

ROLLESBY PRIMARY SCHOOL AND NURSERY

COMMUNITY COHESION POLICY

1. Introduction

The school aims to promote the spiritual, moral, cultural, mental and physical development of all pupils and to prepare them for experiences and opportunities in later life. To achieve this aim, it is important for children to experience a thriving, cohesive community within school, for children to develop an awareness of the different communities around them and for the school to promote community cohesion within wider and more diverse communities beyond the school.

As a school, it is important to prepare children to live in communities in which they meet people from a range of different faiths, cultures and social backgrounds and to address issues such as 'how we can live together' and 'how we can understand and be tolerant of differences'.

Through our curriculum and ethos, we want to show that as a school we can promote a common sense of identity and support diversity, showing children how different communities do share common experiences and values.

2. What is community cohesion ?

Community cohesion means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which people's differences are appreciated and valued; a society in which people have access to the same opportunities and a society in which strong and positive relationships develop and grow.

3. The communities around us.

For our school, the term 'community' has four main levels:

- i) **The school community** – our children, parents, staff and governors.
- ii) **The local community** - the local villages as well as the school clusters
- iii) **The national community** – being part of Great Britain.
- iv) **The global community** – being part of an international community.

4. How does our school contribute to community cohesion at these different levels?

4.i The School Community

- Through the teaching of P.S.H.E./ Circle Time and through collective worship.
- Children of different ages have opportunities to work and play together.
- There is equality of opportunity so that all children can participate and succeed in activities in and out of the classroom.
- The School Council gives children the opportunity to share their ideas and opinions on what is done in school.
- Parents and governors are encouraged to take part in school life through helping in class, being one of the 'Friends' or joining the children on special activity days. We aim to engage parents with regular activities across the school and in a variety of ways including through the use of: 'Tapestry', Reading cafes, maths workshops, Stay and Share mornings and Stay and Play.
- Children plan and organise fund raising events.

4.ii The Local Community

- The school hosts community activities and events in school e.g. Bingo, and Christmas plays or concerts.
- Children celebrate Harvest and Christingle in the local church.
- Children participate in curriculum days with their peers from schools within the Cluster. A residential trip is also offered to Year 4 children from other schools within the group.
- Children participate in various sporting activities within the cluster.
- Children take part in a variety of local competitions and events.
- Open the Book assemblies are carried out by the local church community.

4iii The National Community

- R.E., P.S.H.E. and Geography lessons develop children's awareness and understanding of our country.
- Key Stage 2 children have an annual trip to London, part of which sometimes includes a guided tour of some of our heritage sites.
- Where appropriate, assemblies raise children's awareness of national news and events.

4 iv The Global Community

- When the opportunities arise, people from other countries are welcomed into school to give children some insight into other cultures. For example, the Capoeira workshop from Brazil, sponsoring an African child, drumming workshops and Bollywood dance teaching.
- The school celebrates National Languages Day every year.
- R.E., P.S.H.E. and Geography lessons develop children's awareness and understanding of beliefs and cultures beyond our country. The teaching of French as a Modern Foreign Language in school, provides opportunities to share experiences with children and to learn about the development of other countries.
- Multi cultural resources including dolls and books are used in school.

Reviewed by The Curriculum Committee November 2017

Signed EMTacon..... (Chair of Governors)

Date 7-11-17.....

Review date: Autumn 2019

