

# HUMAN VALUES FOUNDATION



## Autumn Newsletter



No. 38 - Autumn 2015

### WELCOME TO DR KEVIN AUTON AS A PATRON



It is with great pleasure we announce that Kevin Auton, son of our late president, June Auton, has kindly agreed to become a patron of the Human Values Foundation. Kevin brings with him a great wealth of knowledge in connection with the setting up of the Foundation and of the **Education in Human Values (EHV)** and **Social and Emotional Education (SEE)** programmes that June so expertly developed. We are delighted with this wonderful continuity for our organisation.

### VALUES IN THE SCHOOL CURRICULUM

As part of a broad and balanced curriculum, teachers have legal obligations to promote the spiritual, moral, cultural, mental and physical development of pupils in their school and in the wider society. In November 2014 the Department for Education published revised “SMSC” (spiritual, moral, social and cultural) guidance to achieve this. Additionally, it set out what is expected of schools in England in promoting fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

From September 2015, when Ofsted inspectors form a judgement of a school, they must consider the provision being made for the pupils’ spiritual, moral, social and cultural development and with the new duty to actively promote fundamental British values, schools must:

- have a clear strategy for embedding these values, and
- show how their work with pupils has been effective in doing so.

It seems that many teachers are already struggling with their workloads, including the requirement to promote these particular designated values in a meaningful way, along with the duty to prevent children from being radicalised.

There are few high quality, comprehensive values education resources in the market, let alone those applicable to the so-called fundamental British values and therefore this is where our values-themed materials could make even more of an impact. CEO, Rosemary Dewan, has put together a supplementary booklet for schools with our Education in Human Values programme (EHV - for ages 4 to 12) to illustrate which of the 44 lesson plans provide a good foundation and have suitable material for developing young children’s appreciation, understanding and application of the fundamental British values. She has already received some excellent and appreciative feedback and a number of headteachers have stated that the booklet will provide a great service to schools.

Encouraged by the responses, a similar booklet has been prepared indicating how well the 34 powerful and stimulating Social and Emotional Education modules (SEE - for ages 12 to 14+) deepen the relevance of values for this age group and provide clear evidence of how the school is effectively embedding the fundamental British values.

## **SOME SAYINGS ABOUT VALUES**

### **A Chinese Proverb**

“If you want a harvest in a year, grow a crop ...  
If you want a harvest in ten years, grow a tree ...  
If you want a harvest that will last for a life time, grow people.”

Patrik Somers is a consultant who has worked extensively on values with teachers in schools and directors of businesses. This is how he has explained the importance of understanding the significance of values:

*A child without values is as a bird without wings.  
An adult without values is like a zebra without stripes.  
A school without values is like an orchard without fruits.  
To live and to work without values is like eating soup with a fork.*

## **WAKE UP TO VALUES**

We have strongly supported the UK Values Alliance since it was established around three years ago as an umbrella organisation for those who, like us, believe in the crucial importance of values in society. We hope that the Alliance can become an important “pressure group” for values and that by linking up with like-minded individuals and organisations, we can amplify our own voice and gain attention and support for our own special interest - the promotion of values among children and young people.

In particular we have given our support to a very interesting initiative by the Alliance called “Wake Up To Values”. This is currently still in its early stages but it is intended that this will become a national campaign to raise awareness of values across the whole country and to help to embed them in our daily lives.

As was revealed by a national survey conducted in 2012 by our friends at the Barrett Values Centre, most people in this country do have good, positive values, but they do not believe that these values are reflected in society as a whole. The fault must surely lie with all of us who make up the population – it must be that we are failing to practise the values that we claim to hold dear. The Wake Up To Values campaign is designed to get us to address that failure.

To test the concept and methodology, a number of pilot projects have been held across the country with a variety of different types of organisations – including a training company in Leicester, a domiciliary care company in a deprived area of inner London, and a number of housing associations from different parts of the country.

The pilot that is currently underway is of particular interest to the Human Values Foundation. It is being held at a large primary school in Edgware, North London, which converted to academy status in 2013 and serves an ethnically diverse community.

The school already uses a Unicef Rights and Responsibilities programme and feels that our EHV programme is therefore not needed for the children, but it nevertheless wants values to have a much more central role in the life of the school, knitting the whole school together from top to bottom.

It has therefore enrolled around 80 of its teaching and non-teaching staff in this Wake Up To Values pilot, making it the largest and therefore the most challenging pilot to date.

After two sessions of two hours each spaced several weeks apart, the pilot is now half complete. There has been great enthusiasm among the staff as they explore their values and work out how they can put those values into practice in their daily life at the school (and outside it).

Rosemary Dewan, Charles Fowler and Kashmiri Deboo have all been involved in helping at the sessions and have gained some very useful insights into how staff can be helped to “buy in” to the crucial importance of values in a school. There may well be ideas here that can be applied at schools that take on our own EHV and SEE programmes, and we shall continue to follow the progress of the Wake Up To Values campaign with considerable interest.

## **PROGRESS SINCE OUR SPRING NEWSLETTER**

Since our newsletter in the spring, a further 38 schools have taken a copy of our values education programme. With on average over 200 children in each primary school, this means that around another 7,600 children now have the opportunity to explore and put into practice, values that can help them develop beneficial habits and a positive attitude along with essential emotional and social life skills so that they not only make good progress academically but also feel good and happy about themselves.

Increasingly teachers are recognising that “one of the big agenda matters of our times is values”. During the summer a survey of just over 1,000 headteachers of secondary schools found that their three biggest concerns for their pupils were firstly, their mental health and then domestic violence followed by cyberbullying.

Values are principles that help to establish anchors and standards. They act as guides for our thinking, decision-making, including our lifestyle choices, and our behaviour. Research has shown that when young children and adolescents are taught about values, in school, in a planned and systematic way that enables them to explore them and put them into practice in a safe and supportive environment, they tend to become more emotionally stable, show a greater commitment to learning and derive more pleasure from it, benefit from enriched interactions with their teachers, peers, parents/carers and others, develop a better understanding of their own and other societies and their horizons are broadened as they become more outward-looking, wanting to care, share, assist others and play their part in the stewardship of the environment.

We encourage teachers of ALL subjects to consider with their pupils, the ramifications of values over time on their particular subject. To help children understand the power of values, we suggest teachers ask their pupils to investigate:

- how people's views of the topical value have shaped things in the PAST
- how its impact shows up in their particular subject in TODAY'S WORLD, and
- how it might influence the way people think, make choices and behave in the FUTURE.

### **Comment from a headteacher**

This is a recent and typical comment from a headteacher who appreciates the relevance of and added value of values education as an integral part of the curriculum mix:

*“Our values-based education work underpins our whole school ethos and informs all our policies. As a school we have a clear raising-standards agenda. However, we can't do that if the pupils haven't got the right conduct, attitude and aspirations and that's what our Values Education programme is giving them.”*

## **21<sup>ST</sup>-CENTURY EDUCATION RESOURCES**

Integrating technology into the classroom is a great way of meeting diverse education needs and preferred learning styles and therefore in recent years we have been planning and working on a project we call “Life Skills for the Future”. It involves upgrading our existing paper-based materials into innovative, highly interactive, digital, contemporary products for use by young people in their schools, homes and other appropriate environments.

Leading the development of the interactive learning platform and content at the University of Winchester is our long-time supporter and very experienced educationalist and former primary headteacher, Gwen Clifford. A team of technical-savvy students has begun preliminary work to produce the website and develop the interactive media content.

As a fully independent, non-denominational body, with a long history of involvement in the education sector, we are well placed to involve young people, teachers, carers and parents in this exciting project through Pupil Referral Units, the Youth Justice system, youth organisations, and schools, including the 1,800+ schools that have taken our programmes, giving us access to young people in their learning environments.

### **OUR EDUCATION ADVISOR, SIR ANTHONY SELDON**

Sir Anthony Seldon’s time at Wellington College drew to a close in August and on 1 September he took up the position of Vice-Chancellor of the University of Buckingham. During his 6-year tenure as Master of Wellington College, Sir Anthony introduced happiness classes into the curriculum and took the College to new levels of performance, with Wellington now being synonymous with the concept of mindfulness and wellbeing in schools.

With his prodigious energy, we wish Sir Anthony much happiness and success as he takes over at Buckingham University, which his father, Arthur Seldon CBE, helped to found 40 years ago. Sir Anthony’s ambition is to make the university a truly pioneering academic institution.

### **OUR PATRON, PROFESSOR KAMRAN MOFID**

As ever, our patron, Kamran Mofid, has been invited to give speeches at international conferences. For example, in June he gave a presentation at the Global Ethics Forum in Switzerland, where the theme this time was *Responsible Leadership in Action: The Value of Values*. He spoke of improving values-driven leadership in politics, religion and education and in particular highlighting education. Our CEO was pleased to supply supporting material for his talk, which was very well received.

### **UNITED NATIONS – SUSTAINABLE DEVELOPMENT GOALS**

From 25-27 September heads of state and other high-ranking representatives from 193 countries attended a summit in the UN Headquarters in New York to bring countries and citizens of the world together to decide and embark on new paths to improve the lives of people everywhere. The world leaders committed to 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda. They initiated united pathways towards sustainable development and collectively pursuing global development and of “win-win” co-operation, which can bring huge gains to all countries and all parts of the world. Commitments were made to 17 Global Goals to achieve three extraordinary things in the next 15 years:

- To end extreme poverty
- To fight inequality and injustice
- To fix climate change.

The Global Goals for sustainable development could get these things done - in all countries - for all people (see [www.un.org/sustainabledevelopment](http://www.un.org/sustainabledevelopment)). However, the goals are not just for the UN and governments to deliver. It is the job of every company, NGO, community, leader, employee, man, woman, and child to play their part in bringing about the largest transformation in the history of humanity. For the first time ever, all people on earth have the chance to come together under a common vision and set of values that will create life conditions that work for everyone.

## **VALUES-THEMED ARTICLES**

Since August 2011 we have had over 30 values-themed articles published on a website called InnovateMySchool. The piece for the Summer Term this year was about “Using values education to nurture the whole child” and the title of the Autumn Term 2015 piece is “How to EMPOWER learners to live smarter”. The latter encourages systematic questioning, looking at both positive and negative aspects of topics, issues and concerns so as to learn from the findings, and teachers promoting a values-based approach to life so that children and young people benefit from a focus on Exploration, Motivation, Practice, Opportunities, Wellbeing, Exercise and Recreation. (A link to the set of articles is given at the end of the newsletter.)

## **REMINDING THE DEPARTMENT FOR EDUCATION ABOUT OUR WORK**

Our CEO has had a meeting with her new MP, Jeremy Quin. He has been the governor of a school and so was very interested to learn about the work of the Human Values Foundation, to the extent that he said he would bring it and our programmes to the attention of the Department for Education.

## **MAKING THE WEBSITE MOBILE COMPATIBLE**

We are living through an internet revolution with people visiting sites wherever they are and with a variety of digital devices, including mobile phones. In time we will need to completely rebuild our website when we launch our new e-products but for now, we have had it upgraded so that it is mobile compatible and we are therefore not missing out on visitors and, as and when we have the resources, we can take more advantage of online video, email marketing, social media facilities, etc.

We are enormously grateful to Bristol Marketing Services for their generosity when charging us for the site rebuild and to Sheila Evered for her donation that enabled us to move forward with this transformational upgrade.

## **DONATIONS**

### **There is a DONATE NOW button on the website**

There is no doubt that the HVF owes its continued existence to donations from those who recognise the enormous need for young children and teenagers to be able to learn about and consciously use life-enhancing values to make the most of themselves both during their school careers and subsequently. Please encourage your friends, family members, colleagues and others to visit our website and make a donation so that the HVF can make further uplifting contributions to the quality of teaching and mentoring for young people. Such support makes real differences to the rounded development of children, enabling them to be happy and healthy and mature into fulfilled adults.

### **We much appreciate each and every one of our kind 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 financial support.

We much appreciate the annual subscriptions from our loyal Members and Friends and the encouraging donations we have received from Chris Caine, Joy Carter, Jacqueline Clark, Sheila Evered, Bob and Mary Greenhead, Iain Lee, Tim Lipscomb, Audrey Nightingale-Young, Anthony and Nicole O'Flaherty, Mike Roberts, Penelope Sapiro, Nigel Shamash, Tonia Silk, Geoffrey and Ann Steinberg and Valerie Stone.

We are also greatly indebted to the trustees of Barleycorn Trust, Harapan Trust, The Joicey Trust, The Russell Haldane Trust, Skipton Building Society Charitable Foundation and The Walter and Elizabeth Sharman Charitable Trust for so generously enabling us to provide primary schools, often in specific and deprived areas of England, with a copy of Education in Human Values. The emails received from the teachers certainly express their thanks and appreciation for the resource and recognise the tremendous contribution it will make to their school and the children in it. We would also like to pay tribute to Audrey Nightingale-Young, who generously enables us to provide our accompanying CD of 30 of the songs in the EHV programme and our CD of Music For Reflection. The latter is proving very popular and beneficial owing to its calming effects on the children.

#### **AND FINALLY ...**

**THANK YOU** all once again for your exceptional contributions, encouragement, voluntary work and practical support that enables us to provide a service that positively impacts an ever growing number of schoolchildren. Through the dedicated endeavours of their teachers and others using our programmes, hundreds of lives are being transformed and enriched. Your kindness is helping to meet the needs of young people so that they feel happier about themselves, empowered with an understanding of values that really does make a difference to their lives, aspirations and wellbeing and 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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The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Alternatively do ring 01403 259711 or e-mail: [yes2values@hvf.org.uk](mailto:yes2values@hvf.org.uk).

The website is: [www.humanvaluesfoundation.com](http://www.humanvaluesfoundation.com).

Click [here](#) for a collection of **values-themed articles from the Human Values Foundation**.

We wish you all a happy and peaceful winter, with Seasons Greetings from the Human Values Foundation team.

**Patrons:** [Michael Morpurgo](#), OBE, FKC, AKC; [Prof Kamran Mofid](#), PhD; [Dr Kevin Auton](#), PhD  
**Education Advisor:** [Sir Anthony Seldon](#), MA, PhD, FRSA, MBA, FRHisS