**POLICY STATEMENT FOR VALUES EDUCATION AT
BENARTY PRIMARY SCHOOL**

Aim

At Benarty 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 school community.

Rationale

At Benarty Primary School we give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. As a school community we believe that the ethos of the school should be built on a foundation of values. The values very much underpin the school vision of our learners, our school, our community our future.

The values we focus on are:

- Ambition
- Success
- Perseverance
- Inclusion
- Respect
- Empower

These are at times addressed directly through lessons and assemblies but also permeate the whole curriculum. Either way, they are the basis for the social, emotional and intellectual understanding 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 self-regulate accordingly.

Teaching and Learning

The elements of Values Education are:

- Ensuring that the school's values are consistent with the values that pupils are encouraged to develop.
- The active promotion of a whole school policy that has the support of all the staff and is led and monitored by the Headteacher.
- A programme of school assemblies that introduce and explore the different values. Pupils are encouraged to be actively involved in exploring their understanding of values.

- Direct teaching about values in the classroom. These sessions provide opportunities for personal reflection 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 Pupil Voice
- By involving all staff, parents and stakeholders in the values programme through communication 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 respected
- 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 and a knowledge of the world outside of themselves.
- To have creative experiences, including external exploration and internal reflection.
- To be fully involved in the process of education.

Teacher Behaviour

In order to try to meet the needs of children, staff try always to be 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.
- Face reality and help pupils to come to terms with difficult issues as they arise.
- Only disapprove of poor behaviour, never the child.
- Try to make time for one another.
- Are mutually supportive.
- Speak quietly and avoid shouting.
- Have a good sense of humour.

- Communicate with parents 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 to reflective thinking about values are encouraged:

- Displaying helpful politeness and good manners to everyone in school.
- Speaking quietly and politely to others.
- Listening carefully to and thinking about what others are saying.
- Reflection.
- Empathy and tolerance.
- Using imagination.
- 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 soft and reflection corner/area in the classroom and on in the school environment
- 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 need and clarify their understanding of values.
- Allowing children time to have their own thoughts.
- Helping children to be relaxed but focussed on their activities.

Benefits for the Pupils

The benefits that come when children are expected to be reflective about values are:

- Children responding 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
- 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.

Conclusion

The approaches outlined in this policy describe how the 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 in the community.