



Promoting British Values in EYFS

Democracy

Students know that their views count and we encourage everyone to value each other's opinions and values. We help to demonstrate democracy in action, for example:

- voting for a story
- daily lunch options
- turn taking when playing games
- trying different foods (snack time and other celebrations) and allowing children to voice their opinion

Rule of Law

Ensure that children understand their own and others' behaviour and its consequences and help them to distinguish right from wrong, for example:

- tidy up time behaviour and rules. Ensure children understand that everyone must help (the rules apply to all)
- Learn about 'people who help us' and the laws and rules that we need to follow, invite visitors
- Help children understand their actions and consequences, e.g. explaining to them how something they have done might have made another child feel instead of just asking them to say 'sorry'.

Individual Liberty

Children understand and value their own self and to gain confidence in making choices. Self-esteem, self-confidence and self-awareness are key. For example:

- Risk taking in outdoor areas and trim trails (to promote self-esteem and confidence)
- School trips (to encourage responsibility in their own behaviour)
- Marvellous Me sessions (to celebrate themselves)
- Provision that promotes independence and self esteem (labelling baskets, silhouettes for tidying, etc...)
- Provision that allows them to 'have a go', e.g. colour mixing, tower building (to develop resilience)
- PE lessons and Sports day competitions (to develop positive sense of themselves)
- Plan, Do, Review (making their own choices, free to have their own opinions, self-awareness by reviewing what they have achieved)

Mutual Respect and Tolerance of those with different faiths and beliefs

Treating other people how you would like to be treated and learning to understand and appreciate each other's differences, without allowing those differences to cause a change in the treatment of any sort. Being a part of a **community** where not everyone is the same and forming relationships within a community without discrimination. The environment in your setting should be **inclusive**, respectful and value faiths, cultures and races. For example:

- Focus on mutual respect by turn taking, sharing, listening, etc...
- Encourage children to share stories from home (All About Me topic, Marvellous Me sessions)
- Home corner photos of different families
- Celebrate different cultures (food tasting, parties, Polish books and resources)

- Visits to celebrate the wider community (Elderly People's Home)
- Resources that challenge gender, cultural and racial stereotyping

Protected Characteristics

We ensure that behaviour in the classroom demonstrates respect for those with different faiths and beliefs and those with the protected characteristics set out in the Equality duty.

- age
- disability
- race
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership

How British Values and Protected Characteristics appear in the EYFS curriculum:

Curriculum Area	Evidence
Communication and Language	<ul style="list-style-type: none"> • Weekly 'Marvellous Me' session to give the children opportunity to celebrate and speak about who they are • Listening to stories from British culture and other cultures
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Building relationships with their key worker and other children regardless of any differences • Managing their own feelings and recognising who they are and what they are good at. • Promoting challenge and risk-taking opportunities in provision
Physical Development	<ul style="list-style-type: none"> • Moving and dancing to songs from British culture and other cultures during dough disco and squiggle
Literacy	<ul style="list-style-type: none"> • See long term plan for PC booklist • Books used in Story 4 Story choices alongside topic options • Celebrate British authors and poets in 'book of the week' as well as authors of different genders, races, religions
Maths	<ul style="list-style-type: none"> • Using traditional number rhymes and songs, and challenging the stereotypes that may appear in them
Understanding the World	<ul style="list-style-type: none"> • Half-termly topics that celebrate different people and cultures (All About Me, Festivals, Growing and Changing) • Discussing and trying food from other cultures • Taking part in community events (Bonfire celebration, Easter hunt, Diwali picnic, Elderly People's Home visit)
Expressive Arts and Design	<ul style="list-style-type: none"> • Provide opportunities to be imaginative and expressive by altering role play areas to learn about other religion/beliefs (e.g. Diwali café) or disabilities (e.g. doctor's surgery)

