



## **Fundamental British Values in the Early Years**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2017 Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers "to have due regard to the need to prevent people from being drawn into terrorism" (the Prevent duty). This duty came into effect from July 2015. Statutory guidance on the duty is available at

<https://www.gov.uk/government/publications/prevent-duty-guidance>.

Within our setting these values are promoted through our policies and teaching and a culture of meaningful experiences and opportunities to explore, observe and find out about people, places, technology and the environment to provide a rich, diverse and positive experience. To help demonstrate how British values can be promoted through everyday practice in the Early Years, we have included some examples;

### **1. Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- 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. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme for their role play area could be with a show of hands, voting for their favourite story or theme, voting on their favourite flavour of something we have made.
- Staff and other staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. For example through simple games in small groups and on the carpet. Children are also given opportunities to develop enquiring minds in an atmosphere where questions are valued and explored within class.

### **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:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for

example, as a class we all agree the class rules and all the children ensure that those rules are enforced.

- High expectations of the children's behaviour are consistently encouraged and reinforced.

### **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 are encouraged to make choices knowing they are in a safe and supportive environment.
- Children develop a positive sense of themselves. As a school we 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 our obstacle course, but more importantly we use talking to develop this allowing them to share 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, for example in the morning and place their name underneath with an image of how they feel. This informs either the teacher or other children of how that child is feel.
- Activities which encourage discussions and celebration of all our similarities and differences

### **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:

- As a school we create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and differences are portrayed positively.
- Children should 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 encourage and explain the importance of tolerant behaviours such as sharing, kindness towards others and respecting other's opinions. We also 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.
- Resources and activities are provided that challenge gender, cultural and racial stereotyping.
- A diverse range of religions are recognised and celebrated and parents are encouraged to share their cultures and to be involved in all our celebrations.
- Children, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views are actively challenged.

In our setting we promote a culture of equality and as underpinned by the Equality Act 2010 and **it is not acceptable to:**

- Actively promote intolerance of other faiths, cultures and races
- Fail to challenge stereotypes or segregation
- Isolate children from their wider community
- Fail to challenge behaviours that are not in line with the fundamental British Values outlined in this policy

**UPDATED – September 2019**