

British Values

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

Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

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. Staff can 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 should 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 a small group discuss what they feel about transferring into Reception Class.

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:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- 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 should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should 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.
A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What we must do and evidence that we are doing it.

We teach children to be kind, helpful and respectful of others;

We teach children to be part of their local community;

We plan to celebrate festivals and mark special days from the world around us;

We teach the children about compromise – that some of us believe one thing... some of us believe something totally different... but we can all play together in the same house (or group setting) and respect each other = British values – teaching about similarities and differences.

We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal;

We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more;

We teach children to listen and respect others...

It also links to the ways we teach children about life in modern Britain:

We teach children about the world around them and use the seasons, weather, special days etc to plan meaningful learning experiences;

We teach children about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).

We extend teaching, using the library and online sources of information and support them as they learn to respect others by introducing music, dance, art etc from around the world.