

Promoting Oliver Thomas Values

(in line with government Fundamental British Values in the EYFS)



The Governing Body of Oliver Thomas Nursery School adopted this document June 2023

Document review date: 2026

Overview

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage.

Separately, the Counter Terrorism and Security Act also places a duty on early years providers “to have due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty).

Introducing British Values to young children is just the same as introducing them to their human rights and responsibilities. The use of the word ‘friends’ when speaking to children creates a sense of community and the beginnings of the obligations we want to have towards each other as good human beings.

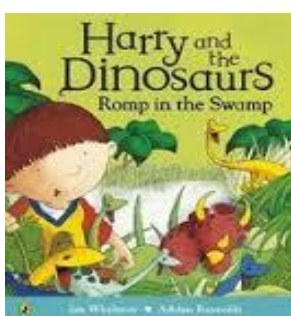
Democracy: Making decisions together

As part of the focus on building relationships as cited in Personal, Social and Emotional Development: *work and play cooperatively and take turns with others*

We encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other’s views and values and talk about their feelings. When appropriate, we demonstrate democracy in action, for example, children all being offered experiences using a form of register to make sure all are included and offered the choice. The continuous provision allows children to make choices and plan their own learning and follow their own interests.

We support the decisions that children make and provide experiences that involve; turn taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued. Some children are not yet at the level of learning about these ideas through books; some are – see books we use below:

Picture books that explore ideas linked to democracy



Romp in the Swamp

By Ian Whybrow and Adrian Reynolds (Puffin)

Harry is reluctant to share his dinosaurs with his friend Charlie. She manages to show him the benefits of sharing when she comes up with a great dinosaur play theme.



This is Our House

By Michael Rosen (Walker Books)

George says that the cardboard box house is his and no one else can play in it. However Lindy, Marly, Freddie, Charlene, Marlene, Luther, Sophie and Rashida have other ideas!

Rule of law: understanding rules matter

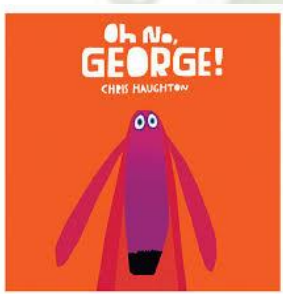
As cited in Personal Social and Emotional development as part of the focus on Managing Self: *Explain the reasons for rules, know right from wrong and try to behave accordingly.*

- We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- We negotiate rules and the codes of behaviour with the children, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

We reinforce the children's understanding of the need for rules with the use of visual prompts, transition songs and a consistent approach to positive behaviour management.

For example, we role-play what might happen if we do not use our 'walking feet' inside the classrooms, focusing on everyone's safety when moving around the Nursery. Some children are not yet at the level of learning about these ideas through books; some are – see books we use below:

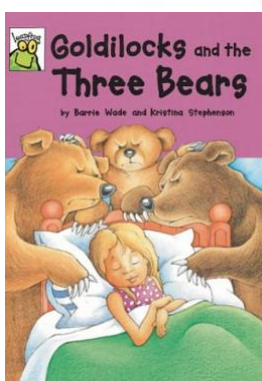
Picture books to use when exploring right and wrong



Oh No, George

By Chris Haughton (Walker Books)

George is left alone by his owner with lots of tempting opportunities to misbehave. This is a good book to use to discuss actions and consequences.



Goldilocks and the Three Bears

Should Goldilocks have gone into the house of the bears? Should she have sat on their chairs and eaten their porridge? Should she have slept in their beds. Should she have run away at the end? How do we ask nicely for something? What do we say afterwards if someone has given us something?

Individual liberty: freedom for all

As part of the focus on Managing Self and People, Cultures and Communities as cited in Personal Social and Emotional development and Understanding the World:

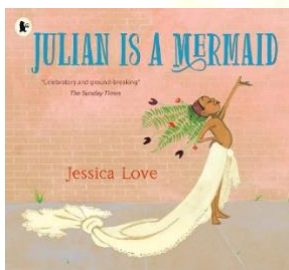
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

- Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through encouraging children to take risks on the climbing frame, exploring the mound and water tap, talking about their experiences and learning.
- We plan for a range of experiences that allow children to explore the language of feelings and responsibility, reflecting on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring Primary School.
- Our child centred pedagogy ensures that children's interests shape our curriculum. Using information from home and our nursery observations, we plan experiences to build on children's current fascinations and further develop their learning. Children are encouraged to pursue their own interests independently and confidently.
- Some children are not yet at the level of learning about these ideas through books; some are – see books we use below:

Picture books to use when focussing on individual liberty



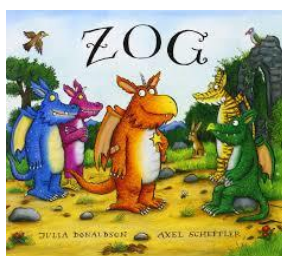
Julian is a Mermaid
By Jessica Love

Boys can dress up too! challenging gender stereotypes, being free to express who you are.

Zog

By Julia Donaldson and Axel Scheffler (Alison Green Books)

Zog the dragon is treated for a series of ailments by Pearl, we eventually discover is a princess. When Prince Gadabout comes to rescue Princess Pearl she explains that a life of 'prancing around the palace in frilly who dresses' is not for her - she wants to be a doctor. The story ends with Zog transporting both the Prince and Princess as they happily embark on their new careers as flying doctors.



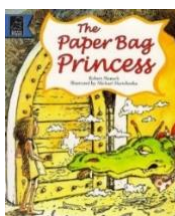
Mutual respect and tolerance: Treat others as you want to be treated

- As part of the focus on managing self and making relationships as cited in Personal Social and Emotional development:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; show sensitivity to their own and to others' needs

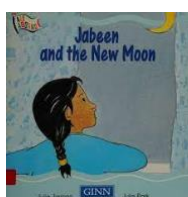
- We work to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Our planning and practice are geared to supporting children to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions. Children are taught to respect that other children may be at different stages of learning compared with themselves.
- We offer inclusive education at Oliver Thomas where all children of all abilities are valued and we teach children to respect and understand each other.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.
- Classes mark major cultural festivals and celebrations with shared group times and collections of books are on display for class use. For example, we retell the story of Rama and Sita during Diwali and enjoy celebrating Eid through reading the story of Jabeen and the New Moon. We use clips from Cbeebies 'Let's Celebrate,' so that visual learners can see some of the traditions celebrated during each of the religious festivals. We send these links to parents too, so that they can be shared together at home.

Some children are not yet at the level of learning about these ideas through books; some are – see books we use below: **Picture books on the theme of tolerance**



The Paper Bag Princess
By Robert Munsch

Do Princesses have to be the ones to be saved? Or can they do the saving? Can girls be clever? Do they need to wear dresses to be a princess? This book challenges gender stereotypes and offers a great platform for discussion



Jabeen and the New Moon By Julia Jarman

One girl's experience of waking up on the morning of Eid.

Staff will:

- Consistently and actively promote tolerance of different faiths, cultures and races
- Consistently and actively promote tolerance of similarities and differences between one another
- Challenge gender stereotypes, including routine segregation of girls and boys
- Work to engage children and families with the wider community
- Challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths, beliefs, identities and orientations.

By bringing together diverse communities, early years settings lie at the heart of social change.
Birth to Five Matters p37

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