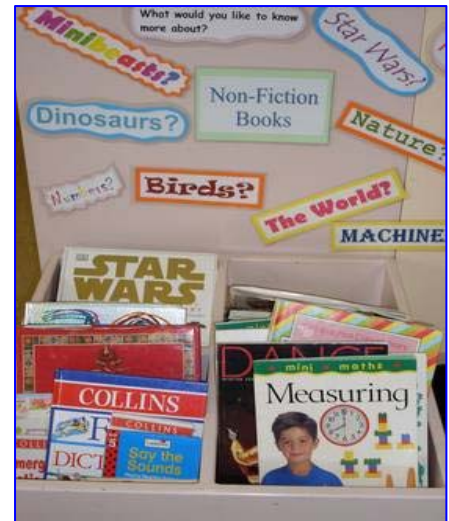
Mr Wolf and the Three Bears by Jan Fearnley

Mr Wolf is having a party when the worst ever party guest barges in!

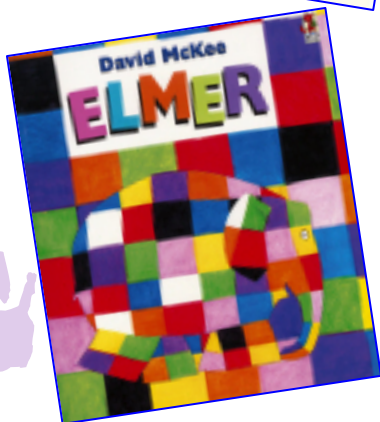


Alfie and the Big Boys by Shirley Hughes

Alfie realises that big boys don't always act so big after all!



For more books refer to the recommended reads on the Birth to Five Website:
www.birthtofive.org.uk



Elmer by David McKee

Elmer is not like the other elephants but he learns to enjoy being different.

Resources reflecting a variety of 'Cultures and Beliefs'

- Non-fiction books
- Stories
- Displays
- Videos
- Photographs
- Pictures
- Artefacts
- Maps
- Role play
- Music
- Food
- Food utensils
- Dance
- Toys
- Treasure box of child's special things
- Clothes and outfits
- Parents



For further provision ideas please consult the Birth to Five website or contact the Birth to Five Service on 01522 587570