



Hazelwood School

## Promoting Fundamental British Values

Hazelwood Nursery & Early Years  
2017-18



**Democracy: Making decisions together**

*An understanding of how citizens can influence decision-making*



*through the democratic process;*

- Practitioners/Teachers encourage children to see their role in the bigger picture, encouraging children to know their views count, value each others views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands or for voting for which story they would like to listen to.
- Practitioners/Teachers support the decisions that children make and provide activities that involve **turn-taking, sharing** and **collaboration**. Children are given opportunities' to develop enquiring minds in an atmosphere where questions are valued.

EYFS link: Personal, Social and Emotional Development & Selfconfidence and Self-awareness

**Rule of Law: Understanding rules matter as cited in personal social and emotional development**

*An appreciation that living under the Rule of Law protects individual citizens and is essential for their well-being and safety; An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence*

- Practitioners/Teachers ensure that children understand their own and other's behaviour and its consequences, and learn to distinguish right from wrong.
- Practitioners/Teachers collaborate with children to create the rules and codes of behaviour, for example, to agree to the rules about tidying up and to ensure that all the children understand rules apply to everyone.
- Children follow the 3 bears behaviour code.

EYFS link: Personal, Social and Emotional Development – managing feelings and behaviour

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**Individual Liberty: Freedom For All** An understanding that the freedom to hold other faiths and beliefs is protected by law;

- Practitioners/Teachers help children to develop a positive sense of self by providing opportunities for children to develop their self knowledge, self esteem and increase their confidence in their own abilities.
- Practitioners/Teachers allow children to **take risks** on obstacle course, **mixing colours**, talking about their **experiences and learning**.
- Practitioners/Teachers encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
- Practitioners/Teachers discuss different faiths and beliefs through assemblies and topic work and empathise the importance of respecting others beliefs.

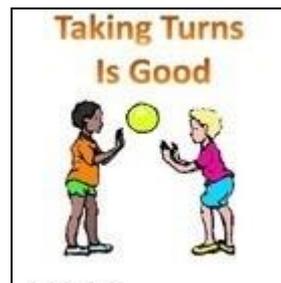
EYFS link: Personal, Social and Emotional Development – Self-confidence and Self-awareness / Understanding the World - People and communities

**Mutual Respect and Tolerance: treat others as you want to be treated**

*An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be*

*the cause of prejudicial or discriminatory behaviour; an understanding of the importance of identifying and combating discrimination.*

- Managers, Leaders, Practitioners and Teachers should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Practitioners/Teachers encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- Practitioners/Teachers 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.



### **Positive relationships**

- Knowing each child well
- Making children aware of other's needs
- The importance of listening to and encouraging others
- Role modelling

- Encouraging each child to 'have a go' – 'challenge themselves'
- Social stories
- Supporting and organising charity events linked to school community – i.e. Children in Need, Genes for Jeans and the Hazelwood Community Fund.
- Visiting professionals such as the fire services, nurses and police.
- Linking with other schools and professionals – NDNA, Preschool Learning Alliance & Surrey Early Years.

### **Teaching strategies**

- Consistent and clear expectations – i.e. what is good sitting and listening
- Establishing routines
- Circle time – discussions
- Working together – pairs and groups
- Talking partners
- Beginning of topic discussion to determine what we already know
- 3 bears behaviour code



### **Curriculum links**

- Taking on board children ideas e.g. role play
- French – learning about traditions and culture
- Music, Harvest Festival, Nativity productions and concerts,
- Planned themes e.g. friendship, multicultural week and festivals.
- Parental information evenings

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- Using a range of books and stories based on various cultures and traditions
  - Celebrating national events – Remembrance day, Mother's & Father's Day
  - Themed whole school days such as World Book day

#### **Enabling environments**

- Show and tell
- Class/room helpers, monitors
- Assembly topics linked to school values and traditions
- Visiting speakers linked to topics or religious festivals
- Recycling initiatives

#### **Recognition and reward**

- Praise and rewards
- Special assemblies recognising good work or achievements
- Discussing and explaining consequences
- Behaviour plans
- Recognise and acknowledge children's interests and strength including extra-curricular
- Encourage and invite children to participate in projects and activities

These fundamental British values are reviewed on a continuous basis. The audit of opportunities and activities which help to promote these values is reviewed on an annual basis.

