The Meads Primary School

Values Education Policy

Values Education Policy Reviewed & Approved By: Richard Jenkins - Headteacher Next Review: Summer Term 2028	Staff Responsible: Richard Jenkins

Contents

Introduction 3
Rationale 3
Aims 3
Procedures 3
Values Cycle 4
Staff Responsibilities 4
British Values 5
Core Values 6
Values for Learning 6
Conclusions 6

Introduction

At The Meads 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 and to encourage freedom and openness. The whole staff team and all 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 by pupils, staff, governors and parents as values which are important within our diverse school community and which will be important throughout life.

Rationale

In our society, children are increasingly encouraged, through advertising, the internet and social media, to think of happiness as something which can be found simply in the material and physical worlds. They are generally encouraged to experience life in a world which is external to their inner selves. As a school community, we believe that the ethos of the school should be built on a foundation of values which encourage the development of a secure sense of self. Such Values-based education (VbE) empowers children to take responsibility for their own learning. Research shows that children develop academic diligence when they are involved with a Values-based school. They develop relational trust. They become articulate and able to talk freely and well. Through silence, quietness and reflectional techniques of the Values-based framework, children can understand much more deeply their work and their lives. From the social perspective, Values-based Education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society through, amongst other benefits, the development in children of the ability and desire to seek happiness through more intrinsic means.

(For further information on the benefits of VbE, visit www.valuesbasededucation.com)

Aims

Through the Values Education Programme we aim to:

- Raise standards by promoting a school ethos which is underpinned by a set of shared ideals and principles that guide thinking and behaviour, supporting the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere
- Improve behaviour and conduct 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, including 'Values for Learning' (see below)
- 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 during 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 parent meetings
- 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 and the environment as a whole

Procedures

- The Values Education Programme consists of two sets of 11 values to be introduced and developed over a two-year rolling programme, along with an additional value for each the associated summer holidays
- Each month a new value is introduced, developed and promoted by all staff in every aspect of school

- Assembly themes will be predominantly values based with religious festivals observed and a balance of different religions promoted in teaching the values
- 'Thinking Time', 'Silent Reflection' and 'Brain Breaks' will be used in addition to prayer in encouraging children to reflect upon values during assemblies and in classrooms
- Circle time and PHSCE lessons will be used as formal opportunities to discuss and promote values within each classroom with informal opportunities being utilised whenever possible, e.g. playtime. In addition, each month one, largely practical lessons will be planned and delivered focusing solely on that month's value, from which quality children's work, often for display, will be expected
- 'Values for Learning', intended to develop children's attitudes to work and provide strategies and skills to promote their resilience in the face of challenge, will be discussed and decided upon with each class at the start of each year. An appropriate 'Value for Learning' will then be promoted at the start of every lesson. A model list of 'Values for Learning' is included below
- Values are displayed, often in the form of children's work, in the school corridors, the school hall, elsewhere around the school and within each classroom with ways in which the value might be demonstrated, as discussed with pupils
- Values are promoted to parents and the wider community through the use of the weekly newsletter, in which each value is highlighted and explained, and through the use of the website which emphasises our values approach
- The Values Education Programme underpins the school's Behaviour for Learning and Pupil Wellbeing policy and our Collective Worship policy and is also closely linked to PSHCE, Philosophy for Children (P4C) and RE to further promote values

Values Cycle

Month	**Year A** (2026-27)	**Year B** (2027-28)
September	Kindness	Respect
October	Honesty	Caring
November	Positivity	Courage
December	Acceptance	Joy
January	Hope	Wellbeing
February	Love	Friendship
March	Responsibility	Resilience
April	Humour	Trust
May	Determination	Self-Belief
June	Freedom	Teamwork
July	Forgiveness	Democracy
August (family value)	Creativity	Aspiration

Staff Responsibilities

All staff at The Meads, no matter what their role, are expected to uphold the ethos of the school and therefore to accept and fulfill the following responsibilities:

- Ensure that the school's institutional values are consistent with VbE and the values that pupils are encouraged to develop
- Actively support and promote the whole school policy on values, led by the Value Co-ordinator and/or the Headteacher

- In teaching about values in the classroom, provide opportunities for personal reflection, moral discourse and appropriate activities which promote understanding and encourage the development of mindfulness; ensure that values are taught implicitly through every aspect of the curriculum
- Model values through their own behaviour and expect others to do the same
- Communicate with parents to ensure that they appreciate the school's values and to ensure that there is common understanding
- In dealing with the children, value them by:
    - Exercising patience and listening carefully to them
    - Speaking quietly and never shouting
    - Disapproving of poor behaviour, not of the child
    - Focusing on and emphasising the positive
    - Helping them in developing relationships
    - Supporting them to come to terms with difficulties and challenges when they arise
    - Keeping them safe

In this way, the following skills, attributes and character traits will be developed in and should be expected of the children:

- The ability to be helpful, polite and exercise good manners towards everyone in school
- The ability to speak quietly, respectfully and politely to others and respect their property
- The ability to listen carefully to, and think about what, others are saying
- The ability to be still and to reflect, and to recognise the benefits of doing so
- The ability to express feelings constructively, thereby learning to manage feelings and resolve conflicts through understanding and discussion
- The ability to articulate clearly in order to enhance communication skills
- The ability to walk quietly about the school building
- The ability to develop positive attitudes towards work and play
- The ability to accept personal responsibility for their actions
- The ability to show resilience in the face of challenge

British Values

The DfE have recently reinforced the need ***"to create and enforce a clear and rigorous expectation on all schools to 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."***

The government set out its definition of British values in the 2011 Prevent Strategy. At The Meads fundamental British values are promoted through VbE and the curriculum. They are reinforced regularly through the procedures detailed above, and through the inclusion in our Values Cycle of Values such as Respect, Tolerance/Acceptance, Freedom, Democracy and Responsibility. Links are made to British values during Values lessons, as well as through PSHCE, RE & e-safety lessons. Links are also made, for example, during assemblies, through our use of the Pupil Questionnaire, through negotiation with children on class Codes of Conduct, as part of our Behaviour Management Reward System and through the process of deciding upon our School Values at the start of each Values Cycle. Children also develop their understanding and knowledge of fundamental British values in the following ways:

- School Parliament elections and procedures support children in developing an understanding of how citizens can influence decision making through the democratic process
- Through clear expectations and boundaries in school, children can develop an appreciation that having rules keeps everyone safe. This, coupled with visits from our local community police officers, develops the understanding that living under the rule of law protects individual citizens and is essential for their well-being and safety

- Promoting values such as harmony, unity, acceptance, trust and tolerance supports the development of an understanding that the freedom to choose and hold other faiths and beliefs is important in a civilized world and is protected in law. Such values also develop children's acceptance that other people having different faiths and beliefs (or none) should be accepted and tolerated, and that we can all live harmoniously together
- Through our VbE, children develop appreciation of fairness, friendship and empathy, understanding what discrimination and unfair behaviour look like and how to combat them.

Core Values

Staff at The Meads have chosen 5 values which they believe are the most important to be demonstrated by adults and instilled in children at the school. These are our Core Values – **Respect, Responsibility, Resilience, Kindness and Joy** – and they feature prominently in our school vision, as well as being represented in every two-year cycle of monthly values.

To help the children and staff at The Meads to show these values through their own conduct and behaviour, and thereby provide a role model to all, we have developed a set of expectations for each. For children, these are exemplified under developmental headings of Bronze, Silver and Gold levels and are displayed throughout the school. These are used by adults in school to discuss how well (or otherwise) children are progressing in terms of becoming a values-based person, as well as providing a set of success criteria for children to work towards. For staff, descriptions of the qualities and attributes expected of an adult exemplifying each are listed under headings of Essential and Desirable, are available to all staff, and are intended to enable us to hold each other to account around how we demonstrate each value through, for example, the school's Performance Management procedures.

Values for Learning

'Values for Learning' are a set of values chosen by the staff and pupils, specific to improving the capacity of children to learn and develop academically. Teachers are encouraged to create a list of such values for their own class which can then be displayed and referred to each day, at the start of each lesson, with one value being chosen as an area of development for that lesson and written on the board. Such values may overlap with the list of monthly values, but will also include others that do not appear on the list. Values for Learning could include the following:

Enjoyment	Determination	Independence	Perseverance
Curiosity	Co-operation	Engagement	Communication
Reciprocity	Self-belief	Motivation	Reflectiveness
Persistence	Teamwork	Accuracy	Courage

Conclusions

The approaches outlined in this policy describe how VbE and our school values form the foundations of the work we do in school. We actively promote good inter-personal and community relations and recognize diversity as having a positive role to play within the school. All staff foster a positive atmosphere of mutual respect and trust among adults and children from all ethnic groups and ranges of ability. Our staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality. Our values teaching takes account of religious, cultural and ethnic differences, special educational needs, disability, and the experiences and needs of Traveller pupils, refugees and asylum seekers' children, providing a positive, purposeful and enjoyable education experience for all.