



British values and the EYFS





Meadows First School

As a Gold Rights Respecting School, British values are embedded through respecting and learning about children's rights

British Values in EYFS

<p>Democracy Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p>	<p>The Rule of Law Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>	<p>Individual Liberty Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Mutual Respect Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. Article 29 (goals of education)</p>	<p>Tolerance of those of different faiths and beliefs Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up</p>
<p>In the EYFS we ensure that we are aware of and consider the views and values of others. We may take votes and hold discussions sharing each other's viewpoints.</p> <ul style="list-style-type: none"> • Voice of the child in planning and interests • School council – sharing ideas from school • Class role play – exploring turn taking and thinking of each other • Voting in class for changing the role play areas / books to read • Voting for special time – reward times • Deciding on how we can further improve the outside area and designing the layout – accessing the resources from continuous provision • Sharing and thinking of each other's thoughts and feelings in our play 	<p>We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. In forest school, we access our tools safely, following rules such as 'no picking, no licking and stay inside the area'</p> <ul style="list-style-type: none"> • Understanding and following the class charter and 3 meadows rules (be ready respectful be safe) • Forest school – rules before entering to keep us safe • Safeguarding – such as why we don't run inside school • Understanding rules about keeping us safe on 1 visits and walking to places in our locality • Following routines 	<p>We are given the opportunity to express our individuality through our learning. We are given regular opportunities to make our own decisions and choices in our projects.</p> <ul style="list-style-type: none"> • The right to play and learn in our environment • Empowering children to make their own choices in learning – being independent learners • Choosing activities • Child initiated tasks • Choice of snack time – independence • Choice at dinner times • Free flow inside and outside 	<p>We are constructive and respectful of others' feelings and viewpoints. We have respect for our peers' views and being receptive to the views of others. We also experience a variety of festivals and traditions, sharing cultures and different experiences together.</p> <ul style="list-style-type: none"> • PSED – planned along the PRIME areas/ JIGSAW • Learning about each other's beliefs and cultures and respecting these • Sharing/ taking turns • Playing together • Kindness towards each other and helping each other • Working with other year groups • Friendship week • Circle times • Sharing wow moments • Celebrating each other's work • Diversity days • Topic based on around the world. 	<p>We understand people have different views and opinions and that that these make them who they are. We are tolerant to such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore and celebrate the faiths and beliefs of others.</p> <ul style="list-style-type: none"> • Awareness of differences and similarities (Marvellous Me) • Culture days ie Chinese new year, Diwali , Eid ,St George's day • Different families – being aware of each other and celebrating differences – eg Marvellous Me topic • UW as a whole permeates tolerance and respect for others – we share books and • UW – sharing ideas from other cultures and communities. • Friendship week • All Around the World topic – finding out about different communities and celebrations

Democracy



In the classroom we can make choices in our learning.



In Forest School we choose the equipment and take turns to make sure it is fair and we all have a say.



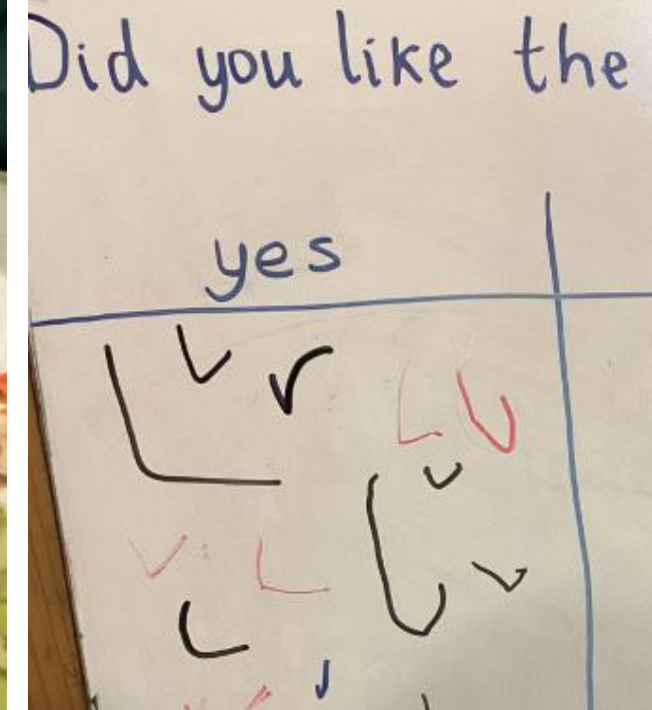
We made pumpkin soup and chose what to put in it. We then voted whether we liked it or not!



In the book corner we vote on which book to read at story time.



• **The Rule of Law** in Nursery and Reception the children understand about being ready, respectful and safe. In Forest School they follow rules to keep themselves and each other safe.



Mutual Respect

- The children make their own choices and learn how to respect each other's choices that may be different from their own.
- Nursery have a 'reverse calendar' where they learn that some people might not be as lucky as they are at Christmas time.



Individual Liberty

–we have the right to play and learn in a good quality environment. The children are empowered to make their own choices and be independent learners.





Tolerance – children in Nursery and Reception have looked at celebrating different festivals. One little boy in Nursery visited the Golden Temple. The children also made their own Golden Temple's after hearing of his travels to India.