Fundamental British Values

Introduction

British Values are an essential part of a Montessori Education and Muslim Faith. At Alamiyah Montessori we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as a natural part of our curriculum. We reject extremist views, or partisan political views and offer a balanced view when issues are brought to our attention. Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism." The promotion of British values forms part of a strategy to promote a tolerant and peaceful society where the rule of law is respected and abided by at all times. This policy outlines how British values are promoted throughout the setting.

Aims

In order to actively promote British values at Alamiyah, we aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the

democratic processes, including respect for the basis on which the law is made and applied in England

Approach

The fundamental British values are already implicitly embedded into the practice of Alamiyah Montessori through the Montessori approach, the delivery of the EYFS and our Muslim faith ethos. Practitioners embed these values in their everyday practice, preparing children with the skills and attitudes they need to positively interact and engage in the world. These include:

- Developing a sense of belonging (in their own family and in their setting)
- Building positive self-esteem
- Gaining knowledge to be able to make positive choices
- Developing the confidence to follow their unique interests and be themselves
- Developing a sense of responsibility for themselves, others and their environment
- Making and maintaining friendships
- Taking care of the environment and helping others
- Understanding that others may have different views to their own
- Understanding that rules and laws are in place to protect and keep us safe

Examples of how British Values are embedded and delivered can be found below:

Democracy

Democracy is centred on giving children a voice, enabling them to make choices and decisions. Montessori education is centred on freedom and choice within limits

- Children are free to choose the work of their choice, they progress at their own pace, following their interests, this enables them to develop self-knowledge and autonomy.
- Pupils independently choose when and who to have snacktime with.
- Circle times offer the opportunity to enable children to listen to other children's views, thoughts and ideas
- Supporting turn taking and working successfully in different sized groups

- Asking open ended questions and giving children time to formulate their ideas and respond
- Showing that you value children's ideas by listening to and actioning their ideas and suggestions
- Pupils vote on a range of topics e.g.which story book to read or which circle time they would like to do
- Children's views are sought on important decisions, such as new activities or outings, how to rearrange the outdoor space
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration.
- Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Daily grace and courtesy lessons help children to develop socially appropriate behaviours to deal with their feelings and interactions with others.
- Practitioners encourage children to explore the language of feelings and responsibility, reflect on their differences and understand that they are free to have different opinions, for example discussing in a small group what they feel about an upcoming change or event.

Rule of law

Helping children to understand why rules are in place and how to follow rules and boundaries is an important life skill which is at the centre of our positive approach to discipline. At the setting we:

- Create and agree the to the rules together
- Frame rules so children understand why they are in place e.g. running indoors means you could trip over a toy on floor, fall and hurt yourself
- Review rules regularly to check they are still relevant and working in practice
- Support children with conflict resolution and building resilience through grace and courtesy circle times and use of the 'Peace Rose' activity
- Explore cause and effect, looking at the impact of actions on others
- Support children with conflict resolution.

Individual liberty

Individual liberty in daily practice at the setting includes:

- Expressing their views freely (verbal or non-verbal and in whichever language they are comfortable with or proficient in)
- Following their own interests and opportunities to be curious and explore
- Being treated with kindness and consideration
- Becoming independent
- provide opportunities for pupils to build confidence in their own abilities, for example through taking risks on an obstacle course
- Celebrating similarities and differences during circle time and play
- Being supported to take, identify, and manage risks in their play
- Making their own choices
- Being supported to identify and discuss their feelings.

Mutual respect and tolerance of different faiths and beliefs

When teaching children about mutual respect and tolerance, practitioners act as good role models for children. Mutual respect and tolerance in daily practice is embedded in the following ways:

- Celebrating all families' cultures, languages, festivals celebrations and special days
- Valuing and respecting differences in culture, religion, beliefs and individual preferences
- Children learn to value similarities between themselves and others, and among families, faiths, communities, cultures and traditions
- Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- Practitioners 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 or racial stereotyping.
- Interactions with the wider community
- Sharing stories in the languages children and families use (recorded stories,

dual language books, parents coming in to tell stories in their home language)

- Supporting sharing and cooperation
- Stories and books that reflect a diverse range of characters and families
- Embedding a gender-neutral approach to play activities

Review

This policy will be reviewed annually or sooner or if there is any change in statutory guidance or legislation. See ‘Policy Review Schedule’.

Adopted in a meeting at Alamiyah Montessori on 08/09/2025

Last Reviewed: 07/10/2026

Signed by Nasim Bobat (Manager) and S Motara (Nominated Person)

on behalf of Alamiyah Montessori

Legal Framework

With reference to the following:

Fundamental British Values in the Early Years (Foundation Years 2015)

The Equality Act, 2010, Public Sector Equality Duty - What Do I Need to Know? Equality Act 2010: Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)