

Pastoral Care, SMSC and Fundamental British Values at Solefield School (2026–2027)

At Solefield School, our approach to Pastoral Care, SMSC (Spiritual, Moral, Social and Cultural development) and Fundamental British Values (FBV) is fully integrated. These are not discrete elements but are embedded throughout school life, ensuring that pupils experience values in action every day.



Our core values – 'Value yourself. Value others. Value our world' underpin all aspects of school culture. They guide teaching, relationships, behaviour, leadership opportunities and wider school experiences.

Fundamental British Values are woven through the curriculum and daily practice. In subjects such as English, History, PPE and RSHE, pupils explore democracy, the rule of law, individual liberty, mutual respect and tolerance. Classroom environments promote open discussion, respectful disagreement and independent thinking.

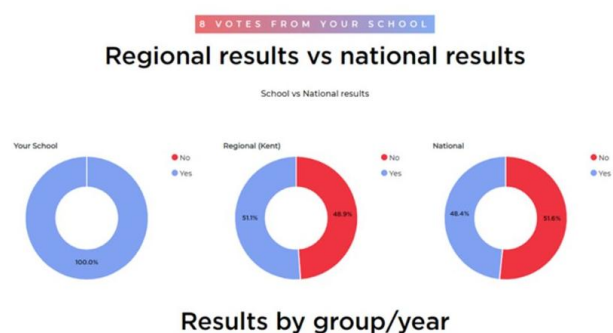
Pastoral care lies at the heart of Solefield. Small class sizes and strong staff relationships ensure that every child is known, supported and monitored closely. Regular staff meetings, behaviour tracking and safeguarding systems ensure that no child 'slips through the net'. Restorative approaches help pupils understand responsibility, fairness and the impact of their actions. Each teacher is affiliated to a form in order to strengthen this pastoral provision. There is a weekly meeting focusing on just pastoral care and the school works extremely closely with parents, with the pupils at the heart of all we do.



Wellbeing is central to our provision. Pupils benefit from wellbeing lessons, trained staff and dogs, counselling services, play therapy, talk time, wellbeing hubs and initiatives such as the Zones of Regulation. Pupils are supported in understanding their emotions, building resilience and developing strategies to manage stress and challenges. We strive to make our pupils emotionally literate and to develop a range of strategies to protect their own mental health as well as that of their friends; to be still and quiet without a screen in front of them through our shared love of reading, chess, Lego, music, nature and art.



We have evidence that our approach works. The chart below illustrates that 100% of pupils at Solefield felt they would be comfortable talking about their mental health (left) compared to approximately 50% of pupils regionally and nationally (middle and right) in a recent Votes for Schools survey.



Opportunities for pupil voice and leadership are extensive. Through School Council, committees, Eco Team, prefect roles, surveys and suggestion boxes, pupils actively contribute to school decision-making. This strengthens democratic understanding and fosters a sense of responsibility and belonging.



A rich co-curricular programme supports SMSC development. Trips, visitors, performances, charitable work and community partnerships broaden pupils' cultural awareness and social responsibility. Pupils regularly engage in voluntary work, fundraising and community initiatives. Our Outreach Committee has organised various events including a whole school Community Action Day at the end of term where children take part in different community activities.



Inclusion, diversity and equality are actively promoted. We celebrate different faiths, cultures and perspectives through curriculum and

enrichment activities. Our EDI work ensures that all pupils feel represented, respected and valued.



Strong relationships between staff, pupils and parents create a supportive and collaborative community. Staff model the values we aim to instil, demonstrating respect, fairness and openness in all interactions.

To help pupils prepare for the next stage of their educational journey, we invite alumni back to answer questions and to reassure them about life at their next school.

Through this integrated approach, Solefield develops confident, resilient, compassionate pupils who are well prepared for the next stage of their education and life in modern Britain. Pupils do not simply learn about values – they live them every day.

Helen McClure

Reviewed Jan 2026