**5.7 Fundamental British Values and Prevent**

**Policy statement**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded within the Early Years Foundation Stage and as such are something we promote at Woolston Preschool. We are committed to teaching these values to children in an age appropriate way recognising that this can help protect them from future religious radicalisation.

Alongside our British values 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. These British values are defined as:

• Democracy

• The rule of law

• Individual liberty and mutual respect

• Tolerance of those with different faiths and beliefs

These values are not unique to Britain but are universal aspirations of equality and are, as such,

fundamental to helping all children become compassionate, considerate adults who form part of a

fair and equal society.

More recently, the government has reinforced the need “to create and enforce a clear and rigorous

expectation to promote fundamental British values” within education, as part of their strategy to

overcome radicalisation and terrorism.

The Counter Terrorism and Security Act (2015) places a Prevent duty on early years settings “*to have*

*due regard to the need to prevent people from being drawn into terrorism*”.

“*Radicalisation*” refers to the process by which a person comes to support terrorism and forms of

extremism leading to terrorism. During that process it is possible to intervene to prevent vulnerable

people being drawn into terrorist-related activity.

**Procedure**

We ensure that the following our embedded in our day to day activities

* Enabling children to develop self-knowledge, self-esteem and self-confidence.
* Enabling children to distinguish right from wrong.
* Encouraging children to accept responsibility for their behaviour.
* Enabling children to acquire a broad general knowledge of and respect for public institutions and service in England.
* Enabling children to acquire an appreciation of and respect for their own and other cultures.
* Encouraging respect for other people.

We demonstrate what this means in practice in the following ways

* We encourage children to see their role in the bigger picture, letting them know that their views and the views of other children count by encouraging them all to talk about views and feelings and to listen to other children talk.
* We have small group discussions to enable children to develop a language of feelings and responsibility and use this time to reflect on differences and learn respect for different opinions.
* We encourage children to share their views by a show of hands to choose or using their own themes for role play, areas of learning and their choice of snacks for the next week.
* We provide activities that support decision making, turn taking, sharing and collaboration.
* We recognise that children need to learn and understand their own and other’s behaviour and its consequences, and learn to distinguish right from wrong. We use our emotion board to label feelings and have ongoing discussions to reinforce these behaviours.
* We promote diverse attitudes and challenge gender, cultural and racial stereotypes by sharing stories with children that reflect and value the diversity of different children’s experiences.
* We use resources to show how other children live in the world and that, for example, some children as young as 5 may have to work in other countries.
* We embrace festivals and celebrations that are celebrated by our families and other members of our communities allowing children the opportunity to discuss the differences and seek information from questioning while explaining the importance of tolerant behaviour such as sharing and respecting others opinions
* We provide challenges for children both big and small to assist them with the development of self-esteem and self-knowledge and increase their confidence in their own abilities. For example, we provide challenging outdoor play including climbing activities and obstacle courses.
* We recognise our duty as early years educators, to ensure these fundamental values are maintained and to demonstrate an awareness and understanding of the risk of radicalisation.
* We recognise our duty to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.
* We recognise we have a duty as part of the education sector, along with other authorities such as the police, to have regard to the need to prevent people becoming drawn into terrorism.
* We give children the opportunity to develop enquiring minds by encouraging questions and ensuring they understand that their questions are valued.

## **This policy was adopted at a meeting of Woolston Community Pre-School on 02 May 2017**

## **Reviewed** December **2023**

**Role on committee: Nominated person**

Signed by

Date

Name of Signatory:

**Woolston Preschool manager**

Name Gemma Woodward

Date

Signature