



**KNOWLES PRIMARY SCHOOL**  
**VALUES GUIDELINES**  
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# KNOWLES PRIMARY SCHOOL VALUES GUIDELINES

## INTRODUCTION

Our Values guidelines supports us to think about the kind of people we aspire to be and the education we aspire to. It supports children and young people to learn about human diversity, and instil in them knowledge, skills and attitudes they need to live together.

## GUIDING PRINCIPLES

In fulfilling the legal obligations, Knowles Primary School is guided by the following considerations.

### **VALUES UNDERLYING PUBLIC LIFE ARE BROADLY THE SAME IN ALL DEMOCRATIC COUNTRIES**

Values underlying public life in the UK have been summarised as ‘including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs’ (DfE 2012). It is important that pupils should appreciate that such values are not unique to the UK but on the contrary are at the basis of the Universal Declaration of Human Rights and are respected in a very wide range of countries throughout the world.

### **EACH COUNTRY HAS ITS OWN HISTORY AND CONTEXT**

Although values underlying life are broadly the same in all democratic countries, each country has its own traditions, customs, symbols, narratives and history. It is important that children and young people learn about how universal values are implemented within their own country, and about how their own country has developed in its understandings and priorities over time. In UK schools, for example, it is important that pupils learn about the distinctive traditions of their nation, as also of the UK as a whole.

### **NO ONE IS JUST ONE THING**

Although it is important that young people in the UK should feel they belong here, all have other loyalties and affiliations as well. They not only belong to the UK, for example, but also to a family, a neighbourhood, various interest and friendship groups, and various worldviews and outlooks, which transcend national boundaries. Our tasks as educators are to help young people to hold their various loyalties and affiliations in balance, and to critique and appreciate them accordingly.

### **ALL PUPILS NEED A SENSE OF BELONGING**

It is essential to help pupils feel that they belong to the school, to their neighbourhood and to the county as a whole. This means recognising important aspects of their identity, experience and personal stories, and the identity, experience and personal stories of their family and community.

## **NEGATIVE AND DEMEANING STEREOTYPES MUST BE CHALLENGED**

In UK society as a whole there are negative stereotypes of certain communities and groups, and these can harm relationships and trust in our school and its neighbourhood. We need to be alert to, and to take a critical attitude towards, negative views in the media, including social media, towards minorities in UK society.

## **VALUES ARE FREQUENTLY CONTROVERSIAL**

In the UK as in all countries there are differences of opinion about what universal human values entail should entail in practice. For example, there are differences between political parties and between the views expressed by national newspapers. It follows that our task in school, is often to develop attitudes and open-mindedness and skills in critical thinking rather than to promote a specific opinion on an issue about which society is currently divided. We need to provide safe spaces where pupils can clarify their thoughts through reflective conversation, without fear of being harshly judged.

## **UNDERSTANDINGS OF BRITISHNESS SHOULD BE INCLUSIVE**

Assumptions about what constitutes or doesn't constitute Britishness or national identity must be subjected to ongoing critical examination. We aim to foster exploration and discussion of Britishness in an inclusive way, which embraces diversity and acknowledges the multiple ways of connecting with British society.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

We believe that Spiritual, Moral, Social and Cultural development is the heart of education; helping pupils grow and develop as people so they will engage fully in learning and develop into citizens who actively and positively contribute to society.

Pupils are taught:

### **SPIRITUAL DEVELOPMENT**

- Building an awareness and nurturing one's self
- Developing respect for ourselves and awareness of others
- Having a sense of enjoyment/fascination

### **MORAL DEVELOPMENT**

- Understanding difference between right and wrong
- Understanding how actions have/receive consequences

### **SOCIAL DEVELOPMENT**

- Using a wide range of skills together in different contexts

## CULTURAL DEVELOPMENT

- Understanding, celebrating and accepting difference

## FUNDAMENTAL 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
- Mutual respect and tolerance of those with different faiths and beliefs

At Knowles Primary School, British values are promoted through our own school values

They are reinforced regularly through the procedures detailed above, and through the inclusion of values such as Respect, Tolerance, Freedom and Responsibility. Links are made to British values during assemblies and lessons as well as through Mindspace, PSHE, RE & e-safety lessons. Children also develop their understanding and knowledge of fundamental British values in the following ways:

- School Council 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 should be accepted and tolerated, and that we can all live harmoniously together.
- Mindspace at the start of each day and intervention groups aims to remove barriers to learning through enabling children to; raise their own self-esteem, build confidence, bring about inner peace and balance, bring about positive changes in behaviour, bring about emotional strength and immunity to criticism and hurt, change how children feel about themselves, change how children feel about others and change how children feel about the world and their place in it.
- Through our values, children develop appreciation of fairness, friendship and empathy, understanding what discrimination and unfair behaviour look like and how to combat them.

## **OUR VALUES**

**We ask for help and help each other  
We are confident to be ourselves.**



**We listen to each other  
We talk to each other  
We are kind and calm and look after each other**



**We work hard and when things get difficult, we don't give up  
We make people feel welcome**



**We set ourselves goals  
We learn from our mistakes**



**We work together  
We make memories with each other**



**We take pride in what others and ourselves do well**



**We look after our school and make it an enjoyable place to be.  
We are good role models and make good choices.**

## AIMS

We expect our children to live these values every day and all adults in school are expected to model these values to the children. We do not do a 'value of the week' or similar, because all values should form how you behave daily.

Our Values are displayed clearly and proudly in every classroom and referred to throughout the day. Our values link to our behaviour policy and children are expected to display these learning behaviours to remain on 'green' children who do not display the school values are moved down the ladder (see behaviour policy).