



Pastoral Policy (SMSC)

Date adopted: February 2022

Reviewed: February 2023

Next Review: February 2025

Intent

As a small village church primary school, our small community, our location and our core values have a huge impact in all that we do. Our vision statement, “**Every Child, Every Chance, Every Day**” is a key focus to ensure that children are prepared for spirituality, morally, socially and culturally for our world and the future society that our children will be entering. Our values of **kindness, happiness, perseverance, creativity** and **community** support our approach to developing SMSC within our children.

This policy underpins all that we do pastorally for children and incorporates SMSC, PSHE and all aspects of social development of children within our school, including curricular such as RE and RSE and opportunities to have a voice such as school councils and leadership opportunities; it prepares our children for the world.

Key aspects of this journey:

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| 1. The School values | 7. RE curriculum |
| 2. Behaviour Policy | 8. Extra-Curricular Clubs |
| 3. Pupil Voice | 9. Pupil Opportunities |
| 4. SMSC | 10. Trips and Enrichment |
| 5. British Values | 11. Building Character |
| 6. PSHE and RSE | 12. The Local Community |

Implementation

One of the key advantages of a small school is **inclusivity**. We know every child's idiosyncrasies, every family and every educational and social need. We know siblings and family circumstances and we welcome ex-pupils back to school and follow their progress with interest.

1. The School Values

The School values were created with the children in 2018 to give focus to core life skills that reflect our small community. These values have been essential, particularly within the COVID pandemic period as we can focus on **kindness**, looking after each other, **perseverance** to accept that life has many challenges and how we can keep trying in all we do to succeed, **creativity** to be able to explore creativity involving drama, art, music and creative writing to create expression and relay feelings; **happiness** to be proud of achievements and to foster mental health and **community** to play a role in the community of our peers, teachers, families, local community and the wider world including conservation and ecology.

To promote these values, every child can earn house points (“Dojos”) and each week in celebration assembly certificates are presented to weekly winners, based on the school values and they receive a symbolic soft toy to keep on their desk for the week. At the end of every term trophies are presented for perseverance (Barington-Brown), creativity (Loydell), sportsmanship and community (Mason)

2. Behaviour Policy

The onus on the behaviour policy is to promote **good behaviour** in school. Staff and pupil role-modelling; attention to good behaviour is a focus for every child. Each class is equipped with a “behaviour chart” and children aim to go up on evidence of good behaviour on a daily basis. Any misdemeanour can result in children going “down” the ladder with sanctions appropriate to righting the wrong. Please see the Behaviour Policy for further details.

3. Pupil Voice

It is the children’s school. We want them to have a say with how school works, we want their opinions to be heard regarding how they feel about academic subjects, what clubs they wish to do, lunchtime activities and what they enjoy (and they don’t enjoy) about school. We then want to be proactive in tweaking aspects of the school to validate their choices and opinions.

We also have a school council for a directed forum for opinions and change and an eco council to focus on the community and environment.

We participate in the annual pupil well being survey, hosted by GHLL (Gloucestershire County Council) and are actively engaged in the pursuit of the Healthy Living Award and the Mental Health Champion Award. We are also engaged in the Eco-School award.

4. SMSC

Spiritual, moral, social and cultural development at Coberley is distinctive because these four aspects of the school curriculum are inextricably rooted in the development of children. The Religious Education curriculum is where excellent and distinctive SMSC is seen most clearly, however it is also something that permeates the whole curriculum and everything we do at school.

Spiritual development: “For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.” Psalm 139.13-14. Spiritual development within RE in a church school enriches and encourages the pupils’ discovery of God the creator, of their ‘inmost being’ and of the wonder of the environment. At Coberley CofE, spiritual development is promoted through:

Examples of practice include:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape, through creative subjects such as art, music and poetry) Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in stories)
- Consider how a belief can change people’s lifestyles, (R.E, assembly, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)
- Have time and space within school to think and reflect (PSHE, quiet areas in the school, communal gatherings)
- Develop a sense of who they are, what they like and what they want to change about themselves (PSHE, RE, assemblies)
- Be guided by a clear set of values (kindness, resilience and respect)
- Organise religious services on key events, such as Harvest Festival and Easter

Moral development: “ Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.” Romans 12.2

Moral development at Coberley CofE helps build a positive character with traits such as compassion, respect, kindness, and humility. Makes the child distinguish between right and wrong or good and bad. It can eventually promote rational thinking and unbiased judgement.

At Coberley CofE, moral development is promoted through:

- School rules, agreed with and signed by children and staff and displayed in the classroom
- Clear and consistent rewards and sanctions that children understand and believe to be fair (clear behaviour ladder)
- School assemblies that discuss moral values and cite expectations
- Activities that enable pupils to give opinions and share their values (committees – school council, Eco Committee)
- Discussing the choices made by the pupils and others and the resulting outcomes (character studies, studies of historical figures)
- PSHE Curriculum that gives children the chance to discuss moral issues and learn to avoid temptation (peer pressure)
- The use of moral stories and Bible stories in class and school worship to explore moral issues in Open the Book assemblies.
- The teachings of the Christian faith and other faiths in RE to develop a moral compass to guide and support children in making decisions about the way that they should behave (RE lessons)
- The values of kindness, resilience and respect are explicitly taught and modelled throughout the school

Social development: “As I have loved you, so you must love one another. By this everyone will know that you are my disciples.” John 13.34-35

Social development at Coberley CofE develops pupils' understanding of what it means to live and thrive in a small community. This is promoted through:

- Developing a sense of empathy, compassion and concern for others;
- Building relationships within the school and between the school and the local community;
- Investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- Providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

Cultural development: “There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus”. Galatians 3.28

Cultural development in Coberley CofE provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people. This is promoted through:

The learning environment and curriculum at Coberley C of E Primary School supports cultural development through:

- Stories from different cultures (within lessons and the library)
- First hand experiences through local visits, theatre, art and artists (visits by authors; visits to theatre productions)
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship
- Learning about other cultures within the curriculum and in assemblies
- Children are taught to understand the lifestyles and choices made by a variety of different cultures and faiths

5. British Values

Coberley C of E adopts the key British Values. They are:

- Democracy
- Respect
- Law
- Liberty
- Tolerance

This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain. There are many examples of practice within our school including voting for house captains, class guided reading texts, creation of school rules and respect (to include knowledge) of other religions, cultures and opinions.

6. PSHE and RSE

The PSHE curriculum is unique to Coberley C of E Primary School. Our curriculum has been carefully crafted to incorporate our school vision, our key values, our location within the Cotswolds and our children in addition to ensuring children are immersed with knowledge and experiences from other cultures, religions and socio-economic backgrounds. They are provided

“every child, every chance, every day”

with a rich cultural capital using artists, authors, inventors and buildings using a plethora of subjects and mediums. Our key areas of PSHE, which are carefully planned for progression throughout the school year groups are as follows:

- Health & Safety
- Mental Wellbeing
- Self-Development and Interpersonal Skills
- Citizenship and British Values

These themes are taught on a two week-cycle to the whole school to ensure that each theme is introduced in assemblies and followed through in PSHE sessions. (please see PSHE Curriculum Map). Our RSE curriculum, now mandatory, follows the Gloucestershire syllabus and is incorporated within PSHE. Please refer to our PSHE and RSE policies.

7. The RE Curriculum

The RE curriculum follows the Gloucestershire Agreed Syllabus and Understanding Christianity. Both follow a clear path teaching the children about Christianity, the main world religions and cultures of the world. In RE they learn about religions and world views in local, national and global contexts, to discover, explore and consider different answers to questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and **to agree or disagree respectfully.**

8. Extra Curricular Clubs

We run a range of extra curricular clubs predominantly at lunchtime to enhance our curriculum. These are often decided by the children and feature activities such as film club, board games, origami, choir and construction. We discovered that hosting clubs at lunchtime allowed all children to participate, although we do run a sports club after school on Monday and a morning cross country mile before school on Friday, open to all. We actively discover and build relationships with local clubs to provide outlets where children can not only develop in specific activities but also have fun. Examples include Birdlip Rainbows, Birdlip & Brimpsfield Cricket Club and Minchinhampton Rugby Club.

We also liaise with Atlas Camps to run a holiday provision at a local school, Birdlip Primary School.

9. Pupil Opportunities

It is the children's school and we want them to play a large part in helping with the **day to day running and decision making** by not only giving them a voice but by providing opportunity for responsibility. By the virtue of a small school, all children have the opportunity to be involved in school life, whether is be a part in a play, member of a school sporting team or on a rota of "jobs"

Examples of pupil opportunities include:

- Year 6 buddies - helping the new reception children to settle in, at lunch, as a walk partner and helping welcoming the children every morning.
- Librarians - Running the library to include library club, lending books and ensuring it is kept as a valuable resource.
- Lunch Monitors - helping set up the lunch hall and help the younger children at lunch
- Playground helpers - including a referee in football matches and as playground buddies.
- House Captains - helping with house events and collating points on a weekly basis
- Milk Monitors - helping to distribute milk and fruit throughout the school

This is in addition to class responsibilities; such opportunities help to prepare children for secondary school.

The school operates three **school houses**, hedgehogs, deer and badgers. House captains are elected and together we organise a range of house competitions throughout the year to ensure that each house works as a team. For example, Flag Day, Art Day, Sport Day and House Music.

10. Trips and Enrichment

It is often the trip and enrichment activities that children remember and have an impact on their learning. We endeavour to book trips that will inspire their learning, such as Berkeley Castle, We the Curious and Slimbridge Wetland Centre and opportunities that they might not otherwise have such as walking in the hills, Watersports and a multi-activity residential trip, which we run annually for Year 4,5 and 6. We also invite people and events into school to promote creativity, such as music and drama, and other learning opportunities such as cooking and MFL (Modern Foreign Languages).

11. Building characters

"Resilience comes from understanding that this is what life is - a series of beginning and endings." We build characters with integrity, confidence and wisdom. We provide opportunities to perform, as every child performs in a play every year in addition to opportunities to lead assemblies and church services. We have focused on resilience as we recover from the COVID pandemic and actively ensure that the children take responsibilities in their classes and in the

"every child, every chance, every day"

school to prepare them for the next stage of education. We educate and immerse children with culture and a cultural capital and practice and discuss equality and the protected characteristics of the world. We want them to be citizens of the world.

12. The Local Community

We go to school in a quintessential Cotswold village. It is essential to understand, respect and enjoy are local environment. We share a village with a community and we thrive to be part of it with respect and empathy to the locals, an understanding of village life and a passion to engage in conservation and a green future for our school. We also host and take part in village and our local church events, such as fetes, coffee mornings and litter picking.

Impact

The impact of a pastoral programme is largely subjective. We cannot measure how a child grows socially and morally and we cannot set tests to indicate that their values and beliefs are conducive to a modern Britain. However, we can facilitate a comprehensive programme that offers opportunities; we can provide safe debating and teach key knowledge. We can also listen to children and we can be the best role models we can.

We also receive a great deal of feedback from secondary schools and children themselves as they immerse themselves into secondary school life. We often hear feedback that they are confident, willing to try any new endeavours, keen to thrive and are well rounded and affable individuals.

