



## British Values and the Prevent Duty Policy 2026

We recognise the importance of providing children with the opportunities that they need in order to experience and learn about fundamental British Values.

Our curriculum will support children to learn right from wrong, play and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Through play, sensory activities and our PSED curriculum children will experience the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in a developmentally appropriate way.

As practitioners, we will actively promote fundamental British values and not promote views or theories as fact which are contrary to established scientific or historical evidence and explanations.

As a setting we have a responsibility to:

- recognise vulnerability to radicalisation and understand what action to take (complete online Prevent Training - gov.uk)
- take action to protect children from harm and be alert to harmful behaviour by other adults in the child's life.



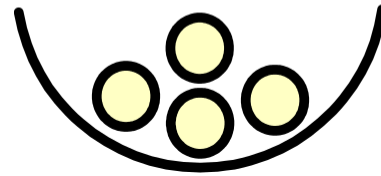
The Prevent Duty

We must all take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life, this includes risks associated with being drawn into terrorism.

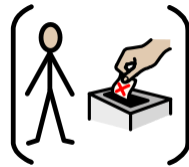
The Counter Terrorism and Security Act 2015 places a duty on our organisation to prevent people from being drawn into terrorism. Any concerns about vulnerability to radicalisation should be discussed with the DSL and referrals made to appropriate services if required.

We must ensure that pupils are supported to experience and understand the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

By ensuring our practice and teaching introduces and promotes of British Values, we are building the skills of understanding, acceptance and compassion for later life.



## 4 British Values



DEMOCRACY



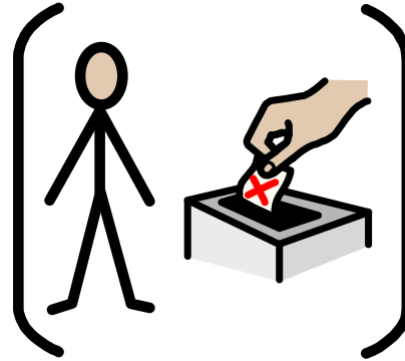
RULE OF LAW



INDIVIDUAL LIBERTY



MUTUAL RESPECT AND TOLERANCE FOR THOSE WITH  
DIFFERENT FAITHS AND BELIEFS



### Democracy

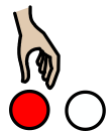
Thinking about the bigger picture, valuing the views of others, understanding and regulating emotions.



Provide opportunities to work and play collaboratively - sharing and taking turns.



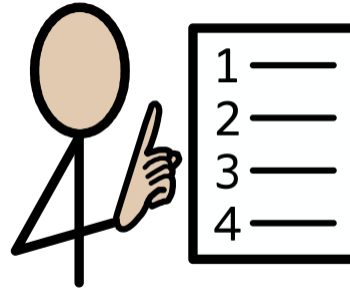
Supporting children to express themselves in a way that works for them.



Offering choices in an accessible and developmentally appropriate way.



Provide opportunities for children to develop enquiring minds.



### Rule of Law

Support children to understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.



Introducing 'rules' that are appropriate to children's level of understanding and abilities and modelling these e.g. visual timetable.



Having high expectations of our pupils e.g. tidying toys away, sitting at the table for snack.



Being consistent in our expectations of pupils e.g. washing hands before eating, taking shoes off for soft play.



Implementing our 'Behaviour for Learning Policy' consistently; teaching and modelling the skills we want children to develop.



### Individual Liberty

Support children to develop a positive sense of themselves. Providing opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.



Respecting and valuing everyone equally and modelling this to our pupils.



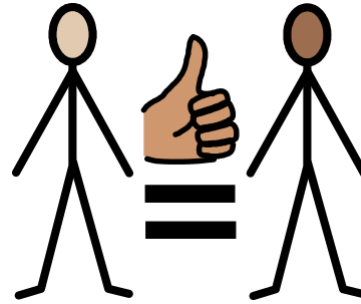
Promote risk taking in a safe and supportive environment. Encourage children to try new and different things and approaches.



Adopting a sensitive and flexible but aspirational approach to every aspect of teaching and learning.



Offer regular opportunities for heuristic / open ended / loose parts play.



Mutual respect for those with different faiths and beliefs  
Foster an understanding of 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.



Modelling respectful behaviour and attitudes  
to adults and children.



Experiencing festivals and special events from a  
range of religions and cultures in a  
developmentally appropriate way.



Creating opportunities for children to experience  
aspects of the local community e.g. local shops,  
library and parks.



Ensure access to equipment, resources, books  
and toys that reflect diversity e.g. well stocked  
diversity baskets.