Introduction

From September 2015 the new Ofsted common inspection framework includes a section on promoting fundamental British values across all levels of education. For early years settings this means that Ofsted will be inspecting early year’s providers on how well they promote British values. Ofsted inspectors will be required to make a judgement about how well you deliver a curriculum which includes teaching children about Britain and British values and you will need to be able to demonstrate that these values are at the heart of the setting and demonstrated through all its practices.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already embedded in the 2014 Early Years Foundation stage guidance and therefore you will already be promoting British values on a daily basis in your setting. Promoting British values is about providing a wide range of resources and activities that reflect and value the diversity of children’s experiences and actively challenge gender, cultural and racial stereotyping. Your setting needs to help children gain an understanding of people, families and communities beyond their immediate experience.

Whether the children in your setting live in a predominately white, middle class suburb or a multicultural inner city it is your responsibility to ensure the children have respect for all by supporting children to develop a positive sense of themselves. This will help them to feel confident to speak up, be heard and have their opinions valued. They also need to begin to understand that their way of life may be different from others but that it is still as valuable and that it is possible for everyone to live together peacefully, each of them a valuable part of our multicultural world. By teaching children these British values from a young age it builds the firm foundation for them to grow into well rounded adults and help develop an accepting, tolerant society.

It is important to remember that British values are already part of all you do within your setting and promoted within the EYFS particularly in Personal, social and emotional development (PSED) and Understanding the world. You will also be able to evidence your settings’ approach to promoting fundamental British values through your equality and inclusion policy, early learning opportunities statement and promoting positive behaviour policy (examples of all three can be found in NDNA’s Policies & Procedures).

Your setting needs to work closely with parents/carers and it is important to let them know that you are going to be teaching their child British values as part of your day to day curriculum and give them guidance and information as to the type of things you will be covering with the children. The EYFS requires you to provide them with ideas they can use and develop at home in order to enhance their child’s learning and development and this will further embed the fundamental British values.

To help demonstrate what all of this means in practice we have devised the following examples based on the “Statutory Guidance”, required in PSED and Understanding the world and linked to the relevant “early learning goals” for each of the values. We hope these will be helpful to you and reinforce that “Fundamental British Values” are alive in your setting.

**Democracy: making decisions together**

As part of the focus in PSED on promoting self-confidence and self-awareness consider how you will:

- Encourage children to see their role in the larger community
- Value theirs and each others views
- Talk about their personal feelings
- To know their view counts
Top Tips

- Where age/stage appropriate allow children to share views and vote on a topic with a show of hands. This supports the decisions that children make and provides activities that involve turn taking, sharing and collaboration and gives opportunities to develop enquiring minds in an atmosphere where questions are valued
- Give children, staff and parents a voice and respect their views and ideas
- Have a clear Promoting positive behaviour policy which encourages and supports all to contribute, cooperate and participate taking into account the views of others
- When interacting with children to support this area of development; use words, objects, photographs, homemade books, touch, cues, eye pointing and body language when interacting with children
- Include children’s own comments and parents’ comments in learning journeys.

Rule of law: understanding that rules matter

As part of the focus in PSED on managing feelings and behaviour consider how you will:

- Ensure that children understand their own and others behaviour and its consequences
- Support children to distinguish right from wrong
- Collaborate with children to create the rules and codes of behaviour.

Top Tips

- Nursery expectations or “Golden rules” as described in the NDNA Golden Rules books should be clearly visible to children, parents and visitors
- These expectations support children and parents to understand the value and reasons behind your teaching and encourage parents to use the same “Golden rules” at home
- Consider using children as “Helpers” and “Safety spies” in order to embed the reasons and consequences of their actions on themselves, the environment and their friends.

Individual liberty: freedom for all

As part of your focus in PSED on self-confidence and self-awareness; and on people and communities in Understanding the World consider how you will:

- Provide opportunities for children to develop their self knowledge, self esteem and increase their confidence in their own abilities
- Encourage a range of activities that allow children to explore the language of feelings and responsibility, reflect on their differences and understand they are free to have different opinions from those around them.
### Top Tips

- Encourage and support children to make safe choices, allow them to take risks in a safe, well planned and supervised environment.
- Encourage self-serve at snack and meal times and daily helpers to develop self confidence and self esteem, using pointed praise and positive language to increase confidence.
- Use photos and children’s comments/views to highlight achievements, promoting the process rather than the end result.
- Install a reward system to recognise achievements, where appropriate.
- Create an emotions board or display to help children manage their own emotions and help them to develop empathy.
- Encourage independence and self-help skills through a robust key person system.
- Allow children to make choices by considering the environment, furniture and resources and make changes accordingly.

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

As part of your focus in PSED on self-confidence and self-awareness; and on people and communities in Understanding the World consider how you will:

- Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged in the wider community.
- Develop a tolerance and appreciation of and respect for their own and other cultures.
- Explain and encourage the importance of tolerant behaviours such as sharing and respecting others opinions.
- Promote diverse attitudes and challenge stereotypes.

### Top Tips

- Provide resources and activities that challenge gender, cultural and racial stereotyping such as celebrating world festivals and events.
- Plan activities that promote travel, cultures, religions and food from around the world.
- Provide home corner resources such as dolls, small world figures, dressing up clothes that allow children to experiment and celebrate gender, diversity and represent a wide range of cultures.
- Provide a wide range of books including some homemade books and displays that promote diversity.
- Plan local trips within the community.
- Encourage parents to share their job roles with the children and invite parents in to talk to children about different roles they may have.
What will Ofsted be looking for during Inspection?

The most important thing to consider is how you are going to evidence your British values and how they are embedded across the setting and shared with your staff team, parents and visitors. You will need to be able to demonstrate that staff listen to the children’s and parents’ views and take them into account when planning activities, developing environments and reviewing children’s progress.

The following table shows Ofsted expectations.

**Ofsted’s Early years inspection handbook includes equality, British values and radicalisation and states:**

<table>
<thead>
<tr>
<th>Effectiveness of leadership and management</th>
<th>Grade 1 Outstanding</th>
<th>Grade 2 Good</th>
<th>Grade 3 Requires improvement</th>
<th>Grade 4 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The promotion of equality, diversity and British values is at the heart of the setting’s work. It is demonstrated through all its practices, including tackling any instances of discrimination and being alert to potential risks from radicalisation and extremism.</td>
<td>Leadership and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.</td>
<td>Leadership and management are not yet good. Any breaches of statutory requirements do not have a significant impact on children’s safety, well-being or learning and development.</td>
<td>Leaders fail to recognise and/or tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of teaching, learning and assessment</th>
<th>Grade 1 Outstanding</th>
<th>Grade 2 Good</th>
<th>Grade 3 Requires improvement</th>
<th>Grade 4 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practitioners provide an exceptional range of resources and activities that reflect and value the diversity of children’s experiences. They actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience.</td>
<td>Practitioners provide a wide range of opportunities for children to learn about people and communities beyond their immediate experience. Resources and activities reflect and value the diversity of children’s backgrounds and experiences.</td>
<td>The provision is not yet good. Any breaches of the statutory requirements do not have a significant impact on children’s learning and development.</td>
<td>Practitioners do not promote equality and diversity or extend children’s understanding of communities beyond their immediate environment.</td>
<td></td>
</tr>
<tr>
<td>Personal development, behaviour and welfare</td>
<td>Practitioners give children a wide range of experiences that promote understanding of people, families and communities beyond their own. They teach children the language of feelings and give them opportunities to reflect on their differences.</td>
<td>Children are learning to respect and celebrate each other’s differences. They develop an understanding of diversity beyond their immediate family experience through a range of activities that teach them effectively about people in the wider world.</td>
<td>Provision to support children’s personal development, behaviour and welfare is not yet good. Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children’s safety, well-being and personal development.</td>
<td>Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other’s differences.</td>
</tr>
</tbody>
</table>