HUMAN VALUES FOUNDATION

England & Wales · Charity number 1048755

Details

Status	Registered
Legal form	Charitable company
Company number	03089834
Registered	1995-08-21
Register	View on the Charity Commission register

Contact

Address	Coach House Salisbury Road Horsham RH13 0AJ
Phone	01403259711
Email	yes2values@hvf.org.uk
Website	www.humanvaluesfoundation.com

Activities

Objects: TO ENCOURAGE, PROMOTE AND DEVELOP EDUCATION IN HUMAN VALUES AMONG ALL SECTIONS OF THE COMMUNITY BUT PRIMARILY YOUNG PEOPLE IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND AND OVERSEAS, IN ACCORDANCE WITH THE CONCEPT OF EDUCATION IN HUMAN VALUES WHICH HAS BEEN DEVELOPED INTO A UNIVERSAL, VALUE BASED APPROACH TO ETHICAL, MORAL AND SPIRITUAL EDUCATION COVERING TRUTH, LOVE, PEACE, RIGHT CONDUCT AND NON VIOLENCE.

Activities: Our mission is to develop, promote & encourage an uplifting, values-based, 21st-century education to benefit children, teachers & those looking after children. We provide universal resources fostering lasting, life-enriching values contributing to an integrated, ethical, moral, emotional, social & emotional education enabling young citizens to fulfil their potential while at school & afterwards.

Classification

- **How:** Provides Human Resources, Provides Services, Provides Advocacy/advice/information
- **What:** Education/training
- **Who:** Children/young People, The General Public/mankind

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Geography

- **Area of benefit:** GREAT BRITAIN, NORTHERN IRELAND AND OVERSEAS
- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£70,917	£59,874	-	-
2024-03-31	£74,397	£75,495	-	-
2023-03-31	£72,382	£95,946	-	-
2022-03-31	£63,061	£78,864	-	-
2021-03-31	£48,730	£52,271	-	-

Trustees

Name	Role	Appointed
CHARLES ANDREW FOWLER MA	Chair	
ANN LOUISE GREENWOOD		2016-10-15
Kashmira Deboo		2013-11-18
Oliver Charles Hadley Mills		2025-12-01

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HUMAN VALUES FOUNDATION

England & Wales - Charity number 1048755

Accounts

Company No. 3089834

Charity No. 1048755

Human Values Foundation

Life-enriching values for everyone

REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2025

The Big Think

A SPACE TO EXPLORE
OURSELVES, OUR VALUES
AND OUR WORLD

www.HumanValuesFoundation.com

www.the-big-think.org

Patrons: Sir Michael Morpurgo, OBE, FKC, AKC,
Prof Kamran Mofid, PhD and Dr Kevin A Auton, PhD
Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2025

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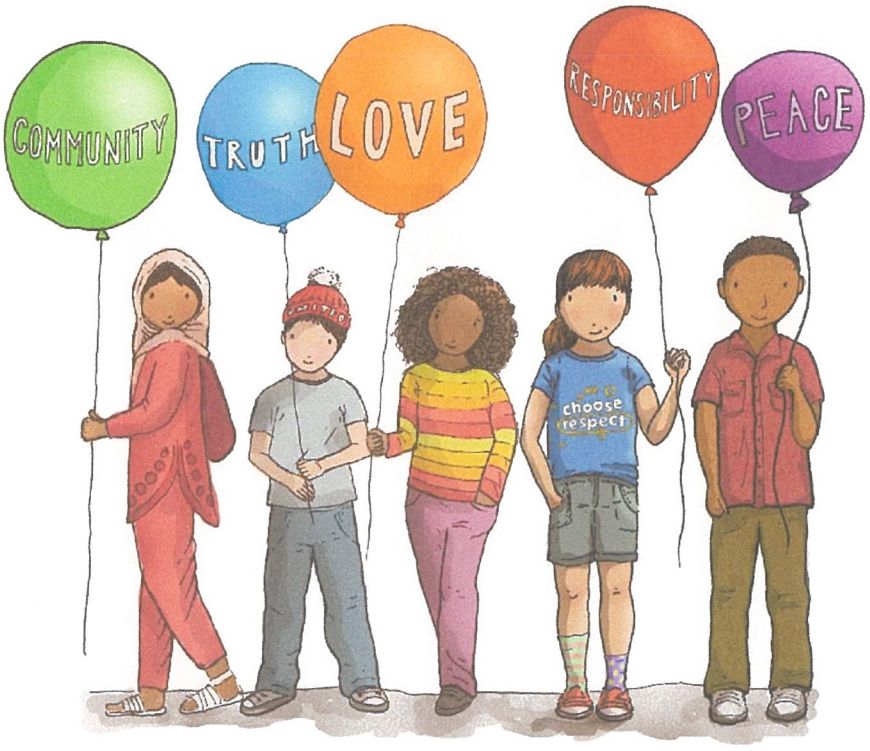
OUR CORE VALUES

Truth ♦ Peace ♦ Love ♦ Responsibility ♦ Community.



WHAT WE DO

Established in 1995 by an insightful and courageous primary school teacher, June Auton, the Human Values Foundation ("the Foundation") is celebrating 30 years of being "*a beacon of light*" in the education sector. We develop, promote and encourage a joined-up education system, supporting school leaders and teachers who recognise the pressing need to challenge the status quo and better equip children for learning and life.

Our experiential learning, values-themed programmes for ages 3 to 11, along with staff training that builds confidence in facilitating whole-person development, generate fresh thinking. Their innovative assembly and lesson packs help educationalists drive long-term changes so that children can thrive, successfully navigate their daily challenges in our complex, evolving world, maximise their potential and realise their ambitions.

Our vision and multifaceted programmes enable primary schools and nurseries to embed relevant, high quality, personal development education in their mainstream teaching. Research and the feedback we receive from those on the front line inform the content of the resources and training we provide. Our motivational, values-led approach unites school communities so that with a cohesive, purposeful culture, staff along with parents and carers, enjoy working in partnership to give children the best possible foundations for their lives.

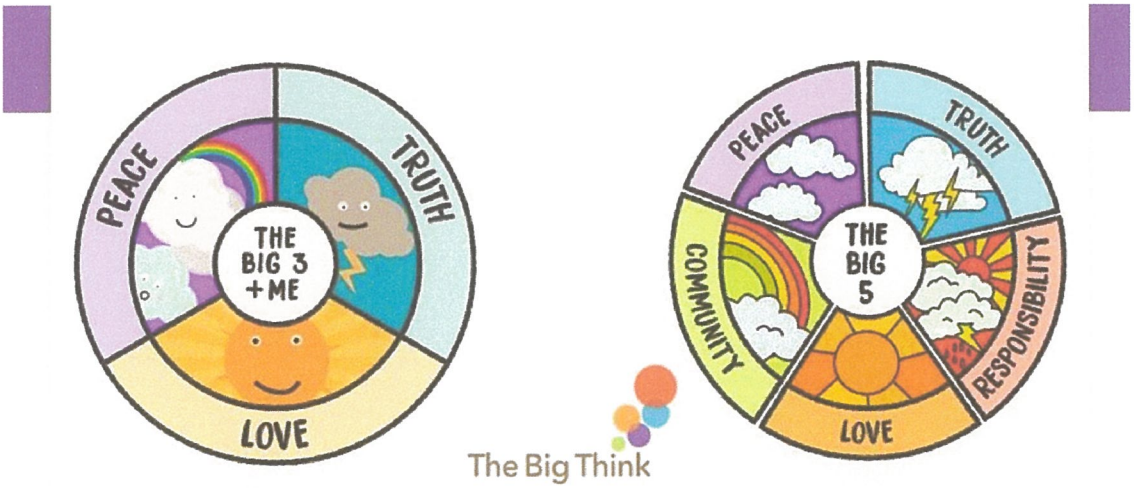
Why We Do It

Countless children are underachieving and experiencing mental health difficulties because of poor social, emotional, language and/or communication capabilities for their age. This is blighting their ability to learn. The practical, elevating activities in our life skills programmes bolster resilience and provide an engaging, comprehensive approach to forming an integrated bedrock of vital social, emotional, spiritual, physical and cognitive competencies.

Consistently and deliberately teaching these skills positively impacts participants' wellbeing, self-esteem, relationships and academic outcomes, with longer-term benefits on employment prospects, civic engagement and success in life after school.

In 2023 the Department for Education reported that ***'by the age of five, the attainment levels of children from disadvantaged backgrounds are, on average, four months behind their better off peers and such gaps can double by the end of primary schooling'.*** More recently, they have found these gaps are widening.

We remain future focused and determined to galvanise better education outcomes for all children, whatever their social backgrounds and circumstances. As ever, we aim to help reduce, or better still, eliminate early inequalities with the substance of our programmes grounded in the real world, along with training that multiplies the community of teachers confident about integrating whole-child development into their practices.



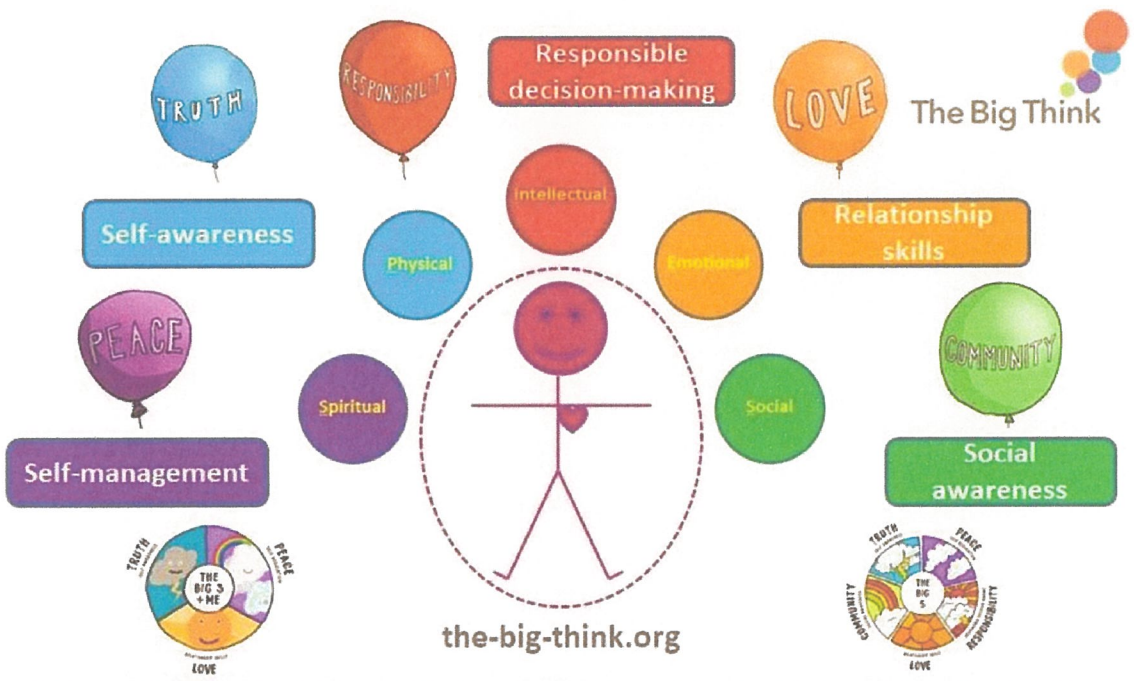
THE BIG THINK pair of skills-rich, values-themed programmes for ages 3 to 11

- **THE BIG 3 + ME** nurtures the Early Years Personal, Social and Emotional goals of **self-regulation**, **self-awareness** and **building relationships**.
- **THE BIG 5** fosters the essential capabilities of **self-regulation**, **self-awareness**, **responsible decision-making**, **building relationships** and **social awareness**.

OUR VISION

To provide schools with practical teaching materials and staff training so that children can lay the optimum foundations for life with a purposeful, vibrant, world-class education system that enables them to thrive from the start of their school careers and play their parts in a better future for all.

We exist to enrich teaching, schooling and parenting, promoting a happy, collaborative culture of high expectations, care for individuals, strong, uplifting values and meaningful, enjoyable education that sparks an enduring love of learning. Blending stimulating teaching with interventions to support, nurture and challenge children, we aim to perpetuate ambition and agency for each child, whatever their starting point, and to progressively equip them with inspiring and motivational attitudes, skills, knowledge and values for success.



THE BIG 3 + ME and **THE BIG 5** programmes are aligned to statutory expectations:

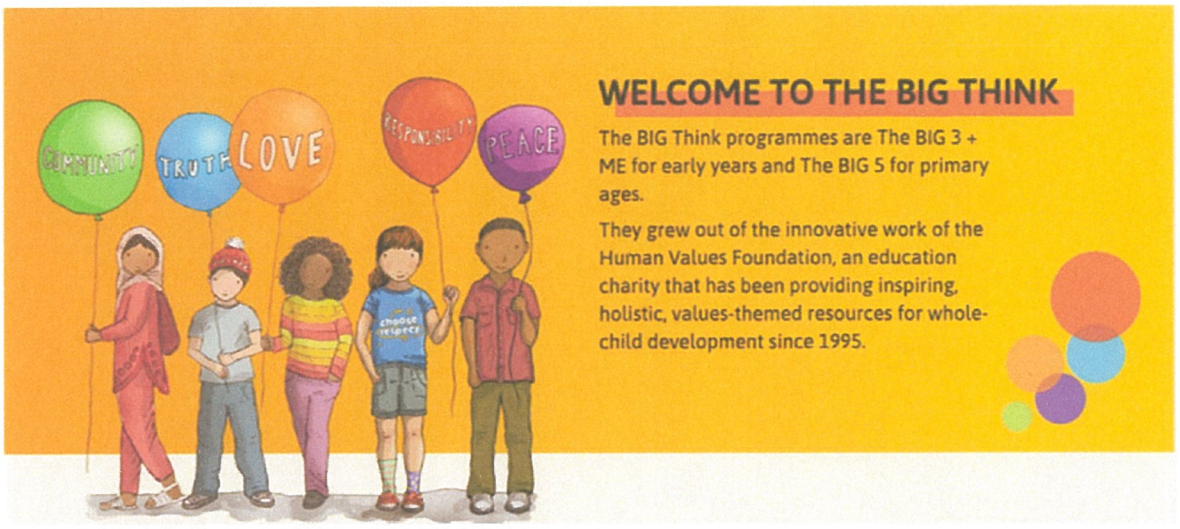
- ✓ **Personal, Social & Emotional Development (PSED)** for ages 3 to 5
- ✓ **Spiritual, Moral, Social & Cultural (SMSC) development** for ages 5 to 11
- ✓ **Relationships, Sex & Health Education (RSHE)** for ages 5 to 11

PUBLIC BENEFIT

The Foundation's mandate is to help meet the developmental needs of schoolchildren and thereby enrich and strengthen the fabric of society.

OUR PROJECTS

Refreshed website featuring THE BIG 3 + ME alongside THE BIG 5



On World Values Day, 17 October 2024, we took a significant step forward as we celebrated the launch of our refreshed website. It caters for the addition of **THE BIG 3 + ME Personal, Social and Emotional Development (PSED)** programme for ages 3 to 5 to **THE BIG 5 Personal, Social and Health Education (PSHE)** programme for ages 5 to 11.

This exciting, much-needed pre-school resource came about because of a substantial grant we received in 2023 from the Education Endowment Foundation. They were funding the development of high-potential programmes following research into gaps in the provision for early years training and education. **THE BIG 3 + ME** was therefore designed to help answer the most important questions as suggested by the existing education evidence base and school priorities. Its pragmatic practices improve educators' pedagogy with the meaningful learning modules being especially beneficial for socio-economically disadvantaged children.

This website project was a substantial investment to ensure teachers can easily find the information and resources they need. We believe our enhanced brand will speak to new audiences and strengthen relationships with existing ones, so we can ultimately reach more Early Years and Primary Phase educators and help them provide a world-class, well-balanced curriculum, integral to which is vital Social and Emotional Learning (SEL).

Training films

When we were formulating **THE BIG 3 + ME**, the Education Endowment Foundation emphasised the widespread need for training to support staff so they can implement PSED approaches effectively, including self-regulation. During the piloting phase, it became clear that witnessing exactly how to teach the different elements that feature in the learning units made huge differences to practitioners' confidence, fidelity of delivery and being able to maximise the potential impacts from the practices and techniques.

In the summer of 2024, we filmed implementation of **THE BIG 3 + ME** and **THE BIG 5** in St Paul's and All Hallows' CofE Infant and Junior schools in London.

We are enormously grateful to the children and staff for their splendid participation and to Sarah Pengelly, our Programme Developer and Trainer, for the skills and knowledge she imparts.

Financial restrictions that schools continue to experience mean expenditure on staff learning and development is limited and even curtailed. We now have short, introductory videos for our two programmes; they are available on THE BIG THINK Home page. We also created three full-length films modelling one of THE BIG 3 ME sessions along with an assembly and follow-up lesson for THE BIG 5. They are incorporated in the resources for programme subscribers. Being able to watch the techniques as often as they require, to take in the nuances, is proving invaluable for teachers and nursery practitioners.

The films emphasise inclusivity, giving all the children opportunities to respond and listen to each other. They show how to capitalise on teachable moments and pick up on 'real life' situations, ensuring meaningful lessons. They enable staff to understand the significance of the carefully chosen PSED practices and how they can be tailored, targeted and adapted to reflect pupils' varying levels of need and development. Practitioners can see how supportive and preventative approaches can be embedded in a setting's culture, encouraging all adults to assist children with the active and consistent application of their growing skillsets. High quality Social and Emotional Learning (SEL) is an essential component for maximising potential and social mobility, whatever children's backgrounds and where they live.

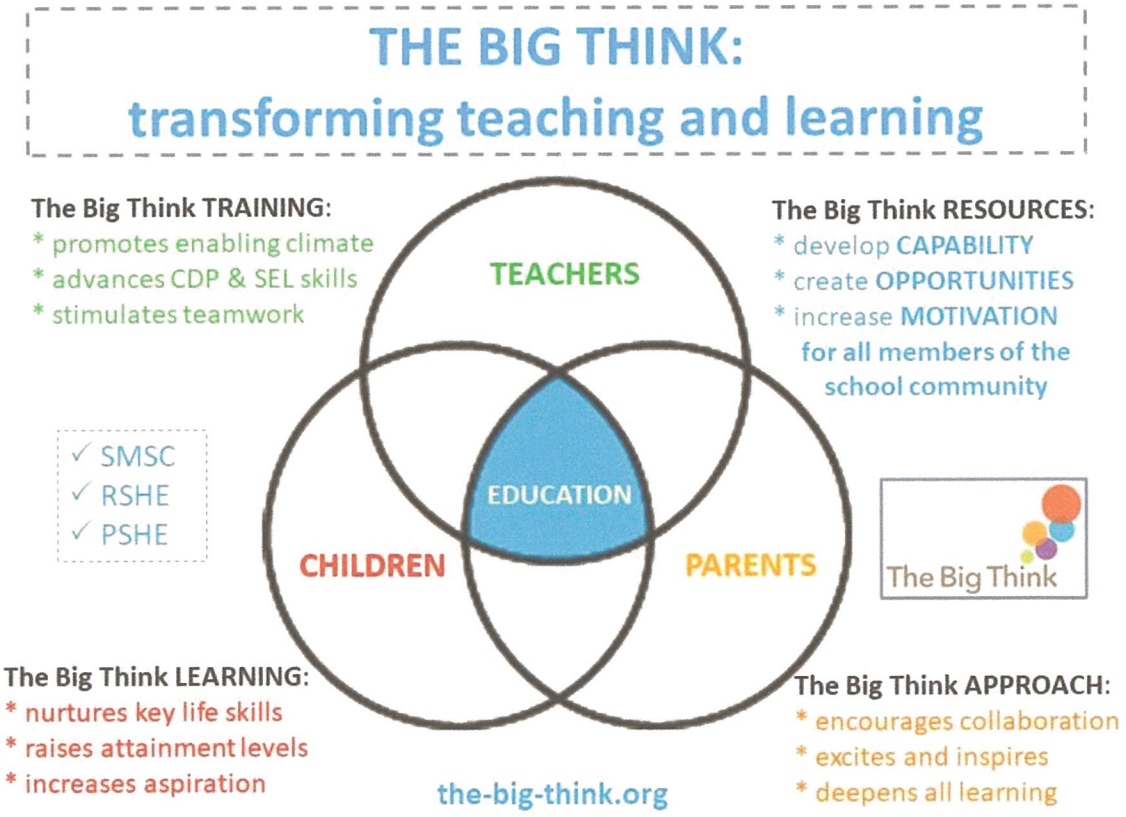
We much appreciate the contribution from the Barleycorn Trust towards this significant project that will enhance teachers' sense of self-efficacy and widen our reach with virtual training, deepening our sustainability strategy.

OUR THEORY OF CHANGE

As systemic changes are taking place, with growing recognition of the need for whole-person education, we are a raising agent for standards, practices, morale and outcomes.

Our Board of Trustees along with all the members of the Foundation's team and Sarah Pengelly remain committed to the social purpose of our work. We are strong advocates for children in the pre-school and primary phases of their education and will continue with our 30-year mission of leading fresh approaches that change education for the better.

THE BIG THINK suite of programmes provide toolkits for teaching a more balanced education ecosystem that better prepares children for life. Teachers and nursery practitioners delight in the uplifting culture they engender, how they leverage social and emotional learning, promote carers' engagement, increase job satisfaction and enable young people to excel.



- **Developing CAPABILITY**
  - Social, emotional and mental health challenges are mounting and taking their toll on children, blighting their wellbeing and capacity to learn. Educationalists are finding they are facing unprecedented episodes of anti-social behaviour. Our evidence-informed training, resources and methodology establish deep roots for participants to sustain high quality personal, social, emotional, language and communication growth.

- **Creating OPPORTUNITIES**
  - In our free, online workshops and paid-for training, we constantly share tips and foster expertise. We demonstrate how to lead initiatives and drive changes that can be ingrained in setting cultures and that encourage pro-social behaviour. We show how stakeholder collaboration reinforces the breadth of learning now recognised as vital for young people to be safe, healthy and well equipped to thrive.
- **Increasing MOTIVATION**
  - The insights we absorb from those using THE BIG THINK programmes and as we network with specialists in various aspects of children's development, provide clear indications of what is working well to advance the quality and effectiveness of teaching and learning. Frontline staff appreciate the expertise they gain from the training we provide and the various routines we have incorporated in all our learning packs. The spiral syllabus instils in very young children, self-regulation, self-awareness and relationship-building capabilities. They then build on these during primary schooling with the addition of social awareness and responsible decision-making. Users delight in all the purposeful foundations being laid and deepening individuals' varying levels of improvement, particularly when they pick up on teachable moments, witness transformative changes in their pupils and receive encouraging responses from parents and carers.

IMPACTS

During the financial year, primary school teachers told us about the increase in children suffering from poor emotional wellbeing and mental health, reflecting the national trend. They were distressed about episodes of violent behaviour, including towards themselves. Factors such as difficult financial conditions, concern about staff recruitment and retention, delay in a new Ofsted reporting system (expected in November 2025) and uncertainty due to world events, continued to affect decision-making by school leaders and the adoption of our programmes, with knock-on effects on our income.

However, those pressing ahead with our multi-dimensional, whole-school, whole-child development schemes of work for ages 3 to 11 are exhilarated by the ethos and environment they create and the wide-ranging, positive changes in their pupils and their achievements. Growing numbers of schools in THE BIG THINK family are being awarded Outstanding for their 'Early Years provision' and 'Behaviour and attitudes'. Ofsted inspectors are sensing their enthusiasm and love for the effects from the fully-resourced programmes, as indicated by these typical comments in their reports.

- There is a warm welcome from pupils and staff at this inclusive school.
- Pupils try hard to live up to the school values, including those of equality, respect and responsibility.
- The school's values of kindness, respect, honesty, resilience and nurture underpin much of what happens here. They contribute to the school being a happy and vibrant learning environment where pupils start their education.
- There is a calm and orderly atmosphere that enables all pupils to concentrate and learn extremely well.
- Behaviour is exceptional.

- Pupils care for each other, concentrate in lessons, and celebrate each other's individual differences.
- Pupils, and children in the early years, are happy at school and cannot wait to start each day.
- The school helps them to become independent and resilient from a very early age.
- Well established routines ensure children develop excellent levels of independence and autonomy.
- Pupils become risk-takers and problem-solvers in safe, engaging environments. They learn to work together harmoniously, and this contributes strongly to calm, purposeful playtimes and lessons.
- Pupils are taught how to keep safe online and look after their physical and mental health.
- Pupils are well prepared for the next stage in their education.
- Staff know that their wellbeing and workload are considered.
- There is an impressive sense of togetherness among the staff. They feel valued and are very proud to work at such a caring and exciting school.
- Parents speak highly of the school.

2025 AND BEYOND

We will continue with our journey of shining a light on how to invest in and accelerate progress towards delivering research-informed, whole-child education that benefits the individuals and lays foundations for all of us to enjoy a happier, healthier society.

As The Princess of Wales said in February 2025 when the Royal Foundation Centre for Early Childhood published a new framework, ***"We must prioritise social and emotional skills if we are to thrive"***. This framework comprises 30 key skills grouped into 6 clusters:

- know ourselves
- manage our emotions
- focus our thoughts
- communicate with others
- nurture our relationships
- explore the world

They chime beautifully with the **5 core values** at the heart of our **BIG THINK** empowering, experiential learning Personal, Social and Emotional Development (PSED) programmes for ages 3 to 11:

- **PEACE** – to practise self-regulation
- **TRUTH** – to foster self-awareness
- **RESPONSIBILITY** – for sound decision-making
- **LOVE** – to build positive, respectful relationships
- **COMMUNITY** – to appreciate all humanity

Evidence shows that there are compounding positive effects from sustained Social and Emotional Learning (SEL). Studies indicate that once SEL is behind, children never catch up academically. Teenagers, whose SEL falls behind as early as five, may well not achieve such good GCSE outcomes as those who benefit from regular, high-quality pre-school and primary school Personal, Social and Emotional Development (PSED). Unable to express themselves, they can be more susceptible to joining gangs and being involved in violence.

Our resources improve pupils' oracy and thereby their ability to communicate their needs effectively, reduce the risk of poor behaviour and improve engagement in education, leading to better attainment levels and life prospects. So, during 2025/26:

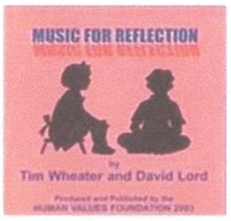
- We will persevere with supporting school leaders, their staff and nursery practitioners who are boldly striving towards a world-class, values-based education.
- We will constantly refine our offerings and expand our reach, promoting strong learning foundations, holistic growth, a deeper understanding of the transformative power of purposeful early education and supporting those ready to implement changes to move forward, the metrics that really matter for children and the quality and effectiveness of teaching and learning.
- We will seek funding to strengthen our sustainability and ensure more and more schools can have our resources and training at affordable prices.
- As ever, we will focus on enabling the emerging generation to look after their spiritual, physical intellectual, social and emotional health, maximise their potential and flourish with mindsets, character strengths, capabilities and values that will continuously enrich all aspects of their lives.

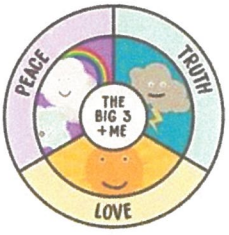
Celebrating 30 years of values-inspired education

For the past 30 years we have enjoyed being fired up by contributing to shaping the future of education for children in their critically formative years from the age of 3 to 14.

Human Values Foundation 30
Life-enriching values for everyone

The Big Think
A SPACE TO EXPLORE OURSELVES, OUR VALUES AND OUR WORLD





We look forward to continuing our work as **"a beacon of light in the education sector".**

REFERENCE AND ADMINISTRATIVE DETAILS

Name, Charity and Company

The Human Values Foundation ("the Foundation") is registered as a charity with the Charity Commission (number 1048755) and it is also a registered company limited by guarantee (number 3089834).

Registered Office

The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Directors and Trustees

The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees during the year and since the year end:

Mr C A Fowler, MA (Oxon), FRSA	Chair
Ms K Deboo, International Montessori Diploma	
Miss A L Greenwood, B Ed, M Ed, MSc	
Mr Ricci Masero, MCIM, CMktr	Resigned 25 September 2024
Ms E Terblanche, BSc, MBA	Resigned 17 November 2024
Mrs L A Whittlestone, MCIM, BA	Resigned 26 November 2024

Senior Managers

CEO & Secretary Ms R C Dewan, BSc

Honorary Treasurer Mrs V Mohan, FCCA

Other relevant organisations

Independent Examiner Stewart & Co, Chartered Accountants, Knoll House, Knoll Road, CAMBERLEY, Surrey GU15 3SY

Bankers Lloyds Bank Plc, 15 Penn Road, HAZLEMERE, Bucks HP15 7LN

Supported by Education Endowment Foundation

TRUSTEES' REPORT

The Trustees are pleased to present their report, together with the financial statements of the Human Values Foundation ("the Foundation") for the year ended 31 March 2025. Reference and administrative details set out on Page 10 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). This report also serves the purposes of Section 162 of the Charities Act 2011 and the Directors' Report for the purposes of Section 415 of the Companies Act 2006.

OBJECTIVES AND ACTIVITIES

Objectives of the Foundation

The Foundation's objectives are to inform and inspire the education sector and provide opportunities for professional development conducive to enriching pre-school and primary stage learning. We provide forward-thinking, evidence-based resources and training that enhance schools' performance and help them achieve a more relevant, holistic education for their pupils in line with changing societal expectations.

Our programmes' processes and practices empower children with competencies, including how to choose and use life-enriching values. Our contributions to advancing the quality and effectiveness of teaching and learning can make transformational and lasting differences to individuals' wellbeing, mental health, aspirations, attainment and life chances.

Objectives and activities continued

Public Benefit

The Trustees confirm they have complied with and paid due regard to the Charity Commission's public benefit guidance when determining the Foundation's aims and objectives and planning future activities. We champion joined-up, 'Big Picture', child-centred education that includes explicit social and emotional development along with nurturing character strengths and the capacity to think critically. Our work builds on the traditional knowledge curriculum, incorporating several preventative elements, such as good mental health practices, resilience, a moral compass and pro-social behaviour.

The collaborative and supportive whole-school community approaches that we advocate provide a quality education that raises the likelihood of all young citizens, whatever their backgrounds, fulfilling their potential and leading ambitious, purposeful, happy, healthy lives. The longer-term repercussions for society include helping to reduce the billions of pounds spent each year as a result of children's underachievement, personal difficulties, poor mental and physical health, absenteeism, involvement in crime, alcohol-related problems, substance abuse, anti-social behaviour, racial and religious disharmony, etc.

Main Objectives for the year to 31 March 2025

In March 2024, the Trustees refreshed and finalised the Strategic Plan. The harsh economic climate meant we needed to set a tight budget for the year ahead. Our focus was to be on promoting our programmes that support children's vitally important early development and raising the training bar so that teachers and nursery practitioners would feel better equipped to facilitate their pupils' more rounded development. With the constant pressures on the education sector, we remained determined to project positivity and be a catalyst for raising the quality of life, learning outcomes and prospects for children aged 3 to 11.

Against the backdrop of teachers grappling with squeezed budgets and the worsening welfare of many of their pupils, along with embedding changes in social justice in their curriculum design, we resolved to pursue the following strategic priorities:

(1) Strengthen our core business activities
(2) Communicate and collaborate
(3) Safeguard the Foundation's financial stability
(4) Monitor progress.

Strategies for achieving these objectives

(1) Strengthen our core business activities

- Ramp up our efforts to widen the reach of ***The Big 3 And Me (TB3)*** and ***The Big 5 (TB5)*** Personal, Social and Emotional Development (PSED) programmes and training. Highlight how regular, time-tabled use helps to give children the best start in life, reduce the attainment gap that those from socio-economically deprived communities are more likely to suffer, and equip all participants with complementary skills enabling them to thrive, fulfil their potential and improve their life chances.
- Use practitioners' feedback and classroom reality insights to reinforce our message to schools, early years settings and other potential customers about the positive, long-term impacts from our evidence-based approaches to PSED.

Strategies for achieving these objectives continued

- Continue to refine and improve ***The Big Think suite*** of programmes to address the evolving needs of children aged 3 to 11. With staff retention and recruitment being of serious concern, draw on testimonials to illustrate high morale and motivation due to how programme implementation enriches the setting culture, eases staff workloads, focuses on everyone's health and wellbeing and leads to a deep sense of job satisfaction, together with improved performance levels and outcomes for both children and adults across the school community.
- Apply a range of marketing approaches, including flexible pricing plans for smaller entities, bespoke practitioner training and parent outreach plans. Continue to offer free, online workshops to demonstrate the methodology and benefits of these key life skills programmes, including how they benefit children with Special Educational Needs and Disabilities (SEND).
- Expand our ability to recruit nurseries and schools to ***TB3*** and ***TB5*** across a broad geographic range by steadily developing a network of enthusiasts who can support the introduction of the programmes into appropriate settings across the UK and overseas. This initiative can embrace trainers for both on site and online training.

(2) Communicate and collaborate

- To extend our reach, expertise and impact, continue to strengthen, initiate and develop partnerships with others who share our vision and values. Collaborate and engage with school and Early Years leaders, practitioners and other like-minded organisations to help those with young citizens aged from 3 to 11 to provide an education that is fit for purpose with age-appropriate development goals.
- Demonstrate to settings with children in the age range of 3 to 11 years how our ***TB3*** and ***TB5*** inclusive programmes nurture Social and Emotional Learning (SEL), including protective factors for mental health, and foster a sense of belonging, teamwork and techniques for coping with the ubiquitous, high levels of stress and anxiety. Raise awareness of how consistent use of these programmes equips children with the tools and resources they need to think independently, regulate their emotions, concentrate well, interact constructively with their peers, develop strong and fruitful relationships and make sound, values-related decisions.
- Work with universities and educational institutions to secure funding for specific research projects into the effectiveness of values-led education in general and our personal, social and emotional development programmes in particular.

(3) Safeguard the Foundation's financial stability

- Aim to build revenues with an imaginative and relevant business model for growth, including campaigns to attract subscriptions for ***TB3*** and ***TB5*** and related training sessions. Explore other potential revenue-generating areas, such as supporting schools with parental outreach on relationships education and wellbeing, Nurture Groups, Pupil Referral Units (PRU) and Violence Reduction Units (VRU).
- Retain, recruit, develop and support skilled and confident staff, volunteers and trustees, maintaining and growing opportunities to network with others keen to advance young citizens' education experiences.
- Maintain existing donor/funder relationships and develop new ones, particularly in respect of our efforts to be a catalyst for advancing education and improving the life chances of children who are disadvantaged in various ways.

Strategies for achieving these objectives continued

- Recover reserves to an agreed level by managing the budget to plan.

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of factors affecting the education sector, risks, costs and our resources, the paradigm shift taking place of necessity to transform and regenerate education, how technology is being applied, and global events, and make timely and appropriate adjustments in response to ever-changing realities.
- Assess and monitor progress towards achieving our aims and delivering on our strategic priorities.

Significant activities that contributed towards achieving our objectives

The workshops we underwent in 2023 with the Education Endowment Foundation while we developed ***The Big 3 And Me*** have been enormously instrumental in achieving our aims.

The education sector is facing a polycrisis with the direction of education under scrutiny, droves leaving the profession, restrictive funding, concern about wellbeing and workloads and wider issues in society and globally that also haemorrhage individuals' energy. Recognising the pressing need for teachers to be able to facilitate the more rounded development of their pupils led us to create Personal, Social and Emotional Development (PSED) and Resilience training films based on activities in the child-centric ***TB3*** and ***TB5*** learning modules. They allow educationalists to watch, as and when required, the various different practices embedded in the programme assemblies and follow-up lessons so they can confidently and effectively implement them in their settings. This was a major project for us but is already proving invaluable for teachers and nursery practitioners.

Another undertaking was to refresh the website to cater for the addition of ***The Big 3 And Me.*** We also started to incorporate into ***The Big 5*** some of the appealing features in TB3, such as the use of British Sign Language. It is proving to be fun and enormously helpful for children because of how it enables them to manage and express their emotions. For ease of progression evidence, we have tabulated in each lesson plan, the life skills that the children practise and gain. To help identify alignment with statutory requirements, each lesson plan shows how the session nurtures specific elements in the national Relationships, Sex and Health Education (RSHE) curriculum for primary schools.

ACHIEVEMENTS AND PERFORMANCE

Performance achieved against set objectives

Our team's enthusiasm and commitment to being a solution provider enabled us to continue to forge ahead, despite the harsh economic climate, and address the challenges prevailing in schools and nurseries.

(1) Strengthen our core business activities

- The pervading sense of weariness amongst teachers, tight budgets and the reluctance of many school leaders to take on new initiatives, made market penetration difficult. However, with endorsements such as this, ***"It's great to see a strong and robust programme that caters for what we need in EYFS"***, we managed to improve our charitable activities by 78% compared with last year.

Achievements and Performance continued

- The education landscape is shifting and with a change in government in July 2024, the new Department for Education (DfE) does seem intent on reaching and connecting more with teachers. Our offerings are very much on message. They align well with the DfE's priorities, including giving young children the best start in life, ensuring all learners achieve, especially by appropriately empowering the disadvantaged and those with Special Educational Needs and Disabilities (SEND).
- We continued to adapt the training we provide to ensure teachers and nursery practitioners have the necessary understanding and capabilities required to meet the social and emotional needs of children aged 3 to 11. The films we created are already making huge differences, resulting in pupils being better equipped for their transitions into primary or secondary schooling.
- We are enormously grateful for grants from The Allen Charitable Trust, the Ashworth Charitable Trust, The Barleycorn Trust, The David Hunt Foundation, the Doris Field Charitable Trust, The Ian Askew Charitable Trust, the Joan Ainslie Charitable Trust, the Mills and Reeve Charitable Trust, The Mrs L D Rope Charitable Settlement and The Wixamtree Trust. They have profoundly affected what we have achieved and enabled us to apply a range of marketing approaches, including flexible pricing plans for smaller entities, bespoke practitioner training and to lead school community dialogues, promoting cohesion between staff, children, parents and carers.
- We are working on developing a network of enthusiasts with relevant experience in nurseries and primary schools to support the introduction of our programmes into settings across the UK and overseas.

(2) Communicate and collaborate

- Having written many engaging short stories for TB5, Avantika Taneja has strengthened our team by contributing her expertise as a project and people manager, facilitator and educational content creator. She has been supporting Sarah Pengelly, our Programme Manager and Trainer, so that together they are extending our reach and impact, collaborating and engaging with educational, school, academy and Early Years leaders and practitioners, representatives from London boroughs and contacts in other like-minded organisations.
- We have yet to identify universities and educational institutions with which we can work to secure funding for specific research projects into the effectiveness of values-led education in general and our holistic development programmes in particular.

(3) Safeguard the Foundation's financial stability

- It was another exhausting year for the education sector and this inevitably affected our sales. However, we are well positioned to improve our income streams now that we can provide continuity of life-defining personal, social and emotional development programmes, starting with pre-school children aged 3 to 5 and cementing this with stimulating staff training and learning materials for ages 5 to 11.
- Our remarkably dedicated team of staff, volunteers and trustees continues to grow our network with others who are just as eager to set the standards for excellence in the Early Years and Primary phase and advance the richness and relevance of young citizens' education experiences.

Achievements and Performance continued

- Without question, our capacity to engage Sarah Pengelly, with all her drive and determination to ensure we remain an innovative catalyst for advancing whole-child education and improving young citizens' prospects, whatever their starting points, is thanks to all the wonderfully generous previous and new donors and funders.
- Having successfully upgraded THE BIG THINK website to enhance visitors' and users' experiences and created training films to advance teachers' professional learning, we must rebuild our depleted reserves by astute budget management.

(4) Monitor progress

- The daily realities for schools and nurseries, along with external pressures, have slowed down our intentions but we resolved to adhere to our strategic direction. We aligned our activities and resources to remain on track with our long-standing vision for movement towards more purposeful, relevant and skills-rich education while global events, risks, costs and advances in technology continued to evolve.

INCOME AND EXPENDITURE AND THE BALANCE SHEET

Full details are set out on Pages 24 to 31. The Statement of Financial Activities records gross income for the year ended 31 March 2025 of £70,917 (2024: £74,397) with resources expended of £59,874 (2024: £75,495) representing a net surplus for the year of £11,043 (2024: deficit of £1,098).

The Balance Sheet records net assets at 31 March 2025 of £77,199 (2024: £66,156).

High quality education that is fit for purpose starts with excellent, insightful educators. The Foundation is proud to offer engaging, research-informed programmes that support children's rounded development and motivational training that continues to advance the professionalism of teachers and nursery practitioners. While the education sector strives to cope with budget and staffing constraints, we have continued to be resilient and prepare for the re-alignment of the education system to ensure widespread achievements and no child being left behind.

We are enormously appreciative of the funding we have received from all our generous and loyal supporters and the grantmakers who, together have enabled us to strengthen and develop our core work and support schools and nurseries, particularly those in socio-economically disadvantaged regions of England.

Income from our programmes, sundry products and training amounted to £26,838 (2024: £15,013) while product development amounted to £2,593 (2024: £31,170).

Principal Funding Sources

Prior to the pandemic, we planned to become a more self-sustained charity by adopting a new business model with annual subscriptions for our programmes. We are beginning to benefit from this change but the Human Values Foundation exists, is able to be a beacon of hope and make real and lasting differences thanks to the generosity of our supporters.

Financial review continued

The reality is that often teachers are impressed and excited when they discover our programmes, but their enthusiasm is dampened when their School Business Manager tells them there isn't the money to proceed. This is where grants come in, enabling such aspirants to have our products and training at affordable rates. Beneficiaries' gratitude tends to make them even more determined to milk all the plus points from our unique programmes.

The Big Think's dialogic, immersive, experiential learning modules support children's early development by laying foundations for a positive sense of themselves, emotional wellbeing, social skills, respect for others, critical thinking and self-determination. Armed and excited by the helpful attitudes, competencies, knowledge and values being gained, ***TB3*** and ***TB5*** participants enjoy their early education experiences and flourish. They are able to fulfil their potential and grow into happy, healthy, inspired citizens, capable of making uplifting changes for a better world. As one Early Years Lead says about TB3, ***"I want my children to feel joy in a difficult world and this programme has joy at the heart of it."***

Our Supporters

Day-to-day work undertaken by Rosemary Dewan as Secretary was unpaid (2024: £nil). This responsibility has been combined with her role as CEO since May 2009. In view of the persistently tough economic conditions and the charity's ambitions, Rosemary continues to work in a voluntary capacity, as does our Treasurer, Vijitha Mohan.

Investment Powers

Under the Memorandum and Articles of Association, the Foundation has the power to make any investment that the Trustees see fit.

Investment Policy

Although the charity's outgoings have, more often than not, exceeded its income, our aim has always been to keep a prudent amount in reserve. This is held in a deposit account. Income from this account was monitored with the average return over the past year being 3.11%.

Reserves Policy

The Trustees acknowledge the importance of building a reserve base. Sufficient reserves are pivotal as a strategic enabler for us to ensure operations continue without interruption or harm to the Foundation's products, services and projects. We aim to maintain an unrestricted base reserve commensurate with core operating capability and risk for a period of between four and six months. In financial terms, this equates to from £16,500 to £24,800.

The ongoing beleaguered education environment continued to impact our revenues and we undertook two planned, major projects in support of our long-term sustainability. This combination meant our free reserves were fully depleted at 31 March 2025, being the general reserve less investment in intangible fixed assets (2024: £15,812). We had a pledge to bolster our income by over £10,000 early in the new financial year.

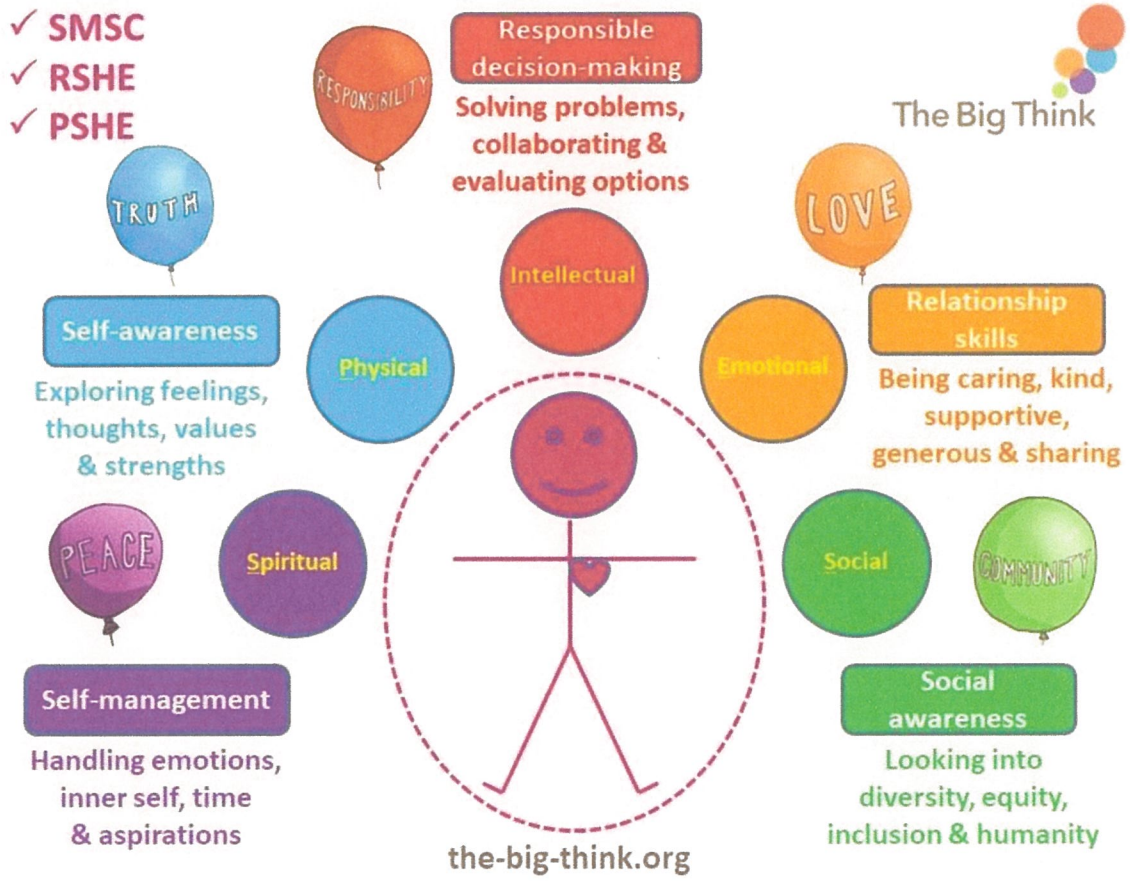
We are enormously grateful for all the funding we receive. It enables us to plan for and progress our core, evidence-informed activities in support of broader education aspirations that lay strong foundations for the lives of children during their critically formative years from the age of 3 to 11. There is now growing recognition of the urgent need to harmonise academic subjects with life skills development to better equip children for the real world.

Financial review continued

PLANS FOR THE FUTURE

For 30 years we have been improving the quality and relevance of education for children. Our values and core beliefs in what young citizens need to be able to flourish, achieve and lead happy, healthy, fulfilling lives are at the heart of our strategic direction. We now aim to build on our recent work of developing THE BIG THINK pair of multi-faceted programmes, affirming what evidence shows is required for meaningful education, and in parallel, achievement of our long-standing mission.

Our strategy brings into sharper focus, our commitment to foster lasting changes for children in pre-school and primary phases. We aim to inspire systemic change and new perspectives as we bring out the SPIES! We will continue to support the embedding of whole-child education, integrating the Spiritual, Physical, Intellectual, Emotional and Social dimensions of each child's life.



The practical content of our programmes enriches schemes of work for compulsory Spiritual, Moral, Social and Cultural (SMSC) provision; Relationships, Sex and Health Education (RSHE); and Personal, Social and Health Education (PSHE). We are greatly encouraged by how the education landscape is moving towards our long-held vision for empowering, whole-person development from the start of young citizens' schooling.

With invigorated determination to be a solution provider for all children thriving, whatever their social backgrounds and innate abilities, subject to satisfactory funding arrangements, we set these management objectives for the year that started on 1 April 2025:

Financial review continued

(1) Strengthen our core business activities

- As and when appropriate, refresh ***The Big 3 And Me*** and ***The Big 5*** programmes so they not only align with the national curriculum for Personal Development in early years and primary schools but exceed expectations and widen the geographical scope for upscaling our endeavours.
- Apply a range of marketing approaches to expand our reach, including flexible pricing plans for small settings, bespoke practitioner training and community values dialogues, involving parents and carers.
- Continue offering free virtual workshops, sharing expertise and demonstrating the effectiveness of ***TB3*** and ***TB5*** methodologies and how the programme content prepares the emerging generation as changemakers, who will be able to confidently contribute to shaping a better future personally, locally, nationally and globally.

(2) Communicate and collaborate

- Modify The Big Think website whenever necessary to ensure it is easy to see what ***TB3*** and ***TB5*** are designed to achieve and to enrich the user experience, making it a stimulating platform for those utilising the multi-media resources.
- Use the short, programme introductory videos to highlight the innovative features in TB3 and TB5 designed to progressively equip children to be internationally-minded and to possess the essential skills and qualities that will enable them to successfully capitalise on all the learning opportunities available to them throughout their educational careers and on into their future vocations.
- Encourage sustained use of the training films so that staff can familiarise themselves with the range of personal development practices in the lesson packs and build their own confidence as knowledgeable, values-led role models, maintaining and promoting wellbeing, open-mindedness and an eagerness for everyone to blossom as they explore and utilise their own talents and interests to good effect.
- In line with the reforms towards a more rounded education system, make clear how regular, timetabled implementation of the structured, values-themed learning modules enables participants to learn how to tackle problems through thinking skills, act in a principled manner, engage sensitively with others, develop the confidence to be risk-takers and work both independently and collaboratively. Show how the practical tasks enable them to benefit from an understanding of how to reflect on our world and their own ideas and experiences so that ultimately, they feel able to take a balanced approach to all they undertake and become lifelong learners, who are successful, confident and responsible global citizens with a desire to improve the world in which they live.
- Further partnerships with others who share our vision and values. Seek out and engage with educational, school, academy, Early Years nursery leaders and other like-minded organisations to help those with charges aged 3 to 11 to think differently and advance child-centred education. Emphasise how the TB3 and TB5 toolkits nurture the understanding and skills needed for achieving age-appropriate development goals and instil protective factors so that individuals can look after themselves well, manage their mental health and cope effectively with the stress and unprecedented anxieties children are experiencing.

Financial review continued

(3) Maintain the Foundation's financial stability

- Broaden the scope for revenue generation from subscriptions for ***TB3*** and ***TB5*** and related training sessions. Possibilities include parental outreach, helping schools with their statutory consultation about Relationships, Sex and Health Education (RSHE); supporting Nurture group interventions so pupils showing signs of behavioural, social or emotional difficulties can build trusting relationships with adults and master the skills they need to resume learning in mainstream classes; assisting Violence Reduction Units with content that tackles negative tendencies early in life; and the revival of Early Years development initiatives.
- Expand our team of skilled and confident staff, volunteers and trustees with others keen to advance the education experiences of pre-school and primary phase children.
- Maintain existing donors and funders and attract new ones. Emphasise how grant support makes it feasible for small schools to afford ***TB3*** and ***TB5*** and improves prospects for scaling up by offering discounts to groups of schools, such as within a multi-academy trust or across a borough or local authority.
- Recover reserves to an agreed level by managing the budget to plan.

(4) Monitor progress

- Throughout the year, taking account of factors affecting the education sector, risks, costs and our resources, the shifts taking place to reform and regenerate education, technological and artificial intelligence (AI) influences, and global events, make timely and appropriate adjustments to our strategic direction.
- Continue to assess and monitor progress towards achieving our aims and delivering on our strategic priorities.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Documents

The Human Values Foundation is a charitable company limited by guarantee, incorporated on 10 August 1995 and registered as a charity on 21 August 1995. The company was established under a Memorandum of Association and is governed by its Articles of Association and Rules. In the event of the company being wound up, the liability of its Members is limited to an amount not exceeding £1.

Organisational Structure

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as members of the Council of Management. The Council, consisting of from three to six Trustees, has the general control and management of the administration of the Foundation. Its members are responsible for setting policy and agreeing strategy and may regulate their meetings as they think fit. The Trustees convene three times a year for the despatch of formal business and host a forum after the Annual General Meeting (AGM) to consider with Members, future strategies for the Foundation.

Day-to-day running of the Foundation is carried out by Rosemary Dewan (CEO and Secretary) and Vijitha Mohan (Honorary Treasurer). They also attend the Council meetings. The Trustees also much appreciate Sheila Evered's contributions as the Honorary Minutes Secretary.

Organisational structure continued

Recruitment and Appointment of Trustees

Under the Articles of Association, one third of the Trustees retires from office each year. A retiring Trustee is eligible for re-election. The Trustees are elected by ordinary resolution of the Members. They have the power to appoint any person to fill a casual vacancy. Any person so appointed holds office until the next AGM and is then eligible for re-election.

In accordance with the provisions of the Articles of Association and being eligible, Kashmira Deboo, who retires by rotation, will be standing for election in November 2025. We were sorry to lose Erica Terblanche, Lisa Whittlestone and Ricci Masero due to other pressures in their lives but we look forward to welcoming replacements for them.

Trustee Induction and Training

On appointment, Trustees are given information tailored to their experience. Literature supplied sets out the context within which the Foundation operates, our products and services, and includes copies of the legal documents, the latest financial statements, minutes of previous Council and general meetings, and the risk register, together with guidance for trustees. During the course of a year, Trustees receive information via the Secretary to enable them to keep abreast of relevant laws, regulations and best practices.

Related Parties

The only related parties are the Trustees and a summary of transactions with them is set out in Note 14 to the Financial Statements.

Management of Risk

We seek to identify, assess, manage and mitigate risks, taking into account external factors, governance, regulatory, financial and operational requirements, to ensure they are balanced against the needs of the Foundation and our services. For reasons of cost and practicality, the system of internal controls is intended to manage rather than eliminate risks and to give reasonable rather than absolute assurance.

The Strategic Plan was refreshed and approved in March 2025. It covers the aims and objectives of the Foundation and is the basis for planning and progress reviews. In readiness for the start of a financial year, we discuss our operating plans and establish a budget. During the year, actual performance is monitored against strategic objectives, the financial results, variance from budget and several non-financial performance indicators, to evaluate the achievement of outputs and outcomes.

The principal risks identified are uncertainties due to global economic and social factors, reliance on key personnel, financial, and IT failure. We have reviewed our financing and fundraising strategy, recognising future unpredictability, the need for flexibility as we navigate the turbulent environment, and our resolve to constantly align our products and services with the learning priorities of teachers, young people and other stakeholders.

TRUSTEES

Trustees' insurance

Charity trustee liability insurance is included in the Foundation's Combined policy.

Organisational structure continued

Trustees' interests

As the company is limited by guarantee, no Trustees were interested at any time in any share capital of the Foundation.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of the Human Values Foundation for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

United Kingdom company and charity law requires the Trustees to prepare for each fiscal year, financial statements that give a true and fair view of the state of affairs of the charitable company as at the end of the financial year and of its income and expenditure during that period.

In preparing these financial statements, the Trustees have:

- selected suitable accounting policies and applied them consistently;
- made judgements and estimates that are reasonable and prudent;
- followed applicable accounting standards and statements of recommended practice without any material departures;
- prepared the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business; and
- reviewed the major risks to which the Foundation is exposed and satisfied themselves that these are being minimised.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose, with reasonable accuracy at any time, the financial position of the charitable company. They must ensure the financial statements comply with the Companies Act 2006 and the Charities Act 2011. The Trustees are also responsible for the system of internal controls, for safeguarding the assets of the Foundation and hence, for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Members of the Council of Management

The current Trustees are given on Page 10. A new Trustee, to fill a casual vacancy, is appointed by the Board, taking into account the mix of skills and gender balance.

Small company exemptions

This report has been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small entities.

Approved by the Board and signed on its behalf on 19 October 2025.

R C Dewan

.....
Ms R C Dewan, Secretary

HUMAN VALUES FOUNDATION
INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HUMAN VALUES FOUNDATION CHARITABLE COMPANY FOR THE YEAR ENDED 31 MARCH 2025

I report to the charity trustees on my examination of the accounts of the charitable company for the year ended 31 March 2025 that are set out on Pages 24 to 31.

Respective responsibilities of trustees and examiner and basis of report

The charitable company's Trustees (and also its directors for the purpose of company law) are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commissioners under Section 145(5)(b) of the 2011 Act.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charitable company and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and the seeking of explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the company as required by Section 386 of the 2006 Act; or
(2) the accounts do not accord with those accounting records; or
(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Charlotte Ryan FCA
Stewart & Co
Chartered Accountants

Knoll House
Knoll Road
CAMBERLEY
Surrey
GU15 3SY

20 October 2025

HUMAN VALUES FOUNDATION
STATEMENT OF FINANCIAL ACTIVITIES
(incorporating Income and Expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 MARCH 2025

	Note	2025 Unrestricted funds Total £	2024 Unrestricted funds Total £
INCOME & EXPENDITURE			
Income and endowments from:			
Donations and legacies		20,462	18,220
Charitable activities		26,838	15,013
Other trading activities		22,590	40,000
Investments		1,027	1,164
Total income and endowments	3	**70,917**	**74,397**
Expenditure on:			
Raising funds		(415)	(1,081)
Charitable activities		(49,600)	(61,252)
Other		(9,859)	(13,162)
Total expenditure	4	**(59,874)**	**(75,495)**
Net (expenditure) / income		**11,043**	**(1,098)**
Net movement in funds		**11,043**	**(1,098)**
Reconciliation of funds:			
Total funds brought forward at 1 April		66,156	67,254
Total funds carried forward at 31 March	13	**77,199**	**66,156**

The statement of financial activities includes all gains and losses in the year.

All incoming resources and resources expended derive from continuing activities.

The notes on Pages 27 to 31 form part of these financial statements.

HUMAN VALUES FOUNDATION
BALANCE SHEET
AS AT 31 MARCH 2025

	Note		2025		2024
		£	£	£	£
FIXED ASSETS					
Intangible fixed assets	5		40,400		22,754
TOTAL FIXED ASSETS			40,400		22,754
CURRENT ASSETS					
Stocks	6	4,659		3,500	
Debtors	7	7,708		1,240	
Cash and short-term deposits	8	29,939		47,991	
TOTAL CURRENT ASSETS		42,306		52,731	
CURRENT LIABILITIES					
Creditors: amounts due within 1 year	9	(4,840)		(4,650)	
NET CURRENT ASSETS			37,466		48,081
TOTAL ASSETS LESS CURRENT LIABILITIES			77,866		70,835
Creditors: amounts falling due after more than 1 year	10		(667)		(4,679)
NET ASSETS	11		**77,199**		**66,156**
FUNDS					
Unrestricted Income Funds:					
General funds	12	40,240		38,566	
Designated funds	12	36,959		27,590	
Total Unrestricted Income Funds:			77,199		66,156
GENERAL FUNDS	13		**77,199**		**66,156**

HUMAN VALUES FOUNDATION
BALANCE SHEET *(continued)*
AS AT 31 MARCH 2025
Trustees' statements required by Sections 475(2) and (3) for the year ended 31 March 2025

In approving these financial statements as Trustees of the company, we hereby confirm:

(a) that for the year stated above the company was entitled to the exemption conferred by Section 477 of the Companies Act 2006;

(b) that no notice has been deposited at the registered office of the company pursuant to Section 476 requesting that an audit be conducted for the year ended 31 March 2025; and

(c) that we acknowledge our responsibilities for:

(1) ensuring that the company keeps accounting records which comply with Section 386; and

(2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the year then ended in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small companies and in accordance with the FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The financial statements were approved and authorised for issue by the Board on 19 October 2025 and signed on its behalf by

C A Fowler
Chair of the Board of Trustees

Registration number: 3089834

HUMAN VALUES FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2025

1 Accounting Policies

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention. The financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), and the Companies Act 2006. The charity constitutes a public benefit entity as defined by FRS 102. The financial statements are prepared in sterling, which is the functional currency of the entity.

(b) Company status

The Foundation is a company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ. The members of the company are the Trustees named on Page 10. In the event of the Foundation being wound up, the liability in respect of the guarantee is limited to up to £1 per member of the company.

(c) Fund accounting

General funds are unrestricted funds, which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Foundation and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of the designated funds are set out in Note 12 to the financial statements.

Investment income is allocated to the funds in which the assets are a part.

(d) Income and endowments

All income and endowments are included in the Statement Of Financial Activities (SOFA) when the Foundation is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Donations are recognised when received and, unless donated for a specific purpose, are treated as contributions to the General Fund. Life subscriptions are taken to income over a period of 20 years. No amounts are included in the financial statements for services donated by volunteers.

Income from assets comprises interest income on cash deposits and is included gross.

(e) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of the resources.

Expenditure on raising funds comprises costs incurred in seeking voluntary contributions and does not include the costs of disseminating information in support of the charitable activities. Expenditure on charitable activities comprises the costs of all resources, including support costs, applied in undertaking work to meet the objectives of the charity and governance costs incurred in connection with the administration of the Foundation and in compliance with constitutional and statutory requirements.

As the Foundation is not registered for VAT, where it is incurred, the costs are recorded gross.

1 Accounting Policies continued

(f) Intangible fixed assets and amortisation

Product and website development costs are initially recognised at cost. Subsequent to initial recognition, intangible assets are recognised at cost less accumulated amortisation. Amortisation is calculated on a straight-line basis over the estimated useful life as follows:

Product and website development – straight line over 4 years.

(g) Stock

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value. Cost is computed on a first in, first out basis. Net realisable value is based on an estimated selling price less the estimated cost of disposal.

(h) Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure account.

(i) Financial instruments

The Foundation has financial assets and liabilities only of a kind that qualify as basic financial instruments. Such instruments are initially recognised at transaction values and subsequently measured at their settlements value.

(j) Creditors and provisions

Creditors and provisions are recognised where the Foundation has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

(k) Government grants

Grants are accounted for under the accruals model as permitted by FRS 102. Grants of a revenue nature are recognised in "other income" within surplus or deficit in the same period as the related expenditure. This includes the Government Bounce Back Loan scheme. The Foundation has not directly benefited from any other forms of government assistance.

2 Staff numbers

The average number of persons employed by the charity (including directors) during the period, was 0 (2024: 0).

3 Income and Endowments from:	2025	2024
	£	£
Income from donations and legacies:		
Donations & gifts	19,720	17,429
Membership subscriptions	742	791
Income from charitable activities:		
Sale of goods	26,838	15,013
Income from other trading activities:		
Raising funds	22,590	40,000
Income from investments:	1,027	1,164
Total Income and Endowments	**70,917**	**74,397**

4 Expenditure on:	2025	2024
	£	£
Expenditure on Raising funds	**(415)**	**(1,081)**
Expenditure on Charitable activities		
Cost of goods sold	(5,816)	(3,231)
Exhibitions, Functions & Workshops	(7,280)	(2,225)
Publicity materials	(8,077)	(5,162)
Recruitment & training	(63)	(944)
TB3+ME Product development costs	(1,512)	(27,000)
TB5 Product development costs	(1,081)	(4,170)
Travel, accommodation and subsistence	(358)	(295)
Telephone, postage and supplies	(685)	(407)
Premises and facilities	(276)	(276)
Promoter's fees	(4,985)	(2,864)
Consultancy fees	(16,915)	(11,999)
Stock written off	-	(215)
Governance costs		
Administration and management	(1,952)	(1,864)
Independent examination fees	(600)	(600)
Expenditure on Charitable activities sub-total	**(49,600)**	**(61,252)**
Other expenditure		
Fixed assets amortisation	(9,688)	(12,890)
Bank interest paid	(171)	(272)
Other expenditure sub-total	**(9,859)**	**(13,162)**
Total Expenditure	**(59,874)**	**(75,495)**

5 Intangible Fixed Assets

	2025 Product Development	2025 Website Upgrade	2025 TOTAL
Used for charitable purposes	£	£	£
Cost			
Cost brought forward	125,555	11,757	137,312
Additions	13,500	13,834	27,334
Disposals	(91,381)		(91,381)
Cost carried forward	47,674	25,591	73,265
Amortisation			
Amortisation brought forward	(105,586)	(8,972)	(114,558)
Amortisation charge for the year	(8,543)	(1,145)	(9,688)
Amoritsation charge on disposals	91,381		91,381
Amortisation carried forward	(22,748)	(10,117)	(32,865)
Net book value at 31 March 2025	**24,926**	**15,474**	**40,400**
Net book value at 31 March 2024	19,969	2,785	22,754

6 Stocks

	2025	2024
	£	£
At 1 April	3,500	1,805
Additions	6,974	5,135
Cost of Sales	(5,815)	(3,440)
At 31 March	**4,659**	**3,500**

7 Debtors

	2025	2024
	£	£
Trade debtors	3,199	284
Other debtors	3,526	110
Prepayments	983	846
	7,708	**1,240**

8 Cash And Short-term Deposits

	2025	2024
	£	£
Deposit accounts	29,714	47,852
Current account	225	139
	29,939	**47,991**

9 Creditors

amounts falling due within 1 year	2025	2024
	£	£
Accruals:		
Trading	(175)	-
Other	(65)	(50)
External examination fees	(600)	(600)
Covid-19 Bounce Back Loan	(4,000)	(4,000)
	(4,840)	**(4,650)**

10 Creditors

amounts falling due after more than 1 year	**2025**	**2024**
	£	£
Life subscriptions	-	(12)
Covid-19 Bounce Back Loan	(667)	(4,667)
	(667)	**(4,679)**

11 Analysis Of Net Assets Between Funds

	Fixed assets	Net current assets	Creditors due after more than 1 year	Total net assets
	£	£	£	£
Unrestricted funds	40,400	37,466	(667)	77,199
	40,400	**37,466**	**(667)**	**77,199**

12 Unrestricted Funds

	At 1 April 2024	Income	Expenditure	At 31 March 2025
	£	£	£	£
General reserve	38,566	47,377	(45,703)	40,240
Designated funds	27,590	23,540	(14,171)	36,959
Total unrestricted funds	**66,156**	**70,917**	**(59,874)**	**77,199**

The General reserve represents the free funds of the Foundation that are not designated for particular purposes.
Designated funds comprise anonymous gifts and other donations, assigned by the Trustees to identified projects and purposes, reflecting the intentions of the donors.

13 Reconciliation Of Movement In Funds

	2025	2024
	£	£
Funds at 1 April	66,156	67,254
Gross income	70,917	74,396
Total expenditure	(59,874)	(75,494)
Funds at 31 March	**77,199**	**66,156**

14 Related Party Transactions

Expenses reimbursed to Trustees for their services amounted to £nil (2024: £nil).
Directors and Officers insurance was included in the Combined policy.

HUMAN VALUES FOUNDATION

England & Wales - Charity number 1048755

Accounts

Company No. 3089834
Charity No. 1048755

Human Values Foundation

Life-enriching values for everyone

REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2024

The Big Think

A SPACE TO EXPLORE
OURSELVES, OUR VALUES
AND OUR WORLD

www.HumanValuesFoundation.com

www.the-big-think.org

Patrons: Sir Michael Morpurgo, OBE, FKC, AKC,
Prof Kamran Mofid, PhD and Dr Kevin A Auton, PhD

Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2024

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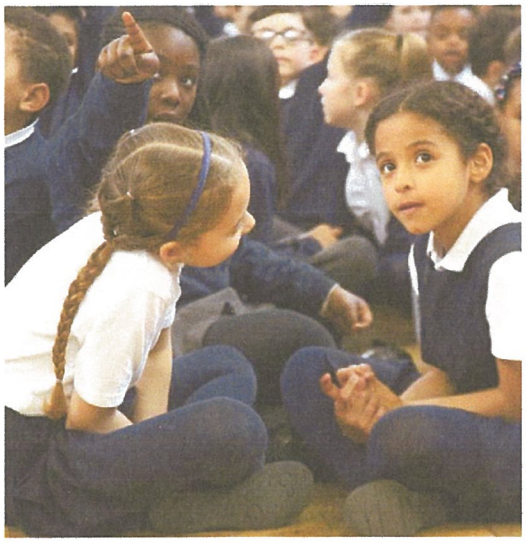

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OUR CORE VALUES

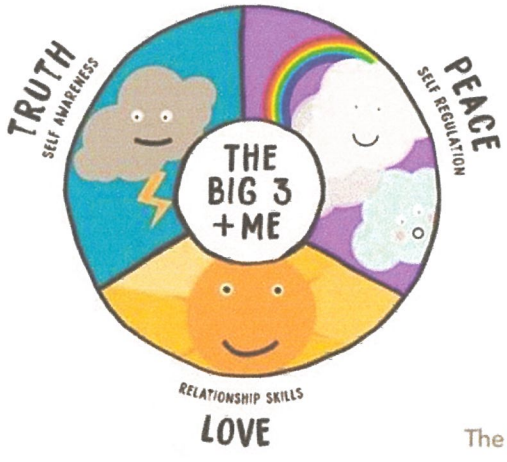
Truth ♦ Community ♦ Peace ♦ Responsibility ♦ Love

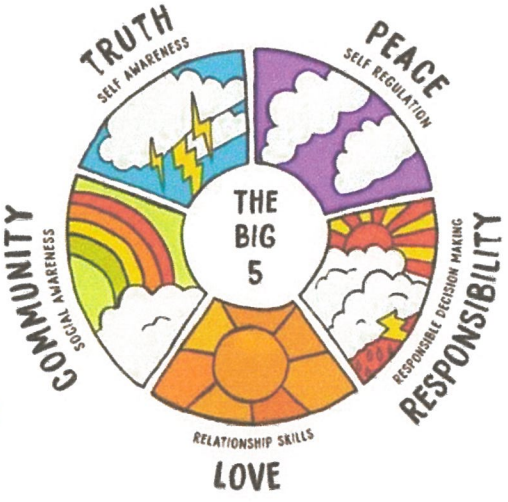
The Department for Education has found that ***'by the age of five, the attainment levels of children from disadvantaged backgrounds are, on average, four months behind their better off peers and such gaps can double by the end of primary schooling'.***

We are future focused and determined to galvanise better education outcomes for all children, whatever their social backgrounds and circumstances. The aftermath of the pandemic and the worsening cost-of-living crisis have led to the attainment gap widening between children growing up in hardship and those being raised in wealthier settings. As ever, we aim to help reduce, or better still, eliminate this divide with the content and structure of our programmes, along with informative staff training. This combination provides a tangible, strategic direction for schools, reinforced by a constant flow of tasks and opportunities that pave the way for all participants to flourish and fulfil their potential.

Education is an important route for social justice, the constituents of which are about making society function better and eradicating disadvantage. Our focus on improvements provides support, skills and tools to help turn lives around and dissolve blockages to social mobility. In a more equitable and inclusive society, everyone has the opportunity to excel and contribute to the common good. As Sir Ken Robinson said, ***"The fact is, that given the challenges we face, education doesn't need to be reformed — it needs to be transformed."***

We have always championed Personal, Social and Emotional Development (PSED). It is fundamental for effective learning and being able to shape one's future in favourable ways. Studies consistently demonstrate a higher prevalence of PSED needs in socially disadvantaged communities. Supporting PSED skills is now a priority for schools. The holistic, ready-to-teach development resources and high-performance staff training we provide help to bridge the gap between education research and good practice. We intend to progressively empower children aged 3 to 11 so they think critically and independently, make consistently good, values-based decisions and fully utilise their talents and interests.





The Big Think

THE BIG 3 + ME
Personal, Social and Emotional Development (PSED) programme for ages 3 to 5

THE BIG 5
Personal, Social and Health Education (PSHE) programme for ages 5 to 11

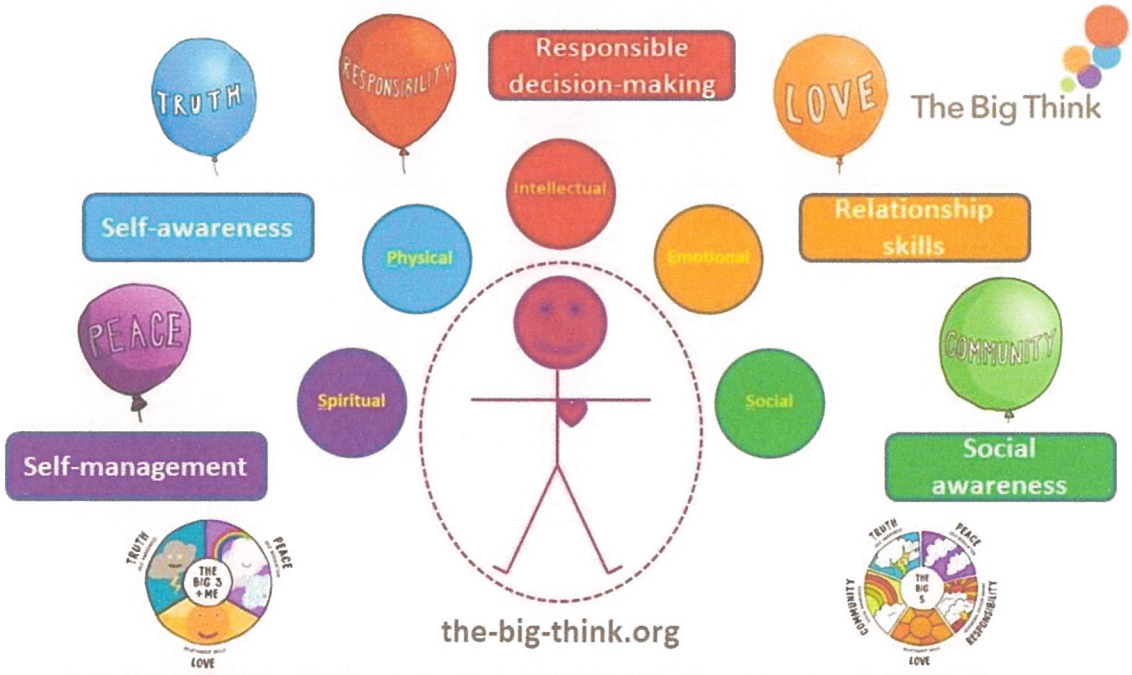
From our Education Advisor, Sir Anthony Seldon: ***"What a joy that The BIG 3 And ME grows vital human skills in both Early Years practitioners AND their little learners from the earliest age when it matters most. This PSED programme is surely a game-changer."***

And leading educationalist Jean Gross CBE commented, ***"I love the way THE BIG 5 combines oracy development and social and emotional learning – both incredibly powerful ways of increasing children's attainment and life chances. Such great resources too – books, assemblies, lesson plans and mindfulness tracks".***

OUR VISION

To provide schools with practical teaching materials and staff training so that children are given the optimum start in life with a purposeful, vibrant, ambitious education system that enables them to thrive throughout their school careers and play their parts in a more promising future for all.

As changemakers, we strive to enrich teaching, schooling and parenting, promoting a collaborative culture of high expectations, care for individuals, strong, uplifting values and relevant, enjoyable education that sparks an enduring love of learning. Blending stimulating teaching with interventions to support, nurture and challenge children, we aim to perpetuate ambition and agency for each child, whatever their starting point, and to equip them early in their life journeys with inspiring and motivational attitudes, skills, knowledge and values.



THE BIG 3 + ME and **THE BIG 5** programmes are aligned to statutory expectations:

- ✓ **Personal, Social & Emotional Development (PSED)** for ages 3 to 5
- ✓ **Spiritual, Moral, Social & Cultural (SMSC) development** for ages 5 to 11
- ✓ **Relationships, Sex & Health Education (RSHE)** for ages 5 to 11

Our staff training, resources and the resulting tangible actions ensure safe, calm, protected and supportive learning environments. Those who facilitate the personal development sessions derive great job satisfaction from being conscientious, informed role models who know how to create the conditions in which children of all abilities can flourish. Our intention is that purposeful personal growth, involving deep, immersive, experiential learning, enables children to enjoy constantly making tangible progress.

Armed with a toolkit of techniques and an expansive mindset, we look forward to the emerging generation being able to grasp and create opportunities and take pleasure in achieving academically, spiritually, socially, emotionally and physically.

PUBLIC BENEFIT

The Foundation's mandate is to help meet the developmental needs of schoolchildren and thereby enrich and strengthen the fabric of society.

From birth to the age of five, children develop life-defining physical, cognitive and social-emotional skills. They are key to their achievements during their school careers, with long-term effects that shape their adult lives as well. These early years are now considered the most important phase of a child's education. However, historically, they have not been particularly well supported. We are instrumental in helping to turn that around.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." *(Margret Mead, 1901-1978, Anthropologist)*

Our programmes enable children to think for themselves. They are being taken up and promoted by insightful educationalists who are determined to propagate improvements in the quality, relevance and effectiveness of pre-school and primary phase education. For those teaching children from socio-economically deprived communities or with Special Educational Needs and Disabilities (SEND), they are deriving huge satisfaction as they witness the potentially transformative differences in their pupils' quality of life and prospects.

Our skills-rich offerings provide a route map for these teachers and nursery practitioners to strengthen each child's internal locus of control. Morale is boosted as they celebrate the eager, sustained participation that leads to their pupils incrementally gaining the capabilities needed to give them a voice as they experience and interpret life day by day.

The resulting better wellbeing for all the adults involved as well as the children, and the positive impacts on attainment levels, are helping to tilt the early years and primary phase education system towards something that befits stakeholders' growing desire for the sector and its important contributions to society.

OUR PROJECTS

The Big 5 School Climate Project

Modelling by staff is a cornerstone of effective teaching. As Dr Haim Ginott, a school teacher, child psychologist and psychotherapist (1922-1973) said, ***"I've come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate, it's my daily mood that makes the weather. . ."***

A distinct advantage of the elements making up ***The Big Think*** learning modules is that as they are delivered, practitioners become increasingly aware of their own strengths, weaknesses, values and motivators. The lesson patterns build facilitators' confidence in nurturing hugely important life skills and they become conscious of their influences and how to ensure the very best levels of social, emotional and academic achievement are being made possible.

In 2022, thanks to a grant from the Foyle Foundation, we created a free resource that we called **THE BIG FIVE PROJECT**. It was designed to help primary school teachers better understand and manage their own wellbeing and the increasing social and emotional anxieties of many of their pupils. The pack of 10 lessons from ***The Big 5*** programme (five for ages 5 to 7 and a further five for ages 7 to 11) can be used to run a 5-week project to enhance the wellbeing of both staff and children. It has proved to be a popular resource.

In August 2023 we were advised that it had been chosen as a **Teach Primary FINALIST** in the **WELLBEING** category because of how it:

- ***promotes happiness and health*** *for pupils and teachers alike*
- *supports teachers in delivering the* ***highest standards in education***
- *provides* ***the very best educational experience for children aged 5 to 11.***

The Big 3 And Me project

Following an application in November 2022, at the start of 2023, the Education Endowment Foundation (EEF) advised us that we had been awarded a grant of £22,000 to contribute towards the costs of engaging with their structured development process to create an innovative Early Years programme for children aged 3 to 5, deliver it to 12 settings in the Autumn term and collect formative feedback about the pilot in 2024's Spring term. We were to adapt the impactful features of ***The Big 5*** that work so well for ages 5 to 11.

The aim was to help fill gaps the EEF had identified in the provision of education for pre-school children, advance teaching with research-informed pedagogies and provide resources conducive to improving the attainment levels of children aged 3 to 5.

The EEF was funding high-potential projects to **answer the most important questions** as suggested by the existing evidence base and school priorities. The impacts were to be **most beneficial for socio-economically disadvantaged children**. The theme for our project was **Personal, Social** and **Emotional Development (PSED)**, including **self-regulation**.

Throughout the late spring and summer of 2023, we attended a superb series of informative and disciplined workshops. We developed a theory of change to ensure our new programme and associated training would focus on operational excellence and help lead the way to necessary and urgent, systemic changes in early childhood education. To trial the programme and training during the autumn term, with the support of A Brighter Start, East London's Early Years Stronger Practice Hub, we recruited six nursery settings and six schools that catered for 4-year-olds in Reception classes.

We worked intensely on the project during the summer. Associating three of The Big 5 core values: Peace, Truth and Love with the three critically important goals for Early Years: Self-regulation, Self-awareness and Building Relationships, we created three sets of eight learning modules. Just as we did for The Big 5, we drew on external expertise to assist us in creating exceptional classroom resources. These include Silent Sitting, mindfulness tracks that promote wellbeing and concentration. For each lesson, children sit in an inclusive circle around a mat that depicts three friendly animals. The cuddly panda, turtle and puppy help children identify with their characteristics, brought out in the lessons, so they can put those qualities into practice in real-life situations. Feelings cards constantly expand participants' ability to handle their emotions. Each card has a corresponding British Sign Language film clip and the children absolutely love using their hands and faces in such expressive ways. For fun and togetherness, every lesson includes one of three specially composed songs. Each Reception lesson also includes a story to reinforce understanding and applying learning.

- Promotes wellbeing
- Enriches teaching
- Nurtures language, communication, social & emotional skills
- Inspires all participants

Supported by the

Education Endowment Foundation

THE BIG 3 + ME
PSED toolkit for ages 3 to 5

- Staff training advances skillsets & practices for excellent early years provision
- 24 time-saving, immersive & empowering modules aligned with EYFS goals:
  1) Self-regulation
  2) Self-awareness
  3) Building Relationships

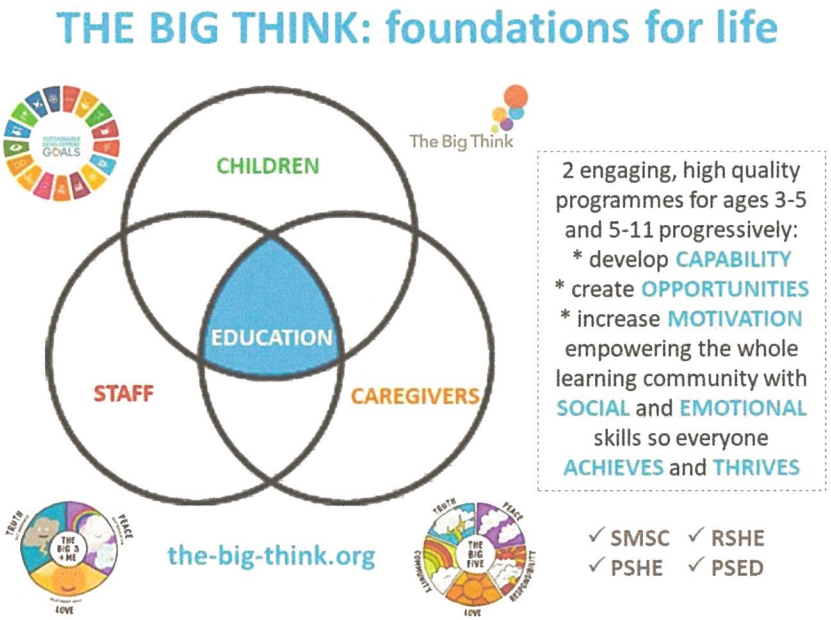
In the autumn term, we introduced the 12 settings to the resources and modelled how to optimise all the different features and elements of the programme. There were monthly on-line check-ins, with input from everyone fertilising best practices. There were significant numbers of children with special educational needs and disabilities (SEND) and staff warned us they might not be able to join in but to everyone's delight, there was 100% participation. All the children revelled in the Silent Sitting gentle music and guided visualisations.

By the end of the pilot in December, staff were amazed at the progress children had made - and in such a short time. We invited the triallists to continue using the programme during the 2024 spring and summer terms – all of them grasped and relished this opportunity.

OUR THEORY OF CHANGE

As systemic changes are beginning to emerge, shifting towards whole-person education, we are a raising agent for standards, practices, morale and outcomes.

Schools and nurseries using ***The Big Think*** suite of programmes regard them as "fantastic". They very much appreciate their quality and richness as they strive to move towards a more relevant and balanced education ecosystem. They delight in the culture they embed and how they leverage social and emotional learning.



- **Developing CAPABILITY**
  - Social, emotional and mental health challenges are taking their toll on children, blighting their wellbeing and capacity to learn. Many educationalists are finding they are facing behaviours outside their training and experience. Our evidence-informed guidance, approaches and resources help to achieve high quality personal, social, emotional, language and communication growth essential for fulfilling potential.

- **Creating OPPORTUNITIES**
  - We regularly offer free, online workshops to share tips and expertise with nursery practitioners, teachers and school leaders. We demonstrate how to lead initiatives and drive changes that can be ingrained in setting cultures and that encourage pro-social behaviour. We show how stakeholder collaboration reinforces the breadth of learning now recognised as vital for properly equipping young people for life.

- **Increasing MOTIVATION**
  - Monthly check-ins during the trialling of ***TB3+ME*** gave us clear indications of just how appreciative frontline staff are of the modelling session we include in training and the various techniques we have incorporated in the lesson plans to instil children's self-regulation, self-awareness and relationship-building skills. The range of differences they witnessed in their pupils in just one term fired them up. They delight in deepening individuals' varying levels of improvement and capitalise on teachable moments in real-life situations at any time and anywhere in school.

IMPACTS

Throughout the financial year, the education sector continued to struggle with the legacy of the pandemic and its inhibiting repercussions on pupils' performance, increased costs, staff recruitment and retention, strikes, Ofsted issues, disquieting world events and low morale. These factors significantly impacted on our income.

However, those using our 'soft skills' programmes for ages 3 to 11 constantly expressed delight in how the different components and activities were making marked changes in pupils' attitudes, social and emotional competencies, capacity to concentrate and learn effectively, behaviour and wellbeing. They also found that as they implemented the modules, they too experienced personal growth, contributing to both short-term and long-term improvements across their entire school communities.

With the re-think about education, there are especially huge pressures on the early years workforce. Our evidence-informed staff training means those with the courage to challenge the status quo can enjoy an improved sense of self-efficacy in implementing and modelling for their pupils, what is now being recognised as essential personal, social and emotional development. They can go beyond what our resources help them achieve in regular, dedicated lesson slots, confidently responding to individuals' various needs and providing guidance in real-life contexts and situations throughout each day.

2024 AND BEYOND

We will continue to champion deviation from 'business as usual' and support those entering unchartered territory as they begin to systematically nurture whole-child, rounded development. We will further refine our programmes and the training of educationalists so as to blend innovation in teaching with values-themed experiential learning modules that empower and challenge children to be ambitious and the best they can be.

We are committed to young citizens' progress, whatever their starting points, so they are well equipped to gain from all the opportunities in their life-long learning journeys. Our intentions chime with what the Princess of Wales has been advocating since January 2023, when she launched her *'Shaping Us'* initiative to raise public understanding of the crucial importance of the early years of children's lives.

"The way we develop, through our experiences, relationships, and surroundings during our early childhood, fundamentally shapes our whole lives. It affects everything from our ability to form relationships and thrive at work, to our mental and physical wellbeing as adults and the way we parent our own children. These are the most preventative years. By focusing our collective time, energy, and resources to build a supportive, nurturing world around the youngest members of our society and those caring for them, we can make a huge difference to the health and happiness of generations to come".

REFERENCE AND ADMINISTRATIVE DETAILS

Name, Charity and Company

The Human Values Foundation ("the Foundation") is registered as a charity with the Charity Commission (number 1048755) and it is also a registered company limited by guarantee (number 3089834).

Registered Office

The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Directors and Trustees

The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees during the year and since the year end:

Mr C A Fowler, MA (Oxon), FRSA	Chair
Ms K Deboo, International Montessori Diploma	
Miss A L Greenwood, B Ed, M Ed, MSc	
Mr Ricci Masero, MCIM, CMktr	Appointed 21 July 2023
Ms E Terblanche, BSc, MBA	
Mrs L A Whittlestone, MCIM, BA	

Senior Managers

CEO & Secretary	Ms R C Dewan, BSc
Honorary Treasurer	Mrs V Mohan, FCCA

Other relevant organisations

Independent Examiner	Stewart & Co, Chartered Accountants, Knoll House, Knoll Road, CAMBERLEY, Surrey GU15 3SY
Bankers	Lloyds Bank Plc, 15 Penn Road, HAZLEMERE, Bucks HP15 7LN

Supported by

TRUSTEES' REPORT

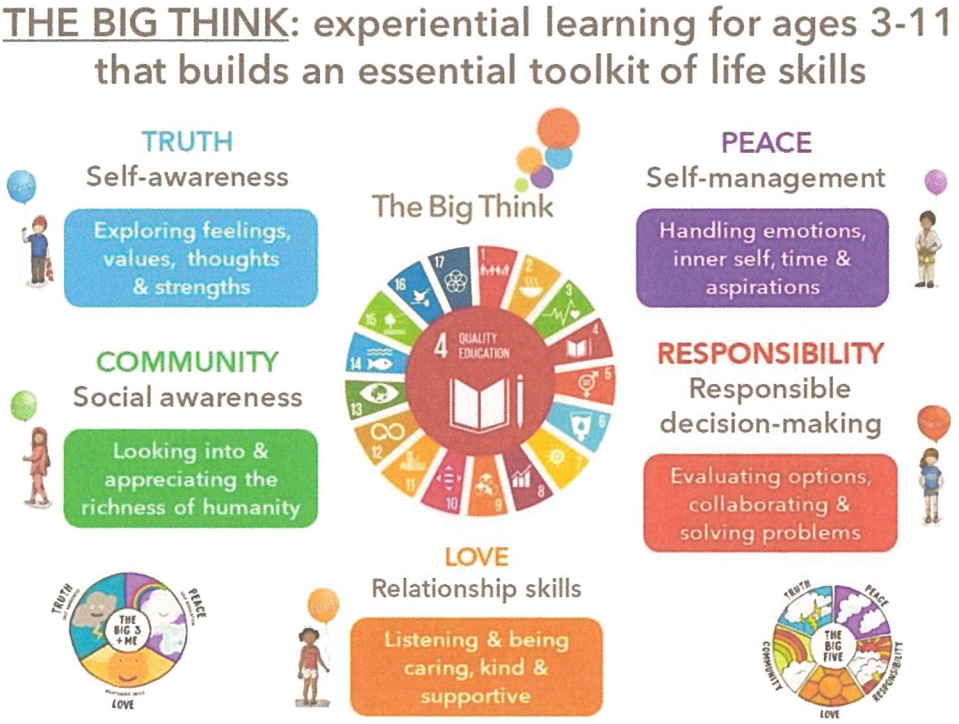
The Trustees are pleased to present their report, together with the financial statements of the Human Values Foundation ("the Foundation") for the year ended 31 March 2024. Reference and administrative details set out on Page 9 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). This report also serves the purposes of Section 162 of the Charities Act 2011 and the Directors' Report for the purposes of Section 415 of the Companies Act 2006.

OBJECTIVES AND ACTIVITIES

Objectives of the Foundation

The Foundation's objectives are to inform and inspire the education sector and provide opportunities for professional development conducive to enriching pre-school and primary stage learning. We provide enlightening, evidence-based resources and training that enhance schools' performance and help them achieve a more relevant, holistic education for their pupils in line with the rethinking taking place. Our programmes' processes and practices empower children with competencies, including how to choose and use life-enriching values. Our contributions to advancing the quality and effectiveness of teaching and learning can make transformational and lasting differences to individuals' wellbeing, mental health, aspirations, attainment and life chances.

The Big Think suite of engaging, multi-media, experiential learning programmes has been developed by teachers for teachers. They provide a toolkit and systematic, structured yet flexible pathways for practitioners to progressively equip their pupils aged 3 to 11 with attitudes, knowledge, skills and values that profoundly shape their learning and prospects.



Objectives and activities continued

Public Benefit

The Trustees confirm they have complied with and paid due regard to the Charity Commission's public benefit guidance when determining the Foundation's aims and objectives and planning future activities. We champion joined-up, 'Big Picture', child-centred education that includes explicit social and emotional development along with nurturing character strengths and the capacity to think critically. Our work builds on the traditional knowledge curriculum, incorporating several preventative elements, such as good mental health practices, resilience, a moral compass and pro-social behaviour.

The collaborative and supportive whole-school community approaches that we advocate provide a quality education that raises the likelihood of all young citizens, whatever their backgrounds, fulfilling their potential and leading ambitious, purposeful, happy, healthy lives. The longer-term repercussions for society include helping to reduce the billions of pounds spent each year as a result of children's underachievement, personal difficulties, poor mental and physical health, involvement in crime, alcohol-related problems, substance abuse, anti-social behaviour, racial and religious disharmony, etc.

Main Objectives for the year to 31 March 2024

In March 2023, the Trustees refreshed and finalised the Strategic Plan. We set a tight budget for the year ahead as we focussed on developing a new programme to support children's vitally important early years. With mounting pressures on the education sector, we were determined to improve morale and positively impact the quality of life, learning outcomes and prospects for very young pupils.

Against the backdrop of the legacy of the Covid pandemic and teachers continuing to grapple with the welfare of many of their pupils, along with the changing education landscape, we resolved to pursue the following strategic priorities:

(1) Strengthen our core business activities
(2) Communicate and collaborate
(3) Safeguard the Foundation's financial stability
(4) Monitor progress.

Strategies for achieving these objectives

(1) Strengthen our core business activities

- With the urgent need for higher quality early childhood education and to reduce, or better still, eliminate the gap in attainment by the age of five for many children growing up in socio-economically disadvantaged communities, under guidance and funding from the Education Endowment Foundation (EEF), during the spring and summer, focus on developing ***The Big 3 And Me (TB3)*** programme and training for the comprehensive Personal, Social and Emotional Development (PSED) of children aged 3 to 5.
- During the autumn, in line with the EEF grant-funded project, lay the foundations for extending the reach of our pioneering work by piloting ***TB3*** in nurseries and reception classes. Use the feedback and insights gained to make more evidence-based approaches to PSED available to schools and early years settings.

Strategies for achieving these objectives continued

- Continue to refine and improve ***The Big 5 (TB5)*** programme to address the evolving needs of children aged 5 to 11. Promote evidence-informed practices, extending the skillsets and expertise of teachers, practitioners and other members of staff. Raise awareness of the importance of regular, timetabled lessons to progressively enable learners to grasp and positively respond to opportunities to flourish and fulfil their potential as healthy, balanced and caring citizens.
- As values become more centre stage throughout the world, in workplaces, individuals' lives and society generally, and educationalists seek impactful, research-based training and products that empower children from their early years, ramp up our efforts to introduce ***TB3*** and ***TB5*** to nurseries and schools. Apply a range of marketing approaches, including flexible pricing plans for smaller entities, bespoke practitioner training and parent outreach plans. Offer free, online workshops to demonstrate the methodology and benefits of these key life skills programmes.
- Expand our ability to recruit nurseries and schools to ***TB3*** and ***TB5 5*** across a broad geographic range by steadily developing a network of enthusiasts who can support the introduction of the programmes into appropriate settings across the UK and in due course outside the UK. This initiative can embrace trainers for both on site and online training.

(2) Communicate and collaborate

- To extend our reach, expertise and impact, strengthen, initiate and develop partnerships with others who share our vision and values. Collaborate and engage with educational, school, academy and Early Years leaders and practitioners and other like-minded organisations to help primary schools, reception providers and nurseries address new curriculum requirements and age-appropriate development goals.
- Demonstrate to settings with children in the age range of 3 to 11 years how our ***TB3*** and ***TB5*** programmes nurture social and emotional skills that are protective factors for mental health and foster techniques for coping with the ubiquitous, high levels of stress and anxiety. With those also determined to address challenges interfering with children's life, learning and wellbeing, raise awareness of how consistent use of these programmes equips children with the tools and resources they need to regulate their emotions, concentrate well, interact constructively with their peers and develop strong and fruitful relationships.
- Work with universities and educational institutions to secure funding for specific research projects into the effectiveness of values-led education in general and our personal, social and emotional development programmes in particular.

(3) Safeguard the Foundation's financial stability

- Aim to increase revenues with an imaginative and relevant business model for growth, including campaigns to attract subscriptions for ***TB3*** and ***TB5*** and related training sessions and exploring other potential revenue-generating areas, such as supporting schools with parental outreach on relationships education and wellbeing.
- Retain, recruit, develop and support skilled and confident staff, volunteers and trustees, maintaining and growing opportunities to network with others keen to advance young citizens' education experiences.

Strategies for achieving these objectives continued

- Maintain existing donor/funder relationships and develop new ones, particularly in respect of our efforts to be a catalyst for advancing education and improving the life chances of children who are disadvantaged in various ways.
- Continue recovering reserves to an agreed level by managing the budget to plan.

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of factors affecting the education sector, risks, costs and our resources, the paradigm shift taking place of necessity to transform and regenerate education, how technology is being applied, and global events, and make timely and appropriate adjustments in response to ever-changing realities.
- Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

Significant activities that contributed towards achieving our objectives

Our involvement throughout the financial year in the Education Endowment Foundation's mission '*to answer the most important questions as suggested by the existing evidence base and school priorities, prioritising the areas that are likely to be most beneficial for socio-economically disadvantaged children*', has been enormously instrumental in achieving our aims.

As we continued to host free webinars, which included increasing the understanding by nursery practitioners, teachers and school leaders of the need for balancing academic learning with life skills development, and conducting training for schools taking up ***TB3*** and ***TB5***, we continuously gained insights into frontline predicaments and experiences. With our long track record of whole-child education, we responded with practical solutions, our principal activities being to:

- ensure ***TB3*** and ***TB5*** are regarded as effective, comprehensive 'soft skills' programmes by using research and developing and refining them so they not only align with personal development expectations for children aged 3 to 11 but exceed them
- train educators in conducting community values dialogues to promote shared values and cohesion amongst school staff, children and members of the wider community, particularly as sensitive topics are addressed, such as those in the statutory Relationships, Sex and Health Education (RSHE) curriculum and protected characteristics
- further research, design and deliver engaging, up-to-date teaching methods and best practices and incorporate in training sessions, opportunities to model and rehearse skills new to participants, thereby building their ability to apply them effectively
- make certain programme content remains aligned to and fulfils expectations for Early Years Personal, Social and Emotional Development (PSED) and primary phase Spiritual, Moral, Social and Cultural (SMSC) provision and wider Personal, Social, Health and Economic (PSHE) education
- carry on seeking opinions from practising practitioners so that from the age of 3 to 11 children continuously benefit from empowering, relevant and enjoyable learning experiences
- maintain the high quality of our programmes and recommended implementation methodologies through research, monitoring, feedback and evaluation.

ACHIEVEMENTS AND PERFORMANCE

Performance achieved against set objectives

Our team's determination to be a guiding light enabled us to continue to operate under the difficult financial climate and the breadth of hurdles prevailing in schools.

(1) Strengthen our core business activities

- Following excellent, informative workshops run by the Education Endowment Foundation, we successfully designed, built, piloted, analysed and reflected on our new programme ***The Big 3 And Me*** (TB3) for children aged 3 to 5 and the associated training. Such was the enthusiasm for the range of positive impacts on both children and staff after only one term, all the 12 settings involved in piloting ***TB3*** elected to continue using it for the rest of the academic year. When one setting faced its Ofsted inspection, it was rated Outstanding for its Early Years provision.
- In January 2024 we began penetrating the early years market. Schools with children from the age of 3 or 4 upwards started subscribing for ***TB3*** together with staff training. For several schools, due to deficit budgets, this was feasible only because of contributions from grants we had received. We, along with school leaders, are enormously appreciative of the funding from The Barleycorn Trust, the Joan Ainslie Charitable Trust, The 29th May 1961 Charity, The Shanly Foundation, The Catherine Cookson Charitable Trust, the Fowler Smith and Jones Trust and Mrs L D Rope's Third Charitable Settlement.
- Using experience from piloting ***TB3***, we refined ***TB5*** to ensure teachers have the necessary training and resources required to meet the concerning social and emotional needs of children aged 5 to 11 and provide them with a broader education that better prepares them for their secondary schooling and beyond. The evidence-informed practices we demonstrated in all training sessions were enthusiastically welcomed, along with the structured lesson kits that enrich pedagogy and enhance the expertise of teachers as they use them. We stressed how commitment to timetabled use of ***TB3*** and ***TB5*** is needed to deliver on school improvement plans and missions. Staff were amazed at how children responded and the long-term potential for their fulfilment as healthy, balanced and caring members of society.
- We began to apply a range of marketing approaches, including flexible pricing plans for smaller entities, bespoke practitioner training and to lead school community dialogues, promoting cohesion between staff, children, parents and carers.
- We hosted a series of free, virtual workshops to demonstrate the methodology and benefits of high quality, systematic personal, social and emotional development, highlighting effective practices from our life skills programmes.
- We are looking to develop a network of enthusiasts with relevant experience in nurseries and primary schools to support the introduction of our Personal Development programmes into relevant settings across the UK and in due course outside the UK. This will entail engaging trainers for both on site and online training.

(2) Communicate and collaborate

- To extend our reach, expertise and impact, we refreshed, initiated and explored partnerships with others who share our vision and values. We collaborated and engaged with educational, school, academy and Early Years leaders and practitioners and other like-minded organisations to help nurseries and primary schools address new curriculum requirements and age-appropriate development goals.

Achievements and Performance continued

- Staff responsible for children aged 3 to 11 were relieved to find how our ***TB3*** and ***TB5*** programmes incrementally nurture social and emotional skills that are protective factors for mental health and foster coping mechanisms for stress and anxiety. For those also determined to address challenges interfering with children's quality of life, learning and wellbeing, they have been delighted to observe how consistent use of these programmes can be transformative, because of how they equip participants with the tools and resources they need to have a voice, regulate their emotions, interact well in different contexts and form meaningful, enriching relationships.
- We have yet to identify universities and educational institutions with which we can work to secure funding for specific research projects into the effectiveness of values-led education in general and our holistic development programmes in particular.

(3) Safeguard the Foundation's financial stability

- Ever since the pandemic, it has been a difficult period for the education sector and this has inevitably affected our income. The timing of the £22,000 grant we were awarded from the Education Endowment Foundation, on the strength of the impactful features in ***TB5***, was very fortuitous. The autumn term piloting of ***TB3*** proved very successful. Our Programme Developer and Trainer, Sarah Pengelly, is to be congratulated on what she achieved working intensely for the first six months of our financial year with a team of excellent, skilled consultants, who were strongly driven to ensure our success. We are well positioned to improve our income streams now that we can provide continuity of high quality personal development programmes, starting with pre-school children aged 3 to 5 and cementing this with sorely needed staff training and learning materials for ages 5 to 11.
- We retained, recruited, developed and supported our remarkably dedicated staff, volunteers and trustees, and are gradually growing our network with others who are eager to advance young citizens' education experiences.
- We are immensely grateful to our existing donors and funders and those who have recently contributed to our efforts to be an innovative catalyst for changing education and improving children's prospects, whatever their starting points.
- We need to continue rebuilding reserves by managing the budget to plan.

(4) Monitor progress

- The Covid-19 crisis and subsequent tough and turbulent conditions slowed down our intentions but we resolved to stick to our strategic direction. We responded to and adjusted our intended activities to remain on track, taking into account new realities as global events, risks, costs, our resources, the tilting towards more purposeful, relevant education and advances in technology went on evolving.
- Thanks to the generosity of modest supporters and The Allen Charitable Trust, in the spring of 2024 we were able to embark on refreshing The Big Think website to include ***TB3***. We look forward to it enhancing visitors' and users' experiences.

INCOME AND EXPENDITURE AND THE BALANCE SHEET

Full details are set out on Pages 23 to 30. The Statement of Financial Activities records gross income for the year ended 31 March 2024 of £74,397 (2023: £72,382) with resources expended of £75,495 (2023: £95,946) representing a net deficit for the year of £1,098 (2023: deficit of £23,564).

Financial review continued

The Balance Sheet records net assets at 31 March 2024 of £66,156 (2023: £67,255).

High quality education starts with high quality educators. The Foundation is proud to have had the opportunity to develop a new, research-informed programme to support children's rounded development and inspiring training that continues to advance the professionalism of their teachers. While the education sector strives to cope with the aftermath of the pandemic along with budget and staffing constraints, we have continued to be resilient and prepare for the move away from the current rigid education system to the re-alignment that is just over the horizon now with different thinking so no child is left behind.

We are enormously grateful for the funding we have received from all our wonderfully generous and loyal supporters and the grantmakers who, together have enabled us to strengthen, develop and expand our core work and support schools, particularly those in deprived regions of England.

Income from our programmes, sundry products and training amounted to £15,013 (2023: £20,163) while product development amounted to £31,170 (2023: £8,685).

Principal Funding Sources

Our work towards systemic improvements in the education children undergo, with a transformative approach to whole-child development, reinforced by collaboration across the whole school community, has always reflected the passion, expertise and creativity of our small, visionary team and volunteers. However, all this is possible only because of our wonderfully generous Members and Friends and leaders of trusts who have supported us during the year and those who continue to do so. The Human Values Foundation exists, is able to be a beacon of hope and make real and lasting differences thanks to all this generosity.

Societal expectations for how pre-school and primary phase children are equipped for their life journeys are rising. ***The Big Think*** dialogic, experiential learning programmes support their development by laying foundations for a positive sense of themselves, social skills, respect for others, emotional wellbeing, critical thinking and self-determination. Armed with essential attitudes, competencies, knowledge and values, ***TB3*** and ***TB5*** participants enjoy their early education experiences, can thrive, fulfil their potential and grow into happy, healthy, inspired citizens capable of making uplifting changes for a better world.

Prior to the pandemic, we planned to become a more self-sustained charity by adopting a new business model with annual subscriptions for our programmes. Progress towards achieving this goal has been hampered during the past four years by global events and the ongoing, harsh economic climate. We still need support from stakeholders and grant-making trusts and foundations so that we can pursue our goals and contribute to the regeneration of education that is far more beneficial for both individuals and the functioning of society.

Teachers have been telling us about the urgent need for exemplary practices and materials to enable them to cope with the challenges their pupils are presenting that are outside their training and experience. We have been filling this gap with ***TB3*** and ***TB5*** workshops and our purposeful lesson packs, bespoke, in-house training and extending teachers' capacity to facilitate the non-cognitive aspects of children's development. We remain optimistic about gaining financial support that will enable us to achieve our longer-term objectives.

Financial review continued

Our Supporters

Day-to-day work undertaken by Rosemary Dewan as Secretary was unpaid (2023: £nil). Rosemary has combined this responsibility with her role as CEO since May 2009 and in view of the persistently tough economic conditions and the charity's ambitions, she continues to work in a voluntary capacity, as does our Treasurer, Vijitha Mohan.

Investment Powers

Under the Memorandum and Articles of Association, the Foundation has the power to make any investment that the Trustees see fit.

Investment Policy

Although the charity's outgoings have more often than not exceed its income, our aim has always been to keep a prudent amount in reserve. This is held in a deposit account. Income from this account was monitored with the average return over the past year being 3.02%.

Reserves Policy

The Trustees acknowledge the importance of building a reserve base. Sufficient reserves are pivotal as a strategic enabler for us to ensure operations continue without interruption or harm to the Foundation's products, services and projects. We aim to maintain a minimum unrestricted base reserve commensurate with core operating capability and risk.

The ongoing beleaguered education environment continued to impact our revenues and consequently, the reported free reserves of £15,812 at 31 March 2024 (being the general reserve less investment in intangible fixed assets) are still less than we would wish (2023: £16,497). We are hugely grateful for funding that enables us to plan for and progress our core, evidence-informed activities to support broader education aspirations and widen our reach into the crucially formative Early Years Foundation Stage (EYFS).

PLANS FOR THE FUTURE

Excited by the research-led Education Endowment Foundation impetus since early 2023, we will continue to help educationalists think and act differently to bring about the urgently needed changes to achieve a more relevant, holistic and empowering education for young people. Enlightened, changemaking teachers do not want to wait! They are inspired by our offerings and welcome the pragmatic approaches enabling them to rethink practices for leadership, curriculum content and pedagogy that together pave the way for their pupils to flourish and shape a better tomorrow. We intend to progress our work on key areas of need for teachers and children and invest in personnel to support our growth and ambitions. In line with the 4th Sustainable Development Goal to be functioning by 2030, that of Quality Education, we remain passionate about delivering our charitable activities.

Financial review continued

We are greatly encouraged by how the education landscape is tilting towards our long-standing vision for empowering, whole-child development from the start of young citizens' schooling. With invigorated determination to be a solution provider for all children thriving, whatever their social backgrounds and innate abilities, subject to satisfactory funding arrangements, we set these management objectives for the year that started on 1 April 2024:

(1) Strengthen our business activities

- Further develop ***The Big 3 And Me*** and ***The Big 5*** programmes so they not only align with the national curriculum for Personal Development in early years and primary schools but exceed expectations. Apply a range of marketing approaches to expand our reach, including flexible pricing plans for small settings, bespoke practitioner training and community values dialogues, involving parents and carers.
- Continue offering free virtual workshops, sharing expertise and demonstrating the effectiveness of ***TB3*** and ***TB5*** methodologies and how the programme content prepares the emerging generation as changemakers, who will be able to confidently contribute to shaping a better future personally, locally, nationally and globally.

(2) Communicate and collaborate

- Complete the work to refresh and simplify The Big Think website, clarifying what ***TB3*** and ***TB5*** are designed to achieve, enriching the user experience with research-informed elements and making it a stimulating platform for those accessing the multi-media resources.
- Create training films that model effective implementation of the various features of the programmes thereby building confidence in unfamiliar, innovative practices and widening the geographical scope for upscaling our endeavours.
- In response to requests from Early Years practitioners, to deepen and reinforce learning, create a set of engaging stories about the qualities and character strengths of the three ***TB3*** characters and how they cope with life's challenges.
- Maintain, initiate and develop partnerships with others who share our vision and values. Collaborate and engage with educational, school, academy and Early Years leaders and practitioners and other like-minded organisations to help primary schools, reception providers and nurseries to think differently, move the more child-centred education dial forward and gain the understanding and skills that are needed for achieving age-appropriate development goals and instilling protective factors for managing mental health, stress and the plethora of anxieties children are facing.

(3) Maintain the Foundation's financial stability

- Campaign to increase revenues, growing subscriptions for ***TB3*** and ***TB5*** and related training sessions and exploring other potential revenue-generating areas, such as parental outreach, supporting schools with their statutory consultation about Relationships, Sex and Health Education (RSHE).
- Retain, recruit, develop and support skilled and confident staff, volunteers and trustees, maintaining and growing opportunities to network with others keen to advance the education experiences of pre-school and primary phase children.
- Maintain existing donor/funder relationships and develop new ones, particularly in relation to grant support making it feasible for small schools to afford ***TB3*** and ***TB5*** and attracting groups of schools with discounts, such as across a borough or within a multi-academy trust.
- Continue recovering reserves to an agreed level by managing the budget to plan.

Financial review continued

(4) Monitor progress

- Review our strategic direction throughout the year, taking account of factors affecting the education sector, risks, costs and our resources, the shift taking place of necessity to transform and regenerate education, technological and artificial intelligence (AI) influences, and global events, making timely and appropriate adjustments in response to ever-changing realities.
- Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Documents

The Human Values Foundation is a charitable company limited by guarantee, incorporated on 10 August 1995 and registered as a charity on 21 August 1995. The company was established under a Memorandum of Association and is governed by its Articles of Association and Rules. In the event of the company being wound up, the liability of its Members is limited to an amount not exceeding £1.

Organisational Structure

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as members of the Council of Management. The Council, consisting of from three to six Trustees, has the general control and management of the administration of the Foundation.

The Council members are responsible for setting policy and agreeing strategy and may regulate their meetings as they think fit. The Trustees meet together three times a year for the despatch of formal business and take the opportunity after the Annual General Meeting (AGM) to consider with Members, future strategies for the Foundation.

During the 2023/2024 period, Rosemary Dewan (CEO and Secretary) and Vijitha Mohan (Honorary Treasurer), who together managed the day-to-day running of the Foundation, were in attendance at the Council meetings. The Trustees also much appreciate Sheila Evered's contributions as the Honorary Minutes Secretary.

Recruitment and Appointment of Trustees

Under the requirements of our Articles of Association, one third of the Trustees retires from office each year. A retiring Trustee is eligible for re-election. The Trustees are elected by ordinary resolution of the Members. The Trustees have the power to appoint any person to fill a casual vacancy. Any person so appointed holds office until the next AGM and is then eligible for re-election.

In accordance with the provisions of the Articles of Association and being eligible, Charles Fowler, who retires by rotation, will be standing for election in November 2024. We are enormously grateful to Erica Terblanche, also due to retire, for her substantial contributions during her 7 years as a Trustee, particularly around the time when we were formulating strategic plans to launch The Big Think. We are delighted to be retaining our connection with Ms Terblanche as an Ambassador for the Foundation.

Organisational structure continued

Trustee Induction and Training

On appointment, Trustees are given information tailored to their experience. Literature supplied sets out the context within which the Foundation operates, our products and services, and includes copies of the legal documents, the latest financial statements, minutes of previous Council and general meetings, and the risk register, together with guidance for trustees. During the course of a year, Trustees receive information via the Secretary to enable them to keep abreast of relevant laws, regulations and best practices.

Related Parties

The only related parties are the Trustees and a summary of transactions with them is set out in Note 14 to the Financial Statements.

Management of Risk

During Council meetings, the Trustees and Senior Management Team consider the major risks to which the charity is exposed, taking into account external factors, governance, regulatory, financial and operational requirements. For reasons of cost and practicality, the system of internal controls is intended to manage rather than eliminate risks and to give reasonable rather than absolute assurance.

The Strategic Plan was refreshed and approved in March 2024. It covers the aims and objectives of the Foundation and is the basis for planning and progress reviews. In readiness for the start of a financial year, we discuss our operating plans and establish a budget. During the year, actual performance is monitored against strategic objectives, the financial results, variance from budget and a number of non-financial performance indicators, to evaluate the achievement of outputs and outcomes.

The principal risks identified are uncertainties due to global economic and social factors, reliance on key personnel, financial, and IT failure. We have reviewed our financing and fundraising strategy taking into account future unpredictability, the need for flexibility as we navigate the turbulent environment, and our resolve to constantly align our products and services with the learning priorities of teachers, young people and other stakeholders.

TRUSTEES

Trustees' insurance

Charity trustee liability insurance is included in the Foundation's Combined policy.

Trustees' interests

As the company is limited by guarantee, no Trustees were interested at any time in any share capital of the Foundation.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of the Human Values Foundation for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Organisational structure continued

United Kingdom company and charity law requires the Trustees to prepare for each fiscal year, financial statements that give a true and fair view of the state of affairs of the charitable company as at the end of the financial year and of its income and expenditure during that period.

In preparing these financial statements, the Trustees have:

- selected suitable accounting policies and applied them consistently;
- made judgements and estimates that are reasonable and prudent;
- followed applicable accounting standards and statements of recommended practice without any material departures;
- prepared the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business; and
- reviewed the major risks to which the Foundation is exposed and satisfied themselves that these are being minimised.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose, with reasonable accuracy at any time, the financial position of the charitable company. They must ensure the financial statements comply with the Companies Act 2006 and the Charities Act 2011. The Trustees are also responsible for the system of internal controls, for safeguarding the assets of the Foundation and hence, for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Members of the Council of Management

The current Trustees are given on Page 9. A new Trustee, to fill a casual vacancy, is appointed by the Board, taking into account the mix of skills and gender balance.

Small company exemptions

This report has been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small entities.

Approved by the Board and signed on its behalf on 28 September 2024.

RC Dewan.

.....
Ms R C Dewan, Secretary

HUMAN VALUES FOUNDATION
INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HUMAN VALUES FOUNDATION CHARITABLE COMPANY FOR THE YEAR ENDED 31 MARCH 2024

I report to the charity trustees on my examination of the accounts of the charitable company for the year ended 31 March 2024 that are set out on Pages 23 to 30.

Respective responsibilities of trustees and examiner and basis of report

The charitable company's Trustees (and also its directors for the purpose of company law) are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commissioners under Section 145(5)(b) of the 2011 Act.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charitable company and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and the seeking of explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the company as required by Section 386 of the 2006 Act; or

(2) the accounts do not accord with those accounting records; or

(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or

(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Charlotte Ryan ACA
Stewart & Co
Chartered Accountants

Knoll House
Knoll Road
CAMBERLEY
Surrey
GU15 3SY

1 October 2024

HUMAN VALUES FOUNDATION
STATEMENT OF FINANCIAL ACTIVITIES
(incorporating Income and Expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 MARCH 2024

	Note	2024 Unrestricted funds Total £	2023 Unrestricted funds Total £
INCOME & EXPENDITURE			
Income and endowments from:			
Donations and legacies		18,220	34,501
Charitable activities		15,013	20,163
Other trading activities		40,000	17,050
Investments		1,164	668
Total income and endowments	3	**74,397**	**72,382**
Expenditure on:			
Raising funds		(1,081)	(1,324)
Charitable activities		(61,252)	(64,233)
Other		(13,162)	(30,389)
Total expenditure	4	**(75,495)**	**(95,946)**
Net (expenditure) / income		**(1,098)**	**(23,564)**
Net movement in funds		**(1,098)**	**(23,564)**
Reconciliation of funds:			
Total funds brought forward at 1 April		67,254	90,818
Total funds carried forward at 31 March	13	**66,156**	**67,254**

The statement of financial activities includes all gains and losses in the year.

All incoming resources and resources expended derive from continuing activities.

The notes on Pages 26 to 30 form part of these financial statements.

HUMAN VALUES FOUNDATION
BALANCE SHEET
AS AT 31 MARCH 2024

	Note		2024		2023
		£	£	£	£
FIXED ASSETS					
Intangible fixed assets	5		22,754		18,439
TOTAL FIXED ASSETS			22,754		18,439
CURRENT ASSETS					
Stocks	6	3,500		1,805	
Debtors	7	1,240		3,003	
Cash and short-term deposits	8	47,991		57,580	
TOTAL CURRENT ASSETS		52,731		62,388	
CURRENT LIABILITIES					
Creditors: amounts due within 1 year	9	(4,650)		(4,882)	
NET CURRENT ASSETS			48,081		57,506
TOTAL ASSETS LESS CURRENT LIABILITIES			70,835		75,945
Creditors: amounts falling due after more than 1 year	10		(4,679)		(8,691)
NET ASSETS	11		**66,156**		**67,254**
FUNDS					
Unrestricted Income Funds:					
General funds	12	38,566		34,936	
Designated funds	12	27,590		32,318	
Total Unrestricted Income Funds:			66,156		67,254
GENERAL FUNDS	13		**66,156**		**67,254**

HUMAN VALUES FOUNDATION
BALANCE SHEET *(continued)*
AS AT 31 MARCH 2024
Trustees' statements required by Sections 475(2) and (3)
for the year ended 31 March 2024

In approving these financial statements as Trustees of the company, we hereby confirm:

(a) that for the year stated above the company was entitled to the exemption conferred by Section 477 of the Companies Act 2006;

(b) that no notice has been deposited at the registered office of the company pursuant to Section 476 requesting that an audit be conducted for the year ended 31 March 2024; and

(c) that we acknowledge our responsibilities for:

(1) ensuring that the company keeps accounting records which comply with Section 386; and

(2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the year then ended in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small companies and in accordance with the FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The financial statements were approved and authorised for issue by the Board on 28 September 2024 and signed on its behalf by

C A Fowler
Chair of the Board of Trustees

Registration number: 3089834

1 Accounting Policies

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention. The financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), and the Companies Act 2006. The charity constitutes a public benefit entity as defined by FRS 102. The financial statements are prepared in sterling, which is the functional currency of the entity.

(b) Company status

The Foundation is a company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ. The members of the company are the Trustees named on Page 9. In the event of the Foundation being wound up, the liability in respect of the guarantee is limited to up to £1 per member of the company.

(c) Fund accounting

General funds are unrestricted funds, which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Foundation and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of the designated funds are set out in Note 12 to the financial statements.

Investment income is allocated to the funds in which the assets are a part.

(d) Income and endowments

All income and endowments are included in the Statement Of Financial Activities (SOFA) when the Foundation is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Donations are recognised when received and, unless donated for a specific purpose, are treated as contributions to the General Fund. Life subscriptions are taken to income over a period of 20 years. No amounts are included in the financial statements for services donated by volunteers.

Income from assets comprises interest income on cash deposits and is included gross.

(e) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of the resources.

Expenditure on raising funds comprises costs incurred in seeking voluntary contributions and does not include the costs of disseminating information in support of the charitable activities. Expenditure on charitable activities comprises the costs of all resources, including support costs, applied in undertaking work to meet the objectives of the charity and governance costs incurred in connection with the administration of the Foundation and in compliance with constitutional and statutory requirements.

As the Foundation is not registered for VAT, where it is incurred, the costs are recorded gross.

1 Accounting Policies continued

(f) Intangible fixed assets and amortisation

Product and website development costs are initially recognised at cost. Subsequent to initial recognition, intangible assets are recognised at cost less accumulated amortisation. Amortisation is calculated on a straight-line basis over the estimated useful life as follows:

Product and website development – straight line over 4 years.

(g) Stock

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value. Cost is computed on a first in, first out basis. Net realisable value is based on an estimated selling price less the estimated cost of disposal.

(h) Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure account.

(i) Financial instruments

The Foundation has financial assets and liabilities only of a kind that qualify as basic financial instruments. Such instruments are initially recognised at transaction values and subsequently measured at their settlements value.

(j) Creditors and provisions

Creditors and provisions are recognised where the Foundation has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

(k) Government grants

Grants are accounted for under the accruals model as permitted by FRS 102. Grants of a revenue nature are recognised in "other income" within surplus or deficit in the same period as the related expenditure. This includes the Government Bounce Back Loan scheme. The Foundation has not directly benefited from any other forms of government assistance.

2 Staff numbers

The average number of persons employed by the charity (including directors) during the period, was 0 (2023: 0).

3 Income and Endowments from:	2024	2023
	£	£
Income from donations and legacies:		
Donations & gifts	17,429	33,561
Membership subscriptions	791	940
Income from charitable activities:		
Sale of goods	15,013	20,163
Income from other trading activities:		
Raising funds	40,000	17,050
Income from investments:	1,164	668
Total Income and Endowments	**74,397**	**72,382**

4 Expenditure on:	2024	2023
	£	£
Expenditure on Raising funds	**(1,081)**	**(1,324)**
Expenditure on Charitable activities		
Cost of goods sold	(3,231)	(961)
Exhibitions, Functions & Workshops	(2,225)	(7,990)
Publicity materials	(5,162)	(23,110)
Recruitment & training	(944)	(998)
TB3+ME Product development costs	(27,000)	-
TB5 Product development costs	(4,170)	(8,685)
Travel, accommodation and subsistence	(295)	(123)
Telephone, postage and supplies	(407)	(436)
Premises and facilities	(276)	(276)
Promoter's fees	(2,864)	(6,990)
Consultancy fees	(11,999)	(12,186)
Stock written off	(215)	(258)
Governance costs		
Administration and management	(1,864)	(1,650)
Independent examination fees	(600)	(570)
Expenditure on Charitable activities sub-total	**(61,252)**	**(64,233)**
Other expenditure		
Fixed assets amortisation	(12,890)	(30,017)
Bank interest paid	(272)	(372)
Other expenditure sub-total	**(13,162)**	**(30,389)**
Total Expenditure	**(75,495)**	**(95,946)**

5 Intangible Fixed Assets

	2024 Product Development	2024 Website Upgrade	2024 TOTAL
Used for charitable purposes	£	£	£
Cost			
Cost brought forward	110,320	9,787	120,107
Additions	15,235	1,970	17,205
Cost carried forward	125,555	11,757	137,312
Amortisation			
Amortisation brought forward	(95,143)	(6,525)	(101,668)
Amortisation charge for the year	(10,443)	(2,447)	(12,890)
Amortisation carried forward	(105,586)	(8,972)	(114,558)
Net book value at 31 March 2024	**19,969**	**2,785**	**22,754**
Net book value at 31 March 2023	15,177	3,262	18,439

6 Stocks

	2024	2023
	£	£
At 1 April	1,805	2,207
Additions	5,135	-
Cost of Sales	(3,440)	(402)
At 31 March	**3,500**	**1,805**

7 Debtors

	2024	2023
	£	£
Trade debtors	284	1,768
Other debtors	110	108
Prepayments	846	1,127
	1,240	**3,003**

8 Cash And Short-term Deposits

	2024	2023
	£	£
Deposit accounts	47,852	57,345
Current account	139	235
	47,991	**57,580**

9 Creditors

	2024	2023
amounts falling due within 1 year	£	£
Accruals:		
Trading	-	(237)
Other	(50)	(75)
External examination fees	(600)	(570)
Covid-19 Bounce Back Loan	(4,000)	(4.000)
	(4,650)	**(4,882)**

10 Creditors

amounts falling due after more than 1 year	**2024**	**2023**
	£	£
Life subscriptions	(12)	(24)
Covid-19 Bounce Back Loan	(4,667)	(8,667)
	(4,679)	**(8,691)**

11 Analysis Of Net Assets Between Funds

	Fixed assets	Net current assets	Creditors due after more than 1 year	Total net assets
	£	£	£	£
Unrestricted funds	22,754	48,081	(4,679)	66,156
	22,754	**48,081**	**(4,679)**	**66,156**

12 Unrestricted Funds

	At 1 April 2023	Income	Expenditure	At 31 March 2024
	£	£	£	£
General reserve	34,936	33,796	(30,166)	38,566
Designated funds	32,318	40,600	(45,328)	27,590
Total unrestricted funds	**67,254**	**74,396**	**(75,494)**	**66,156**

The General reserve represents the free funds of the Foundation that are not designated for particular purposes.
Designated funds comprise anonymous gifts and other donations, assigned by the Trustees to identified projects and purposes, reflecting the intentions of the donors.

13 Reconciliation Of Movement In Funds

	2024	2023
	£	£
Funds at 1 April	67,254	90,818
Gross income	74,396	72,382
Total expenditure	(75,494)	(95,946)
Funds at 31 March	**66,156**	**67,254**

14 Related Party Transactions

Expenses reimbursed to Trustees for their services amounted to £nil (2023: £nil).
Directors and Officers insurance was included in the Combined policy.

HUMAN VALUES FOUNDATION

England & Wales - Charity number 1048755

Accounts

Company No. 3089834

Charity No. 1048755

Human Values Foundation

Life-enriching values for everyone

REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2023

The Big Think

A SPACE TO EXPLORE
OURSELVES, OUR VALUES
AND OUR WORLD

www.HumanValuesFoundation.com

www.the-big-think.org

Patrons: Sir Michael Morpurgo, OBE, FKC, AKC,

Prof Kamran Mofid, PhD and Dr Kevin A Auton, PhD

Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2023

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OUR CORE VALUES

Truth ♦ Love ♦ Peace ♦ Responsibility ♦ Community

WHAT WE DO

The Human Values Foundation ("the Foundation") was formed in 1995 to be a forward-looking charity that develops, promotes and encourages a world class, whole-person, values-driven, modern education that benefits young people, teachers and those who look after children - and ultimately society as a whole.

Our ground-breaking work encourages schools to drive necessary changes and move the education dial forward. Feedback constantly enables us to provide insightful guidance, training and practical, ready-to-deliver, experiential learning resources. Our approach unites school staff, parents and carers, helping to advance the quality and effectiveness of teaching and learning in ways that are pivotal to improving children's progress and success.

The tasks and opportunities in our carefully structured programme, **THE BIG THINK** for ages 5 to 11, increase positive pupil behaviour, their mental health and wellbeing and their academic performance. By systematically nurturing the personal, social and emotional dimensions of young citizens' lives from the outset of their full-time education, they enjoy blossoming as human beings. The skills and qualities gained through this engaging process benefit participants far beyond their school days.

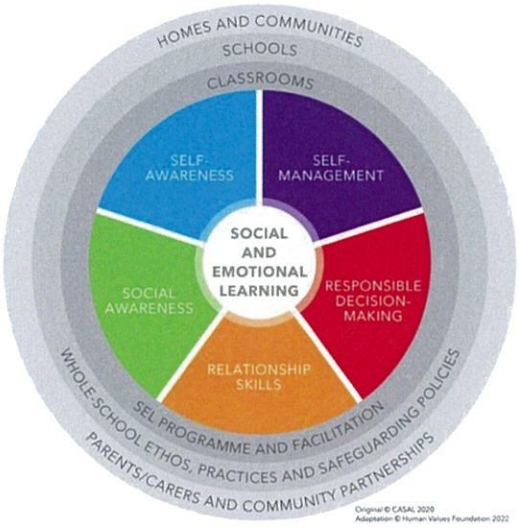
Why We Do It

The Foundation was established in 1995 by an enterprising Primary school teacher, June Auton, who saw first-hand how the education system was failing a significant number of children, particularly those from socio-economically deprived areas. She was determined to give children the best possible start to their education by fostering solid foundations on which their future life chances would take shape.

The Department for Education reports that ***'by the age of five, the attainment levels of children from disadvantaged backgrounds are, on average, four months behind their better off peers and such gaps can double by the end of primary schooling'.*** This can be very detrimental to secondary school achievements and employment prospects. We aim to support schools to close such gaps early on so that all children can maximise their potential.

As leading educationalist Jean Gross CBE commented, ***"I love the way THE BIG THINK combines oracy development and social and emotional learning – both incredibly powerful ways of increasing children's attainment and life chances. Such great resources too – books, assemblies, lesson plans and mindfulness tracks".***

"The fact is, that given the challenges we face, education doesn't need to be reformed — it needs to be transformed." – Sir Ken Robinson (1955-2020)



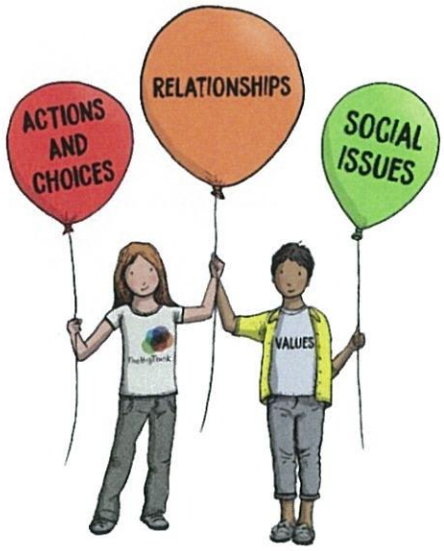
We always put young people's interests centre stage when considering the development of our programmes and the training needed to ensure they are implemented as effectively as possible.

In line with well researched, evidence-based good practices, **THE BIG THINK** has been designed to empower young citizens with self-awareness, self-management, responsible decision-making, relationship skills and social awareness competencies. The social, emotional, moral and spiritual growth can positively impact wellbeing, resilience and academic attainment while also equipping tomorrow's parents and workforce with essential life skills for success.

OUR VISION

To provide schools with practical teaching materials and staff training so that children are given the optimum start in life with a purposeful, vibrant, ambitious education system that progressively empowers them to thrive throughout their school careers and play their parts in a more promising future for all.

As changemakers, we aim to enrich teaching, parenting and schooling with an appealing and inclusive approach. For some time, the education system has felt beleaguered and teachers have been aware of a gap in the reality of their training for the wider tutelage learners need.



The Big Think programme is an innovative toolbox of online resources and processes which, delivered consistently, extend practitioners' capacities and capabilities and help to instigate systemic, substantive changes for regenerating education practices.

While regularly delivering the carefully structured modules, both teachers and caregivers gain valuable insights into how their collaboration pays dividends and can provide vital early support for the children's mental health and wellbeing.

Reinforcing classroom learning in other contexts expands the wealth of opportunities young citizens are given to grow, build and maintain quality relationships and flourish.

PUBLIC BENEFIT

The Foundation's mandate is to help meet the developmental needs of schoolchildren and thereby enrich and strengthen the fabric of society.

Teachers may well see their role as imparters of skills, attitudes and knowledge but there are marked differences in schools that actively embrace values literacy as well.

*"The impact of your comprehensive programme, **The Big Think**, cannot be overstated. It has positively affected the lives of our children at Waltham St Lawrence, helping them develop important values: Love, Truth, Peace, Responsibility and Community and many related values such as empathy, respect, integrity, patience, courage, perseverance, loyalty, sharing, openness, gratitude, kindness and compassion, etc, etc, etc. These values are crucial for their personal growth, academic success, and future contributions to their communities and society.*

*Your support and **The Big Think** programme have empowered us to continue fostering a positive and inclusive school culture, where children learn not only academic skills but also the values that will continue to guide them and have a lasting impact on their future lives."*

It is with enormous pleasure that I also write to share the fantastic news that our school has once again, for the second time, been rated 'Outstanding' by Ofsted - the highest grade - following the intensive inspection in February 2023. The final Ofsted Report was published in late April 2023.

As you may be fully aware, it is extremely difficult for any school to achieve the highest judgement of 'Outstanding'. We are the only school so far in the Royal Borough of Windsor and Maidenhead to maintain this grading under the new framework.

I am delighted that Ofsted has recognised all the excellent work going on here at WSL. The inspectors noted how we have maintained an outstanding Quality of Education, effective Safeguarding and continued to drive improvement across the school, since our last inspection in February 2017.

The Ofsted Inspectors commented that "Pupils' attitudes are infectious. They truly reflect school values such as love, peace and community. Pupils are tolerant, inclusive and accepting."

Li-Juan Ellerton, Headteacher, Waltham St Lawrence Primary School

OUR PROJECTS

In April 2022, a year on from when schools re-opened after lockdowns, our contributions to enabling children to lay solid foundations for their lives had never been more necessary. Stakeholders were having to give serious consideration as to how best to address the longer-term impacts on learners, not only from disruption to their education because of the pandemic but the growing pressures on their families and schools from the cost-of-living crisis, the demands for timely mental health services outstripping supply and widening education gaps due to compounded inequalities.

Values, Social and Emotional Skills and Relationships workshops

Research by Big Change and the Relationships Foundation showed that what mattered most to young people (and what they really felt was missing, or 'lost' during the pandemic) was the role of school as a centre of their social and relational worlds.

We sensed that our evidence-based social and emotional learning programme ***The Big Think*** was likely to be a very significant toolkit for supporting children's needs, success and welfare inside and outside school. It was clear to us that senior leaders and teachers knew WHAT statutory Relationships, Sex and Health Education (RSHE) content must be taught, and many schools already had a Personal, Social, Health and Economic (PSHE) scheme of work in place to cover it. However, they also recognised that they needed assistance in understanding HOW to implement across their schools, the new curriculum for relationships education, physical health and mental wellbeing.

During the spring and summer terms in 2022, on a fortnightly basis, we therefore offered free, online 'Values, Social and Emotional Learning (SEL) and Relationships' twilight workshops open to anyone but especially like-minded staff responsible for PSHE. They covered topics for teachers eager to develop their personal practices and expertise and engage parents and carers in their RSHE plans. Several schools then availed themselves of a free trial of ***The Big Think*** for a few weeks, allowing them to explore and experiment with its online tools and resources. Subsequently, when time and finances allowed, some subscribed for the programme and associated training.

Using ***The Big Think*** teaching materials and its structured process, we demonstrated HOW to create safe, healthy and inclusive spaces in which relationships could prosper.

Modelling by staff is a cornerstone of effective teaching. A distinct advantage of the elements making up ***The Big Think*** lessons is that as they are delivered, practitioners become increasingly aware of their own strengths, weaknesses, values and motivators and build confidence that improves the quality and effectiveness of their teaching and therefore pupils' learning.

Schools already using the programme told us how beneficial it was on a number of levels and that the purposeful classroom dialogues were proving enormously helpful. They were finding that children were able to be open about their struggles, make good use of the sessions to explore their changing feelings and find the support they needed.

The wider reality was different. PSHE Leads attending our workshops said that teachers were too overwhelmed to plan or resource their existing PSHE lessons properly and even though they knew that their pupils needed social and emotional learning input more than ever since the pandemic, such sessions were frequently squeezed out of the timetable.

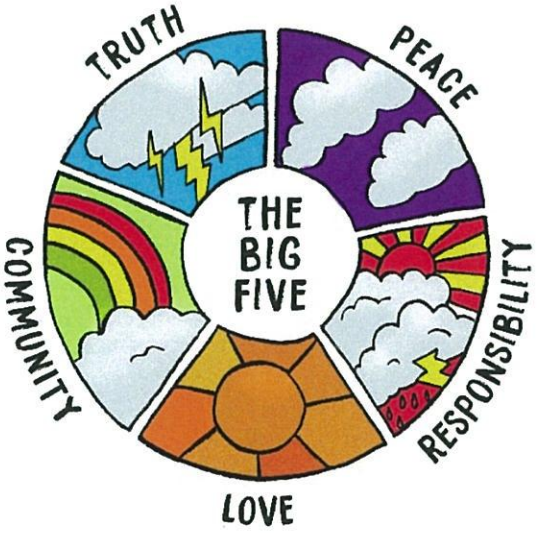
Autumn 2022 – Inside Weather and Community Climate Change

The autumn term started against a backdrop of uncertainty and change in the world, some challenging effects of Covid-19 lingering, ongoing global ramifications from the war in Ukraine, rising inflation, and industrial action looming, involving workers from various industries and teachers voting on whether to strike in 2023.

In September the Foyle Foundation notified us about a grant towards some of our core costs. We are enormously grateful for this as it enabled us to set about refining and improving some aspects of ***The Big Think***. We added more features relating to Social and Emotional Learning (SEL) and, for each of its 120 lesson plans, tabulated specific sections of the RSHE curriculum being fulfilled. This helps with identifying the development of essential life skills that have positive impacts on relationships, physical health and mental wellbeing.

Using 10 learning packs from ***The Big Think*** (5 for ages 5 to 7 and 5 for ages 7 to 11), we also created a mini 5-week programme called ***The Big Five Project.*** It is a pedagogical coaching tool for supporting positive culture change in schools and developing capacities for making some real differences towards meeting the expanded vision for what education should encompass. It helps teachers, as role models, recognise and manage their personal 'inside weather' patterns and encourages entire school communities to accept a shared responsibility for making a safe, caring and enabling learning atmosphere for their pupils to fully flourish. This initiative for championing actionable ideas and resources was inspired by a quotation from Dr Haim G Ginott (1922-1973), a **teacher**, **child psychologist**, **psychotherapist and parent educator:**

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather."



Weather is changeable, just like our emotions and feelings.

THE BIG 5 Social and Emotional Learning skills, each mapped to one of ***The Big Think*** core values, enable a positive atmosphere for building healthy relationships and minimising a sense of turbulence.

Climate is more constant, just like our values.

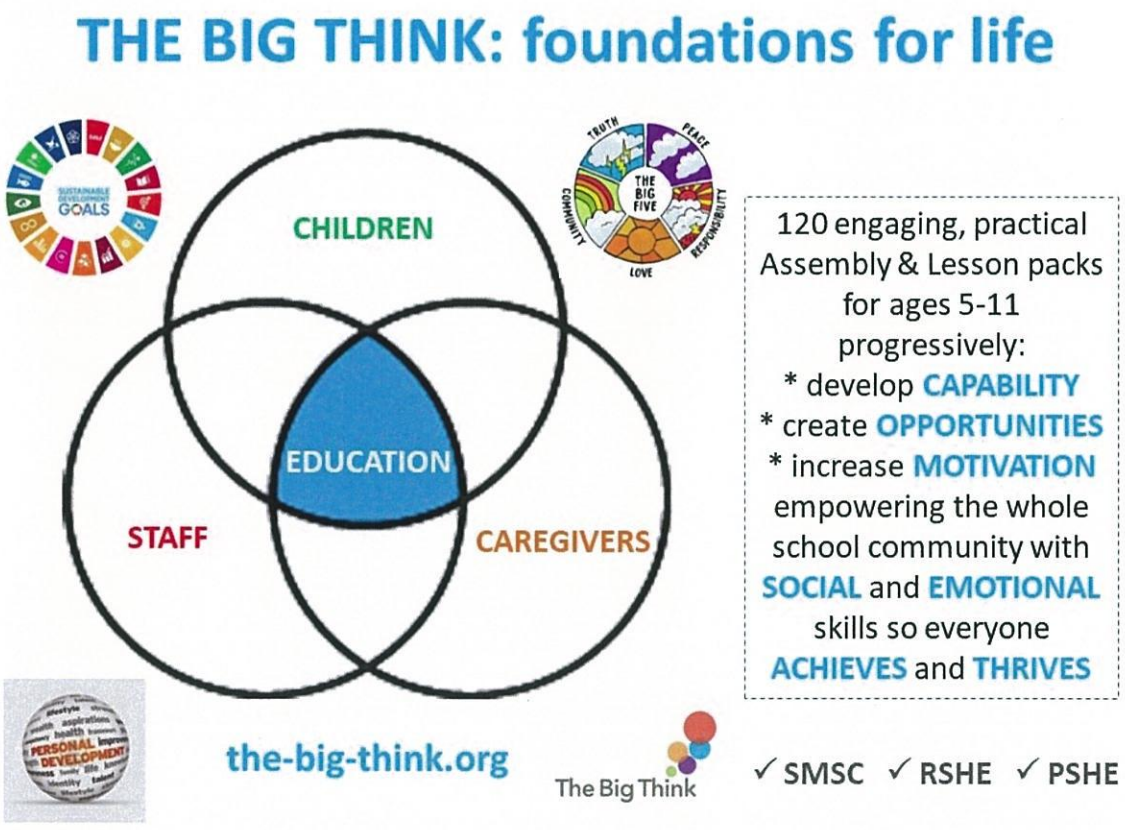
THE BIG 5 Values help everyone in the school connect as humans first and foremost and are guides for creating a stable environment that optimises everyone's learning.

We launched ***The Big Five Project*** with a virtual workshop on World Values Day on 20 October 2022. This amplified our role as a catalyst for transforming education. For the remainder of the term, every fortnight we offered a free, 50-minute webinar to support teachers who wanted to initiate a whole-school approach to wellbeing and address the growing mental health challenges so many of their pupils were experiencing.

OUR THEORY OF CHANGE

Questions are being asked about the purpose of education. We aim to be a raising agent, lifting standards, practices, morale and outcomes.

Schools using ***The Big Think*** often express their appreciation of the quality and richness of the programme and its part in their learning ecosystem. They are delighted with how it embeds and leverages social and emotional learning practices. They love how the values-themed lesson packs enable them to better balance academia with equipping their pupils with a strong ethical foundation and life skills essential for their wellbeing and success, now and in the long term.



- **Developing CAPABILITY**
  - We help ensure that, regardless of their backgrounds, children aged 5 to 11 benefit from a good start in life and, throughout their time in their primary school, lay foundations that enable them to fulfil their potential and thrive.
  - The capacity to learn can be hindered because of inadequate personal, social, emotional, language and communication development and self-regulation. We upskill teachers with training and resources that extend their expertise so they can confidently and effectively address these challenges and raise performance.

❖ **Creating OPPORTUNITIES**

- We use ***The Big Think*** newsletters and social media to advertise workshops we are running for teachers. They demonstrate how staff can be instrumental in leading initiatives and driving changes that improve the school culture and help to bring about a broad, meaningful education that today's young citizens yearn for.
- Our teaching materials include an abundance of tasks and activities so that children can constantly build on their knowledge, skills and use of values to flourish and maximise their abilities and interests.

❖ **Increasing MOTIVATION**

- With ongoing setbacks from the pandemic, concerns about the cost-of-living crisis, industrial action taking place and contention about Ofsted inspections, many teachers feel drained but we encourage them to think about the big picture of education and their part in adding to the momentum that is bringing about exemplary pedagogies.
- Feedback tells us that our practical support, the transformative effects of regular, timetabled use of ***The Big Think***, working more collaboratively and engaging with parents and carers through shared values, lifts morale and increases the enjoyment and satisfaction of teaching, particularly when witnessing children being happy and benefitting from the 360-degree, joined-up approach to their learning and wellbeing.

IMPACTS

Throughout the financial year, the range of challenges that schools faced and the difficulties teachers encountered, working within very tight budgets and staffing constraints, continued to have a significant impact on our income.

Headteachers are very conscious of staff wellbeing. Webinar attendees were often eager to follow up with adopting ***The Big Think*** as they found the session very interesting and recognised the potential benefits for their pupils. However, on many occasions, having consulted their senior team members, they advised us that taking on the programme just now would increase pressure on workloads. In contrast to this perception, here is what Anna Waddell, Safeguarding Coordinator for Fox Federation Schools in London wrote to tell us:

*"There is so much that I could say about the benefits of **The Big Think** programme. We chose it because it reflected our school approaches – those of the shared values, the importance of speaking and listening and discussion for developing opinions and of respecting each other.*

Both teachers and children really value these sessions. The format works well to ameliorate teacher workload and the discussions with children are considered. It's so impressive to hear the children's voices in the lessons, which create a space (that is so easily squeezed out in a crowded curriculum) to learn more about their wider influences, to model respecting each other and to explore thorny issues. The space and connection that the lessons provide are beneficial to all. These sometimes even lead to safeguarding check-ins that would otherwise have less opportunity to arise.

We were well supported with the roll-out and have provided further support and advice for teachers over the course of the year. We have had positive feedback from both staff and children."

2023 AND BEYOND

It seems that the high levels of uncertainty are likely to persist for some time. The ongoing cost-of-living crisis, with predicted high inflation and interest rates, will inevitably go on affecting school budgets. Headteachers and their senior leaders will need to keep prioritising their funds and this is likely to continue to impact schools' ability to subscribe for ***The Big Think*** programme and commission related services from us.

A global dialogue is taking place about drivers for education system transformation. We remain committed to helping to shape the new education story that will be unfolding. In 2023 and beyond, we will continue to advocate holistic education and a learning ecosystem that integrates social, emotional, ethical, intellectual and physical growth. Our main focus will be working on promoting ***The Big Think*** and its enlightening, evidence-informed practices – and here is how an exciting, major project for 2023 came about!

In November 2022 we submitted an application to the Education Endowment Foundation (EEF) for a grant to develop a programme and processes for Personal, Social and Emotional Development (PSED) and self-regulation in Early Years. PSED skills are considered fundamental for learning, with studies consistently demonstrating that there is a higher prevalence of PSED needs in socially disadvantaged communities. The EEF had identified some specific evidence gaps and were interested in funding projects with a high potential for building public knowledge of what works in education. In February 2023, we received confirmation that our bid had been successful.

For the next four months we received superb guidance in EEF webinars to optimise the content of our proposed 1-year programme called ***The Big 3 and Me*** comprising 3 sets of 8 values-themed kits. It was to be piloted in the Autumn term in 12 settings with children aged 3 to 5.

In May, together with Brighter Start, East London's Stronger Practice Hub (SPH) led by Sheringham Nursery School and Children's Centre (the Research School for East London) we began recruiting triallists from the SPH's local network of early years providers and some users of ***The Big Think*** programme. There was a very enthusiastic response from organisations with nursery and/or Reception pupils. We selected 12 eager to try out how ***The Big 3 and Me*** will enable all children, whatever their starting points in life, to gain key competencies and therefore be well prepared for their statutory primary schooling.

During the trial period we will analyse and incorporate feedback to improve and refine the resource, training and implementation guidance. Early in 2024 we will submit a synthesised report to the EEF, including anonymised information from the 12 pilot settings. In the spring, together with the EEF team, we will reflect on how well ***The Big 3 and Me*** supports high quality, evidence-based routes to improving personal, social and emotional development and self-regulation of children aged 3 to 5, especially those from socio-economically deprived areas. This will help to evaluate the suitability of ***The Big 3 and Me*** for more widespread piloting in England over a much longer period with a view to the EEF promoting the use of effective, evidence-based practices throughout UK schools.

REFERENCE AND ADMINISTRATIVE DETAILS

Name, Charity and Company

The Human Values Foundation ("the Foundation") is registered as a charity with the Charity Commission (number 1048755) and it is also a registered company limited by guarantee (number 3089834).

Registered Office

The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Directors and Trustees

The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees during the year and since the year end:

Mr C A Fowler, MA (Oxon), FRSA	Chair
Miss J L Ball, BA, MA	Resigned 20 November 2022
Ms K Deboo, International Montessori Diploma	
Miss A L Greenwood, B Ed, M Ed, MSc	
Mr Ricci Masero, MCIM, CMktr	Appointed 21 July 2023
Ms E Terblanche, BSc, MBA	
Mrs L A Whittlestone, MCIM, BA	

Senior Managers

CEO & Secretary	Ms R C Dewan, BSc
Honorary Treasurer	Mrs V Mohan, FCCA

Other relevant organisations

Independent Examiner	Stewart & Co, Chartered Accountants, Knoll House, Knoll Road, CAMBERLEY, Surrey GU15 3SY
Bankers	Lloyds Bank Plc, 15 Penn Road, HAZLEMERE, Bucks HP15 7LN

Supported by Education Endowment Foundation

TRUSTEES' REPORT

The Trustees are pleased to present their report, together with the financial statements of the Human Values Foundation ("the Foundation") for the year ended 31 March 2023. Reference and administrative details set out on Page 9 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). This report also serves the purposes of Section 162 of the Charities Act 2011 and the Directors' Report for the purposes of Section 415 of the Companies Act 2006.

OBJECTIVES AND ACTIVITIES

Objectives of the Foundation

The Foundation's objectives are to encourage, promote and provide enlightening, evidence-based, values-themed resources and training that enhance schools' performance and help them achieve a relevant, holistic education for their pupils. The processes and practices empower children with competencies, including how to choose and use life-enriching values. Our contributions to advancing teaching and learning can help make profound and lasting differences to learners' wellbeing, mental health, aspirations, attainment and life chances.

The Big Think is an engaging, multi-media, experiential learning programme, developed by teachers for teachers. It provides a toolkit and systematic, structured yet flexible pathways for practitioners to progressively equip their pupils, aged 5 to 11, with attitudes, knowledge, skills and values that form inspiring foundations for their learning journeys.

Objectives and activities continued

Public Benefit

The Trustees have complied with and paid due regard to the Charity Commission's public benefit guidance when reviewing the Foundation's aims and objectives and planning future activities. We are largely focused on stimulating 'Big Picture' education, building on the traditional knowledge curriculum so the emerging generation is properly armed with strategic skills and competencies now and for the future. The collaborative and supportive whole-school approach that we advocate, involving school leaders, teachers, other members of staff, parents and carers, provides a quality education that raises the likelihood of young citizens achieving their ambitions and leading purposeful, happy, healthy lives.

Main Objectives for the year to 31 March 2023

In the spring of 2022, the Trustees refreshed and finalised the Strategic Plan. The coronavirus legacy and various world events were raising awareness of the urgent imperative not to just change but rather transform education. With our long-standing track record for championing and providing resources and training for the systematic, rounded and healthy development of children, we remained determined to support primary schools - and now nurseries too - and their wider communities and share our expertise and evidence-informed best practices in the provision of holistic personal, social and emotional development.

Against the backdrop of challenges for individuals and society generally, and teachers continuing to grapple with children's mounting anxieties, we resolved to pursue the following strategic priorities:

(1) Strengthen our core business activities
(2) Communicate and influence
(3) Safeguard the Foundation's future
(4) Monitor progress.

Strategies for achieving these objectives

(1) Strengthen our core business activities

- As schools adjust to the wake of the Covid pandemic and become more open to new initiatives, continue to ramp up our efforts to introduce ***The Big Think*** programme and its ancillary resources to schools. Apply a range of marketing approaches, including flexible pricing plans for smaller schools, customised teacher training and parent outreach plans. Continue to regularly offer free, online workshops to demonstrate the methodology and benefits of this programme.
- Expand our ability to recruit schools to ***The Big Think*** across a broader geographic range by steadily developing a network of outsourced trainers who can support its introduction into schools across the UK and in due course outside the UK. This support can be supplemented or, where appropriate, replaced by online training.
- Continue to develop ***The Big Think*** programme, its content and related services to address the needs of schools, the continuing professional development of teachers and the urgent need for children to learn the key social and emotional skills that are protective factors for their mental health and that will help them fulfil their potential as healthy, balanced and caring members of society.

Strategies for achieving these objectives continued

(2) Communicate and collaborate

- Work with educational, local school and academy networks and other like-minded organisations to help primary schools address new curriculum requirements for character development, relationships and health education.
- Demonstrate to schools how ***The Big Think*** can be used to complement and build on the programmes they already use, assuring them that they don't have to "tear everything up and start again".
- Work with universities and other educational institutions to secure funding for specific research projects into the effectiveness of values-based educational approaches in general and ***The Big Think*** in particular.

(3) Maintain the Foundation's financial stability

- Aim to increase revenues by growing the number of subscriptions to ***The Big Think*** and related training sessions and exploring other potential revenue-generating areas, such as supporting schools with parental outreach on relationships education.
- Maintain existing donor/funder relationships and develop new ones, particularly in relation to our efforts to boost values-based education in areas of serious deprivation and with children who are disadvantaged in different ways.
- Continue recovering reserves to an agreed level through managing the budget to plan.

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of the restricted circumstances, risks, costs and our resources, the paradigm shifts taking place in education, advances in technology, and global events, and make timely and appropriate adjustments in response to new realities.
- Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

Significant activities that contributed towards achieving our objectives

Free webinars that we conducted, as well as paid-for training for schools taking up ***The Big Think***, enabled us to gain insights into what was unfolding on the front line of education. We responded with practical solutions, our principal activities being to:

- ensure ***The Big Think*** is regarded as an innovative, comprehensive 'soft skills' programme by researching, developing and delivering additions to the online resources
- train educators in conducting community values dialogues so as to promote shared values and cohesion amongst school staff, children and members of the wider community
- further research, design and deliver engaging, up-to-date teaching methods and best practices and incorporate in training sessions, opportunities to model and rehearse skills new to participants thereby building their confidence in applying them
- make certain programme content remains aligned to and fulfils expectations for Spiritual, Moral, Social and Cultural (SMSC) provision; the Relationships, Sex and Health Education (RSHE) curriculum; and wider Personal, Social, Health and Economic (PSHE) education
- carry on seeking opinions from frontline practitioners so that primary schoolchildren continuously benefit from relevant, enjoyable and effective learning experiences
- maintain the high quality of the programme and recommended practices through research, monitoring, feedback and evaluation.

ACHIEVEMENTS AND PERFORMANCE

Performance achieved against set objectives

The team's extraordinary resolve to shine through enabled us to continue to operate in the constant state of uncertainty facing schools and society generally.

(1) Strengthen our core business activities

- As schools adjusted to the prevailing conditions, there was a strong sense of fatigue and protection of the wellbeing of both staff and children. It soon became clear that there was a reluctance to take on new initiatives, nevertheless, we continued to ramp up our efforts to introduce ***The Big Think*** programme and its ancillary resources to schools, principally through free, twilight, online workshops in which we demonstrated the methodology and benefits of our programme.
- Thanks to some grants, we were also able to offer flexible pricing plans, including in regions of the country the donors were keen to support. This meant that for some smaller schools, ***The Big Think*** was viable and they could afford our customised teacher training and parent outreach plans.
- We had hoped to expand our ability to recruit schools to ***The Big Think*** across a broader geographic range by steadily developing a network of outsourced trainers who could support its introduction into schools across the UK and in due course outside the UK. This remains a strategic objective.
- We added to ***The Big Think*** lesson plans, more information about the exact social and emotional skills they were designed to nurture and mapped them to aspects of the RSHE curriculum each one would help to nurture. In respect of the continuing professional development of teachers, we provided opportunities to model and rehearse the facilitation of sessions to foster social and emotional skills, emphasising how different this is from imparting factual knowledge. Many teachers expressed their appreciation for this upskilling.

(2) Communicate and influence

- We collaborated with primary schools' senior staff, leaders of PSHE networks, heads of multi academy groups and personnel in other like-minded organisations, making presentations and conducting workshops to demonstrate strategies, techniques and practices for fulfilling the RSHE curriculum requirements along with broader aspects of SMSC provision and citizenship development.
- We showed schools how ***The Big Think*** practical learning modules could complement and build on their existing scheme of work for PSHE, focus on shared values to help to quell nervousness about the compulsory consultation with parents about the RSHE curriculum, and positively impact children's relationships skills, health education, wellbeing and mental health.
- Taking account of ***The Big Think*** and its purposeful nurturing of personal, social and emotional development and self-regulation of children, the very well-respected Education Endowment Foundation selected us to work on a grant-funded project. We designed ***The Big 3 and Me*** programme to support research into effective teaching practices and processes that are particularly beneficial for children prior to their statutory education at the age of 5, and especially those from socio-economically deprived areas. This new resource could be very influential as the education landscape changes to better meet young people's learning requirements.

Achievements and Performance continued

(3) Maintain the Foundation's financial stability

- The breadth of challenging pressures on school leaders and their staff and the concerns about their wellbeing and workloads made it exceptionally difficult to increase revenues by growing the number of subscriptions for ***The Big Think*** and related training sessions. Nevertheless, our partnership with subscribing schools remained strong and we increased ***The Big Think*** users by 64%, attracted by our uniquely engaging, values-based, holistic approach to children's education. The number of pupils benefitting from our empowering life skills programme grew by 49% from some 4,687 to just over 7,000.
- We explored other potential revenue-generating areas, such as bespoke training, responding to staff concerns, including the need for support with parental outreach in relation to teaching the Relationships, Sex and Health Education (RSHE) curriculum, and increasing the likelihood of gaining new subscribers by offering those who attended our free online webinars, up to a month's access to ***The Big Think*** without cost.
- As a result of the favourable impacts from our innovative and transformative work, we maintained existing donor/funder relationships and developed new ones. This enabled us to widen our efforts to boost the quality and effectiveness of education, particularly in schools situated in areas of deprivation. Statistically children's learning is prone to falling behind their better off peers due to being disadvantaged.
- We continued to recover reserves through managing the budget to plan.

(4) Monitor progress

- We periodically reviewed our strategic direction, taking account of general adverse circumstances due to global events, risks, costs and our resources, the stirrings towards more purposeful, relevant education, advances in technology, and adjusted our intended activities in response to new realities.
- We continued to assess and monitor progress towards achieving our aims, including raising our profile via social media, and delivering on our strategic priorities.

INCOME AND EXPENDITURE AND THE BALANCE SHEET

Full details are set out on Pages 22 to 29. The Statement of Financial Activities records gross income for the year ended 31 March 2023 of £72,382 (2022: £63,061) with resources expended of £95,946 (2022: £78,864) representing a net deficit for the year of £23,564 (2022: deficit of £15,803).

The Balance Sheet records net assets at 31 March 2023 of £67,254 (2022: £90,818).

The Foundation is proud to have continued to demonstrate resilience and adaptability in response to the challenges faced following the pandemic, the tough economic climate and the more widely recognised need to refresh age-old models of schooling that persist and are stifling life chances. We are enormously grateful for the funding we have received from all our supporters and grantmakers.

Financial review continued

Very much appreciated repeat grants from The 29th May 1961 Charitable Trust, The Allen Charitable Trust, The Tony Metherell Charitable Trust and the Charlotte Marshall Charitable Trust, new grants from The Foyle Foundation, The Catherine Cookson Charitable Trust and The Four Barrows Foundation, a grant from the Movement for Good (Benefact Trust) thanks to people voting for us, and all the donations that continued to flow in from our incredibly loyal supporters enabled us to strengthen, develop and expand our core work and support schools, particularly in deprived areas of England.

Income from our programmes, sundry products and training amounted to £20,163 (2022: £13,845) while product development amounted to £8,685 (2022: £2,188).

Principal Funding Sources

Our work to bring about systemic improvements in the education children undergo, with a transformative approach to whole-child development, reinforced by the whole school community, has always depended on the passion, expertise and creativity of our small, visionary team of educators and volunteers. We would like to extend our heartfelt thanks to all the amazing individuals, loyal Members and Friends and leaders of trusts who supported us during the year and those who continue to do so. The Human Values Foundation is able to make real differences thanks to their generosity.

The growing acceptance in society of the need for more appropriate, relevant education means we are optimistic of continuing to receive vital funding to ensure that, from the start of their schooling, children benefit from consistently high quality, empowering, practical learning that enables them to flourish and grow into well rounded, responsible citizens, whatever their starting points in life.

Prior to the coronavirus outbreak, we were looking forward to becoming a more self-sustained charity by adopting a new business model with annual subscriptions for ***The Big Think***. Our progress towards this goal has been hampered during the past three years by global events and the harsh economic climate. We still need more support from stakeholders and grant-making trusts and foundations so that we can get back on track, plan for and achieve our goals for contributing to the regeneration of education.

Teachers are seeking exemplary practices and materials to enable them to cope with children's social and emotional dilemmas. We have been filling this gap with ***The Big 5 Project*** workshops and inspiring resources, bespoke, in-house training and expanding teachers' repertoire of skills so that they feel more knowledgeable and better equipped to handle the non-cognitive aspects of children's development. We are optimistic about gaining financial support that will enable us to sustain our longer-term objectives.

Our Supporters

Day-to-day work undertaken by Rosemary Dewan as Secretary was unpaid (2022: £nil). Rosemary has combined this responsibility with her role as CEO since May 2009 and in view of the ongoing tough financial environment and the charity's ambitions, she continues to perform all her work in a voluntary capacity, as does our Treasurer, Vijitha Mohan.

Investment Powers

Under the Memorandum and Articles of Association, the Foundation has the power to make any investment that the Trustees see fit.

Financial review continued

Investment Policy

During our 28 years, in half of them, the charity's outgoings exceeded its income. Nevertheless, the aim has always been to keep a prudent amount in reserve. This is held in a deposit account. Income from this account was monitored and the average return over the past year was 1.425%.

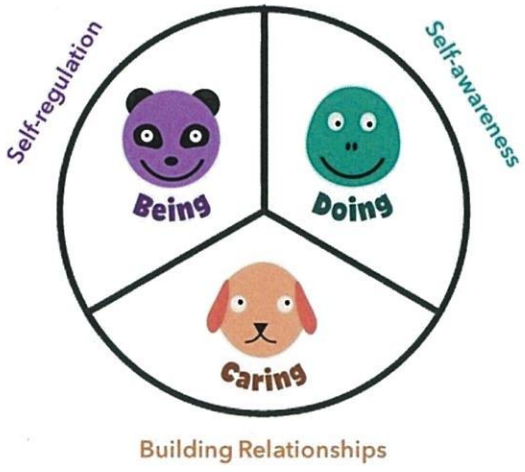
Reserves Policy

The Trustees understand the importance of building a reserve base. Sufficient reserves are pivotal as a strategic enabler for us to ensure operations can continue without interruption or harm to the Foundation's digital education products, its services and targeted projects. We aim to maintain a minimum unrestricted base reserve commensurate with core operating capability and risk.

The continued beleaguered education environment had a significant impact on our revenues and consequently, the reported free reserves of £16,497 at 31 March 2023 (being the general reserve less investment in intangible fixed assets) are still less than we would wish (2022: £11,237). Further funding is required to enable us to plan for and continue with our core, evidence-informed activities to enrich education, including widening our reach into the vitally important Early Years Foundation Stages (EYFS) for young children.

PLANS FOR THE FUTURE

Looking ahead, in line with our strategic aims and with the impetus we have had from the research-led Education Endowment Foundation, we will continue to develop and extend the reach of our programmes. We intend to deepen our work on key areas of need and invest in personnel to support our growth and ambitions. We remain passionate about sustainably delivering our charitable activities.



The Big 3 & Me for ages 3 to 5

The Big Think for ages 5 to 11

Financial review continued

We are pleased to find that the shifting education landscape is becoming more in alignment with our long-standing vision. Driven by our desire to be a solution provider enabling children to thrive, whatever their social backgrounds and innate abilities, subject to satisfactory funding arrangements, we set these management objectives for the year that started on 1 April 2023:

(1) Strengthen our values education business

- As values become more centre stage throughout the world, in workplaces, individuals' lives and society generally, and educationalists seek impactful, evidence-informed training and products that empower children from their early years, ramp up our efforts to introduce ***The Big Think*** and ***The Big 3 and Me*** programmes to schools and nurseries respectively. Apply a range of marketing approaches, including flexible pricing plans for smaller entities, bespoke practitioner training and parent outreach plans. Regularly offer free, online workshops to demonstrate the methodology and benefits of these values-themed programmes.
- Expand our ability to recruit schools and nurseries to ***The Big Think*** and ***The Big 3 and Me*** across a broad geographic range by steadily developing a network of enthusiasts who can support the introduction of the programmes into appropriate settings across the UK and in due course outside the UK. This support can be extended to engaging trainers for both on site and online training.
- Continue to refine and improve ***The Big Think*** and ***The Big 3 and Me*** programmes and their related resources to address the evolving needs of children aged 3 to 11. Promote evidence-informed best practices in implementation training sessions, extending the skillsets and expertise of teachers, practitioners and other members of staff. Refer to the Education Endowment Foundation's evidence base for how necessary it is for all children to gain key personal, social and emotional skills early in their education journeys. Raise awareness of how our practical approach will help learners capitalise on their education opportunities, flourish and fulfil their potential as healthy, balanced and caring members of society.

(2) Communicate and collaborate

- To extend our reach, expertise and impact, refresh, initiate and develop partnerships with others who share our vision and values. Collaborate and engage with educational, school, academy and Early Years leaders and practitioners and other like-minded organisations to help primary schools, reception providers and nurseries to address new curriculum requirements and age-appropriate development goals.
- Demonstrate to settings with children in the age range of 3 to 11 years how ***The Big Think*** and ***The Big 3 and Me*** programmes nurture social and emotional skills that are protective factors for mental health and foster techniques for coping with the ubiquitous, high levels of stress and anxiety. With those also determined to address challenges interfering with children's life, learning and wellbeing, raise awareness of how consistent use of these programmes equips children with the tools and resources they need to regulate their emotions, concentrate well, interact with their peers and develop strong and fruitful relationships.
- Work with universities and educational institutions to secure funding for specific research projects into the effectiveness of values-led education in general and our personal, social and emotional development programmes in particular.

Financial review continued

(3) Maintain the Foundation's financial stability

- Aim to increase revenues with an innovative and relevant business model for growth, including campaigns to increase subscriptions to ***The Big Think*** and related training sessions and exploring other potential revenue-generating areas, such as supporting schools with parental outreach on relationships education and wellbeing.
- Retain, recruit, develop and support skilled and confident staff, volunteers and trustees, maintaining and growing opportunities to network with others keen to advance young citizens' education experiences.
- Maintain existing donor/funder relationships and develop new ones, particularly in relation to our efforts to be a catalyst for advancing education and improving the life chances of children who are disadvantaged in various ways.
- Continue recovering reserves to an agreed level through managing the budget to plan.

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of factors affecting the education sector, risks, costs and our resources, the paradigm shift taking place of necessity to transform and regenerate education, how technology is being applied, and global events, and make timely and appropriate adjustments in response to ever-changing realities.
- Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Documents

The Human Values Foundation is a charitable company limited by guarantee, incorporated on 10 August 1995 and registered as a charity on 21 August 1995. The company was established under a Memorandum of Association and is governed by its Articles of Association and Rules. In the event of the company being wound up, the liability of its Members is limited to an amount not exceeding £1.

Organisational Structure

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as members of the Council of Management. The Council, consisting of from three to six Trustees, has the general control and management of the administration of the Foundation.

The Council members are responsible for setting policy and agreeing strategy and may regulate their meetings as they think fit. The Trustees generally meet together three times a year for the despatch of formal business and take the opportunity after the Annual General Meeting (AGM) to consider with Members, future strategies for the Foundation.

During the 2022/2023 period, Rosemary Dewan (CEO and Secretary) and Vijitha Mohan (Honorary Treasurer), who together managed the day-to-day running of the Foundation, were in attendance at the Council meetings. The Trustees also much appreciate Sheila Evered's practical support, especially as the Honorary Minutes Secretary.

Organisational structure continued

Recruitment and Appointment of Trustees

Under the requirements of our Articles of Association, one third of the Trustees retires from office each year. A retiring Trustee is eligible for re-election. The Trustees are elected by ordinary resolution of the Members. The Trustees have the power to appoint any person to fill a casual vacancy. Any person so appointed holds office until the next AGM and is then eligible for re-election. In accordance with the provisions of the Articles of Association and being eligible, Ann Greenwood, who retires by rotation, and Ricci Masero, who was appointed in July to fill a vacancy, will be standing for election in November 2023.

Trustee Induction and Training

On appointment, Trustees are given information tailored to their experience. Literature supplied sets out the context within which the Foundation operates, our products and services, and includes copies of the legal documents, the latest financial statements, minutes of previous Council and general meetings, and the risk register, together with guidance for trustees. During the course of a year, Trustees receive information via the Secretary to enable them to keep abreast of relevant laws, regulations and best practices.

Related Parties

The only related parties are the Trustees and a summary of transactions with them is set out in Note 14 to the Financial Statements.

Management of Risk

During Council meetings, the Trustees and Senior Management Team discuss the major risks to which the charity is exposed, taking into account external factors, governance, regulatory, financial and operational requirements. For reasons of cost and practicality, the system of internal controls is intended to manage rather than eliminate risks and to give reasonable rather than absolute assurance.

The Strategic Plan was refreshed and approved in March 2023. It covers the aims and objectives of the Foundation and is the basis for planning and progress reviews. In readiness for the start of a financial year, we consider our operating plans and establish a budget. During the year, actual performance is monitored against strategic objectives, the financial results, variance from budget and a number of non-financial performance indicators, to evaluate the achievement of outputs and outcomes.

The principal risks identified are significant uncertainties due to global economic and social factors, reliance on key personnel, financial, and IT failure. We have reviewed our financing and fundraising strategy bearing in mind the unpredictable future, the need for flexibility as we navigate the volatile environment, and our determination to constantly align our products and services with the learning priorities of teachers and young people for the benefit of society generally.

TRUSTEES

Trustees' insurance

Charity trustee liability insurance is included in the Foundation's Combined policy.

Organisational structure continued

Trustees' interests

As the company is limited by guarantee, no Trustees were interested at any time in any share capital of the Foundation.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of the Human Values Foundation for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

United Kingdom company and charity law requires the Trustees to prepare for each fiscal year, financial statements that give a true and fair view of the state of affairs of the charitable company as at the end of the financial year and of its income and expenditure during that period.

In preparing these financial statements, the Trustees have:

- selected suitable accounting policies and applied them consistently;
- made judgements and estimates that are reasonable and prudent;
- followed applicable accounting standards and statements of recommended practice without any material departures;
- prepared the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business; and
- reviewed the major risks to which the Foundation is exposed and satisfied themselves that these are being minimised.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and that enable them to ensure that the financial statements comply with the Companies Act 2006 and the Charities Act 2011. The Trustees are also responsible for the system of internal controls, for safeguarding the assets of the Foundation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Members of the Council of Management

The current Trustees are given on Page 9. A new Trustee, to fill a casual vacancy, is appointed by the Board, taking into account the mix of skills and gender balance.

Small company exemptions

This report has been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small entities.

Approved by the Board and signed on its behalf on 8 October 2023.

R C Dewan

.....

Ms R C Dewan, Secretary

HUMAN VALUES FOUNDATION
INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HUMAN VALUES FOUNDATION CHARITABLE COMPANY FOR THE YEAR ENDED 31 MARCH 2023

I report to the charity trustees on my examination of the accounts of the charitable company for the year ended 31 March 2023 that are set out on Pages 22 to 29.

Respective responsibilities of trustees and examiner and basis of report

The charitable company's Trustees (and also its directors for the purpose of company law) are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commissioners under Section 145(5)(b) of the 2011 Act.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charitable company and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and the seeking of explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the company as required by Section 386 of the 2006 Act; or

(2) the accounts do not accord with those accounting records; or

(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or

(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

P J Clennell FCA
Stewart & Co
Chartered Accountants

Knoll House
Knoll Road
CAMBERLEY
Surrey
GU15 3SY

9 October 2023

HUMAN VALUES FOUNDATION
STATEMENT OF FINANCIAL ACTIVITIES
(incorporating Income and Expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 MARCH 2023

	Note	2023 Unrestricted funds Total £	2022 Unrestricted funds Total £
INCOME & EXPENDITURE			
Income and endowments from:			
Donations and legacies		34,501	33,431
Charitable activities		20,163	13,845
Other trading activities		17,050	15,500
Investments		668	202
Other income		0	83
Total income and endowments	3	**72,382**	**63,061**
Expenditure on:			
Raising funds		(1,324)	(1,682)
Charitable activities		(64,233)	(46,696)
Other		(30,389)	(30,486)
Total expenditure	4	**(95,946)**	**(78,864)**
Net (expenditure) / income		**(23,564)**	**(15,803)**
Net movement in funds		**(23,564)**	**(15,803)**
Reconciliation of funds:			
Total funds brought forward at 1 April		90,818	106,621
Total funds carried forward at 31 March	13	**67,254**	**90,818**

The statement of financial activities includes all gains and losses in the year.

All incoming resources and resources expended derive from continuing activities.

The notes on Pages 25 to 29 form part of these financial statements.

HUMAN VALUES FOUNDATION
BALANCE SHEET
AS AT 31 MARCH 2023

	Note		2023		2022
		£	£	£	£
FIXED ASSETS					
Intangible fixed assets	5		18,439		48,456
TOTAL FIXED ASSETS			18,439		48,456
CURRENT ASSETS					
Stocks	6	1,805		2,207	
Debtors	7	3,003		939	
Cash and short-term deposits	8	57,580		56,618	
TOTAL CURRENT ASSETS		62,388		59,764	
CURRENT LIABILITIES					
Creditors: amounts due within 1 year	9	(4,882)		(4,687)	
NET CURRENT ASSETS			57,506		55,077
TOTAL ASSETS LESS CURRENT LIABILITIES			75,945		103,533
Creditors: amounts falling due after more than 1 year	10		(8,691)		(12,715)
NET ASSETS	11		**67,254**		**90,818**
FUNDS					
Unrestricted Income Funds:					
General funds	12	34,936		59,693	
Designated funds	12	32,318		31,125	
Total Unrestricted Income Funds:			67,254		90,818
GENERAL FUNDS	13		**67,254**		**90,818**

HUMAN VALUES FOUNDATION
BALANCE SHEET *(continued)*
AS AT 31 MARCH 2023
Trustees' statements required by Sections 475(2) and (3) for the year ended 31 March 2023

In approving these financial statements as Trustees of the company, we hereby confirm:

(a) that for the year stated above the company was entitled to the exemption conferred by Section 477 of the Companies Act 2006;

(b) that no notice has been deposited at the registered office of the company pursuant to Section 476 requesting that an audit be conducted for the year ended 31 March 2023; and

(c) that we acknowledge our responsibilities for:

(1) ensuring that the company keeps accounting records which comply with Section 386; and

(2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the year then ended in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small companies and in accordance with the FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The financial statements were approved and authorised for issue by the Board on 8 October 2023 and signed on its behalf by

C A Fowler
Chair of the Board of Trustees

Registration number: 3089834

1 Accounting Policies

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention. The financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), and the Companies Act 2006. The charity constitutes a public benefit entity as defined by FRS 102. The financial statements are prepared in sterling, which is the functional currency of the entity.

(b) Company status

The Foundation is a company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ. The members of the company are the Trustees named on Page 9. In the event of the Foundation being wound up, the liability in respect of the guarantee is limited to up to £1 per member of the company.

(c) Fund accounting

General funds are unrestricted funds, which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Foundation and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of the designated funds are set out in Note 12 to the financial statements.

Investment income is allocated to the funds in which the assets are a part.

(d) Income and endowments

All income and endowments are included in the Statement Of Financial Activities (SOFA) when the Foundation is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Donations are recognised when received and, unless donated for a specific purpose, are treated as contributions to the General Fund. Life subscriptions are taken to income over a period of 20 years. No amounts are included in the financial statements for services donated by volunteers.

Income from assets comprises interest income on cash deposits and is included gross.

(e) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of the resources.

Expenditure on raising funds comprises costs incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Expenditure on charitable activities comprises the costs of all resources, including supports costs, applied in undertaking work to meet the objects of the charity and governance costs incurred in connection with administration of the Foundation and in compliance with constitutional and statutory requirements.

As the Foundation is not registered for VAT, where it is incurred, the costs are recorded gross.

1 Accounting Policies continued

(f) Intangible fixed assets and amortisation

Product and website development costs are initially recognised at cost. Subsequent to initial recognition, intangible assets are recognised at cost less accumulated amortisation. Amortisation is calculated on a straight-line basis over the estimated useful life as follows:

Product and website development – straight line over 4 years.

(g) Stock

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value. Cost is computed on a first in, first out basis. Net realisable value is based on an estimated selling price less the estimated cost of disposal.

(h) Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure account.

(i) Financial instruments

The Foundation has financial assets and liabilities only of a kind that qualify as basic financial instruments. Such instruments are initially recognised at transaction values and subsequently measured at their settlements value.

(j) Creditors and provisions

Creditors and provisions are recognised where the Foundation has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

(k) Government grants

Grants are accounted for under the accruals model as permitted by FRS 102. Grants of a revenue nature are recognised in "other income" within surplus or deficit in the same period as the related expenditure. This includes the Government Bounce Back Loan scheme. The Foundation has not directly benefited from any other forms of government assistance.

2 Staff numbers

The average number of persons employed by the charity (including directors) during the period, was 0 (2022: 0).

3 Income and Endowments from:	2023	2022
	£	£
Income from donations and legacies:		
Donations & gifts	33,561	32,441
Membership subscriptions	940	990
Income from charitable activities:		
Sale of goods	20,163	13,845
Income from other trading activities:		
Raising funds	17,050	15,500
Income from investments:	668	202
Other Income:		
Government grants	0	83
Total Income and Endowments	**72,382**	**63,061**

4 Expenditure on:	2023	2022
	£	£
Expenditure on Raising funds	**(1,324)**	**(1,682)**
Expenditure on Charitable activities		
Cost of goods sold	(961)	(119)
Exhibitions, Functions & Workshops	(7,990)	(6,584)
Publicity materials	(23,110)	(16,351)
Recruitment & training	(998)	-
Product development costs	(8,685)	(2,188)
Travel, accommodation and subsistence	(123)	(32)
Telephone, postage and supplies	(436)	(240)
Premises and facilities	(276)	(276)
Promoter's fees	(6,990)	(11,184)
Consultancy fees	(12,186)	(7,223)
Stock written off	(258)	(418)
Governance costs		
Administration and management	(1,650)	(1,541)
Independent examination fees	(570)	(540)
Expenditure on Charitable activities sub-total	**(64,233)**	**(46,696)**
Other expenditure		
Fixed assets amortisation	(30,017)	(30,021)
Bank interest paid	(372)	(465)
Other expenditure sub-total	**(30,389)**	**(30,486)**
Total Expenditure	**(95,946)**	**(78,864)**

5 Intangible Fixed Assets

Used for charitable purposes	**2023 Product Development £**	**2023 Website Upgrade £**	**2023 TOTAL £**
Cost			
Cost brought forward	110,320	9,787	120,107
Additions	-	-	-
Cost carried forward	110,320	9,787	120,107
Amortisation			
Amortisation brought forward	(67,573)	(4,078)	(71,651)
Amortisation charge for the year	(27,570)	(2,447)	(30,017)
Amortisation carried forward	(95,143)	(6,525)	(101,668)
Net book value at 31 March 2023	**15,177**	**3,262**	**18,439**
Net book value at 31 March 2022 **(as restated)**	42,747	5,709	48,456

6 Stocks

	2023 £	**2022** £
At 1 April	2,207	2,709
Additions	-	-
Cost of Sales	(402)	(502)
At 31 March	**1,805**	**2,207**

7 Debtors

	2023 £	**2022** £
Trade debtors	1,768	-
Other debtors	108	356
Prepayments	1,127	583
	3,003	**939**

8 Cash And Short-term Deposits

	2023 £	**2022** £
Deposit accounts	57,345	56,419
Current account	235	199
	57,580	**56,618**

9 Creditors

amounts falling due within 1 year	**2023** £	**2022** £
Accruals:		
Trading	(237)	(17)
Other	(75)	(130)
External examination fees	(570)	(540)
Covid-19 Bounce Back Loan	(4,000)	(4.000)
	(4,882)	**(4,687)**

10 Creditors

amounts falling due after more than 1 year	**2023**	**2022**
	£	**£**
Life subscriptions	(24)	(48)
Covid-19 Bounce Back Loan	(8,667)	(12,667)
	(8,691)	**(12,715)**

11 Analysis Of Net Assets Between Funds

	Fixed assets	**Net current assets**	**Creditors due after more than 1 year**	**Total net assets**
	£	**£**	**£**	**£**
Unrestricted funds	18,439	57,506	(8,691)	67,254
	18,439	**57,506**	**(8,691)**	**67,254**

12 Unrestricted Funds

	At 1 April 2022	**Income**	**Expenditure**	**At 31 March 2023**
	£	**£**	**£**	**£**
General reserve	59,693	55,252	(80,010)	34,935
Designated funds	31,125	17,130	(15,936)	32,319
Total unrestricted funds	**90,818**	**72,382**	**(95,946)**	**67,254**

The General reserve represents the free funds of the Foundation that are not designated for particular purposes.
Designated funds comprise anonymous gifts and other donations, assigned by the Trustees to identified projects and purposes, reflecting the intentions of the donors.

13 Reconciliation Of Movement In Funds

	2023	**2022**
	£	**£**
Funds at 1 April	90,818	106,621
Gross income	72,382	63,061
Total expenditure	(95,946)	(78,864)
Funds at 31 March	**67,254**	**90,818**

14 Related Party Transactions

Expenses reimbursed to Trustees for their services amounted to £nil (2022: £nil).
Directors and Officers insurance was included in the Combined policy.

HUMAN VALUES FOUNDATION

England & Wales - Charity number 1048755

Accounts

Company No. 3089834

Charity No. 1048755

Human Values Foundation

Life-enriching values for everyone

REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2022

The Big Think

A SPACE TO EXPLORE
OURSELVES, OUR VALUES
AND OUR WORLD

www.HumanValuesFoundation.com

www.the-big-think.org

Patrons: Sir Michael Morpurgo, OBE, FKC, AKC,
Prof Kamran Mofid, PhD and Dr Kevin A Auton, PhD

Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2022

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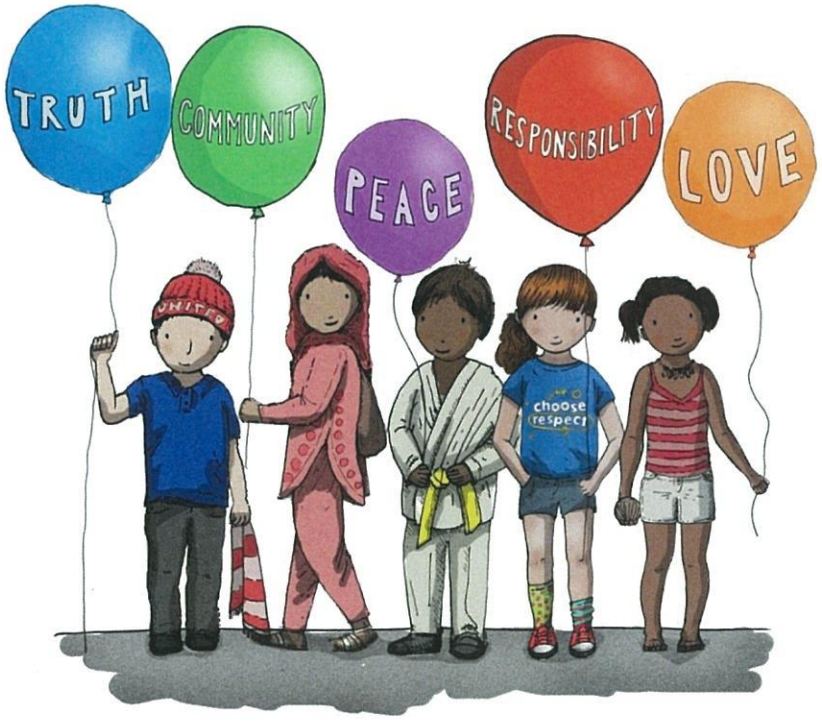
OUR CORE VALUES

Truth ♦ Love ♦ Peace ♦ Responsibility ♦ Community



WHAT WE DO

The Human Values Foundation ("the Foundation") was formed in 1995 with a single mission: to develop, promote and encourage a world class, whole-person, values-driven, modern education that will benefit young people, teachers and those who look after children - and ultimately society as a whole.

Our innovative work supports schools to develop children's values literacy and essential social and emotional life skills. We provide ready-to-deliver resources and training that advance the quality and effectiveness of teaching and learning. We help to enhance the personal, social and academic progress of young citizens so that from the outset of their full-time education they can fully flourish as human beings. The skills and qualities gained will benefit them far beyond their school days.

Why We Do It

The Foundation was established in 1995 by an insightful Primary school teacher, June Auton, who recognised that the education system was failing a significant number of children. She set about transforming it initially in her school and then nationally with a pioneering, values-themed, life skills programme, *Education in Human Values*. In July 2019 we launched the multi-media successor, THE BIG THINK, to empower today's children so they can maximise their potential.

For 27 years we have put young people's voices centre stage and their interests first in considering how to further develop our ground-breaking programmes. In sharing what we have learnt, we support teachers with trailblazing resources and training that build vibrant school communities. Our approach allows children of all abilities to flourish and better navigate, engage with and impact the world around them. ***The Big Think*** programme for ages 5 to 11 offers a comprehensive syllabus that inspires, nurtures and enables the emerging generation to build a better future for all.

The Big Think promotes a collaborative, whole-school, whole-child education. While gradually empowering all participants with essential life skills, it also positively impacts the inconsistency, inequality and injustice that determine so many children's chances in life.

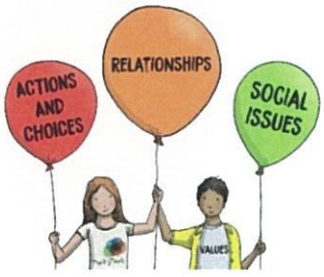
As leading educationalist Jean Gross says, ***"I love the way The Big Think combines oracy development and social and emotional learning – both incredibly powerful ways of increasing children's attainment and life chances. Such great resources too – books, assemblies, lesson plans and mindfulness tracks".***

OUR VISION

To give children the best possible start in life with a purposeful education system that progressively enables young citizens to understand the world around them, engage well in their own world and thrive.

We aim to enrich teaching, parenting and learning with an appealing and inclusive approach so that each child's interests, talents and abilities gradually blossom. Our resources are designed to develop attitudes, skills, knowledge, character and values literacy so that participants can successfully manage all aspects of their daily lives and in so doing, realise their hopes and aspirations in the short and long term.

PUBLIC BENEFIT



The Foundation's mandate is to help meet the needs of schoolchildren and thereby enrich and strengthen the fabric of society.

*"**The Big Think** is an excellent collaborative whole school scheme that allows time for children to reflect on values - our school values, their values from home and their own developing values. It appealed to us as a school as the values of the scheme are in line with our school values and give a clear, structured pathway from Reception to Year Six. It links well with the new Ofsted framework for Personal Development as it supports children with developing confidence, resilience and knowledge so that they can keep themselves mentally healthy."*

Dani Lang, Headteacher, Brimsdown Primary School, London

OUR PROJECTS

On 4 January 2021 the third lockdown for England began with schools closing again but remaining open for vulnerable children and those of key workers. All schools were allowed to reopen on 8 March. As teachers took stock of how their own lives and children's learning had been affected by the coronavirus pandemic, there was deep concern about their pupils and how best to serve their interests. Our financial year therefore started with an ongoing education crisis, including the state of morale and the mental wellbeing of children and staff.

Spring 2021 - Mutual support and sharing feelings in Circles of CARE

Following the re-opening of schools in March 2021, there was another surge in downloading our **mini programme *'Circles of CARE'*** that we created in May 2020. It comprises 4 adapted lesson kits from ***The Big Think*** with the themes of Community, Appreciation, Resilience and Empathy. Teachers were again enormously appreciative of the structure it provided for supporting their pupils' social and emotional needs and how it eased children's worries as they came together.

Summer 2021 - Free workshops to advance social and emotional learning expertise

Prior to the COVID-19 outbreak, Relationships, Sex and Health Education (RSHE) was to become mandatory from September 2020. However, as schools were some of the places worst hit by the pandemic, teachers had to completely abandon their intended curricula and almost overnight rely on unchartered, virtual lessons. With this dramatic new education landscape and the dire effects on many children's wellbeing and learning, early in 2021 the Department for Education postponed the start date for delivering RSHE to the 2021 Summer term and recognised that planning for it was likely to spill over into the Autumn term.

While staff did their best to adjust, meet their pupils' emerging needs and uphold high levels of learning and attainment, we continued to support teachers using ***The Big Think***. We held virtual training sessions and ran online Community Values Dialogue workshops to help schools fulfil their obligation to consult parents about their RSHE provision.

"So proud of our children, parents, governor, vicar of St Paul's Church, staff and the school's advisor for the London Diocesan Board for Schools, who came together for our RSHE consultation today. Effective discussions. Brilliant community spirit. Huge thanks to Sarah from The Big Think."

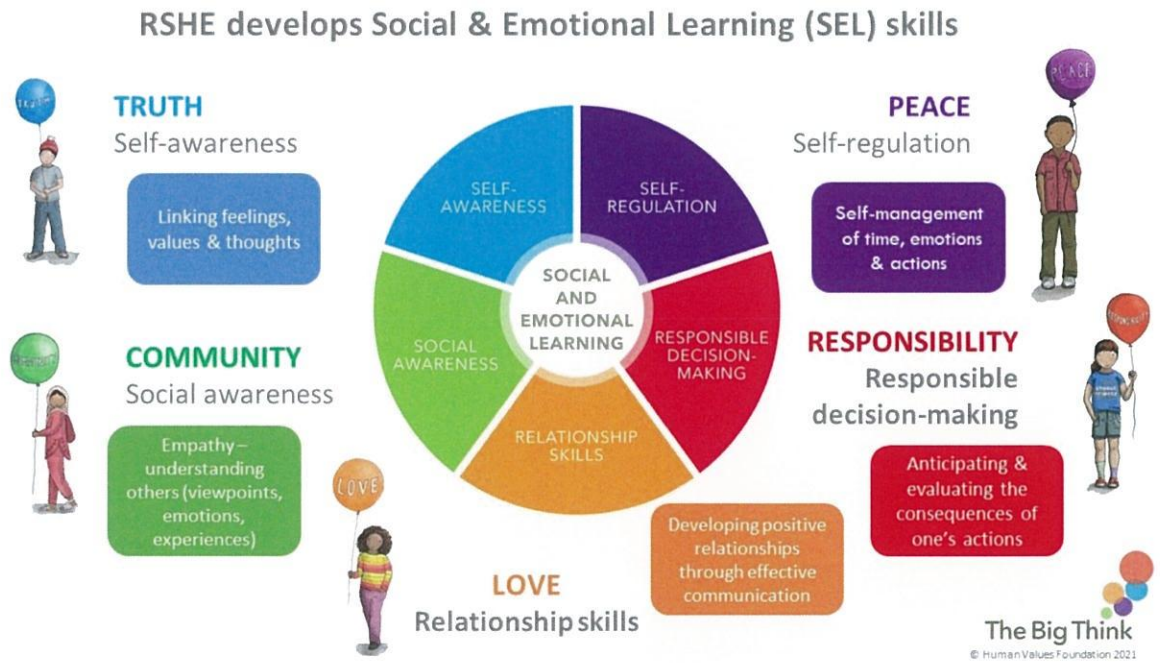
Christalla Jamil, Executive Head, St Paul's and All Hallows' Infant and Junior Schools

In the absence of training for almost two years, teachers were very grateful for the opportunity to augment their skillsets, especially with our timely dialogic approach and Social and Emotional Learning (SEL) model. Their feedback inspired us to broaden our reach and offer workshops to fill a significant gap identified by teachers themselves.

We have always promoted a pedagogy that develops agency and so, using social media, we started advertising free workshops at fortnightly intervals for teachers and others involved in educating, mentoring and raising young children. During these virtual meetings, we demonstrate how our child-centred approach, techniques and strategies build competence and confidence. Young citizens learn to understand and manage the personal, social and academic dimensions of their daily lives. Most of our new subscriptions for ***The Big Think*** stem from these taster workshops.

OUR THEORY OF CHANGE

We always aim to **LIFT** spirits. After two years of battling with the virus, weariness was pervasive but throughout that time, schools using ***The Big Think*** expressed their appreciation of the quality and richness of the programme. They were delighted with how it embeds social and emotional learning practices. Using the values-themed lesson packs enabled them to better balance academia with equipping their pupils with a strong ethical foundation and life skills essential for their wellbeing and success now and in the long term.



Leverage relevant education and engagement

"The Big Think programme offers us a range of quality resources to support the young people at our school. There is so much in it. It's thorough and well thought out."

Claire Temple, Headteacher, Sandbrook Primary School, Merseyside

Inspire entire school communities

"Thank you for creating such high-quality materials as they are needed in schools in a modern society and they stimulate discussion."

Anne Wood, Principal, Hope Community School, Kent

Fulfil children's current and long-term needs

"We have mainly used THE BIG THINK programme to support our collective worship, planning and delivery. We have also used some of the lessons to support our children in their returns to school during the pandemic. Some of this has been to whole year groups or classes and some has been for specific individuals.

I particularly like the values-based approach and starting with self, moving to others and then wider aspects. The stories and mindful tracks have also been enjoyed by children and staff."

Zoey Newsham, Deputy Headteacher, All Saints' CE Federation of Academies, East Yorkshire

Transform learning and lives

In the autumn of 2021, Anna Waddell, Deputy Head of Avonmore Primary School, and her team at Fox Federation worked hard to embed ***The Big Think*** across their federation of schools. To ensure consistency in the three settings, we trained their Senior Leadership Teams together, discussed how best to use TBT as a framework for integrating all their RSHE content and guided the staff on running inclusive Community Values Dialogues.

"Feedback regarding the implementation and teaching of TBT was so positive!

Children talked about feeling listened to and that it could change their perspectives on things. They said it was like break time because there is no right or wrong answer. One said it was the 'best subject ever!'

The teachers also fed back saying that it has been very rewarding facilitating these lessons, how much they enjoy the conversations and how supportive it has been with their workload in mind."

Anna Waddell, Safeguarding Coordinator, Fox Federation Schools, London

IMPACTS

Throughout the financial year, ramifications from interrupted schooling had a significant impact on our income. The previously unimaginable challenges placed considerable pressures on teaching, learning and school finances.

When schools reopened in March 2021, the absence of Continuing Professional Development (CPD) for almost two years meant teachers were desperately seeking skills and materials to address their pupils' apprehension, lost learning and widened attainment gaps. Adapting our training to prevailing conditions, we demonstrated TBT's flexibility as we modified the delivery of lessons to cater for children whose speech, language and social skills had fallen well behind expectations for their ages.

*I highly recommend **The Big Think** not only for the exemplar resources available, but for the partnership that is formed with the providers that impacts so positively on all our learners."*

Christalla Jamil, CEO, LDBS Academies Trust, London

2022 AND BEYOND

As weeks, months and school terms have passed, risks to children and their vulnerabilities have mounted. Going forward, stakeholders are considering how best to address and support the longer-term impacts on young people not only from the coronavirus crisis but also global economic strains that are compounding inequalities, including safety, food security, access to mental health support and widening education gaps.

Over the years, teachers, their pupils and parents have remarked on how moved and inspired they are by the simple sincerity and beauty of our values-themed programmes. What is exciting is that many today concur with our long-held beliefs and are actively trying to re-establish shared, core values now seen as vital for the wellbeing of individuals and society as a whole. Back in 2005 we were told that *"Your organisation is a bright beacon of warmth and hope in a sometimes dark and depressing world; may it continue to shine and help us create our shared future in peace and harmony."*

We are encouraged by the 'Big Picture' thinking about education that is now emerging. We will continue to develop partnerships and extend our reach. We will enable those on the front line bringing up, educating and mentoring schoolchildren to rise to today's challenges and opportunities. We will build on our reputation as a creative changemaker, inspiring sustainable improvements in performance. We will demonstrate how ***The Big Think*** provides a proven toolkit for a joined-up, collaborative approach to education and how it develops young people's agency. We will go on refreshing the lesson kits so they provide a constant flow of opportunities for participants to consolidate and apply their learning. We look forward to growing numbers of schools benefitting from our guidance and support and watching their pupils begin to flourish as well-rounded human beings.

One of the 17 Sustainable Development Goals (SDGs) to be achieved by 2030 is Quality Education.

As the new education paradigm takes shape, we intend to continue to be a beacon of light, delivering innovative resources and training that inspire teachers so that their pupils can look forward to a better, more peaceful and harmonious future.

"We are really excited that Milton Road Primary School, Cambridge will be joining The Big Think community in September 2022.

***The Big Think** is a fabulous, comprehensive resource that will not only support our teaching of Relationships Education and our PSHE curriculum, but will also promote deeper thinking, increase oracy and pupils' personal development. We see this as a holistic programme that will beautifully compliment what we are already doing and will strengthen pro-social skills, coexistence and cohesion. It is just what we have been looking for!"*

Rae Snape, Headteacher and author of The Headteacher's Handbook

REFERENCE AND ADMINISTRATIVE DETAILS

Name, Charity and Company

The Human Values Foundation ("the Foundation") is registered as a charity with the Charity Commission (number 1048755) and it is also a registered company limited by guarantee (number 3089834).

Registered Office

The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Directors and Trustees

The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees during the year and since the year end:

Mr C A Fowler, MA (Oxon), FRSA	Chair
Miss J L Ball, BA, MA	
Ms K Deboo	
Miss A L Greenwood, B Ed, M Ed, MSc	
Ms E Terblanche, BSc, MBA	
Mrs L A Whittlestone, MCIM, BA	

Senior Managers

CEO & Secretary	Ms R C Dewan, BSc
Honorary Treasurer	Mrs V Mohan, FCCA

Other relevant organisations

Independent Examiner	Stewart & Co, Chartered Accountants, Knoll House, Knoll Road, CAMBERLEY, Surrey GU15 3SY
Bankers	Lloyds Bank Plc, 15 Penn Road, HAZLEMERE, Bucks HP15 7LN

Supported by

COMMUNITY FUND | Social Enterprise Support Fund | UnLtd

TRUSTEES' REPORT

The Trustees are pleased to present their report, together with the financial statements of the Human Values Foundation ("the Foundation") for the year ended 31 March 2022. Reference and administrative details set out on Page 7 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). This report also serves the purposes of Section 162 of the Charities Act 2011 and the Directors' Report for the purposes of Section 415 of the Companies Act 2006.

OBJECTIVES AND ACTIVITIES

Objectives of the Foundation

The Foundation's objectives are to be at the forefront of providing a 21st-century education process and training that together make profound and lasting differences to children's wellbeing, aspirations, successes and life chances.

Our multi-media, experiential learning programme ***The Big Think*** was developed by teachers for teachers to give children the best possible start to their learning journeys. This toolkit provides a gateway to high quality, systematic **values education** that research shows:

- ✓ **is essential to effective schooling**
- ✓ **positively impacts all the important educational measures**
- ✓ **is a worldwide, contemporary phenomenon**
- ✓ **fits well with updated brain and pedagogical research,** and
- ✓ **is a means to holistic student and teacher wellbeing.**

Public Benefit

The Trustees have complied with the duty in Section 17 of the Charities Act 2011 and paid due regard to the guidance issued by The Charity Commission on charities and public benefit. Our mandate is to stimulate 'Big Picture' education, building on the traditional knowledge curriculum so the emerging generation is properly equipped with strategic skills and competencies. Enabling young citizens to lay a foundation of well-considered values that they can live by raises the likelihood of them achieving their ambitions and leading purposeful, happy, healthy lives.

Main Objectives for the year to 31 March 2022

In the spring of 2021, the Trustees refreshed and finalised the Strategic Plan. Coronavirus crisis ramifications were increasingly raising awareness of the imperative to think more deeply about the purpose of education. As a long-standing provider of resources and training for the systematic, holistic and healthy development of children, we were as determined as ever to support primary schools and their wider communities and share our expertise.

Objectives and activities continued

Despite the ongoing, very unpredictable turbulence and teachers continuing to grapple with children's mounting anxieties, we resolved to pursue the following strategic priorities:

(1) Strengthen our core business activities
(2) Communicate and influence
(3) Safeguard the Foundation's future
(4) Monitor progress.

Strategies for achieving these objectives

Taking into account how values are becoming more mainstream throughout society and related worldwide research, our strategies focused on activities for high leverage and deep impact. At the end of 2021, recognising the need for educators to embrace up-to-date insights into how young people learn, develop, grow and master complex skills, '*A New Education Story*' (ANES) was published by a group of global partners led by Big Change. This was an invitation to step back, to ask big questions and to think differently about both what education is aiming to achieve and how to get there.

This initiative was exciting for us as we discovered just how much our vision and work chimed with what was being advocated in ANES to move learning and education forward. It involves fundamental and lasting changes to bring about the desired improvements.

Research undertaken for ANES and that done by others like the Relationships Foundation showed that what mattered most to young people (and what they really felt was missing, or 'lost' during the pandemic) was the role of their school as a centre of their social and relational worlds.

The virtual workshops we were conducting enabled us to gain other insights into what was unfolding on the front line of education and we responded with practical solutions. ***The Big Think*** schools were telling us that because our programme is about HOW to create safe, healthy and inclusive spaces in which relationships can thrive (not just WHAT content must be learnt) – their pupils were able to be open about their struggles and make use of the space to explore their changing feelings and find the support they needed.

From our engagement with school leaders, it became apparent that most knew WHAT statutory Relationships, Sex and Health Education (RSHE) content must be taught from 2021. Many already had a Personal, Social, Health and Economic (PSHE) education curriculum in place to cover this. However, for schools that wanted to develop an emotionally healthy culture with lasting impacts on relationships in their school community, they started to turn to ***The Big Think*** and the training we provide to help them consider more deeply HOW to implement relationships education.

(1) Strengthen our core business activities

- Proceed with marketing strategies that ramp up subscriptions for ***The Big Think***, positioning it as a programme of choice that enables schools to provide a purposeful education that not only meets emotional and social needs but systematically develops healthy, engaged, creative, resilient, adaptable generations of young citizens of the 21st century.

Strategies for achieving these objectives continued

- With the expectation for comprehensive personal development schemes of work from the start of the 2021/22 academic year, and the paucity of teacher training opportunities for gaining the necessary confidence in children's social and emotional learning, press on with enhancing our online and in-school training propositions, including partnering with like-minded organisations and expanding our network of teachers and education consultants.

(2) Communicate and collaborate

For over 27 years teachers have remarked on the uniqueness of our workshops and the transformative effects of our values-themed programmes both on themselves and their classroom practices and ultimately on their pupils' wellbeing, attainment levels and life chances.

- Portray clear messages for schools and corporate bodies eager to support the appropriate development of future employees.
- Highlight the route map we offer involving innovative methods of teaching and active learning.
- Demonstrate how to nurture the ability of individuals so as to capitalise on their strengths and interests, grow their capacity for critical thinking and risk awareness and extend their understanding of the world and the parts they can play in bringing about a better future for everybody.

(3) Maintain the Foundation's financial stability

- Seek out a variety of income streams from ***The Big Think***, helping teachers in their own schools or in clusters to maximise the effectiveness of the programme, including promoting local projects that allow the children to apply the competencies they have gained to lay foundations for improving personal, collective and societal wellbeing.
- Pursue avenues of financial support, including partnering with universities to collaborate on academic research projects that attract funding to build evidence of the wide-ranging benefits of our values-based education.
- Continue recovering reserves to an agreed level through managing the budget to plan.

(4) Monitor progress

- Maintain our flexibility to respond to opportunities, making appropriate adjustments to achieve our aims and deliver on our strategic objectives.

Significant activities that contributed towards achieving our objectives

- Our pioneering initiative to lead school community values dialogues, involving a mix of staff, children and parents, promoted collaboration and demonstrated how living shared values could help to achieve a united, supportive drive to bounce back better.
- Our training workshops provided opportunities for teachers to really appreciate the importance of a whole-school approach to consistently and systematically building social, emotional and cultural capital and advanced their confidence and skillsets in facilitating such sessions.

Strategies for achieving these objectives continued

When we were able to work on-site, teachers were extremely grateful for our modelling of ***The Big Think*** lessons and especially the social and emotional learning techniques. They became acutely aware of the need for flexibility in adjusting practices and were glad to have the opportunity to be introduced to different methods for handling the wide-ranging effects of their pupils' emotional experiences, underdeveloped social skills and attainment levels that had fallen behind.

- ***The Big Think*** lessons, which are like learning workshops for the children, very effectively nurtured and integrated spiritual, physical, intellectual, emotional and social skills - competencies seen as vital factors in children's progress and success.

ACHIEVEMENTS AND PERFORMANCE

Performance achieved against set objectives

(1) Strengthen our core business activities

- We began formulating marketing strategies to attract subscriptions for ***The Big Think*** explaining how the programme gradually develops emotionally and socially literate, healthy, engaged, creative, resilient, adaptable young citizens empowered with knowledge, skills and values now more widely recognised as vital for thriving in the 21st century. As schools contended with depleted and exhausted staff, we used our social media channels to raise awareness of the digital, ready-to-go lesson kits available from our platform and how they provide a comprehensive, systematic approach to children's personal development. We contacted those who downloaded sample learning modules and invited them to attend online workshops in which we demonstrated how they could use ***The Big Think*** to build on existing work and how the elements in it provide an abundance of meaningful and challenging tasks for their pupils' growth. Attendees appreciated the carefully structured format and practical, time-saving materials that align with the statutory RSHE curriculum.
- As the year unfolded, we constantly adapted our training to prevailing conditions. We focused on support and training that addressed teachers' well-being and developed their confidence in facilitating sessions that would bring out the best in their pupils, socially, emotionally and academically.

(2) Communicate and influence

- We attended online events, especially for those in the education sector seeking better ways forward. These forums provided opportunities to promote ***The Big Think***. We partnered with a PSHE and School Improvement consultant, who was impressed with our whole-school, whole-child philosophy and relevant syllabus, and began a collaborative pilot involving a cluster of 10 primary schools. We are developing a network of like-minded teachers and education consultants who are keen to collaborate with us.

Performance achieved against set objectives continued

(3) Maintain the Foundation's financial stability

- The ongoing pandemic distractions and considerable additional strains on school budgets made it difficult to get the attention of decision makers and win new business. However, five schools renewed their subscriptions for ***The Big Think,*** seven took up the programme and we widened the scope for income from training with fees from leading sessions that primary schools must now hold with parents to consult about their Relationships Education curriculum.
- We embarked on pursuing other avenues of financial support. We gave a presentation to attract funding for working in partnership with a university on an academic research project to build evidence of the wide-ranging benefits of our values-led education.
- Through proactive management of our operating budget, we continued to recover reserves to mitigate identified risks.

(4) Monitor progress

- We maintained a flexible, creative approach, responding to opportunities with initiatives that enabled us to deliver on our strategic objectives.

INCOME AND EXPENDITURE AND THE BALANCE SHEET

Full details are set out on Pages 19 to 26. The Statement of Financial Activities records gross income for the year ended 31 March 2022 of £63,061 (2021: £48,730) with resources expended of £78,864 (2021: £52,271) representing a net deficit for the year of £15,803 (2021: deficit of £3,541).

The Balance Sheet records net assets at 31 March 2022 of £90,818 (2021: £106,621).

Much appreciated repeat grants from the Joan Ainslie Charitable Trust and The Allen Charitable Trust, along with regular contributions from The Tony Metherall Charitable Trust together with donations that continued to flow in from our wonderfully loyal supporters, enabled us to add more innovative features to ***The Big Think*** making it easier for teachers to achieve deep and lasting impacts not only on their pupils' wellbeing and progress but also on their own. Grants from the trustees of The Barleycorn Trust, the Enid Slater Charitable Trust and The 29th May 1961 Charity, who had all supported our work in the past, meant we could target and assist schools in their preferred locations so that in the changing education landscape, their staff could benefit from ***The Big Think's*** tried and tested training and evidence-based best practices. Income from our programmes, sundry products and training amounted to £13,845 (2021: £ £9,951) while product development amounted to £2,188 (2021: £4,968).

Principal Funding Sources

Our forward-looking work has always depended on the creativity and passion of our small, visionary team of educators and volunteers. Our principal funding has historically relied on exceptionally generous individuals, loyal Members and Friends and leaders of trusts, all of whom understand the importance of our efforts to ensure that, from the start of their schooling, children benefit from consistently high quality, purposeful, empowering, practical learning that enables them to flourish and maximise their potential, whatever their starting points in life.

Financial review continued

Prior to the coronavirus outbreak, we were looking forward to becoming a more self-sustained charity by adopting a new business model with annual subscriptions for ***The Big Think***. Our progress towards this goal has been hampered during the past two years. We still need more support from stakeholders and grant-making trusts and foundations so that we can get back on track, plan for and achieve our goals. Since early 2020 teachers have been seeking high quality materials to enable them to cope with children's social and emotional dilemmas. We have been filling this gap and expanding teachers' repertoire of skills so that they feel more knowledgeable and better equipped to handle the non-cognitive aspects of children's development. We are optimistic about gaining financial support that will enable us to sustain our longer-term objectives.

Our Supporters

Day-to-day work undertaken by Rosemary Dewan as Secretary was unpaid (2021: £nil). Rosemary has combined this responsibility with her role as CEO since May 2009 and in view of the ongoing harsh financial climate and the charity's ambitions, she continues to perform all her work in a voluntary capacity, as does our Treasurer, Vijitha Mohan.

Investment powers

Under the Memorandum and Articles of Association, the Foundation has the power to make any investment that the Trustees see fit.

Investment Policy

Without substantial donations each year, the charity's outgoings have often exceeded its income. Nevertheless, the aim has always been to keep a prudent amount in reserve. This is held in a deposit account. Income from this account was monitored and the average return over the past year was 0.5%.

Reserves Policy

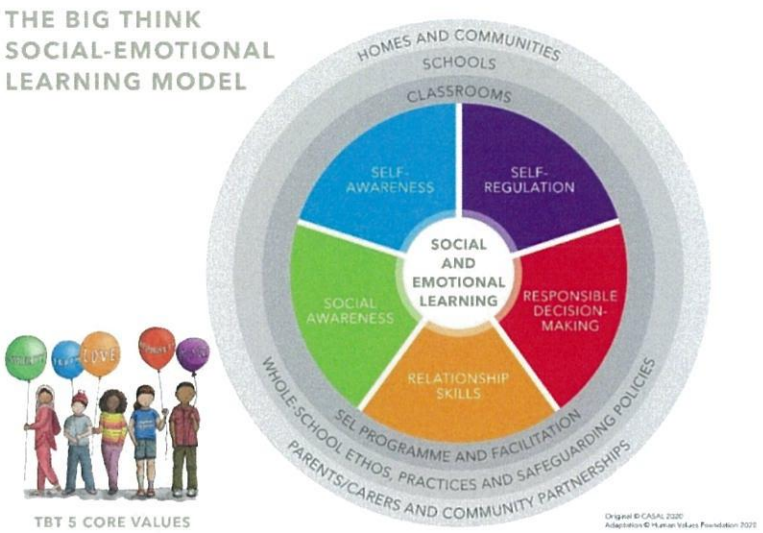
The Trustees believe the reserves need to grow so they are sufficient to ensure operations can continue without interruption or harm to the Foundation's products and services. We aim to maintain a minimum unrestricted base reserve commensurate with core operating capability and risk. The continued coronavirus disruption in the education sector had a significant impact on our revenues and consequently, the reported free reserves of £11,237 at 31 March 2022 (being the general reserve less investment in intangible fixed assets) are still less than we would wish (2021: £6,115). Further funding is required to enable us to plan for and continue with our core strategic activities, including widening our reach.

PLANS FOR THE FUTURE

The deterioration in young people's mental health and wellbeing during the second year of turmoil, along with several exacerbated social issues, have emphasised the need for a change in mindset to not just restore education and learning but fundamentally improve it. Big questions are being asked about the purpose of education, how to empower young citizens appropriately and how to ensure they can regularly practise implementing new knowledge and skills in safe, supportive settings to enable them to grow into well-rounded, values literate, socially articulate and informed citizens.

Plans for the future continued

With movements and prospects that align with our long-standing drivers for world-class education, we remain passionate about being a solution provider offering effective stepping stones for children aged 5 to 11 and so, subject to satisfactory funding arrangements, we set these management objectives for the year that started on 1 April 2022:



(1) Strengthen our values education business

- As schools return to normal operation in the wake of the Covid pandemic and become more open to new initiatives, continue to ramp up our efforts to introduce ***The Big Think*** programme and its ancillary resources to schools through a range of marketing approaches, including flexible pricing plans for smaller schools, customised teacher training and parent outreach plans, as well as regular, free, online workshops to demonstrate the methodology and benefits of this programme.
- Expand our ability to recruit schools to ***The Big Think*** across a broader geographic range by steadily developing a network of outsourced trainers who can support the introduction of ***The Big Think*** into schools across the UK and in due course outside the UK. This support can be supplemented or, where appropriate, replaced by online training.
- Continue to develop ***The Big Think*** programme and its related resources to address the evolving needs of schools, the continuing professional development of teachers and the urgent need for children to learn the key social and emotional skills that will help them grow and fulfil their potential as healthy, balanced and caring members of society.

(2) Communicate and collaborate

- Work with educational networks, local school networks, academy networks and other like-minded organisations to help primary schools address new curriculum requirements for character development, relationships and health education.
- Demonstrate to schools how ***The Big Think*** can be used to complement and build on the programmes they already use, assuring them that they don't have to "tear everything up and start again".
- Work with universities and other educational institutions to secure funding for specific research projects into the effectiveness of values-based educational approaches in general and ***The Big Think*** in particular.

Plans for the future continued

(3) Maintain the Foundation's financial stability

- Aim to increase revenues by increasing the number of subscriptions to ***The Big Think*** and related training sessions and exploring other potential revenue-generating areas, such as supporting schools with parental outreach on relationships education.
- Maintain existing donor/funder relationships and develop new ones, particularly in relation to our efforts to boost values-based education in areas of serious deprivation and with children who are disadvantaged in different ways.
- Continue recovering reserves to an agreed level through managing the budget to plan.

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of the restricted circumstances, risks, costs and our resources, the paradigm shifts taking place in education, advances in technology, and global events, and make timely and appropriate adjustments in response to new realities.
- Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Documents

The Human Values Foundation is a charitable company limited by guarantee, incorporated on 10 August 1995 and registered as a charity on 21 August 1995. The company was established under a Memorandum of Association and is governed by its Articles of Association and Rules. In the event of the company being wound up, the liability of its Members is limited to an amount not exceeding £1.

Organisational Structure

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as members of the Council of Management. The Council, consisting of from three to six Trustees, has the general control and management of the administration of the Foundation.

The Council members are responsible for setting policy and agreeing strategy and may regulate their meetings as they think fit. The Trustees generally meet together three times a year for the despatch of formal business and take the opportunity after the Annual General Meeting (AGM) to consider with Members, future strategies for the Foundation.

During the 2021/2022 period, Rosemary Dewan (CEO and Secretary) and Vijitha Mohan (Honorary Treasurer), who together managed the day-to-day running of the Foundation, were in attendance at the Council meetings. The Trustees also much appreciate the hard work of Sheila Evered, the Honorary Minutes Secretary.

Recruitment and Appointment of Trustees

Under the requirements of our Articles of Association, one third of the Trustees retires from office each year. A retiring Trustee is eligible for re-election. The Trustees are elected by ordinary resolution of the Members.

Organisational structure continued

The Trustees have the power to appoint any person to fill a casual vacancy. Any person so appointed holds office until the next AGM and is then eligible for re-election. In accordance with these provisions two trustees will be retiring by rotation in November 2022. Kashmira Deboo will be standing for re-election. Jessica Ball will be leaving us to pursue a further education opportunity. We wish her well and thank her for her substantial contribution to our progress during the past three years and especially her work in building our capacity to lead community values dialogues in schools. These are now an important part of ***The Big Think*** training programme. We are pleased to report that Jessica will stay involved with us by becoming one of our new Ambassadors.

Trustee Induction and Training

On appointment, Trustees are given information tailored to their experience. Literature supplied sets out the context within which the Foundation operates, our products and services, and includes copies of the legal documents, the latest financial statements, minutes of previous Council and general meetings, and the risk register, together with guidance for trustees. During the course of a year, Trustees receive information via the Secretary to enable them to keep abreast of relevant laws, regulations and best practices.

Related Parties

The only related parties are the Trustees and a summary of transactions with them is set out in Note 14 to the Financial Statements.

Management of Risk

At intervals throughout a year, the Trustees, together with the Senior Management Team, consider the major risks to which the charity is exposed, taking into account external factors, governance, regulatory, financial and operational requirements. For reasons of cost and practicality, the system of internal controls is intended to manage rather than eliminate risks and to give reasonable rather than absolute assurance.

The Strategic Plan was refreshed and approved in March 2022. It covers the aims and objectives of the Foundation and is used as a basis for planning and progress reviews. In readiness for the start of a financial year, we consider our operating plans and establish a budget. During the year, actual performance is monitored against strategic objectives, the financial results, variance from budget and a number of non-financial performance indicators, to evaluate the achievement of outputs and outcomes.

The principal risks identified are significant uncertainties due to the ongoing coronavirus crisis along with global economic and social factors, reliance on key personnel, financial and IT such as websites. We have reviewed our financing and fundraising strategy, taking into account the increasingly volatile environment and unpredictable future, our need to align our products and services with the needs of teachers, young people and society generally as well as changes being considered to ensure education provision is fit for purpose.

TRUSTEES

Trustees' insurance

Charity trustee liability insurance is included in the Foundation's Combined policy.

Organisational structure continued

Trustees' interests

As the company is limited by guarantee, no Trustees were interested at any time in any share capital of the Foundation.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of the Human Values Foundation for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

United Kingdom company and charity law requires the Trustees to prepare for each fiscal year, financial statements that give a true and fair view of the state of affairs of the charitable company as at the end of the financial year and of its income and expenditure during that period.

In preparing these financial statements, the Trustees have:

- selected suitable accounting policies and applied them consistently;
- made judgements and estimates that are reasonable and prudent;
- followed applicable accounting standards and statements of recommended practice without any material departures;
- prepared the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business; and
- reviewed the major risks to which the Foundation is exposed and satisfied themselves that these are being minimised.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and that enable them to ensure that the financial statements comply with the Companies Act 2006 and the Charities Act 2011. The Trustees are also responsible for the system of internal controls, for safeguarding the assets of the Foundation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Members of the Council of Management

The current Trustees are given on Page 7. A new Trustee, to fill a casual vacancy, is appointed by the Board, taking into account the mix of skills and gender balance.

Small company exemptions

This report has been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small entities.

Approved by the Board and signed on its behalf on 22 October 2022.

R C Dewan

.....

Ms R C Dewan, Secretary

HUMAN VALUES FOUNDATION
INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HUMAN VALUES FOUNDATION CHARITABLE COMPANY FOR THE YEAR ENDED 31 MARCH 2022

I report to the charity trustees on my examination of the accounts of the charitable company for the year ended 31 March 2022 that are set out on Pages 19 to 26.

Respective responsibilities of trustees and examiner and basis of report

The charitable company's Trustees (and also its directors for the purpose of company law) are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commissioners under Section 145(5)(b) of the 2011 Act.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charitable company and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and the seeking of explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the company as required by Section 386 of the 2006 Act; or

(2) the accounts do not accord with those accounting records; or

(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or

(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

P J Clennell FCA
Stewart & Co
Chartered Accountants

Knoll House
Knoll Road
CAMBERLEY
Surrey
GU15 3SY

24 October 2022

HUMAN VALUES FOUNDATION
STATEMENT OF FINANCIAL ACTIVITIES
(incorporating Income and Expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 MARCH 2022

	Note	2022 Unrestricted funds Total £	2021 Unrestricted funds Total £
INCOME & EXPENDITURE			
Income and endowments from:			
Donations and legacies		33,431	12,726
Charitable activities		13,845	9,951
Other trading activities		15,500	25,348
Investments		202	288
Other income		83	417
Total income and endowments	3	**63,061**	**48,730**
Expenditure on:			
Raising funds		(1,682)	(187)
Charitable activities		(46,696)	(27,200)
Other		(30,486)	(24,884)
Total expenditure	4	**(78,864)**	**(52,271)**
Net (expenditure) / income		**(15,803)**	**(3,541)**
Net movement in funds		**(15,803)**	**(3,541)**
Reconciliation of funds:			
Total funds brought forward at 1 April		106,621	110,162
Total funds carried forward at 31 March	13	**90,818**	**106,621**

The statement of financial activities includes all gains and losses in the year.

All incoming resources and resources expended derive from continuing activities.

The notes on Pages 22 to 26 form part of these financial statements.

HUMAN VALUES FOUNDATION
BALANCE SHEET
AS AT 31 MARCH 2022

	Note		2022		2021
		£	£	£	£
FIXED ASSETS					
Intangible fixed assets	5		48,456		76,505
TOTAL FIXED ASSETS			48,456		76,505
CURRENT ASSETS					
Stocks	6	2,207		2,709	
Debtors	7	939		1,324	
Cash and short-term deposits	8	56,618		46,886	
TOTAL CURRENT ASSETS		59,764		50,919	
CURRENT LIABILITIES					
Creditors: amounts due within 1 year	9	(4,687)		(3,914)	
NET CURRENT ASSETS			55,077		47,005
TOTAL ASSETS LESS CURRENT LIABILITIES			103,533		123,510
Creditors: amounts falling due after more than 1 year	10		(12,715)		(16,889)
NET ASSETS	11		**90,818**		**106,621**
FUNDS					
Unrestricted Income Funds:					
General funds	12	59,693		82,620	
Designated funds	12	31,125		24,001	
Total Unrestricted Income Funds:			90,818		106,621
GENERAL FUNDS	13		**90,818**		**106,621**

HUMAN VALUES FOUNDATION
BALANCE SHEET *(continued)*
AS AT 31 MARCH 2022
Trustees' statements required by Sections 475(2) and (3)
for the year ended 31 March 2022

In approving these financial statements as Trustees of the company, we hereby confirm:

(a) that for the year stated above the company was entitled to the exemption conferred by Section 477 of the Companies Act 2006;

(b) that no notice has been deposited at the registered office of the company pursuant to Section 476 requesting that an audit be conducted for the year ended 31 March 2022; and

(c) that we acknowledge our responsibilities for:

(1) ensuring that the company keeps accounting records which comply with Section 386; and

(2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the year then ended in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small companies and in accordance with the FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The financial statements were approved and authorised for issue by the Board on 22 October 2022 and signed on its behalf by

C A Fowler
Chair of the Board of Trustees

Registration number: 3089834

1 Accounting Policies

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention. The financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), and the Companies Act 2006. The charity constitutes a public benefit entity as defined by FRS 102. The financial statements are prepared in sterling, which is the functional currency of the entity.

(b) Company status

The Foundation is a company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ. The members of the company are the Trustees named on Page 7. In the event of the Foundation being wound up, the liability in respect of the guarantee is limited to up to £1 per member of the company.

(c) Fund accounting

General funds are unrestricted funds, which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Foundation and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of the designated funds are set out in Note 12 to the financial statements.

Investment income is allocated to the funds in which the assets are a part.

(d) Income and endowments

All income and endowments are included in the Statement Of Financial Activities (SOFA) when the Foundation is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Donations are recognised when received and, unless donated for a specific purpose, are treated as contributions to the General Fund. Life subscriptions are taken to income over a period of 20 years. No amounts are included in the financial statements for services donated by volunteers.

Income from assets comprises interest income on cash deposits and is included gross.

(e) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of the resources.

Expenditure on raising funds comprises costs incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Expenditure on charitable activities comprises the costs of all resources, including supports costs, applied in undertaking work to meet the objects of the charity and governance costs incurred in connection with administration of the Foundation and in compliance with constitutional and statutory requirements.

As the Foundation is not registered for VAT, where it is incurred, the costs are recorded gross.

1 Accounting Policies continued

(f) Intangible fixed assets and amortisation

Product and website development costs are initially recognised at cost. Subsequent to initial recognition, intangible assets are recognised at cost less accumulated amortisation. Amortisation is calculated on a straight line basis over the estimated useful life as follows:

Product and website development – straight line over 4 years.

(g) Stock

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value. Cost is computed on a first in, first out basis. Net realisable value is based on an estimated selling price less the estimated cost of disposal.

(h) Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure account.

(i) Financial instruments

The Foundation has financial assets and liabilities only of a kind that qualify as basic financial instruments. Such instruments are initially recognised at transaction values and subsequently measured at their settlements value.

(j) Creditors and provisions

Creditors and provisions are recognised where the Foundation has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

(k) Government grants

Grants are accounted for under the accruals model as permitted by FRS 102. Grants of a revenue nature are recognised in "other income" within surplus or deficit in the same period as the related expenditure. This includes the Government Bounce Back Loan scheme. The Foundation has not directly benefited from any other forms of government assistance.

2 Staff numbers

The average number of persons employed by the charity (including directors) during the period, was 0 (2021: 0).

3 Income and Endowments from:	2022	2021
	£	£
Income from donations and legacies:		
Donations & gifts	32,441	11,746
Membership subscriptions	990	980
Income from charitable activities:		
Sale of goods	13,845	9.951
Income from other trading activities:		
Raising funds	15,500	25,348
Income from investments:	202	288
Other Income:		
Government grants	83	417
Total Income and Endowments	**63,061**	**48,730**

4 Expenditure on:	2022	2021
	£	£
Expenditure on Raising funds	**(1,682)**	**(187)**
Expenditure on Charitable activities		
Cost of goods sold	(119)	(582)
Exhibitions, Functions & Workshops	(6,584)	-
Publicity materials	(16,351)	(13,458)
Recruitment & training	(7,223)	(5,708)
Product development costs	(2,188)	(4,968)
Travel, accommodation and subsistence	(32)	(38)
Telephone, postage and supplies	(240)	(238)
Premises and facilities	(276)	(276)
Promoter's fees	(11,184)	-
Stock written off	(418)	(66)
Governance costs		
Administration and management	(1,541)	(1,356)
Independent examination fees	(540)	(510)
Expenditure on Charitable activities sub-total	**(46,696)**	**(27,200)**
Other expenditure		
Fixed assets amortisation	(30,021)	(24,467)
Bank interest paid	(465)	(417)
Other expenditure sub-total	**(30,486)**	**(24,884)**
Total Expenditure	**(78,864)**	**(52,271)**

5 Intangible Fixed Assets

	2022 Product Development	2022 Website Upgrade	2022 TOTAL
Used for charitable purposes	£	£	£
Cost			
Cost brought forward	108,348	9,787	118,135
Additions	1,972	-	1,972
Cost carried forward	110,320	9,787	120,107
Amortisation			
Amortisation brought forward	(39,999)	(1,631)	(41,630)
Amortisation charge for the year	(27,574)	(2,447)	(30,021)
Amortisation carried forward	(67,573)	(4,078)	(71,651)
Net book value at 31 March 2022	**42,747**	**5,709**	**48,456**
Net book value at 31 March 2021 **(as restated)**	68,349	8,156	76,505

6 Stocks

	2022	2021
	£	£
At 1 April	2,709	2,845
Additions	-	429
Cost of Sales	(502)	(565)
At 31 March	**2,207**	**2,709**

7 Debtors

	2022	2021
	£	£
Trade debtors	-	100
Other debtors	356	347
Prepayments	583	877
	939	**1,324**

8 Cash And Short-term Deposits

	2022	2021
	£	£
Deposit accounts	56,419	46,785
Current account	199	101
	56,618	**46,886**

9 Creditors

amounts falling due within 1 year	2022 £	2021 £
Accruals:		
Trading	(17)	(31)
Other	(130)	(40)
External examination fees	(540)	(510)
Covid-19 Bounce Back Loan	(4,000)	(3.333)
	(4,687)	**(3,914)**

10 Creditors

amounts falling due after more than 1 year	**2022**	**2021**
	£	**£**
Life subscriptions	(48)	(222)
Covid-19 Bounce Back Loan	(12,667)	(16,667)
	(12,715)	**(16,889)**

11 Analysis Of Net Assets Between Funds

	Fixed assets	**Net current assets**	**Creditors due after more than 1 year**	**Total net assets**
	£	**£**	**£**	**£**
Unrestricted funds	48,456	55,077	(12,715)	90,818
	48,456	**55,077**	**(12,715)**	**90,818**

12 Unrestricted Funds

	At 1 April 2021	**Income**	**Expenditure**	**At 31 March 2022**
	£	**£**	**£**	**£**
General reserve	82,620	46,501	(69,428)	59,693
Designated funds	24,001	16,560	(9,436)	31,125
Total unrestricted funds	**106,621**	**63,061**	**(78,864)**	**90,818**

The General reserve represents the free funds of the Foundation that are not designated for particular purposes.
Designated funds comprise anonymous gifts and other donations, assigned by the Trustees to identified projects and purposes, reflecting the intentions of the donors.

13 Reconciliation Of Movement In Funds

	2022	**2021**
	£	**£**
Funds at 1 April	106,621	110,162
Gross income	63,061	48,730
Total expenditure	(78,864)	(52,271)
Funds at 31 March	**90,818**	**106,621**

14 Related Party Transactions

Expenses reimbursed to Trustees for their services amounted to £0 (2021: £500).
Directors and Officers insurance was included in the Combined policy.

HUMAN VALUES FOUNDATION

England & Wales - Charity number 1048755

Accounts

Company No. 3089834

Charity No. 1048755

Human Values Foundation

Life-enriching values for everyone

REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2021

The Big Think

A SPACE TO EXPLORE OURSELVES, OUR VALUES AND OUR WORLD

www.HumanValuesFoundation.com

www.the-big-think.org

Patrons: Sir Michael Morpurgo, OBE, FKC, AKC,

Prof Kamran Mofid, PhD and Dr Kevin A Auton, PhD

Education Advisor: Sir Anthony Seldon, MA, PhD, FRSA, MBA, FRHistS

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2021

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OUR CORE VALUES

Truth ♦ Love ♦ Peace ♦ Responsibility ♦ Community

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2021

WHAT WE DO

The Human Values Foundation ("the Foundation") was formed in 1995 with a single mission: to develop, promote and encourage a whole-person, values-driven, modern education that will benefit the lives and wellbeing of young people, teachers and those who look after children - and ultimately society as a whole.

Our pioneering work provides teaching resources to foster the healthy development of children and young people mentally, emotionally, socially and spiritually so that from the outset of their full-time education, learners are laying foundations that enable them to fully flourish as human beings and make the most of themselves throughout their school careers and as their adult lives unfold.

Why We Do It

The Foundation was established by an experienced Primary school teacher, June Auton, who recognised that the education system was failing a significant number of children so she set about transforming it. Her pioneering, values-themed, life skills, experiential learning programme, Education in Human Values, led to us being described as ***'a beacon of light in the education sector'***.

For 26 years we have been building on and sharing what we have learnt, supporting teachers and providing trailblazing resources and training that promote vibrant school communities with an expansive vision of education that enables children of all abilities to flourish, and better navigate and impact the world around them.

Our latest innovative programme, THE BIG THINK for ages 5 to 11, offers a comprehensive syllabus that is helping to meet the heightened social and emotional needs of young citizens.

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2021

THE BIG THINK promotes a collaborative, whole-school, whole-child approach, delighting teachers who have been seeking to re-think and re-balance the education offered to 21st-century children.

As leading educationalist Jean Gross says**, *"I love the way The Big Think combines oracy development and social and emotional learning – both incredibly powerful ways of increasing children's attainment and life chances. Such great resources too – books, assemblies, lesson plans and mindfulness tracks"***.

OUR VISION

A dynamic education system that progressively enables young citizens to understand the world around them and engage well in the world within them.

We aim to advance teaching and learning with a dialogic approach so that each child's talents and abilities gradually blossom as they gain the knowledge, values literacy and skills they need to manage successfully all the dimensions of their lives and to realise their hopes and aspirations, while supporting others and caring for the precious world we share.

PUBLIC BENEFIT

The Foundation's mandate is to help meet the needs of schoolchildren and in so doing, to enrich and strengthen the fabric of society.

*"**The Big Think** is an excellent collaborative whole school scheme that allows time for children to reflect on values - our school values, their values from home and their own developing values. It appealed to us as a school as the values of the scheme are in line with our school values and give a clear, structured pathway from Reception to Year Six. It links well with the new Ofsted framework for Personal Development as it supports children with developing confidence, resilience and knowledge so that they can keep themselves mentally healthy."*

Dani Lang, Headteacher, Brimsdown Primary School, London

HUMAN VALUES FOUNDATION
ANNUAL REPORT AND ACCOUNTS
FOR THE YEAR ENDED 31 MARCH 2021

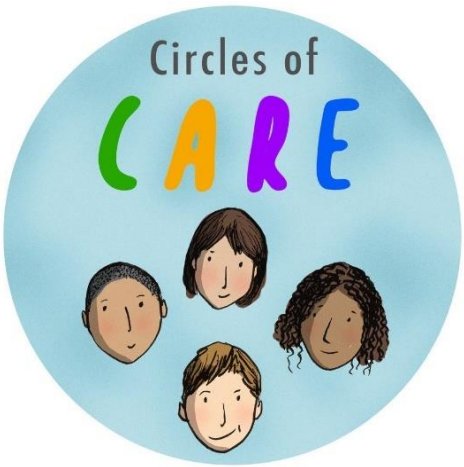
OUR PROJECTS

As the financial year unfolded, our characteristic, agile approach enabled us to respond to the needs of teachers, children and parents as they grappled with the ramifications from the coronavirus crisis. While we continued to add learning kits to our main programme, ***The Big Think***, we also developed auxiliary resources that were very much appreciated, particularly as they helped with individuals' morale and mental wellbeing.

March 2020 - Spreading Kindness

By mid-March 2020, the coronavirus outbreak was starting to present a very serious threat in the UK. With the growing realisation that schools could shut and a gnawing fear of people becoming seriously ill and even dying, to support staff and pupils with their mounting anxieties about the pandemic, The Big Think team set about creating **a special Covid-19 Assembly and Lesson Kit '*Spreading Kindness*'** reflecting what was happening in society. This timely, reassuring pack was freely available from The Big Think website.

May 2020 - Mutual support and sharing feelings in Circles of CARE



In preparation for some children being able to return to their primary schools from 1 June, during May we developed **a mini programme *'Circles of CARE'*** comprising 4 lesson kits with the themes of Community, Appreciation, Resilience and Empathy, designed to help schools support their pupils' social and emotional needs and welcome them back. This resource quickly proved popular with over 400 downloads, potentially helping with the reunions of some 100,000 children. Feedback suggests they particularly enjoyed the soothing '*Silent Sitting*' tracks with gentle music, a feature of all 120 lesson kits in the full programme.

November 2020 - Compassion at Christmas and partnering with Feeding Britain

The Big Think encourages children to undertake projects that benefit communities and society. As the festive season approached, with growing numbers of families facing food scarcity, we created a special **Compassion at Christmas Pack** for schools and families. Voluntary donations went to the charity Feeding Britain. This resulted in the provision of over 2,600 meals.

January 2021 - A resource to reconnect classmates

Early in January 2021, with more and more children suffering from the lack of contact with their classmates, we embarked on a mini programme that we called **Connecting Classrooms** to support the mental health and emotional wellbeing of both children and teachers.

OUR THEORY OF CHANGE

We always aim to **LIFT** spirits. This became even more essential as weary teachers sought to recover from the disruptions to schooling and started to grapple with the shift towards better balancing academia with equipping young citizens with life skills essential for their short-term and long-term wellbeing and success.

Leverage relevant education and engagement

*"I brought in **The Big Think** towards the start of the year and am absolutely loving it. Above and beyond the lessons themselves, TBT was great during lockdown. I used the mindful minutes every day with my own class during remote learning, and the staff all used the stories to ensure that we could still have story time in the remote setting."*

Jack Elliott, PSHE Co-ordinator, Colgrave Primary School, London

Inspire entire school communities

*"During the spring 2021 lockdown, teachers used **The Big Think**'s '**Connecting Classrooms**' lesson kits on their Remote Learning timetables. Some year groups brought the children together for a LIVE TBT session, while others created recorded lessons for children to access online. We had a great response to these sessions and children in KS1 particularly enjoyed being able to do the 'Silent Sitting' in the comfort of their own home!"*

Katherine Mannion, PSHE Lead, Eastfield Primary School, London

Fulfil children's current and long-term needs

"While the focus of primary schooling is to provide a highly academic education for all, what has become clear now is that our schools' narrative is a lived one, between people. It is relational. It is organic and changing to meet the diverse needs of the communities we serve.

*If I have learned anything from lockdown, it is that both my schools provide so much more for our communities beyond academic excellence. And more than this, I know we must continue to see the children beyond our own school gates and our adults beyond the front of the classroom. By fulfilling this need with the implementation of **The Big Think**, that will now sit alongside all learning at my schools. I know that my community will be able to not only excel in their education but excel in life."*

Christalla Jamil, Executive Head, St Paul's and All Hallows' Infant and Junior Schools, London

Transform learning and lives

"We want our school to be a place where kindness is the thread that runs through everything that we do. We believe that Kindness Is Necessary Daily, and we encourage the children to think of kind words they can say to each other and kind things they can do to make others smile.

***The Big Think** programme is fantastic for our school, as it provides a supportive framework for the children to reflect on real-life situations and helps them to think about their responses in a kind and considerate way."*

Katie Coombes, Headteacher, Weston Park Primary School, London

IMPACTS

The sudden and unprecedented interruptions to education because of the pandemic significantly impacted our sales and therefore the application of ***The Big Think***, our programme designed to nurture key life skills from the outset of children's compulsory education. However, we responded imaginatively and created resources to help meet new needs and address emerging realities.

It is impossible to overstate the extent of the impacts our resources have been having on the beneficiaries since the start of the Covid-19 crisis. There are deep concerns about the long-term effects of young people's experiences but we are constantly receiving encouraging comments such as this from Li-Juan Ellerton, Head of Waltham St Lawrence Primary School, on the reopening of schools in March 2021, ***"Currently, we are following the Circles of CARE as part of our wellbeing focus to help children resettle into the routines."***

2021 AND BEYOND

The Trustees concur with the assessment of Karen Thomson, Education Consultant: ***"Investment in The Big Think will contribute hugely to developing Mastery across the curriculum, closing the Attainment Gap, improving Safeguarding and improving Behaviour and Attitudes and Personal Development: areas in most School Improvement Plans."***

The unique feature of all our work and programmes is the incremental development of ***VALUES LITERACY***, which is about understanding a wide spectrum of values and being able to choose and apply appropriate ones within different contexts in real-life situations. We sense that the cultural, economic, technological and environmental shifts that have been accelerated by the pandemic crisis will continue to evolve in 2021 and for sustainable, effective progress, values will necessarily become ever more mainstream.

During the past year, the online learning revolution necessarily speeded up. Undoubtedly there is huge potential and a market for virtual education. However, a sorely missed aspect of life was social connections and interactions. We will therefore continue to enhance our multi-media, values-themed, dialogic programme, ***The Big Think***, that constantly creates opportunities for children to use the knowledge gained to explore and practise the application of social and emotional life skills and uniquely, develops young citizens' values literacy. In doing so, we will maintain our reputation as a changemaker, moving the education dial forward and enabling the upward socioeconomic mobility of many disadvantaged children.

As we witness an increasing demand for our products and services, our resolve remains unchanged - to promote life-enriching education – and in so doing, supporting schools in achieving the Sustainable Development Goals, especially Goal 4, Quality Education.

REFERENCE AND ADMINISTRATIVE DETAILS

Name, Charity and Company

The Human Values Foundation ("the Foundation") is registered as a charity with the Charity Commission (number 1048755) and it is also a registered company limited by guarantee (number 3089834).

Registered Office

The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ

Directors and Trustees

The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

The Trustees during the year and since the year end:

Mr C A Fowler, MA (Oxon), FRSA	Chair
Miss J L Ball, BA, MA	
Ms K Deboo	
Miss A L Greenwood, B Ed, M Ed, MSc	
Ms E Terblanche, BSc, MBA	
Mrs L A Whittlestone, MCIM, BA	(appointed 6 January 2021)

Senior Managers

CEO & Secretary	Ms R C Dewan, BSc
Honorary Treasurer	Mrs V Mohan, FCCA

Other relevant organisations

Independent Examiner	Stewart & Co, Chartered Accountants, Knoll House, Knoll Road, CAMBERLEY, Surrey GU15 3SY
Bankers	Lloyds Bank Plc, 3 Burkes Parade, BEACONSFIELD, Bucks HP9 1NR

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TRUSTEES' REPORT

The Trustees are pleased to present their report, together with the financial statements of the Human Values Foundation ("the Foundation") for the year ended 31 March 2021. Reference and administrative details set out on Page 7 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). This report also serves the purposes of Section 162 of the Charities Act 2011 and the Directors' Report for the purposes of Section 415 of the Companies Act 2006.

OBJECTIVES AND ACTIVITIES

Objectives of the Foundation

The Foundation's charitable objectives are to exceed the educational needs of children, making profound and lasting differences to their wellbeing and life chances.

We do this by providing practical, experiential learning programmes and innovative services that help advance the quality and effectiveness of values education during children's formative years. This collaborative, systematic, whole-person approach to teaching and learning not only positively impacts young people's happiness, physical health, mental wellbeing and prospects but also, and just as importantly, leverages their academic and broader achievements.

Public Benefit

The Trustees have complied with the duty in Section 17 of the Charities Act 2011 and paid due regard to the guidance issued by The Charity Commission on charities and public benefit.

Our mandate is to stimulate 'Big Picture' education, building on the traditional knowledge curriculum so the emerging generation is properly equipped with life competencies enabling them to thrive and understand how to use values to lead fulfilling lives and create solutions to the realities of 21st century life.

Main Objectives for the year to 31 March 2021

In the spring of 2020, the Trustees refreshed and finalised the Strategic Plan. The burgeoning pandemic was stirring up and accelerating the imperative to respond and re-think many dimensions of our lives, both individual and collective. With the public's growing awareness of the need to develop the whole child, we were as determined as ever to be known as a solution provider, contributing to advancing education provision in the primary phase of children's development.

Objectives and activities continued

Despite very unpredictable circumstances and schools shutting their gates on 20 March for most pupils until further notice, and having created and made available from The Big Think's website on 19 March a downloadable '***Coronavirus Kit***' for teachers to help with children's mounting anxieties, we resolved to do our best to pursue the following strategic priorities:

(1) Strengthen our core business activities
(2) Communicate and influence
(3) Safeguard the Foundation's future
(4) Monitor progress.

Strategies for achieving these objectives

An important aspect of the development of our flagship programme, ***The Big Think*** for children aged 5 to 11, was piloting it in three schools so we were confident that it would be an attractive resource for teachers and others eager to foster a more engaging, relevant and effective education. Here is what Carly McHugh, Inclusion Manager at one of our pilot schools, Eastfield Primary, had to say:

*"I believe that **The Big Think** allows children to express themselves, no matter what or who they are. It allows them to explore and understand values and ideas they have, no matter what their age, ethnicity or ability. This they can access through the songs and stories, and the programme allows every child to tell their own story of how they fit into the jigsaw puzzle we call life."*

In 2019 the Department for Education issued a new Education Inspection Framework with detailed expectations for the more rounded development of children in primary and secondary schools. To reinforce this, from September 2020, Relationships, Sex and Health Education (RSHE) was to become mandatory. ***The Big Think*** already had 88 lessons kits for ages 5 to 11 but we needed to increase this to cover additional topics in the RSHE curriculum, particularly when schools began seeking 'DfE 2020 compliant' products.

(1) Strengthen our core business activities

- With pandemic experiences exposing the deepening need for emotionally and socially literate, healthy, engaged, creative, resilient, adaptable young citizens, proceed with effective and responsive strategies to ensure ***The Big Think programme*** is recognised as an essential component for schools to provide an education that is fit for purpose and well aligned with new curriculum expectations.
- In view of many teachers lacking the confidence, skillsets and classroom practices to cope with the impact of the virus on their own and their pupils' wellbeing, press on with enhancing our training propositions. Develop online learning resources and expand our network of teachers and education consultants who are keen to assist us with promoting vibrant and positive learning cultures in schools. This is likely to have exciting ripple effects on the fabric of communities and society at large.

Strategies for achieving these objectives continued

- Ramp up our endeavours to bring in school subscriptions with attractive pricing along with discounts for loyal schools and by making ***The Big Think*** and the breadth of its positive impacts better known in our marketplace.

(2) Communicate and collaborate

It is becoming increasingly accepted that schools are at the centre of their communities and are relied upon to support children and families, not only to educate them but also to provide social care, emotional support and practical solutions to the challenges they face.

- Capitalise on the safe structures promoted by ***The Big Think*** and how its five core values progressively nurture essential social and emotional life skills.
- As ever, seek to make effective and responsive decisions to align our work with the evolving needs of children, and teachers' professionalism. Continue investing in producing and developing evidence-based enhancements to ***The Big Think*** programme content, and training education practitioners so as to translate both our and their intentions into stimulating and transformative real-world activities.
- In partnership with other like-minded bodies desirous of moving education forward, portray clear messages for schools and corporate bodies eager to support the appropriate development of future employees. Highlight how ***The Big Think*** is a route map that gradually enables children to explore and express their potential so they can direct their strengths, interests and critical thinking into creating a better future for themselves, their widening communities and our natural world.

(3) Maintain the Foundation's financial stability

- Grow income by developing additional learning modules for ***The Big Think*** so that it is recognised as a comprehensive programme enabling schools to deliver on the new curricula for character development, relationships and health education.
- If possible under the current extraordinary circumstances, pursue avenues of financial support to collaborate on projects with academic research that attracts funding to build evidence of the wide-ranging benefits of values-based education.
- If need be, apply for government and other grants and loans to support us through the Covid-19 crisis.

Strategies for achieving these objectives continued

(4) Monitor progress

- Maintain periodic reviews of our strategic direction, taking account of the restricted circumstances, risks, costs and our resources, the paradigm shifts taking place in education, advances in technology, and global events. Make timely and appropriate adjustments in response to new realities. Continue assessing and monitoring progress towards achieving our aims and delivering on our strategic priorities.

Significant activities that contributed towards achieving our objectives

Although much of our intended work in reaching out to schools was suspended, and despite herself experiencing a mild form of the virus, our Programme Developer, Sarah Pengelly, managed to respond with a series of very perceptive and timely initiatives that helped school leadership teams apply ***The Big Think****'s* successful techniques and content, predominantly in virtual settings.

Even when schools were effectively closed, we maintained a presence with networking and together with the special projects undertaken, we brought in some income from sales and training.

ACHIEVEMENTS AND PERFORMANCE

Performance achieved against set objectives

(1) Strengthen our core business activities

- In September we were awarded a grant from the Social Enterprise Support Fund that we used to develop 32 new assembly and lesson kits. This ensures ***The Big Think*** is a uniquely powerful values-themed programme for the comprehensive fulfilment of the Department for Education's expectations for children's Spiritual, Moral, Social and Cultural (SMSC) development, a component of which is the new, statutory Relationships, Sex and Health Education (RSHE) curriculum.
- We ran virtual workshops to publicise the features of ***The Big Think*** and formulated flexible online training sessions to build teachers' confidence and fill the significant gap in their opportunities for training in whole-child, social and emotional learning.

(2) Communicate and influence

- In response to evolving needs, we crafted online sessions for a cross section of school communities. We started each one with a unifying 'values dialogue'. The practical approach informed and trained teachers on how to facilitate ***The Big Think*** to drive systemic, sustainable improvements in teaching and learning. We showed participants how to use the modules to give children regular, purposeful opportunities to master essential life competencies, opening the way to better wellbeing, achievement levels and life chances.

Performance achieved against set objectives continued

(3) Maintain the Foundation's financial stability

With schools all but closed for substantial periods of time, significant disruptions to routine education, and everyone trying to cope with personal and societal ramifications from Covid-19, we developed our marketing strategy to provide educators with a resource and training that we hope will prove to be excellent value for money, enhance every aspect of school communities and equip both teaching staff and their pupils with qualities vital for recovering from the impacts of the coronavirus pandemic and establishing long-term personal and school success.

(4) Monitor progress

As the spread of the coronavirus epidemic intensified, we actively reviewed the options open to us to address the significant disruption to sales of ***The Big Think*** because of school closures. We applied for a government Bounce Back Loan to mitigate our exposure to the risks associated with a substantial drop in expected revenues.

INCOME AND EXPENDITURE AND THE BALANCE SHEET

Full details are set out on Pages 19 to 26. The Statement of Financial Activities records gross income for the year ended 31 March 2021 of £48,313 (2020: £89,390) with resources expended of £51,854 (2020: £56,503) representing a net deficit for the year of £3,541 (2020: surplus of £32,887).

The Balance Sheet records net assets at 31 March 2021 of £106,621 (2020: £110,162).

Another much appreciated grant from the Joan Ainslie Charitable Trust and regular contributions from The Tony Metherall Charitable Trust, together with donations continuing to come in from our wonderfully loyal supporters and a grant from the Social Enterprise Support Fund, enabled us to make progress with our vision and ambitions, including building a new interactive website for our multi-media programme in June 2020, creating a series of additional resources to support teachers as they grappled with school closures and running Covid-safe environments, and adding a further 32 lessons kits to ***The Big Think*** programme. Income from this programme, its sundry products and training amounted to £3,951 while product development amounted to £4,968.

Principal Funding Sources

Our pioneering work has always been possible because of the dedication of our small, visionary team of volunteers and the exceptionally generous individuals, loyal Members and Friends and leaders of trusts, all of whom understand the importance of our endeavours to ensure that, from the start of their schooling, children are gaining competencies enabling them to flourish and maximise their potential, whatever their starting points in life.

Especially after the particularly restrictive year, we need more support from stakeholders and grant-making trusts and foundations so that we can recover ground, plan for and achieve our aims of leveraging teaching, mentoring and learning outcomes in schools. Events during the past year have emphasised the necessity for us to press on with developing experiential learning products and devising training opportunities that will give teachers the confidence and knowledge they are desperately seeking in order to be able to educate the whole child effectively and handle the non-cognitive aspects of learning. We are optimistic about gaining financial support that will enable us to sustain our longer-term objectives.

Financial review continued

Our supporters

Day-to-day work undertaken by Rosemary Dewan as Secretary was unpaid (2020: £nil). Rosemary has combined this responsibility with her role of CEO since May 2009 and in view of the ongoing harsh financial climate and the charity's ambitions, she continues to perform all her work in a voluntary capacity, as does our Treasurer, Vijitha Mohan.

Investment powers

Under the Memorandum and Articles of Association, the Foundation has the power to make any investment that the Trustees see fit.

Investment Policy

Historically, without substantial donations each year, the charity's outgoings have exceeded its income. A prudent amount is kept in reserve and held in deposit accounts. Income from these accounts was monitored and the average return over the past year was 0.5%.

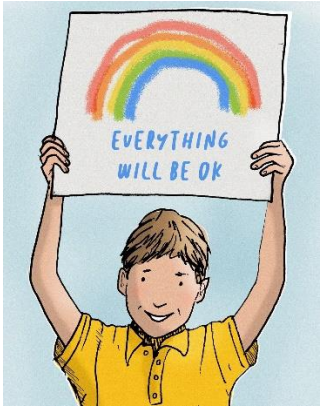
Reserves Policy

To ensure operations can continue without interruption or harm to the Foundation's products and services, we aim to maintain a minimum unrestricted base reserve commensurate with core operating capability and risk. The closure of schools due to national lockdowns had a significant impact on our revenue and consequently the reported free reserves of £6,115 at 31 March 2021 (being the general reserve less investment in intangible fixed assets) are less than we would wish. We do need further funding for the ongoing development and expansion of our work, the wider reach of our offerings and to enable us to continue with our core strategic activities.

PLANS FOR THE FUTURE

The pandemic has highlighted the imperative to respond and re-think many of the dimensions of our lives, both individually and collectively as members of the human family. The state of many young people's mental health and wellbeing, along with several social issues exposed during the past year, have emphasised the need for schools to ensure that, alongside academic progress, their students are growing into well-rounded, values literate, socially articulate and informed citizens.

What is so encouraging for us is that influential education leaders are now advocating exactly what has always been central to our efforts - more dialogic education, and training that better equips teachers with the knowledge and skillsets they require to address their pupils' social and emotional needs. These include helping them to understand how to establish and maintain good relationships, manage their physical wellbeing effectively and take care of their mental health, and to apply well-considered values to their thinking, decision-making and actions, all of which allows them to create a better future for themselves and their widening communities.



Plans for the future continued

With the exceptionally tough year behind us, we are as determined as ever to be known as a solution provider, contributing to advancing education provision in the primary phase of children's development and so, subject to satisfactory funding arrangements, we set the following management objectives for the year that started on 1 April 2021:

(1) Strengthen our values education business

- Proceed with marketing strategies that ramp up subscriptions for ***The Big Think***, positioning it as a programme of choice that enables schools to provide an education that is fit for purpose and meets the needs of emotionally and socially literate, healthy, engaged, creative, resilient, adaptable generations of young citizens of the 21st century.
- With the expectation for comprehensive personal development schemes of work from the start of the 2021/22 academic year, and the paucity of teacher training opportunities for gaining the necessary confidence in children's social and emotional learning, press on with enhancing our online and in-school training propositions, including partnering with like-minded organisations and expanding our network of teachers and education consultants who are keen to assist us with promoting vibrant and positive learning cultures in schools with exciting ripple effects on the fabric of communities and society at large.

(2) Communicate and collaborate

For over 26 years teachers have remarked on the uniqueness of our workshops and the transformative effects of our values-themed programmes both on themselves and their classroom practices and ultimately on their pupils' wellbeing, attainment levels and life chances.

- Portray clear messages for schools and corporate bodies eager to support the appropriate development of future employees, highlighting the route map we offer that helps to bring about lasting changes involving innovative methods of teaching and learning and nurturing the ability of individuals so as to capitalise on their strengths and interests, growing their capacity for joined-up systemic thinking and risk awareness, thereby extending their understanding of the world and the parts they can play in bringing about a better future for everybody.

(3) Maintain the Foundation's financial stability

- Seek out a variety of income streams from ***The Big Think***, helping teachers in their own schools or in clusters to maximise the effectiveness of the programme, including promoting local projects that allow the children to apply the competencies they have gained to lay foundations for improving personal, collective and societal wellbeing.
- Pursue avenues of financial support, including partnering with universities to collaborate on projects with academic research that attracts funding to build evidence of the wide-ranging benefits of values-based education.
- Continue recovering reserves to an agreed level through managing the budget to plan.

(4) Monitor progress

- Maintain our flexibility to respond to opportunities, making appropriate adjustments to achieve our aims and deliver on our strategic objectives.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Documents

The Human Values Foundation is a charitable company limited by guarantee, incorporated on 10 August 1995 and registered as a charity on 21 August 1995. The company was established under a Memorandum of Association and is governed by its Articles of Association and Rules. In the event of the company being wound up, the liability of its Members is limited to an amount not exceeding £1.

Organisational Structure

The directors of the company are also charity trustees for the purposes of charity law and under the company's Articles are known as members of the Council of Management. The Council, consisting of from three to six Trustees, has the general control and management of the administration of the Foundation.

The Council members are responsible for setting policy and agreeing strategy and may regulate their meetings as they think fit. The Trustees generally meet together three times a year for the despatch of formal business and take the opportunity after the Annual General Meeting (AGM) to consider with Members, future strategies for the Foundation.

During the 2020/2021 period, Rosemary Dewan (CEO and Secretary) and Vijitha Mohan (Honorary Treasurer), who together managed the day-to-day running of the Foundation, were in attendance at the Council meetings. The Trustees would also like to thank Sheila Evered, the Minutes Secretary, for all her hard work and support over the years.

Recruitment and Appointment of Trustees

Under the requirements of our Articles of Association, one third of the Trustees retires from office each year. A retiring Trustee is eligible for re-election. The Trustees are elected by ordinary resolution of the Members. The Trustees have the power to appoint any person to fill a casual vacancy. Any person so appointed holds office until the next AGM and is then eligible for re-election. In accordance with these provisions and being eligible, Erica Terblanche, who retires by rotation, will be standing for election in November 2021 along with Lisa Whittlestone, who has extensive marketing experience and who was appointed in January 2021.

Trustee Induction and Training

New Trustees are given information tailored to their requirements. Literature supplied sets out the context within which the Foundation operates, our products and services, and includes copies of the legal documents, the latest financial statements, minutes of previous Council and general meetings, and the risk register, together with guidance for trustees. During the course of a year, all those who attend Council meetings receive information via the Secretary to enable them to keep abreast of relevant laws and regulations and best practices for Trustees.

Related Parties

The only related parties are the Trustees and a summary of transactions with them is set out in Note 14 to the Financial Statements.

Organisational structure continued

In view of what children were experiencing during the Covid-19 lockdown, in May 2020 our Programme Developer, Sarah Pengelly, created a mini programme to help schools support their pupils as they come together again. With time being of the essence, Jessica Ball, a Trustee with professional expertise as an online communications and knowledge sharing expert, agreed to design and develop the construction of a supplementary website for our Circles of CARE project. At the June 2020 Council meeting, in the absence of Ms Ball, the remaining Trustees agreed that this new resource should be made available as quickly as possible and that it was in the best interests of the Foundation to pay Jessica Ball for the provision of her specialist services in website building. On 22 May 2020, a written agreement was therefore entered into to pay Ms Ball £500 for her work on designing and developing a supplementary website over two days for the Circles of CARE programme. Information about this contractual relationship with a Trustee was entered in the Conflicts of Interest register.

Management of Risk

As Trustees we are responsible for ensuring an effective system for the management of risks faced by the Foundation. We endeavour to ensure that its controls are implemented and its aims and objectives are met. For reasons of cost and practicality, the system of internal controls is intended to manage rather than eliminate risks and to give reasonable rather than absolute assurance.

With the aid of the Senior Management Team, we continue to identify and evaluate the major risks to the Foundation, taking into account external factors, governance, regulatory, financial and operational requirements.

The Strategic Plan was refreshed and approved early in April 2021. It covers the aims and objectives of the Foundation and is used as a basis for planning and progress reviews. In readiness for the start of a financial year, we consider our operating plans and establish a budget. At intervals throughout the year, actual performance is monitored against strategic objectives, the financial results, variance from budget and a number of non-financial performance indicators, to evaluate the achievement of outputs and outcomes.

The principal risks identified are significant ongoing uncertainties due to the coronavirus outbreak, reliance on key personnel, financial and IT such as websites. We have reviewed our financing and fundraising strategy, taking into account external factors and the increasingly challenging funding environment and our need to align our products and services with the needs of teachers, young people and society generally as well as advances in appropriate and effective education.

TRUSTEES

Trustees' insurance

Charity trustee liability insurance is included in the Foundation's Combined policy.

Trustees' interests

As the company is limited by guarantee, no Trustees were interested at any time in any share capital of the Foundation.

RESPONSIBILITIES OF THE TRUSTEES

The Trustees (who are also the directors of the Human Values Foundation for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

United Kingdom company and charity law requires the Trustees to prepare for each fiscal year, financial statements that give a true and fair view of the state of affairs of the charitable company as at the end of the financial year and of its income and expenditure during that period.

In preparing these financial statements, the Trustees have:

- selected suitable accounting policies and applied them consistently;
- made judgements and estimates that are reasonable and prudent;
- followed applicable accounting standards and statements of recommended practice without any material departures;
- prepared the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business; and
- reviewed the major risks to which the Foundation is exposed and satisfied themselves that these are being minimised.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and that enable them to ensure that the financial statements comply with the Companies Act 2006 and the Charities Act 2011. The Trustees are also responsible for the system of internal controls, for safeguarding the assets of the Foundation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Members of the Council of Management

The current Trustees are given on Page 7. A new Trustee, to fill a casual vacancy, is appointed by the Board, taking into account the mix of skills and gender balance.

Small company exemptions

This report has been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small entities.

Approved by the Board and signed on its behalf on 17 October 2021.

.....
Ms R C Dewan,
Secretary

HUMAN VALUES FOUNDATION
INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE HUMAN VALUES FOUNDATION CHARITABLE COMPANY FOR THE YEAR ENDED 31 MARCH 2021

I report to the charity trustees on my examination of the accounts of the charitable company for the year ended 31 March 2021 that are set out on Pages 19 to 26.

Respective responsibilities of trustees and examiner and basis of report

The charitable company's Trustees (and also its directors for the purpose of company law) are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commissioners under Section 145(5)(b) of the 2011 Act.

Basis of independent examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charitable company and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and the seeking of explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the company as required by Section 386 of the 2006 Act; or
(2) the accounts do not accord with those accounting records; or
(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

P J Clennell FCA
Stewart & Co
Chartered Accountants

Knoll House
Knoll Road
CAMBERLEY
Surrey
GU15 3SY

18 October 2021

HUMAN VALUES FOUNDATION
STATEMENT OF FINANCIAL ACTIVITIES
(incorporating Income and Expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 MARCH 2021

	Note	2021 Unrestricted funds Total £	2020 Unrestricted funds Total £
INCOME & EXPENDITURE			
Income and endowments from:			
Donations and legacies		12,726	63,922
Charitable activities		9,951	17,655
Other trading activities		25,348	7,600
Investments		288	213
Other income		417	-
Total income and endowments	3	**48,730**	**89,390**
Expenditure on:			
Raising funds		(187)	(134)
Charitable activities		(27,200)	(38,537)
Other		(24,884)	(17,832)
Total expenditure	4	**(52,271)**	**(56,503)**
Net (expenditure) / income		**(3,541)**	**32,887**
Net movement in funds		**(3,541)**	**32,887**
Reconciliation of funds:			
Total funds brought forward at 1 April		110,162	77,275
Total funds carried forward at 31 March	13	**106,621**	**110,162**

The statement of financial activities includes all gains and losses in the year.

All incoming resources and resources expended derive from continuing activities.

The notes on Pages 22 to 26 form part of these financial statements.

HUMAN VALUES FOUNDATION
BALANCE SHEET
AS AT 31 MARCH 2021

	Note		2021		2020 as restated
		£	£	£	£
FIXED ASSETS					
Intangible fixed assets	5		76,505		74,217
TOTAL FIXED ASSETS			76,505		74,217
CURRENT ASSETS					
Stocks	6	2,709		2,845	
Debtors	7	1,324		1,467	
Cash and short-term deposits	8	46,886		32,564	
TOTAL CURRENT ASSETS		50,919		36,876	
CURRENT LIABILITIES					
Creditors: amounts due within 1 year	9	(3,914)		(670)	
NET CURRENT ASSETS			47,005		36,206
TOTAL ASSETS LESS CURRENT LIABILITIES			123,510		110,423
Creditors: amounts falling due after more than 1 year	10		(16,889)		(261)
NET ASSETS	11		**106,621**		**110,162**
FUNDS					
Unrestricted Income Funds:					
General funds	12	82,620		87,913	
Designated funds	12	24,001		22,249	
Total Unrestricted Income Funds:			106,621		110,162
GENERAL FUNDS	13		**106,621**		**110,162**

HUMAN VALUES FOUNDATION
BALANCE SHEET *(continued)*
AS AT 31 MARCH 2021
Trustees' statements required by Sections 475(2) and (3)
for the year ended 31 March 2021

In approving these financial statements as Trustees of the company, we hereby confirm:

(a) that for the year stated above the company was entitled to the exemption conferred by Section 477 of the Companies Act 2006;

(b) that no notice has been deposited at the registered office of the company pursuant to Section 476 requesting that an audit be conducted for the year ended 31 March 2021; and

(c) that we acknowledge our responsibilities for:

(1) ensuring that the company keeps accounting records which comply with Section 386; and

(2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the year then ended in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the provisions of the Companies Act relating to financial statements, so far as applicable to the company.

These financial statements have been prepared in accordance with the special provisions of Section 419(2) of the Companies Act 2006 relating to small companies and in accordance with the FRS 102 ‘The Financial Reporting Standard applicable in the UK and Republic of Ireland’.

The financial statements were approved and authorised for issue by the Board on 17 October 2021 and signed on its behalf by

C A Fowler
Chair of the Board of Trustees

Registration number: 3089834

1 Accounting Policies

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention. The financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), and the Companies Act 2006. The charity constitutes a public benefit entity as defined by FRS 102. The financial statements are prepared in sterling, which is the functional currency of the entity.

(b) Company status

The Foundation is a company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is The Coach House, Salisbury Road, Horsham, West Sussex RH13 0AJ. The members of the company are the Trustees named on Page 7. In the event of the Foundation being wound up, the liability in respect of the guarantee is limited to up to £1 per member of the company.

(c) Fund accounting

General funds are unrestricted funds, which are available for use at the discretion of the Trustees in furtherance of the general objectives of the Foundation and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of the designated funds are set out in Note 12 to the financial statements.

Investment income is allocated to the funds in which the assets are a part.

(d) Income and endowments

All income and endowments are included in the Statement Of Financial Activities (SOFA) when the Foundation is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Donations are recognised when received and, unless donated for a specific purpose, are treated as contributions to the General Fund. Life subscriptions are taken to income over a period of 20 years. No amounts are included in the financial statements for services donated by volunteers.

Income from assets comprises interest income on cash deposits and is included gross.

(e) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of the resources.

Expenditure on raising funds comprises costs incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Expenditure on charitable activities comprises the costs of all resources, including supports costs, applied in undertaking work to meet the objects of the charity and governance costs incurred in connection with administration of the Foundation and in compliance with constitutional and statutory requirements.

As the Foundation is not registered for VAT, where it is incurred, the costs are recorded gross.

1 Accounting Policies continued

(f) Intangible fixed assets and amortisation

Product and website development costs are initially recognised at cost. Subsequent to initial recognition, intangible assets are recognised at cost less accumulated amortisation. Amortisation is calculated on a straight line basis over the estimated useful life as follows:

Product and website development – straight line over 4 years.

(g) Stock

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value. Cost is computed on a first in, first out basis. Net realisable value is based on an estimated selling price less the estimated cost of disposal.

(h) Foreign currencies

Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure account.

(i) Financial instruments

The Foundation has financial assets and liabilities only of a kind that qualify as basic financial instruments. Such instruments are initially recognised at transaction values and subsequently measured at their settlements value.

(j) Creditors and provisions

Creditors and provisions are recognised where the Foundation has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

(k) Government grants

Grants are accounted for under the accruals model as permitted by FRS 102. Grants of a revenue nature are recognised in "other income" within surplus or deficit in the same period as the related expenditure. This includes the Government Bounce Back Loan scheme. The Foundation has not directly benefited from any other forms of government assistance.

(l) Prior period error

The accounts have been restated to incorporate the impact of a misclassification of website development costs as tangible assets. The change has no effect on the surplus reported for the prior year.

2 Staff numbers

The average number of persons employed by the charity (including directors) during the period, was 0 (2020: 0).

3	**Income and Endowments from:**	**2021**	**2020**
		£	**£**
	Income from donations and legacies:		
	Donations & gifts	11,746	63,031
	Membership subscriptions	980	891
	Income from charitable activities:		
	Sale of goods	9,951	17,655
	Income from other trading activities:		
	Raising funds	25,348	7,600
	Income from investments:	288	213
	Other Income:		
	Government grants	417	-
	Total Income and Endowments	**48,730**	**89,390**

4	**Expenditure on:**	**2021**	**2020**
		£	**£**
	Expenditure on Raising funds	**(187)**	**(134)**
	Expenditure on Charitable activities		
	Cost of goods sold	(582)	(394)
	Functions and seminars	-	(1,013)
	Publicity materials	(13,458)	(10,342)
	Recruitment & training	(5,708)	(2,823)
	Product development costs	(4,968)	(20,388)
	Travel, accommodation and subsistence	(38)	(400)
	Overseas projects	-	(19)
	Telephone, postage and supplies	(238)	(391)
	Premises and facilities	(276)	(276)
	Stock written off	(66)	(505)
	Governance costs		
	Administration and management	(1,356)	(1,476)
	Independent examination fees	(510)	(510)
	Expenditure on Charitable activities sub-total	**(27,200)**	**(38,537)**
	Other expenditure		
	Fixed assets amortisation	(24,467)	(17,832)
	Bank interest paid	(417)	-
	Other expenditure sub-total	**(24,884)**	**(17,832)**
	Total Expenditure	**(52,271)**	**(56,503)**

5 Intangible Fixed Assets

Used for charitable purposes	**2021 Product Development £**	**2021 Website Upgrade £**	**2021 TOTAL £**
Cost			
Cost brought forward	91,380	2,802	94,182
Additions	16,968	9,787	26,755
Cost carried forward	108,348	12,589	120,937
Amortisation			
Amortisation brought forward	(17,163)	(2,802)	(19,965)
Amortisation charge for the year	(22,836)	(1,631)	(24,467)
Amortisation carried forward	(39,999)	(4,433)	(44,432)
Net book value at 31 March 2021	**68,349**	**8,156**	**76,505**
Net book value at 31 March 2020 **(as restated)**	74,217	-	74,217

6 Stocks

	2021 £	**2020 £**
At 1 April	2,845	1,539
Additions	429	2,196
Cost of Sales	(565)	(890)
At 31 March	**2,709**	**2,845**

7 Debtors

	2021 £	**2020 £**
Trade debtors	100	11
Other debtors	347	311
Prepayments	877	1,145
	1,324	**1,467**

8 Cash And Short-term Deposits

	2021 £	**2020 £**
Deposit accounts	46,785	32,503
Current account	101	61
	46,886	**32,564**

9 Creditors

amounts falling due within 1 year	**2021 £**	**2020 £**
Accruals:		
Trading	(31)	(100)
Other	(40)	(60)
External examination fees	(510)	(510)
Covid-19 Bounce Back Loan	(3,333)	-
	(3,914)	**(670)**

10 Creditors

amounts falling due after more than 1 year	**2021**	**2020**
	£	**£**
Life subscriptions	(222)	(261)
Covid-19 Bounce Back Loan	(16,667)	-
	(16,889)	**(261)**

11 Analysis Of Net Assets Between Funds

	Fixed assets	**Net current assets**	**Creditors due after more than 1 year**	**Total net assets**
	£	**£**	**£**	**£**
Unrestricted funds	76,505	47,005	(16,889)	106,621
	76,505	**47,005**	**(16,889)**	**106,621**

12 Unrestricted Funds

	At 1 April 2020	**Income**	**Expenditure**	**At 31 March 2021**
	£	**£**	**£**	**£**
General reserve	87,913	22,422	(27,715)	82,620
Designated funds	22,249	26,308	(24,556)	24,001
Total unrestricted funds	**110,162**	**48,730**	**(52,271)**	**106,621**

The General reserve represents the free funds of the Foundation that are not designated for particular purposes.
Designated funds comprise anonymous gifts and other donations, assigned by the Trustees to identified projects and purposes, reflecting the intentions of the donors.

13 Reconciliation Of Movement In Funds

	2021	**2020**
	£	**£**
Funds at 1 April	110,162	77,275
Gross income	48,730	89,390
Total expenditure	(52,271)	(56,503)
Funds at 31 March	**106,621**	**110,162**

14 Related Party Transactions

Expenses reimbursed to Trustees for their services amounted to £500 (2020: £nil).
Directors and Officers insurance was included in the Combined policy.