

HUMAN VALUES FOUNDATION



Spring Newsletter



No. 37 - April 2015

SIR ANTHONY SELDON - OUR REMARKABLE EDUCATION ADVISOR

We started our Spring 2010 newsletter with an article welcoming Dr Anthony Seldon as Education Advisor to the Human Values Foundation and we begin our Spring 2015 newsletter with another item about him.

He is an indefatigable evangelist for the crucial role of values in education and has done more than anybody to bring this to the attention of decision-makers and the general public. Just two months ago in a public speech he again banged the drum for values. *“Academic attainment and exam success can never be more than part of the story of the profound moral responsibility of schools to children, parents, society and the nation ... good character strengths are a greater predictor of success in university and in life than mere exam passes.”* He urges governments to prioritise character and values - and to watch exam success follow. Student behaviour, respect for one another, a desire to learn - rather than being forced to learn - will *“allow students to probe beneath surface learning to the depths of subjects, because they will be more reflective people”*. He emphasises that personal responsibility, distinguishing between good and evil, respect for peers and adults, and the importance of kindness and consideration, are all qualities essential for the good of society and can all be taught.

Such is Sir Anthony’s prodigious energy and influence, in March The Daily Telegraph devoted a full-page article to him. In his just-released self-help book *Beyond Happiness* he writes unflinchingly of his own private struggles. At the end of the coming Summer term he is standing down as headmaster of Wellington College in order to care for his wife, Joanna, who has incurable cancer, and their three children.

PROFESSOR KAMRAN MOFID – THE VALUES VISION OF OUR NEWEST PATRON

In our last newsletter we welcomed Kamran Mofid as a patron of the Foundation. In 2002 Professor Mofid launched the Globalisation for the Common Good Initiative. Through its research programme and its outreach and dialogue projects the organisation offers “a vision that positions the quest for economic and social justice, peace and ecological sustainability within the framework of a spiritual consciousness and a practice of open-heartedness, generosity and caring for others. All are thus encouraged by this vision and consciousness to serve the common good.”

This is how Kamran describes the values of the Globalisation for the Common Good Initiative:

We value caring and kindness	We value teamwork and collaboration
We value passion and positive energy	We value challenge and excellence
We value service and volunteerism	We value fun and play
We value simplicity and humility	We value curiosity and innovation
We value trust, openness, and transparency	We value health and wellbeing
We value values-led education	We value a sense of adventure
We value harmony with nature	We value people, communities and cultures

We value non-violent conflict resolution We value interfaith, inter-civilisational and inter-generational dialogue	We value friendship, cooperation and responsibility.
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What a list!

ACQUIRING KNOWLEDGE IS ONLY HALF THE EQUATION

In today's increasingly secular world, our endeavours make even more sense because, ever since June Auton set up the Human Values Foundation in August 1995 to enable children to develop a fluency in values, the scientific understanding of human development has skyrocketed. A paradigm shift is taking place in how our children are educated. Scientists are making it ever clearer that a child's acquisition and use of knowledge through a process of "cognitive development" is only 50% of the education equation. As June Auton knew from her own teaching experiences, the other most critical half is social and emotional development.

Research is confirming that developing the social and emotional intelligence of school-aged children not only improves their academic achievement but also their emotional wellbeing. This goes to the heart of our mission as the national charity committed to developing, promoting and encouraging an informed, values-based, 21st-century education process, benefitting particularly the lives and wellbeing of young people, teachers and those who look after children – and ultimately society as a whole.

To this end we are providing universal resources that foster lasting, life-enriching values, which contribute to a modern, whole-person, integrated, ethical, moral, emotional, social and spiritual education, laying the foundations that enable all young people to fulfil their potential both during their school careers and for years to come.

What inspectors notice in schools with our Education in Human Values ("EHV") programme

In November 2014 the Department for Education issued new guidance on the requirement placed on schools to promote the spiritual, moral, social and cultural (SMSC) development of their pupils as an integral part of their broad and balanced school curricula. Through their provision of SMSC, schools must now also actively promote the so-called fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

School leaders have been commenting to us about how our programmes give their pupils a solid foundation of values and are now a tremendous help with making consideration of these "British values" so much more meaningful.

Here are some typical comments from 2014 Ofsted inspectors' reports on schools with "EHV".

"The range of subjects taught and the way that they link together have helped to improve pupils' motivation and learning. Activities such as studies of different faiths help to broaden pupils' understanding of others. Aspects of pupils' spiritual, moral, social and cultural development are skilfully woven into lessons and assemblies."

"The provision for the spiritual, moral, social and cultural development of pupils is exemplary. Pupils pride themselves on how they reflect the school's ethos and values. As one said, "Everyone is everybody's friend; we all have our own talents and we all respect one another." Attention to these values is also shown in the Peace garden, where pupils have a chance to talk quietly with friends and reflect."

"The social, moral, spiritual and cultural development of pupils is a core part of the school's curriculum and the importance the school gives to it is evident in the good behaviour and attitudes shown by the vast majority of pupils."... "Pupils have positive attitudes to their learning. Teachers

plan activities which are stimulating. Pupils are highly motivated to try their best. They are effectively engaged in their learning.”

“The school provides pupils with an interesting range of subjects, topics and experiences which contribute very strongly to their spiritual, moral, social and cultural development.”

“The school is valued by the parents. They appreciate how well the school supports pupils’ spiritual, moral, social and cultural development.”

Growing numbers of school leaders are planning to use their EHV resources more extensively

Although not part of the core National Curriculum, generally teachers recognise the importance of including pupils’ Personal, Social, Health and Economic (PSHE) education in their schemes of work and many express delight with the content of our resources not only for their PSHE lessons but also as they teach subjects such as Citizenship; Rights and Responsibilities; Sex and Relationships Education; and cover issues such as bullying, being safe and using the internet and mobiles, etc.

Here are some recent comments from teachers using our EHV materials.

“The programme is certainly making a positive contribution to pupils’ thoughts about values and their place in society as responsible citizens, which is at the heart of our school’s values and ethos.”

“The children love the songs!”

“The programme certainly motivates the children’s behaviour and makes them think about each other and how to behave in society.”

“We are using the education in human values programme and it has been most valuable in introducing a whole-school set of values to all our pupils and it’s also used apart from PSHE class sessions – in counselling sessions and in social skills groups with a number of pupils.”

“Thank you for the programme. We have been using it for our PSHE and our mentors have found the programme very useful with our children. Thank you to the sponsors for their kindness; we hope this will give our children a good, solid start with life’s problems.”

“We have chosen to use the EHV in assemblies and certainly for the staff it has had a real impact on the significance of values and the reflection element has helped staff to feel more positive.”

And here are some comments from children themselves:

“The stories are good because there is always an opportunity for questions and we have the chance to talk to each other about the moral of the story or if we would do something different.”

“I like the time for reflection. Mrs H creates a picture so we can choose to close our eyes and focus on what she is saying or look at the picture. It makes me feel calmer.”

Each £100 donated to sponsor a copy of EDUCATION IN HUMAN VALUES in a nursery, primary or junior school creates a win-win-win situation. Teachers are under pressure and short of high quality resources suitable for values, social and emotional education so they are enormously grateful for our time-saving “fantastic” programme and, in view of the lack of values education training opportunities, the expertise we offer them. Donors can be sure that their gifts will be used to make the educational experience of at least 200 children fun, enriching, purposeful and effective. The Human Values Foundation moves a step closer to achieving its objective of advancing the quality of education and expanding the breadth and depth of the positive impacts we are making on the learning, wellbeing and lives of children, teachers, parents, carers and ultimately society as a whole.

Our progress since 1 April 2014

We are delighted to report that during the past year another 101 schools have acquired copies of our values-themed teaching resources. Often with 200+ children in each of the schools, this means that over 20,000 children, along with their teachers and family members, may now be starting to benefit from developing a fluency in values and all the enjoyment and enrichment that flow from using the values programmes – and the number of children rises with each new intake while the programmes remain in place.

OUR PROJECT TO MARRY VALUES FLUENCY AND DIGITAL FLUENCY

As we explain to those taking our programmes, the concept of 'VALUES LITERACY' could be considered as individuals' understanding and knowledge about a wide spectrum of values and their ability to choose and skilfully apply appropriate values within different settings in real-life situations. Our 'whole-person' programmes gradually build a fluency in values that will serve children and young people well both during their school careers and on into their adult lives.

As we move further into the digital 21st century, we need to embrace the creative use of computer-based media and the prolific information and communication technologies as an integral part of a broad, rich educational ecosystem that more readily enables effective learning to take place as a daylong and lifelong experience happening in all contexts and in all stages of life. 'DIGITAL FLUENCY' is already becoming a prerequisite for participating meaningfully in society and in the world of work.

New digital technologies are opening up a learning revolution in education and so for some years we have been fundamentally rethinking our approaches to effective 'whole person' learning and education. Now, thanks to our long-time supporter Gwen Clifford, a small, digitally-savvy team in the University of Winchester is keenly working on our specification and constructing the first part of a digital platform that will eventually enable us to make our values education materials available both in modern school settings and crucially, to parents and carers as well. It is an exciting, ambitious project drawing on ideas of how best to use new technologies to provide practical support to educationalists and others who nurture the education, development and wellbeing of our young citizens-in-the-making so that they can enjoy a myriad of opportunities to explore, understand and engage with well considered, life-enhancing values.

EXTRACT FROM OUR CEO'S ARTICLE FOR "UK VALUES ALLIANCE" WEBSITE

We are living in an increasingly enlightened time when the understanding of the roles of teachers, parents and the power of values literacy, as an integral part of a school's curriculum, are coalescing. The prospects are exciting.

Children and young people need to be empowered with values literacy. The inspirational process engenders a rewarding sense of purpose and motivates participants so that they take more responsibility for their learning and behaviour. Pupils, teachers and parents notice how standards, behaviour and performance all improve and together they enjoy the enhanced outcomes.

In educational establishments it's important that stakeholders collectively take time to create a sparkling, caring ethos with high expectations and clear boundaries. The resulting culture constantly rubs off on everyone, including visitors. A school's vision, mission and core values set the tone, as do the efforts to ensure the beauty of the learning environment and the quality and commitment of all the adult role models making up the community. A calm and purposeful climate is conducive to beneficial effects on the mental, physical and spiritual happiness and therefore on the motivation, learning ability and achievements of pupils.

From a young age participants in innovative values education schemes of work begin to delight in making connections as positive as well as negative values, cropping up in discrete academic subjects, are brought to their attention. They start to appreciate the influences on what has happened and people's attitudes and behaviour in the past and how the specific values show up in life today.

As they observe, read about, write about, reflect upon and discuss different values, they begin to consolidate and apply the knowledge gained across different subject areas and during more practical sessions such as physical education and drama. They find stimulating the growth they experience when putting their new vocabulary, skills and learning into practice, at school, at home and in the community.

Just as a whole-of-school approach is essential for effective SMSC development of all pupils and for the collaboration of all staff in order to nurture children who have special educational needs and disabilities (SEND) or speech, language and communication needs (SLCN) or those who are disadvantaged, perhaps with behavioural, emotional and social difficulties (BESD), so a whole school, fully integrated, cross-curricular approach to values literacy is key to achieving a happy, sensitive, supportive culture that fosters a high quality, coherent, holistic education, which equips young people so that they can flourish. Additionally this united approach expands the potential for social cohesion because of its nature to attract buy-in from parents, carers and the community.

The full article can be seen at <http://valuesalliance.net/children-and-young-people-need-to-be-empowered-with-values-literacy-by-rosemary-dewan/>

OVERSEAS

In view of the disturbing violence taking place particularly in the Middle East and the recent commemorations on 27 January of the liberation of Auschwitz 70 years ago, our work to give children and young people the opportunity to have a real grounding in life-affirming values seems all the more important.

This is a letter written by a child psychologist and Holocaust survivor to a high school teacher in the USA. It is a real-life cautionary tale from recent history when educated people, without moral grounding, went awry.

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

- *gas chambers built by learned engineers*
- *children poisoned by educated physicians*
- *infants killed by trained nurses*
- *women and babies shot and burned by high school and college graduates.*

So, I am suspicious of education.

*My request is: **Help your students become human.***

Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more humane.

Haim Ginott

OUR THOUGHTS ARE WITH THEM

Our late President, June Auton, is still very much in our thoughts. Coincidentally the March Trustees' meeting just happened to be on the anniversary of her passing.

It is with great sadness that we report on the passing of Joan Sparrow at the age of 95, someone whom we appointed as an Honorary Life Friend in 2007 after 10 years of her wonderfully generous and active support as a Friend of the Foundation. Twice she arranged for Rosemary Dewan, our CEO, to give an informative fundraising talk in Horsham, West Sussex. Rosemary has now received a letter from an executor of her will enclosing a cheque for £500 in respect of the legacy that Joan so generously had left the Foundation. She will be deeply missed by us, her family and her friends.

DONATIONS

There is a DONATE NOW button on the website

As an independent and non-denominational registered charity, the HVF relies heavily on donations from those who recognise the enormous need for our high quality values education programmes to be more widely known and applied. Do encourage your friends, family members, colleagues and others to visit our website and make a donation so that the HVF may continue its uplifting contribution to the health and wellbeing of society.

Thank you to every one of our magnificent supporters

As ever, we are extremely grateful to our magnificent and committed supporters, without whom we could not be making deep, meaningful and timely changes to the lives of thousands of young children and teenagers to the delight of their teachers, parents and carers. A number of donors wish to remain anonymous but we would like to express our sincere appreciation to each of you for your wonderfully generous funding.

In today's volatile financial climate we very much appreciate the annual subscriptions from our loyal Members and Friends and all the heart-warming donations we have received from Christopher Barnes, Brenda and Norman Clark, Sushma Dua, Bob and Mary Greenhead, Don and Mary Greenwood, Pam Jack, Rita Jefferies, Linda Jones, Tim Lipscomb, Audrey Nightingale-Young, Adrian Price, Mike Roberts, Geoffrey and Ann Steinberg, Polly Stone, Peter and Judy Woods and a member of a family trust who has once again given us a share of his annual allocation.

AND FINALLY ...

THANK YOU all once again for your marvellous and special contributions, encouragement, voluntary work and practical support that enable us to reach an ever growing number of schoolchildren, helping to transform and nourish their lives through the dedicated work of their teachers and others using our programmes. Your kindness is being translated into developing young people who feel happier about themselves, empowered with an understanding of values that really does make a difference not only to their own lives but the lives of those around them.

If you have any comments, suggestions or ideas about gaining sponsorship for our various projects or would like a supply of some of our short brochures about the EHV and SEE programmes (paper or pdf) for your friends, family members and others, please contact:

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Alternatively do ring 01403 259711 or e-mail: yes2values@hvf.org.uk.
The website is: www.humanvaluesfoundation.com.

Have a glorious and enjoyable summer with very best wishes from all of us at the Human Values Foundation.

Patrons: Michael Morpurgo, OBE, FKC, AKC & Kamran Mofid, PhD
Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHisS