

Understanding The World: People and Communities

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
22-36 months	<ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea 	<p>How children play, socialise and talk about family life, for example:</p> <p>How they notice children from the setting in family photographs</p>	<p>Make simple books about children's home lives illustrating people, events and objects that are special to the child; make these available to share</p>	<p>Have baskets around the environment containing photographs of people, events and objects connected with children in the setting</p>
30-50 months	<ul style="list-style-type: none"> • 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 	<p>How children respond to a significant event such as the birth of a baby or the death of a pet, for example:</p> <p>The ways children recall special events such as a wedding, bonfire night or first visit to mosque school</p> <p>Children's reactions to a child describing their experience of a celebration, e.g. Muslim children in the setting have recently celebrated Eid and talk in pastoral group time about what they did at home</p>	<p>Use group time to share events in children's lives and explain their significance</p> <p>Listen carefully and ask questions that show respect for children's individual contributions</p> <p>Begin to model the use of vocabulary from different religious traditions:</p> <ul style="list-style-type: none"> • names of key people / religious leaders / holy men • religious festivals / buildings • holy books / artefacts <p>Visit places of worship in the community and invite faith members to visit your setting</p>	<p>Plan time to listen to children talking about significant events, allowing them to formulate thoughts and words to express feelings; provide the support of adults who share languages other than English</p> <p>Provide ways of preserving memories of special events, for example making a book, collecting photographs, recording, drawing and writing</p> <p>Invite children and families with experience of living in other regions/countries to bring in photographs and objects from their own cultures</p>

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
40-60+ months Early Learning Goals	<ul style="list-style-type: none"> Enjoy joining in with family customs and routines Children talk about past and personal events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves, and among families, communities and traditions 	<p>The interest children show in stories, music and dance from a range of cultures, for example:</p> <p>How children talk about their friends' beliefs and practices</p> <p>How children express their attitudes to difference, e.g. skin colour</p> <p>How children respond to information about unfamiliar lifestyles</p>	<p>Introduce children to a range of cultures and religions, for example:</p> <p>Tell stories, listen to music, dance and eat foods from a range of cultures; use resources in role play that reflect a variety of cultures, such as clothes, symbols, candles and toys</p> <p>Extend children's knowledge of cultures within and beyond the setting through books, DVDs and photographs, listening to simple short stories in various languages, handling artefacts, inviting visitors from a range of religious and ethnic groups, and visiting local places of worship and cultural centres</p> <p>Ensure that any cultural assumptions and stereotypes are countered in activities</p>	<p>Provide opportunities for children to sample food from a variety of cultures, such as a traditional Caribbean dish</p> <p>Provide books and posters that show a range of languages, dress and customs</p> <p>Use appropriate resources in circle time to enable children to learn positive attitudes and behaviour towards people who are different to themselves</p> <p>Show photographs of parts of the world that are commonly stereotyped and misrepresented</p>
	<p>How children begin to value their own culture and to be aware of religious traditions, such as the way families eat meals, for example:</p> <p>Sam says, "Guess what! We are having a big Christmas turkey for Christmas dinner," and David says, "Here are pictures of my church."</p> <p>During circle time Dylan says, "God tips snow down from heaven," and Rebecca replies, "I don't think that's God." Dylan retorts, "It is! Who else is up in the sky?" and Rebecca agrees, "OK then, it is God."</p>	<p>Talking about religious events, when they take place and what they mean to the people involved</p> <p>Sharing their experiences of religious events such as Sukkot, Christmas and Eid and pointing out some similarities</p> <p>Where there are differences in religious traditions and beliefs, emphasising that this is OK and that even within religion there are still differences (e.g. Christmas is not celebrated in the same way – every family does things differently)</p> <p>Looking at other cultures from the point of view of children that represent those cultures</p> <p>When looking at a particular culture or religion, it is better to explore one small element in depth than to try and cover everything</p> <p>Supporting children by talking to them; emphasising mutual respect where conflicts arise</p>	<p>Make a range of resources available from different cultures:</p> <ul style="list-style-type: none"> pretend foods from different cultures music stories dress-up clothes artefacts 	