



# Hamp Nursery and Infants School

**Cultural  
Awareness  
Policy  
2025/26**

## **Introduction:**

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery and Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

## **Rationale**

Cultural Awareness has a significant impact on children's lives. Children are naturally inquisitive and aware of the similarities and differences between people, teaching children cultural awareness enables children to think about diversity in a positive and progressive way. It should be celebratory and inspiring, developing the skills to enable children to move towards a more balanced and informed view of the world. This is of significance at Hamp Nursery and Infant School, where children have limited experiences of the wider world.

## **Curriculum Intent:**

At Hamp Nursery and Infant School, we encourage children to be aware of the diverse world they live in, promoting the values of respect, tolerance and inclusivity. Children will be encouraged to develop themselves spiritually, morally, socially and culturally. Children will have opportunities to learn about and celebrate differences, helping them to become sensitive, compassionate and empathetic members of the school community and society as a whole. Opportunities will be provided to encourage children to recognise and learn about their own heritage and the heritage of those in their community. Children will develop their understanding of British Values and the values important to us at Hamp Nursery and Infant School.

## **Curriculum Implementation:**

Cultural Awareness is overseen by the Cultural Awareness coordinator. Cultural Awareness is embedded into the ethos of Hamp Nursery and Infant School and is taught in all aspects of school life. Cultural Awareness is also taught as part of our curriculum, both within lessons and discretely. We have planned our curriculum around our Literacy Tree stories, to be introduced with a different

question to stimulate learning across all areas of the curriculum. Each of these "Story Plans" includes all areas of the curriculum and must be taught as a whole unit. Cultural Awareness may be specifically taught as a whole class, in small groups or to individuals as and when needed, but is actually embedded throughout our ethos and all aspects of our teaching and learning.

Staff will ensure that resources and teaching materials, including images, illustrations and stories, are not stereotypical and are drawn from a wide range of cultures. Learning and activities will be culturally sensitive, avoiding the promotion of cultural appropriation. Staff will ensure that the language used by themselves and children is inclusive, treating everyone with respect, dignity and impartiality. For example, referring to 'grown ups' rather than 'mums and dads', using gender neutral variants for jobs such as 'police officer', 'fire fighter', 'post person' and avoiding stereotyping parental roles. Cultural awareness is also interwoven into weekly PSHE sessions, within the Jigsaw planning. British Values are taught and put into practice during each of the sessions. Staff and children will follow a 'can-do' attitude, encouraging the participation and inclusion of all. Learning and teaching will be flexible to accommodate the wide variety of children's needs.

## Equality and Inclusion

As part of the Equality Act 2010, children will be taught to respect others, regardless of their age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

## British Values

As part of the Prevent strategy 2011, children will be taught the fundamental British Values of democracy, the rule of law, individual liberty and the mutual respect for and tolerance of those with different faiths and beliefs. Children will be taught to challenge opinions and behaviours that contradict British Values, underpinned by staff member's modelling.

Throughout the year, children will have opportunities to develop their knowledge and understanding of British Values and will be able to participate in following British Values shown in the table below.

Reception	Year 1	Year 2
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Be exposed to language; democracy, rule of law, individual liberty and mutual respect and tolerance.</li> <li>- Establish and follow school rules and reinforce these throughout the year.</li> <li>- Discuss right, wrong and fairness through conversations, PSHE, class rules and stories.</li> <li>- Experience real-life rules such as police visits and road safety awareness.</li> <li>- Vote for what equipment to have out, voting in maths to collect and</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Make some reference to language; democracy, rule of law, individual liberty and mutual respect and tolerance.</li> <li>- Reinforce and follow school rules and create own classroom rules.</li> <li>- Reflect on right, wrong and fairness through conversations, PSHE, class rules and stories.</li> <li>- Talk about real-life rules such as people who help us and road safety.</li> <li>- Vote for expression of interest within story and topic discussions. Vote to be in the form of names, hands up or objects.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>- Use correct vocabulary; democracy, rule of law individual liberty and mutual respect and tolerance.</li> <li>- Create and follow own rules across different classroom contexts such as group activities and specific subjects.</li> <li>- Explain right, wrong and fairness during conversations, PSHE, class rules and stories.</li> <li>- Suggest a real-life rule for the community.</li> </ul>

<p>record data and voting for a book to read. Voting to be in the form of names, hands up or objects.</p> <p>-Understand freedom and choice and encouraged to fulfil this right through making choices in independent learning.</p> <p>Understand and show 'respect' through conversations, PSHE, stories and cultural lessons.</p> <p>- Be encouraged to try new activities to build self-confidence and self-esteem.</p> <p>-Understand and celebrate the differences and similarities between themselves and others.</p> <p>- Be encouraged to positively contribute to the wider community.</p>	<p>- Make own choices during topic, talk for writing inventions and rainbow time.</p> <p>- Discuss and represent 'respect' through conversations, PSHE, stories and cultural lessons.</p> <p>- Confidently try new activities to build self-confidence and self-esteem.</p> <p>- Understand and celebrate individualities within the school community.</p> <p>- Actively and positively contribute to the wider community.</p>	<p>- Participate in vote that offers debate and form of opinion. Vote to be in written format.</p> <p>- Create a vote within social situations such as board games and playground activities.</p> <p>- Have opportunities to have their voices/ideas heard by using a suggestion box or discussing a change in school.</p> <p>- Take own responsibility during topic lessons, talk for writing inventions and rainbow time.</p> <p>- Model 'respect' throughout the school community.</p> <p>- Build self-confidence and self-esteem by making independent choices.</p> <p>- Promote and celebrate individualities within the school community.</p> <p>- Plan ways to positively contribute to the wider community.</p>
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Children will be taught mutual respect and tolerance through activities during the year linked to our 'Literacy Tree' stories.

Reception	<p>The Extraordinary Gardener/ The Tiny Seed Caribbean cultures</p>	<p>Naughty Bus/ I will never eat a tomato Community ethos  Foods of the world</p>	<p>Cave Baby/ Bringing the rain to Kapiti Plain Comparing families</p>	<p>I am Henry Finch/Look up! Towns in different countries  Markets of the world</p>	<p>Billy Beast/ I want my hat back Homes from different countries  Roles and expectations within families  Roles in society  Comparing families</p>	<p>The Night Pirates/ Lost and Found Summer cultures  Comparing places and experiences</p>
Year 1	<p>Beegu /Pig the pug  Social rules  Class rules  Our community</p>	<p>Stanleys's stick/Dinosaurs and all that rubbish  Multicultural stories</p>	<p>The sea saw/ The odd egg Understanding economic circumstances  Food banks</p>	<p>Where the wild things are/Julian is a mermaid  Birthdays  Charity</p>	<p>Izzy Gizmo/A walk in London  Celebrations from different countries  Families</p>	<p>The Comet/Astro Girl Jobs, including emergency services</p>

		Comparing places and lifestyles			Coat of arms	Comparing environments
Year 2	The Last Stop on Market Street/ The Journey Home Leisure activities around the world	The Minpins/ The Bear Under the Stairs Poverty, charity and bullying  Chinese New Year  People who help others	Jim and the Beanstalk/ We are Water Protectors Comparing food and collection of food	Lubna and Pebble/ Tadpoles Promise Being part of a world community	Ocean Meets Sky/ Dear Earth Creation stories  Comparing religions	Rosie Revere Engineer/ Iggy Peck Architect Elderly people  Loneliness  Charities

Children will be taught mutual respect and tolerance through Hamp Nursery and Infant School's 'Calendar of events' followed by all year groups. All events will be required to be included in teachers planning. This includes celebrations of major religious events and events of cultural significance, as well as awareness days and weeks. This may be through independent learning activities, afternoon's off-timetable, assemblies, curriculum weeks, awareness days or topic lessons.

<u>Autumn</u>		
Autumn A	Week 1	<b>Theme week - Celebrating Differences</b>
	Week 2	<b>Theme week - Celebrating Differences</b>
	Week 4	Tuesday 23rd September- Rash Hashana - PM activities Wednesday 24th September- Bridgwater fair welly walk and picnic. Friday 26th September- MacMillan coffee morning
	Week 5	October- Black History Month- Wednesday 1st October- assembly. Friday 3rd October- National Poetry Day- Classes to read their class poem created together.
	Week 6	Wednesday 8th October- Harvest Festival church assembly- wear Autumn colours- raise money for food bank. Friday 10th October- World Mental Health day- whole day celebrating mental health.
	Week 8	Tuesday 21st October- Diwali -PM activities
Autumn B	Week 2	Tuesday 11th November- Remembrance day, afternoon activity. Friday 15th November- Children in need.
	Week 3	Thursday 20th November Worlds children's day.
	Week 4	Friday 28th November- St Andrews day assembly.
	Week 6	<b>Nativity week</b> Friday 12th December- toddler performance
	Week 7	<b>Christmas Theme week</b> Wednesday 17th December- Christmas movie night Friday 19th December- Party & fun day. Sunday 21st December- Winter Solstice - Forest School planning will cover this.



## EYFS

Cultural Awareness is delivered as part of people, culture and communities from the EYFS curriculum. Children will have opportunities to increase their awareness through curriculum weeks, awareness days, assemblies, WOW Starter days, RE lessons, PSHE lessons and keyworker activities.

## KS1

Cultural Awareness is delivered as part of our "Story Plans" through curriculum weeks, awareness days, assemblies, WOW Starter days, RE, PSHE and topic lessons.

## School Council

Another way that British Values and Cultural Awareness is embedded into our school, is the creation of a school council. Children from across the school (Year 1 and 2) are voted in by their peers to be part of our school council. The children on our school council act as representatives for their class peers and discuss a wide variety of school-based issues, with the teacher leader of the school council. This is also then discussed with the leadership team, allowing our children's voices to be heard and acted upon as appropriate.

## Curriculum Impact:

Through the planning and provision of innovative Cultural Awareness teaching opportunities, children will develop an awareness and understanding of the world around them. This will support their abilities to be respectful and sensitive to others needs. By promoting and encouraging the celebration of difference, children will become more confident within themselves and of the features that make them unique, developing their self-knowledge, self-esteem and self-confidence. Children will be able to talk about the lives and heritage of themselves, their families, members of the community and the wider world. Children will understand concepts such as right and wrong, fairness, equality and inequality, democracy and the importance of having a voice.

We will assess the impact of our intent and implementation through children's social interactions with others, conversations with the children, marking and feedback, moderation, book and planning scrutinies and lesson observations.

## Speaking and Listening

At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as its vital role in literacy this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.

Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

## **SEND**

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning, raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small group. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

## **EAL**

At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

## **Gifted and Talented**

As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.

Class Teachers will inform the Gifted and Talented coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject coordinators.

## **Diversity and Equality**

At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless

of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

### **Online Safety**

At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

### **Differentiation**

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

### **Outdoor Learning**

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum. Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Sarah Stark - Autumn Term 2022  
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Approved by: Head - Autumn term 2023

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Approved by Chair of Governors

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Review Date: Autumn 2026 or in line with any statutory changes.