



Values Education Policy

Autumn 2017



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Context

Values are principles that drive behaviour, they influence our actions and attitudes and become a framework for living. Values are closely connected to who we are and how we think of ourselves. Our sense of values begins with beliefs about oneself and what is important in one's life. They reflect our personal concerns and preferences, they help us to frame our relationships with others and as we mature we need to develop moral values that help us make sense of increasingly complex relationships with other people. We need to become aware of the thoughts and feelings of others, to think about other peoples' experiences and to develop empathy.

At Rhodes Avenue Primary School (hereafter referred to as the school) education means developing pupil knowledge through a broad and rich curriculum provision and it also means the development of values. Knowledge deals with 'what is' whereas values education deals with 'what is good or bad' and 'what ought to be'.

Our Ethos

The school believes that pupils need opportunities to think about and explore personal, moral and social values. Talking, discussing and thinking about values aids self-understanding and these are important opportunities for nurturing the moral self.

By providing a positive ethical environment our pupils will develop a set of social skills that when they are faced with difficult decisions and moral dilemmas, they will see that there are real choices to be made about what to think and do and that they have the power to make those choices and to make a difference in the world.

Our Aims

The school aims to blend fundamental British Values:

- Democracy;
- Rule of Law;
- Individual Liberty;
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

with the school's own core values so that pupils will:

- demonstrate an understanding of right and wrong based on their own moral code;
- think through the consequences of their own and others' actions;
- share, discuss values and principles to live by and to act in accordance with them;
- recognise the responsibilities associated with individual liberty;
- show consideration for the feelings and beliefs of others, through empathy, concern and compassion;
- embrace diversity, to accord dignity and have a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- understand the rights and responsibilities of individuals and the role and importance of democracy and the rule of law;
- challenge unfairness, poverty, aggression, greed, narrow self-interest, fanaticism, injustice, intolerance, racism, sexism and all forms of discrimination.

What are values?

They are beliefs or principles which determine our attitude to, and guide our judgement of, our behaviour and the worth of things, including what is right and wrong, good or bad, important or unimportant.

In the face of competing viewpoints – the internet, social media, post truth, news media, peer group pressure – our pupils need to develop for themselves a set of socially acceptable values and principles as guidelines for their own behaviour, whilst realising that others may have different values and opinions. They need to develop a set of guiding beliefs that will help them to make up their own minds up on the range of problems and decisions they will face in life.

Values can be sub-divided into the following categories:

Personal values (relate to the self)

- understanding of oneself, one's character, strengths and weaknesses;
- self-control, self-respect and self-discipline;
- perseverance in making the most of one's talents and abilities
- growing self-confidence to stand up for what is right;
- taking responsibility for the way we lead our lives.

Moral values (our relationships with others)

- respect for others, irrespective of race, gender, social group or ability;
- choosing the correct path - what is right or wrong, good or bad;
- care for others and the exercise of courtesy towards them;
- loyalty, trust and friendship;
- cooperation with others and the ability to share;
- patience, tolerance and the ability to resolve conflicts peacefully.

Social values (for the good of society)

- truth, justice freedom, equality and human rights;
- respect for justice and the rule of law;
- recognition of the importance of love and commitment;
- responsibility as active citizens within a democracy;
- concern for maintaining a sustainable environment.

Which Core Values do we teach?

In addition to teaching British Values we teach the following values on a rolling two-year cycle:

- Helping others;
- Friendship;
- Patience;
- Courage;
- Ambition;
- Sharing;
- Cooperation;
- Empathy;
- Fairness;
- Forgiveness;
- Kindness;
- Loyalty.

These values are not a definitive list because they will expand, change and adapt to our teaching and learning but they form our core foundation for values education.

Embedding Values

To support our pupils to develop a set of guiding beliefs they will receive opportunities to articulate values and ideas, to compare their values and beliefs with others, identify common ground, examine evidence and reason before coming to a conclusion, discuss differences and make informed choices and resolve conflict - they will receive moral ideas and concepts through the following:

- The National Curriculum;
- Class Topics;
- School Assemblies/Collective Worship;
- Spiritual, Moral, Social and Cultural (SMSC) Skill Ladders;
- PSHE scheme of work;
- Philosophy for children (P4C);
- Key texts and stories;
- Our pastoral care;
- School ethos;
- School Council representation;
- Conferring of pupil responsibility;
- School community modelling values and morals.

Links to other documents and policies

- SMSC Skills Ladders;
- SMSC Assessment Matrix;
- Foundation Subject Policy;
- Equalities Policy;
- Prevent Policy;
- Behaviour for Learning Policy;
- Collective Worship Policy;
- The School Self Evaluation Form;
- Curriculum Map;
- End of Year Expectations Matrix;
- Annual Report to Parents and Carers.

Equalities

Rhodes Avenue will ensure that it complies with its duties under the *Equality Act 2010* and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

Complaints

Any complaints about the application or operation of this Policy will be dealt with in accordance with the School's Complaint's Policy which can be downloaded from the school's website or hard copies can be collected from the school office.

Procedures for policy monitoring/review and dissemination

All members of staff and governors will receive a copy of this policy. Copies can be downloaded from the school's website and hard copies are available on request from the school office. This Policy has been approved by the Governing Body and the School Leadership Team and it will be reviewed in line with the school's *Policy Schedule*.

Staff/persons responsible:

Headteacher
Deputy Headteacher
Curriculum Committee