



## Promoting British Values at Nippertime Preschool

The Department for Education, (DfE), have recently identified the need “*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*” These values were first set out by the Government in the ‘Prevent Strategy’ in 2011, updated in 2023.

The Counterterrorism and Security Act 2015 places a duty on early years providers to have “*due regard to the need to prevent people from being drawn into terrorism*”. At Nippertime we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage.

The ‘Equality Act 2010’ protects all individuals from discrimination, and it is Nippertime’s duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.

British values are embedded throughout the Early Years Foundation Stage, (EYFS), 2024. Each child is unique and at the heart of Nippertime while safeguarding and welfare underpins all that we do. Each child is treated fairly. Children actively engage and learn through playing and exploring/active learning/creating and thinking critically. We would challenge children, staff or parents expressing opinions contrary to fundamental British values including extremist views.

At Nippertime Preschool we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

### **Democracy**

Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. They have the opportunity to air their opinions and ideas and have their voices heard through small and large group times. We also listen to the parent’s voice. Our behaviour policy is clear that children are expected to contribute and co-operate, considering the views of others.

### **The Rule of Law**

We consistently encourage and support our high expectations of children that attend Nippertime. Children are taught the value and reasons behind our boundaries (rules) that they are there to protect us. Children learn to understand the difference between right and wrong throughout the session. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help increase this message. To encourage and promote good behaviour we praise children’s efforts and positive

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behaviour. We endeavour to praise the children informally, individually, during the session or in front of the whole class. Rewards are given in the form of stickers and certificates.

### **Individual Liberty**

Children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSED curriculum we place a huge emphasis on the social and emotional learning of our children. Children learn that their behaviours influence their own rights and those of others and treat each other with respect.

### **Mutual Respect**

Children have contributed to what the boundaries at Nippertime are and they are written on a display board within the setting which is in line with our Behaviour Policy. Part of our ethos and behaviour policy is around core values such as 'respect' and children are modelled this by caring, sharing and listening to others. Staff help children to understand how to respect by talking about how actions / words can affect others.

### **Tolerance of those of Different Faiths and Beliefs**

We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Children can dress-up in clothes and try different foods from other cultures and we encourage parents / carers to participate and support our multi-cultural events. This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Members of different faiths or religions, especially parents are encouraged to share their knowledge to enhance learning within the preschool.

Throughout school life the children are encouraged to discuss differences between people such as their faith, ethnicity, disability, or gender. We celebrate the role of Britain both historically and in the present and we would like the children to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, festivals such as Christmas and Easter or any other celebrations that children celebrate within their family or local community.



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DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY
<ul style="list-style-type: none"> <li>• have their voices heard</li> <li>• have their opinions heard</li> <li>• listen to others</li> <li>• choice of free play</li> <li>• share feelings at yoga</li> <li>• role play area</li> <li>• choose books at story time</li> <li>• turn taking</li> <li>• choices at snack time</li> <li>• making decisions together – PSED – self-regulation</li> <li>• listen to parents</li> </ul>	<ul style="list-style-type: none"> <li>• kind hands / feet</li> <li>• feet on floor</li> <li>• kind words</li> <li>• good listening / looking</li> <li>• good tidying</li> <li>• good sitting</li> <li>• good walking indoors</li> <li>• sharing / turn taking</li> <li>• transition time before activity changes using timers</li> <li>• positive reinforcement</li> <li>• stickers / certificates</li> <li>• understanding rules – PSED – managing-self</li> <li>• sharing at snack and lunch times</li> <li>• learn right from wrong</li> <li>• visits from authorities e.g. police /fire service</li> </ul>	<ul style="list-style-type: none"> <li>• make their own choices</li> <li>• give their opinions</li> <li>• share their ideas</li> <li>• risk taking when playing with the soft play blocks and obstacle courses</li> <li>• yoga and mindfulness</li> <li>• experiments</li> <li>• challenge gender stereo types in home corner</li> <li>• celebrations of self</li> <li>• freedom for all – PSED – managing self</li> <li>• earn that their behaviours influence their own rights and those of others</li> <li>• treat each other with respect</li> </ul>
<b>MUTUAL RESPECT</b>		<b>TOLERANCE</b>
<ul style="list-style-type: none"> <li>• children have contributed to what the boundaries at Nippertime are and they are written on a display board within the setting</li> <li>• caring, sharing, and listening to others</li> <li>• staff help children to understand how to respect by talking about how actions / words can affect others</li> <li>• sharing a table at lunch time / respecting others food choices</li> <li>• emotion pictures in kitchen area</li> <li>• register their feelings in the morning</li> <li>• celebrate achievements</li> <li>• display children’s work</li> <li>• help others</li> <li>• encourage girls playing with construction</li> <li>• encourage boys playing with babies in pushchairs</li> <li>• encourage boys playing in the kitchen area</li> </ul>		<ul style="list-style-type: none"> <li>• encourage children to be more tolerant of each other</li> <li>• more celebrations from around the world</li> <li>• celebrating Royal events, Remembrance Day, festivals such as Christmas and Easter or any other celebrations that children celebrate within their family or local community</li> </ul>