

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](http://www.HumanValuesFoundation.com)

[www.the-big-think.org](http://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 .



**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT *(continued)*  
FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT (continued)  
FOR THE YEAR ENDED 31 MARCH 2025**

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.

**OUR APPROACH**



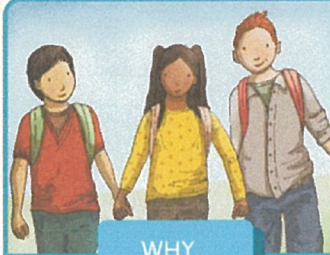
**WHAT...**

We offer social-emotional learning programmes for learners in primary schools and early years settings.



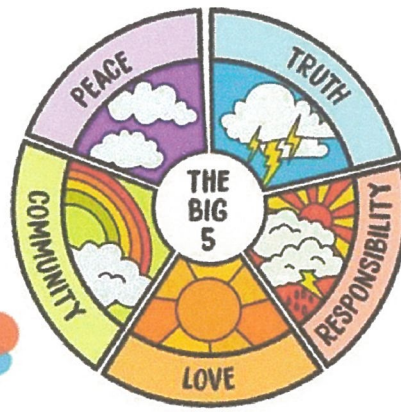
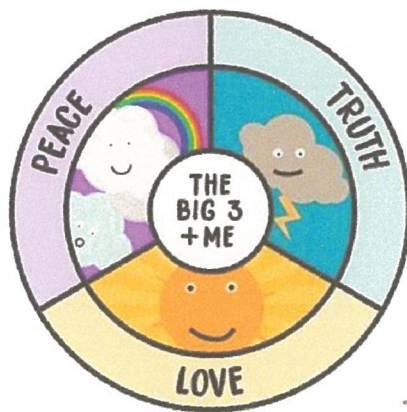
**WHO...**

It's not just children's voices, wellbeing and readiness to learn that are at the heart of our programmes, but those of practitioners too.



**WHY...**

Our origins are rooted in values-based education, with our programmes empowering young citizens for the challenges they face.



The Big Think

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

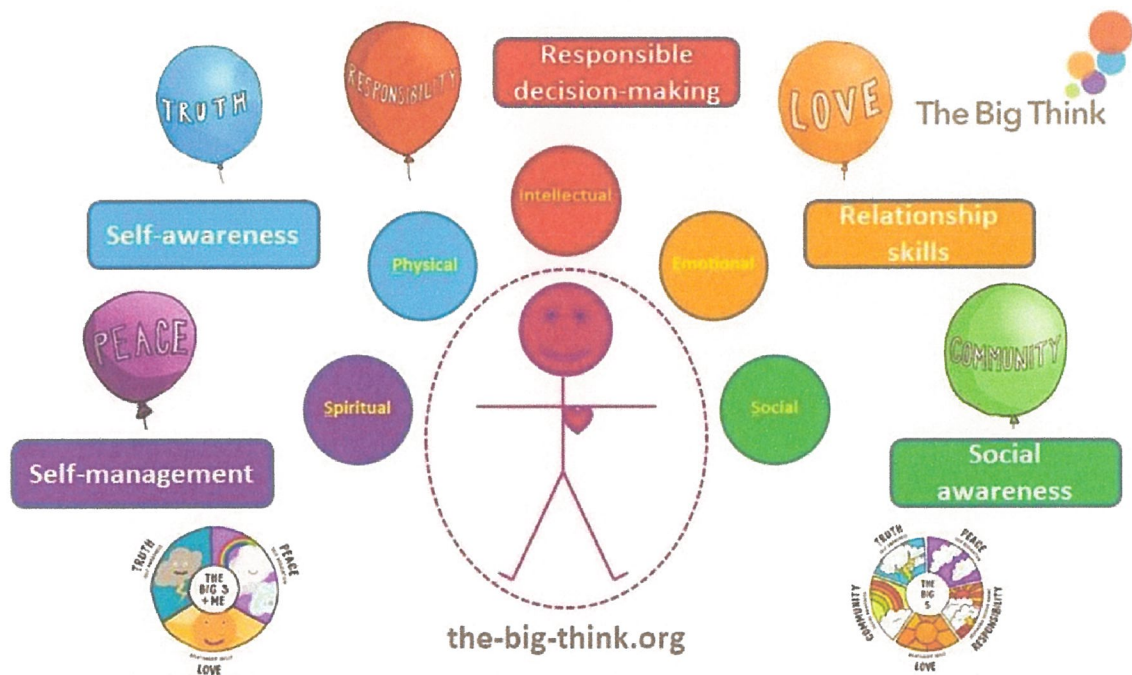
- ❖ **THE BIG 3 + ME** nurtures the Early Years Personal, Social and Emotional goals of **self-regulation**, **self-awareness** and **building relationships**.
- ❖ **THE BIG 5** fosters the essential capabilities of **self-regulation**, **self-awareness**, **responsible decision-making**, **building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

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

**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**



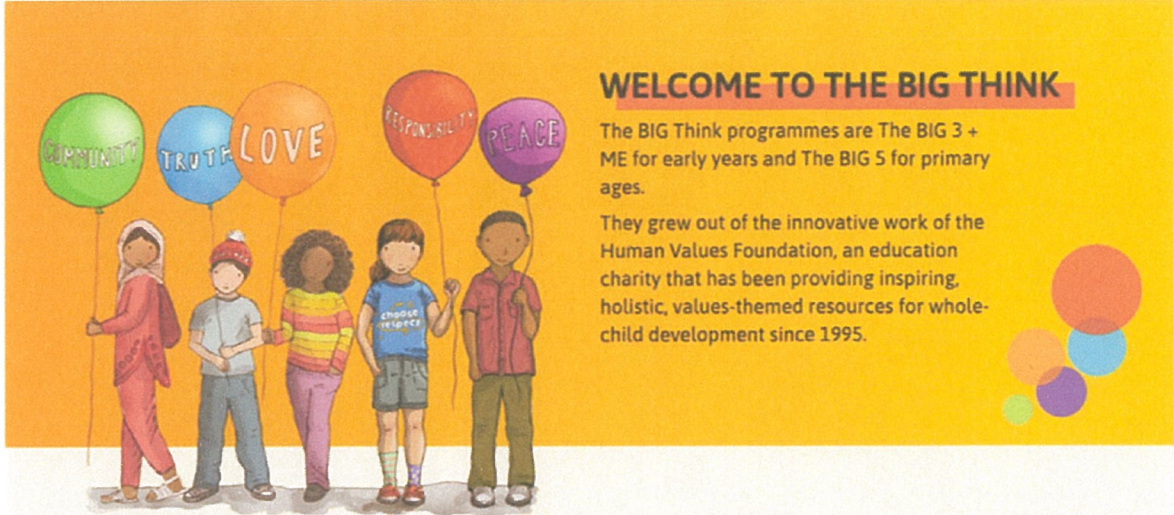
The Foundation's mandate is to help meet the developmental needs of schoolchildren and thereby enrich and strengthen the fabric of society.



**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT *(continued)*  
FOR THE YEAR ENDED 31 MARCH 2025**

***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.



Strong  
Early Years  
Foundations:  
  
THINK, TALK &  
THRIVE

Supported by the



**THE BIG 3 + ME Personal, Social and Emotional Development (PSED) programme gives children aged 3 to 5:**

- ✓ a great start to their education with key life skills
- ✓ enjoyable experiences for their long-term success

24 fun and engaging learning modules provide a constant supply of tasks and opportunities to practise what is being taught, empowering pupils with essential Early Years capabilities:

- ✓ **Self-regulation**
- ✓ **Self-awareness**
- ✓ **Building relationships**



[the-big-think.org/the-big-3-me](https://the-big-think.org/the-big-3-me)

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT *(continued)***  
**FOR THE YEAR ENDED 31 MARCH 2025**

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.

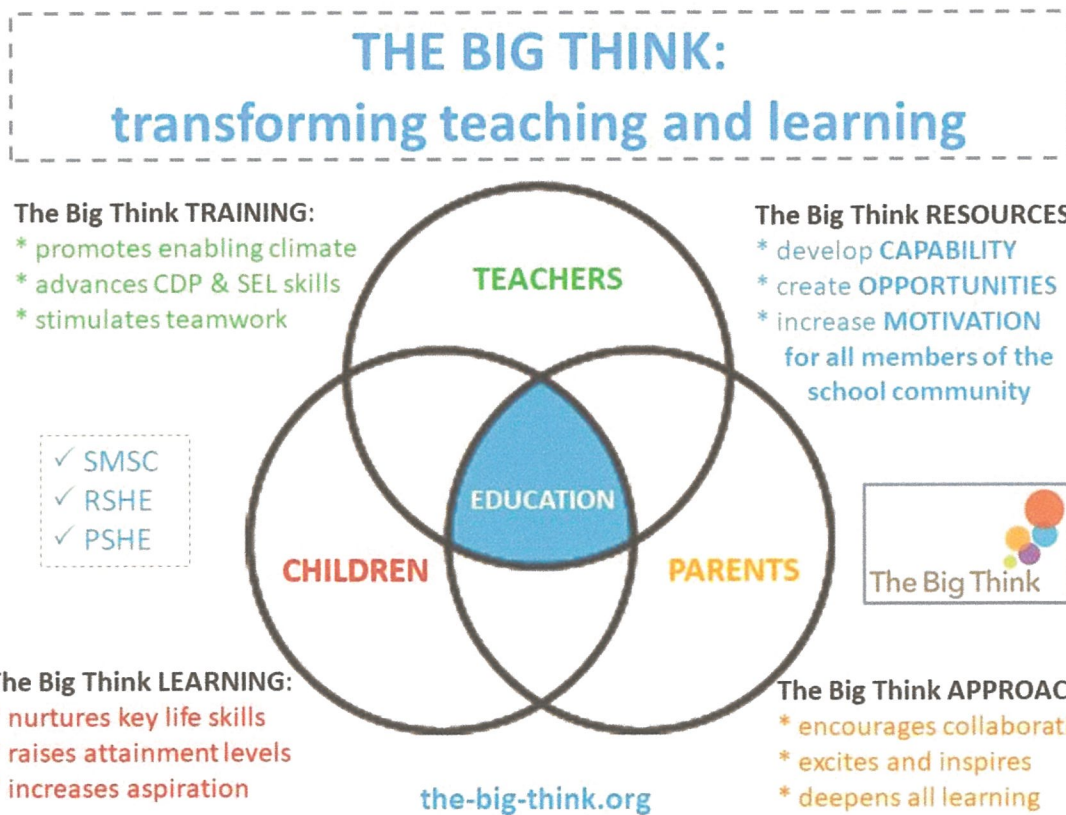
**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT *(continued)*  
FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

❖ **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.

**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT (*continued*)  
FOR THE YEAR ENDED 31 MARCH 2025**

- ❖ 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      | ❖ focus our thoughts      | ❖ nurture our relationships |
| ❖ manage our emotions | ❖ communicate with others | ❖ 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.

**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT *(continued)*  
FOR THE YEAR ENDED 31 MARCH 2025**

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.



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

**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT *(continued)*  
FOR THE YEAR ENDED 31 MARCH 2025**

**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



**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

**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.

**THE BIG THINK: experiential learning for ages 3-11**  
**that builds an essential toolkit of life skills**



**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT (*continued*)  
FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

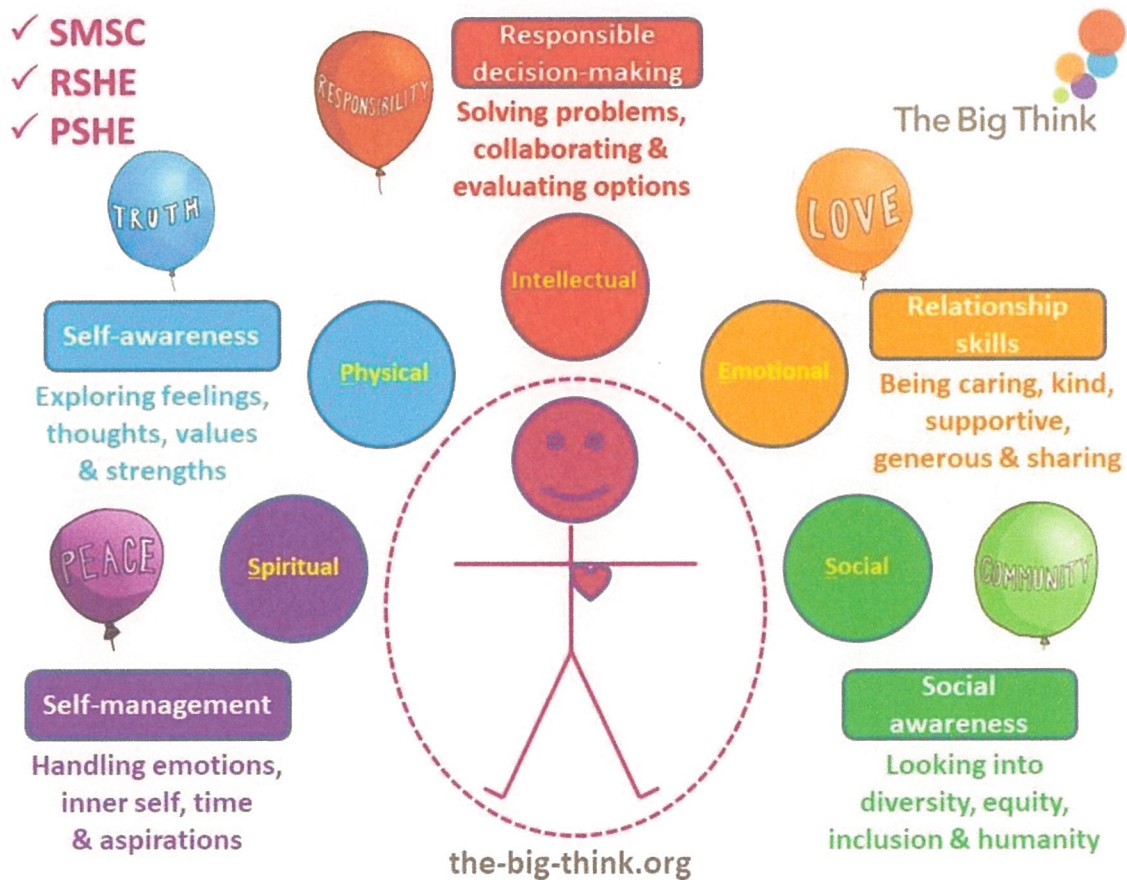
**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

*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:

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 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.

**HUMAN VALUES FOUNDATION  
TRUSTEES' ANNUAL REPORT (*continued*)  
FOR THE YEAR ENDED 31 MARCH 2025**

*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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT (*continued*)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.

**HUMAN VALUES FOUNDATION**  
**TRUSTEES' ANNUAL REPORT *(continued)***  
**FOR THE YEAR ENDED 31 MARCH 2025**

***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.



.....  
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**

20 October 2025

Knoll House  
Knoll Road  
CAMBERLEY  
Surrey  
GU15 3SY

**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**

	<u>Note</u>	<u>2025</u> Unrestricted funds Total £	<u>2024</u> Unrestricted funds Total £
<b>INCOME &amp; EXPENDITURE</b>			
<b>Income and endowments from:</b>			
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
<b>Total income and endowments</b>	3	<b>70,917</b>	<b>74,397</b>
<b>Expenditure on:</b>			
Raising funds		(415)	(1,081)
Charitable activities		(49,600)	(61,252)
Other		(9,859)	(13,162)
<b>Total expenditure</b>	4	<b>(59,874)</b>	<b>(75,495)</b>
<b>Net (expenditure) / income</b>		<b>11,043</b>	<b>(1,098)</b>
<b>Net movement in funds</b>		<b>11,043</b>	<b>(1,098)</b>
<b>Reconciliation of funds:</b>			
Total funds brought forward at 1 April		66,156	67,254
<b>Total funds carried forward at 31 March</b>	13	<b>77,199</b>	<b>66,156</b>

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**

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

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

**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).

**HUMAN VALUES FOUNDATION**  
**NOTES TO THE FINANCIAL STATEMENTS (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

<b>3 <u>Income and Endowments from:</u></b>	<b><u>2025</u></b>	<b><u>2024</u></b>
	<b><u>£</u></b>	<b><u>£</u></b>
<b>Income from donations and legacies:</b>		
Donations & gifts	19,720	17,429
Membership subscriptions	742	791
<b>Income from charitable activities:</b>		
Sale of goods	26,838	15,013
<b>Income from other trading activities:</b>		
Raising funds	22,590	40,000
<b>Income from investments:</b>	1,027	1,164
<b>Total Income and Endowments</b>	<b><u>70,917</u></b>	<b><u>74,397</u></b>
<b>4 <u>Expenditure on:</u></b>	<b><u>2025</u></b>	<b><u>2024</u></b>
	<b><u>£</u></b>	<b><u>£</u></b>
<b>Expenditure on Raising funds</b>	<b><u>(415)</u></b>	<b><u>(1,081)</u></b>
<b>Expenditure on Charitable activities</b>		
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)
<b>Expenditure on Charitable activities sub-total</b>	<b><u>(49,600)</u></b>	<b><u>(61,252)</u></b>
<b>Other expenditure</b>		
Fixed assets amortisation	(9,688)	(12,890)
Bank interest paid	(171)	(272)
<b>Other expenditure sub-total</b>	<b><u>(9,859)</u></b>	<b><u>(13,162)</u></b>
<b>Total Expenditure</b>	<b><u>(59,874)</u></b>	<b><u>(75,495)</u></b>

**HUMAN VALUES FOUNDATION**  
**NOTES TO THE FINANCIAL STATEMENTS (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

<b>5</b>	<b><u>Intangible Fixed Assets</u></b>	<b><u>2025</u></b>	<b><u>2025</u></b>	<b><u>2025</u></b>
		<b>Product</b>	<b>Website</b>	<b>TOTAL</b>
		<b>Development</b>	<b>Upgrade</b>	
	<b>Used for charitable purposes</b>	<b>£</b>	<b>£</b>	<b>£</b>
	<i>Cost</i>			
	Cost brought forward	125,555	11,757	137,312
	Additions	13,500	13,834	27,334
	Disposals	(91,381)		(91,381)
	Cost carried forward	<u>47,674</u>	<u>25,591</u>	<u>73,265</u>
	<i>Amortisation</i>			
	Amortisation brought forward	(105,586)	(8,972)	(114,558)
	Amortisation charge for the year	(8,543)	(1,145)	(9,688)
	Amortisation charge on disposals	91,381		91,381
	Amortisation carried forward	<u>(22,748)</u>	<u>(10,117)</u>	<u>(32,865)</u>
	<b>Net book value at 31 March 2025</b>	<b><u>24,926</u></b>	<b><u>15,474</u></b>	<b><u>40,400</u></b>
	Net book value at 31 March 2024	<u>19,969</u>	<u>2,785</u>	<u>22,754</u>
<b>6</b>	<b><u>Stocks</u></b>		<b><u>2025</u></b>	<b><u>2024</u></b>
			<b>£</b>	<b>£</b>
	At 1 April		3,500	1,805
	Additions		6,974	5,135
	Cost of Sales		(5,815)	(3,440)
	<b>At 31 March</b>		<b><u>4,659</u></b>	<b><u>3,500</u></b>
<b>7</b>	<b><u>Debtors</u></b>		<b><u>2025</u></b>	<b><u>2024</u></b>
			<b>£</b>	<b>£</b>
	Trade debtors		3,199	284
	Other debtors		3,526	110
	Prepayments		983	846
			<u>7,708</u>	<u>1,240</u>
<b>8</b>	<b><u>Cash And Short-term Deposits</u></b>		<b><u>2025</u></b>	<b><u>2024</u></b>
			<b>£</b>	<b>£</b>
	Deposit accounts		29,714	47,852
	Current account		225	139
			<u>29,939</u>	<u>47,991</u>
<b>9</b>	<b><u>Creditors</u></b>		<b><u>2025</u></b>	<b><u>2024</u></b>
	<b>amounts falling due within 1 year</b>		<b>£</b>	<b>£</b>
	<b>Accruals:</b>			
	Trading		(175)	-
	Other		(65)	(50)
	External examination fees		(600)	(600)
	Covid-19 Bounce Back Loan		(4,000)	(4,000)
			<u>(4,840)</u>	<u>(4,650)</u>

**HUMAN VALUES FOUNDATION**  
**NOTES TO THE FINANCIAL STATEMENTS (continued)**  
**FOR THE YEAR ENDED 31 MARCH 2025**

<b>10</b>	<b>Creditors</b>	<b>2025</b>	<b>2024</b>
	<b>amounts falling due after more than 1 year</b>	<b>£</b>	<b>£</b>
	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
<b>Total unrestricted funds</b>	<b>66,156</b>	<b>70,917</b>	<b>(59,874)</b>	<b>77,199</b>

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**

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

**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.