

## British Values in the Early Years Foundation Stage

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 2014 Early Years Foundation Stage Statutory Framework.

To help demonstrate what this means in practice the following are examples based on what is in the statutory guidance. They are just examples and are not exhaustive.

### Democracy: making decisions together

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

- Children are encouraged to see their role in the bigger picture, encouraged 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 can 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.
- The decisions that children make are supported and activities provided that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

### Rule of law: understanding rules matter

As part of the focus on managing feelings and behaviour as cited in Personal Social and Emotional development:

- We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- We 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. 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 an obstacle course, mixing colours, talking about their experiences and learning.
- Children are encouraged to explore a range of experiences, 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 their favourite animal is or how they feel about transferring into year one.

### 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:

- An ethos of inclusivity and tolerance is created where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children are helped to 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.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We 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.

Some examples of books and stories used in Early Years which reflect values and stimulate discussion:

'Giraffes Can't Dance'

'The Rainbow Fish'

'The Lion Who Wanted to Love'

'Dogs Don't do Ballet'

'Crocodiles Need Kisses Too'