



### **Democracy: making decisions together**

Encourage children to see their role in the bigger picture, to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help, e.g. vote with a show of hands.

Support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Children see themselves as part of a Kindergarten group with responsibilities towards different age groups and as part of a whole community. They experience different values and cultures. Children experience other languages (there is a high percentage of children with EAL) and different cultures and learn to value them. Relevant festivals are celebrated in Kindergarten and community. We value difference: 'Everybody is welcome' Play provides many opportunities to make decisions, share ideas, negotiate and collaborate. They learn to be inclusive and respect others opinion.

### **Rule of law: understanding rules matter**

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

Collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

We work with the principles of imitation (hence providing excellent role models) rhythm and repetition to foster good behaviour.

A set of Golden Rules establishes our expectations in regard to behaviour, accepting boundaries and authority. Children gradually learn to be responsible for their behaviour and learn that rules are there for the well-being of the whole group. 'We are all part of the KG family.'

### **Individual liberty: freedom for all**

Help children develop a positive sense of themselves. 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, talking about their experiences and learning.

Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their 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.

We have high expectation for what children will achieve in our provision. Children are supported to be curious, self confident, explorative with a certain level of risk taking, stretch themselves and find out who they are, what their strengths are and needs for development. They learn to be resilient and self-initiative. Free self chosen activities in play support their flexibility and imagination, increases their self knowledge. Puppet shows are fantastic ways of developing self esteem and language proficiency. Every child has the right to express themselves as they wish as long as the freedom of the others is not put at risk. We consciously provide the space for interaction in play and group activities during prolonged lunch times where children may discuss any topics relevant to them, learn to listen to each other. The children are not exposed to perform, but naturally flourish in an atmosphere of acceptance and warmth.



**Mutual respect and tolerance: treat others as you want to be treated**

Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Explain the importance of tolerant behaviours such as sharing and respecting other's opinions. 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 and racial stereotyping.

Children experience a wide range of views, cultures, faiths and races. Birthday celebrations in the kindergartens are very special and bring each child's life to the attention of everyone. We celebrate different festivals, Divali, Martinmas, Christmas, St John's, May festival, a multicultural community festival.

Play provides the space to engage in role play, experience other roles (gender, faith etc). Group plays don't stick to stereotypes( we had several boys being Mary at the Nativity).

We provide open-ended toys (role play, construction toys) and give equal opportunities to boys and girls to do activities and work that traditionally is assigned to one gender. Our well chosen stories with archetypal characters and storylines are an integral part of children's self discovering.

**What is not acceptable is:**

- \* actively promoting intolerance of other faiths, cultures and races
- \* failure to challenge gender stereotypes and routinely segregate girls and boys
- \* isolating children from their wider community
- \* failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

We will always challenge behaviour that would not be in line with British values or the protection of Human values in general.

We are proud of welcoming families from all backgrounds, cultures and faith. Cambridge is a unique place where people in their work and life look out into the world, welcome and treasure people from all over the world. Their uniqueness and rich contribution to our school and community creates a distinct feature of our provision.