



Little muddy me

British Values Policy/Cultural Capital.

Date of review: November 2025

Date of review: November 2026

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, and validating 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 behaviour - Personal, Social and

Emotional Development)

- Help children to understand their own and others behaviour
- 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.
- To look after pre-school equipment such as: being gentle with books, putting things back where and how you found them

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.