



Pink at Fairford

Intent

At Fairford, we instil a deep love of the richness of diversity in our world. We will teach our children to embrace differences and strive to live by the strongest belief in equality for all – there are no outsiders in our school. We are a beacon for community support, in both our deep rooted Christian beliefs and shared values from other neighbouring faiths. We empower our children to lead change, to both embrace and challenge it through our school values, speaking for those without a voice and developing our own voices in our trusting spaces. We teach pupils how to be safe in a complex, ever-changing world and we thrive to stay fit, both in body and mind because health is a gift. We are the caretakers of God's world and we are invested in looking after the people and creatures within it, who we are blessed to share it with. Our pupils will have self-respect and know that they are loved for their uniqueness. Our teachers will ensure that our children have strategies for mental wellbeing as they navigate their own journeys through a busy and sometimes overwhelming world.

Implementation

The acquisition of knowledge and the development of skills is carefully planned through our bespoke curriculum, which we have designed especially for our school. All key PinK concepts are embedded through our PinK Knowledge Organiser and PinK Powerpoints which are shared with all of our children in KS1 and KS2 assemblies, which include: fire safety, road safety, water safety, sun safety, NPSCC and Clever Never Goes. Concepts are developed over time and repeated in different contexts to highly embed these within a child's character and thought processes. There is a significant emphasis on children leading their own reflection on PinK themes at our school, especially through themes from our progressive PinK coverage.

We teach diversity/equality lessons discretely each term. Through teaching these lessons explicitly through the 'No Outsiders' recommended texts, an successful impact from the message of positive mental health and self-love has rippled out as children are taught to further celebrate their differences and embrace them. Not only do our children learn about these values, they believe in them. Our parents are invited into our classrooms regularly to view our existing equality/diversity materials (in line with 2010 Equality Act) and materials we teach in line with Gloucestershire Healthy Living and Learning standards for RSE (Relationship Sex Education). These occasions are evidence of our established parent-teacher partnership, a practice of our shared values between school and families at home.

Active60 and mindfulness interventions are embedded in our school culture. Active60 continues to have positive impact on the learning of children in school by making them more active and developing 'awake' zones during the school day. A MISP mindfulness specialist works with all year groups, over time, to develop their sense of gaining control and learning how to become calm to give a greater overall understanding of mental health and techniques they can use to stop, reflect and restart.





Our breadth of curriculum is designed to be memorable and rich in opportunities to 'think pink'. High quality teaching and high quality learning experiences lead to long term learning. Each year, we celebrate the 6 major world religions through a 'Multi-Faith Day' impact. All classes from pre-school to Year 6 (including nurture groups) learn about different religions and every child contributes to a school-wide art project. BIGART Faith Day actively enables pupils to reflect and explore the spiritual dimensions of different faiths. The impact of Multi-Faith Days is that all pupils have the opportunity to encounter different religions which promotes our strong message that 'there are no outsiders' in our school. We aim to instil a deep rooted acceptance of the beliefs of others and respect of all neighbours in God's world, regardless of faith. The relationship between the school, church and diocese is continually supportive and sustainable in this message, thus enhancing the learning of pupils in both Christianity and other religions. Due to exploring other religions, and by widely accepting and celebrating individuality, our pupils are encouraged to be advocates challenging injustice and inequality.

We host Ebug family learning nights where children, parents and grandparents explore Public Health England's initiative 'E-bug'. Pupils and adults learn all about the size of microbes, how far they can travel in a sneeze, how easily they can be spread and how best to contain them. All who attend have an increased knowledge of how to prevent the spread of germs, how to contain a sneeze, effectively wash hands and how antibiotic resistance is developing over time. These initiatives directly improve the effectiveness of teaching because hand washing has a direct impact on the spread of harmful germs, therefore increasing pupil attendance.

We embrace and instil the safety teachings of 'Clever Never Goes' and NSPCC in our pupils. The 'Clever Never Goes' programme has been established at Fairford to replace the out-dated 'stranger danger' approach. Research shows that teaching children simply to avoid strangers fails to keep them safe. Strangers are often more likely to help a child than to harm them. Conversely, it can often be people known to children that pose the greatest threat. In addition to this, we invite in the NSPCC team into school at least every 3 years to ensure the 'pants' message is reiterated and learnt well by our pupils, empowering them to 'speak out and stay safe'.

At Fairford, we tailor our support to the individual needs of our children at differing and difficult moments in their life journeys. Our nurture unit, Sunflowers Room, has a structured timetable built around pupil needs, including children who need nurture to be 'in a place to learn' or to make the right choices, and bereaved children.

You will find many PinK threads evident in many other subjects – including BIGART community projects in Art, The Kitchen Club cookery in DT, mindfulness in Music, values and culture taught through RE, healthy eating and exercise as part of the Science curriculum and PE curriculum – to name just a few examples! PinK is everywhere and 'thinking PinK' is rooted within life at Fairford.





Impact

We have explored and continued to familiarise wider staff, parents and children with our PinK initiatives, driving the importance of the subject. PinK is regularly reviewed through book looks, CPD and training, always ensuring that evidence is gathered in promotion of the delivery of the subject, for example through a 'report of impact'. We listen to our pupils' views through questionnaires and Pupil Online Surveys which are directly used to inform the School Self Evaluation and School Development Plan, which allows all teachers to highly evaluate the impact of current issues and to complete actions to turn development points into strengths. Individual pupil progress of PinK elements are discussed as part of Pupil Progress Meeting (PPM) paperwork and via the My Concern system directly to school Designated Safeguarding Leads (DSLs). PPM documents may signal the best approach as they highlight key areas for development and areas of strength.

We have been awarded the Gloucestershire Healthy Living and Learning 'Healthy Schools Award' in 2019 and 2022, being commended by our PinK GHLL Lead Teacher on an extremely strong application of the award itself.

Our pupils are inspired and empowered to make changes. British Values assemblies are led by teachers and explore a diverse range issues through our 'Picture News' resource. Our curriculum enables our pupils to become good citizens and to demonstrate an appreciation for each other, the school community and the wider world.

In January 2019, Ofsted commented on PinK in verbal feedback to our head teacher: 'The PinK curriculum was strong and pupils were able to explain it. You identify barriers of disadvantaged children whilst looking at educational needs and also at the holistic needs'. We always target and input all that we can to ensure that children are able to achieve and have the very best state of wellbeing to be in a place to learn and, most importantly of all, to feel loved and wholly valued in our setting.

