



Fundamental British Values

Living Spring Montessori aims to give the children the best start to their learning and we promote the Fundamental British Values throughout their learning experience with us. We want the children to become responsible, active citizens who participate in democracy and public life with respect for diversity and an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (Promoting Fundamental British values as part of SMSC in schools, November 2014).

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

At Living Spring Montessori Nursery we are committed to providing equality of opportunity and non-discriminatory practice for all children, parents, visitors and staff. We take great care to treat each person as an individual in their own right, with equal rights and responsibilities to any other individual, regardless of whether they are adults or children. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and their families, according to their individual needs (Equality, diversity and inclusion policy).

We include the Fundamental British Values in the day to day programme of each class, the theme planning and in each child's individual learning plan.

Democracy

Making decisions

The prepared environment enables the children to make their own decisions of what activities they are interested in, clothes they would like to wear and games they would like to play. Maria Montessori believed that the freedom to choose formed an essential part of the child's emerging self-discipline and carried with it a social responsibility to oneself as well as the group. The role of the adult is to guide the children through the environment and support the children's interest by connecting the children to the materials and developing their skills. By giving the children time to master these skills opens the door to the children to developing their self-confidence to make their own choice. Having items child-sized helps supports their ability to make decisions, for example preparing a snack: the children share a piece of fruit of their choosing with their friends. They prepare the fruit using the child-sized child-friendly knife, and pour themselves a glass of water using a small jug into a small glass.

Children are developing self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use resources independently or with friends. Teachers support decisions that children make and provide activities that involve turn taking, sharing and collaboration.

Understanding the importance of team work

We do our best to role model within the nursery as a whole. The teachers from the different classrooms work together to plan themed activities. It is important that children see the teachers working together as a team, for example supporting each other to complete a task such as tidying up. We encourage the children to help carry out tasks in the classroom such as setting up or tidying up at meal times. The children love the responsibility of these tasks and this is done daily at our nursery: it states in the Development Matters in the Early Years Foundation Stage (EYFS) 2012, "Teach children to use and care for materials, and then trust them to do so independently".

Policy Updated: November 2020

This policy is updated and reviewed regularly in line with changes and updates to legislation.

Staff encourage children to know each other's views and talk about their feelings.

We listen closely to what the children tell us and their friends. These conversations are valuable as they can be used in our planning and we can see what the children are interested in and how they feel. We also understand the importance of observing non-verbal language as this can tell us a lot about the child too. Sharing news is an important moment for each child. It is the role of the adult to help each child to feel comfortable to share as well as recognising and understanding the rules of being with others, waiting for a turn for instance (Development Matters in the Early Years Foundation Stage (EYFS) 2012).

Maria Montessori called these groups News Periods and Grace and Courtesy groups. The children learn that their voices and views count. Children share pictures and stories about their lives, what they have been doing, their cultures and traditions. Parents are also invited to talk to children about their cultures celebrations. Children also celebrate their birthdays with a celebration of life group, along with their parents they tell us the story of their life so far.

We encourage children to work together through a variety of activities and materials available in the environment, appreciating that we share values and that we work towards a common goal are all paramount to developing understanding of our interdependence. The Development Matters in the Early Years Foundation Stage (EYFS) 2012 states "encourage children to choose to play with a variety of friends from all backgrounds, so that everybody is being included". This connects to our equality, diversity and inclusion policy which is fostered throughout the setting.

Children are encouraged to "use their words" to express themselves. The teachers support the children's symbolic play recognising that pretending to do something can help a child to express their feelings too. They support the children's expression of feelings through discussions, books, puppets, pictures and videos. When a child is upset at school the teachers can ask the children for ideas on what might make them feel better.

Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Each child has an individual learning plan based on observed interests and needs. The child is introduced to a variety of activities which follow their interests. Through these vast amount of materials there are opportunities for trial and error, problem solving, testing ideas, and seeing cause and effect. The children can discover and explore new ideas and themes: exploring the Sink and Float activity for example. These open-ended activities encourage the children to work things out for themselves.

Through group discussions and asking open ended questions, looking through books, having celebrations all help to broaden the children's minds and to develop their critical thinking. Opportunities to see world, people and cultures through outings, nature walks, celebrations, songs, books, videos and discussions. "Strengthen the positive impressions children have in their cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events" (Development Matters in the Early Years Foundation Stage (EYFS) 2012).

Rule of Law

Learning to manage own feelings and behaviour and learning right from wrong, can contribute positively to their environment.

In the Montessori approach to education children are given freedom within limits. The limits are the ground rules of the school which ensure the child's safety and well-being.

Some examples of the ground rules are:

- Using kind words
- Walking inside

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- Returning and replenishing activities after using them
- Being polite and helpful to each other
- Listening to each other and taking turns when speaking

The teacher's model positive behaviour to the children: one of the ground rules is walking inside so the teachers and parents must ensure they walk inside too. We establish the ground rules through small group discussions, pictures, signs, role modelling, and positive behaviour and language. We encourage good behaviour by using phrases such as "I like the way you are holding your glass with both hands".

Everyone in the school, including the teachers and parents are expected to adhere to the ground rules and they are consistently applied.

Encourage students to accept the responsibility of their behaviour (actions have consequences), show initiative and to understand how they can contribute.

Grace and courtesy groups also encourage children to role model the expected behaviour to one another. Maria Montessori believed that the child has a need to know and to absorb the social structures in order to be more at ease in the environment. Grace and Courtesy groups give children the vocabulary, actions, and steps required to build awareness and responsiveness of those around them. This in turn gives the children a better sense of orientation in their social structure.

Children learn the consequences of their actions and how their choices may impact others. For instance if it is raining you need to wear a coat to go outside. If you don't you get wet or stay inside. The teachers are consistent in implementing the rules.

To support the children to resolve conflicts the teachers model and involve children in finding solutions to problems. Role play is a great way for the children to practice the appropriate language and behaviours when in a conflict. The children are always encouraged to ask a teacher for help if they require more support in a conflict situation.

The children contribute positively to the nursery in many ways: tidying up and setting up at mealtimes, maintaining the environment, bringing fruit to share with others, helping teachers with small tasks, fundraising for charities, baking, making cards and gifts for their loved ones and caring for one another.

Individual Liberty

Supporting children to develop a positive sense of themselves.

Children are encouraged to help in the daily routines and are given responsibilities of small tasks such as setting up the beds. Tasks such as this help the children to feel a part of the nursery community and build a sense of belonging. They also feel a sense of pride and accomplishment; "recognising and enjoying children's success with them helps them to feel confident" (Development Matters in the Early Years Foundation Stage (EYFS), 2012). Giving them tasks that are meaningful to the school and environment shows the children we trust their capabilities. Making choices and following their own interests of activities helps our children to develop a positive attitude towards learning, as well as a sense of accomplishment.

Developing respect for others and the environment.

Through cultural celebrations children are supported in their appreciation of the similarities and differences which are shared by people and communities.

Staff should encourage a range of experiences that allow children to explore the language of their feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

In groups children discuss topics such as what they did at the weekend or a story they heard. Everyone can participate; taking turns to talk. Teachers demonstrate active listening and by doing this the children learn to respect all their friends' opinions and ideas.

All children feel a range of emotions and the teachers support their understanding of these feelings through discussions of what makes them happy, sad, scared or worried. The teachers use an ABCD chart to observe what triggers a child and helps the children to label their emotions; the teachers model how to label and manage feelings.

We aim to nurture a positive sense of self and genuine self-feelings and awareness supporting the child's learning.

Mutual Tolerance and Respect for others

Develop an understanding of communities from around the world, supporting an appreciation of and respect for the children's own and other cultures.

We support children to develop respect for different people's faiths, feelings and values. This is done through News Period groups, cultural celebrations, special dietary requirements, stories, music, pictures, and videos, dressing up, and cooking. Parents are often invited to talk to the children about specific celebrations, religions and festivals linking the children's learning so they understand they are part of a much wider world.

Children cooperate with others: support participate in communities and social settings.

We promote mutual respect and tolerance, and teach children to be kind and helpful. The teachers model how to share opinions and be respectful of others. Children learn to follow the ground rules so that everyone can take turns, share, cooperate and become a part of a civil society.

Develop understanding and appreciation of a range of different cultures within school and further afield.

We teach children about the world around them and use the seasons, weather, food, music and special days to plan meaningful experiences. The children have opportunities to visit their local community and be part of it: visiting shops and markets, parks, libraries, and even the bus garage: "encourage children to develop positive relationships with community members, such as fire fighters who visit the setting" (EYFS 2012).

Policies in school that support the fundamental British values

- Living Spring Guiding Principles
- Equality, Inclusion and diversity policy
- Behaviour Management
- Food and Drink Policy
- Health and Safety Policy
- Safeguarding Policy
- Parent Partnership
- Special Educational Needs and Disability Policy
- Suitable Person Policy
- Outings Policy

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Relevant Legal Frameworks

- Children Act 1989
- Equal Opportunities and Discrimination (Equality Act 2010)
- Special Educational Needs and Disability Code of Practice: 0-25 years, January 2015
- Rights of the child 1989
- Inspecting Safeguarding in Early Years Settings, 2019
- Early Years Inspection Handbook, 2019
- Promoting British Values as Part of SMSC in Schools November 2014
- The Prevent Duty 2019
- Equality Act 2010
- Development Matters in the Early Years Foundation Stage (EYFS) 2012
- Safeguarding Vulnerable groups act 2006
- Children and Families act 2014
- Working together to Safeguard Children 2018
- Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five, March 2017