

What are British values?

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

In England the EYFS will be updated to reference providers' responsibilities in the light of Prevent duty and Ofsted will include this in their inspection of early years and childcare.

Characteristics of Effective Learning

- **Playing and exploring**
 - children investigate and experience things, and ‘have a go’.
- **Active learning**
 - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically**
 - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Fundamental British Values

This document aims to support settings recognize how British Values are linked to the EYFS and demonstrate how within the setting they are evident in the effective ways children are given to learn and develop.



| | Characteristics of effective learning | | |
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| | Playing and exploring | Active learning | Creating and Thinking critically |
| Democracy- a system of government by the whole population | Initiate activities | High expectations and encouragement | Finding new ways to do things |
| Rule of Law- No one is above the law | Role models/ role play | Showing a belief | Developing ideas |
| Individual Liberty- Freedom, independence, autonomy, self-confidence | Explore the world around them Any sense perhaps used more than other? | Seeking challenge | Testing ideas |
| Respect- Esteem, regard, approval, consideration, politeness, courtesy | Listening to others | Showing satisfaction when meeting own goals | Making predictions |
| Tolerance- patient understanding accepting of anything different | Open ended activities | Adapting the flow of energy throughout the session. Providing pace and clear flow | Taking time to reflect and review processes |



| | Characteristics of effective learning | | | | | |
|---------------------------|---|---|---|---|--|---|
| | Playing and exploring- Engagement | | Active learning- Motivation | | Creating and Thinking critically- Thinking | |
| | Positive relationships | Enabling Environment | Positive relationships | Enabling Environment | Positive relationships | Enabling Environment |
| Democracy | Children are always listened to by adults and are taught to listen carefully and show concern towards each other, respecting the right of every individual to have their opinions and voices heard. | Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role plays | Children's curiosities are fostered and opportunities for sharing this with others are valued. | Provide activities that motivate children to maintain focus on their activity for period of time. | Finding new ways to do things Encouraged children to think about what they would like to learn and what they already know about subjects. | Provide children with open ended resources as a starting point. [for play?] |
| Rule of Law | Role models/ role play Clear boundaries and expectations are in place and supported by knowledgeable adults | children are emotionally and physical secure, so they are confident in exploring the world around them. | Children are actively guided through process | Keep significant activities out instead of routinely tidying them away. Make space and time for all children to contribute. | Developing ideas | Clear instruction and outcomes matched with the needs and interests of the child. |
| Individual Liberty | How children are encouraged to have a go and the can-do approach? | Following the lead of children and able to access resources inside and outside. | Seeking challenge | Unique goals and targets which are focused on what is specific to their needs | Testing ideas Ensure children have time and freedom to become deeply involved in activities. | Specific focuses that allow children to find their personal method of ? |
| Respect | How are children's achievements and accomplishments celebrated? | Opportunities to explore open ended and culturally rich resources. | Showing satisfaction when meeting own goals. Children thrive as a result of - it gives them the incentive to try for more. | Pay attention to children's journey to success and appreciate the efforts they make. Offer genuine praise, support and share their achievements. | Making predictions | Allow time for children to consider questions and assess the steps to improvement they have been making |
| Tolerance | Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. | Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong. | Showing high level of energy Ensure children have uninterrupted time to play and explore. | Help children concentrate by limiting noise and making spaces visually calm and orderly. | Reviewing and reflection | Waiting and reflecting when being creative. Changing and adapting plans and resources |