



## Promoting Fundamental British Values

The Prevent strategy refers to the 'Fundamental British Values' as:

- Democracy,
- The Rule of Law,
- Individual Liberty,
- Mutual respect and tolerance of different faiths and beliefs.

The Prevent duty guidance identifies staff should:

- Challenge opinions or behaviours that are contrary to British Values.
- Enable children to develop their self-knowledge, self-esteem and self-confidence.
- Enable children to distinguish right from wrong and to respect the law.
- Encourage children to accept responsibility for their behaviour.
- Help children to understand how they can make a positive contribution to society.
- Help children to acquire a broad general knowledge of and respect for public services and institutions.
- Enable children to acquire an appreciation of and respect for their own and other cultures and traditions.
- Encourage children to respect others.
- Encourage children to respect democracy and the basis upon which the law is made and applied.

Promoting British Values is **not** about celebrating stereotypical British traditions and institutions; it is about encouraging the people of Britain to share a set of values that promote tolerance, respect and community cohesion.



## Democracy

*A democracy is governed by representatives elected by the people. Ideally, its citizens should have equal rights, be treated fairly and be able to participate in decision making. Children's democratic rights are ratified by the United Nations Convention of the Rights of the Child (UNCRC). Children have the right to participate in making decisions about things that concern them (article 12), they have a right to information (article 13), and they have a right to education and should be encouraged to strive to meet their full potential (article 28).*

The underlying democratic principles are:

- **Fairness and equality:** In the early years this involves helping children to understand that sharing, taking turns and working and playing co-operatively together contributes to a fairer society.
- **Participation:** With young children this means encouraging them to share their views and opinions, involving them in decision making processes and encouraging collaborative activity.
- **Shared responsibility:** Children should be taught to respect each other and work together to create a positive learning community. This means helping them form positive relationships with each other.



In practice:

Aspect	Development statement/Early Learning Goal	Practice that promotes democracy (green highlighting = already do this)
<p>PSED: Making relationships</p> <p>Managing feelings and behaviour</p>	<p>Plays co-operatively, taking turns with others.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Helping children understand the need to take turns in their play and allow each other's ideas to lead play themes.</p> <p>Teaching children the importance of sharing resources so everyone has an equal opportunity to learn and play.</p> <p>Modelling fair treatment by ensuring equal opportunities for all children in the setting.</p>
<p>Making relationships</p> <p>Managing feelings and behaviour</p>	<p>Takes account of one another's ideas about how to organise their activity.</p> <p>Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children.</p> <p>Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p>	<p>Encourage children to take account of each other's ideas when they are playing and working together.</p> <p>Involving children in the planning topics, themes and activities.</p> <p>Involving children in decision making.</p> <p>Exploring feelings with the children and helping them empathise with others.</p> <p>Mediating when children have disagreements and helping them to suggest solutions and come up with ideas for how they can resolve differences.</p> <p>Teaching children the importance of shared responsibility by encouraging them to all take an active role in looking after each other and the learning environment.</p>
<p>Physical Development: Moving and Handling</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing</p>	<p>Play games that involve children sharing space and watching out for each other.</p>



	direction to avoid obstacles; shows increasing control over an object in throwing, catching or kicking it.	<p>Play games that involve turn taking and sharing equipment.</p> <p>Play team games that involve team work and collaboration.</p>
<p>Literacy:</p> <p>Reading</p>	<p>Begins to be aware of the way stories are structured; suggests how the story might end; listens with increasing attention and recall; describes main story settings, events and principle characters.</p> <p>Demonstrates understanding when talking with others about what they have read.</p>	<p>Introduce children to characters who are faced with issues related to fairness, equality, participation and shared responsibility.</p> <p>Ask children to empathise with characters and think about why something might be unfair and this can be remedied.</p> <p>Ask them to consider the events in a story and how they are evolving. Can the children predict what might happen next and explain why? What will happen if the characters work/play together? What will happen if not?</p> <p>Ask children to explain what happened. Was everyone treated fairly? Did the characters work together? If so, what happened as a result? If not, what were the consequences?</p> <p>Encourage children to reflect upon the characters and events in stories and consider them in relation to their own experiences.</p>
<p>Mathematics:</p> <p>Numbers</p>	Use some language of quantities; solves problems, including sharing.	Teach children to share out quantities equally.
Numbers	Uses the language of 'more' and 'fewer' to compare sets of objects; records, using marks that they can interpret and explain.	Include the children in democratic decision making by surveying the group and going with the majority.



### Rule of Law.

*The rule of law: This is an understanding that a democratic society can only succeed if citizens abide by the rules. People who live in a law-abiding society are able to distinguish right from wrong and understand the consequences of their actions in terms of how they impact upon other individuals and society as a whole. The UNCRC stipulates that children have the right to think what they want (article 14) and the right to freedom of association and peaceful assembly (article 15). However, they also have responsibility to ensure that while enjoying these rights they do not stop others enjoying theirs.*

### In practice:

<b>Aspect</b>	<b>Development statement/Early Learning Goal</b>	<b>Practice that promotes democracy (green highlighting = already do this)</b>
PSED: Managing feelings and behaviour	<p>Talks about how they and others show feelings, talks about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable.</p> <p>Works as part of a group or class, and understands and follows the rules.</p>	<p>Explore feelings with the children and finding out:</p> <ul style="list-style-type: none"><li>*How their feelings affect their behaviour;</li><li>*How they feel about the fairness of certain rules;</li><li>*How they feel about breaking the rules;</li><li>*How they feel about others breaking rules.</li></ul> <p>Exploring the differences between right and wrong. How do we know whether something is right or wrong?</p> <p>Involving the children in deciding on appropriate sanctions when drawing up a behaviour code.</p> <p>Helping children understand the need for laws and rules.</p> <p>Involving the children in drawing up a setting behaviour code.</p>



		Establishing regular routines so children understand what is expected of them.
Making relationships	Plays co-operatively, taking turns with others.  Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children.	Helping children to understand the importance of behaving in a way that is considerate of others.  Helping children to understand that unkind or thoughtless behaviours have a negative impact upon others.
Self confidence and self awareness.	Confident to speak to others about own needs, wants, interests and opinions.	Allowing children to question rules and inviting them to debate the issue.  Introducing children to a variety of opinions and viewpoints.
Communication and Language  Listening and attention	Gives attention to what others say and responds appropriately.	Playing games that involve listening to and following verbal instructions.
Understanding	Follows instructions involving several ideas or actions.	Playing games that involve acting out instructions and following rules.
Understanding	Answers 'why' or 'how' questions about their experiences and in response to stories or events.	Engaging children in discussion about their behaviour and encouraging them to think about the consequences.
Speaking	Express themselves effectively.	Encouraging children to clearly communicate how they feel verbally instead of hitting out when angry or frustrated.  Setting- up 'friendship stops' that children can go to when they are having trouble resolving an issue and need an adult to mediate.
Literacy.  Reading	Begins to be aware of the way stories are structured; suggests how the story might end; listens to stories with increasing attention and recall; describes main story settings, events and principal characters.	Introduce children to characters who are exploring right and wrong and struggling to manage their feelings and behaviour.  Ask children to empathise with characters and think about why they have done the right/wrong thing, how this has affected others, what they could have done otherwise and how they can make it better.



		<p>Ask them to consider the events in a story and how they are evolving. Can the children predict what might happen next and explain why? What will happen if the character chooses to do the wrong thing? What if they do the right thing?</p>
<p>Reading</p>	<p>Demonstrates understanding when talking to others about what they have read.</p>	<p>Share stories with moral messages and explore behaviours and consequences.</p> <p>Encourage children to reflect upon the characters and events in stories and consider them in relation to their own experiences.</p>
<p>Understanding the world</p> <p>People and communities.</p>	<p>Shows interest in different occupations and ways of life.</p>	<p>Helping children to develop respect for the police officers who enforce the law.</p> <p>Explaining what happens to people who break the law.</p>
<p>People and communities.</p>	<p>Talks about past and present events in their own lives and in the lives of family members.</p>	<p>Helping children to empathise with victims of crime.</p> <p>Allowing and enabling children to act out their own experiences and play with ideas and themes involving crime and punishment e.g. when playing 'bad guys'.</p>
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials.</p>	<p>Safely uses and explores with a variety of materials, tools and techniques, experimenting with colour, design, texture and form.</p>	<p>Plan activities that encourage children to think about the colours, textures, movements, sounds and music that can be used to represent different feelings and emotions.</p>
<p>Being imaginative</p>	<p>Develops preference for forms of expression; captures experiences and responses with a range of media, such as music, dance and paint and other materials or words; represents their own ideas and thoughts and feelings through art, music, dance, role-play and stories.</p>	<p>Provide the resources children need to independently create art work that convey different emotions and represent how they might be feeling.</p> <p>Share stories that feature characters who experience different emotions and set up small world and role play scenarios for children to re-enact and expand these narratives.</p>



## Individual Liberty

*This is the freedom to make choices and voice opinions without fear of oppression. It means having freedom of expression in terms of choosing and portraying a personal identity and being able to express a personal point of view, which may be in opposition of others. It means having self-awareness and a positive sense of self. The UNCRC supports children's right to think and believe what they want and to chose their own religion (article 14). It states education should promote children's individual personalities, talents and abilities and help them develop self-respect in terms of their family and cultural identity (article 29). UNICEF points out that with these rights come a responsibility to treat others with fairness and respect.*

### In practice:

<b>Aspect</b>	<b>Development statement/Early Learning Goal</b>	<b>Practice that promotes democracy (green highlighting = already do this)</b>
PSED: Self confidence and self awareness.	Expresses own preferences and interests; confident to talk to other children when playing, and will communicate freely about home and community.	Helping children to develop their self-knowledge and explore their personal identities.  Inviting children to talk about their homes, lives and families.  Supporting children's rights to think and behave differently from others. Helping children to accept others may have different preferences.
Self confidence and self awareness.	Can describe self in positive terms and talk about abilities; confident to try new activities.	Celebrating children's individual personalities. Encouraging children to be themselves ad letting them know you like and respect them for who they are.  Creating a safe learning environment where children are encouraged to take risks and are not afraid of failing.
Self confidence and self awareness.	Confident to try new activities, and say why they like some activities more then others; confident to speak in a familiar group, will talk about their	Providing a learning environment that represents a variety of interests and aptitudes.





	<p>ideas, and will choose the resources they need for their chosen activities.</p>	<p>Giving children time and space to explore their interests and indulge in self-directed activity of their choice.</p> <p>Regularly observing children to find out what truly interests them and using these observations to inform planning and provide resources and activities that build on these.</p>
<p>Com &amp; Lang Listening and attention</p>	<p>Gives attention to what others say and responds appropriately.</p>	<p>Modelling good listening skills.</p> <p>Playing games that practise listening skills; encouraging children to listen attentively in order to offer an appropriate response.</p> <p>Asking children questions that require a considered response.</p> <p>Helping children to accept that others may think differently to them.</p> <p>Helping children to understand there might be more than one way to approach something.</p>
<p>Understanding</p>	<p>Answers 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Fostering sustained shared thinking; encouraging children to talk about their ideas, make links, question how things work, think about how to solve problems, and ask why things happen.</p> <p>Encourage children to ask questions.</p>
<p>Speaking.</p>	<p>Express themselves effectively, showing awareness of the needs of the listener.</p>	<p>Ensuring children are allowed to express their views and opinions.</p> <p>Introducing children to a wide range of vocabulary so they are able to express their thoughts, views, ideas and opinions more clearly.</p> <p>Giving the children the opportunity to practise speaking clearly and confidently.</p> <p>Ensuring children who speak English as an Additional Language and with</p>



		Special Educational needs are given the tools to enable them to communicate.
Literacy Reading	Listens to stories with increasing attention and recall; describes main story settings, events and principal characters.	<p>Introduce children to characters who have strong personal identities. Celebrate characters that are different.</p> <p>Encourage the children to think about what they like about different characters. What is it that makes a character stand out?</p> <p>Share stories that ponder issues related to individual liberty and use them to encourage children to think about personal freedoms.</p>
Reading	Enjoys an increasing range of books; demonstrates understanding when talking with others about what they have read.	<p>Invite children to share their thoughts and opinions about books. Ask them:</p> <ul style="list-style-type: none"> <li>*What do they like/dislike about the characters?</li> <li>*What do they like/dislike about the story?</li> <li>*What do they think about the ending?</li> <li>*Would they change the story? If so, how?</li> <li>*What do they think of the illustrations?</li> </ul>
Expressive Arts and Design. Exploring and using media and materials.	Understands that different media can be combined to create new effects; manipulates materials to achieve a planned effect; safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture form and function.	<p>Providing the resources and materials children need to be able to express themselves in a variety of ways.</p> <p>Carefully observing and using observations to provide enhancements that will extend children's creative projects and thought processes.</p>
Being Imaginative	Develops preference for forms of expression; represents their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	<p>Exposing children to a wide range of art and creative expression, and talking about meaning and how different art works make them feel.</p> <p>Inviting children to offer their views</p>



		<p>and opinions about different art works.</p> <p>Giving children time and space to become immersed in their own creative projects.</p> <p>Asking children to talk about their art and explain their thinking behind what they have created.</p>
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Mutual Respect and tolerance of different faiths and beliefs.

*This is the expectation that people of different races, with different faiths, from varying cultural backgrounds and with opposing views and beliefs should be able to live and work together in peace. It means helping children learn about similarities and differences between people, teaching them to respect the views and beliefs of others and helping them to appreciate why they should not discriminate against anyone on any basis. This is covered in the UNCRC where it states education should promote respect for human rights and fundamental freedoms, as well as teach children to respect their own and other cultures, support sexual equality and demonstrate tolerance for people of different ethnicities and religions (article 29).*

In practice:

<b>Aspect</b>	<b>Development statement/Early Learning Goal</b>	<b>Practice that promotes democracy (green highlighting = already do this)</b>
<p>PSED: Making relationships</p>	<p>Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children.</p>	<p>Fostering a respectful, inclusive and coherence learning community.</p> <p>Encouraging children to be kind to each other and think about how others may feel.</p> <p>Making arrangements to ensure children and families who speak EAL are included and have access to the same information as everyone else.</p>



<p>Self confidence and self awareness</p>	<p>Confident to talk to other children when playing, and will communicate freely about own home and community; can describe self in positive terms and talk about abilities.</p>	<p>Demonstrating an interest in children's cultural background and religious beliefs.</p> <p>Encourage children to feel proud of their cultural heritage, religious beliefs and family.</p> <p>Encouraging children learning EAL to continue using their first language.</p>
<p>Managing feelings and behaviour</p>	<p>Talks about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable.</p>	<p>Challenging negative and discriminatory attitudes and remarks, whether these are intentional or inadvertently offensive.</p> <p>Encouraging children to consider their thoughts and actions and how they might affect others.</p>
<p>Literacy: Reading</p>	<p>Listens to stories with increasing attention and recall; describes main story settings, events and principal characters; enjoys an increasing range of books; demonstrates understanding when talking with others about what they have read.</p>	<p>Share stories that explore issues surrounding tolerance, discrimination and prejudice. Use these as a springboard for discussion.</p> <p>Encourage children to consider what happens in these stories and make connections with their own experiences.</p> <p>Share stories that feature characters of different cultures, faiths, race, genders, sexualities and with disabilities.</p>
<p>Understanding the World: People and communities.</p>	<p>Talks about past and present events in their own lives and in the lives of family members; knows about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Inviting children to share their experiences with their friends and peers and encouraging them to be proud of their family and where they come from.</p> <p>Celebrating a range of religious and cultural festivals and inviting parents and families to join in.</p> <p>Celebrating the diversity of ethnicities and cultures that comprise the population of Great Britain, for example by learning about</p>



		<p>multicultural art, literature and food.</p> <p>Introducing children to different languages.</p>
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