

## **Foundation Early Years Promoting British Values**

### **Democracy: making decisions together**

Within the Early Years Foundation class we continually focus on self-confidence and self-awareness within our planning for Personal, Social and Emotional development.

At Greenfield, staff 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, within the curriculum, opportunities to 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.

Staff seek opportunities to 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.**

This is included within the planning as part of the focus on managing feelings and behaviour. All staff ensure that children understand their own and others' behaviour and its consequences, and they are given opportunities to learn to distinguish right from wrong. As part of this, staff 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 are given opportunity to develop a positive sense of themselves. Staff 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. The teaching staff also encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflecting on their differences and understanding that we are free to have different opinions, for example in a small group discuss what they feel about different topics within the curriculum or going on a visit.

### **Mutual respect and tolerance: treat others as you want to be treated**

This is 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.

All staff seek to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Within assemblies, circle time and the curriculum, children acquire a tolerance and appreciation of and respect for their own and other cultures; the curriculum helps them to 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.

At Greenfield staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Within all aspects of the children's learning they 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. For example, intolerance of other faiths, cultures, and races and gender stereotyping are actively challenged in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

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