



Values Education Policy for Pixies Hill Primary School

Date of Policy	Autumn 2024
Review Date	Autumn 2025

Aim

At Pixies Hill 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.

What is a Value?

The children defined a Value as 'How we are with each other'. (revised autumn 2024)

The parents defined a Value as 'A set of positive qualities which we live our lives by and relate to each other'. (revised autumn 2024)

The school defines a Value as 'A quality which helps us guide our thoughts and actions'. (revised autumn 2024)

Rationale

At Pixies Hill Primary School we realise that during recent years a great deal of national and local effort has been rightly directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be emotionally intelligent, articulate learners. Values Education supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. As a whole school community we believe that the ethos of the school should be built on a foundation of values. The values we focus on (in no particular order) are:

Empathy

Responsibility

Love

Resilience (revised from Perseverance Autumn 2024)

Positivity

Resourcefulness

Kindness

Politeness

Teamwork

Friendship

Respect (revised from Consideration Autumn 2024)

Honesty

Courage

Inclusion

Quality

Humility

Patience

Thoughtfulness

Self Belief

Forgiveness

Generosity

Gratitude

These are addressed directly through whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum. Our Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable,

educated and emotionally intelligent adults. We also expect our staff, governors and parents to support, adopt and live by the values to the best of their ability.

Teaching and Learning

The fundamentals of Values Education at Pixies Hill are:

- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the Values Leader (Headteacher)
- A programme of school assemblies that introduce and explore different values throughout the Year. A different value will be introduced each month.
- Discussions about values in the classroom through PHSE lesson. These sessions provide opportunities for personal reflection, honest discussions and appropriate activities which promote understanding.

Teaching and Learning about Values takes place in the following ways:

- By teachers explaining the meaning of the value.
- By pupils reflecting on the value and what it means to them and their own behaviour.
- By pupils using the value to guide their own actions.
- By staff modelling the value through their own behaviour.
- By ensuring that values are taught implicitly through every aspect of the curriculum.
- Through the work of the School Council.
- By involving all staff, governors and parents in the values programme, through newsletters which explain how school and home can work together to promote positive values

Children's Needs

In order for the school's purpose to be effective and for the values to be meaningful to the pupils, the staff understand that the basic needs of children are:

- To be loved.
- To feel secure and know clearly what is expected of them.
- To be valued.
- To have a balance of activities - active/passive; quiet/talking; communicating/reflective; taught skills/exploratory work.
- To have help to develop relationships.
- To develop self-awareness, emotional intelligence and a knowledge of the world outside of themselves.
- To have creative experiences.

Teacher Conduct

In order to try to meet the needs of children, staff are consistent in their own behaviour and in their expectations of the children. They:

- Value all the children.
- Display great patience and listen carefully to children.
- Focus on and emphasise the positive.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Are valued by the governors and the community.
- Communicate with parents, whenever possible, to ensure that they appreciate the school's values and to ensure that there is a common understanding.

Pupil skills

Throughout the school the development of the following skills which contribute towards reflective thinking about values are encouraged:

- Displaying politeness and good manners to everyone in school.
- Speaking quietly where appropriate, and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- Stillness and being comfortable in silence.
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion, understanding and practise.
- Articulating thoughts clearly in order to enhance communication skills.
- Walking quietly about the school building.
- Developing positive attitudes to work and play.
- Accepting personal responsibility for actions.
- Care and respect of other people's property.

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 environmentally beautiful places to experience peaceful places and encourage them to value them.
- Pupils are involved in the assessment of their own work and in setting their own targets for their work and behaviour.
- 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.
- Allowing opportunities for children to sit and work in silence to think through their own thoughts.
- Opportunity for role-play so that skills associated with negotiation, cooperation and assertiveness are developed. This helps children to understand the potential consequences of giving way to peer pressure.
- Opportunities to do community projects which will reflect values (e.g. children making tea, litter picking, harvest gifts to community).

Conclusion

The approaches outlined in this policy describe how Pixies Hill Primary School uses core values as a basis for its work. 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 on a daily basis. Finally, our hope for the future is that by engaging with other schools and agencies, we can endorse Values education in order to promote the importance of core values throughout the wider community.