



# LEADING STRINGS PRE-SCHOOL

## Promoting British Values Policy

It is our intention to make our pre-school a place where British values are recognised, encouraged and promoted. All staff will model and support this behaviour with other staff members, children and families.

What are British Values?

Democracy: making decisions together.

Rule of law: understanding rules matter as cited in Personal, Social and Emotional development.

Individual liberty: freedom for all.

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

**In practice -**

How will we as a setting strive to promote these?

**Democracy: making decisions together -**

We 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; children sharing views on what the theme of their role play area could be with a show of hands, children deciding on our 'Golden Rules' and using our activities tree for children's opinions to be heard.

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 environment where questions are valued.

**Rule of law: understanding rules matter, as cited in Personal, Social and Emotional development -**

Staff can ensure that children understand their own and others' behaviour and the consequences; learning to distinguish right from wrong. Staff can collaborate with children to create the 'Golden Rules'. For example, to agree the rules about tidying up and ensure that all children

understand rules apply to everyone. Also explain 'why' we do this. E.g. "If we don't pick up our toys, they will get broken."

### **Individual liberty: freedom for all-**

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, E.g. through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. "What did you enjoy doing today?" 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. E.g. Using the emoticon faces - "How do you feel today?" activity.

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

We 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. Staffs 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.

Playing "I am like you because...." - encouraging children to see that even though we may be different, we still have similarities and are equal.

### **What is not acceptable is:**

- 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/carers) 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.

**Adopted at staff meeting of.....**

**Date.....**

**Date reviewed.....**

**Signed .....**

**Name.....**

**Signed.....**

**Name.....**

**Signed.....**

**Name.....**

