Values policy (including Fundamental British Values)

At Southfield Primary School every individual is valued for who they are and what they contribute to the school. The Values Education Programme 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 developed through the Values Education Programme have been selected by pupils and staff as values which are important within the school community and which will be important throughout life.

AIMS
Through the Values Education Programme we aim to:
- Develop our pupils as citizens, contributing positively to their community and the world
- Improve behaviour and conduct by developing strong values within the pupils at the school
- Develop pupils understanding of what values are and why they are important in life
- Encourage children to ‘live the values’ in all aspects of their lives both in school and out
- Promote 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 and encourage all visitors to take account of them in their time in the school
- Encourage parents to support the programme at home by promoting the ‘value of the month’ to parents in newsletters and assemblies

PROCEDURES
- Values Education consists of two sets of 11 values over a two year rolling programme
- Each month a new value is introduced through a whole school assembly led by the Headteacher with follow-up discussions taking place in class
- Further understanding of the value in the context of the school and the wider community is developed through assemblies and through the value being promoted by all staff in every aspect of school life
- Assembly themes will be predominantly values based with religious festivals observed and a balance of different religions promoted in teaching our values
- ‘Thinking Time’ and ‘Silent Reflection’ will be used in addition to prayer in encouraging children to reflect upon values during assemblies and in classrooms
- Circle time and PHSE lessons will be further opportunities to discuss and promote values within each classroom with informal opportunities being utilised whenever possible, e.g. playtime
- Values are displayed in the school hall and within each classroom. Posters suggesting ways in which the value might be demonstrated are displayed throughout the school and are discussed with pupils
- Values are promoted to parents through our weekly newsletter with each month’s value highlighted and explained
- Values are promoted to the community through our website which highlights our values approach
- The Values Education Programme underpins the school’s Behaviour and Collective Worship policies and is also closely linked to RE to further promote values
- Values based thinking is applied to all school policies, systems and procedures including the Staff Handbook and Code of Conduct

**BRITISH VALUES**

Fundamental British values are promoted through values based education and the curriculum. Children 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. Resilience and acceptance develop children’s understanding of how to accept the result of an election whether they agree with the result or not
- Through clear expectations and boundaries in school, children develop an appreciation that having rules keep everyone safe. This, coupled with close links with our local community police officers develops the understanding that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- Promoting values such as harmony, unity, acceptance 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 or beliefs should be accepted and tolerated, and that we can all live harmoniously together.
- Through values based education, children develop appreciation of fairness, friendship and individuality, understanding what discrimination and unfair behaviour looks like and how to combat it.

**VALUES**

<table>
<thead>
<tr>
<th>Month</th>
<th>Year A (even years – Sept 2016 etc.)</th>
<th>Year B (odd years – Sept 2017 etc.)</th>
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<tbody>
<tr>
<td>September</td>
<td>Hope</td>
<td>Faith</td>
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<tr>
<td>October</td>
<td>Respect</td>
<td>Harmony</td>
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<tr>
<td>November</td>
<td>Unity</td>
<td>Friendship</td>
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<tr>
<td>December</td>
<td>Appreciation</td>
<td>Courtesy</td>
</tr>
<tr>
<td>January</td>
<td>Humour</td>
<td>Reliability</td>
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<tr>
<td>February</td>
<td>Love</td>
<td>Patience</td>
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<tr>
<td>March</td>
<td>Honesty</td>
<td>Positivity</td>
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<tr>
<td>April</td>
<td>Individuality</td>
<td>Integrity</td>
</tr>
<tr>
<td>May</td>
<td>Resilience</td>
<td>Determination</td>
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<tr>
<td>June</td>
<td>Fairness</td>
<td>Teamwork</td>
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<tr>
<td>July</td>
<td>Tolerance</td>
<td>Acceptance</td>
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