

# British Values in the EYFS

## St Ambrose Catholic Primary School



The 'Fundamental British Values of Democracy', 'The Rule of Law, Individual Liberty and Mutual Respect' and 'Tolerance of Different Faiths and Beliefs' are already embedded in the EYFS curriculum and practice. Here are some ideas and suggestions of how British Values are actively promoted within the Early Years Foundation Stage here at St Ambrose Catholic Primary School:

### Democracy

- Encouraging children to know their views count and their opinions are important, for example following the children's interests for topics and activities.
- Encourage children to make decisions together e.g. when sharing a group toy like a large train set.
- Encourage children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.
- Encourage children to value each other's views and beliefs and to talk about their feelings - for example when they do or do not need help, topic ideas, ideas about how to organise an activity or circle time activities about likes and dislikes.
- Provide opportunities for the children to vote for activity choices, for example, choosing a theme for their role play area, choosing a book for story time or a song for song time by a show of hands.
- Encourage children to complete activities that involve turn-taking, sharing, discussion and collaboration e.g. model making, role play activities and using equipment.
- Use group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others in the group.
- Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

### The rule of law

- Encourage adults and children to work together, to create group rules.
- Discuss the need for rules and how they should be administered fairly e.g. the need for rules to keep everyone safe and happy.
- Teach children to understand their own and others' behaviour and feelings, along with their consequences.
- Work together to create an environment where actions are consistently followed through e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.
- Encourage and support children to learn how to distinguish right from wrong.
- Encourage children to take turns, share and compromise.

## **Individual liberty**

- Encourage children to develop a positive sense of themselves.
- Provide opportunities for children to develop their self-esteem and confidence in their own abilities. For example, by sharing achievements and successes and promoting independence.
- Provide opportunities to take on risks, challenges and responsibilities and also encourage children to explore and discuss their thoughts, feelings and ideas with those they trust.
- Encourage children to try a range of different activities and opportunities, and to discuss and select their own preferences.
- Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.
- Provide opportunities for children to follow and develop their own interests and ideas.
- Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encourage children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.

## **Mutual respect and tolerance of different faiths and beliefs**

- Work as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Provide opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting, or making links with a local charity.
- Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life. Encourage the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others. For example, by learning about festivals and special days, different types of family units, different occupations and places around the world.
- Encourage children to learn about the world around them – both locally and further afield. For example:
  - local trips
  - using books, stories, posters and videos etc. to learn about places far away
  - cultural days
  - local events and activities
  - national celebrations