

THE JORDANS NURSERY SCHOOL PROMOTING BRITISH VALUES

2015 - 2016

INTRODUCTION:

The Fundamental British Values are:

1. DEMOCRACY;
2. RULE OF LAW;
3. INDIVIDUAL LIBERTY;
4. MUTUAL RESPECT AND TOLERANCE FOR THOSE WITH DIFFERENT FAITHS AND BELIEFS.

BRITISH VALUES IN THE EARLY YEARS:

1. Democracy:

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

- i. The Principal and staff can encourage children to see their role in the bigger picture by:
 - a. encouraging children to know their views count;
 - b. value each other's views and values;
 - c. talk about their feelings, for example when they do or do not need help;
 - d. 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.
- ii. Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

2. Rule of law:

Understanding that rules matter as cited in Personal Social and Emotional development:

- i. Staff can ensure that children understand their own and others' behaviour and its consequences;
- ii. Children can learn to distinguish right from wrong.
- iii. Staff can 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.

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3. Individual liberty:

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:

- i. Children should develop a positive sense of themselves.
- ii. Staff can 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.
- iii. Staff should 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.
- iv. Mutual respect and tolerance: treat others as you want to be treated

4. Mutual respect and tolerance:

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:

- i. Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- ii. Children should acquire a tolerance and appreciation of and respect for their own and other cultures.
- iii. 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.
- iv. Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- v. Staff should 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.

What is not acceptable is:

- i. Actively promoting intolerance of other faiths, cultures and races.
- ii. Failure to challenge gender stereotypes and routinely segregate girls and boys.
- iii. Isolating children from their wider community.
- iv. Failure to challenge behaviours (whether of staff, children or parents) that are not 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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FURTHER THOUGHTS AND IDEAS:

You don't need to plan specific 'lessons' to teach children British values – they should be included in everything you do. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our children that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

It is important to work closely with parents and to let them know that you are going to be teaching their children British values as part of your day-to-day curriculum.

Parents should be given some indication of the types of things you will cover - and remind them that the EYFS requires you to provide them with ideas which they can use at home.

EXAMPLES OF HOW EASY IT IS TO TIE IN TOPICS WITH BRITISH VALUES:

i. Valentine's Day:

- a) Look at Valentine's Day cards in the local shops - British values = making links in the local community
- b) Design your own cards to give to family and friends - British values = valuing family
- c) Talk about how children across the world will be sending cards to their family and friends - teach children = we live in a multicultural and diverse world
- d) Let parents know that you are making cards and provide some resources so they can help their child learn more about hearts, flowers, colours etc at home - EYFS = working with parents.

ii. An outing to the park

- a) Look at flowers, trees, ducks etc - British values = learn about the world in which we live and be proud of what we see around us.

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- b) Pick up litter after the picnic - British values = respect the natural world and teach children to respect the law, learn right from wrong and to have social responsibility
- c) After the picnic, visit the library for story time - British values = promote a sense of belonging in your local community

iii. Diwali

Making Diwali / Diva lamps. While making the lamps you are:

- a) Teaching children about light and dark – EYFS - understanding the world
- b) Talking about the importance of light in different religions eg candles at Christmas, St Lucia's Day (Sweden) and Hanukah (in the Jewish calendar) - British values = learning about our own and respecting other faiths and beliefs.

iv. A session to work through your behaviour goals with the children:

- a) Each child has their turn to talk about what they think is important – British values = each child has a voice and is listened to; they feel important and that their views will be included
- b) You talk to the children about appropriate behaviour – British values = learning about right and wrong
- c) A behaviour goals poster is produced and every child has contributed their ideas – British values = we live in a democracy

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EXAMPLES OF HOW BRITISH VALUES ARE BEDDED IN OUR DAY-TO-DAY CURRICULUM:

- i. We teach children to be kind, helpful and respectful of others;
- ii. We teach children to be part of their local community;
- iii. We plan to celebrate festivals and mark special days from the world around us;
- iv. We teach the children about compromise – that some of us believe one thing... some of us believe something totally different... but we can all play together in the same house (or group setting) and respect each other = British values – teaching about similarities and differences.
- v. We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal;
- vi. We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more;
- vii. We teach children to listen and respect others.

EXAMPLES OF HOW WE CAN TEACH CHILDREN ABOUT LIFE IN MODERN BRITAIN:

- i. We teach children about the world around them and use the seasons, weather, special days etc to plan meaningful learning experiences;

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- ii. We teach children about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).
- iii. We extend teaching, using the library and online sources of information and support them as they learn to respect others by introducing music, dance, art etc from around the world.