**Guidance for Specific Educational Settings: Pre-school**

**Pre School/Early Years Education**

4.1 **The Role of Pre School/Early Years Education**

In order to place CRED within the context of the overall school improvement agenda the guidance has followed the four main characteristics of Every School a Good School (DE, April 2009).

4.2 All pre schools have a key part to play in promoting CRED through their approach to:

1. Child Centred Provision
2. High Quality Teaching and Learning
3. Effective Leadership
4. A School Connected to its Local Community

|  |  |
| --- | --- |
| **CHARACTERISTIC** | **INDICATORS** |
| Child Centred Provision | * 1. The school’s ethos reflects a clear commitment to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity/or CRED principles and aims.   2. A whole school approach is recommended whereby all staff and young people are involved in learning about CRED   3. Within the school ethos/prospectus it should be visible that there is an acceptance of difference and a valuing of diversity.   4. Staff recognise the importance of modelling appropriate use of language and behaviour and demonstrating this.   5. The school’s approach to CRED implementation reflects the needs of all children.   6. Schools are sensitive to and welcoming of the diverse identities of all members of the school community.   7. There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.   8. Encouraging pupils to actively engage with other schools and other communities of different backgrounds and traditions.   9. Schools should be aware and encouraging of deepening emotional intelligence in their relationships and view of themselves. |
| **CHARACTERISTIC** | **INDICATORS** |
| High Quality Teaching and Learning | * 1. Curriculum planning includes provision for learning about the aims of CRED.   2. There should be a process of plan, do, review as in other areas of the curriculum to allow for continuous improvement.   3. Teachers reflect on their own work and the outcomes of individual pupils.   4. All staff and young people have opportunities to engage in CRED initiatives if possible.   5. Teachers, in line with the statutory requirements of the pre school/early years curriculum, should engage with the more challenging aspects of diversity and inclusion reflecting the issues in the local context.   6. Teachers should be supported to engage with controversial and sensitive issues in an age appropriate manner.   7. Opportunities are given across the curriculum to promote shared values and to help young people to value and respect difference.   8. Promote an emphasis and understanding of human and children’s rights. |
| Effective Leadership | * 1. Staff and management have access to appropriate training opportunities in CRED.   2. Staff have management support to initiate and sustain CRED practice.   3. Support of Board of Governors/Management Committees in following the main principles of CRED.   4. Resources are managed properly and effectively, with appropriate arrangements in place for financial management.   5. School leadership demonstrates clear vision and commitment to CRED policy and practice.   6. There is a promotion of an inclusive ethos within the school.   7. There is a commitment to planning, monitoring and evaluating and time given to allow this to be meaningful.   8. Engagement with external agencies (such as ETI, ELBs) in relation to monitoring and evaluation. |

|  |  |
| --- | --- |
| A School Connected to its Local Community | 1. Parents, carers and the wider local community are informed about the organisation’s commitment to CRED. 2. Parents, carers and the wider community are given the opportunity to engage with members of a different tradition/community. 3. Appropriate local connections are sought where possible and relationships developed, 4. The school uses its involvement in other programmes to further support the aims of CRED. 5. Explore/encourage opportunities for young people to engage with others from different backgrounds/traditions and build positive relationships. |

4.3 **Curricular Guidance for Pre-School Education**

4.3.1 The Curricular Guidance for Pre-School Education identifies the importance of helping young children to understand that we see the world in many different ways depending on our cultural, social and religious viewpoints. The guidance identifies the need for staff to acknowledge and respect the culture, beliefs and lifestyles of the families of all the children, and consequently encourages respect for diversity within our society. This clearly aligns with the aims and objectives of the Community Relations, Equality and Diversity policy.

4.3.2 Of the six discrete headings within the Curriculum for Pre-school education, Personal, Social and Emotional Development most closely aligns with the CRED policy. Young children are encouraged to understand their feelings and the needs and feelings of others, and discussing how their actions can affect others and why we need rules can help them develop respect for others and appreciate the differences between people – like race, culture and disability. This work will provide a firm foundation to meet the on-going and progressive development which is necessary for achievement of the intended outcomes of the CRED policy.

4.3.3 The World Around Us aspect of the Curriculum for Pre-school education also links to the CRED policy. Opportunities provided to talk about themselves, including where they live, the members of their extended family and events in their lives (both past and present), and learning about the work of some of the people in the local community can also provide opportunities to build on and support the aims and objectives of the CRED policy.

**Above is from the CRED Guidance Document, 2012, pages 15-18.**