

# Values-Based Living

## 'The Fielding Way'



April 2026 – Edition 7

### Welcome to Values-Based Living at Fielding

Welcome to the seventh edition of our Values-Based Living newsletter. Throughout the year, our school **Values Champions** will share stories, reflections, and celebrations showing how our school lives its core values: **Respect, Empathy, Resilience, and Reflection**.

This newsletter is driven by the children and will include classroom voices, staff reflections, and ideas for families to join in. We hope you enjoy seeing values in action across our school.

### Meet our Values Champions

Mahmoud 6H	Elizabeth 6F	Ted 6P	Amelina 6P	Gaurangi 6S	Toby 6S	Alice 6F

### Our school focus for April - Reflection

This month, in KS1 and KS2, we are focusing on our core value Reflection

#### Reflection is:

- Thinking carefully about our learning and actions
- Getting to know our own strengths and weaknesses.
- Having quiet time with myself and others.
- Looking back and thinking how we acted and how we could have acted differently.



Our School Website: [Values Based Education](#)

[Our School Reflection poster](#)

# Talking Values with Phil

Interviewed by Amelina, Toby & Alice

Each month, a staff member shares their thoughts on our school values. This month, one of our values champions interviewed Phil who is our leader of play at school.

## Question 1: Which values do you see children demonstrating during lunchtimes?

I see children showing all our Fielding values every day, but the ones that shine the most at lunchtime are respect and empathy. Whether it is taking turns with equipment, listening to each other's ideas for a game, or checking that someone is okay, children show our values naturally through the way they play and interact.

## Question 2: Can you think of a time when children have demonstrated kindness?

I can think of several occasions where children notice someone feeling left out during a game. Without being asked, inviting them to join in with them. These are great examples of kindness and teamwork, making sure no one felt alone and everyone had the chance to enjoy their break time.

## Question 3: What is the most meaningful part of your role in school?

The most meaningful part of my role is helping children feel happy, included, and confident during play. When I see children trying new things, solving problems together, or supporting a friend, it reminds me why lunchtime is such an important part of the day. These small moments make a big difference, and I feel proud to be part of them.

I am also very lucky in my role because I get to see children grow and develop from Reception all the way to Year 6. Watching them become more confident, independent, and resilient each year is quite special.



## Getting to know our Playworkers



As this month's newsletter focuses on reflection, we wanted to take a moment to appreciate the key adults who support us every day during lunchtime. This month, we got to know our playworkers a little better and recognised the important role they play in helping us feel safe, supported, and cared for at school.



**Aisha – playworker, ASC Manager**

Having spent 12 years working at Fielding School, I've come to truly value the strong sense of community that defines our environment. What makes it especially meaningful is the opportunity to connect with people from a wide range of backgrounds - students, families, and staff alike. This diversity brings richness to everyday school life, fostering understanding, respect, and a shared sense of belonging. It's this unique combination of community spirit and inclusivity that makes Fielding such a special place to be.



**Rugiya playworker/ breakfast club Manager**

I have been working at Fielding Primary School since 2013, so 13 years. I like that that the school is values based and the children are taught about respect.



**Asia – playworker**

I have worked at Fielding for 12 years. I like when I see the children growing up with confidence and self esteem and I feel that we give them the foundation to look for the future in their life.



**Priya – playworker**

I have worked at Fielding for three years. I like being a playworker because it combines responsibility with creativity. I enjoy supporting children socially and emotionally and making sure they have a safe and enjoyable space to play.



**Natasha – playworker**

I have been working at Fielding primary school for 6 months. I absolutely love my job, and I enjoy working at Fielding primary school as it is a fantastic school to work in. We have a fantastic playground area with so much different things to do - it keeps the children busy.



**Natalia – playworker/TA**

I have worked at Fielding Primary School three years.



**Callum – playworker/teacher assistant**

I have worked at Fielding for 5 years, and I really like the team cohesion and how we support each other as team members. I also enjoy the positive environment in which I am surrounded in whenever I am working in After School Club or in my lunch time supervision role.

# Values through Stories

## The Lion and the Mouse – A story about Reflection

In a quiet, sunny part of the jungle, a mighty lion was resting under a tree. The lion was enjoying the warm breeze when suddenly - *tickle, tickle, tickle!* - a tiny mouse scampered across the lion's paw!

The lion opened an eye and let out a deep rumble.

"Who dares disturb my rest?"

The little mouse froze.

"I am so sorry! I did not see you there. Please do not hurt me."

The lion could easily have gotten angry... but instead, the lion paused.

The lion *reflected*.

*"This mouse is tiny. It meant no harm. I could chase it away... but is that the right thing to do?"*

After thinking for a moment, the lion gently lifted its paw.

"Go on. I will let you go. But be more careful next time."

The mouse thanked the lion and hurried away.

### **A few days later...**

Hunters set a trap in the jungle.

The lion, while walking proudly, got caught in a strong rope net.

The lion roared and tugged, but the more the lion struggled, the tighter the ropes pulled.

The mouse heard the loud roar and rushed to help.

When the mouse saw the lion trapped, the mouse paused too... and *reflected*.

*"The lion was kind to me. I can help, even though I am small."*

The mouse began nibbling the ropes with sharp teeth.

Nibble by nibble, the net loosened until - **SNAP!**

- the lion was free.

### **The lion looked at the mouse with surprise.**

"I didn't think someone so small could help me," said the lion.

The mouse replied,

"Sometimes thinking carefully and remembering what others have done for us shows us the right thing to do."

The lion nodded.

Both the lion and the mouse had learned something important:

**Stopping to think and reflecting, helps us make kinder, wiser choices.**

And from that day on, the lion and the mouse stayed friends, always remembering the power of reflection.



# Stories with Values

## Mrs Hodge recommends

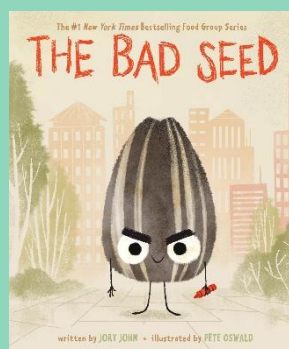
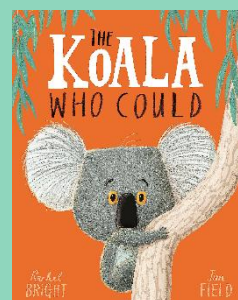
Each edition, our librarian, Mrs Hodge, will share some special stories that connect to our school values – respect, resilience, reflection, and empathy. These books will help us think about the ways we can show our values every day.

For April, Mrs Hodge has chosen books all about reflection - stories of characters who reflect on their decisions and think about the choices they have made. We cannot wait for you to enjoy them!



### Early Years – The Koala who could

A story about Kevin the koala who must decide whether to stay in his comfort zone or try something new. This story encourages reflection on choices related to bravery, change, and resilience.

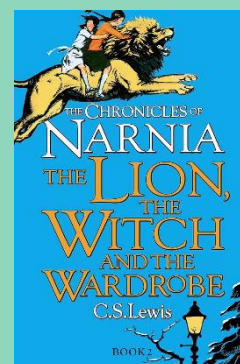


### Key Stage 1 – The Bad Seed

A story about a seed who realises he is making *bad choices* and decides to change. This story encourages discussion around behaviour, feelings, and trying again.

### Key Stage 2 – The Lion, the Witch, and the Wardrobe

Edmund, one of the main characters, is faced with several important decisions throughout the story. As the narrative unfolds, he must reflect on these choices and the lessons they teach him.



## Family Reflection Challenge

During April, we invite families to take part in small, fun challenges that help us practise reflection. Reflection helps us learn, grow, and make thoughtful choices. Pick one (or more) and see how your family can pause, think, and connect. We would love to hear your stories about how you got on.

#### Challenge 1 –The best part of my day

At dinner or bedtime, each family member shares:

- The best part of their day
- One thing they would do differently if they could.

#### Challenge 2–Kindness Replay

Think of one kind thing you did today.

- How did it make the other person feel?
- How did it make you feel?

#### Challenge 3: Gratitude & Growth Jar

Place a jar in your home. Each day, write:

- Something you are thankful for
- Something you learned or want to improve.

# Ripples of Kindness - This Month's Celebrations

We are delighted to share this month's recognised acts of kindness from our *Ripples of Kindness* initiative. It has been wonderful to see so many pupils' spreading positivity through thoughtful gestures and caring actions. Thank you to the families who shared these moments, together, we are helping kindness ripple through our community.



Here are the children we are celebrating this month, they will also be celebrated during our values assemblies:

	H Class	F Class	P Class	S Class
<b>Reception</b>	Rosa, Toby, Marti	Emi, Tara, Theodore, Emi, Victoria	Lyla, Olivia	Maelle, Noah W
<b>Year 1</b>	Ella,	Sophie,	Lydia	Aslam, Hannah, Thomas
<b>Year 2</b>			Wilbur	Krishan
<b>Year 3</b>		Adam, Adi	Lily	Skye, Olivia P
<b>Year 4</b>	Lauren			Mia, Oscar
<b>Year 5</b>				Anna
<b>Year 6</b>	Toby	Margot		Tobias
<b>ARP</b>	Nora (Acorn)			
<b>Nursery Ladybirds</b>				

## A selection of some of the acts of kindness

My child found a key ring in the Fielding walk on her way back from school. She asked to keep it safe as she thought it might belong to one of her classmates who walks home the same way. At drop off, we checked with the parents of the classmate and confirmed that it did belong to their child. The child was incredibly happy to be reunited with the lost key ring.

For holding doors open for others when we went swimming and in the local coffee shop. Also, for explaining how he hoped his ripples of kindness might inspire other people to create oceans of kindness, which was overheard by a customer in the coffee shop who commented on how lovely an idea that was.

When shopping with her dad my child noticed the lady before had left her credit card in the paying machine and returned it to the lady. The lady was very thankful.

My child saw a cleaner cleaning toilets in a shopping centre, went up to her and said, 'thank you for cleaning the toilets'. The lady was really pleased and appreciated this act of recognition and kindness.

My child has donated lots of books, toys, and clothes to various charities as she says there are others in need of them more.

On a particularly tall piece of climbing equipment, my child's friend got stuck at the top and was quite upset not knowing how to get down. My child, who is a more confident climber, kindly and patiently climbed back up to his friend and helped guide him down safely, cheering him on when he made it! I was very proud of him.

# Ripples of Kindness – Becoming Involved



## How it works?

We are inviting parents and carers to share acts of kindness they notice their children doing **outside of school**. These might be small, everyday actions, such as the ones mentioned above.

No act is too small; it is often the simplest gestures that make the biggest difference. Parents will be able to submit these acts of kindness via a form on the **school website (Click on useful links)**. Each month, children's names and the acts of kindness shared during the **previous month** will be included in our **Values Newsletter** and acknowledged during our **Values Assemblies**, where we will celebrate the positive impact, our pupils are having.

## Working together

We hope *Ripples of Kindness* will encourage everyone to recognise the value of kindness in everyday life and inspire our whole school community to get involved. By working together, we can help kindness ripple out from our school into the wider community.

We cannot wait to see the impact the **small acts of kindness** will have, and to celebrate the wonderful examples of care, thoughtfulness, and compassion that happen every day.

## Final Thoughts

As we think about **reflection**, imagine the mirror reminding us to pause and look inside ourselves. Reflecting helps us learn and grow every day.

We can do this by thinking carefully about our learning and actions, noticing our own strengths and the things we still need to work on, and taking quiet moments, on our own or with others, to understand how we feel.

When we look back at how we behaved, we can also think about how we might choose to act differently next time, becoming the best versions of ourselves.

