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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 |
| 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 |
| 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 |
| 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 |