

# British Values in the EYFS

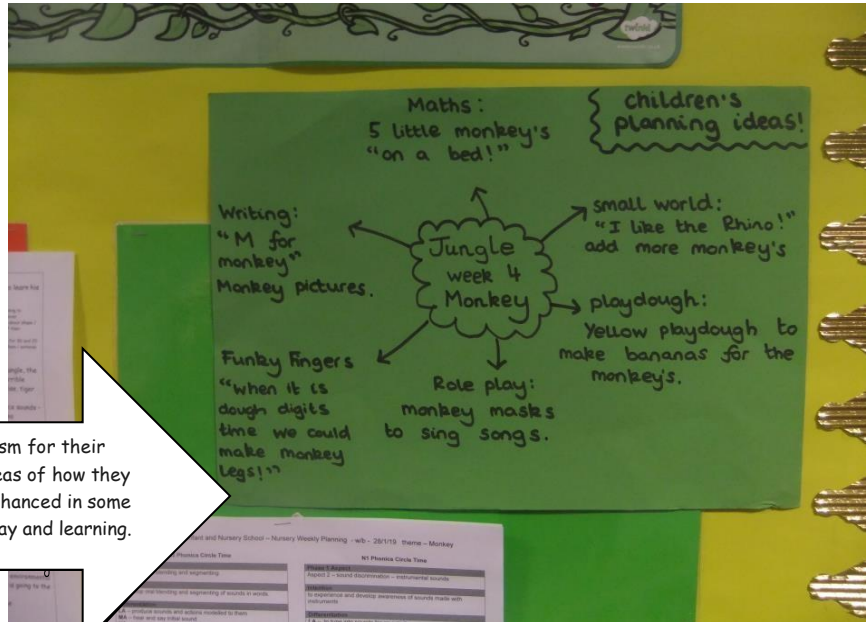
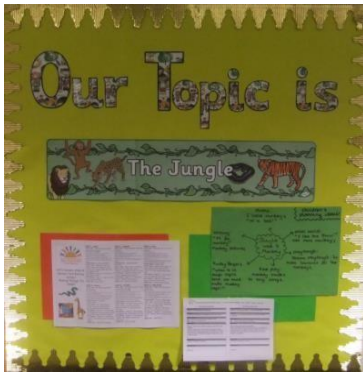


K i l l a m a r s h  
Infant & Nursery School  
'Brighter Beginnings'

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 examples of the ways we show how British Values are actively promoted within the Early Years here at Killamarsh Infant and Nursery School.

# Democracy

- Encouraging children to know their views count and their opinions are important, for example following the children's interests for enhanced provision.



The children show lots of enthusiasm for their topics. They also share their ideas of how they would like the provision to be enhanced in some areas for the following weeks play and learning.

- Encourage children to make decisions together e.g. when sharing a group toy like a large train set



The children learn to negotiate with each other fairly and learn to independently use resources such as sand timers to support their effective turn taking.

- Encourage children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.



Children are proud members of Killamarsh Infant and Nursery School; they recognise they play an important role in their class successes and achievements. We aim for children to recognise all their communities!

- 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.



Here the children are using Jigsaw Jenie at circle time to promote the importance of listening to, valuing, and respecting each other's opinions.

- 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.

The children love story time! Here they are casting their votes to fairly decide which book their group listens to at story time.



- Encourage children to complete activities that involve turn-taking, sharing, discussion and collaboration e.g. model making, role play activities and using equipment.



After carpet times, the children enjoy leading the activity during their independent learning play time. They collaborate supportively on the activity and take turns at leading.

- 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.

Children love to share their thoughts with each other, especially after story time; Hush Teddy helps them to take turns and listen respectfully during sessions.



- 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.



One of our mottos is practice makes permanent; children are encouraged to have a go and keep on trying in an environment where they feel supported.

# The Rule Of Law

- Encourage adults and children to work together, to create group rules.

Classroom rules are created collaboratively with children and adults, and are continuously reflected upon; one of our mottos is 'choose it, use it, put it away!'



- Discuss the need for rules and how they should be fairly administered e.g. the need for rules to keep everyone safe and happy

Children are aware of the importance of rules both inside and outside of the classroom; at Welly Fun / Forest Friday children understand boundaries are there to help keep them safe from hazards.



- Teach children to understand their own and others' behaviour and feelings, along with their consequences.



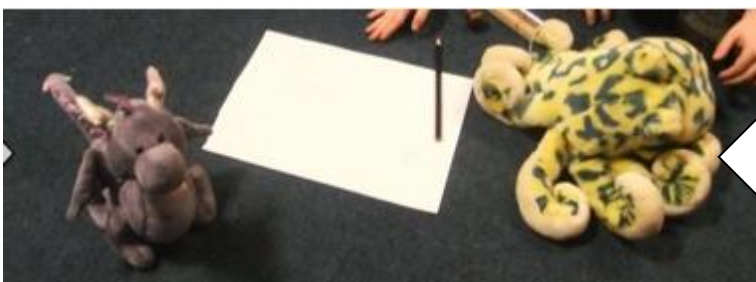
Our sunshine behavior system helps children to distinguish between acceptable behaviours and unacceptable behaviours; and highlights the rewards and consequences of them.

- 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.

Children adhere to rules, such as trikes staying within the road boundaries, as they understand they are there to keep them safe. Children contribute to creating the boundaries.



- Encourage and support children to learn how to distinguish right from



Appropriate behaviours are consistently modelled by adults and discussions occur to help children recognise different behaviours such as circle time using puppets.

- Encourage children to take turns, share and compromise.

Children are taught to care and share with their peers and use sand timers to help find a compromise; the environment signage and resources also help children to learn how many people can use an area safely.



## Individual Liberty

- Encourage children to develop a positive sense of themselves.



In addition to an ethos where every child feels valued, we also encourage children to develop a positive sense of themselves, for example, through our topics!

- 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.

Children loves to share their achievements and this is done through Evidence Me with parents, celebration assembly, and gold star stickers that children wear proudly!

- 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.



Children take on challenges in their learning by using the talking tins in enhanced provision. On their field session they take appropriate risks. In class they become responsible as monitors.



- Encourage children to try a range of different activities and opportunities, and to discuss and select their own preferences.

Children demonstrate and select their preferences during independent learning time, and reflect on these during discussion times. Open/closed provision also guides children to access other learning opportunities and develop other skills.



- Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.



We aim for an environment where all contributions are valued and where questions are encouraged. Our 'I wonder...' questions encourage children to be inquisitive and feel confident to respond to questions.

- Provide opportunities for children to follow and develop their own interests and ideas.



Children's ideas are supported by readily available resources in continuous provisions; tasks also often encourage children to choose their resources to promote their own ideas.



- Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.

Our EYFS environments discourage stereotyping and all children engage in activities of their choosing avoiding gender specific stereotyping.



- Encourage children to reflect upon their similarities and differences and appreciate and respect that others may have different views.



Snack times are one example of children having the opportunity for reflection; they hear and learn to respect each other's views, developing an awareness of differences.

# 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.

We aim to provide children with a diverse environment that not only reflects them, but reflects the wider world around them. This is done through photos, books, toys, and topics.



- 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.



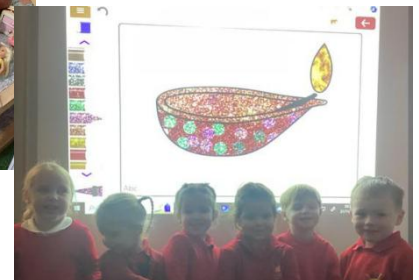
Termly Reading and Maths mornings are popular with parents at drop off time in a morning when families are invited into nursery.



Visits from members of our local community, such as the police, enhance our topics and what we learn in school and nursery.

- Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life.

The children enjoy learning about other cultures by exploring festivals, such as Diwali. This is linked to our long term planning cycles and RE coverage.



- 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.



Here the children are exploring families and developed an understanding of the differences and similarities between themselves and others.

- 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.



The children use books, videos and their own experiences of Bonfire Night to learn about the tradition and develop an understanding of our celebrations and traditions.



The children take part in National Days and also engage more closely with their community e.g. through local walks, local trips, and collecting food for a local food bank.

