How we promote British Values in the EYFS!

Or, how you're already promoting British Values in your setting!

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What are 'British Values'? (According to Ofsted)

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs
British Values

Democracy

"We can work as a group to make decisions."

PSED:
Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour
Listening and attention

Understanding the world:
People and communities

Helped children understand their role in the wider community of the class and school - used circle time and lots of reinforcement of the school values.

Voted as a class on activities, themes, choice of snack, role play area etc.

Gave opinions and views on school life for School Council.

Promoted collaboration, turn taking and sharing when playing games etc.

Promoted an atmosphere of caring for others and valuing their views and successes. E.g. Showing pride in friends swimming certificates, when they are 'writer of the week' etc.
**British Values**

**The rule of law**

"We know why we have rules and we can follow them."

**PSED:**

- Managing feelings and behaviour
- Understanding the world: People and communities

Circle time about school rules. Helped in creation of class rules/charter.

Read stories about doing the right thing. Linked to PSED knowing what is right and what is wrong.

Created atmosphere of choice in classroom. Children given vocabulary to support this and understand their actions have consequences.

When talking about our community and people who help us, made direct links to the police. Police visited class and talked about their job.
Individual liberty

“We know that everyone should be allowed to make their own choices and understand that our choices will affect other people.”

Circle time about self-worth and pride in themselves. What are they good at?

Classroom ethos of pride in each other, their skills and achievements. Children given vocabulary to congratulate each other and praised when they do so.

Circle time and role play about how it's ok to say no but the consequences of doing so, especially in terms of playing with friends.

Wonder Walls used to celebrate individual achievements. Other displays used to celebrate specific achievements e.g. Writer of the Week.

Whole school processes for celebrating individuals used e.g. special assemblies, celebrations in newsletters and on twitter.

Understanding the world:
People and communities

PSED:
Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour
British Values

Mutual respect and tolerance of those with different faiths and beliefs

"We know that everyone has different ideas, faiths and beliefs and it is important that we respect this."

PSED:
Making relationships
Managing feelings and behaviour

Understanding the world:
People and communities

Circle time used to introduce vocabulary of 'respect'. Children encouraged to understand this term and use it when they feel upset by someone else.

Children listen to stories about showing respect to each other.

Stories from a range of cultures used to inspire talks about how people are different.

Circle time used to introduce vocabulary of 'respect'. Children encouraged to understand this term and use it when they feel upset by someone else.

Children encouraged to share their experiences from home - traditions etc.

Circle time about similarities and differences between each other.

Used calendar events as provocations to learning e.g. Chinese New Year, Diwali etc.

Used current interests to learn about different cultures e.g. China when children were interested in learning about bears.

In conversation and carpet time promoted the ethos of freely sharing opinions. Our ideas and opinions might be the same or different as each other but it's important to listen to each other,
You may have noticed that we haven't really mentioned anything about promoting British 'culture'. Although part of the reason for promoting British values is to support the prevention of radicalisation of the children, people are worried it may lead to parents and children from other cultures feeling undervalued and even persecuted. Clearly this should never be the case and is in fact the very opposite of the desired outcome. This could be due to the confusion between promoting British values and 'traditional British' culture. Clearly 'British' culture will be celebrated in school but this will be a part of exploring and celebrating the many different cultures that make up our society!

Hopefully you will see that teaching British values is something you're already doing as an integral part of teaching the EYFS. No need for extra work!