Britain is a multi-faith society, where everyone has the freedom to practice their own religion. The main faiths in the UK, according to the Census (2001), are:

- Christianity
- Islam
- Hinduism
- Sikhism
- Judaism
- Buddhism
- Atheism

It is important to acknowledge the different faiths in a classroom/nursery so that inclusion is effective for everyone.

**Ethnicity** is the expression of the way people define or represent themselves. It comprises of for example, people’s history, language, beliefs, religion, nationality, and geographical region.

Everyone has an ethnicity and a member of an ethnic group. An **ethnic group** comprises those who share at least some cultural features. In a globalised world in which people are becoming more integrated the boundaries of ethnicity are increasingly porous and are more difficult to define.

The term **race** is a contested term - it is now generally accepted that race is a social construct which has to be understood historically. It is used as a way of categorising individuals and population groups, usually based on perceived physical differences - skin colour and so on - but these do not correlate with genetic differences.

In a globalised world where population movement is more fluid than at any other time in history and the hybridisation of the populace is also on the increase then ‘racial’ categorisation will be more difficult to sustain.

**Mixed race** families do, each time they have to work it out by themselves: how they are going to negotiate the mix of origin and cultures. And for most of the families, being of mixed origin is a positive thing; it is how other people perceive their family that can, potentially make it negative.

**Legislation:**

- Race Relations Act
- Equality Act (2010)
- UNCRC - identify the articles within this legislative document that relates to race, ethnicity, etc…

Goodman (1964) identified that children develop racial awareness in three stages:

1. Phase 1: 2-3 years, Children take note of racial differences
2. Phase 2: 4-5 years, Children are able to express their orientation (positive or negative) towards specific racial groups
3. Phase 3: 7-9 years, Children express stereotypical and prejudiced attitudes

**Ways to include race and ethnicity:**

- Going into the community
11th December 2015 (Week 19)
10-15 minutes
One-to-One appointments - book with Chandrika - 9am!

Submit reference list plus plan/notes by Monday 7th December 2015 by 10am - if any further reading done between the Monday and Friday, then you do not need to submit (does not affect final mark)

Prepare for the four questions in the module handbook:
1. What is your understanding of the concept of inclusion?
2. What published research and literature have you read?
3. Have you observed any practice in the past which has influenced your work?
4. Which legislation influences inclusion?

Mind Maps for each question/Prompt cards allowed - use different colours for each question...

1 - What you think inclusion is - talk about your personal experience and opinions, evidence/references as to why this is your own opinion
2 - Who has influenced me, introduce debates - what else have you read, compare and contrast (what you agree/disagree with), how it has evolved and any challenges
3 - Talk about placement - what was your experience of being included/excluded, talk about your own childhood experience, resources and how are they used, give examples relating to placement/personal experiences, how is this linked to the first and second question
4 - Talk about legislation and how it has changed over the years - as a practitioner how do you relate to the legislation

Questions link together - question 1 and 2 link, question 3 links to 1 and 2, question 4 links to 3

Websites that will help:
- EYENET
- CSIE
- Preschool Learning Alliance