

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the Early Years Foundation Stage:

Democracy: making decisions together

- For self-confidence and self-awareness (PSED), educators encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

Rule of law: understanding rules matter (PSED)

- Educators ensure children understand their and others' behaviour and consequence.
- Educators collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

Individual liberty: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures and traditions.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

Children will

Learn to listen...

We wait for our friends to finish speaking before we speak

We enjoy listening to music

We follow instructions

Practice good table manners...

We use cutlery

We empty our mouths before talking

We help scrape our plates at tidy-up time

We chat to each other over mealtimes

Celebrate festivals...

Christmas & Easter
Bonfire Night
Pancake Day
St Patrick's Day
Remembrance Day
Chinese New Year
Diwali

Eat a variety of foods...

British
Italian & Mediterranean
Indian & Chinese
Moroccan & Jamaican

Learn to be polite and helpful...

We say please & thank you
We look after our toys & resources
We help our friends to tidy up
We say sorry
We use "kind hands" with our friends
We use quiet voices when others are sleeping
We queue to use the wash basins and toilets

Get involved in their community...

Libraries
Shops
Garden centres
Playgrounds
Woodlands
Retirement Homes

Each child has a key person who's has been trained in regards to Cultural Capital so that all children – particularly the disadvantaged – are thinking and talking about a wide range of experiences that prepare them for their future lives.

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. All staff will identify how to use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

It is the role of all staff to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning. Staff should aim to find out about the cultures, languages and traditions that children and their families bring, and how these might be valued and celebrated. Getting to know children and families and building warm, positive relationships so that they all feel part of the Tiny Toes family is crucial.

Observing children, and joining-in with play, and talking and chatting together, should enable staff to understand children's interests; what they can do and any difficulties they might have. Furthermore, listening to families and finding out what their children enjoy and like to do (or don't), and any worries they might have, will help with planning relevant and stimulating play and learning experiences.

Social learning theory, 'funds of knowledge' (McDonald, 2018) is about recognising that a child does not arrive 'empty', but already knows many things. At Tiny Toes we aim want children to explore and build on these funds of knowledge which should be built on creatively within the Nursery.

Some practical ideas to help support and value children's cultures:

- Home visits.
- Hand over chats at drop-off and pick-up times.
- Coffee mornings.
- Stay and play times.
- Welcoming, warm greetings for child and parents on arrival.
- Remembering important information, such as favourite foods or toys.
- Learning a few words of a child's home language/s and including these into the day.
- Creating a poster to share key words in home languages with other staff.
- Finding ways to utilise families' knowledge and expertise such as cooking or bee keeping, or through their work or job roles.
- Incorporating a variety of materials and artefacts that represent different cultures and languages.
- Provide a range of recorded music, instruments, and multi-lingual songs.
- Take advantage of family helpers for trips or visits.
- Share the staff's own cultures, and some of the skills and abilities of staff.

As well as responding to children's interests, new and inspiring experiences will be of great benefit for creating 'awe and wonder'. Staff should be aiming to identify what opportunities children have missed out on so far and introduce these opportunities through adult-guided and child-initiated play. Children's experiences will be broadened through a wide range of opportunities such as:

- Encouraging and modelling language and vocabulary during play, will help to build confidence and fluency.
- Pretend and dramatic play with open-ended materials, such as cardboard boxes, blocks or found objects, will nurture creativity and imagination, and foster children's relationships and communication.
- Facilitating high-quality interactions will enable children to develop their language and ideas, to think critically, problem-solve and reflect. For example, as well as positive comments that might be made about a child's work, children could be asked to reflect on what they like, or why they chose particular materials, or how they might solve a problem or develop an idea further.
- Children will benefit from 'in-depth' learning experiences, i.e. time to become deeply involved and immersed in their activities, rather than just 'skimming the surface'. Learning could be extended further with the addition of new resources or materials, or through a story, song, or information books linked to the child's enquiry.
- Short trips, visits or outings, i.e. to a nearby shop, park or city farm, will also help to deepen and enrich learning.
- Songs, rhymes or music that link to enquiries will enhance learning .