

Promoting British Values

All schools and settings are required to demonstrate how they promote British Values. The Government defines British Values as the following:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs.

These values are embedded within the Early Years Foundation Stage Curriculum which we follow at Streatley Hill Pre – School.

In addition, our setting promotes British values in the following way:

Promoting democracy

Children are encouraged to make decisions and choices both individually and collectively. Examples of this include making choices about resources and at snack time; voting for their favourite stories; planning their activities; taking turns and sharing (including choosing suitable strategies for themselves such as using a timer); making decisions together about what the home corner should be; listening to one another's ideas in groups and being involved in making rules for the setting. Practitioners listen, respond to, encourage and respect children's decisions. Children witness the staff behaving in a democratic, consultative manner with each other. Children, parents and practitioners are actively encouraged to share their views and ideas about the setting.

Promoting the rule of law

Children and practitioners work together to establish rules for the setting and on a smaller scale, to establish rules for the games that they play. Practitioners support children to follow these rules; to understand that the rules apply to everyone; to respect one another and to understand right from wrong. Discussions about 'how to be a good friend' underpin and promote the rules and boundaries. Routines such as 'tidy up time' are incorporated into our day, and all children are supported to participate in these.

Individual liberty

Much of our learning is child – initiated. Children are encouraged to make choices and to recognise and respect the choices that others make. Working in small groups with a practitioner supports the development of children's confidence and self-esteem which, in turn, promotes children to make individual choices and to recognise that their choices may be different from those of others. They are encouraged and supported to develop a 'have a go' attitude and to take managed risks – for example balancing along an obstacle course, mixing different coloured paints.

Mutual respect and tolerance

Children's individuality is respected and celebrated. Practitioners initiate discussions about differences and similarities – for example, food preferences at snack and lunch times- and encourage these to be respected. Parents and children are encouraged to share their family's religious and cultural celebrations and children learn about one another's practices, celebrations and experiences as they occur, learning that all should be equally respected. Practitioners provide resources and activities that challenge gender, cultural and racial stereotyping. Gender -neutral language such as 'firefighter' rather than 'fireman' is encouraged.