

# Values-Based Living

## 'The Fielding Way'



March 2025 – Edition 6

### Welcome to Values-Based Living at Fielding

Welcome to the sixth 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**.

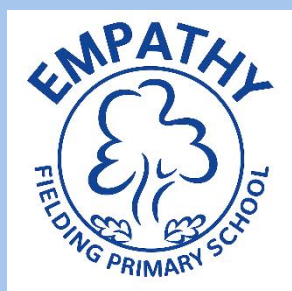
This newsletter is driven by the children and will include classroom voices, staff reflections, and ideas for families to join in. We hope you enjoy seeing values in action across our school.

### Meet our Values Champions

<b>Mahmoud 6H</b>	<b>Elizabeth 6F</b>	<b>Ted 6P</b>	<b>Amelina 6P</b>	<b>Gaurangi 6S</b>	<b>Toby 6S</b>

### Our school focus for March

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



Empathy is:

- Thinking about how people are feeling.
- Considering the feelings of other before you act/react.
- Putting yourself in someone else's shoes and consider how they are feeling and thinking.
- Is being aware of how we might impact the feelings of others.



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

[Our School Empathy poster](#)

Related values for empathy:

<b>Cooperation</b>	<b>Kindness</b>	<b>Happiness</b>	<b>Humour</b>	<b>Compassion</b>
<b>Love</b>	<b>Caring</b>	<b>Forgiveness</b>	<b>Humility</b>	

# Talking Values with Miss Calver (ARP Teacher)

Interviewed by Gaurangi



Each month, a staff member shares their thoughts on our school values. This month, one of our values champions interviewed Miss Calver who currently teaches in the ARP.

## What does empathy mean to you?

Empathy is an expression of love. It's understanding how others feel in different situations and considering their emotions before you act or speak. Empathy is what we need to make the world a kinder, better place for everyone.

## Why do you think empathy was chosen to be one of our school values?

I think empathy was chosen because it encourages everyone to be kind and understanding. It helps us respect other people's choices and feelings. Empathy also strengthens our school community, allowing everyone to live, learn, and feel safe together.

## Can you give an example of empathy in action at school?

There are many examples. In my class, some children once had an argument, but afterward they reflected on what happened and tried to see the situation from each other's point of view. By listening and understanding one another's feelings, they were better able to handle things kindly the next time a problem came up.

## How long have you worked at Fielding? Why do you like working here?

I have worked at Fielding for 11 years. Fielding is a very special place; adults here truly model our values and are always kind. Every child I have taught holds a special place in my heart. Now that I work in the ARP, it's wonderful to see how much empathy everyone shows towards my class.

## Values Role Models

### Freddie Flintoff: A Moment of Kindness on the Cricket Field

In 2005, England won a nail-biting cricket match against Australia by just **two runs**. The whole team was ready to celebrate such an amazing victory.

But Freddie Flintoff noticed something more important. Australian player Brett Lee was on his knees, upset after trying his best. Instead of joining the celebrations straight away, Freddie walked over, put a caring arm around him, and offered comfort.

This simple act showed that:

- **Kindness matters more than winning**
- **Real sportsmanship means respecting everyone**
- **Great players lift others up, even opponents**

Freddie's gesture is still remembered because it proved that true champions have big hearts.



# Stories with Values

## Mrs Hodge recommends

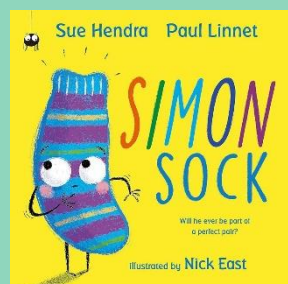
Each edition, our librarian, Mrs Hodge, will share some special stories that connect to our school values – respect, resilience, reflection, and empathy. These books will help us think about the ways we can show our values every day.

For March, Mrs Hodge has chosen books all about empathy - stories of characters who keep going, try their best, and bounce back when things feel tricky. We cannot wait for you to enjoy them!



### EYFS – Lost and Found by Oliver Jeffers

A story about a boy who shows empathy by recognising a penguin's loneliness and choosing to comfort and care for him, helping us to understand how noticing others' feelings can guide kind actions.

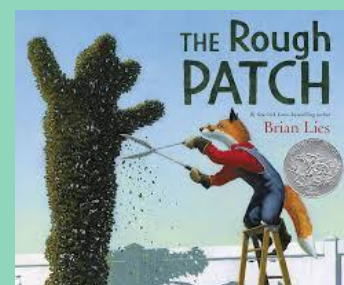


### KS1 – Simon Sock – Wendy Meddour

This story helps us explore empathy by showing how it feels to be left out and how being kind and inclusive can help someone feel they truly belong.

### KS2 – The Rough Patch by Brian Lies

This story builds empathy by showing how understanding and supporting someone through sadness and loss can help them heal, reminding us to notice and care about others' feelings.



## Family Empathy Challenge

During March, we invite families to try small, fun challenges that help us practise empathy -the ability to understand and share the feelings of others. Pick one (or more) and see how your family can connect and care together. We would love you to share any stories of how you got on.

### Challenge 1 –Feelings Detective

Ask someone in your family how they are feeling today. Listen carefully and draw a “feelings map” showing what you noticed.

### Challenge 2– Secret acts of Kindness

Do one small secret kindness for someone in the family. At the end of the day, everyone guesses who their “kindness partner” was and what they did.

### Challenge 3: What would you need?

Create a pretend scenario (e.g., “Someone broke your favourite toy,”  
Each person answers:  
How would you feel?  
What would you need from others? (a hug, someone to listen)

# 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're 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>	Marti, Rosa, George, Meara, Thomas, Layla	T'Mari, Freddie, Xander, Ruby, Daniel C		Nala, Fawz, Frankie, Stella, Ava, Leonardo
<b>Year 1</b>	Maria	Ciaran	Simon, Emily	Hannah, Arlo
<b>Year 2</b>	Bella, Isaiah, Nicolas	Sohum		Darren
<b>Year 3</b>	Leo	Ruby-Louise, Leonidas, Aliyah	Dante	
<b>Year 4</b>	Dharam	Aarushi	Rafael, Maya	Bishr
<b>Year 5</b>	William			Charlie
<b>Year 6</b>		Grace	Araiya	Eden
<b>ARP - Leaf class</b>	Ayana			
<b>Nursery Ladybirds</b>	Oscar			

## A selection of some of the acts of kindness

When passing a homeless person on the street my child gives money from her wallet with her pocket money or uses it to go into a shop and buy some biscuits and gives this to them. We are proud of her for thinking of others.

My child's grandmother was walking slower than the rest of the group. My child looked back, noticed grandma was struggling, stopped to wait for her grandma, and said: "take your time, vovó (grandma in Portuguese), we will wait for you". Her grandma was very grateful and kept remarking how kind she granddaughter was.

We were crossing the road at the zebra crossing and for the first time I saw my son waving to say thank you to the car that stopped. I felt very proud.

When visiting his aunt, without asking, my child kindly helped to cover her with the blanket when she was cold and couldn't reach to do it herself (she is in a wheelchair with reduced movement).

My child, on several occasions during outdoor walks, carefully picked up litter as a sign of her care for the environment.

A standout was when my friend's baby was very upset whilst waiting for mummy, my child spontaneously began comforting the baby and engaged him in gentle peekaboo games until his mother returned.

# 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.

# Inner Curriculum Lessons



## Conflict Resolution

Listening, respecting, resolving.



Take turns speaking and listen without interrupting.



Look at the person who is talking.



Use your turn well:  
-speak clearly, kindly, and respectfully.

### Adult-led discussion questions

- What happened? Each pupil explains their side.
- How did you feel? Each pupil names their feelings while the other listens.
- What could happen next time? Both pupils suggest better choices for the future.
- Is this resolved? Both pupils confirm they feel heard and supported.

respect, resilience, reflection, empathy

In March, we will be sharing our new Conflict Resolution poster across school. We already learn lots of great ways to solve problems at school, and these new visuals will help remind us all how to stay calm, kind, and respectful when something feels tricky.

Our Values Champions will also be working with teachers to help design lessons that support this, so everyone will have even more chances to practise using these skills in different situations.

At home, you might want to chat with your grown-ups about these ideas and think about how they can help you talk things through, understand how others feel, and make choices that help you live out your values every day.