

How we promote British Values in Early Years

The promotion of British Values has been implicitly embedded in the Early Years Foundation Stage since 2014 - particularly, but not exclusively, under the areas of learning 'Personal, Social and Emotional Development' and 'Understanding the World.'

We believe it is important to take a holistic approach when promoting these values through the ethos that we promote to staff, parents and carers.

You will observe the following in our Foundation Stage Setting -

- Opportunities in which children can develop self-confidence and self-awareness.
 - Children who are developing a positive sense of themselves by being encouraged to be confident in their own abilities.
 - Children who make choices and decisions about what they want to explore and how they are going to use the resources accessible to them.
 - Children who are learning to take turns, share, collaborate, make decisions together, negotiate and set their own rules.
 - Children who are given time to talk about their experiences and adults who listen sensitively.
 - Children who behave within the agreed boundaries.
 - Children who are given the time and space to explore the language of feelings.
 - Children who are able to take and manage their own risks, in a supportive and safe environment.
 - Children who are taught and supported in learning how to be part of a group.
 - Staff who are role models who promote and demonstrate tolerance, understanding and respect.
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- Practitioners who value and listen to all children's views, demonstrating the importance of listening to and respecting others.
 - Practitioners who value and respond to the questions asked by children and encourage an enquiring mind through both the environment and teaching activities.
 - Practitioners who set and maintain clear rules and boundaries within the setting which are explained and reinforced.
 - Practitioners who use praise to celebrate achievements.
 - Practitioners who support children to manage their own feelings and children who are allowed to express their feelings in a safe environment.
 - Practitioners who provide opportunities for children to learn about, explore and reflect on differences between themselves and others.
 - Practitioners who are role models who promote and demonstrate tolerance, understanding and respect.