

## Fundamental British Values in EYFS at MPS



Learning about British Values is underpinned by Communication and Language (Listening, Attention and Understanding, and Speaking).

### Democracy

*EYFS Links: Building Relationships*

Key message: Everyone is equal and must be treated equally. Children share, collaborate and make decisions together.

- Children are taught what question words are and how to ask questions (e.g. of visitors).
- Children's questions are listened to and taken seriously. They are supported in finding answers to their questions.
- Some Big Talk homework features finding answers and asking questions.
- Continuous provision enables collaborative play (e.g. role making, building).
- Lollipop stick question answering promotes equality.
- Children given opportunities to vote, e.g. for book of the day.
- Children are taught listening skills.
- Children have a voice in some decision-making and risk assessing (e.g. 'stick rules').
- All children's work is on some displays.
- Children's ideas incorporated into teaching, e.g. in PE.
- Children play games or do activities that involve turn-taking and collaboration.
- Through RE children are taught they are part of a community.

### Rule of law

*EYFS Links: Managing Self, Self-Regulation*

Key message: Rules matter and there are that some people need to follow. Children learn about cause and effect and right and wrong.

- There are short, easy to follow school rules that link back to preschool.
- When someone has upset someone else, staff facilitate discussion linking to the school rules and the consequences of them being broken (on feelings/equipment).
- Children learn about cause and effect in different ways (e.g. when building a tower too tall, it falls down).
- Children are visited by a local police constable and crossing patrol staff.
- Through PSED children are taught about how to keep safe.

### Individual liberty

*EYFS Links: Managing Self*

Key message: Everyone has the right to be make their own choices (within the parameters of the other British Values). Children's self-confidence and self-awareness are promoted and they are supported indeveloping a positive view of themselves. Child-led play is at the heart of this.

- Autumn 1 learning focusses on what makes children special.
- Children are given the freedom to explore the learning environment for large parts of the day, and are free to follow own lines of interest.
- Children are free to develop their own ideas when doing an adult-led task.
- Children are taught how to express their feelings, through story books and PSED teaching.

### **Mutual respect and tolerance of difference faiths and beliefs**

*EYFS Links: Self-Regulation, Building Relationships, People, Culture and Communities*

Key message: Respect and tolerance of all others, regardless of their faith, culture or religion is fundamental. Children are given an environment to explore a world outside their own, and learn about difference and similarity.

- Teaching about cultural events (e.g. Diwali), and bringing them into provision.
- Teaching about different people's experiences of the same event (e.g. Christmas in different countries).
- Exploring difference through stories (e.g. *Somewhere Else* and *Hello Sailor*).
- Learning in RE, taught lessons, books and learning in provision.
- Local trips out into wider community (e.g. to church).
- Different experiences the children have, either through travel or family links, are celebrated.
- The toilets are twinned.

