



## **School Values**

### **Intent Statements and Progression**

At Wilburton C of E Primary School, our vision is for everyone to reach their full potential, learning to love and loving to learn.

We set out to achieve this vision through our three core values:

1. Love - learning how to be kind and respectful.
2. Wellbeing - learning how to be healthy and happy.
3. Excellence - learning how to try hard and do our best.

#### **Love**

Our curriculum teaches children to understand and acknowledge the impact their actions have on others, and to change their behaviour as necessary. It also teaches them how to recognise, understand and respond to the emotions and behaviours of others. Children are taught how to share resources and ideas to work towards a common goal. Finally, children learn to respect and value ideas, opinions, cultures and religions, and to enjoy, care for and serve the world.

#### **Wellbeing**

Our curriculum teaches children how to keep their bodies healthy, and gives them lots of opportunities to improve their physical health. It helps them to name, understand and express their emotions, so children have confidence to succeed when faced with challenges. Our curriculum encourages children to enjoy and appreciate living in the moment, and to explore the awe and wonder of life itself.

#### **Excellence**

Our curriculum teaches children to ask questions and seek understanding with all their mind. It challenges them to try new things with all their heart and increases their ability to push themselves with determination, concentration and resilience. Our curriculum encourages everyone to raise their aspirations, whilst celebrating everyone and their own achievements.

“Love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength. Love your neighbour as yourself and do to others as you’d have them do to you.” Matthew 22: 34-40

We believe our school values – wellbeing, love and excellence – are rooted in the Greatest Commandment: to love God, your neighbour and yourself. By taking care of ourselves and those around us, and by working hard to achieve excellence, we are worshipping God.

## **Progression of teachable skills to develop School Values**

### **EMPATHY**

1. I notice how other people are feeling and can name a range of emotions.
2. I understand other people's emotions. I recognise situations that might trigger certain feelings for myself and others. I accept that others may have a different point of view to me.
3. I help others to name and understand their own emotions and triggers.

### **RESPECT**

1. I am polite and I care about how other people feel: I do things to make them happy and say sorry if I make them upset.
2. I think about how other people might feel before I act. I listen and think about their point of view, and respond respectfully.
3. I use my awareness of others to choose the correct behaviour to prevent someone from getting upset.

### **COLLABORATION**

1. I give proof of listening to others. I share my thoughts and ideas with the teachers and with my learning partners. I ask others what they think.
2. In a group, I can tell you what the aim is and how I am contributing. I listen to others, share ideas and try to compromise and reach a shared agreement.
3. I invite others into our discussion. I build on, challenge, summarise, probe and clarify others' ideas. I am prepared to change my mind.

### **CURIOSITY**

1. I am observant and ask questions to help me understand things better.
2. I ask questions to investigate and explore beyond what is merely required.
3. I wonder about things and independently seek out answers or find out what other people think.

### **INITIATIVE**

1. I am organised and do not rely on others to tell me what I need.
2. I think ahead and try to work things out for myself first.
3. I am well-prepared, resourceful and independently-minded

### **FOCUS**

1. I can decide on the one thing I should give my attention to and what is not important at that time.
2. I can give and hold my attention on one thing, avoiding distractions for a good period of time.
3. I can maintain my concentration on one thing for a sustained period of time to allow me to enjoy and complete the activity.

### **RESILIENCE**

1. I recognise that everyone finds things tricky at times and with support I will keep trying.
2. I have the strength, perspective and humour to deal positively with difficulties and disappointment. I keep going or try a different approach when things get tough.
3. I treat setbacks and failure as a learning experience. I help others to do the same.

### **RISK-TAKING**

1. I am willing to try out new experiences and take a chance, rather than choose the easy option.
2. I seek out new challenges to develop new skills. I take risks and don't worry if I don't succeed first time.
3. I love a new challenge. I take risks because I know, whatever happens, I will learn from the experience.

#### EMOTIONAL INTELLIGENCE

1. I can identify common emotions. I can control my emotions in response to certain adults or friends. I show optimism on occasion.
2. I can identify and define a wide range of particular emotions. I am aware of my 'emotional triggers' and have strategies to manage them. I keep calm, even in difficult situations.
3. I control my emotions so I can respond but not react. I look on the bright side of situations and remain optimistic. I am an energiser, enthusing others to feel better.

#### SPIRITUAL WELLBEING

1. I have some friends and feel I belong in my peer group. If I work at it I can make new friends. I am open to trying different things and can sustain focus on an activity that gives me a sense of awe and wonder.
2. I feel a sense of belonging to more than one group in the community. I have friends and I am happy to be myself with them. I can maintain a calm focus for a good length of time on an activity that gives me meaning and a feeling of connection to 'something bigger' beyond my daily life.
3. I contribute to my groups to make them kinder and stronger. I am able to make friends and engage with others in any setting. I allow myself to become fully absorbed in an activity and help others to find meaning, connection and a sense of vitality.

#### SELF-COMPASSION

1. I know my key strengths. I take pride in my background and culture. I give myself permission to be imperfect.
2. I know my strengths and can tell a positive story about myself and my background. I accept that I make mistakes and cannot be first or best in everything. I am kind to myself in a difficult situation.
3. I am proud of who I am and help others to feel proud of who they are too. I practise self-kindness and am aware of the impact of social media: I remember that everyone is imperfect and has their own challenges.

#### PHYSICAL HEALTH

1. I understand the importance of being active, eating a balanced diet, sleeping well, having good hygiene and staying hydrated. I take opportunities to do these things.
2. I take responsibility for my physical health: I take part meaningfully in physical activities and can tell you how I am improving my fitness, strength and/or stamina; I am prepared for the day and make good choices about what and when I eat.
3. I demonstrate my commitment to activities and encourage others to do the same. I seek out opportunities to try new things for myself and others. I am an ambassador for being happy and healthy.