**British Values – Child Play Learning & Development.**

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| **Subject** | **Democracy** | **Rule of law** | **Individual liberty** | **Mutual respect** | **Tolerance of those of different faiths of beliefs.** |
| **CPLD**  **Key Stage 4** | In CPLD our students  are taught about the  importance of  empowerment and  addresses what  democracy in early  years means to a  child. The students  recognise that by  giving children  opportunities to  develop their self-  confidence and self-  awareness, to make  choices and decisions  about what they want  to explore and how  they're going to use  the resources that  have been made  accessible to them  promotes democracy  in any setting. The  students learn to take  responsibility for their  learning and take turns  to offer an opinion or  answer to any given  topic. | Students are taught that rules matter. This is about learning to manage our own feelings and behaviour: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences. They learn about how children should be supported to follow rules so that everyone can feel safe in their environment. | Students have learned about the United Nations Convention on the Rights of the Child (Articles 12 and 13 in particular), The Childcare Act 2006 and the Children Act 1989, 2004 all of which promote a child’s liberty. The Early Years Foundation Stage clearly outlines ‘Understanding the World’ which includes teaching strategies about people and communities. The students get the opportunity to further explore and analyse these statutory items. | The students learn how to be positive role models for children to understand how to treat others as we want to be treated; how to be part of a community, manage our feelings and behaviour; and form relationships with others. The students also learn to be aware that negative attitudes towards difference are learned from examples that children witness. The students are given the opportunity to make the connection with making children feeling valued and the ability to reach your full potential which is taken from Maslow’s Hierarchy of needs. | Students are taught to have an understanding of the ethos of inclusivity and tolerance in settings, where views, faiths, cultures and races are valued and where children are encouraged to engage with their wider community. The students are educated in adopting a non-judgemental attitude and to be ready to value others, even if they do not act in the same way. Students are taught how to help children to appreciate and respect their own culture and the culture of others. Students also learn how to create activities that can help children to explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences. |