

What are British Values?

There are five fundamental British Values in the Early Years which are implicitly embedded in the EYFS framework.

These are:

1. Democracy
2. Rule of law
3. Individual liberty
4. Mutual respect
5. Tolerance

It is important in Early Years because many of the British Values encourage sharing and collaborating, and it's one of the most important skills children learn in the early years. Develop provisions that make children share, while encouraging collaborating and working together towards a common goal wherever possible.

What do they mean?

1. *Democracy*: making decisions together as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

What do we do to promote this?

Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help.

We demonstrate democracy in action by allowing children to share their views. Staff support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

2. *Rule of law*: understanding rules matter as cited in Personal Social and Emotional development. As part of the focus on managing feelings and behaviour.

What we do to promote this?

Staff ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.

Staff encourage children to follow the routines we have in place, for example, waiting our turn to wash our hands before sitting down at mealtimes.

Staff use visuals to support this and make sure this is embedded in the daily routine.

3. *Individual liberty*: freedom for all as part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World: Children should develop a positive sense of themselves.

What do we do to promote this?

Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences, and learning.

Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

4. *Mutual respect and tolerance*: Treat others as you want to be treated. As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World.

What do we do to promote this?

Managers and leaders have created an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community. Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff encourages and explains the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Other examples of how we Promote British Values within our setting

- We encourage children to follow routines within the setting with the children, so they are aware of the expectations.
- We celebrate different religions and cultures as part of our planned activities
- We provide a range of activities that support a child's learning while allowing them to explore and take risks in a controlled environment.
- We let the children 'have a voice' in setting and allow them to help make decisions based on their learning and play
- We support and encourage turn taking with resources in setting
- All staff are aware of our behaviour management policy, so the children are aware of the expectations in setting.

- We provide a range of resources which are not stereotypical so the children can see that it is ok to be unique.
- We provide open ended activities to enhance the children's learning and encourage them to make their own decisions