Promoting British Values

Date: 19/04/2021   *Review Date: 19/04/2022 (or when required)*

Statement:

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the UK. It is a requirement for schools to have a clear strategy for embedding these values (Department for Education 2014). At Pippins Preschool, British Values are promoted through play, games, stories, group times, activities and in our day to day conversation. Please read in conjunction with our Equality and Inclusion Policy.

Aim:

- To ensure all children and staff respect and value every member of our community;

- To ensure all staff promote the British Values in our Early Years curriculum.

Democracy: making decisions together

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

- We ensure children know their views and ideas are heard, counted and valued;

- Children are encouraged to value and respect each other's views and ideas during play time;

- Children are encouraged to talk about their feelings;

- We demonstrate democracy in action, for example, children share their ideas on what the theme of the role play area could be with a show of hands;

- Staff support the decisions that children make and provide activities 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 cited in Personal Social and Emotional development as part of the focus on managing feelings and behaviour).

- Staff 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, we agree the rules about tidying up or running in the classroom and ensure that all children understand that the 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).

- We help children to develop a positive sense of themselves, for example, by sharing their news at group time, talking about what they enjoy, celebrating achievements and creating all about me books;

- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example we allow children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.;

- We 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 group time we discuss how the children feel about moving 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).

- We have an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children engage with the wider community;

- Children are encouraged to understand, appreciate and respect their own and other cultures; learn 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 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.