

Introduction

At Stillness Infant 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 a principle which guides the choices you make about your behaviour and learning.

Rationale

At Stillness Infant School, we 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 empathy, respect and determination. These will at times be addressed directly through lessons and through assemblies, but they will permeate the whole curriculum.

The Values Education Programme consists of two sets of 11 values to be introduced and

Values Based Education Policy Stillness Infant School

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 values display, around the school on various displays, on the school website and in the values newsletter. Core values are in green. See appendices for the network of values and how they link.

Month	Year A (odd numbers)	Year B (even numbers)
September	Learning	Manners
October	Equality	Trust
November	Forgiveness	Responsibility
December	Kindness	Community
January	Perseverance	Determination
February	Empathy	Positivity
March	Individuality	Appreciation
April	Patience	Curiosity
May	Respect	Friendship
June	Independence	Communication
July	Pride	Creativity

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 Deputy 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

Values Based Education Policy Stillness Infant School

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

- By pupils using the value to guide their own actions
- Staff recognising pupils who are showing values in their attitude and behaviour through verbal praise.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- 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 on the school values display board and within each classroom with ways in which the value might be demonstrated, as discussed with pupils.
- At the start of the year school rules are discussed 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 Year Group Concerts 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.

Values Based Education Policy Stillness Infant School

- 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.

Values Based Education Policy Stillness Infant School

- 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 Stillness Infant 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.

Appendices

Valued-based Education at Stillness
Schools

