

5 ideas around making decisions together and helping children see their role in the bigger picture

- As a group ask the children their views on the setting/routines/activities and then act on these views, e.g. vote for a snack, or what the role play could be
- Actively recycle with the children, encouraging the children to sort plastics/paper/card etc, and explain why we need to recycle
- Fundraise with the children, but start locally, e.g. bringing in tins of cat food for the local cat shelter. Then lead onto the wider world, e.g. Children in Need, Comic Relief, but always include/explain to the children why we are doing this
- Parachute games
- Question of the week-adults model being learners, and with the children find out as much as they can about a topic/subject/question

5 ideas to support children understand about the rule of law

- Invite visitors such as police officers, fire fighters-where possible challenge stereotypes, e.g. female firefighters, black police officer
- Actively teach about tidy up time, agree that the rules apply to everyone. Use tidy up time as an opportunity-sorting/mathematical language
- Books/stories that show characters supporting each other-pick this out as a good thing
- Model the correct language around labelling and managing your feelings, e.g. I'm feeling a bit angry, and I need to calm down, I'm going to go and play with the dinosaurs by myself
- Personalise caregiving routines to make them easier for young children and you-e.g. find out how nappies are changed at home, and do the same in your setting

5 ideas to promote individual liberty and self confidence and self awareness

- Support children to take risks in the environment, e.g. use tools, complete an obstacle course. Help the children complete their own risk assessments of the environment.
- Focus on the process, not the product in providing experiences for children, particularly with regard to Expressive Arts and Design
- Think about your routines/systems so that they don't interrupt children's learning/concentration. Do you allow enough time for children to complete what they have started, and give them opportunities to return?
- Think about how you praise and encourage children and recognise their success. Different children like to be praised differently, and think about praising the effort, as well as the child
- Do routines promote independence, e.g. setting tables, serving themselves, clearing away after themselves?

5 ways to promote respect and tolerance

- When talking about difference and diversity, always start with what is real to the child and their family, e.g. the man who works in the corner shop, the lady in the chip shop
- Make a display using Stonewall "Different Families, Same Love Resources and book lists. Create individual My Family books and encourage the children to talk about each other's families and their routines, celebrating similarities and differences

- Provide resources and images that challenge stereotypes, e.g. female lorry drivers in the small world/garage area, female builders in the block area, male carers in the home corner, images of people with disabilities doing things for themselves, e.g. paralympians
- Wherever possible make resources using the real children in your setting, e.g. number lines, alphabet strips A-Alfie, B-Bethany etc
- As always, act on children's interests, e.g. if a child is thrilled that she is going to be a bridesmaid at her auntie's same sex wedding and brings in photographs of the event, talk about it with the children.