



British Values Policy

At St Paul's Childcare we understand our role in promoting British Values. As our country and indeed our city has gone through socio-economic and cultural changes in the last few years, we need to educate the children in our care about our diverse society. We also need to teach our children that it is possible to live together peacefully, where each of them feel valued as part of our multicultural world.

Our aim is to work closely with our families and let them know that we will be teaching their children British values as part of our day-to-day curriculum. The Early Years Foundation Stage guidance explains how the nursery should encourage British values and be aware of them either here or at home.

Examples of how we as a setting ensure that British Values is embedded within our curriculum are given as follows:

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

Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings: for example when they do or do not need help. When appropriate, demonstrate democracy in action, eg choosing which book to read 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.

Rule of Law: *understanding that rules matter – cited in Personal Social and Emotional Development as part of the focus on managing feelings and behaviour.*

Staff can 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 - tidying up and understand that rules apply to everyone.

Individual Liberty: *freedom for all – part of the focus on self-confidence & self-awareness and people & Communities as cited in Personal Social and Emotional Development and Understanding the World.*

Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, pouring their own milk, using a climbing frame, talking about their experiences and learning.

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, for example, in a small group - discuss what they feel about moving on to school.

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

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.

Children should acquire a tolerance and appreciation of and respect for, their own 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 diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable

The following examples will not be abided at St Paul's Childcare and staff are asked to inform management if they are aware of such occurrences.

- ❖ Actively promoting intolerance of other faiths, cultures and races.
- ❖ Failure to challenge gender stereotypes and routinely segregate girls and boys.
- ❖ Isolating children from their wider community.
- ❖ 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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Signed: