

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 2014 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 will come into effect from July 2015. Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

To help demonstrate how we do this, 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:

- Teachers 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 of their role play area could be with a show of hands, voting on the classes’ favourite flavour of something we have made.
- Teachers 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:

- Teachers ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- Teachers collaborate with children to create the rules and the codes of behaviour, for example, as a class we all agreed the rules about tidying up and all the children ensure that those rules are enforced especially with around their peers.

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 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.
- Teachers 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 the children write their name in the morning and place how they feel underneath with an image. This informs either the teacher or other children of how that child is feel and we will regularly see other children containing and listening to their feels

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 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.
- Teachers encourage and explain the importance of tolerant behaviours such as sharing 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.