



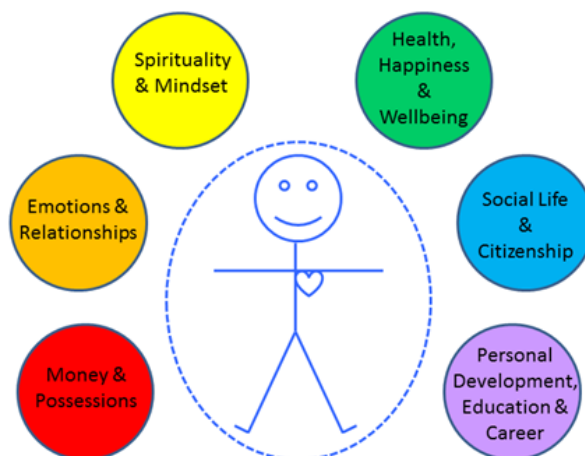
NEWSLETTER 54 - SPRING 2023

Values Literacy – vital for thriving

Our values define each of us as individuals, the groups and organisations in which we are involved and our nations. VALUES LITERACY can be considered as understanding how to choose and use values so as to think, make choices and behave in purposeful ways that energise the person or group, making the achievement of goals more likely.

The conscious application of carefully considered values is empowering. It's conducive to consistency and living authentically in accordance with what those involved believe can make tangible, enriching differences, especially to the happiness and wellbeing of all living things and the long-term health and beauty of our planet.

Our work as the Human Values Foundation provides resources and training that enable those teaching, guiding, mentoring and raising young children to deepen their understanding of their own values, other people's values, the values influencing society and the values affecting the environment. Our guidance and materials support role models so they become better positioned to choose and skilfully apply appropriate values within different contexts - be they at home, in school or in their wider communities – and positively impact real-life situations.



Good, systematic values education can make profound and lasting differences to the **S**piritual, **P**hysical, **I**ntellectual, **E**motional and **S**ocial dimensions of children during critically formative years. Our integrated '**SPIES**' approach is a reason the HVF has long been considered '*a beacon of light in the education sector*'.

The environment in schools remains extremely difficult for anyone looking to introduce new educational initiatives and resources, with pressure on teachers' time still very intense against a background of strikes and other industrial action. However, due to the enthusiasm and perseverance of our team, we are beginning to make further good progress, with some promising avenues opening up, including collaboration with, for example, Islington Borough Council's School Improvement Service; Hannah Wilson, director of [Diverse Educators](#); and Hannah Partis, Education Programme Development Co-ordinator for [Family Links](#). We hope to tell you more about projects like these after the coming Summer and Autumn terms.

TEACHERS' VALUES LITERACY IMPACTS LEARNERS' LIFE PROFICIENCY

The **VALUES** of a school's Senior Leadership Team:

- **determine the achievements of the school**
- **impact the quality of teaching**
- **profoundly affect the achievements of the children.**



V	Vision
A	Attitude
L	Love
U	Understanding
E	Education
S	Service



VALUES	
Arts	
English, Communications & Languages	
History, Geography & Social Skills	
Mathematics	
Physical Development, Health & Wellbeing	
Biology, Chemistry, Physics & Computer Science	
Religious Education, Spirituality & Beliefs	



THE BIG THINK – empowering children for life

Growing numbers of schools, their staff, children and caregivers are taking pleasure in all the transformative changes that flow from our multi-media, experiential learning programme [THE BIG THINK](#). Drawing on and sharing the experience we have gained since being established in 1995 and with the expertise of our Curriculum and Programme Developer, Sarah Pengelly, we are continuing with our tradition of working with teachers to provide training and toolkits that advance the quality and effectiveness of both teaching and learning.

THE BIG THINK: advancing teaching and learning

The Big Think TRAINING:

- * revitalises practices
- * expands CPD & SEL skills
- * promotes collaboration

The Big Think RESOURCES:

- * develop **CAPABILITY**
- * create **OPPORTUNITIES**
- * increase **MOTIVATION**

enabling the whole school community to **THRIVE**

- ✓ SMSC
- ✓ RSHE
- ✓ PSHE

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The Big Think LEARNING:

- * encourages exploration
- * nurtures growth mindsets
- * strengthens individuality

The Big Think APPROACH:

- * fosters cohesion
- * honours diversity
- * celebrates humanity

THE BIG THINK programme comprises 60 action-packed, values-themed Assembly and Lesson kits for ages 5 to 7 and a further 60 for ages 7 to 11. They gradually enable schools to fulfil expectations for high quality Spiritual, Moral, Social and Cultural (SMSC) provision, the statutory curriculum for Relationships, Sex and Health Education (RSHE) and wider Personal, Social, Health and Economic (PSHE) education.

Teachers delight in how our training is filling a recognised gap in their skillsets – building their confidence in facilitating sessions that help to meet the worrying, heightened social and emotional needs of so many of their pupils. The engaging content and intentional structure of the modules means teachers can blend cognitive learning with essential life skills learning – all the while capitalising on teachable moments that can crop up at any time - so that whatever children’s backgrounds, they can fulfil their potential and lay foundations that are conducive to maximising their education opportunities.

The Big Think’s process can help prevent gaps in learning from opening and then widening. The Department for Education has reported that by the age of five, the attainment levels of children from disadvantaged backgrounds are, on average, four months behind their better off peers and such gaps can double by the end of primary schooling. During training sessions, Sarah Pengelly has noticed that, particularly for several Reception children, their social, emotional, language and communication skills are well behind what is expected for their age.

As the [‘Shaping Us’](#) campaign supported by the Princess of Wales demonstrates, the early years from birth to five are critical for making a difference to long-term attainment outcomes, especially for socio-economically deprived children. Small wonder that staff in schools with a Reception year are pleased to find that 15 of The Big Think packs for ages 5 to 7 are Reception friendly – *but they want us to supply many more!* We are actively working on this.

Personal Social and Emotional Development (PSED)

Personal, Social and Emotional Development (PSED) is fundamental for learning. Studies have consistently demonstrated that there is a higher prevalence of PSED needs in socially disadvantaged communities. There is profound concern about the number of ‘lockdown children’ now growing up in the shadow of the pandemic with inadequate PSED skills.

Our stimulating, whole-child approach to the long-term development of children progressively nurtures their wellbeing, language and literacy competencies along with essential social and emotional skills, improving the likelihood of maximising academic attainment and enabling the individual learners to grow into well-balanced, socially-responsible members of society.

THE BIG THINK: experiential learning that builds a toolkit of life skills for ages 5-11

Self-awareness

Exploring feelings, thoughts, values & strengths



Self-management

Handling emotions, time, inner qualities & aspirations

Social awareness

Looking into diversity, equity, inclusion & humanity

Responsible decision-making

Solving problems, collaborating & evaluating options

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- ✓ SMSC
- ✓ RSHE
- ✓ PSHE

Relationship skills

Being caring, kind, supportive, generous & sharing



The transformative differences grants make

We value the grant from The Foyle Foundation that supported some of our core costs during the challenging Autumn term. It enabled us to modify our training to better meet the evolving needs of teachers. Many require additional expertise so they can facilitate 'soft' PSED skills learning alongside their traditional imparting of knowledge for academic subjects.

We are also very grateful for donations from The Barleycorn Trust, the Catherine Cookson Charitable Trust, the Charlotte Marshall Charitable Trust, the Enid Slater Charitable Trust, The Four Barrows Foundation, the Joan Ainslie Charitable Trust, The Shanly Foundation and The 29th May 1961 Charitable Trust. The intensification of pressure on school budgets with the rising cost-of-living crisis has meant that thanks to this funding, some headteachers, with their school in an area of hardship in England but eager to make PSED skills a priority, have been able to take up a year's subscription for THE BIG THINK and associated training at subsidised, affordable rates. Without this funding, thousands of children would not now be enjoying all the empowering feel-good factors that flow from high quality, systematic, holistic education.

Supporting the HVF

A BIG thank you to the trustees of The Allen Charitable Trust, The Tony Metherell Charitable Trust and the grant makers mentioned earlier, as well as all who wish to remain anonymous and those who have generously made donations and subscribed as Members and Friends since our last newsletter, including: Jill Bell, Brenda and Norman Clark, John de Burgh Miller, Ruth and Mike David, Bryan and Winkie Harrison, Iain Lee, Tim Lipscomb, Adrian Price, Mike Roberts, Nigel Shamash, Geoffrey and Ann Steinberg, Polly Stone and Maureen Watson. Your gifts mean our team can further what teachers consider is our forward-thinking, inspirational and motivational work.

AND FINALLY ...

As ever, we value your comments, suggestions and ideas about how we might win sponsorship for our various ongoing endeavours. Do let us know if you would like any information about The Big Think programme to share with your family members, friends, colleagues, potential subscribing Friends of our charity and others. Just contact:

Rosemary Dewan, Human Values Foundation,
The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Alternatively ring 01403 259711 or e-mail: yes2values@hvf.org.uk.

The charity's website is: www.humanvaluesfoundation.com.

The Big Think's website is: www.the-big-think.org.

The HVF team wishes our readers a healthy and refreshing summer.

Patrons: Sir Michael Morpurgo, OBE, FRSL, FKC, DL;
Prof Kamran Mofid, PhD; Dr Kevin Auton, PhD

Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS, FKC

