**Cultural Awareness & Celebrations Policy (September 2025)**

**Policy Statement**  
At Little Acorns preschool, we are committed to fostering an environment where every child and family feels respected, valued, and included. We recognise that children grow up in diverse families, communities, and cultures, and we celebrate this diversity as a strength. This policy sets out how we promote cultural awareness, respect for different faiths and traditions, and inclusive celebrations, in line with the Early Years Foundation Stage (EYFS) 2025 framework.

**Legal Framework**  
This policy is guided by national legislation and statutory guidance, including but not limited to:

* EYFS Statutory Framework 2025
* Equality Act 2010
* The Children Act 1989 and 2004
* United Nations Convention on the Rights of the Child (UNCRC)
* Department for Education (2021) *Development Matters* (non-statutory curriculum guidance)
* Local authority equality, diversity, and inclusion guidance

**Designated Safeguarding Lead (DSL)**  
While cultural awareness is the responsibility of the whole staff team, the DSL ensures that cultural practices and celebrations are approached safely and respectfully, particularly where safeguarding or dietary considerations are involved.

**Implementation of the EYFS 2025 Cultural Awareness and Inclusion Principles**

**1. Respecting Diversity**  
We respect and value the cultural, religious, and family traditions of all children. This includes:

* Encouraging children to share their own experiences, traditions, and family customs.
* Creating an inclusive environment where differences are celebrated.
* Ensuring that no child or family feels excluded because of their cultural or religious background.

**2. Inclusive Curriculum and Resources**  
We reflect cultural diversity through:

* Books, images, music, and play resources representing a wide range of cultures, family structures, and communities.
* Learning opportunities that introduce children to different traditions, foods, and languages.
* Positive role models that reflect diversity and inclusion.

**3. Celebrating Festivals and Traditions**  
We celebrate a range of cultural and religious festivals throughout the year. When planning celebrations, we:

* Consult with families to ensure celebrations are accurate, respectful, and meaningful.
* Encourage children to share their own experiences of festivals and traditions.
* Ensure celebrations are inclusive, focusing on awareness and respect rather than stereotypes.
* Avoid favouring one culture or religion over another.

**4. Partnership with Parents and Carers**  
Parents and carers are central to our cultural awareness approach. We:

* Invite families to share their traditions, festivals, and experiences with children.
* Seek parental guidance on practices (e.g., food, dress, religious observances).
* Respect the choice of families who may not wish to participate in certain celebrations.

**5. Equality and Inclusion**  
In line with the Equality Act 2010, we:

* Ensure all children have equal access to opportunities, resources, and experiences.
* Challenge discriminatory attitudes, language, or behaviour.
* Promote mutual respect and tolerance, supporting the development of British values within an inclusive framework.

**6. Supporting Children’s Understanding**  
We help children to:

* Develop positive attitudes towards diversity and difference.
* Recognise and respect similarities and differences between themselves and others.
* Build empathy, curiosity, and open-mindedness through play, stories, and discussion.

**7. Staff Training and Awareness**  
All staff receive training in equality, diversity, and inclusion to:

* Recognise unconscious bias.
* Promote positive role modelling.
* Respond appropriately to children’s questions and comments about culture, faith, and identity.

**Record Keeping and Information Sharing**

* We record children’s cultural and religious needs, including dietary requirements and observances, as part of the enrolment process.
* Information is stored securely and shared appropriately with staff to ensure inclusive practice.

Signed: Chairperson  
Date: Sept 2025

**References**

* Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
* Department for Education (2021). *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.* London: DfE.
* Equality Act 2010. London: HMSO.
* United Nations Convention on the Rights of the Child (1989).