



The Holme Church of England Primary School

The Good Shepherd Trust

Academies in partnership with the Guildford Diocese Education Trust
The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423



Diocese of Guildford

Values-based Education Policy

Date	Review Date	Coordinator	Responsible Body
January 2016	July 2017	Headteacher	Governing Body

Aims of Values-based Education (VbE)

At The Holme CofE Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Enjoyment and having fun, while achieving to the best of our ability is a key aim of our school. With this in mind we aim to create within a Christian framework a safe, caring and respectful environment where everyone develops a sense of responsibility, self-reliance, feels true friendship, and is ambitious.

We encourage each member of our school community – children, teachers, parents, and governors – to do the right thing, be honest, trusting and open-minded, learn from mistakes, and persevere to fulfill their potential. Our vision is that every child should leave our school with strong moral and spiritual values, an enquiring and inquisitive mind, high expectations for themselves, tolerance and respect for others.

To Meet These Aims the School;

- provides all children with a broad and balanced curriculum which will enable all pupils to grow intellectually, creatively, physically, emotionally and socially.
- ensures that all pupils will experience high quality and purposeful teaching and learning - encouraging and enabling all pupils to fulfill their potential, develop a positive self-image, achieve well and develop a love of learning.
- ensures that the school's institutional values are consistent with the values that pupils are encouraged to develop, using our Christian ethos and values as our central reference points when making decisions.
- appoints staff of the highest quality, investing in and developing them.
- supports our children and expects all children to achieve well.
- works with staff who are passionate about finding ways of doing things better. This requires a unremitting focus on learning, development, and progress.
- promotes high-quality leadership and shared leadership to promote, support, and sustain the drive to perfect teaching and maximise learning.
- provides all pupils with stability, consistency, skills, and opportunities so that everyone can go on to lead great and giving lives.

- sets coherent and agreed policies for the school including the implementation of the National Curriculum and the Surrey programme of study for Religious Education.
- manages its resources effectively in order to meet the school's aims.
- creates strong links between school, home, local community and the wider community.

Rationale

At The Holme CofE Primary School we give a great deal of thought to the values that we promote. Our Christian ethos is at the heart of everything we do. We regularly consider our core values and how the school sustains an ethos which supports the children as reflective learners, whilst securing learning and teaching of high quality. We are very much aware that society is faced with enormously complicated problems, which can make growing up a difficult process.

We build our values into our ethos and teaching in order to provide an excellent academic, social and spiritual education, preparing children for a responsive and contributive role in society.

There are ten principles of VbE that make values education impactful:

1. Establish and consistently use a common and shared values language across the school.
2. Use pedagogies that are values-focused and student-centred in all aspects of the curriculum.
3. Develop values education as an integrated curriculum concept, rather than as a programme, an event or an addition to the curriculum.
4. Explicitly teach values so that students know what the values mean and how the values are lived.
5. Implicitly model values and explicitly foster the modelling of values.
6. Develop relevant and engaging values approaches connected to local and global contexts and which offer real opportunity for pupil engagement.
7. Use values education to consciously foster intercultural understanding, social cohesion and social inclusion.
8. Provide teachers and support staff with informed, sustained and targeted professional learning and foster their professional collaborations.
9. Encourage teachers to be creative and to take risks in their approaches to values-based education.
10. Gather and monitor data for continuous improvement in values-based education

Our school values are ones which pupils will continue to develop and live by throughout their lives (Values for Life). We expect all of our pupils to work hard to behave according to these values and to aspire to uphold these values in all that they do during and beyond the school day.

We expect parents to behave according to our set of school values when visiting and being involved in our school. For example at pick up and drop off times, when entering the classroom, during any discussion or meeting, during concerts and assemblies and at all school events.

We expect our school governors to behave according to our set of values and to be mindful and respectful of them. For example during governors meetings, during governor visits, during school events and when representing The Holme at local meetings or events.

We expect all visitors to show regard to our values and to be respectful of them.

We nurture supportive and happy relationships throughout the school so that children look forward to coming to school and feel valued by those around them.

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 beautiful places to experience peaceful places and encourage them to value them.
- Pupils setting their own targets for their work and behaviour.
- Pupils involved in the assessment of their own work.
- Giving opportunities for decision making.
- Giving time in class for pupil to respond to some of the basic needs within us: friendship, love, co-operation and to clarify their understanding of values.
- Allowing children to sit and work in silence to think through their own thoughts.
- Helping children to be relaxed, 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.

Values for Learning

At The Holme, we believe that we need to develop learning values in order to achieve our goals to grow and learn. Underpinning our curriculum is the development of a growth mindset. We teach this explicitly (using stories, Brainology, neuroscience) so that children understand how their brains work when they learn and therefore value hard work and quality practice of the skills and knowledge they wish to learn. These activities develop the children's values of perseverance, resilience, commitment and hard work towards their learning. They are supported by the weekly assemblies led by the AHT.

Benefits for 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.

Our Statement of British Values

The Holme CofE Primary School is committed to serving the local community and its surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

The school, as an inclusive establishment, welcomes admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all and undertakes a variety of events and lessons to celebrate all. Such experiences, both inside and outside of the classroom, teach tolerance and respect for the differences but also the similarities in our local and national community and the wider world.

Through the curriculum we plan lessons, visits and learning experiences which make strong, explicit links to the British Empire. We actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Her Majesty's Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy'. The government defines these values as:

- Democracy
- Rule of Law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths

To promote these values:

We have an elected School Council where pupil voices are heard

Our collective worship calendar actively promotes these. We have visiting faith leaders who conduct weekly assemblies and we also attend the local churches at Harvest, Christmas and Easter. We use local places of worship for visits to enhance the curriculum.

We celebrate and support many local, national and international initiatives to promote the values of tolerance, empathy and challenge stereotypes.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service, etc. are regular parts of our calendar and help reinforce this message. In the broad and balanced curriculum that we deliver there is opportunity to discuss these.

Pupils are actively encouraged and supported to make informed choices, to know and exercise their rights and personal freedom, but safely for example through our E-safety policy.

Our Behaviour policy encourages tolerance and mutual respect.

As a whole school we have celebrated and marked special local and national occasions, for example, Remembrance Day.

Linked Policies

This policy should be read in conjunction with the school PSHE, SEAL and RE policies, as well as our Behaviour, Anti-Bullying and Learning and Teaching policies.

Headteacher:	Ruth Worswick	Date:	January 2016
Chair of Governing Body:	Jeff Batchelor	Date:	January 2016

Appendix 1

Implementing the Values Education Programme

The whole school community (children, staff, parents, governors) have chosen the 22 values which we consider most important to teach and live by. These are organised into a 2-year cycle and are a balance of Civic, Performance and Moral values. (See Appendix 2)

Values are introduced in Collective Worship by the Headteacher at the beginning of each month. They form the basis of the Headteacher's Collective Worship every Monday and those of the Parish Team on Tuesdays. Using stories, both religious and contemporary, the children become familiar with the language and ideas of the value and how it relates to their lives.

Each class has at least two Values lessons each month, giving children the opportunity to explore that month's value in more depth and in a practical way. We focus on the language of values, their impact on ourselves, on others and on our relationships.

All classes have an R time lesson on Monday mornings before playtime. These lessons promote the values of Respect and Courtesy, enabling the children to learn and play cooperatively.

We have high expectations of all our children and promote positive behaviours and the natural showing of values through praise and celebration. Our approach is to 'praise those behaviours we'd like to see more of' rather than focusing on the negative. We celebrate those who show their values without prompting, e.g. earning a place on the Values Tree, monthly Values Role Models, earning class Values Beads.

We aim for a calm, reflective atmosphere which facilitates contemplation. Then the children get to know themselves better and develop a sense of responsibility for their own lives and happiness. Our days are punctuated by 'pause to be' moments and given the children time for quiet reflection and an increased mindfulness of how they are feeling. Our 'no shouting' policy and use of chime bars to draw children's attention support this environment.

At the start of the year each class develops a class code of conduct, based on the values that are meaningful to them.

Opportunities are taken to discuss values throughout the curriculum and whenever the need arises to address particular values that the children are finding difficult.

As Holme staff, we try to live the values; we teach values best by being role models, thereby encouraging personal integrity, consideration for others and understanding different viewpoints. We have created a hard-working, welcoming, fun-loving school and daily show our children how to live and work together through the values of Friendship, Love, Unity, Forgiveness, Humour, Resilience and Commitment.

Values - November 2015

**Collated votes from: each class, staff, parents
Governors to view and agree final list**

	2015-2016	2016-2017
September	Respect	Aspiration
October	Resilience	Community
November	Hospitality	Forgiveness
December	Love	Peace
January	Truth	Fairness
February	Compassion	Humility
March	Empathy	Hope
April	Courage	Faith
May	Self-Control	Responsibility
June	Thoughtfulness	Thankfulness
July	Joy	Teamwork

*Courtesy and Respect are taught weekly through our R time programme

Values-based Education

Civic Values

These values and skills are necessary for engaged and responsible citizenship.

responsibility, community, teamwork, respect, peace, empathy, thoughtfulness

Moral Values

These values enable us to respond well to situations in any area of experience.

courage, self-control, compassion, thankfulness, humility, truth, fairness

Performance Values

Behavioural skills and psychological capacities that enable us to put our character habits into practice.

resilience, aspiration, forgiveness, hope, joy,

Christian Context

hospitality, community, compassion, faith, humility, love

Good Sense (Phronesis)

Knowing what to want and what not to want when the demands of two or more values collide. Good sense presupposes the possession of other intellectual values such as curiosity and critical thinking.

Flourishing Individuals and Society