

Fundamental British Values

The Department for Education (DfE) statutory requirements for early years providers are: 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.

Separately, the Counter Terrorism and Security Act places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty). The duty came into effect from July 2015.

Statutory guidance on the duty is available at <https://www.gov.uk/government/publications/prevent-duty-guidance>. DfE will in due course amend the EYFS to reference providers’ responsibilities in the light of the Prevent duty.

To help demonstrate what this means in practice, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive.

1. Democracy: Making Decisions Together – Making Decisions Together

As part of the focus on self-confidence and self-awareness (Personal, Social and Emotional Development):

- Managers and staff will encourage children to see their role in the bigger picture, encouraging children to know their views count, valuing each other’s views and supporting them to be able to talk about their feelings.
- When appropriate managers and staff will demonstrate democracy in action, for example, giving children choices and options and collectively voting as part of a group including through a show of hands.
- Staff will encourage children to make positive decisions including through activities that involve critical thinking, turn-taking, sharing and collaboration.

2. Rule of Law: Understanding Rules Matter– Knowing Right from Wrong

As part of the focus on managing feelings and behavior (Personal Social and Emotional development):

- Managers and staff will ensure that children are given opportunities to understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong.
- This will include circle time and the golden rules of the nursery. It may also involve collaborate with the children to create new rules to make things work better/to be fairer for all, for example, to agree the rules about tidying up
- Manager and staff will support the children to understand rules apply to everyone; why and how.

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3. Individual Liberty: Freedom for All – Having a Voice & Listening to Others

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

- Children should develop a positive sense of themselves. Manager and staff will therefore provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example, through allowing children to take controlled risks in the garden on the climbing frame, through an obstacle course, by mixing colours and by talking through the resulting/outcomes; experience and learning.
- Managers and Staff will encourage the children through a range of experiences that allow them to explore the language of feelings and responsibility. To reflect on their differences and understand we are free to have different opinions and to listen to and respect difference and others.

4. Mutual Respect and Tolerance: Treat Others as you Want to be Treated - Respecting Each Other

As part of the focus on people & communities, managing feelings & behaviour and making relationships (Personal Social and Emotional development and Understanding the World):

- Managers and staff must aim to create an ethos of inclusivity and tolerance where views, faiths, cultures, ethnicity, gender, sexual orientation and disability are valued and children can become positively engaged with the wider community.
- The environment and learning experiences should support children to 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.
- Manager and staff will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Manager and staffs will promote diverse attitudes and challenge stereotypes. For example, sharing stories that reflect and value the diversity of children's experiences and providing a wide range of resources and activities.