

## Promotion of British Values within the EYFS

The EYFS and its statutory framework put strong emphasis on the support and development of the individual child. It also promotes the nurturing of a holistically well-rounded individual, by focussing on developmentally appropriate ideals. The division of the Prime & Specific Areas, highlights the importance of ensuring PSED is well developed within the developing child.

Children in the EYFS are encouraged to be independent and confident learners, with the use of positive role modelling, imaging and positive reinforcement for good behaviour and effort. Sanctions may be put in place at an age-appropriate level to reinforce the benefits of good behaviour and kindness towards our peers and adults.

Pupils are supported to develop self-esteem and confidence through measures such as taking the Challoner Bear home as a reward, the team reward jars and through the sticker chart system.

Children are encouraged to regard themselves both as a member of the “family of Bishop Challoner” and the “family of God.” They are encouraged to view themselves as important, special and individual, but with a whole school ethos and as part of a team.

Children are actively supported to develop skills to identify the differences between right and wrong. Children will be spoken to using language that refers to being kind to their friends, using kind hands and using kind, inside voices. Children who exhibit negative behaviour will be given the opportunity to consider their behaviour and decide whether that is deemed desirable by everyone. They will be asked to reflect whether or not that is a way in which they would like to be treated by others.

Children in the EYFS are supported to try to understand that their behaviour and actions have an impact on others. The Nursery actively takes part in fundraising activities and the children are assisted to understand what charity is and how to help those who are less fortunate.

The Nursery setting is highly diverse, welcoming many children from various faiths, backgrounds, cultures, races and needs. All children are valued equally and equality is actively endorsed across the setting. Children are advised against singling children out as different or considering themselves to be more important than another. Initiatives such as language of the month, celebrating other festivals etc. gives the children the opportunity to look at other walks of life with respect and dignity. Family values and ethos are supported and encouraged to be shared but by in person visits or via Tapestry so that the child feels represented and recognises themselves in the setting and those around them.

Above all the children are supported, within the Catholic ethos of the school, to respect themselves, others and God. The use of prayers prior to snack and lunch help the children to show appreciation and respect for what they have.

**Areas of the curriculum that pay particular relevance at these observation checkpoints:**

**For 3-4 years olds:**

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

