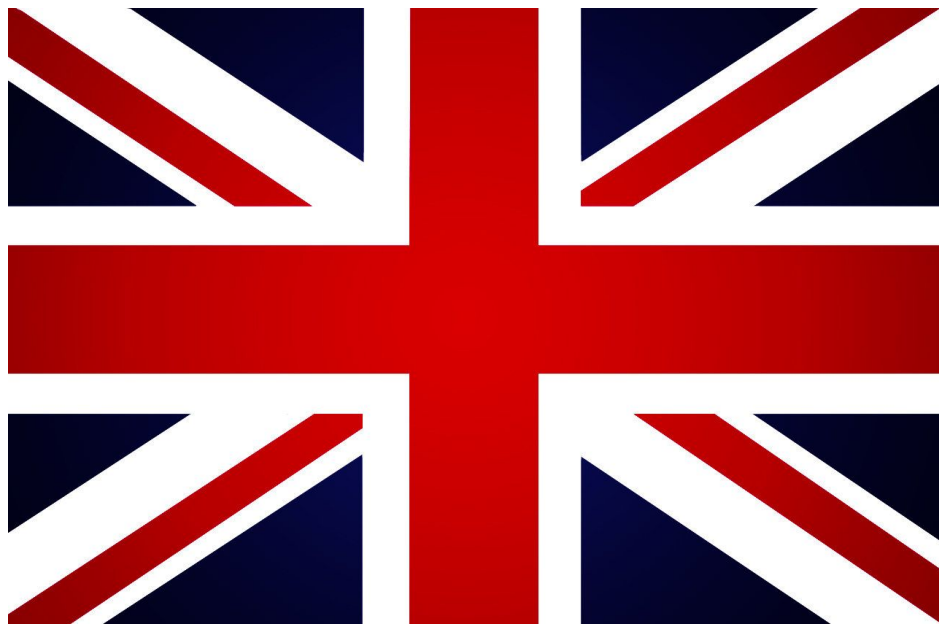


The Great Big British Values week

28th Nov-2nd Dec 2016



The Great Big British Values Week 2016

Welcome to The Great Big British Values Week 2016

A week long celebration to promote Fundamental British Values.

The Resource pack enclosed is to help you plan an exciting week in which children, practitioners, families and the local community can work together to promote positive relationships.

Your Resource pack is by no means exhaustive and you are encouraged to develop further engaging experiences that reflect the children and families in your local setting.

We want to celebrate with you throughout The Great Big Values week and promote your achievements. Please take time to keep us updated by email and we will promote you via our website and social media pages!

If you require any further support before, or during your Great British Values Week 2016 please contact us at info@earlyyearscareers.com Have a Great British Week!

The Great Big British Values Week 2016

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The Great Big British Values Workshop Agenda

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Greet Practitioners and inform them that this week your setting will be participating in The Great Big British Values Week 2016

- Explain that this is to promote the new guidelines concerning Fundamental British Values.
- In order to achieve Outstanding from Ofsted: you must be able to evidence you are promoting British Values.
- Participating fully in The Great Big British Values Week 2015 will give practitioners the tools they need to meet Ofsted requirements and support children's development.
- Ask the Practitioners to fill out the ideas generator either individually or in small groups, depending on how many Practitioners you have in your setting. This is a chance for Practitioners to consider what understanding they have of British Values already.
- After 5-10mins go around the group and ask Practitioners to share their ideas.

The Great Big British Values Workshop Agenda

Ofsted define British values as being;

- The Rule of Law
- Democracy
- Individual liberty
- Mutual Respect and Tolerance for those with different faiths
- Go through each Value, describing what it actually means for Practitioners and children. Use the Practitioner's guidelines below to talk through each value. These are not exhaustive and may be adapted to meet specific parts of your setting, or your own understanding and research.
- After the discussion, divide Practitioners into their groups/rooms/departments and hand out the activity timetable and activity pack.
- Ask Practitioners to fill out their activities for the week.
- At the end of the session give each Practitioner a copy of guide below, as a reminder.
- Update all CPD records to show you have completed in-house training by completing a Practitioners workshop on Fundamental British Values.

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1. **Rule of Law means:** Promote the understanding that

we have to follow Rules and that they are there for a reason.

This is promoted through daily practice, through the behaviour management policy. Also by having a shared expectation and set of rules, and through delivering consequences, if the rules are not followed; such as a brief period in 'thinking time'.

You will be given a variety of activities that you can use during this week to promote the rule of law and solidify your and the children's understandings. Management will also be reviewing the behaviour management policy to ensure it reflects the rule of law.

2. **Democracy means:** Giving children choices and

showing them that their views and opinions are valued and taken into account.

This is promoted through shared decision making and as part of daily practice. It is important that as part of this process, feelings and emotions are discussed and addressed.

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3. Individual Liberty means: Creating high self

esteem and self worth in the children.

This is promoted through personal, social and emotional development and is a value that is important to create in all children. Allowing them to have an opinion and to create a positive sense of themselves.

This is a fundamental part of the early year's foundation stage and should be actively promoted.

4. Mutual respect and tolerance means: To treat

others as you wish to be treated.

This is promoted through an understanding that everyone is allowed to have an opinion and to express themselves.

Educate the children about others views and opinions as understanding can promote acceptance. Be inclusive of cultures/religions/genders/ages and abilities. Challenge children's perception, such as pink is for girls and boys must have short hair.

Ways to help your setting promote Rule of Law

Suggestions of books to share during story time:

- Rainbow Fish.
- The Lion who wanted to Love.
- Willy the Wimp.
- How do you feel by Anthony. Browne
- Giraffes Can't Dance

Talk about children's feelings:

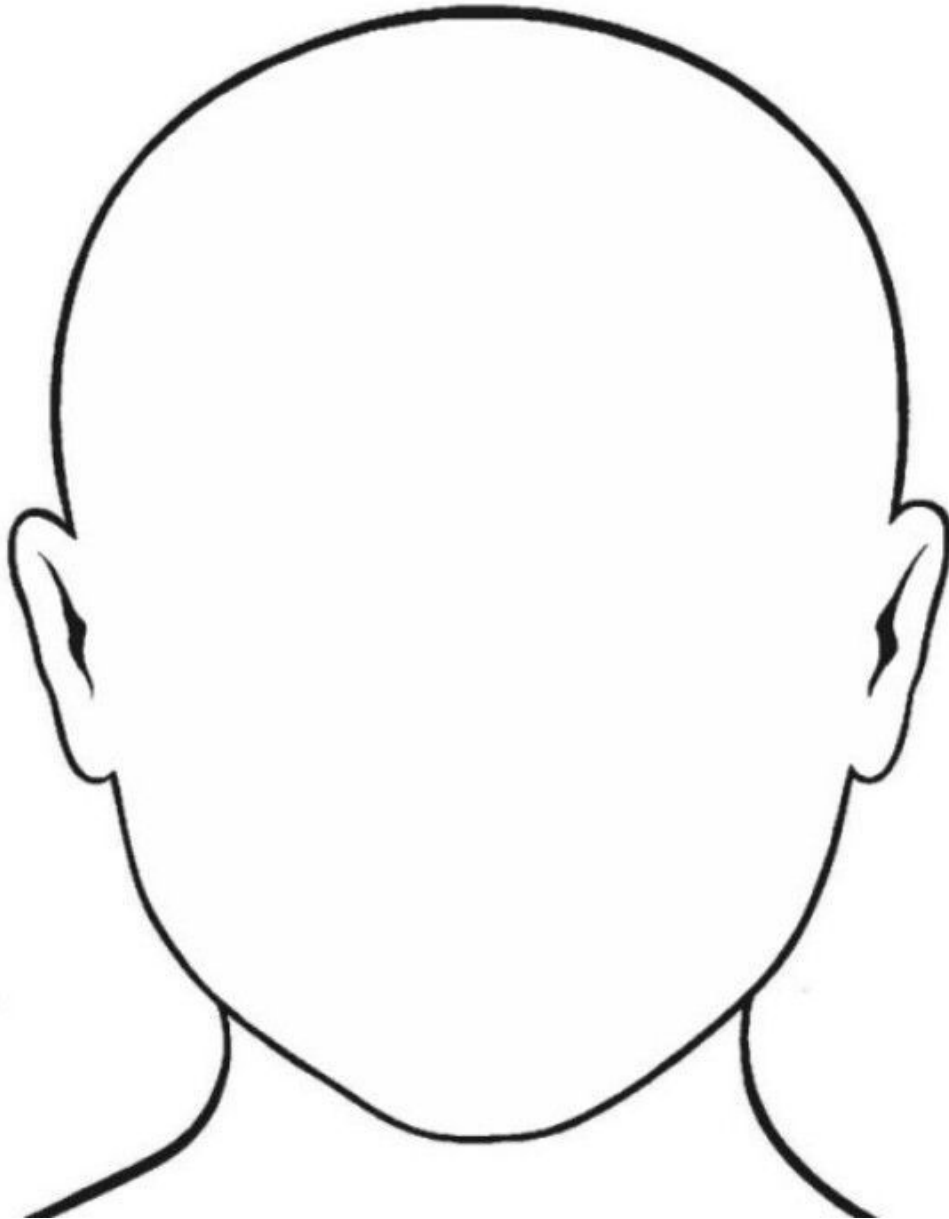
- Draw faces with different feelings on the dice. Construct the dice using the template. Sit the children in a circle. Let the children take it in turns to roll the dice and talk about what makes them happy, sad, angry etc.

Feelings and emotion masks:

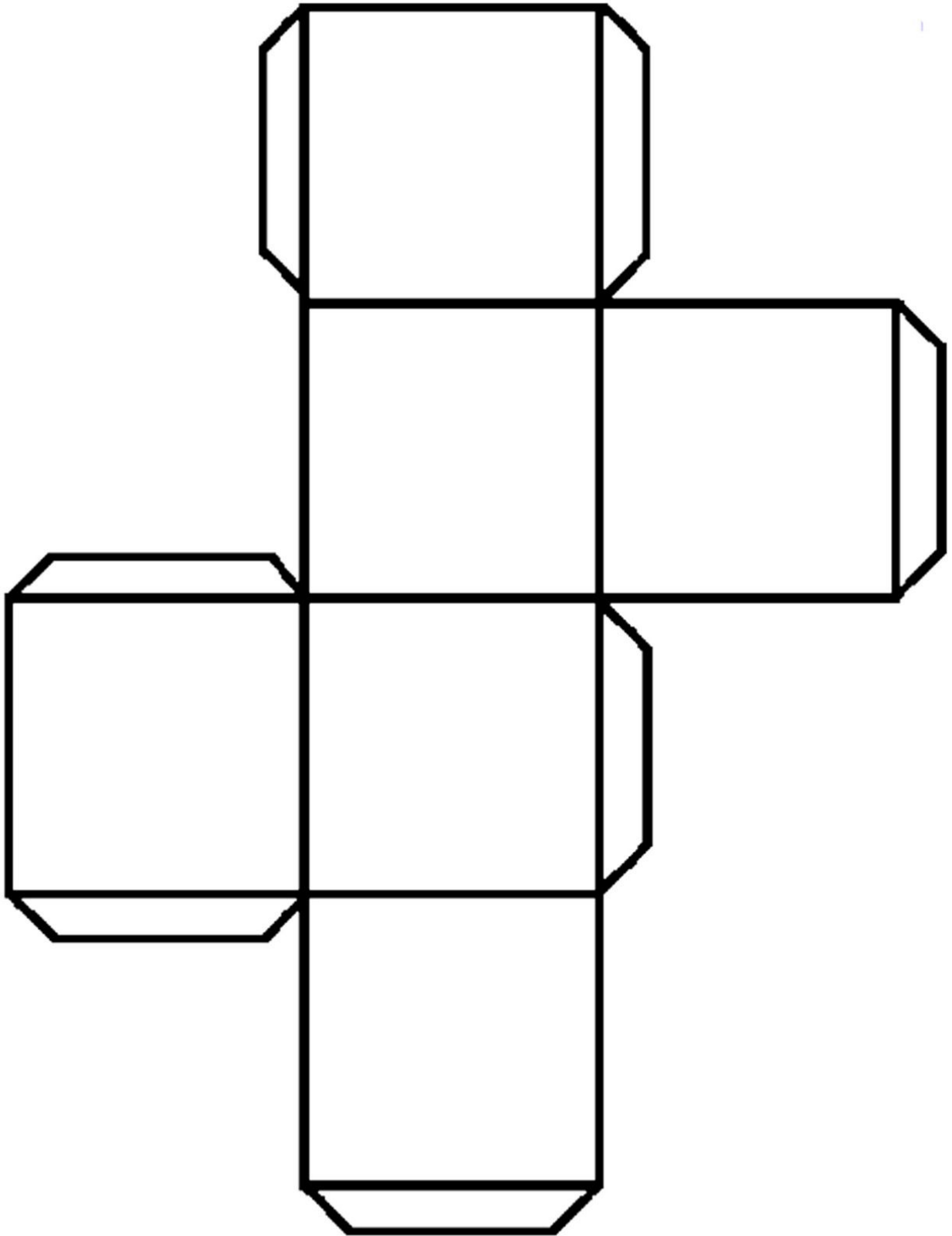
- Print of a mask template, let children create their own mask laminate and add to the role play area.

For Managers: Reflect on your behaviour management policy:

- Read through your policy ,does it include strategies you use within your setting to help support children's behaviour
- Adults role; Use the stories to help children understand about feelings and emotions, ask children questions about the story and the characters.
- Adults role; To support children to talk about what makes them happy, sad, etc. Know when to listen and when to ask questions.
- Adults role; To play alongside children and support them in talking about their feelings and emotions.



Use this face template to let children make their own mask and talk about how they are feeling



Ways to help your setting promote Democracy

Enhance areas of your room with small wooden dolls:

- Look are areas of your room such as your small world area and construction. See if you have resources for children to use to express themselves, such as wooden dolls.

Make wooden spoon people:

- Purchase some wooden spoons and provide children with a variety of resources to make wooden people.
- Adults role: Look at your continuous provision and enhance to help children express their feelings and behaviours.
- Adults role: Talk to the children about whether their person has a happy or sad face.

Change role play into voting station:

- Turn the role play area into a voting station. Include boxes with pictures of different role play scenarios e.g. dentists, doctors, hospital etc. Encourage the children to put a piece of paper in the box of their choice. The purpose of this activity is for children to choose what they would like their role play to be the following week.
- Adults role; Resource the area with the relevant resources to allow children to carry out this activity.

Puppets in the role play:

- Add puppets to your role play area for children to use to express themselves.
- Adults role; Source a variety of puppets to put in the role play area. Play with, or along side the children In their play.

Allow children to make their own song choices:

- Using pictures of children favourite songs, lay them out on the floor in front of children . Take it in turns for children to choose their favourite song to sing.

Self choice snack time:

- Using the same amount of baskets to fruits being offered for snack, place these on a table. Before this activity take a couple of photos of each child. Explain to the child that at snack time they can choose what fruits to have. Ask the children to place a photo of themselves in the basket that shows what they had for snack.
- Adults role; Support children in Turn-Taking.

For Managers: Look at how children with limited language can express themselves

- Look at how practitioners are supporting children with limited language.
- Do you use widge symbols or photos?
- What could you implement into practice to help support these children?
- Adults role; To support children during this activity and to use relevant language. Later on in the day sit the children in a group and look at the choices children made for snack.

Ways to help your setting promote Individual Liberty

Add artwork to Learning Journal:

- Provide children with their learning journals and allow them to add a picture.

Create an obstacle course:

- Let children create their own obstacle course outside using a variety of resources.

Show and tell morning:

- Arrange a show and tell morning, ask children to bring in their favourite toy or book.

Large collage activity:

- Set up a large collage activity offering Children a variety of choices of different collage pieces.
- Adults role: Talk to the children about what they are drawing note down any language.
- Adults role: Assist the children in making an obstacle course, talk to the children about risk taking.
- Adults: Encourage the children to talk about their favourite toy or book during a group circle time.
- Adults: Talk to the children about why they are making those choices.

Music and Movement session:

- Place a variety of musical instruments in the middle of the circle. Ask the children to choose a musical instruments to play alongside the music.
- Adults role: Talk to the children about why they have chosen that particular instrument.

Ways to help your setting promote Mutual Respect and Tolerance

Making own musical instruments:

- Provide children with a variety of junk modelling resources to make a musical instrument to use whilst listening to multicultural music.

Share stories with the children in small groups:

- Suggestion of stories:
 - • Handa's Surprise.
 - • Whoever You Are.
 - • Mama Panya's Pancakes: A Village Tale from Kenya
 - • The Runaway Wok: A Chinese New Year Tale.

Add dressing up clothes to role play:

- Add multi-cultural dressing up clothes to your role play area, also add pieces of material for children to create their own costumes.

Cultural Cooking Morning:

- Plan a fun cultural cooking morning. Invite parents, carers, grandparents in.
- Adults role; Source resources and talk to the children about what they are making and the sounds their musical instrument makes. Choose a variety of music styles.
- Adults role; Use the pictures to help the children understand the storyline.
- Adults role; Support children in dressing up and talk to them about what they are dressed up as.
- Suggestions of what to cook:
 - • Breads
 - • Hummus
 - • Tzatziki
 - • Indian Sweets
 - • Mini pizzas

Circle time activity looking at different self images: photos

- Find pictures of different self images e.g. boys with long hair, girls wearing trousers etc. For younger children you could use pictures of occupations e.g. Women Police Officers.

Create table top display:

- Using a range of resources create a tap top cultural display, maybe a Diwali

display etc. If children have made or drawn pictures, use these.

Managers: Reflect on Equality and diversity policy:

- Reflect on your Equality and Diversity policy and ensure you have update information.
- Adults role; Talk to the children about everyone being an individual and about respecting people's wishes
- Adults role; Source resources to use in the display.