

**Values Education:  
Useful web links and resources**

**Learning in a Global Context** – The HEC website Learning in a Global Context aims to support schools in developing global learning across the whole school.  
[www.globallearninglondon.org.uk/globalcontext](http://www.globallearninglondon.org.uk/globalcontext)

**Spiritual, Moral, Social and Cultural aspects of learning** - the connections between SMSC and global learning are many and far reaching.  
[www.globallearninglondon.org.uk/files/zones/home/teach/16\\_SMSC\\_Leaflet.pdf](http://www.globallearninglondon.org.uk/files/zones/home/teach/16_SMSC_Leaflet.pdf)

**Values Education** - aims to put values at the heart of learning. It has been around for over 20 years and is practiced in many countries world-wide.  
[www.globallearninglondon.org.uk/files/zones/home/teach/18\\_Values\\_Education\\_Leaflet.pdf](http://www.globallearninglondon.org.uk/files/zones/home/teach/18_Values_Education_Leaflet.pdf)

**Link to other leaflets in the series**  
[www.globallearninglondon.org.uk/guidance-leaflets](http://www.globallearninglondon.org.uk/guidance-leaflets)

**Promoting fundamental British values as part of SMSC in schools**  
<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

**Philosophy for Children** encourages children to think critically, caringly, creatively and collaboratively. It helps teachers to build a 'community of enquiry' where participants create and enquire into their own questions, and allows children to make up their own minds what to think. [www.sapere.org.uk](http://www.sapere.org.uk)

The **SEAL and the global dimension project** provides clear pathways for embedding the Global Dimension within the Social & Emotional Aspects of Learning (SEAL) programme, engaging schools in the personal, political and planetary implications of development. Many dialogue-based resources are free to download.  
[www.sealqd.org.uk](http://www.sealqd.org.uk)

The **Co-operative** supports co-operative schools to help develop co-operative models of education.  
[www.co-operative.coop/membership/local-communities/co-operative-schools](http://www.co-operative.coop/membership/local-communities/co-operative-schools)

**Common Cause** have produced comprehensive research into values and aim to build a more sustainable, equitable and democratic world through a better understanding of how values influence everybody. [www.valuesandframes.org](http://www.valuesandframes.org)

**Lifeworlds Learning** values connecting to learning and teaching in schools  
[www.learningthroughvalues.org](http://www.learningthroughvalues.org)

**Values-based Education** provides education and teacher resources, information and a Quality Mark for Values-based Education.  
[www.valuesbasededucation.com](http://www.valuesbasededucation.com)



There has been a lot of talk about 'British Values' in the press and political circles over recent months. In June 2014 David Cameron wrote an article in the national media about British values in response to the debate sparked by a controversy in Birmingham schools. In the same week The Department for Education (DFE) stated that it was going to require all schools to teach British values. DFE are asking teachers to go beyond respecting the values British society is based on, to actively promoting them. 'They're not optional; they're the core of what it is to live in Britain' said Cameron. Ofsted brought in revised inspection guidance stating 'inspectors should consider how well leadership and management ensure that the curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' Additionally, inspectors are told that the social development of pupils is shown in part by their 'acceptance and engagement' with these values and by the fact that 'pupils develop and demonstrate skills and attributes that will allow them to participate fully in and contribute positively to life in modern Britain.' DFE have issued departmental advice on *Promoting fundamental British values as part of SMSC in schools* (Nov 2014) and Education Secretary Nicky Morgan announced a multi-million pound push to place England as a "global leader" in teaching character, resilience and grit to pupils.

This guidance leaflet aims to explore the debate surrounding the notion of 'British values' and provide some food for thought for school leaders and teachers regarding the many implications this holds for schools and the ethos schools promote to their learners, their staff and their communities. It offers pointers for reflection, staff meeting sessions to ensure a shared vision and resources and web-links for further support. **Global learning** has a long and respected history of considering how to teach universal human values with integrity and can offer useful insights to developing an educationally sound approach to providing learners with opportunities to debate, critique and form the values they wish to live by and base their choices and actions upon.

**What does this mean for schools?**  
The notion of 'British values' is highly problematic and many educationalists feel uncomfortable at

## What are 'British Values'?

the thought of dogmatic practice and teaching one point of view above all others. The requirement to teach something as complex and controversial as prescribed British values is fraught with complications. For teachers this raises many questions about how this can and should be done.

Imparting values to a new generation is a tricky business. Care needs to be taken to ensure that pupils are given the opportunity to consider, explore and 'unpack' values, both their own and those of others. This reflective process needs to be undertaken from a firmly education stance, where pupils can critically engage with a variety of perspectives on a range of values and ultimately be supported in the process of making up their own minds about the values they hold dear. The good news is that this is something many schools already do very well, through an on-going cycle of planning and appraisal of school ethos.

Values Education has been around for over 20 years and is practiced in a wide range of countries world-wide. Many teachers feel it informs every aspect of their role as educators - ethical, spiritual and moral guide, pastoral care and inspirational role model. Our values determine lifestyle choices and our actions, large and small, in our professional and personal lives. The chance to explore our values is seen by many as a crucial element of a fully rounded education – the impact they have on well-being and political consciousness, the contribution they make to feeling connected to others and the role they play in purposeful agency, resilience and decision-making.

The key to understanding what constitutes Values Education is that it is concerned with issues requiring judgement as opposed to 'facts and figures'. It combines critical thinking, modelling values-led behaviour and engagement with 'bigger than self' dilemmas, such as social justice, human rights, conflict resolution and sustainability. Many of these big issues of life, with no easy answers, arise in the course of school life. Conflict resolution in the playground, caring for others, respecting diversity and rights and responsibilities will all contain aspects of Values Education.

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### Global Learning Centre

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[@hecglobal](https://twitter.com/hecglobal)

Details of current teacher training, information on global learning and examples of HEC's work  
[www.globallearninglondon.org.uk](http://www.globallearninglondon.org.uk)

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.  
[www.lgtn.org.uk](http://www.lgtn.org.uk)

**Learning in a Global Context** is a framework for supporting schools in preparing young

### Tower Hamlets Schools Library Services



"Quality Resources - Quality Education"



### Individual self-reflection for teachers

We form our values through a complex and life-long process of engagement with issues, experiences and reflection. What makes you think the way you do? What shapes your understanding? What are your values? Who has influenced you? In order to 'unpack' your value system, you are invited to reflect on the following questions:

#### Where do your values come from?

What part have the following experiences played:

- External forces – your culture, up-bringing, media, religion, education?
- Internal forces – your personality, reactions, conflicts?
- Your experiences, encounters and relationships?

How do your values inform the way you teach?

How are your values reflected in your approach?

Teachers are significant adults in young people's lives. Their values are imparted to learners all day, every day in school. This happens whether it is a conscious process or an unconscious one. Do you explicitly and purposefully inculcate values in the children in your care? What are the consequences and limitations of this? HEC recommends that teaching universal human values is approached as a transparent and ethical process where learners critically engage with their own values and those of others, be open to new ideas and become responsible global citizens.

#### Staff meeting - group reflection exercises

**Staff Session 1: Visioning our Values: create a picture to help you visualise the values you would like to encourage in your school (allow 30 mins – 1 hour).**

**Activity Instructions** - Work in groups of three or four and draw a picture of one of your learners in the middle of a large sheet of paper. Around the outside of the picture, write down examples of the **values and attitudes** you want your learner to have once global learning and values education is working well in your school community.

Should staff find it a challenge to produce a list of values you could use this as a prompt:  
**If you could give your child one gift or quality when they leave school, what would it be?**

Happiness Wisdom Love Sensitivity  
Thoughtfulness Joy Respect Education  
Truth Compassion Spirit Resilience Grit  
Self-Value Hope Honesty Stability  
Mindfulness Optimism Freedom Peace  
Security Courage Integrity Confidence  
Kindness Friendship Tolerance Curiosity

Display the pictures around the room and discuss whether there is a shared understanding of the desired outcome.

#### Reflect on your activity

What do you want your learners to know in terms of values development?

What do the words in your picture suggest about the development of values?

Do the words relate to a) values or b) understanding or c) attitudes?

Do the characteristics vary at different key stages, in differing contexts?

Circle each value or attitude in a different colour depending on whether it is currently seen in: most learners (green), some learners (amber), few learners (red).

What is your shared school vision for inculcating the following values in your learners:

- An appreciation of democracy?
- An understanding of the rule of law?
- The practice of individual liberty?
- The belief in mutual respect?
- An atmosphere of tolerance?
- The additional values you wish to promote in your school?

Depending on the level of shared vision amongst your staff, you may organise the second session described below.

#### Staff Session 2: What do we value at OUR school?

In your school you can use the following quotes and questions activity to have a whole school debate in order to unpack the issues, explore individual preferences and decide upon a shared vision for the approach your school community will adopt. As a preparation task, all teachers in your school could be asked to conduct the self-reflection exercise above to help them identify their own values and where these come from.

Display the following quotes where everyone in the room can see them. You can add any policies and statements your school holds relating to ethos and values in order to personalise the exercise.

'one of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplify those values in their own being and conduct. Parents or educators or politicians or priests who say one thing and do another send mixed messages to those in their charge... The question of leadership, generally, and in the education sphere particularly, is therefore of vital importance.'  
*Nelson Mandela*

'Our lives are inextricably linked by the common thread of humanity and human values. If we break it, we are all undone.'  
*Anon*

"I don't want to be tolerated – I want to be accepted."  
*Student to teacher, Mulberry School in Tower Hamlets*

'...values cannot be taught in any direct fashion. Values are assimilated and adopted. The manner in which we teach probably does more to instil values than the subject matter of what we teach.'  
*Justice Kate O'Regan*

'Identity politics so far has been defined and conducted in terms of particular collective identities, such as those based on gender, ethnicity and nationality. While this is important, it is just as crucial to affirm our universal human identity.'  
*Bhikhu C Parekh*

'The values I'm talking about – a belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law – are the things we should try to live by every day. To me they're as British as the Union Flag, as football, as fish and chips. Of course, people will say that these values are vital to other people in other countries. And, of course, they're right. But what sets Britain apart are the traditions and history that anchors them and allows them to continue to flourish and develop.'  
*David Cameron*

'I look forward to these guidelines on British values, if only for the fact that it will give our children the chance to put them up for scrutiny. By the way, did it ever occur to you to just call them 'values'?'  
*Micheal Rosen, Children's Laureate 2007-09*

#### Questions to consider:

After reading the quotes, please discuss these questions in small groups of between 4 and 6 people. Allow each group to feedback to the whole room, in order that all perspectives are aired and discussed.

- Which values hold prominence in your current school ethos?
- How do these values compare to the values being envisaged as 'British values' by DFE? (democracy, rule of law, individual liberty, mutual respect and tolerance)
- Do learners have opportunities to critically engage with the values being promoted in your school? When do these opportunities occur?
- Do staff, parents or the community have opportunities to critically engage with the values being promoted in your school? When do these opportunities occur?
- Compare your thoughts as a group with the global learner produced in Staff Session 1. -RAG (red, amber, green) rate your considerations to audit them against the Vision; -Green: fully promoted; Amber: need for additional provision; Red: No current Provision

In light of these discussions, do the values and ethos of your school need to be reviewed? Should you revise your Vision Statement? You may choose to set up a working party to consider everyone's views and make collective decisions. A working party could include members of the pupil school council, parents, non-teaching staff as well as teachers and senior leadership. This process would enhance your community engagement as part of your school's SMSC programme.

#### Dialogue-based methodologies: dig deeper, linger longer and cross boundaries...

Global learning methodologies and dialogue-based learning can play a central role when negotiating the tightrope of the legitimate place of values in education. A customary dichotomy approach of right or wrong, 'universal truths', the 'House of Commons' style argument falls very short of what is required. In contrast, dialogic learning offers a way to discuss values without the need to find the 'right answer'. By exploring the big issues of life in the safety of educational settings, pupils can become more aware of their own views and the underlying assumptions informing their thinking, take on new thinking and learn how to cope with alternative points of view.