

Policy Statement for Values Education

Mission Statement

Our mission is supported by a set of values that underpin every aspect of school life.

Rationale

We believe our children prosper and are more likely to know what they want to learn and how to learn it, if they experience a curriculum that is supported by an ethos that is steeped in core values.

Values aren't just important because they help to improve learning experiences for our children, they are important because they provide opportunities for our children to reflect and make choices – ones that will support them through life.

Our curriculum provision has values at its heart. And, because of the difficult circumstances that many of our children find themselves in, day in, day out, we recognise the need to provide experiences for them that will positively strengthen their mental, emotional and spiritual development and support them to appreciate the values that make life worthwhile.

These are at times addressed directly through lessons and assemblies but also permeate the whole of school life. They are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values, thereby developing the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

Teaching and Learning

The elements of Values Education 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 teaching and non-teaching staff, parents and pupils and is led and monitored by the Values co-ordinator, Head teacher and SLT.
- A programme of school assemblies that introduce and explore a value each month. 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.

Teaching and Learning about Values takes place in the following ways:

- 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.
- By all staff modelling the value through their own behaviour.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- Through the work of the School Council and School Ambassadors.
- By involving all staff, governors and parents in the values programme through newsletters which explain how school and home can work together to promote positive values each month.
- Through the school environment inside and outside.
- Through the children's attitude towards each other, staff and their learning.
- Through monthly homework and newsletters, which enable parental involvement.

Children's needs

To embed our rationale and for the values to be meaningful to pupils, members of staff understand that the basic needs of children are:

- To be happy and enjoy coming to school
- To be treated with respect and consideration
- To feel safe
- To be listened to
- To have the opportunity to do their best
- To enjoy a calm, quiet environment
- To have friends

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:

- Value all children
- Display a great patience and listen carefully to children
- Focus on and emphasise the positive
- Try to make time for one another
- All staff are valued by each other, governors and the community.

- Communicate with parents, whenever possible, to ensure that they appreciate the school values and to ensure that there is a common understanding
- Metacognition underpinning the curriculum.

Pupil skills

Pupils in all classes are supported to develop skills that will support them in their learning. These include:

- Be polite at all times
- Listen carefully to and think about what others are saying
- Be reflective in moments of stillness
- Be able to empathise and be tolerant
- Be imaginative
- Be able to express feelings constructively, there by learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Have positive attitudes to work and play
- Care and respect other people and their property
- Articulating thoughts clearly in order to enhance communication skills
- Be responsible for their own actions

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 could include:

- Creating a peaceful climate in the classroom and on the school site
- 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 to respond to our school values to show their understanding
- Allowing opportunities of children to sit and work in silence to think through their own thoughts
- Use of Bloom's taxonomy to support 'deeper' thinking

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