

HUMAN VALUES FOUNDATION



Spring Newsletter



NEWSLETTER 39 - Spring 2016

PROGRESS SINCE OUR AUTUMN NEWSLETTER



Since the end of last October, a further 28 schools have taken a copy of our EDUCATION IN HUMAN VALUES (EHV) or our SOCIAL AND EMOTIONAL EDUCATION (SEE) programme. This means that some 6,000 more children may now have the opportunity of exploring and putting into practice, motivational values that can positively affect their attitudes, the development of their emotional and social competences, their academic progress and their general wellbeing.

Stepping back a little, in September 2014 the primary school curriculum was given a radical shake-up and a core National Curriculum became effective in state primary schools in England in order to raise standards, particularly as the UK was slipping down international student assessment league tables (similar curriculum revamps, with a focus on excellence and core skills, were implemented in Wales and Scotland in 2008 and 2010 respectively). Inspired by the world's most successful school systems, such as those of Singapore and Finland, and by the best of our own schools, this initiative was intended to develop more productive, creative and well educated students. Some aspects of the new National Curriculum were delayed until September 2015, with schools supplementing it with schemes of work designed by themselves. As with many changes, however, teachers have felt under ever greater pressure.

Additionally, from the beginning of last Autumn term, schools in England were required to have a strategy for and actively promote so-called fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. For many schools this presents quite a challenge.

Recognising how many of the modules in our EHV and SEE programmes naturally underpin and reinforce many aspects of the fundamental British values, last term we sent to those schools with a copy of our EHV or SEE resource, a supplementary EHV or SEE booklet highlighting the lesson plans that would help to bring the basic British values to life and cement children's understanding of their importance and relevance to life in modern Britain. Our materials ensure that learning about values forms an integral part of the curriculum rather than, especially in the case of the basic British values, merely an add-on to meet legal requirements.

Recent comments from headteachers

“I really can’t thank you enough for supplying us with the EHV resources and I do hope that other schools will continue to benefit from receiving such a valuable resource.”

“Your Human Values resource has helped busy teachers to provide quality lessons.”

“We have adopted the Human Values curriculum for a big part of our PSHE curriculum. We have found the British Values document and audit tool very useful and have started to fill it in. We only started working on this a few weeks ago but already pupils are starting to use the language of values and staff use the same language when giving out awards, e.g. star of the day and star of the week.”

“As a Church of England school we have our own distinctive church-based values and we find the values in the materials you supplied us support the work we do with these. More recently the British Values supplement has been of great support across the school for my teachers.”

20 MARCH – ANNUAL INTERNATIONAL DAY OF HAPPINESS

On 20th March this year we supported the 4th United Nations International Day of Happiness and all around the world people celebrated by taking action for a happier world.

Action for Happiness is giving away their “10 Keys to Happier Living” booklet, which is full of practical ideas for how to take action. Just go to www.dayofhappiness.net to download a copy.

20 OCTOBER – WORLD VALUES DAY

Advance notice! On Thursday, 20 October, we will be supporting the inaugural annual World Values Day, which will be celebrated by people throughout the world to raise awareness of values and their importance in our daily lives. Leading up to the actual day, people everywhere will be invited to take action to demonstrate the value and significance of their topmost chosen values and submit evidence of their initiative. The best can be displayed online and enjoyed by everyone else.

GLOBALISATION FOR THE COMMON GOOD CONFERENCE (31 August to 4 September 2016): Our patron **Kamran Mofid** founded the Globalisation for the Common Good Initiative (GCGI) in 2002 (www.gcgi.info). Since then his organisation has hosted a series of international conferences, which have created an ever-widening international community of scholars, researchers and experts, establishing dialogues across national, cultural, religious, and academic boundaries and putting into practice the movement’s core philosophy: that globalisation need not be defined merely in terms of impersonal market forces but can be a power for good - building spiritual bonds to unite humanity and bring different cultures, civilisations, faiths and academic disciplines closer together.

This year the theme of the conference will be **WHY VALUES MATTER: The Power of Purpose and Values: The path to a better world.** As ever, the gathering promises to be enlightening and inspirational.

Our education advisor Sir Anthony Seldon will be delivering the keynote address at the conference on 3 September. Our congratulations to him also on being awarded the 4th GCGI Award for Public Service in the Interest of the Common Good, which he will receive that evening during the Gala Dinner.

In his work Sir Anthony has always galvanised all around him towards lives of service, study and scholarship. With great vision he has embraced the concepts of values-led education and caring for others by championing happiness and wellbeing in education, particularly during his time as Master of one of Britain's most famous independent schools, Wellington College, and now as Vice Chancellor of The University of Buckingham.

Our CEO, Rosemary Dewan, will be a speaker at the GCGI conference.

OUR WEBSITE IS NOW FULLY MOBILE COMPATIBLE

Towards the end of last year we worked on upgrading our website so that, as of January, it is compatible with the plethora of mobile devices commonly used to communicate.

You might also notice on the website that we are now taking advantage of Facebook and Twitter to raise our profile. Our Facebook account is [facebook.com/humanvaluesfoundation](https://www.facebook.com/humanvaluesfoundation).

WHAT WE VALUE – THE NEW GLOBAL GOALS

The world is facing deep-seated and complex matters of concern to the whole human family. Global leaders were united last September in resolving to initiate action to implement **17 Sustainable Development Goals (SDGs)** from 2016 to 2030. We are all stakeholders in this bold, ambitious and potentially transformative agenda that aims to achieve three extraordinary things: to address the dire poverty faced by so many people and improve their blighted lives; to stem harmful practices that are contributing to climate change and threaten so many forms of life; and to fight injustice and inequality.



UNITED NATIONS – 17 SUSTAINABLE DEVELOPMENT GOALS

The 17 “Global Goals” form a to-do list for everyone, and a blueprint for success. Innovative, collaborative work will be taking place *during the critically formative years of today’s young children and adolescents.*

See www.globalgoals.org; the SDGs tab at www.undp.org; some teachings materials at www.tes.com/worldslargestlesson; and two videos at www.un.org: *The Story You Are Shaping* and *ICTs for a Sustainable World*.

Values are the key. Achieving this ambitious agenda will require a thoughtful review of our collective and personal values and a much greater focus on “we” rather than the individualistic “I”. It will be a huge challenge. A seismic shift is needed in our attitudes so that we are less inclined to ask “What’s in it for me?” and more likely to ask “What’s best for the common good?”

VALUES EDUCATION – ACTIVE, EXPERIENTIAL LEARNING FOR LIFE

“I hear and I forget. I see and I remember. I do and I understand.” – Confucius

Values education is practical, holistic learning. The aim is to enable children and young people to fully flourish, be happy, fulfil their potential and grow up as balanced individuals, who make positive contributions to their families, workplaces, communities, society, etc., whatever their innate abilities and starting points in life.

“Teaching kids to count is fine, but teaching them WHAT COUNTS, is best.” – Bob Talbert

In practice and the reason why good, explicit, systematic values education is essential for effective schooling is that it is conducive to developing the whole person, integrating all aspects of the individual’s learning: spiritual, physical, mental, emotional and social.

Twenty years ago in 1996 – a year after the Human Values Foundation was established by the late pioneer in Values Education in the UK, June Auton – a report to UNESCO entitled *“Learning: The Treasure Within”* was published following the work of the International Commission on Education for the 21st Century. Amongst the issues discussed were how to design and build our common future, life-long learning, and broadening international co-operation in the global village.

The Commission’s Chairman, Jacques Delors, wrote: *“In confronting the many challenges that the future holds in store, humankind sees in education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice... Education has a fundamental role to play in personal and social development. The Commission does not see education as a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.”*

THE VALUES JOURNEY FOR CHILDREN AND YOUNG PEOPLE

Early influences

Values are principles and beliefs that we use subconsciously and, when more aware of the benefits, consciously to guide our thinking, decision-making and behaviour. They enable us to prioritise and fulfil our needs, goals and objectives, whether as individuals or in conjunction with others. They reflect our keenest interests, feelings and convictions. What is important is how we actually behave, not necessarily what we think or say!

When we are very young, even as babies, we learn to appreciate things that fulfil our basic, survival needs, such as food, love and warmth, and we instinctively value those people who satisfy

these needs. Moving on, pre-school children value things like feeling safe, protected and loved and start wanting to make friends and so these values mean they turn to those who satisfy these desires.

In our early years, the people who raise us, be they parents, relatives or carers, begin to mould our character and personality – and their behaviours (driven by their values) determine, to a great extent, what we start to consider our most important principles and beliefs. Later on as we mature, we are likely to question them and establish a blend of family, social, cultural and personally selected values that best resonate with us.

As the years roll by, we begin to take note of others' behaviours and are affected by them and we start to make choices accordingly. The consistency and coherence of the behaviour of our parents and other key individuals, including older siblings, with whom we spend time, strengthens our formation but if these role models don't practise what they preach, we sense something disturbing and what we already value might wobble a bit.

At school, teachers and other adults also become 'value models' and influence children's psychological, along with their cognitive development. Schools can reinforce some of the values being instilled at home but situations will arise when schoolchildren begin to realise that the values operating at home are different from and perhaps even in conflict with those they are experiencing in a variety of school contexts. Inevitably some early conditioning and scenarios can be difficult for schools and parents or carers to resolve and require sensitive handling.

Influences from good, explicit, systematic values education

The carefully structured multi-cultural, non-denominational values-themed programmes that we provide help young people appreciate and practise a wide range of life-enhancing values.

They are given opportunities to explore and identify values that help them feel good about themselves and help them interact in a healthy way with others. This gradually builds self-esteem, self-confidence and self-reliance together with essential emotional and social skills so that the learners feel empowered, happy and valued members of their schools, family units, and society. They learn to value the environment and begin to understand how they can use their talents, energy and ideas to be good stewards of its wellbeing – and other life skills that are so important for them individually but also vital for the transformation of global attitudes that is required to achieve those 17 Global Goals by 2030.

MAKING OUR VALUES-THEMED ARTICLES & TEACHING AIDS AVAILABLE

InnovateMySchool (www.innovatemyschool.com) – Once a term this website publishes a values-themed article from the Human Values Foundation. (These articles can be found by entering the CEO's surname DEWAN in the website's Search box.) The piece for the Spring Term recognises the complexity of human beings as well as all the dimensions of school life that teachers need to be constantly aware of. It therefore encourages teachers to take time to consider the significance of values in relation to all aspects of education – past, present and future – as well as their own topmost values, in order to be able to pass on the full spectrum of their wisdom to children and young people and thereby enhance their pupils' zest for life.

TES teaching resources (www.tes.com/teaching-resources) – In view of the dearth of values education training opportunities, both during teachers' initial training and as part of their continuing professional development, from time to time we add short files to the TES site to help

schools address this problem. (The collection can be found by entering RCD4HVF in the Search box.)

DONATIONS

Our work promotes a DIFFERENT approach to values, making DIFFERENT differences to the quality and effectiveness of teaching and learning. We are hugely grateful to every single person who generously makes a donation that enables us to continue to ensure young children and teenagers are being given opportunities 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 support us so that we can make further uplifting contributions to the teaching and mentoring of young people.

We much appreciate each and every one of our kind contributors

It is no exaggeration to say that without our magnificent and committed supporters, 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. Some donors wish to remain anonymous, so we would like to express our sincere appreciation to them along with our loyal subscribing Members and Friends and each of the following for your wonderfully generous financial support: Brenda and Norman Clark, Mike and Ruth David, Sushma Dua, Don and Mary Greenwood, Pam Jack, Rita Jefferies, Linda Jones, Tim Lipscomb, Audrey Nightingale-Young, Adrian Price, Mike Roberts, Geoffrey and Ann Steinberg and Valerie Stone.

We are also indebted to The Ernest Kleinwort Charitable Trust, the Stella Symons Charitable Trust and the member of a family 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.

AND FINALLY ... THANK YOU ALL once again for your exceptional contributions, encouragement, voluntary work and practical support. Through the dedicated endeavours of teachers and others using our programmes, hundreds of young lives are being transformed and enriched. Your kindness is helping to meet the needs of schoolchildren 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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Alternatively do ring 01403 259711 or e-mail: yes2values@hvf.org.uk.
The website is: www.humanvaluesfoundation.com.

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

The Human Values Foundation team wishes all our readers a happy and peaceful summer.

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