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| **Aspect of British Values** | **What does this mean for the EYFS?** | **Evidence**  |
| Democracy | * Children have a say
* Following children’s interests
* Skills development & challenges
* Enhancements for long term provision
 | * Basic provision set up linked to children’s predicted interests
* Areas of provision developed or enhanced around interests expressed by children e.g. Hospital role-play set up following children having pretend accidents outdoors and needing place to go to get better
* Planning for Understanding the World
* Floorbook/Sketchbook evidence reflects children’s interests
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| Rule of Law | * Setting boundaries to support self-regulation
* Discussing expectations/rules with children as a class, in small groups/pairs as required
 | * High Quality Behaviour Management Policy that is rigorously implemented & used to help children self-regulate own behaviours and those of each other
* Whole School Values Education – Class Golden Book, school assemblies, values songs.
* Outdoor Behaviour Toolkit displayed to support purposeful learning outside
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| Individual Liberty | * Respecting children’s uniqueness
* Independence & choice
* Children having a voice
 | * “A Unique Child” display by entrance to Reception Class
* Long periods of continuous provision + short bursts of whole class time ensure children spend significant time making their own choices & being independent
* “Planning in the moment” means that children are not pulled out of their play but their learning needs are met whilst they are involved in self-chosen play-based activity
* Children are given choices within teacher directed activities too e.g. counting out activity for maths where children can choose the objects they count
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| Mutual Respect & Tolerance | * Modern Britain reflected in our setting
* Equality & diversity
* Celebrating differences
* “Being real to the world”
 | * Whole School Values Education – Class Golden Book, school assemblies, values songs.
* Planning for Understanding the World – especially People, Culture & Communities
* Stories/books used to promote & celebrate differences e.g. There’s a Boy Just Like Me, One Plastic Bag, Diwali, Refugees
* Challenge children who “say it how they see it” to help them understand that different is OK, interesting, exciting, normal, everywhere
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