



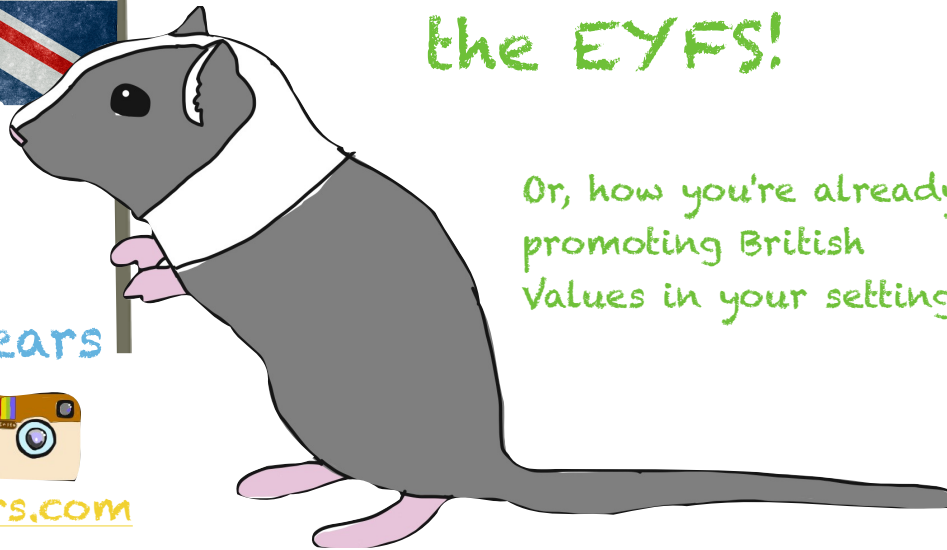
How we promote  
British Values in  
the EYFS!

Or, how you're already  
promoting British  
Values in your setting!

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Democracy

Individual Liberty



What are 'British Values'?  
(According to Ofsted)

The rule of law

Mutual respect and tolerance  
of those with different faiths  
and beliefs

## PSED:

Making relationships  
Self-confidence and self-awareness  
Managing feelings and behaviour  
Listening and attention

## Understanding the world:

People and communities



## Democracy

"We can work as a group to make decisions."

Helped children understand their role in the wider community of the class and school - used circle time and lots of reinforcement of the school values.

Voted as a class on activities, themes, choice of snack, role play area etc.

Gave opinions and views on school life for School Council.

Promoted an atmosphere of caring for others and valuing their views and successes. E.g. Showing pride in friends swimming certificates, when they are 'writer of the week' etc.

Promoted collaboration, turn taking and sharing when playing games etc.

## PSED:

Managing feelings and  
behaviour

## Understanding the world:

People and communities



## The rule of law

"We know why we have rules  
and we can follow them."



Circle time about school  
rules. Helped in creation of  
class rules/charter.

Read stories about doing the  
right thing. Linked to PSED  
knowing what is right and  
what is wrong.

Created atmosphere of  
choice in classroom. Children  
given vocabulary to support  
this and understand their  
actions have consequences.

When talking about our  
community and people who  
help us, made direct links to  
the police. Police visited class  
and talked about their job.



## PSED:

Making relationships  
Self-confidence and self-awareness  
Managing feelings and behaviour

## Understanding the world:

People and communities



## Individual Liberty

"We know that everyone should be allowed to make their own choices and understand that our choices will affect other people."

Circle time about self-worth and pride in themselves.  
What are they good at?

Classroom ethos of pride in each other, their skills and achievements. Children given vocabulary to congratulate each other and praised when they do so.

Circle time and role play about how it's ok to say no but the consequences of doing so, especially in terms of playing with friends.

Whole school processes for celebrating individuals used e.g. special assemblies, celebrations in newsletters and on twitter.

Wonder Walls used to celebrate individual achievements. Other displays used to celebrate specific achievements e.g. Writer of the Week.

## PSED:

Making relationships  
Managing feelings and  
behaviour

## Understanding the world:

People and communities

### Mutual respect and tolerance of those with different faiths and beliefs



"We know that everyone has  
different ideas, faiths and  
beliefs and it is important that  
we respect this."

Stories from a range of  
cultures used to inspire talks  
about how people are  
different.

Children encouraged to share  
their experiences from home -  
traditions etc.

Circle time about similarities  
and differences between  
each other.

Used current interests to  
learn about different cultures  
e.g. China when children  
were interested in learning  
about bears.

In conversation and carpet  
time promoted the ethos of  
freely sharing opinions. Our  
ideas and opinions might be  
the same or different as each  
other but it's important to  
listen to each other,

Used calendar events as  
provocations to learning e.g.  
Chinese New Year, Diwali etc.

Children listen to stories  
about showing respect to  
each other.

Circle time used to introduce  
vocabulary of 'respect'.  
Children encouraged to  
understand this term and use  
it when they feel upset by  
someone else.

You may have noticed that we haven't really mentioned anything about promoting British 'culture'. Although part of the reason for promoting British values is to support the prevention of radicalisation of the children, people are worried it may lead to parents and children from other cultures feeling undervalued and even persecuted. Clearly this should never be the case and is in fact the very opposite of the desired outcome. This could be due to the confusion between promoting British values and 'traditional British' culture. Clearly 'British' culture will be celebrated in school but this will be a part of exploring and celebrating the many different cultures that make up our society!

Hopefully you will see that teaching British values is something you're already doing as an integral part of teaching the EYFS. No need for extra work!

