



British Values in the Early Years at Thomas Jolyffe



Democracy

We make decisions together

Encouraging children to see 'the bigger picture'

Children to know their views count they value each other's views and values and talk about their feelings (e.g. when they do or do not need help)

Appropriately demonstrate democracy in action, (E.g) sharing views on what the role play area could be with a show of hands.

Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law

We know that rules apply to all of us

Staff support children to understand their own and others' behaviour and the outcomes

Collaborate with children to create the rules and the codes of behaviour. E.g. agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Individual Liberty

We know we are free to have different thoughts and feelings

Support children to develop a positive sense of themselves.

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.

Staff support 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.

Mutual Respect and Tolerance

We treat others as we would like to be treated ourselves

Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

Acquiring 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 encourage and explain the importance of tolerant behaviours - sharing and respecting other's opinions.

Sharing stories that reflect and value the diversity of children's experiences.





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PSED -
Self-regulation, Managing Self,
Building Relationships

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Understanding The World -
People, Culture and Communities

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Respectful role models
Tolerance of different faiths and beliefs
The right for dignity and privacy (giving consent to apply first aid, change wet clothes...)
Opportunities to learn
Having the choice to voice opinions
Clear routines and consistency
Respecting personal boundaries
Self-regulation tools are taught, and made available, to support when needed
Choice and individual liberty
Celebrating differences
Following rules and expectations

