



Policy Document:

# Promoting Fundamental British Values in the EYFS.

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### **Policy statement**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage since 2014.

Separately, the Counter Terrorism and Security Act also places a duty on early years provider “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

**Democracy:** making decisions together.

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

We encourage children to see their role as part of the bigger picture, encouraging children to know their views count, to value each other’s views and opinions and to talk about their feelings.

When appropriate, we demonstrate democracy in action, for example, children sharing views in a group session with a show of hands.

We 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*.

As part of the focus on *managing feelings and behaviour*:

- We ensure that children understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand rules and apply to everyone.

**Individual liberty:** freedom for all

As part of the focus on *self-confidence and self-awareness* in *Personal, Social and Emotional Development* and *People and Communities in Understanding the World*:

- Children should develop a positive sense of themselves. We 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, to talk about their experiences and learning, by valuing children’s opinions and encouraging their independence.

- We 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; for example, in a small group discuss what they feel about transferring into 'Big School'.

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

As part of the focus on *people and communities, managing feelings and behaviour and making relationships* as cited in *Personal, Social and Emotional Development and Understanding the World*:

- We work to create an ethos of inclusivity and tolerance where all views, faiths, cultures and races are valued and children are engaged with the wider community.
- Our planning and practice are generated to support children to acquire a tolerance, respect and appreciation for their own and other cultures, faiths and traditions.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We 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, culture and racial stereotyping.

**Staff will:**

- Consistently and actively promote tolerance of other faiths, cultures and races.
- Challenge gender stereotypes, including routine segregation of girls and boys.
- Work to engage children and families within the wider community.
- 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, beliefs and lifestyle choices.

**ADOPTION AND ANNUAL REVIEW OF THE POLICY**

This policy was adopted on:..... - 1 September 2017  
Signed:.....JRS

This policy was reviewed/amended in:..... - September 2018  
Signed:..... SK

This policy was reviewed/amended in:..... - September 2019  
Signed:..... SK

This policy was reviewed/amended in:..... - November 2020  
Signed:..... SK

This policy was reviewed/amended in:..... - September 2021  
Signed:..... SK

This policy was reviewed/amended in:..... - August 2023  
Signed:.....JRS

This policy was reviewed/amended in:..... -  
Signed:.....



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Staff confirmation sheet – Staff members need to sign once the policy has been read.

Date:	Print Name:	Signature: