

TEACHING (BRITISH) VALUES

The Kindergarten and Pre-School of the DSL are characterized by the many different nationalities, cultures, languages, religions and experiences of our families, who come together in one (small) space. The school itself – and by default our setting – is made up of roughly 23 nationalities. This reflects our wider community, namely the city we live in and interact with on a daily basis.

Values are established at a very young age and it is therefore crucial to help children learn to live together in harmony and to treat each other with respect, tolerance and kindness. It is equally important that our children learn about our host country and its values. Teaching British values is embedded in the EYFS (Early Years Foundation Stage) and indeed they are no different to the values we would teach in a German kindergarten and as such it is at the heart of what we do.

The fundamental values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

Democracy

In our setting we support children's personal, social and emotional development (PSED) by providing them with opportunities to develop their self-confidence and self-awareness. Children are supported in making choices and decisions about what they want to explore and how they are going to use the resources we've made accessible to them. Further, children learn to share, to take turns, to negotiate, to make decisions, to help others, to delay their own needs, to respect and follow rules; in short all the skills needed to live in a democracy.

Rule of law

This is about understanding the kindergarten's 'Golden Rules' and why we need rules to live together in harmony (consistent rules throughout the department). Children learn right from wrong, they learn to name their emotions and manage their feelings, to understand boundaries and to deal with consequences.

Individual liberty

Through our highly individual curriculum and "here and now" approach to planning, we are able to meet children's individual needs regardless of their stage of developmental. This allows us to support children in becoming self-confident and self-aware and to develop a positive self-image. It teaches children about differences and similarities - that we can have different opinions, likes and needs and still get on.

Mutual respect and tolerance

Mutual respect teaches us to be part of a community, to manage our feelings and behaviour, to form relationships with others and learn how to treat each other. In our setting we have an ethos of inclusivity and tolerance, where every single person – children and adults – are valued members of our community, regardless of views, gender, faith, culture or race. Children learn to appreciate and be proud of their own culture, that of others and to take a special interest and learn about our host country. Children need the opportunity to practice tolerance, to challenge stereotypes and not just value diversity but appreciate how it enriches our own understanding of the world.

Teaching these values is achieved through children's freedom to make choices and decisions during free play, through circle time activities and through 'here and now' – our highly individualised –

approach to planning. Further, consistent Golden Rules throughout the setting sets clear expectations and boundaries for positive behaviour.

The above mentioned values underpin everything we do throughout the school year. However, two projects help us elevate and highlight those values. Every November the entire setting takes part in a two week project entitled 'Respect'; during this time we pay special attention to good manners and politeness, helping and sharing. The project ends around 11th November which is the celebration of the German lantern festival St. Martin which has sharing and kindness at its core.

During February the entire Kindergarten and Pre-School take part in a project called 'Around the World'. To this end each group is turned into a different country (often representing a child from the class). For two weeks the children learn many interesting facts about this country: the language spoken, their flag, the natural environment, animals, clothes, the food, music and culture. During the third and final week the children are allowed to travel around the setting and visit the countries of the other groups, enjoy food tasting and crafts.

In addition to the above projects, we celebrate many different festivals from around the world, including Diwali, Thanksgiving or Chinese New Year. To help us with these celebrations we receive much support from our parents.

To further embrace inclusivity and diversity and to help celebrate the many different types of family forms, the setting has changed its traditional Mother's Day and Father's Day celebration to one entitled 'Family Day'. This ensures that each child has someone in attendance to celebrate this day and the important people in their life, regardless of whether it is a parent, a grandparent, aunt, uncle, godparent, etc.

Curriculum

Our curriculum for social emotional learning and teaching values include amongst others, units on:

- Politeness
- Sharing and turn taking
- Resolving conflicts peacefully
- Helping each other
- Treating others with respect
- Treating the environment/animals/property with care
- Recognising and naming emotions
- Differences and similarities
- Empathy and understanding
- Tolerance
- Problem solving