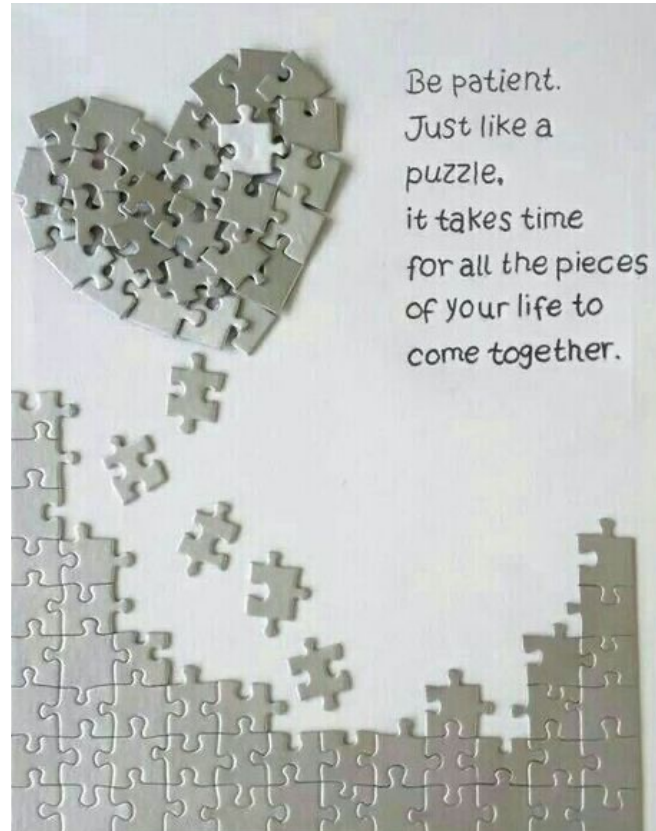




# Rye Hills Values Awards

Invest in  
whatever is  
good for your  
overall health.  
Heart, mind,  
body and soul.

[averstu.com](http://averstu.com)



## What? Rye Hills Values

**How?** Students can achieve points on **EASI**, given out by staff in/outside of lesson (which form tutors can see to discuss with students **by ticking off the achieved value on the form values grid-see attachment and please populate with your tutees names print off and display in form room**) based on the categories- Mind (social) Body (cultural) Heart (moral) Soul (spiritual). Each category has 5 values/ attributes associated to (see following slides).

**Why?** Students can try collect examples of all 20 attributes/ values by having a values record (**booklet, see later on in presentation and Y7 tutors please collect from reception**) kept with their form tutor or on their person, the student can write up about the achievements into their booklet (a page for mind, a page for body etc). Students could try collect all values/ attributes each year to show consistency in demonstrating these attributes in their school journey.

**When?** Staff can award points on EASI for the different values and give out **slips (see attachment)** for the students to write up how they achieved a value into their booklets. Slips could even be put into tutor wallets by staff if something is seen outside of lesson/ written up in hindsight. This process relies on staff giving the points on EASI for the overall value, for awards to be given. Aja will audit forms at timely points to reward students for achievement of the different values.



# Mind-Social

- Loyalty
- Helpful
- Accepting
- Cooperation
- Engagement

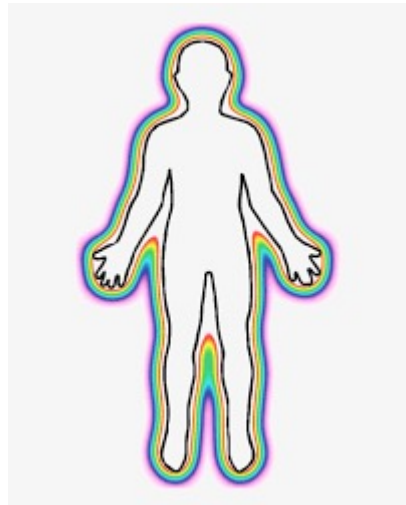


*The social development of pupils is shown by their:*

- *use of a range of social skills in different contexts, for example **working and socialising with** other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to **participate** in a variety of communities and social settings, including by volunteering, **cooperating** well with others and being able to resolve conflicts effectively*
- ***acceptance and engagement** with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

# Body- Cultural

- Enthusiasm
- Inclusive
- Diversity
- Community
- Service



The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of **different cultures** in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the **things we share** in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- **willingness to participate in and respond positively** to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing **respect for different faiths and cultural diversity** and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

# Heart – Moral

- Responsibility
- Respect
- Dignity
- Kindness
- Reasoned

*The moral development of pupils is shown by their:*

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives*, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*



# Soul- Spiritual

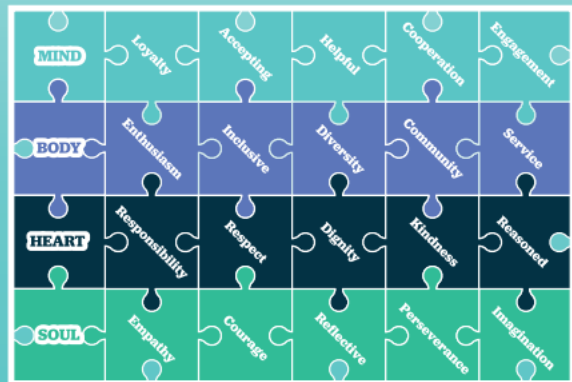
- Empathy
- Courage
- Reflective
- Perseverance
- Imagination

*The spiritual development of pupils is shown by their:*

- ability to be **reflective about their own beliefs** (religious or otherwise) and perspective on life
- knowledge of, 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

Follow  
your soul.  
It knows the way.





**Just like a puzzle,  
it takes time for the pieces  
to come together to become the  
best version of ourselves.**

NAME:

YEAR GROUP:

MIND

When/how did you show this value

Loyalty

Helpful

Accepting

Cooperation

Engagement

Extra log