



PROMOTING BRITISH VALUES POLICY

Last reviewed:	November 2025
Next review due:	November 2026

Statement of intent

As part of the government's Prevent agenda, early years settings are asked to actively promote British values, which are implicitly embedded within the EYFS. The best way to help children resist extremist views or challenge views such as creationism is to teach them to think critically and become independent learners, which is fundamental to the characteristics of effective learning and teaching embedded in the Early Years Foundation Stage (EYFS) framework.

We endeavour to support our children through the EYFS by providing playful learning opportunities to help them develop positive, diverse and communal identities, as well as promoting their well-being, empathy and emotional literacy. Alongside these we continue to take action to eradicate inequalities, bullying, discrimination, exclusion, aggression and violence, all of which fosters and secures children's prosocial behaviours and responsible citizenship and real sense of belonging.

Fundamental British values in the early years

The British values are defined as:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of those with different faiths and beliefs

To help demonstrate what this means in practice, these are some examples of ways in which they can be observed and supported through daily good practice:

Democracy: making decisions together

As part of the focus on building relationships and self regulation as cited in personal, social and emotional development:

- Staff can 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, 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.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter

As cited in personal, social and emotional development as part of the focus on self regulation:

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

Individual liberty: freedom for all

As part of the focus on managing self and people, culture and communities as cited in personal, social and emotional development and understanding the world:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should 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, for example in a small group discussing what they feel about transferring into reception class.

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

As part of the focus on people, culture and communities, and building relationships as cited in personal, social and emotional development and understanding the world:

- Managers and leaders 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 should 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.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- Staff should 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.

What is not acceptable:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community

- failure to 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 and beliefs

Policies, procedures and risk assessments referred to in this document:

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External references:

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)
- [British values | www.eyalliance.org.uk](http://www.eyalliance.org.uk)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)