

Research on the Value, Principles, and Practical Pathways of Integrating Red Cultural Resources into Kindergarten Curriculum

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Abstract: The integration of red culture into early childhood education constitutes an important pathway for implementing the fundamental task of fostering virtue through education. It helps lay a solid foundation for moral development while cultivating children's sense of national identity and cultural confidence. Taking G Kindergarten as a case study, this study explores the value and guiding principles of incorporating red culture resources into kindergarten curricula. Based on practical exploration, several approaches are proposed, including the construction of a kindergarten-based "Five Harmonies" red curriculum system, the creation of an immersive red cultural educational environment, the development of a high-quality teaching team for red education, and the implementation of gamified and life-oriented red cultural practices. These approaches aim to promote the organic integration of red culture inheritance with the holistic development of young children.

Keywords: red cultural resources; patriotism education; Nursery Curriculum

1. The Raising of the Issue

As an important resource for cultivating young children's national identity and patriotic values, red culture has, under the guidance of national policies in recent years, gradually been incorporated into China's preschool education system, forming a developmental trajectory from conceptual advocacy to practical implementation. During the initial stage of conceptual development, *the Guidelines for Kindergarten Education (Trial Implementation) (2001)* explicitly stated for the first time that children should be guided to "appreciate the richness and excellence of Chinese culture and develop affection for their hometown and motherland," thereby providing a curricular foundation for red education. Subsequently, the *Guidelines for the Learning and Development of Children Aged 3–6 (2012)* proposed the use of folk games, traditional festivals, and similar cultural activities in educational practice. Although the document did not explicitly mention red culture, it offered methodological support for the subsequent development and utilisation of red cultural resources. As policy development entered the stage of practical exploration, the focus gradually shifted towards the implementation of educational approaches. *The Implementation Outline for Patriotic Education in the New Era (2019)* explicitly proposed integrating the inheritance of the "red gene" into preschool education and recommended age-appropriate approaches such as stories, songs, and games, thereby providing practical guidance for kindergartens. In recent years, relevant policies have further evolved towards institutionalisation and standardisation. *The Guidelines for the Assessment of Quality in Kindergarten Care and Education (2022)* incorporated the utilisation of red cultural resources into the evaluation indicators of educational processes, directly linking such practices with kindergarten quality assessment. Furthermore, *the Preschool Education Law of the People's Republic of China (2024)* legally stipulated that preschool education should inherit and promote revolutionary culture, marking the formal establishment of red education as a statutory component of preschool education. This continuous progression—from conceptual advocacy to practical exploration and ultimately institutionalisation—not only reflects the state's increasing emphasis on patriotic education in early childhood, but also provides an increasingly comprehensive policy basis and implementation framework for kindergarten curriculum development. Against this backdrop, exploring how red cultural resources can be transformed into developmentally appropriate kindergarten curriculum practices in accordance with policy requirements has become an important practical issue worthy of further investigation.

“Red resources” refer to material and spiritual resources with historical, commemorative, and educational significance that have been formed since the May Fourth Movement under the leadership of the Communist Party of China during the revolutionary period, the socialist construction period, and the New Era [1]. These resources include both material cultural forms—such as revolutionary sites, historical relics, former residences of revolutionary figures, memorial halls, and museums—and intangible cultural forms, including revolutionary spirit, red-themed poetry, and revolutionary films [2]. Current studies on red culture mainly focus on three dimensions: teacher literacy, curriculum implementation, and the educational transformation of cultural resources. In terms of teacher literacy, Peng Liping proposed the concept of “red culture curriculum literacy,” laying a theoretical foundation for the professional competencies required of teachers in red culture education [3]. Regarding curriculum implementation, scholars have explored a variety of practical approaches, including Hong Xueying’s embodied red spirit education strategy [4], Li Xin’s activity-area reconstruction model [5], and Rong Zhiyan’s immersive experiential curriculum model [6], all of which provide diversified pathways for educational practice. Research on resource development has primarily concentrated on the educational value of regional red culture. For example, Xue Qinghua’s study of Jiuquan [7] and Liu Yang’s research on Chengdu [8] have further enriched localised curriculum resources. Existing studies have gradually progressed from defining conceptual frameworks of literacy to constructing multidimensional competency models at the theoretical level. In practice, a variety of curriculum models and implementation strategies have been developed, while regional studies have also provided new perspectives for kindergarten-based curriculum development. However, current research still demonstrates a tendency towards homogenisation in the transformation and utilisation of red cultural resources, with insufficient attention paid to cultural authenticity and regional specificity. Against this background, further exploration of how red cultural resources can be effectively integrated into kindergarten curricula is of considerable practical significance.

Taking G Kindergarten as a case study, this research focuses on the practical pathways for integrating red cultural resources into kindergarten curricula. Through field investigation and case analysis, the study seeks to explore implementation models of red culture education that are developmentally appropriate for young children and reflective of local characteristics. It aims to provide practical references for the implementation of relevant policies while promoting the organic integration of the inheritance of red culture with the holistic development of young children.

2. The Value Implications of Integrating Red Cultural Resources into Kindergarten Curricula

As a core component of the spiritual heritage of the Chinese nation, red culture embodies the ideals, convictions, and moral qualities of revolutionary predecessors. Its organic integration into the kindergarten curriculum not only serves as a practical pathway for implementing the fundamental task of fostering virtue through education but also represents an innovative exploration of character education for young children in the new era. Considering the developmental characteristics of early childhood and the specificity of preschool education, the integration of red cultural resources into the kindergarten curriculum carries multiple educational values. It provides important support for the cultivation of children’s national identity and patriotic sentiment, while also contributing to the development of their moral understanding, emotional engagement, and value formation in a developmentally appropriate manner.

2.1 Anchored in the “red gene,” this study strengthens the foundation of moral education in early childhood

Early childhood represents a critical stage for the development of moral cognition and the formation of behavioural habits. The spiritual essence of red culture—encompassing patriotism, collective consciousness, and a sense of responsibility—can be effectively embedded in children’s everyday experiences through perceptible and accessible educational practices, thereby forming the initial foundation of moral education in early childhood. For example, by introducing stories of revolutionary heroes such as Li Shuoxun, children can be guided to develop positive role models through their natural propensity for imitative learning. Through role-play activities such as “standing guard” and “re-tracing the Long March,” children are able to internalise the meanings of unity, courage, and perseverance within experiential learning contexts. Such a play-based pedagogical approach transforms abstract moral principles into concrete behavioural references, thereby providing a solid foundation for the holistic development of young children’s personalities.

2.2 Grounded in a revolutionary spirit, this approach cultivates resilience and strengthens children's capacity to cope with adversity

Early childhood is a critical stage for the development of moral cognition and the formation of behavioural habits. In contemporary society, where children grow up in relatively affluent material conditions, they may exhibit weaker volitional strength and insufficient resilience when confronted with difficulties and challenges. The revolutionary spirit embedded in red culture—characterised by hard work, perseverance, and a willingness to confront adversity—can effectively address this educational gap. Through activities such as the “Sunshine Sports Festival” and outdoor adventure games, kindergartens simulate challenging scenarios from the revolutionary period, enabling children to experience the meaning of perseverance, courage, and cooperation as they overcome obstacles and engage in collaborative tasks. In addition, experiential activities such as storytelling about the Long March of the Red Army and visits to revolutionary heritage sites, supported by vivid visual materials and contextual narratives, help evoke emotional resonance among children. These immersive experiences cultivate children's courage to face difficulties and their resilience in problem-solving, thereby achieving the educational objective of “moral cultivation through historical narratives and character formation through cultural experience.”

2.3 Grounded in cultural heritage, this approach strengthens national identity and enhances cultural confidence

Red heritage sites, revolutionary artefacts, and related cultural resources serve as living carriers of historical memory, and the cultural meanings they embody play a distinctive role in fostering the early development of national identity among young children. For example, by organising visits to red education sites such as the former residence of Li Shuoxun and martyrs' cemeteries, kindergartens can guide children to closely observe revolutionary artefacts and historical objects while creating immersive learning environments through contextual reconstruction and multimedia technologies. Such experiences enable children to develop an intuitive understanding of the patriotic values and collective memory embedded within the revolutionary legacy, thereby laying an initial foundation for the formation of national identity. In addition, artistic activities such as “Children's Hearts Devoted to the Party,” picture-book performances, and revolutionary-themed handicraft activities transform abstract red cultural symbols into forms of expression that are accessible and meaningful to young children, subtly planting the seeds of cultural inheritance. Consequently, curriculum design grounded in local red cultural resources not only helps children develop an early understanding of the revolutionary history of their hometowns, but also cultivates, in a subtle and lasting manner, a sense of cultural belonging and pride in their identity as Chinese people.

2.4 Promoting Social Competence and Innovative Capacities through the Unity of Knowledge and Action

Red cultural education is not a simple process of one-way knowledge transmission, but rather an educational approach that emphasises learning through practice and experiential engagement. Through the design of game-based activities such as “The Little Red Army Delivers Secret Letters” and “Revolutionary Story Theatre,” kindergartens guide children to develop social competencies—including communication, collaboration, and problem-solving—through role-play experiences. Drawing on initiatives such as the “Civilised Language and Writing School” programme, revolutionary nursery rhymes and poems are integrated into language learning activities, thereby enhancing children's expressive abilities and humanistic literacy. Such curriculum innovations not only align with the developmental characteristics of young children but also establish a meaningful connection between history and the present through red culture as a mediating framework, promoting the integrated development of cognition, emotion, and behaviour through active exploration.

The deep integration of red cultural resources into kindergarten curricula essentially extends the roots of the national spirit into early childhood education, realising value-oriented initiation through a subtle and implicit process. This educational practice not only aligns with the kindergarten's goal of cultivating children who are healthy, lively, brave, confident, and responsible, but also contributes to the formation of an enduring sense of cultural identity and national belonging in early childhood development. Guided by the kindergarten's educational philosophy of “initiative, courage, innovation, pragmatism, and harmony,” red cultural education represents not only an exploration of educational innovation grounded in tradition, but also a contemporary mission of moral cultivation and cultural

inheritance.

3. Guiding Principles for Integrating Red Cultural Resources into Kindergarten Curricula

3.1 Aligned with children's developmental stage and age-appropriate characteristics

Cognitive development in early childhood is a dynamic process characterised by a gradual transition from concrete thinking to abstract and logical reasoning. Given the variability in cognitive development across different age groups, red cultural resources should be developmentally adapted and tailored to align with the cognitive characteristics of children at each stage.

Children in the lower kindergarten class are at the stage of intuitive and sensorimotor thinking, during which their understanding of the world primarily depends on direct perception and concrete manipulation. Therefore, education in red culture should prioritise sensory-rich experiences such as object-based displays and field visits. For example, taking children to local revolutionary memorial museums enables them to closely observe revolutionary artefacts. Through tactile and visual experiences, children can develop an initial understanding of red culture. Children in the middle kindergarten class gradually transition from concrete to representational thinking and possess emerging symbolic and associative abilities, making them suitable for simple role-play activities in which red cultural stories are adapted into accessible scripts. For instance, the classic story "The Feather Letter" can be simplified into a script that guides children to assume roles such as Haiwa and Japanese soldiers, enabling them to understand characters' actions and emotions through dramatic play and thereby deepen their perception of red culture in situated learning contexts. For children in the upper kindergarten class, abstract logical thinking begins to emerge, enabling them to understand more complex concepts and relationships and to develop preliminary analytical, synthetic, and reasoning abilities. At this stage, more cognitively demanding activities can be introduced. In addition to role-play, activities such as red-themed painting competitions and storytelling contests can be organised to encourage deeper reflection and internalisation of red culture. Through such activities, children are guided to integrate the spirit of red culture into their emerging value systems and behavioural norms, thereby ensuring a systematic alignment between red cultural resources and the developmental levels of children across different age groups.

3.2 Select red cultural resources in alignment with children's interests

Children's interests constitute a central driving force in learning. According to Ausubel's theory of motivation, cognitive drive represents a form of intrinsic motivation oriented toward the acquisition and construction of knowledge [9]. Young children are inherently curious and inclined toward exploration, which reflects the manifestation of cognitive drive in early childhood learning. Therefore, the selection of red cultural resources that align with children's interests plays a crucial role in activating their cognitive drive and promoting active engagement in learning. In educational practice, teachers may observe children's preferences in daily play and reading activities, such as their interest in heroic narratives, vivid colours, and rhythmic patterns, and accordingly select red cultural stories and songs with vivid plots and distinctive imagery. For example, stories such as "The Little Hero Wang Erxiao" can be presented through picture books, shadow puppetry, and animation to enhance narrative immersion. In addition, drawing on children's heightened sensitivity to symbols and colours, activities such as "Red Flag Collage" and "Red Symbol Treasure Hunt" can be designed to integrate cultural elements into playful, hands-on experiences, thereby fostering meaningful engagement with red cultural resources.

3.3 Respecting individual differences among young children to tailor teaching to their needs

As there are significant individual differences among young children, teaching should be tailored to their individual needs when utilising resources related to the 'red culture'. For extroverted children, they may be asked to act as narrators, telling stories about the 'red culture' to develop their skills and boost their confidence; for introverted children, they should be encouraged to take part in individual creative activities such as painting and craftwork, allowing them to learn in a way that suits them. Furthermore, tasks should be tiered according to the children's ability levels, allowing those with stronger abilities to take on innovative challenges whilst those with weaker abilities start with simpler tasks. This ensures that every child can grow and develop through the red culture curriculum, allowing the 'red gene' to take root in their hearts.

3.4 Leveraging local red cultural resources to develop a life-oriented curriculum

Local red cultural resources, as valuable regional educational assets, derive their pedagogical significance from their natural connection to young children's lived environments. By linking abstract revolutionary spirit with specific local figures, events, and heritage sites, historical content can be effectively brought closer to children's experiential world, thereby fostering emotional identification and engagement. In curriculum implementation, it is essential to draw on local revolutionary heritage to construct a life-oriented curriculum. Educators should systematically identify regional revolutionary stories, heroic figures, and memorial sites, and transform them into developmentally appropriate learning materials for young children. For example, prior to visiting local revolutionary heritage sites, teachers may use historical photographs and artefacts to stimulate children's curiosity, prediction, and discussion. During the visit, a "revolutionary footprints map" can be designed to guide observation and recording activities. After the visit, expressive activities such as "Sharing Red Stories from My Hometown" can be organised to support reflection and communication. Furthermore, local veteran Party members and retired servicemen may be invited to participate in the curriculum, sharing first-hand narratives to strengthen children's emotional engagement. In this way, red culture is transformed from historical memory into an authentic and lived educational resource embedded in children's everyday learning experiences.

3.5 Strengthening the ideological and cultural safeguard to ensure the safe development of young children

When integrating red cultural resources into the curriculum—particularly through experiential activities such as field trips and situational simulations—ensuring safety and implementing comprehensive protective measures must be regarded as a non-negotiable prerequisite. Safety in this context is a dual-dimensional concept, encompassing both physical safety and psychological safety. In terms of physical safety, it is essential that teachers conduct thorough risk assessments prior to activities, including on-site inspections of traffic conditions along travel routes, facility safety, equipment reliability, and crowd density. Detailed safety plans and emergency response protocols should be established to ensure clear responsibility allocation and comprehensive supervision at all times. With regard to psychological safety, particular caution must be exercised. Given young children's cognitive immaturity and limited emotional resilience, the revolutionary spirit embedded in red cultural education—such as perseverance and sacrifice—should be presented in ways that are developmentally appropriate. Educational content should be carefully adapted into child-friendly forms, with explicit or overly detailed depictions of violence, fear, or brutality strictly avoided. Instead, emphasis should be placed on positive heroic qualities such as courage, wisdom, friendship, and dedication. The ultimate aim of such activities is to enable children to experience the dignity and warmth of red cultural values through safe, positive, and emotionally supportive learning environments, thereby achieving subtle value internalisation. Teachers are expected to continuously enhance their professional sensitivity, closely monitor children's emotional responses during activities, and adjust instructional strategies accordingly in a timely manner.

4. Practical Strategies for Integrating Red Cultural Resources into the Kindergarten Curriculum: A Case Study of G Kindergarten

4.1 In terms of curriculum content, a school-based "Five Harmonies" red cultural curriculum system is being constructed

4.1.1 The system integrates and synthesizes diverse cultural resources to construct the "Five Harmonies" curriculum framework

G Kindergarten positions red cultural resources as the core of its school-based curriculum and has systematically developed a distinctive "Five Harmonies" curriculum framework, namely "Harmony in Reading, Harmony in Aesthetics, Harmony in Virtue, Harmony in Growth, and Harmony in Health." This framework emphasises the organic integration of red culture with local folk traditions and traditional festival culture, highlighting the systematic transmission of cultural heritage. For example, during the Qingming Festival, the kindergarten not only introduces traditional customs to children but also extends learning beyond the classroom to the Li Shuoxun Memorial Hall. Through narratives of revolutionary pioneers such as Li Shuoxun, who remained steadfast in their beliefs and demonstrated resilience under harsh conditions, the patriotic sentiments embedded in traditional festivals are

naturally interwoven with the revolutionary spirit of red culture. In addition, the kindergarten has systematically organised and archived a wide range of red cultural resources—including revolutionary stories, historical sites, and artistic works—and established a school-based red cultural resource repository. These materials are subsequently integrated in a planned and progressive manner into daily collective teaching activities, learning-centre activities, and festival celebrations, in accordance with children’s developmental stages and curriculum themes. Through this sustained and structured cultural immersion, children are enabled to develop a deep and coherent understanding of the historical continuity and developmental lineage of red culture.

4.1.2 Structuring curriculum content in a tiered manner, in alignment with the Guidelines for the Learning and Development of Children Aged 3–6

In terms of curriculum design, a scientifically structured, tiered approach is implemented in strict alignment with *the Guidelines for the Learning and Development of Children Aged 3 – 6*. For children in the junior class, in accordance with the social domain objective of “recognising the national flag and understanding the national anthem” in *the Guidelines*, inquiry-based activities such as “Finding Red in Our Surroundings” are designed. These activities guide children to observe the national flag, explore its colours, shape, and symbolic meaning, and learn appropriate saluting gestures, thereby fostering an initial understanding of national symbols. For children in the middle class, aligned with the developmental objective of “knowing that one is Chinese” and the critical stage for cultivating a sense of honour and collective identity, the “Community Red Exploration” activity is organised. Children visit the Wall of Honour for retired servicemen, listen to stories of military dedication shared by community staff, and interview parents who are Party members to gain insight into everyday acts of commitment. Through these proximal role models, children begin to develop an emerging sense of national and collective identity. For children in the senior class, a more complex “Red Footprints Day Camp” is implemented. Children visit revolutionary memorial halls and participate in a “junior guide” role-play experience. Through a sequence of pre-visit preparation, on-site explanation practice, and post-visit drawing and sharing activities, children deepen their understanding and internalisation of red cultural values, ensuring a coherent alignment between curriculum content and developmental progression across age groups..

4.2 In terms of environmental design, an immersive learning environment for red cultural education is constructed Through multi-stakeholder collaboration, a tripartite red cultural learning environment is constructed

4.2.1 Through multi-stakeholder collaboration, we are building a ‘three-in-one’ red ecosystem

G Kindergarten is committed to constructing a “three-in-one” red cultural learning environment that integrates the kindergarten interior, outdoor spaces, and the surrounding community. Within indoor environments, classroom spaces are designed with the display of replicas of revolutionary artefacts such as kerosene lamps and straw sandals, accompanied by audio-guided interpretation. Portraits of revolutionary figures such as Liu Hulan and Dong Cunrui are exhibited alongside age-appropriate textual explanations of their heroic deeds, thereby fostering children’s emerging sense of reverence and emotional engagement. In outdoor communal areas, a “Red History Corridor” has been established, presenting major historical events of the Communist Party through cartoon-based visual narratives. This design enables children to engage with historical content through continuous and incidental exposure within their daily environment. Beyond the kindergarten setting, the institution actively leverages community-based resources through formal partnerships with local martyrs’ cemeteries and revolutionary education bases. These collaborations have led to the establishment of a “Revolutionary Education Practice Base for Young Children”, where regular field visits are organised, and professional narrators are invited to introduce revolutionary history. This extends the curriculum into authentic historical contexts, providing a stable and experiential platform for thematic learning.

4.2.2 Developing digital learning resources for integration into children’s everyday learning contexts

In the design of both digital and everyday learning environments, emphasis is placed on diversity and the integration of learning into children’s lived experiences. On the one hand, multimedia technologies are systematically utilised to develop short video series such as the “Red Animation Mini Classroom”, which present classic stories like “The Feather Letter” through an integrated format of animation and nursery rhymes. In addition, the kindergarten’s official online platform is used to disseminate red cultural content, including stories narrated by children and songs performed by them, thereby enhancing engagement and strengthening home–school collaboration. On the other hand, red

cultural education is naturally embedded into children's daily routines. For example, a "On This Day in History" segment is introduced during morning announcements, using age-appropriate language to present commemorative events such as "Lei Feng Memorial Day". During lunchtime, stories from the Long March, particularly regarding food scarcity, are incorporated to encourage children's awareness of food conservation. Through such integration into everyday routines and digital environments, red cultural education is seamlessly embedded within children's developmental experiences, enabling a subtle and continuous process of value internalisation.

4.3 In terms of staffing, a high-quality teaching team for red cultural education is established

4.3.1 A sustained learning mechanism is established to deepen cultural understanding

Teachers are central to the effective implementation of the red cultural curriculum. G Kindergarten is committed to establishing an institutionalised and sustained learning mechanism to deepen teachers' understanding of red cultural education policies, knowledge systems, and its underlying spiritual connotations. The kindergarten regularly organises the study of policy documents such as the Outline for *the Implementation of Patriotic Education in the New Era*, and assigns the reading of classic revolutionary literature such as *Red Crag*. A combination of collective study, small-group seminars, and reflective sharing is employed to facilitate the exchange of insights and the internalisation of ideological and cultural resources. In addition, experts from Party schools are regularly invited to deliver micro-lectures on Party history, systematically outlining the historical development of the Communist Party. Field-based experiential learning activities, including visits to revolutionary memorial halls and guided walking experiences, are organised to enable teachers to engage directly with historical contexts of revolutionary struggle. Such immersive engagement strengthens teachers' affective identification with red cultural values and supports the development of a solid ideological foundation for curriculum implementation.

4.3.2 Enhance training course design capacity and improve assessment and incentive mechanisms

Teachers are central to the effective implementation of the red cultural curriculum. Building on enhanced theoretical understanding, G Kindergarten prioritises the development of teachers' capacity to translate red cultural knowledge into curriculum content that is developmentally appropriate for young children. To this end, an institutionalised professional development system is established through regular training sessions led by experts in Party history and early childhood education from universities. These sessions aim to strengthen teachers' knowledge of Party history, child development psychology, and pedagogical strategies. Simultaneously, teachers are encouraged to engage in interdisciplinary curriculum innovation. For example, in music activities, beyond learning to sing "The Little Cowherd", storytelling and movement-based expression are integrated to facilitate children's understanding of heroic spirit. In construction play, activities such as building "revolutionary bases" not only support the development of spatial and mathematical concepts but also enable children to understand the historical significance of revolutionary sites, thereby achieving the dual objectives of cognitive development and affective education. Furthermore, a structured assessment and incentive system is established to ensure sustainability. The implementation of red cultural education—including curriculum design, teaching effectiveness, and children's learning outcomes—is incorporated into teacher performance evaluation. Recognition mechanisms such as "Red Education Exemplary Teacher" awards are introduced to incentivise exemplary practice. In addition, regular open classes on red cultural education are organised, supported by peer evaluation and reflective sharing, fostering a collaborative professional learning community and enhancing teachers' pedagogical engagement.

4.4 In terms of activity implementation, gamified experiential learning activities are organised to integrate game-based approaches with real-life contexts

4.4.1 Designing themed games and tiered inquiry-based learning activities

In terms of activity implementation, play-based pedagogy is adopted as the core approach, with a series of red-themed games designed to support gamified experiential learning. For instance, outdoor physical activities such as the "Crossing the Blockade Line" obstacle course and the "Escorting the Secret Message" relay race are implemented to enable children to develop physical coordination, courage, and teamwork skills through simulated experiences of Red Army soldiers. These activities align with research highlighting the effectiveness of gamified and play-based learning in enhancing young children's cognitive and socio-emotional development. In addition, performance-based activities such as the "Little Red Theatre" are organised, encouraging children to independently select roles and

create props using recycled materials. Through role-play and rehearsal, children deepen their understanding of character traits while simultaneously fostering creativity and collaborative abilities. At the same time, the tiered curriculum design is translated into age-appropriate inquiry-based learning activities. These include “Searching for Red in the Kindergarten” for younger children, “Exploring Red in the Community” for middle-class children, and the “Red Footprints One-Day Camp and Little Tour Guide Programme” for senior children. This scaffolded design ensures alignment between activity content, developmental characteristics, and the objectives of the 3–6 Years Old Children’s Learning and Development Guidelines, thereby supporting the coherent progression of children’s cognitive and socio-emotional development.

4.4.2 Strengthening home – school – community collaboration to jointly implement educational practices

Recognising that the transmission of revolutionary culture is a systematic undertaking, G Kindergarten actively promotes a tripartite home–school–community collaborative education model. At the kindergarten level, parent–child red cultural activities are systematically organised. For instance, during parent meetings, families jointly view films such as *The Shining Red Star* and collaboratively design reflective posters. The “Grandparents–Grandchildren Red Memory Album” initiative is implemented to encourage families to collect historical photographs and revolutionary artefacts, such as military medals and commemorative certificates, and to document related family narratives through multimodal representation (e.g., text and drawings). These practices facilitate the intergenerational transmission of revolutionary family values and cultural memory. At the community level, the kindergarten actively mobilises social resources by inviting descendants of veteran Red Army soldiers to share authentic revolutionary narratives with children, thereby transforming abstract historical knowledge into lived and emotionally accessible experience. In collaboration with community institutions, a “Children’s Hearts Towards the Party” cultural performance is also organised, providing a participatory platform for children, parents, and community members to jointly engage in, present, and experience red cultural practices. Collectively, these initiatives not only deepen children’s emotional engagement with revolutionary culture but also foster a supportive socio-educational ecology characterised by shared participation and collective responsibility, thereby strengthening the synergy between home, school, and community in moral and cultural education.

5. Conclusions

Based on a case study of G Kindergarten, this research explores the value, principles, and implementation pathways of integrating red culture into the kindergarten curriculum. The findings indicate that red culture possesses multifaceted educational value in consolidating moral education, fostering resilience, cultivating a sense of national identity, and promoting innovative practice. Adherence to principles such as children’s age-specific characteristics, developmental interests, and local contextual relevance effectively enhances curriculum appropriateness and educational relevance. Through the construction of a “Five Harmonies” curriculum framework, the creation of an immersive educational environment, the strengthening of teacher professional capacity, and the implementation of gamified experiential learning practices, G Kindergarten has developed a context-sensitive integration model. This model not only enhances children’s perception, emotional engagement, and cultural identification but also supports their holistic development across social, emotional, and cognitive domains, thereby providing an empirically grounded reference for the localization and implementation of red cultural education in early childhood settings.

Although the practical exploration conducted in G Kindergarten has yielded positive outcomes, several limitations should be acknowledged. First, the reliance on a single case study limits the generalisability of the findings, and the external validity of the conclusions requires further verification through multiple-case designs. In case study methodology, broader analytical robustness is typically strengthened through comparative or cross-case analysis. Second, a long-term implementation mechanism for integrating red culture into the curriculum has not yet been fully established. Further research is needed to examine how fragmented, activity-based interventions can be systematically transformed into a stable and institutionalised curriculum framework. Third, the current evaluation system remains underdeveloped. The absence of quantitative indicators and longitudinal tracking data limits the ability to comprehensively assess the long-term impact of red cultural education on children’s emotional, attitudinal, and behavioural development. Future research is therefore recommended to expand the empirical scope by conducting multi-site and cross-regional comparative studies, thereby enhancing the transferability of the findings. In addition, curriculum development should be further

deepened through the systematic integration of local red cultural resources with the five major domains of early childhood education. Finally, a multidimensional evaluation framework should be established, encompassing child development outcomes, teacher implementation quality, and curriculum effectiveness, in order to support evidence-based refinement of practice. Ultimately, such efforts will contribute to the sustained development of red cultural education in kindergarten settings and support the gradual internalisation of the “red gene” in early childhood development.

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