



Policy	Values Education Policy
Responsibility of	Senior Leadership Team
Reviewed by	GH
This Review Date	July 2019
Next Review Due	July 2022
Ratified by Governing Body on	2.7.19

**NB: In this document reference to Values, includes the school Values (Programme British Values 2014) and Fundamental British Values**

## **INTRODUCTION**

We believe every individual is valued for who they are and what they contribute to the school. The Values Education Programme, together with the British Values (as set out in the Prevent strategy 2011) is intended to support the personal, social and spiritual development of every pupil throughout the school. The whole staff team and all pupils are involved in promoting Values and recognising where others are 'living the Values'. The Values have been carefully selected as being important to the ethos of the school community and throughout life.

## **AIMS**

Through the Values Education Programme we aim to:

- Improve behaviour and conduct by developing strong Values within pupils at the school.
- Develop pupils understanding of the importance of values in life.
- Encourage children to 'live the Values' in all aspects of their lives both in school and out in the wider world.
- Promote the Values to pupils in every aspect of school.
- Promote Values in the way in which adults interact with each other and with pupils.
- Display our school Values around the school.
- Encourage parents to support the programme at home by promoting the 'Value of the month' to parents in newsletters.
- Values promoted on the school website.

## PROCEDURES

- The Values Education Programme consists of two sets of 12 values over a two year rolling programme.
- Each month a new Value will be introduced through an introductory assembly, then developed and promoted by all staff in every aspect of school life.
- Assembly themes will be predominately Values based and will encourage children to uphold the values in every aspect of their lives. These values may be represented through different religions and cultures.
- 'Thinking Time' and 'Silent Reflection' will be used to encourage children to reflect upon Values during assemblies.
- Circle time and PHSE lessons will be used to discuss and promote Values within each classroom.
- During the final Circle Time of a monthly Value, teacher and pupils will select one pupil who has risen to the challenge of 'Living the Value' for that month and a Value wristband will be awarded to that child which they can keep.
- Values are displayed around the school, the school hall and within each classroom with ways in which the Value might be demonstrated, as discussed with pupils
- The Values Education Programme underpins the school Behaviour Management and Collective Worship policies and is also closely linked to RE, PSHE and Circle Time with links being made by teachers to further promote Values.

## BRITISH VALUES

As previously indicated in this document, the DfE have 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.”***

### Democracy

Pupils have many opportunities for their voices to be heard. There is a Pupil Parliament which meets regularly to discuss issues raised in class. The Pupil Parliament has its own budget and is able to genuinely affect change within the school. Regular questionnaires enable pupils to voice their opinions on topics such as school lunches, playground activities and also how the schools assesses work. There is also a peer mentor group that operates within the school and who meet regularly.

### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country are consistently reinforced throughout the school day, including assembly times. Pupils are taught the value and reasons behind laws; that they are to protect us and keep us safe. They are also taught the consequences that arise if they are broken. Planned visits from such authorities as the Police and Fire Service reinforce these messages.

### Individual Liberty

Within school pupils are encouraged to make choices knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our young people so that they can make appropriate choices. Pupils are encouraged to know, understand and exercise their rights and personal choices and how to stay safe, through for example E-Safety and PSHE lessons. Pupils are offered choices in their extra-curricular opportunities that are made available for them to choose from during lessons through learning challenges and out of school through the wide range of extra-curricular

opportunities.

### **Mutual Respect**

Self-respect as well as respect for other people and the environment is at the heart of our school and its Values. Pupils learn that their behaviours have an effect on their rights and those of others. All members of our school community treat each other with respect.

### **Tolerance of those with Different Faiths and Beliefs**

Through Circle Time, assemblies, RE and PSHE lessons activities are planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Pupils visit local places of worship that are important to different faiths.