

Policy Statement for Values Education At St Weonards Primary School

Our Aim for Values Education is:

To promote our school ethos which is underpinned by core values that supports the development of the whole child as a reflective learner. We understand that we have a duty to 'actively 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.

Rationale to promote the values we consider important in our school

At St Weonards School we are giving a great deal of thought to the values we are aiming to promote. It is our aim to give children the opportunities to develop skills and values in order to live happily within the environment of our modern society. It is also to ensure that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We are to make certain that young people understand the importance of respect and leave school fully prepared for life in modern Britain. Through the promotion of our values we can help the children to develop meaningful relationships within the school and the wider community with their voice heard.

As a school community, we believe the ethos of the school should be built on a foundation of core values, which are; honesty, respect, responsibility, friendship, perseverance and courage as well as the key British values. These core values will permeate the whole curriculum but will be especially heavily featured in PSHE and RE lessons and assemblies. They are the basis for the social, intellectual, emotional, spiritual and moral development of each child.

We actively 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 civilized adults.

The Principles of Values Education at St Weonards School

- To actively promote a whole-school policy which has the support of all the staff and the Headteacher.
- To use a programme of school assemblies that introduces monthly values as well as the core values.
- To use values within lessons in which there are opportunities for personal reflection and moral discourse, and include an appropriate activity to promote understanding
- Teaching and learning about values will take place through
 - Teachers explaining the meaning of a value,
 - Pupils reflecting on the value and relating it to their

own behaviour,

Pupils using the value to guide their own actions.

- Staff will model the values through their own behaviour.
- To ensure that values are taught implicitly through every aspect of the curriculum and school life.

The understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process. This will be through voting for and having a say in school council and eco club
- an understanding that the freedom to hold other faiths and beliefs is protected in law, covered through regular teaching of Religious Education.
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Taught through Religious Education and PSHE lessons and being accepting of all visitors and people within our community.
- an understanding of the importance of identifying and combatting discrimination, which will be implemented through our behaviour policy.
- An understanding of and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken
- an understanding of freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely
- an understanding that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever.

Further actions St Weonards Primary school will do to promote British values are to:

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils and lunchtime and classroom rules decided by the children themselves

- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values, this includes, play leaders at lunchtimes, snack and music monitors and drama club which pupils take the lead

Classroom Ethos

Children need to feel secure and able to share their thoughts, feelings and experiences when they know that these are always welcomed and valued.

Activities which promote this ethos include:

- Creating a peaceful climate in the classroom and on the school site.
- Taking children to places to experience peace and to encourage them to value them.
- Giving opportunities for decision making.
- School's behaviour policy that clearly defines how the school puts emphasis on behaving well and positive thinking.
- 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.
- Helping children to be relaxed and unstressed but focused on their activities.
- Opportunity for role-play so that skills associated with negotiation, co-operation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.

Conclusion

The approaches outlined in this policy describe how we at St Weonards Primary School use core and British values as a basis for our work with other values addressed on a monthly basis which link into these. The success of our approach to teaching and learning is not easily measured but it is evident in the school's positive ethos and in the personal qualities that pupils display in the community.

Themes to be followed in a two year cycle

The values we focus on which coincide with the core and British values include the following:

- **Resilience**
- **Trust**
- **Hope**
- **Caring**
- **Love**
- **Happiness**
- **Independence**
- **Thoughtfulness**
- **Cooperation**
- **Tolerance**
- **peace**

Policy reviewer: Mrs A Doughty
Policy review date: September 2016

Two year rolling programme

Each term we will focus on a different core value, within this we will then look at a value per month. The British values will link in with these and be embedded throughout the school ethos.

Year 1

Term 1: Responsibility

Thoughtfulness (September) and independence (October)

Term 2: Friendship

Peace (November) and Love (December)

Term 3: Perseverance

Happiness (January) and hope (February)

Term 4: Respect

Tolerance (March) and caring (April)

Term 5: Honesty

Trust (May) and cooperation (June)

Term 6: Courage

Cooperation (June) and Resilience (July)

Year 2

Term 1: Respect

Tolerance (September) and caring (October)

Term 2: Friendship

Peace (November) and Love (December)

Term 3: Honesty

Trust (January) and cooperation (February)

Term 4: Responsibility

Thoughtfulness (March) and independence (April)

Term 5: Courage

Resilience (May) and Happiness (June)

Term 6: Perseverance

Happiness (June) and hope (July)