Welcome to this weeks curriculum post, which follows on from last weeks post on Racial Literacy. This post will focus on how you can support your child in this area.
At Nursery one of the End Points on the curriculum is to ensure the children "Continue developing positive attitudes about the differences between people." We do this through a variety of ways, both as focused teaching points but also through our daily interactions with the children.
Talking about Race:
Talking about race may be difficult and painful. Some people may find it racially traumatising, or may just feel like they do not have the words. However, there will be times when children will ask questions and make statements about racial issues in their communities and the world around them. If we do not respond to children when they talk about race, they will be left to figure things out for themselves using limited knowledge, understanding and vocabulary. Silence can also result in children using their peers to make sense of racial justice issues and can make them feel that talking about race is taboo.

Remember to use kind, positive and inclusive language when describing racial or cultural heritage.
● Be specific, explicit, and use proactive language about race - don't shy away from using terms like black or white to describe skin tone.
● Tell the truth - talking about race can trigger difficult emotions.
● keep it simple - Bad things happen and there are bad people too. However, there are many ways to get help or take a stand against racism.
● Don't avoid the subject because it's uncomfortable or upsetting. Empower children to see themselves as someone who can make a difference, no matter how little they are.
● Big voices - Show them how to use their big voice to speak out when someone says or does something unkind

Use explicit, proactive language around race: Example
"We are called White, but it's confusing …Look. This piece of paper really is the shade of white. Does this look like the colour of our skin? But people with a lighter skin colour, like ours, are called White even though we don't look like the real shade of white. And it's the same with Beba (her Black doll). Look," (showing a black long-sleeved shirt) "this is the real shade of black. Is this the colour of Beba's skin? …Beba has more of a brown skin colour…but (some) people with Beba's skin colour are called Black."

Additional Information

Home Involvement:

* Ensure you have books that represent people from all backgrounds. Some books address the issue of race directly such as Hey You!
(https://www.booktrust.org.uk/book/h/hey-you-an-empowering-celebration-of-

growing-up-black/) or Proudest Blue (https://www.booktrust.org.uk/book/t/the-proudest-blue/).

* Another great book is Mixed (https://www.booktrust.org.uk/book/m/mixed/) - which looks at what happens when colours mix.

* However, it is just as important to have books with characters from different backgrounds where race isn't the main focus, such as Look Up! (https://www.booktrust.org.uk/book/l/look-up/).

* Have play food from different countries and cultures to help start conversations about celebrating differences.

* Have dolls or small world people that represent people from different backgrounds.

* Enjoy exploring new foods and recipes together and cook a meal from another country.