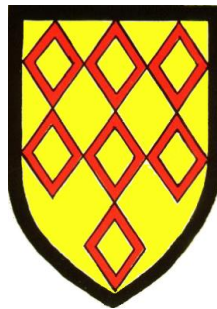


# **NYEWOOD CE INFANT SCHOOL**

## **NYEWOOD VALUES**



Our four key values at Nyewood are:

Uniqueness and Spirituality

Independence

Communication

Creativity





## **CHRISTIAN VALUES AT NYEWOOD**

Our four core values of communication; independence; creativity; uniqueness and spirituality are interwoven into the planning of collective worship

Our four values of creativity, communication, independence and uniqueness and spirituality are seen by the children as Christian values e.g. "We can be creative by coming up with new ideas. Like when God created the world." "God gave us our voices and bodies and hands to help us communicate like when we work as a team or class."

Our values have been developed so that staff know what the value is about, and to develop it in learners what they need to do and what that will look like in practice.

We recognise that these are values any school could have. So we have worked with two of our clergy to show how these values are underpinned by Christian teaching;

### **Uniqueness**

***'Yet you, Lord, are our Father. We are the clay, you are the potter, we are all the work of your hand.' Isaiah 64:8***

That children develop an understanding that they are made by God and that He gave us gifts, talents and abilities which we have to nurture, grow and share as we all have a role in God's world.

### **Spirituality**

***'I have come in order that they might have life – life in all its fullness.' John 10:10***  
***'For where two or three gather in my name, there am I with them.' Matthew 18:20***

Spiritual development is about supporting children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. Spiritual development goes beyond what the pupil knows, understands and can do to who the pupil is and what they are becoming.

### **Independence**

***'Now as Jesus was walking by the Sea of Galilee, He saw two brothers, Simon who was called Peter, and Andrew his brother, casting a net into the sea; for they were fishermen. And He said to them, "Follow me, and I will make you fishers of men."' Matthew 4:18-20***

Independence is about children making good choices, being a disciple (follower) and making a choice to listen to God and being shown and encouraged to live out our daily lives as He teaches us. An example of this was when making our school promises the children requesting the words "that we are being like Jesus."

### **Creativity**

***'In the beginning God created the heaven and the earth. Genesis 1:1***  
***Let them praise His name with dancing; let them sing praises to Him with tumbrel and lyre.' Psalm 149:3***

This is about developing the children's understanding of the story of creation and continually reminding the children about the value of everything and everyone in God's world. How he made each one of us.

## **Communication**

***'Jesus often went away by Himself to pray.'* Luke 5:16**

God's love for us as told and shown by Jesus through the parables, miracles, and the Lord's Prayer. As well as God's word through the Old Testament (see worship planners)

## **The Value of Uniqueness and Spirituality**

### **Uniqueness**

***'Yet you, Lord, are our Father. We are the clay, you are the potter, we are all the work of your hand.'* Isaiah 64:8**

### **Spirituality**

***'I have come in order that they might have life – life in all its fullness.'* John 10:10**  
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Spiritual development is about supporting children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. Spiritual development goes beyond what the pupil knows, understands and can do to who the pupil is and what they are becoming.

At Nyewood Infant School learners will develop the capacity for personal growth through being nurtured. They will develop the skills to reflect and to have self-belief which can lead to inner peace and contentment but not complacency.

### **Uniqueness and Spirituality is about . . .**

- Previous experiences – knowing where you are from.
- Recognising that everyone is special for different reasons, and to celebrate difference.
- Awareness of the faith ethos of the school.
- Self-belief/ confidence.
- Contentment but not complacency.
- Calmness.
- Being reflective.
- Inter-personal skills – recognising how we relate to others.
- Inner being.
- Respecting their environment and the people in it.
- Experiencing awe and wonder.
- Empathising with others and their surroundings.
- Showing tolerance and understanding of others' beliefs and actions.
- Feeling safe.
- Recognising feelings.
- Being nurtured.
- Being on a journey.
- Recognising God being part of your life everyday.
- Understanding of our strengths / weaknesses.
- Showing care and respect for each other.

### **To develop/recognise uniqueness and spirituality learners will . . .**

- Exhibit a calm purposeful manner.

- Experience joy, awe and wonder.
- Be in an environment that nurtures and enables personal growth.
- Use previous experiences to make connections to current learning.
- Develop and use a feelings vocabulary.
- Develop the skills to be reflective.
- Feel safe.
- Develop interpersonal skills.
- Respect their environment.
- Find out how God can be part of their daily life journey.
- Ask questions and be inquisitive.
- Consider the feelings of others.
- Have a sense of belonging.
- Be open to change and the ideas of others.
- Celebrate their uniqueness.
- Understand their role and the contribution they can make when learning in a group / team.
- Recognise how they have changed / grown.
- Know that they can make choices.

### **To develop and recognise uniqueness and spirituality adults will . . .**

- Develop skills of reflection i.e.
  - To articulate what is the issue;
  - To analyse when it is an issue;
  - To have time to be creative and think about what you could do to take an action and judge its impact.
- Give time to reflection.
- Celebrate special moments and uniqueness.
- Provide stimulus / opportunities for awe and wonder:
 

**Awe** is a feeling that is comparable to wonder. Awe is feeling respectful, often of the uniqueness or powerfulness of what is being seen e.g. the breaking of huge waves on the base of a rocky cliff, or the thundering roar of a massive waterfall.

**Wonder** is a mixture of feelings, joy, surprise, admiration, curiosity at seeing something remarkable, or when perceiving something rare or unexpected.
- Show them that God is in their daily life – through prayer and reflection.
- Provide a safe and nurturing environment.
- Provide knowledge and understanding of celebration of different cultures in our school.
- Recognise value and provide opportunities for the children to take about their experiences and use them in their learning.
- Let the children experience calmness through planned times of quiet and stillness.
- Using strategies to develop skills of team work, communication to help develop/recognise interpersonal skills.
- Develop a feelings vocabulary so that children have a rich language to describe the way they feel.
- Ensure that children are taught to recognise that they have talents and gifts to share and to recognise that they have things they can improve.

## THE VALUE OF INDEPENDENCE

*'Now as Jesus was walking by the Sea of Galilee, He saw two brothers, Simon who was called Peter, and Andrew his brother, casting a net into the sea; for they were fishermen. And He said to them, "Follow me, and I will make you fishers of men."' Matthew 4:18-20*

Independence is about children making good choices, being a disciple (follower) and making a choice to listen to God and being shown and encouraged to live out our daily lives as He teaches us. An example of this was when making our school promises the children requesting the words "that we are being like Jesus."

### **Independence is about . . .**

- Being able to be self managing.
- Being aware of boundaries and knowing why they are there.
- Being given choices and knowing that when you have made a choice there will be a consequence to your actions.
- Making informed choices through being taught decision making skills.
- Not being afraid to fail or make mistakes.
- Being able to learn from our mistakes.
- Building on new experiences – both positive and negative.
- Being prepared to take risks and use the experience to enhance learning.
- Internalising skills and knowledge and applying it in other situations.
- Having confidence / self-belief.
- Trusting who you are with and the environment you are in.
- Feeling joy in a task completed and then the motivation to try something new.
- Thinking positively.
- Routines that encourage taking responsibility.
- Asking questions.
- Being able to communicate ideas, views and opinions.
- Ownership of learning.
- Ownership of school – having a sense that your voice counts.
- Being a problem solver.
- Learning to be able to communicate.
- Self control and positive behaviour.
- Being able to recognise and celebrate other's gifts and achievements.

### **To develop independence learners will . . .**

- Be self challenging and want to be challenged.
- Probe and ask questions.
- Check if something is correct.
- Want to find out more (inquisitiveness and curiosity).
- Take risks in their learning.
- Know that they can seek help, advice and support.
- Take pride in their learning.
- Apply their skills and knowledge to new learning situations.
- Build on previous experiences.
- Share their ideas, knowledge and skills with others.
- Make choices in their learning.
- Take responsibility for their actions.
- Feel safe and secure in their physical environment.

- Have emotional security to make mistakes and know that they are valued.
- Know that they have a role to play and a contribution to make to the different communities to which they belong.
- Be able to reflect on their learning on their own and with others.

### **To develop independence adults will . . .**

- Make resources accessible to learners.
- Teach children how to use resources effectively i.e. what properties they have / use.
- Use positive praise to raise confidence, self-esteem and belief.
- Use assessment for learning so learners can have a tool to aid them reflects on their learning and that of their peers.
- Create a “can do” culture in an exciting and stimulating learning environment.
- Use questions to extend learning to promote thinking and to set challenges to reflect on learning.
- Allow learners to have ownership of their learning journey.
- Recognise learners’ preferred learning styles.
- Provide an environment in which learners feel safe to take risks.
- Use strategies to “scaffold” (support and develop) independence.
- Provide opportunities for learners to follow a line of enquiry / interest.
- Provide opportunities (e.g. feedback / plenary / reflection time / circle time / discussions / debates) for learners to express ideas, thoughts, dreams and opinions.
- Support learners in understanding that failure / mistakes are the best way of learning and moving forward.
- Develop learners’ understanding (e.g. through feedback / marking / working with others / celebrations / nurture programme) that they have a contribution to make and a role to play in their different learning communities.
- Provide routines and boundaries and set expectations so that learners take responsibility.

## **THE VALUE OF CREATIVITY**

***‘In the beginning God created the heaven and the earth. Genesis 1:1  
Let them praise His name with dancing; let them sing praises to Him with tumbrel and  
lyre.’ Psalm 149:3***

This is about developing the children’s understanding of the story of creation and continually reminding the children about the value of everything and everyone in God’s world. How he made each one of us.

At Nyewood Infant School creative learners will be supported and encouraged to use their imagination and apply their knowledge and skills to purposefully move their learning on in an original way that is valued.

### **Creativity is about . . .**

- Creating a “have a go” culture.
- Enabling learners to be enterprising and innovative.
- Confidence and self-belief.
- Using resources in a different way.
- Collaboration i.e. learners and teachers together on a journey of discovery.
- Problem solving.
- Responding positively to opportunities and changes.
- High expectations.
- Adaptability and coping with change.

- Good communicator and listener.
- Having the skills to develop an idea.
- Taking ownership of an idea / project.
- Perseverance and seeing something through to the end result.
- Imagination and asking questions – “what if?”
- Experimenting and exploring.
- Making connections.
- Looking at things from different viewpoints.
- Reflection on ideas / actions / outcomes.
- Thinking independently.
- Playing and using all the senses.
- Clear objectives.
- The process and experimentation being as important as the outcome.
- Exciting and fun.

**To develop creativity learners will be provided with opportunities to . . .**

- Collaborate in learning.
- Use skills of communication e.g. speaking and listening.
- Be confident to try new opportunities and challenges.
- Use skills taught to evaluate and reflect on their ideas, actions and their outcomes.
- Be confident to take risks and listen to others.
- Share ideas and opinions.
- Be inspired and excited to learn.
- Be enthusiastic about their learning.
- Learn from mistakes and change ideas.
- Apply knowledge and skills of resources.

**To develop creativity teachers will . . .**

- Devise activities that build on learners’ interests and experiences.
- Have opportunities to learn about the story of creation
- To focus on the word ‘create’ and to have time to think about how they create
- Plan for a range of teaching and learning styles.
- Provide a rich learning environment.
- Ensure knowledge and skills are taught rigorously so that learners can apply them creatively to challenges set.
- Set goals / targets that are challenging yet achievable.
- Give learners opportunities to choose ways of working.
- Give learners opportunities to choose the direction of their learning.
- Provide stimulating starting points that fire the imagination.
- Encourage learners to improvise experiment and explore by setting constraints e.g. time limit and/or resources.
- Use questions to promote thinking and develop learners questioning skills.
- Use praise and confidence boosting strategies to establish an ethos of security.
- Provide opportunities for reflection.
- Stand back and let pupils take the lead by looking at points when to intervene to provide prompts or support.
- Role model creative thinking and behaviour, and praise it when exhibited by learners.
- Use strategies to allow learners to work in different groups / teams to develop understanding of working collaboratively.

- Use mini plenaries to stop regularly and review objectives and discuss problems found and possible solutions.
- Help learners to give and receive constructive feedback.
- Provide opportunities for sustained work.

## **THE VALUE OF COMMUNICATION**

***‘Jesus often went away by Himself to pray.’ Luke 5:16***

God’s love for us as told and shown by Jesus through the parables, miracles, and the Lord’s Prayer. As well as God’s word through the Old Testament (see worship planners).

At Nyewood Infant School learners will be able to communicate their ideas, opinions, thoughts and feelings through a variety of mediums. Learners will respond appropriately to the ideas, opinions, thoughts and feelings of others.

### **Communication is about . . .**

- Making appropriate responses.
- Conveying meaning to create a shared understanding.
- Developing intrapersonal understanding (using one’s own thoughts).
- Developing interpersonal understanding (association between people).
- Developing skills (speaking, listening, observing, processing, analyzing, evaluating, questioning).
- Allowing collaboration and co-operation to occur.
- Practicing communication skills.
- Expressing feelings.
- Being able to communicate empathy.
- Listening to other opinions.
- Seeing different viewpoints.
- Expressing understanding through different mediums e.g. ICT, dance, drama, music, art, design, speaking, singing, writing.
- Asking questions – “what if?”.
- Socialising through formal and informal play situations.
- Recognising the audience and using an appropriate mode of communication.
- Non verbal messages – body language, sign language, mime, touch, eye-contact.
- Communicating independently, in groups, as part of a team.
- Spiritual communication.
- Interpreting ideas and situations.
- Solving problems.

### **To develop communication learners will be provided with opportunities to . . .**

- Know the way they learn best.
- Work in different groupings.
- Speak on behalf of others.
- Be confident to try new opportunities and challenges.
- Respond appropriately to situations.
- Respect the thoughts, ideas, opinions and feelings of others.
- Share ideas, thoughts, opinions and feelings.
- Use appropriate vocabulary.
- Experience a range of listening activities.



- Experience a range of speaking opportunities.
- Develop their knowledge and skills of ICT.
- Apply cross curricular skills and knowledge (e.g. dance, drama, music, art, design, writing,) to express their understanding.
- Observe, process, question analysis, evaluate and reflect.
- Play to explore and experiment with language.
- Pray in different ways (formally, informally, song, dance, drama).

**To develop creativity adults will . . .**

- Devise activities that build on learners' interests and experiences.
- Plan for a range of teaching and learning styles.
- Provide a rich learning environment.
- Ensure knowledge and skills are taught rigorously so that learners can use them to express themselves in other ways.
- Set goals / targets that are challenging yet achievable.
- Give learners opportunities to choose ways of working.
- Give learners opportunities to choose how they will communicate their learning.
- Provide stimulating starting points that fire the imagination.
- Use questions to promote thinking and develop learners questioning skills.
- Use praise and confidence boosting strategies to establish an ethos of security.
- Provide opportunities for reflection.
- Stand back and let pupils take the lead by looking at points when to intervene to provide prompts or support.
- Role model communication skills and praise it when exhibited by learners.
- Use strategies to allow learners to work in different groups / teams to develop understanding of working collaboratively and exchanging ideas.
- Provide a wide range of speaking and listening opportunities.
- Show the children different ways of praying.
- Provide play based learning to experiment with and play with language.
- Use circle time and the nurture programme as vehicles to develop and express a rich feelings vocabulary.
- Use mini plenaries to stop regularly and review objectives and discuss problems found and possible solutions.
- Help learners to give and receive constructive feedback.
- Provide opportunities for sustained work.