



EYFS Fundamental British Values

The fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

Democracy: making decisions together

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

- We encourage our children to see their role in the bigger picture, encouraging them 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 we demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- We support the decisions that our children make and provide activities that involve turn-taking and collaboration. They are given opportunities to develop enquiring minds in an atmosphere where questions are valued. *For example, during one activity a couple of children were painting (with water) the outside playhouses. Another child came along and started dipping in with a brush of his own. Did the other children mind? No, they let him dip away and started to instruct him, in fact to carry on painting the house for them. They were taking turns, sharing, collaborating and making decisions together.* Skills that are essential if we are to get on in the adult world. *Another example was when a new tricycle arrived in a large cardboard box and two explorers wanted it for a rocket. Who goes first? What will we do while we are in the box and out of the box? Now we had negotiating skills, setting rules for how long they could spend in the box before they let someone else have a turn. Negotiating who will pass over different creative materials and construction pieces and what's to be done with them exactly. Now they were trusting that their friend, their collaborator would be fair and stick to their plans.*

Rule of law: understanding rules matter as cited in Personal, Social and Emotional Development

As part of our focus on managing feelings and behaviour:

- We ensure that our children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. *For example, with the use of persona dolls, circle time and assemblies.*
- We collaborate with our children to help create the rules and the codes of behaviour, *for example, to agree the rules about tidying up and ensure that all the children understand that these rules apply to everyone.*

Individual liberty: freedom for all as cited in Personal, Social and Emotional Development and Understanding the World

As part of our focus on self-confidence & self-awareness and people & communities:

- We try to ensure that our children develop a positive sense of themselves. We provide opportunities for our children to develop their self-knowledge, self-esteem and increase their confidence in their abilities, *for example through allowing children to take risks on an obstacle course, mixing their own colours for painting and talking about their experiences and learning during circle time and 'hot seat/show and tell'.*
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand that they are free to have different opinions. *For example, by sharing our favourite books together, building a compound for our dinosaurs/animals or discussing how they feel about moving up to Year 1 we are giving our children time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.*

Mutual respect and tolerance: treat others as you want to be treated

As part of our focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal, Social and Emotional Development and Understanding the World:

- We aim to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. It is our job to help children to appreciate and respect their own culture and the culture of others.
- We help them to explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions and to share and discuss practices, celebrations and experiences. *For example, we celebrate Diwali, Hanukkah and the Chinese New Year. We dress up in different costumes and try various foods. We have invited in parents to share their experiences of their own celebrations. Also children from Prep have come over to talk to us about their experiences. When we notice certain friendship developing we will encourage their parents to arrange play dates beyond the setting; thus giving parents and children opportunities to learn the importance of tolerant behaviours such as sharing and respecting other's opinions.*
- For our children to truly learn the importance of tolerance, they need to be given lots of opportunities to practice tolerance and to challenge stereotypes. *For example, through sharing stories that reflect and value the diversity of children's' experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. Also junk modelling materials to make anything from Native American dream catchers to Anansi spiders to Gwiazdy stars.*

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). We emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world. EYFS is included in the School's Prevent Policy.