



## Promoting British Values at the Limes Nursery

### School and Children's Centre

Adopted: June 2016

Review Date: June 2018



#### Overview

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs” these are already implicitly embedded in the 2014 Early Years Foundation Stage.

At the Limes Nursery School and Children's Centre these values have always been taught as part of our Early Years curriculum.

#### **Democracy: making decisions together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

Most importantly we value children's and parents voice and listen to them in many ways e.g. through daily contact with parents and children, questionnaires and feedback, planning for the children's interests, discussion and observations.

We encourage children to know their views count, value each other's views and talk about their feelings, for example when they do or do not need help. When appropriate, we model democracy in action, for example, children sharing views in a group session or making decisions regarding their learning.

We support the decisions that children make and provide a range of activities that involve turn taking, problem solving, sharing and collaboration. Children are given opportunities to be curious and 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.**

As part of the focus on managing feelings and behaviour:

We consistently reinforce our high expectations of children and ensure that children begin to understand their own and other's behaviour and its consequences. We provide opportunities for children to learn to distinguish right from wrong.

We collaborate with children to create the rules and codes of behaviour, for example, agree the rules about tidying up and support children to understand rules apply to everyone.

We use positive reinforcement and specific praise e.g. “I like the way you...” All staff model positive behaviour with parents and children. We use a small group sessions, social stories, role play books and props to reinforce positive behaviour.

When appropriate staff model “conflict resolution” strategies to resolve issues in line with our behaviour policy.

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

As part of the focus on self-confidence and self-awareness and people and communities as cited in Personal Social and Emotional development and Understanding the World:

Within the setting children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and expression.

Children are supported to develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example allowing children to take risks and talking about their experiences and learning.

We provide a range of experiences and opportunities through the enabling environment that allow children to explore the language of feelings and responsibility, reflect on their differences and similarities and understand how we can have different opinions, for example in a small group discuss what they feel about transferring to a new school for Reception Class.

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

As part of the focus on people and communities, managing feelings and behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

We work to create an ethos of inclusivity and awareness where views, faiths, cultures and races are valued and children are engaged with the wider community.

Our curriculum and practice supports children to develop awareness and appreciation of and respect for their own and other cultures: know about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions and discuss practices, celebrations and experiences.

We encourage and explain the importance of positive behaviours such as sharing, being kind and respecting other's opinions.

As a setting we actively promote diverse attitudes and challenge stereotypes through the learning environment and by providing appropriate resources and opportunities that challenge gender, cultural and racial stereotyping.