



Walkwood

Church of England  Middle School

Shared Values: Policy and Practice

incorporating aspects of Spiritual, Moral, Social, Cultural (SMSC)
and British Values

Governing Body Committee responsible:	Full Board		
Approval granted:	2 December 2019	Review date:	Autumn Term 2022

“Teach your children right from wrong, and when they are grown they will still do right.”

Proverbs 22: 6

“Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child’s fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.”

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Introduction

The school aims to promote education that is for:

- the pupils' time within compulsory schooling;
- their learning for life in whatever context; and
- a life that embraces people and opportunities.

Consequently, we uphold an ideal that pupils will:

Love to Learn, Learn to Live, Live to Love.

We are a school that endeavours to:

- care for, nurture and value the people who are part of the school community;
- inspire and develop pupils who are confident and inquisitive;
- share and support values within, through and beyond the curriculum;
- be a faith community that celebrates religious, cultural and ethnic diversity by encouraging mutual understanding;
- continually strive to deliver excellence.

Walkwood Church of England School has an outlook that holds:

- † each person as a precious individual;
- † good character is to be supported and developed;
- † best rates of academic progress are to be aspired to;
- † care, happiness & love are engendered

The values that we chose to promote are ones that are shared across the different faiths represented within the school, and from the countries that our pupils and families have their background, be that in Britain or beyond:



“Remember your Creator in the days of your youth.” Ecclesiastes 12:1 NRSV

Pastoral care and personal development is taken very seriously, as we believe that these aspects allow pupils to achieve their personal best. The fabric of the curriculum encourages pupils to learn how to learn, to be inquisitive by asking challenging questions, and develop a robust sense of self while appreciating and respecting people and views from other cultures and perspectives. Furthermore, there are plenty of enrichment opportunities for pupils that take place within the school day and through the school year, with clubs and teams outside of the day, and also through trips and visits.

Through our curriculum and enrichments, we wish to:

- Nurture happy, determined and resilient children with a real sense of identity, pride and ambition;
- Provide vibrant, challenging and positive learning experiences to encourage creative and independent thinkers;
- Ensure that our children are adaptable to thrive in an ever changing world;
- Develop knowledge, understanding and respect for the local and global community;
- Promote the highest standards of behaviour and a strong work ethic.

In order to achieve our aims, we need to ensure that our children:

- Have firm foundations of basic skills that they can use and apply in all subject areas;
- Have a broad range of exciting and creative opportunities to discover and nurture their individual talents;
- Develop a set of core human values which underpin their Spiritual, moral, social and cultural development and their sense of uniqueness and self-worth as an individual;
- Have the skills, knowledge and attitudes required to become a life-long learner.

Pupils contribute to the well-being of each other, and of people they may never meet, in an array of ways. Through charity fundraising, we enact the words of John's Letter:

“My children, we should love people not only with words and talk, but by our actions and true caring.” 1 John 3:18, NCV

Aims and Purpose

Walkwood Church of England Middle School shall endeavour to:

- recognise that each individual, pupil or member of staff, is a unique creation in the image of God, and deserves to be treated equally;
- actively promote equality irrespective of race, gender, age, sexuality, religion or disability;
- follow Christ's example by providing a living testimony to the goodness and presence of God and so to prepare our pupils for a greater participation in the life of their community;
- provide a positive and supportive environment in which staff and pupils can maximise their skills and to support them in fulfilling their potential for the benefit of themselves and the wider community;
- provide full opportunity for our staff and pupils to develop their individual talents and build a strong foundation for their future;
- develop effective leadership throughout all levels of the staffing structure and to use this to create a successful learning environment where the high expectations of pupils, staff and governors are met;
- ensure that all at the school will feel safe and secure;
- eliminate all forms of discrimination, harassment or bullying;
- ensure that positive, strong relationships exist throughout the school, which lead to the mutual respect between all members of our community that encourages good behaviour;
- enable leaders to lead, teachers to teach and pupils to learn.



Rationale

The school takes seriously the active promotion of British values, doing so within its responsibilities of the spiritual, moral, social and cultural development of the pupils in its care. The Department for Education defines fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

It is mindful that Ofsted has a clear view of the spiritual, moral, social and cultural development within a school:

- Outstanding – the school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Good – deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being.

This school aims to be outstanding in its development of spiritual, moral, social and cultural development, and the role of British Values is intrinsic to this aim. Yet, our definition of values is somewhat wider in scope.

“The values we share as a school community embody the facets of human interaction within a mutually supportive society which we seek to promote. We believe these values are espoused by people of any mainstream British faith, and by individuals who do not hold a personal faith belief”.

Spiritual, moral, social and cultural development definitions within the four dimensions are listed in Appendix 1. The duty of schools within the provision of spiritual, moral, social and cultural development is taken from DfE guidance, and is summarised in Appendix 2. The understanding and knowledge in the promotion of British Values is outlined in Appendix 3. There are 10 shared values which are promoted, known as the Fruits of Faith, and these correspond to the 10 fruits on our school shield. The definitions of these shared values are set in Appendix 5.



DfE guidance was issued in 2013 “Improving the spiritual, moral, social and cultural (SMSC) development of pupils”, and then updated in 2014 using the “Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information”. The following paper uses both documents as guidance.

Encouraging pupils to develop their self-knowledge, self-esteem and self-confidence.

Fruits of Faith: **friendliness; aspiration; achievement and inquisitiveness.**

Keep on being brave! It will bring you great rewards. Learn to be patient, so that you will please God and be given what he has promised.

Hebrew 10: 35-36

Be confident, and never be afraid of anything or get discouraged. The Lord my God will help you do everything needed.

1 Chronicles 28: 20

Our pupils arrive with the need for continued nurture and we look to develop the individual so as they are “high school ready,” where independence of thought and organisation are needed to excel.

The school allows time for pupils to reflect on their own selves and on their work. Within collective worship, pupils are given times of quiet when they, for a minute or more, reflect on how their lives can be affected by the material that has been shared. This is reinforced by the Worship Reflection, which make up the practice of evaluation of the impact on learning. The British value of the freedom to choose a religion is an underpinning element of Collective Worship, even though the school’s foundation requires that the delivery is Christian in focus.

As pupils prepare acts of Collective worship, they are encouraged to work together to develop ideas, **which is part of the Superhero Learning Skills – Team Worker – so is regularly practiced in lessons.** Their presentations are encouraged to allow pupils to consider the world in which they live, their own place within it, and the spiritual dimension as they understand it. Creativity in the presentation is very common, and could include the content itself or the mode of its delivery. These opportunities also allow pupils to reflect on what they consider right and wrong, under the guidance of a teacher.

There are ample opportunities outside the formal curriculum for pupils to become more self-confident, these being for both sport and other learning. A list of this provision is distributed weekly to parents in The Insider and published on the website. In addition, there are residential visits in each school year which pupils may be able to take part in.

The use of the **seven** Superhero Learning Skills (Appendix 4) allows pupils to consider who their ‘learning skills’ are developing. **There is a gradation of these skills which are the roots of pupils’ independence in learning. The Superhero Learning Skills are regularly used in lessons as part of the planning of activities. These skills are summarised as bullet points, and these are used within lesson planning so pupils have opportunities to develop, hone and demonstrate these.**

Additionally, these skills are considered in the regularly reflection sheets that pupils complete after a module of work. These allow the pupils to think about where they stand in relations to their superhero skills and also to assist the teacher in future planning to meet individual needs.

Enable pupils to distinguish right from wrong and to respect the civil and criminal law.

Fruits of Faith: **forgiveness; tolerance; honesty and honour.**

Sensible thoughts lead you to do right; foolish thoughts lead you to do wrong.

Ecclesiastes 10: 2

Criminals don't know what justice means, but all who respect the Lord understand it completely.

Proverbs 28: 5

Our Living and Learning Together policy replaces the usual behaviour policy, although it covers the same ground. Responsibility is placed on the pupils to make choices, with levels of assertiveness that match the individual pupil and any non-compliance. **The stepped consequences allow in-lesson intervention and the opportunity for unwise choices to be rectified (as suggested by the opening Bible verse of this document).**

Pupils are guided to make appropriate **academic** choices in their learning. The guidance comes in the feedback they receive from the teacher in verbal or written forms.

There are no **specific** school rules **that are written and that** pupils are expected to comply with. However, there are many conventions which pupils discover and become used to. All these are to enable to working of our society as a harmonious unit. The signage around the school uses the road signs that are found in the Highway Code. Pupils are expected to follow these directions and so, for instance, not to 'overtake' in the corridors nor to 'keep left'.



To further our thoughts of a global community, these signs have text that is in alternative languages, including those that are spoken by pupils at home.

Where pupils break our conventions, they are challenged. The Living and Learning Together policy applies here, and are thinking is also shaped by the 'Valuing all God's Children' document from the Church of England (2014).



Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Fruits of Faith: friendliness; forgiveness; inclusiveness; tolerance; thankfulness; honesty and honour.

Everyone was responsible for something, whether young or old, teacher or pupil.

1 Chronicles 25: 8

Make your light shine, so that others will see the good that you do and will praise your Father in heaven.

Matthew 5: 16

The pastoral structures of the school encourage and promote the notion of pupil choice in behaviour. Additionally, the message is inherent in some Collective Worship or other assemblies.

Our pastoral structure is based on vertical tutor groups within four Colleges. This allows pupils to give and receive support from others of the same age as themselves as well as from those who are older/younger.

The strategies for non-compliance to school conventions or expectations are crafted in such a way as pupils have to reassess the choices they make. For instance, for someone who is not handing in homework, then a report will operate for which one of the targets is to complete tasks that are set by the teacher both in and outside the classroom.

Our pupils are very considerate of the needs of other, and in that way, they can make allowance for pupils who are experiencing difficulties in their lives, or for whom the expectations are managed differently (such as for members of the school who have access to the Mainstream Autism Base).

There are charity fundraising efforts by pupils, which are developed by them and supported through advice by staff members. The **many of the** charity choices come from the pupils themselves, and tend to be related to external support that has been needed by one of the organiser's families and met by a particular charity. However, charities that are supported also reflect global need, and these are explained to pupils so they can appreciate their part in the global collective good.

Older pupils act as reading friends for the first school on the adjacent campus. They are interviewers when the transition visits to the first schools, and our buddies support the new entrants as they settle in to the school.



Principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England.

Fruits of Faith: **aspiration; achievement; inquisitiveness and honour.**

Give the Emperor what belongs to him and give God what belongs to God.

Matthew 22: 21

There is no need to be afraid of the authorities. Just do right, and they will praise you for it. 4 After all, they are God's servants, and it is their duty to help you.

ROMANS 13: 3b-4

In school we have an executive – the Pupil Leadership Team. This is an elected body that goes through a specific process that allows pupils to see how democracy works. It begins with applications to the Principal, who will work with other leaders to interview selected candidates, as would happen at a local level for a parliamentary seat. Those pupils who are able to appreciate the position they are looking to fill take part in a hustings before the whole school, who vote along with staff. This process results in a Head Girl and Head Boy, with College Captains and Vice-Captains being elected in the same way within the Colleges. A Sports Council is also elected to define and support the school's work in this area.

Prefects act like ambassadors to ensure that the conventions of the school are upheld around the campus. They apply for the role and are interviewed, as would happen for a job in a service sector.

Pupil Parliament has elected representatives. It meets regularly, facilitated by a staff member, to discuss ideas for the school.

There is a red postbox so that pupils may mail replies to letters or other returns, as well as letters from home to staff. This was deliberately chosen as it reinforces the place of the Royal Mail delivery service. Other public sector organisations are covered within the curriculum, particularly in Spiritual and Social Education.



Assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Fruits of Faith: **friendliness; forgiveness; inclusiveness; tolerance; thankfulness; honesty and honour.**

"I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name."

John 15: 16

Love others as much as you love yourself. No one who loves others will harm them. So love is all that the Law demands.

Romans 13: 9b-10

The school's values, which are termed the 'Fruit of Faith', are designed to reflect the aspects of our school that are already strong and which are valued both within the school and wider society. The definitions for these ten values are in Appendix 5.

Seven of these ten values are specifically about the interaction of the individual pupil with other members of the school community. We consider that these school values are also those that are central to the way that modern Britain operates, and are values to be promoted actively. Unambiguously, these values uphold the Christian teaching, and come easily under the meta-narrative of 'Love' that was Jesus Christ's message. Additionally, these values are ones that have credence in Islam, shared by the Prophet Mohammed (Peace be upon Him) in the Holy Koran.



There are members of different communities within the school, and we look to reflect the aspirations for a multi-cultural and mutually respectful modern Britain in the way the sustainability of these values is addressed with pupils, either collectively or individually.

Encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Fruits of Faith: **friendliness; inclusiveness; tolerance and honour.**

You shall proclaim liberty throughout the land to all its inhabitants.

Leviticus 25: 10

So speak and so act as those who are to be judged by the law of liberty.

James 2: 12

Democracy

As noted in the previous sections, the school looks to promote democracy through elections to positions of responsibility, or to interview for specific roles, or to appoint for a particular task. The collective need is emphasised in individual and wider conversations. If pupils have ideas for the school to consider, they can be passed through the Pupil Parliament or through the Pupil Leadership Team. Such persons who are elected can be held to account to the main pupil body through the democratic organs of school government.

Additionally, pupils have a voice through the monitoring sessions that take place within the school's calendar.

The Rule of Law

The importance of laws is explored in a variety of ways and is further reinforced through the Living and Learning Together policy. The school behaviour code promotes our high expectations regarding what is right and wrong and how to make appropriate choices. Pupils are taught the value and reasons behind laws, how they govern and protect us and the responsibilities and consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make informed choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for pupils to make safe choices within a broad and balanced curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely. For example, through our e-safety, Deep Day activities and aspects of the curriculum, particularly in Spiritual and Social Education. Pupils also have the opportunity to participate in a variety of enrichment and extra-curricular residential visits, trips and clubs which are open to all.

Mutual Respect

We strongly encourage pupils to respect others and do our utmost to prevent and tackle all forms of bullying and harassment; this includes cyberbullying and prejudice-based bullying relating to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

We are committed to giving our pupils the opportunities to flourish as rounded individuals in a learning environment which is explicitly Christian but open and respectful of differing viewpoints. Our curriculum provides young people with a context for understanding themselves and the world in which they live, in order to prepare them for their future as responsible citizens within our society. We



endeavour to develop the self-esteem and self-discipline of our pupils, and develop their talents so that they realise their God-given potential to the full.

Tolerance of those of Different Faiths and Beliefs

Our school is an inclusive and diverse community, where all are valued irrespective of faith and traditions, demonstrated by the banners in the Reception area and behind the altar.

Aspects of the curriculum are linked to raising pupils' awareness and respect for, the faith and traditions of other communities – both on a local and global scale. Together with this, there is the strong emphasis on the development of social, moral, spiritual and cultural skills where pupils are encouraged to think and decide for themselves, and be tolerant of the views of others. For example in Spiritual and Social Education, pupils investigate world religions and explore moral issues from different faith perspectives and those of no religion.

The Fruits of Faith are part of lesson planning, and pupils can expect for these to be mentioned in all aspects of the school's operation. The acceptance of these values protects individual pupils as citizens within the school community, and is essential for their well-being and safety.

Challenges to the collective good are sensitive but robust. Pupils who have views that do not respect others are confronted, and conversations with parents also take place. The education of the whole child also involves challenging mindsets that are not tolerant, and sometimes this does involve difficult conversations with parents.



The school precludes the promotion of partisan political views in the teaching of any subject.

Fruits of Faith: **aspiration; inquisitiveness; tolerance; thankfulness** and **honour**.

Keep to the middle of the road. You can do this if you truly respect God.

Ecclesiastes 7:18

Respect everyone and show special love for God's people. Honour God and respect the Emperor.

1 Peter 2: 17

This part of the standard is concerned with the active promotion of partisan political views by schools. It does not prevent the presentation of political views. Indeed, concepts such as democracy and the historical development of the political process in society cannot be meaningfully taught without reference to political belief and practice, and the use of concrete examples is normally helpful in promoting understanding.

This section does not preclude the presentation of controversial political viewpoints to pupils, school staff should ensure that views are not promoted which are inconsistent with the Fruits of Faith (the school's values). For example, views which are derogatory of particular ethnic groups or faiths, or which are actively in opposition to the fundamental British values.

However, teaching or support staff should not exploit pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose their own views on pupils. Such action may also amount to a breach of Part 2 of the Teachers' Standards on personal and professional conduct.

If the curriculum includes sessions conducted by visiting speakers, teachers should vet them if they may hold views which are inconsistent with the Fruits of Faith. In all circumstances, staff are to ensure that the content of a visitor's presentation is agreed beforehand.



The school takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, whether within the curriculum or in extra-curricular activities taking place at the school or elsewhere, pupils are offered a balanced presentation of opposing views.

Fruits of Faith: **inclusiveness; tolerance; thankfulness; honesty and honour.**

Keep your servant also from presumptuous sins lest they get dominion over me.

Psalm 19: 13

Beware that you are not carried away with the error of the lawless and lose your own stability.

2 Peter 3: 17

The school, in every aspect of its work, looks to ensure that when political issues are discussed or arise, pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed.

Our school is aware of how external agencies or speakers are able to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils. The school will assess the suitability and effectiveness of input from external agencies wherever possible, as noted within the 'Visiting Speakers' section of the *Victors and Volunteers* policy.

Where a speaker, **either visiting the school or** at an event in which the school is taking part, has expressed partisan political views on a subject it might also be appropriate to present opposing views on the subject to pupils, **either as a group or** in the course of subsequent class teaching. **It would not be necessary to challenge the speaker's views at the time or arrange for a speaker with opposing views to address pupils at a later date.**

Where such a situation to arise, and an immediate response is not considered reasonable, then the matter should be brought to the attention of the Principal or a member of the Senior Leadership Team on the same school day, or at the beginning of the next working day at the latest. The Principal a member of the Senior Leadership Team will then discuss with the reporting staff member how best to rectify the situation, and so place a balanced view in front of pupils. It is acceptable for the school to demonstrate that it had provided balance over a period of time.



Other aspects of Spiritual, Moral, Social and Cultural education.

I came so that everyone would have life, and have it in its fullest.

John 10: 10

"The glory of God is a human being fully alive!"

St. Irenaeus

Pupils have the opportunity to take part in a range of sporting events, within the curriculum, as enhancements to the curriculum, and in extension of the curriculum. These sports are for both girls and boys, accepting the gender specifics of some sports. There is also competitive cheerleading as an extra-curricular activity.

The four Colleges have sporting competitions at particularly times of the year, and these are committed to the school calendar. There are two high points in the school's sporting year. The first is Sports Day, when the timetable is collapsed and the races take place on the school field. Parents frequently join the event and picnic with their children at lunchtime. The other significant event is the Quads, which involves competition against other schools at the distinct athletics stadium.

The school takes a pride in the artistic development of pupils. **Every two years** there is a school **regular production, and the other year involves an arts event that has contribution from many curricular subjects.** Pupils volunteer to take a number of roles **in these two events,** although some do need encouragement of staff, and they respond positively as their self-confidence is boosted by being asked to take part.

In addition, there are two dedicated Arts Days **in June,** where pupils have experiences of music and creative arts, **with Y6 going on a day-visit to a local art museum. Within these two days, the Y8 pupils have the opportunity to partake of a visit to London.**

The Art curriculum takes pupils in to an appreciation of art from a variety of stimuli. These can challenge pupils' perceptions, and as well as valuing the artistic contributions of cultures other than our own.

Within the English curriculum, Y5 pupils **are taken to the theatre and have follow-up work within their lessons. This is to ensure that these new pupils realise the value of theatre – too many would not have this experience otherwise.** encounter a variety of texts which can enrich their understanding of literature as well as challenge their cultural interpretations.

Appendix 1:

SMSC dimensions

Spiritual Development

- ✓ Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- ✓ Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- ✓ Use of imagination and creativity in their learning.
- ✓ Willingness to reflect on their experiences.

Moral development

- ✓ Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives and the collective life of England.
- ✓ Understanding of the consequences of their behaviour and actions.
- ✓ Interest in investigating and offering reasoned views and ability to understand and appreciate the viewpoints of others

Social Development

- ✓ Use of a range of social skills in different contexts, for example working and socialising with other pupils from a range of backgrounds and beliefs.
- ✓ Willingness to participate in volunteering, co-operating well with others and being able to resolve conflicts effectively.
- ✓ Acceptance and engagement with the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Cultural Development

- ✓ Understanding and appreciation of the wide range of cultural influences.
- ✓ Understanding and appreciation of the range of different cultures within school and further afield.
- ✓ Knowledge of Britain's democratic parliamentary system.
- ✓ Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- ✓ Showing respect for different faiths and cultural diversity.



Appendix 2: SMSC provision

The following are taken from 'Promoting fundamental British values as part of SMSC in schools' from the Department for Education, November 2014.

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



Appendix 3: British Values

The following is taken from 'Promoting fundamental British values as part of SMSC in schools' from the Department for Education, November 2014.

Examples of the understanding and knowledge pupils are expected to learn include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination



Appendix 4: Superhero Learning Skills

Independent Enquirer

Explore and analyse information
Draw conclusions from evidence
Use reasoned arguments with key words



Self Manager

Search for solutions before asking for help
Manage own emotions
Use time and equipment well



Effective Participator

Take a full part in learning
Influence others in a positive way
Identify improvements and express these thoughtfully



Information Retriever

Articulate information from prior lessons
Apply retained information to new learning
Retrieve information from a source



Reflective Learner

Assess self and others honestly
Review progress and know 'next steps'
Accept praise and learn from setbacks



Team Worker

Collaborate with others
Engage in a variety of roles
Provide helpful and supportive feedback



Creative Thinker

Ask questions which extend thinking
Connect own and others' ideas
Adapt thinking and try alternatives



Appendix 5: the school values

The Fruits of Faith

“I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name.” John 15: 16

f	friendliness	We treat others as we would want to be treated.	Romans 12: 15-17	¹⁵ When others are happy, be happy with them, and when they are sad, be sad. ¹⁶ Be friendly with everyone. Don't be proud and feel that you are smarter than others. Make friends with ordinary people. ¹⁷ Don't mistreat someone who has mistreated you. But try to earn the respect of others.	CEV
	forgiveness	We accept an apology from someone, and offer one freely.	Proverbs 17: 9	Love forgets mistakes; nagging about them parts the best of friends.	TLB
a	aspiration	We look to be our very best and make the most of life.	Proverbs 23: 19	Oh listen, dear child—become wise; point your life in the right direction.	MSG
	achievement	We always try our best, so we can make the most of opportunities.	Ecclesiastes 5: 18	At last I have seen what is good and beautiful: It is to eat and drink and to enjoy the good in all our hard work under the sun during the brief lives God gives us. That is our lot in life.	GWB
i	inquisitiveness	We think freely and in new ways, and explore new ideas.	Proverbs 18: 5	Wise men and women are always learning, always listening for fresh insights.	TLB
	inclusiveness	We include other people, loving them even if we find liking them hard.	Matthew 5:45	He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.	NIV
t	tolerance	We accept the ideas and beliefs of others, even if they are not our own.	Ephesians 4:2	Be always humble, gentle, and patient. Show your love by being tolerant with one another.	GNB
	thankfulness	We give thanks for each other, and for what we learn together.	Psalms 118: 28	You are my God, and I will give thanks to you.	NRSV
h	honesty	We tell the truth clearly and we are true to ourselves.	Sirach 27: 8-9	⁸ If you try to be honest, you can be, and it will improve your character as handsome clothing improves your appearance. ⁹ Birds come to roost with those of their own kind, and the habit of honesty comes to those who try to be honest.	GNB
	honour	We show respect to others and know that all people are God's creation.	Romans 12: 10	Be devoted to one another with mutual love, showing eagerness in honouring one another.	NET
			John 17: 22	I have honoured my followers in the same way that you honoured me, in order that they may be one with each other, just as we are one.	CEV

