



Little muddy me

British Values Policy/Cultural Capital

British Values

Within the EYFS we will promote British Values in many ways, teaching children from right and wrong at an early age. We will teach about decision making (PSED) and democracy – and about respecting each other's views and values, talking about feelings and learning to share ideas and take turns during play.

We will also promote the importance of having rules and boundaries in place and the importance of those rules.

PSED (personal, social and emotional development) and UW (Understanding the World) also teach children to have a positive sense of themselves, and to believe in their own abilities and to challenge themselves. As part of UW and PSED we celebrate diversity, embracing different cultures and introducing children whenever possible to different ways of life. We will use resources and create activities that challenge gender, cultural and racial stereotyping.

We will make sure children have access to the wider community and resources promoting this. We will encourage children to not stereotype and to be considerate and accepting of others, despite their differences and to respect each other. Any unwanted behaviour showing otherwise will be monitored and with parent involvement procedures will be put in place.

Definition of British Values

These can be defined as: democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Democracy: making decisions together (self-confidence and self-awareness - Personal, Social and Emotional Development)

- Demonstrate democracy in action by taking a show of hands for an activity for example.

- Teach children to value each other's views even if they do not agree.

Rule of law: understanding rules matter (managing feelings and behavior - Personal, Social and Emotional Development)

- Help children to understand their own and others behavior
- Help children to distinguish the difference between right and wrong
- Collaborate with children to agree rules in the setting about conduct, for example, no jumping on the furniture.

Individual liberty: freedom for all (self-confidence and self-awareness, people and communities - Personal Social and Emotional Development and Understanding the World)

- Help children develop high self-esteem by offering praise and encouraging children to talk about challenging activities they have taken part in. An example of this would be mixing colours and talking about the colours we have created or baking a cake and talking about how good it tastes when we eat it.
- Encourage a range of experiences that allow children to explore the language of feelings and responsibility. An example would be asking young children to identify and verbalise how they are feeling using feeling flashcards. This will help them to better understand and process their feelings.

Mutual respect and tolerance: treat others as you want to be treated (people and communities, managing feelings and behaviour and making relationships - Personal Social and Emotional development and Understanding the World)

- Celebrate various views, faiths, cultures, traditions and races by engaging with the wider community.
- Know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions.
- Share and discuss practices, celebrations and experiences.
- Encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Promote diverse attitudes and challenge stereotypes. An example would be sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

Cultural Capital

We will offer the children a wide range of activities and experiences to develop their knowledge to prepare them for their future.

Definition of Cultural Capital

"Enable our children to stand on the shoulders of those that have gone before and create new and exciting forms of culture; things which may well help them fuel solutions to society's problems, build our creative industries and help UK plc to survive the turmoil of Brexit.' We want definitions of cultural capital to celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country.

"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As

part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged [...]

“Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.”

