



High Legh Preschool Nursery - British Values Policy/Cultural Capital

High Legh Preschool Nursery actively promote inclusion, equality of opportunity, the valuing of diversity and British values. We understand that the society we live in is diverse and therefore, our activities and life within Preschool reflects this. For our children, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout the day to day preschool life. High Legh Preschool Nursery has a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics as defined by the Equality Act (2010) namely: age, gender, gender reassignment, marital status, pregnancy and maternity, race, disability, sexual orientation and religion or belief. High Legh Preschool Nursery makes reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. Funding, including that for pupils with special educational needs and disability and disadvantaged pupils, is used to target inequalities, to ensure all individuals have equal access and opportunity to all that is on offer. Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

For this British Values Procedure the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2017 Early Years Foundation Stage and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

Democracy or making decisions together (through the prime area of Personal, Social and Emotional Development)

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising 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.

- Practitioners 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.

Rule of law or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its implications.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone. Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
- Children should develop a positive sense of themselves. Staff 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.
- Practitioners 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 discussing in a small group what they feel about transferring into Reception Class.

*Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)

- Practitioners 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 tolerance, appreciation 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.
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners 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 or racial stereotyping. At High Legh Preschool Nursery it is not acceptable to
 - Actively promote intolerance of other faiths, cultures and races
 - Fail to challenge gender stereotypes and routinely segregate girls and boys
 - Isolate children from their wider community
 - Fail 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

As part of Prevent Strategy Under the Counterterrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism” This is known as The Prevent Duty. The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP).

Cultural capital

The essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

“Some children arrive at an early year’s setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.”

High Legh Preschool Nursery recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a Child’s cultural capital as well as the seven areas of the EYFS.

1. Personal Development
2. Social Development
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Legal Framework Counterterrorism and Security Act 2015.

Further Guidance Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011).

Fundamental British Values in the Early Years (Foundation Years 2015) Prevent Duty Guidance: for England and Wales (HMG 2015). The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015).

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