

Core Values



*Mayfield Primary School
Cambridge*

Chris Fryer. June 2015.

Amended Jacob Holt April 2016

The Mayfield Core Values

In 2014-15, a new curriculum was introduced for all maintained schools in England. At Mayfield, we chose to begin the process of planning for the new curriculum not with academic coverage, but with the child.

We believe that the child should lie at the heart of our curriculum, and that everything we do should contribute to the full and rounded development of every child, as well as to the acquisition of new skills, knowledge, and understanding.

Initially all staff were involved in choosing a set of core values - attributes and behaviours that we want to help everybody at Mayfield to develop during their time at the school. We believe that these behaviours will help us all to become better lifelong learners, and make Mayfield a happy and supportive environment for learning. Initially the Core Values were Respect, Resilience, Empathy, Creativity, Kindness and Independence.

In Summer 2015 we consulted the staff and children on their opinions of the Core Values and whether we should change anything. There was a ground sway of opinion held by both staff and children that Empathy and Kindness were very similar and could be amalgamated. There was a popular alternative to fill the space which was chosen by staff and children alike and is linked to the learning we have done about Growth Mindsets, the idea of Aspiration or challenging ourselves to improve.

The core values are:

- **Respect**

Children and adults at Mayfield show respect for one another, for themselves and for their environment. They treat others in the way they would like to be treated. They listen, and they value each other's ideas.

- **Resilience**

Children and adults at Mayfield persevere in the face of challenges and stay calm in stressful situations. They take risks and understand the value of making mistakes. They know how to help themselves when they find something hard. They know that success comes through hard work.

- **Empathy and Kindness**

Children and adults at Mayfield are able to put themselves in other people's shoes and show concern and care for others, both within and outside of the school. They understand that other people may feel differently from themselves. They can put others before themselves and look after one another.

- **Creativity**

Children and adults at Mayfield can think for themselves and find creative solutions to problems. They know there are many answers to a question and they enjoy exploring and taking risks from them.

- **Aspiration**

Children and adults at Mayfield challenge themselves to aim as high as they can. They choose challenging tasks and try to do the best they can.

- **Independence**

Children and adults at Mayfield can resist distraction and make good decisions. They have the skills they need to work alone or as a part of a group. They take ownership of their learning and know what they need to do to make progress.

How do we reward the core values?

In Years starting in an odd year (e.g. 2017-2018) one of the core values is the focus of each half term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Respect	Resilience	Empathy and Kindness	Creativity	Aspiration	Independence

In Years starting with an even Year (e.g. 2016-2017) one core value will be focussed on each week. So all the core values will be covered in a half term.

During each half term, children are nominated by their teacher for a special core value certificate. One or two certificates are given per class, per week. Other adults working with children are encouraged to nominate children by letting the class teacher know. These certificates are awarded to children who show the value of the term or other values and should not be given to a whole class. Whole classes can be awarded with a special mention in the whole school assembly.

These certificates are announced in Monday whole school assemblies. The certificates are then sent to team leaders, so that they can become the focus of team assemblies. Adults leading team assemblies begin by reading out the names of the children who have received core values certificates, and then spend more time exploring and discussing the term's value. Children can then take their certificates home.

For the first week of each half term, teachers award a certificate for the previous term's core value if this is applicable.

How do we promote and teach the core values?

Rewarding the core values weekly means that they remain a constant focus. The language of the core values is displayed around the school and all staff use the core values to praise children.

However, it is not sufficient to simply reward the values where they are seen – they need to be taught and developed. We believe in the role of stories in supporting our understanding of values. Children need to hear examples of the values in context – to develop a bank of stories and examples that they can draw upon to help them to make good decisions. This handbook contains suggestions for resources which can be used to support the development of the core values.

Contexts for the Core Values

Each term's core value is explored by following a journey which begins and ends with the child.

These themes can be explored in **class assemblies**, or in curriculum time. The order and way these are presented will vary from year to year to keep them fresh and engaging.

Year A Weeks	Focus:
1	The Value: <i>What is Respect/ Resilience etc...</i>
2	Myself: <i>How can I show respect? How can I be creative?</i>

What do the core values look like in each year group?

Clearly, resilience looks different in a five-year-old and an eleven-year-old child. Staff at Mayfield have worked together to develop a progression for the core values. This progression is in stages, which broadly represent the year groups. However, it is to be expected that some children will be seen to be ahead of, or behind their peers in any value, attitude or behaviour. The following pages outline a progression in the core values.

Stage	Respect (Autumn 1)	Resilience (Autumn 2)	Empathy and Kindness (Spring 1)	Creativity (Spring 2)	Aspiration (Summer 1)	Independence (Summer 2)
0	<p><i>I can listen to others</i></p> <p><i>I can look after my own and other people's things</i></p> <p><i>I can use kind words and actions</i></p>	<p><i>I can keep trying – even when I want to give up</i></p> <p><i>I can try new things</i></p> <p><i>I can learn from my mistakes and not be worried</i></p>	<p><i>I Can think about how others feel</i></p> <p><i>I can think beyond myself.</i></p> <p><i>I can look after the people around me</i></p> <p><i>I can be thoughtful of others</i></p>	<p><i>I can think in different ways</i></p> <p><i>I can be confident in my own ideas</i></p>	<p><i>I can say what I think is good about some work I have just done.</i></p> <p><i>I can say when I have done something for the first time.</i></p>	<p><i>I can do things for myself and know when to ask for help</i></p> <p><i>I can use my own ideas to learn and create.</i></p>
1	<p><i>I can listen to others</i></p> <p><i>I Can take turns when talking</i></p> <p><i>I can look after people and property</i></p> <p><i>I can see when someone else is being respectful</i></p>	<p><i>I know there are things I can do to help me keep going</i></p> <p><i>I know that making mistakes is an important part of learning</i></p> <p><i>I can see when someone else is showing resilience</i></p>	<p><i>I can imagine being in someone else's shoes</i></p> <p><i>I can say how other people feel and why they feel that way</i></p> <p><i>I can see when someone else is showing empathy.</i></p> <p><i>I can do something to help someone feel better</i></p> <p><i>I can be kind when it isn't what I want to do</i></p> <p><i>I can see when someone else is being kind</i></p>	<p><i>I can use my own ideas in my learning</i></p> <p><i>I can see when someone else is being creative</i></p>	<p><i>I can say some things I have learnt to do.</i></p> <p><i>I can say what has helped me to learn.</i></p> <p><i>I can say something I want to learn how to do.</i></p> <p><i>I can identify some things I find hard to do.</i></p>	<p><i>I can take responsibility for my own belongings</i></p> <p><i>I know when to ask for help</i></p> <p><i>I can see when someone else is showing independence</i></p>
2	<p><i>I can share with friends</i></p> <p><i>I can listen carefully to others</i></p>	<p><i>I can start even when I don't feel confident that I'll succeed</i></p>	<p><i>I can share</i></p> <p><i>I can imagine what I would feel like in a situation.</i></p>	<p><i>I know there are different answers to a question</i></p> <p><i>I can try out different ways</i></p>	<p><i>I can set myself learning goals.</i></p> <p><i>I can think of ways to</i></p>	<p><i>I come into the cloakroom on my own in the mornings</i></p> <p><i>I look after my own things</i></p>

		<i>I don't give up if something doesn't work the first time</i>	<i>I try to make other people feel good</i>	<i>to solve a problem.</i>	<i>improve what I have done. I can say how I have helped myself to learn. I can explain how I could learn the things I find hard to do.</i>	<i>I can follow instructions and tackle them on my own.</i>
3	<i>I can value the opinions of others even when they are different from my own</i>	<i>I can persist with a tricky task I can cope with a feeling of failure and carry on</i>	<i>I can imagine what someone else feels like in a situation and I can act to help them. I understand that sometimes being kind won't immediately make me feel good. Sometimes we do things for other people.</i>	<i>I can be creative when I'm working with a group I can think independently</i>	<i>I can set realistic goals for myself and evaluate whether I have achieved them changing them if necessary. I can talk about the quality of my work.</i>	<i>I come up with my own ways of tackling problems I try to sort out problems before I ask for an adult's help.</i>
4	<i>I am polite I respect others I am respectful of my environment I look after my belongings and those of other people</i>	<i>I can keep going until I have finished a challenge. When I find something hard I can take time out and come back. I can resist distraction and keep trying</i>	<i>I can do things to make other people feel happy. I can put myself in someone else's shoes. I can put other people before myself</i>	<i>I can think for myself and think outside the box I can use my imagination</i>	<i>I can say what I need to do to get better at something as well as pointing out the things I am already doing.</i>	<i>I can choose the appropriate resources or people to help me, including my friends.</i>
5	<i>I respect others' views and opinions I communicate</i>	<i>I can use my own methods to approach problems and I persevere when they</i>	<i>I understand and accept that people have different views. I know they may see</i>	<i>I can identify my own strengths and apply them to my work.</i>	<i>I can say what steps I need to take to get better at something and explain</i>	<i>I can think for myself before I seek help. I ask for help at the right</i>

	<i>appropriately with adults and others</i>	<i>become tricky.</i>	<i>a situation differently from me. I can consider other peoples' feelings and put them before my own</i>		<i>to others those steps.</i>	<i>times.</i>
6	<i>I show genuine thought and care for myself, peers, staff, my family, the public and the wider world. I show that I value other people.</i>	<i>I can be determined to continue in the face of any challenge and respond positively to set-backs. I know that failure is a step on the path to success and I learn from my mistakes</i>	<i>I can listen to and respond appropriately to others with care and consideration I show an interest in, and an acceptance of, other people's approaches or opinions. I care about the welfare and needs of others I can offer help and put others' needs before my own, but maintain my own self-respect.</i>	<i>I can approach challenges in a variety of ways</i>	<i>I can identify criteria for evaluating work. I can work in a group and identify our joint goals.</i>	<i>I can resist distraction and take responsibility for my own learning and behaviour I can think for myself and voice my opinion confidently.</i>

What about children with additional needs?

Some children will not follow this progression in line with their peers. There will be children who find empathy, for example, a particular challenge. These children, though, are likely to thrive within an environment where their peers are showing empathy and understanding. As a school, we can aim to help a child to develop as far as possible through the progression of core values, whilst remaining understanding of their particular needs, just as we would in any other curriculum area.

How do we plan for the core values?

Schools are increasingly concerned with values education. There is a wealth of resources available online – some of which can be found on bit.ly/u/cfryer. This is an online bank of websites and resources which all staff are encouraged to contribute to. The Cambridgeshire scheme for PSCHS also has valuable resources and lesson ideas to support the core values. This scheme is on the school server – the PSCHS subject leader can help staff to access resources for use in lessons and assemblies.

<i>Week</i>	<i>Focus:</i>	<i>PSCHS Links / Resources</i> http://bit.ly/u/cfryer
1	The Value: <i>Explore the value - read the story of the Donkey and of the carrot, the egg, and the coffee bean.</i> www.utexas.edu/education/resilience/best.html <i>With the children, mindmap ideas about resilience.</i>	Myself and My relationships
2	Myself: <i>How can I show resilience? How can being resilient help me?</i>	MMR 10/11 - how can i manage difficult emotions. <i>How can i cope when relationships change</i>
3	The classroom: <i>Use the scenario cards - how could the character help themselves in the different situations described? Why is it important to be resilient in the classroom?</i>	MMR9: how can i manage my feelings and calm down if necessary?
4	The Playground: <i>How can I show resilience on the playground? Hotseat one child for solutions to playground scenarios discussed with the children,</i>	MMR9: how can i manage my feelings and calm down if necessary?
5	At Home: <i>How can I be resilient at home? When have</i>	mmr MMR13: What is it like to be separated from

	<i>the children had to be resilient?</i>	<i>a special person?</i>
6	The Wider World: Share examples from resilience presentation on staff share>core values: Shackleton, Mandela How can I be resilient when something bad happens?	
7	Review: What have we learnt? Does respect matter? What have I been resilient about this term?	