



The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

**Democracy:** making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

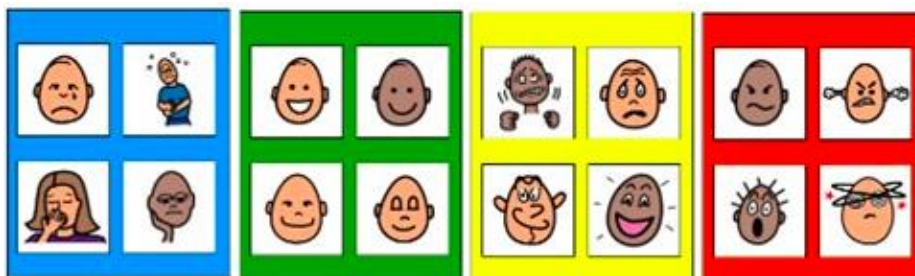
- Staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and opinions and talk about their feelings, for example when they do or do not need help. When appropriate staff demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- 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.
- Using sand timers to support when somebody else will get a turn e.g. on the bikes/in the role play area.
- There is an opportunity to vote daily, linked to children making choices about which story they would like at home time.

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional Development. As part of the focus on managing self and behaviour and relationships:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and to ensure that all children understand that the rules are there to support safety and welfare.

**Individual liberty:** freedom for all. As part of the focus on self-confidence & self-awareness and people, culture & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff provide opportunities for the 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, which are often referred to in the class floor book.
- 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 to others.
- Zones of regulation are used to help children identify how they are feeling and suitable strategies available to help them self-regulate. Staff know how to use the language of zones so that the children can become increasingly independent in managing themselves.





**Mutual respect and tolerance:** treat others as you want to be treated. As part of the focus on people, culture & communities, managing self and building relationships as cited in Personal Social and Emotional development and Understanding the World:

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

