Early Years Fundamental British Values Policy 2026

Introduction

At Holy Trinity Nursery and Primary Academy, we are committed to providing a safe, inclusive and nurturing environment in which every child is valued and supported to develop a positive sense of themselves and others.

The fundamental British values of:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those with different faiths and beliefs**

are promoted throughout our Early Years provision and are embedded within our everyday practice and the principles of the **Early Years Foundation Stage (EYFS)**.

Our Early Years provision includes:

- **Babies:** 9 months to 2 years
- **Toddlers:** 2 to 3 years
- **Nursery:** 3 to 4 years
- **Reception:** 4 to 5 years

We recognise that children develop their understanding of these values gradually. British Values are therefore promoted in ways that are meaningful, developmentally appropriate and relevant to the age and stage of each child.

Our Aims

At Holy Trinity, we aim to:

- support children to develop self-knowledge, self-esteem and self-confidence;
- help children begin to understand the difference between right and wrong;
- encourage children to take increasing responsibility for their own behaviour and choices;
- support children to develop independence, initiative and resilience;
- help children understand the importance of rules, boundaries and routines;
- encourage respect and consideration for other people;
- develop children's appreciation of their own families, communities, cultures and beliefs;
- introduce children to the diversity of cultures, faiths, beliefs, families and communities within modern Britain;
- encourage children to listen to, value and respect the views and experiences of others; and
- challenge prejudice, discrimination and stereotypes whenever they arise.

Democracy – Making Choices and Having a Voice

At Holy Trinity, we help children understand that their views, ideas and feelings are important.

From the youngest age, children are supported to communicate their preferences and make appropriate choices. For babies and toddlers, this may include choosing a toy, activity, song or book and having their gestures, expressions and early communication recognised and responded to.

As children develop, they are given increasing opportunities to:

- make choices about their play and learning;
- contribute ideas to activities and areas of provision;
- choose stories, songs, resources or group activities;
- take part in simple votes, for example through a show of hands or by selecting a picture;
- express their feelings, ideas and opinions;
- listen to the views of others;
- understand that other people may have different ideas and preferences; and
- work together to make shared decisions.

Practitioners create an environment in which children's questions and ideas are valued and where they feel confident to contribute.

The Rule of Law – Understanding Rules and Boundaries

Children need clear, consistent and age-appropriate boundaries to help them feel safe and secure.

At Holy Trinity, children are supported to understand that rules and expectations help to keep everyone safe, happy and able to learn.

Through everyday routines, play and interactions, children learn about:

- what is right and wrong;
- safe and unsafe choices;
- appropriate behaviour;
- the consequences of their actions;
- caring for resources and the environment;
- respecting personal space;
- turn-taking and sharing; and
- treating other people with kindness.

Staff model positive behaviour and explain expectations in language appropriate to the child's level of understanding.

Children are supported to recognise how their actions can affect other people and, as they develop, to take increasing responsibility for their choices.

Further information can be found in the Academy's **Behaviour Policy** and other relevant Early Years procedures.

Individual Liberty – Confidence, Independence and Choice

At Holy Trinity, children are encouraged to develop a positive sense of themselves and to become confident, independent learners.

Children are provided with opportunities to make choices, explore their interests, take appropriate risks and challenge themselves within a safe and supportive environment.

Depending on their age and stage of development, this may include:

- exploring sensory and physical experiences;
- choosing resources and activities;
- attempting new skills;
- completing age-appropriate challenges;
- taking part in obstacle courses and physical play;
- investigating and experimenting;
- expressing their ideas and preferences;
- solving problems independently or with support; and
- talking about their experiences, feelings and achievements.

Practitioners encourage children to persevere and recognise their achievements. Children are supported to understand that they are free to have their own thoughts, feelings and opinions while also respecting the rights and feelings of others.

Small-group discussions, circle times, stories and reflective conversations may be used with older children to help them develop confidence, emotional vocabulary and an understanding of responsibility.

Mutual Respect

Respect is central to the ethos of Holy Trinity.

From their earliest experiences within our provision, children are treated with warmth, dignity and respect. Staff model respectful relationships so that children learn through the behaviour they see around them.

Children are encouraged to:

- be kind and caring;
- share and take turns;
- listen to others;
- respect other people's feelings;
- recognise similarities and differences between themselves and others;
- care for their environment and belongings;
- cooperate during play and learning; and
- understand that everyone's contribution is valuable.

Practitioners support children to develop positive relationships and provide sensitive guidance when disagreements occur.

Tolerance of Different Faiths and Beliefs

Holy Trinity is committed to creating an inclusive environment where children and families from all backgrounds are welcomed, respected and valued.

Children are given opportunities to develop an age-appropriate understanding of the diverse society in which they live.

We support children to learn about:

- different cultures and traditions;
- different faiths and beliefs;
- different family structures;
- different languages and communities;
- celebrations and festivals;
- similarities and differences between people; and
- the wider world beyond their immediate experiences.

This may be explored through stories, books, music, creative activities, celebrations, visitors, photographs, role play, community experiences and discussions.

Where festivals and significant cultural or religious events are explored, they are presented respectfully and in ways that broaden children's understanding rather than reinforcing stereotypes.

Children are encouraged to ask questions, and staff respond sensitively and accurately, taking account of the child's age and level of understanding.

Promoting Equality and Challenging Stereotypes

At Holy Trinity, we actively promote equality, diversity and inclusion.

Our books, displays, role-play materials, toys, images and learning resources are selected to reflect the diversity of children, families and communities in Britain and the wider world.

We aim to ensure that children see positive representations of:

- different cultures and ethnic backgrounds;
- different faiths and beliefs;
- different family structures;
- people with disabilities;
- different occupations and roles;
- both women and men in a wide range of professions and responsibilities; and
- a variety of life experiences.

Practitioners will challenge discriminatory language, prejudice and stereotypes, including those relating to gender, race, culture, religion, disability or family background.

We will not present cultures or communities in ways that suggest that one way of life is superior to another. Instead, children will be encouraged to develop curiosity, empathy and respect for the different ways in which people live.

Age-Appropriate Practice Across Our Early Years Provision

Babies – 9 months to 2 years

For our youngest children, British Values are developed primarily through secure relationships, responsive care and positive interactions.

Practitioners will:

- respond sensitively to children's individual needs and preferences;
- offer simple choices;
- encourage early turn-taking;
- model kindness and gentle behaviour;
- establish consistent routines and boundaries;
- recognise and respond to children's emotions;
- provide resources that positively represent different people and families; and

- support children to develop trusting relationships with adults and other children.

Toddlers – 2 to 3 years

As children's communication and independence develop, practitioners will:

- provide increasing opportunities for choice;
- encourage sharing and turn-taking;
- help children name and understand their feelings;
- introduce simple rules and explain why they are needed;
- encourage children to begin resolving simple conflicts with adult support;
- celebrate similarities and differences;
- encourage independence in daily routines; and
- model respectful language and behaviour.

Nursery – 3 to 4 years

Nursery children will be supported to:

- contribute ideas and opinions;
- participate in simple group decisions and voting;
- understand and follow agreed expectations;
- recognise how their behaviour affects others;
- develop independence and responsibility;
- talk about feelings and resolve disagreements;
- learn about different families, cultures, beliefs and celebrations; and
- recognise and challenge unfairness with support from adults.

Reception – 4 to 5 years

In Reception, children are given further opportunities to:

- participate in class discussions and decision-making;
- understand why rules are important;
- take responsibility for their behaviour and belongings;
- develop confidence in expressing their views;
- listen respectfully to different opinions;
- solve problems collaboratively;
- explore the wider community and the people who help us;
- develop knowledge of different cultures, faiths and traditions; and
- demonstrate kindness, respect, fairness and inclusion in their everyday relationships.

Working with Families and the Wider Community

We recognise parents and carers as children's first and most important educators.

We will work in partnership with families to promote shared values of kindness, respect, inclusion and responsibility.

Where appropriate, children will also be given opportunities to learn about the wider community and the roles of people and services within it. This may include learning about people who help us, community organisations and public services.

Staff Responsibilities

All Early Years staff are responsible for promoting Fundamental British Values through their everyday interactions, teaching and provision.

Staff must:

- act as positive role models;
- treat children, families and colleagues with dignity and respect;
- provide inclusive and representative learning experiences;
- challenge discriminatory or prejudicial language and behaviour;
- encourage children's confidence, independence and decision-making;
- provide clear and consistent expectations;
- support children's emotional and social development; and
- ensure that British Values are promoted naturally and appropriately rather than through activities that are tokenistic or beyond children's developmental understanding.

Monitoring and Review

The implementation of this policy will be monitored through ongoing observation of practice, curriculum planning, staff discussion and leadership oversight.

The policy will be reviewed regularly and updated in response to changes in statutory guidance, Academy procedures or the needs of the children and families within our Early Years provision.

Related Policies

This policy should be read alongside relevant Academy and Early Years policies, including:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Equality and Diversity Policy
- Special Educational Needs and Disabilities (SEND) Policy