



## Team 1- EYFS\* - British Values

**\*The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage**

	Year	Term	EYFS Strand	Learning Outcome
1. To identify with different people and their cultures	Rec	British values taught throughout EYFS curriculum throughout all terms.	As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World	<ul style="list-style-type: none"> <li>Children should 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, for example through visits to places of worship, through stories from different faiths and cultures and through celebrating special events from around the world.</li> <li>Staff should include books, posters, photos, toys which show world religions and cultures, blended families, disability, equality of opportunity etc as the norm.</li> </ul>
2. To respect the opinion and beliefs of others			As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World	<ul style="list-style-type: none"> <li>Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.</li> <li>Children should acquire a tolerance and appreciation of and respect for their own and other cultures;</li> <li>Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</li> </ul>

3. To uphold the rule of law	
4. To appreciate the importance of equality before the law	
5. To cherish the individual liberty afforded to citizens of these islands	
6. To support the principle of freedom of expression	
7. To have some understanding of how a democratic political system works	

Understanding rules matter as cited in Personal Social and Emotional Development - as part of the focus on managing feelings and behaviour	<ul style="list-style-type: none"> <li>Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> </ul>
Understanding rules matter as cited in Personal Social and Emotional Development - as part of the focus on managing feelings and behaviour	<ul style="list-style-type: none"> <li>Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone</li> </ul>
As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World	<ul style="list-style-type: none"> <li>Children should develop a positive sense of themselves. Staff can 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 risks on an obstacle course, mixing colours, talking about their experiences and learning.</li> <li>Staff should encourage 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, for example in a small group discuss what they feel about transferring into Year 1.</li> </ul>
As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Staff should teach the children about compromise – that some of us believe one thing... some of us believe something totally different... but we can all play together in the same setting and respect each other = British values – teaching about similarities and differences.</li> </ul>
As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Staff should encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</li> </ul>

8. To understand and exercise the notion of fair play		As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</li> </ul>
9. To be committed to personal and social responsibilities		Understanding rules matter as cited in Personal Social and Emotional Development - as part of the focus on managing feelings and behaviour	<ul style="list-style-type: none"> <li>• Staff can help children learn how to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences.</li> </ul>
10. To develop a sense of community and togetherness		As part of the focus on self-confidence and self-awareness and making relationships as cited in Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Staff teach children to be part of their local community; including visiting local buildings such as the church and library and by being involved in events to which the local community are invited such as Sports day, Christmas performance etc</li> <li>• Staff teach children about belonging to a team, such as Sports day teams or working together to win Team of the Week.</li> </ul>
11. To be aware of significant personalities, events and turning points in our history		As part of the focus on people & communities as cited in Understanding the World	<ul style="list-style-type: none"> <li>• Staff can teach children about the world around them and use the seasons, weather, special days etc to plan meaningful learning experiences;</li> <li>• Staff help children find out about British History eg Great Fire of London, Florence Nightingale and Captain Scott.</li> </ul>
12. To be conversant with examples of British creativity and/or culture		As part of the focus on Media and Materials and being Imaginative as cited in Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Staff should teach children about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).</li> <li>• Staff can extend teaching, using books and online sources of information and support them as they learn to respect others by introducing music, dance, art etc from around the world.</li> </ul>

