



National Day Nurseries Association

★Brighter thinking
for early years

Factsheet

A photograph of three young children lying on their stomachs on a grassy field. On the left is a girl with long dark hair and a pink flower in it, wearing a blue shirt. In the middle is a boy with short dark hair wearing a blue and white plaid shirt. On the right is a girl with blonde hair wearing a red shirt. They are all smiling at the camera. A semi-transparent blue curved shape is overlaid on the bottom left of the image, containing the text 'British Values in Practice'.

British Values in Practice

British Values in Practice (England only)

What are British values?

There are four fundamental British values that early years providers must support and develop across their practice to meet the statutory requirements in the Prevent Duty guidance:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These fundamental British values are already embedded into the Early Years Foundation Stage and practitioners will be working with these values in their everyday practice, preparing children with the skills and attitudes they need to positively interact and engage in the world.

These include:

- Have a sense of belonging (in their own family and in their setting)
- Have positive self-esteem
- Gain knowledge to be able to make positive choices
- Have confidence to be who they want to be
- Develop a sense of responsibility for themselves, others and their environment
- Make and maintain friendships
- Helping others
- Understand that others may have different views to their own
- Understand that rules and laws are in place to protect and keep us safe.

British values can be found within Personal, Social and Emotional development and in Understanding the World and we are going to look at how these fundamental values are prevalent in a setting's daily practice.

Democracy

Democracy is centred on giving children a voice, enabling them to make choices and decisions.

Reflecting on practice

Think about how you offer children opportunities to have a say in what they do, make choices and support them to make and be involved in decision making.

Democracy in daily practice may include some of the following:

- Accessing the resources, making own choices about what to play with, who they want to play with and where to play
- Selecting food choices during meals and snack times
- Choosing whether to take a nap, when to take a nap and how long they sleep
- Activities that enable children to listen to other views, thoughts and ideas
- Supporting turn taking and working successfully in different sized groups
- Asking open ended questions and giving children time to formulate their ideas and respond
- Showing that you value children's' ideas by listening to and actioning their ideas and suggestions
- Voting on a range of topics e.g. route for a daily walk, story book to read or a circle time game to play (this could be putting hands up, moving their photo across to their chosen activity or a ballot box type vote)
- For nonverbal children create photos of the options/objects that they can point to or touch to show their individual choice. For babies show them their choices and observe their gestures and reactions
- Create a children's council, for older children, and seek their views on important decisions, for example, how to rearrange the outdoor space or changes to the settings menus
- Create simple questionnaires for children to gather their views.

Rule of law

Reflecting on practice

Think about the age group you work with. What rules/boundaries do you have in place and how are these communicated to children?

Helping children to understand why rules are in place and how to follow rules and boundaries is an important life skill. Supporting children with the rule of law in daily practice may include some of the following:

- Creating and agreeing the settings rules together with children
- Framing rules so children understand why they are in place e.g. running indoors means you could trip over a toy on floor, fall and hurt yourself
- Reviewing rules regularly to check they are still relevant and working in practice
- Emotion boards/activities so children can talk about their feelings
- Supporting children with conflict resolution and building resilience
- Exploring cause and effect, looking at the impact of actions on others
- Supporting and developing children with conflict resolution.

Individual liberty

Reflecting on practice

What strategies do you currently have in place to support children's confidence, self-esteem and self-awareness?

Individual liberty in daily practice may include some of the following:

- Expressing their views freely (verbal or non-verbal and in whichever language they are comfortable with or proficient in)
- Following their own interests and
- Opportunities to be curious and explore
- Being treated with kindness and consideration
- Becoming independent
- Celebrating similarities and differences
- Being supported to take, identify, and manage risks in their play
- Making own choices
- Being supported to identify and discuss their feelings.

Mutual respect and tolerance of different faiths and beliefs

Reflecting on practice

How do you create an inclusive, tolerant environment for children and families?

When teaching children about mutual respect and tolerance it is essential that adults act as good role models for children. Supporting children in daily practice may include some of the following:

- Celebrating all your families' cultures, languages, festivals celebrations and special days
- Valuing and respecting differences in culture, religion, beliefs and individual preferences
- Interactions with the wider community
- Sharing stories in the languages children and families use (recorded stories, dual language books, parents coming in to tell stories in their home language)
- Supporting sharing and cooperation
- Stories and books that reflect a diverse range of characters and families
- Embedding a gender-neutral approach to play activities
- Adults that challenge stereotypes.



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Factsheet

Our factsheets are written by early years experts for the early years workforce. Most NDNA factsheets are free to our members.

NDNA is the national charity and membership association representing children's nurseries across the UK. We are a charity that believes in quality and sustainability, so we put our members' businesses at the very heart of ours.

We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

See the full range of NDNA factsheets at www.ndna.org.uk/factsheets

The information provided in this factsheet is for use by early years practitioners only. It has been written by early years experts but is not intended to be, and should not be relied upon, as a substitute for professional advice. NDNA has endeavoured to ensure the accuracy of the information presented in this factsheet. NDNA assumes no legal liability or responsibility for your interpretation or use of the information contained within it.

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