Ashmole Primary School
Values Education Policy

Introduction

At Ashmole Primary School every individual is valued for who they are and what they contribute to the school. The Values Education Programme is intended to support the personal, social and spiritual development of every pupil throughout the school.

The whole staff team, parents and pupils are involved in promoting values and recognising where others are 'living the values'. The values developed through the Values Education Programme have been selected as values which are important within the school community and which will be important throughout life.

The values are woven into everything that we do.

Aim of Values Education

Through the Values Education Programme we aim to:

- Improve behaviour, conduct and self confidence by developing strong values within the pupils at the school.
- Develop pupils understanding of what values are and why they are important in life.
- Encourage children to 'live the values' in all aspects of their lives both in school and out
- Promote values to pupils in every aspect of school life.
- Promote values in the way in which adults interact with each other and with pupils
- Display our school values and encourage all visitors to take account of them in their time in the school.
- Encourage parents to support the programme at home by promoting the 'value of the month' to parents in newsletters and in the entrance foyer.
- Enable children to focus upon the positive aspects of themselves that they can value, thereby reminding them of their individual worth, their worth in the school and wider communities and the worth of those communities themselves.
- To raise standards by promoting a school ethos that is underpinned by core values which support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

What is a Value?

A value is something that helps you think and behave well through your life.

Rationale

At Ashmole Primary School, we recognise that during recent years a great deal of national and local effort has been rightly directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in

education, because it plays a part in raising achievement and it encourages pupils to be emotionally intelligent, articulate learners. Values Education supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

As a school community, we believe the vision and ethos of the school should be based on a foundation of core values such as honesty, respect, determination and excellence. These will at times be addressed directly through lessons and through collective worship, but they will permeate the whole curriculum.

The Values Education Programme consists of two sets of 11 values to be introduced and developed over a two year rolling programme. Each month a new value is introduced, developed and promoted by all staff in every aspect of school life. Assembly themes will be predominantly values based with religious festivals observed and a balance of different religions promoted in teaching the values. The value of the month is promoted in the school entrance foyer, around the school on various displays, in all senior managers' offices, on the school website and in the school newsletter.

Timetable of the 'value of the month'

Month	Year A (even years from September 2022)	Year B (odd years from September 2023)
September	Honesty	Responsibility
October	Truth	Equality
November	Resilience	Friendship
December	Determination	Kindness
January	Positivity	Compassion
February	Humour	Trust
March	Respect	Tolerance
April	Appreciation	Fairness
May	Self-Belief	Excellence
June	Cooperation	Generosity
July	Courage	Independence

These values are the basis for the social, intellectual, emotional, spiritual and moral development of the child. We encourage pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and emotionally intelligent civilised adults. We also expect our staff, governors and parents to support, adopt and live by the values to the best of their ability.

Teaching and Learning

The elements of Values Education for Teaching and Learning about Values are:

- Ensuring that the school's institutional values are consistent with the values that pupils are encouraged to develop.

- The active promotion of a whole school policy that has the support of all staff and is led and monitored by the Headteacher.
- A programme of school assemblies that introduce and explore a value each month (on a two year cycle). Pupils are encouraged to be actively involved in exploring their understanding of values.
- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding.
- The school has a positive and inclusive ethos, with a feeling of equality, in which all pupils feel secure and able to share their thoughts, feelings and experiences knowing that these are always welcomed and valued
- Teaching and Learning about Values takes place in the following ways:
- Each lesson has a values objective which is displayed clearly
- By pupils using the value to guide their own actions
- Staff recognising pupils who are showing values in their attitude and behaviour through weekly 'Thank You' certificates
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- 'Just a minute' reflection time takes place at least once a day in all classrooms and is used in assemblies.
- By staff modelling the value through their own behaviour.
- Through the work of the School Council.
- By involving all staff, governors and parents in the values programme, through newsletters.
- By teachers explaining the meaning of the value.
- By pupils reflecting on the value and what it means to them and their own behaviour.
- By pupils using the value to guide their own actions
- Formal opportunities such as Circle Time and PHSE lessons are used for discussions about values. These sessions provide opportunities for personal reflection, honest discussions and appropriate activities which promote understanding.
- Informal opportunities such as playtimes are used wherever possible
- We have high expectations and clear boundaries: the foundation of good values require good discipline.
- Values are displayed in the school entrance, in displays around the school, in senior managers' offices, the school halls and within each classroom with ways in which the value might be demonstrated, as discussed with pupils.
- At the start of the year class rules are decided with the children: the rules are then real and meaningful for the children.

Parents as partners

We believe that sharing our values work with parents/carers is essential in supporting the children in their journey through school. We acknowledge and understand the importance

of the role that parents/carers have to play and therefore appreciate the need to inform them of the values work that we do. We will ensure that:

- We share our value for each month through the school website and through newsletters.
- Parents/carers have access to the Values policy and the value of the month via the school website so they can fully understand the principles behind Values-based education.
- Parents/carers are aware of and can celebrate the values work we have done through activities being shared on the school website and through invitation to experience values work in school, such as in class assemblies and at parent consultations.

Children's Needs

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

• To be loved.

• To feel secure and know clearly what is expected of them.

• To be valued.

• To have a balance of activities – active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.

• To have help to develop social relationships.

• To develop self-awareness, emotional intelligence and a knowledge of the world outside of themselves.

• To have creative experiences.

• To be fully involved in the process of education.

Teacher Conduct

In order to try to meet the needs of children, staff are consistent in their own behaviour and in their expectations of the children. They:

• Try to live the values: we teach best by being role models and know that values are very much 'caught'.

• Value all the children.

• Display great patience and listen carefully to children.

• Focus on and emphasise the positive.

• Face reality and help pupils to come to terms with difficult issues as they arise, such as death.

• Only disapprove of poor behaviour, never the child.

• Try to make time for one another.

• Are mutually supportive.

• Speak quietly and avoid shouting.

• Are valued by the governors and the community.

• Have a good sense of humour.
• Communicate with parents, whenever possible, to ensure that they appreciate the school's values and to ensure that there is a common understanding.

Pupil skills

Throughout the school the development of the following skills which contribute towards reflective thinking about values are encouraged:

• Displaying politeness and good manners to everyone in school.

• Speaking quietly where appropriate, and politely to others.

• Listening carefully to and thinking about what others are saying.

• Reflection.

• Empathy and tolerance.

• Using imagination.

• Stillness and being comfortable in silence.

• Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.

• Articulating thoughts clearly in order to enhance communication skills.

• Walking quietly about the school building.

• Developing positive attitudes to work and play.

• Accepting personal responsibility for actions.

• Care and respect of other people's property.

Activities that promote Reflective Thinking

Teachers are especially mindful of the activities that promote positive thinking and incorporate these into their teaching as much as possible. These include:

• Creating a peaceful climate in the classroom and on the school site.

• Taking children to environmentally beautiful places to experience peaceful places and encourage them to value them.

• Pupils are involved in the assessment of their own work and in setting their own targets for their work and behaviour.

• Giving time in class for pupil to respond to some of the basic needs within us: friendship, love co-operation, to clarify their understanding of values.

• Giving opportunities for decision making.
• School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
• Helping children to be relaxed and unstressed but focussed on their activities.
• Allowing opportunities for children to sit and work in silence to think through their own thoughts.
• Opportunity for role-play so that skills associated with negotiation, cooperation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Benefits for the Pupils

The benefits that come when children are expected to be reflective about values are:

• Children behaving more calmly and purposely.
• Children able to concentrate and reflect more on their own behaviour.
• Children being more self-aware and self-accepting.
• Children being more considerate to others and less ego-centred.
• Children taking a greater responsibility for their own actions.
• The improvement of self-confidence and self-esteem.
• Pupils knowing themselves better and being able to relate to others more effectively.

Conclusion

The approaches outlined in this policy describe how Ashmole Primary School will use core values as a basis for its work. The success of our approach to teaching and learning will be evident in the school's positive ethos and in the personal qualities that pupils display on a daily basis within and outside school. Our hope for the future is that by engaging with other schools and agencies, we can endorse Values Education in order to promote the importance of core values throughout the wider community.

Appendix 1 – Guidelines for medium term planning

Spiritual, social, moral and cultural values are taught in assemblies and in discreet lessons but also permeate the whole of the curriculum.

SPIRITUAL

Literacy

Literature, including story and poetry that explores human experience and response to life and death.
Use of stillness and imagination in drama and other subjects to develop inner awareness.
Expressing feeling and emotions through verbal and written communication, knowing that words can influence feelings.

Maths

Enjoyment of and fascination by numbers, including the idea of infinity.
Reflecting on pattern and order as well as a sense of mystery and space.
Exploring the relationship of numbers, shape and objects and the possibility of inter-connectedness.
Sense of achievement and self-worth at appropriate levels of understanding.

Science

Scientific links with a spiritual interpretation about the universe and life.
Using the school grounds for reflection on relationships between people and their environment.
Reflecting on the mystery of the natural world and physical worth, life cycles and growth.
Awareness of physical self as wonderful.

Design Technology

Sense of worth in human potential and achievement.
Designing cards for religious festivals.
Making holy books and other artefacts/special objects pleasure in physical constructions.

Computing

Connectedness with people all over the world through the internet
Using programmes to create poems and pictures.
Becoming independent and developing self-reliance.

History

Ideas of change and development and re-creation.
Understanding the importance of tradition to a community.
Sense of time and awareness of personal place within it.

Geography

How things came about, and a sense of wonder at the earth's variety and order.

Developing self-awareness and relationships with other cultures and environments.
Appreciation of natural features e.g. lakes, woods.

Art
Idea of beauty in art.
Appreciation of colour, shape and texture.
Religious and spiritual ideas expressed in, e.g. stained glass windows.
Art as a means of expressing feelings, imagination and expressive thought.

Music
Making music by singing together, songs and hymns with instruments.
Listening to specific chosen pieces, and why people write music, e.g. Hallelujah chorus.
Identifying feelings and emotions associated with different types of music.
Using music as a background to times of quiet and reflection to develop awareness of the inner self.

Religious Education
Knowledge of religious reflection, humanist ideas and spiritual practices, e.g. worship.
Providing opportunities for experiencing space and silence to allow skills in reflection and awareness to develop.
Meeting others who belong to other traditions.
Providing opportunities for experiencing awe, wonder and transcendence.

Physical Education
Spiritual awareness of body, its beauty and potential through activity and observation.
Movement to express feelings and emotions including dancing for joy.
Developing inner determination to do one's best and recognise and develop one's inner potential and strength.

Modern Foreign Languages
Awareness of the beauty inherent in another language.
The use of a different language to express thoughts slightly differently.

SOCIAL

Literacy

Circle time skills in speaking and listening.
Social interaction through play.
Writing for and communicating with an audience.
Group drama work, reading and discussion of social issues in literature.
Stories to create awareness of a variety of life experiences, e.g. deafness.

Maths
Maths games for social interaction, taking turns and sharing.
Working in pairs and groups to gather information and solve problems.
Recognising maths skills as a tool for society.

Science
Investigation in groups, sharing skills and expertise.
Science as a cooperative activity requiring communication and interaction.
Science related to issues in society, e.g. alcohol abuse.

Design Technology
Designing with others.
Using technology to benefit others.

Computing
Working co-operatively.
Using data-handling skills to promote understanding of social issues.
Poster design for safety.

History
Exploring structures of society, including institutions, e.g. hospitals, hospices, work houses.
Looking at children past and present.
Understanding the influence of the past on the development of society today.

Geography
Local studies to raise awareness of different homes, communities and family groupings.
Local amenities: who are they for?
Human influence on the landscape/local economy.
Group fieldwork opportunities.

Art
Art as a means of learning about people and society.
Group collage.

Music
Taking part in performances.
Collaborative work and sharing resources.
Group singing and composition.

Religious Education
Knowing about and understanding the importance of family and traditions within religious faiths and social groups.
Study of ideas of community in humanism religions.
Researching charities and other religious and non-religious forms of social caring and responsibility.

Physical Education
Participation in traditional and creative dance and pair and group work in gymnastics.
Enjoyment of team games, showing co-operation, respect for others and their needs.

Modern Foreign Languages
Comparing lifestyles and attitudes.
Recognising similarities and differences between cultures, in terms of language use as well as social behaviour and issues.
The ability to communicate directly with someone who speaks a different language.

MORAL
Literacy
Discussion of right and wrong – moral issues exemplified in children's literature.
Skills of listening and forming evaluative judgements in discussion.
Circle time discussion of behaviour and relationships.
Dramatising situations which raise moral questions.

Maths
Encouraging a sense of personal responsibility for their own learning in class and through homework.
Encouraging honesty, not cheating.
Awareness of manipulation of data statistics.

Science
Thinking about experiments and investigations and their outcomes for humans.
Caring for living things.
Discussing issues raised by scientific discovery and progress, e.g. genetic engineering.

Design Technology
Learning co-operation with others through activities.
Technology as helpful and constructive as well as potentially destructive.

Computing
Independent working to develop a sense of integrity and trustworthiness.
Discussion of moral issues, e.g. correct information, social media/ videos and photography.

History
Developing awareness of local, national and world issues.
Encounter with ideas and encouragement to think through a moral stance on issues, e.g. war and peace.

Geography
Developing moral responsibility to care for the environment.
Awareness of human exploitation, e.g. child labour in developing countries. Poverty amid affluence.
Awareness of misuse of earth's resources and human responses, e.g. recycling and deforestation.

Art
Interpreting pictures which put a moral point of view.

Music
Appreciation of music and respecting the ideas and judgements of others.
Learning about and from the lives of composers.

Religious Education
Stories with a moral message from other world religions.
Ideas of right and wrong behaviour in world religions.
Individual and corporate responsibility within religious and other communities.
Developing skills of listening, respecting and evaluative judging.

Physical Education
Taking part in team games and obeying rules.
Awareness of others' needs, particularly physical.
Encouragement to cheer, celebrate achievement and shake hands at the end of a game.
Developing a sense of fair play, not hurting anyone.

Modern Foreign Languages
Stories with a moral message from other countries.
Current affairs and human responses to them within different countries.
Awareness and understanding of fellow human beings living different lifestyles in different countries.

CULTURAL

Literacy

Stories and literature form other cultures.
Awareness of issues such as stereotyping and equal opportunities in literature.
Language and meanings in different cultures.

Maths
Creating Islamic patterns, rangoli patterns and using Roman numerals.
Careful choice of resources and examples to include references to other cultures.
Counting in a different language.

Science
Differences and similarities between groups of humans.
Animals from different countries.
Creation stories from different cultures alongside current scientific thinking.
Role of science in different cultures and religions.
Scientific development in relation to others – water supplies, new varieties of flowers and food crops.

Design Technology
The effectiveness of very simple technology in some cultures.
Instruments from different countries, e.g. cooking utensils.
Designs for different climates, e.g. sun hats.

Computing
Assessing information about cultures by using the internet.
Direct contact with children in other cultures through internet.

History
The story of development of other cultures.
Stories of religious leaders and their influence on cultures, both positive and negative.
History of contribution of other cultures to science and maths.

Geography
Study of people – especially children living in different countries and comparison with own cultural context.
Developing an awareness and appreciation of different styles of everyday life.
The influence of environment on societies.

Art
Pictures from different cultures, e.g. African art.
Visiting galleries and exhibitions to view art from different cultures.
Art as an expression of culture, e.g. Nativity pictures on Nativity cards.

Music
Music from different cultures, e.g. Calypso songs.
Listening to and using instruments from other cultures.

Religious Education
The study of different religions as part of a cultural tradition.
Meeting people from a variety of faiths and cultures, and visiting places of worship.
Exploring how religious and humanist ideas are expressed in different cultures, e.g. food, dress, festivals.

Physical Education
Dance as an expression of culture, e.g. Indian folk.

Modern Foreign Languages
The study of different food and eating habits, literature, leisure pursuits, fashion and life styles as part of a cultural tradition.
Comparisons of attitudes, e.g. to schools and schooling in different countries.

Sep 2023
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