

## **Bosworth Academy.**

### **PSHE and Careers Policy**

#### **Aims**

PSHE helps to give young people the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives. As such, the teaching of PSHE is fundamentally important, particularly as part of *'Every Child Matters'* National agenda. PSHE has also a vital role to play in ensuring that our core value of *'No student will underachieve'* is a reality for all of our students.

As PSHE is not assessed through formal national qualifications, it offers real opportunities to make learning essentially what it should always be about – being fun, engaging, stimulating and challenging.

We aim to build on and develop the great work that has been done by the tutor teams in the last few years. It is only through each tutor's commitment that their students will receive quality PSHE and Careers teaching and learning.

#### **Organisation**

##### **KS3**

PSHE and Careers are mainly taught through a fortnightly timetabled lesson. Leadership of PSHE and Careers is overseen by the Head of PE and planned and prepared within the PE faculty. Ideally PE teachers deliver the lessons although this may not always be possible with timetabling difficulties.

Each strand of the PSHE curriculum encompasses: the Wider world , Relationships and Health.

Assessment for learning will take place every lesson with periodic self assessment by students in the online assessment log. Tracking of progress in PSHE will occur in line with the academy's tracking and monitoring policy.

##### **KS4**

PSHE and Careers are delivered partly through tutor time and through fortnightly intervention periods lasting an hour each. Tutors are given a tutor booklet serving as a toolkit for the year with the scheme of learning for the relevant year group.

PSHE topics are mostly taught on a carousel basis in Years 9 and 10 with each tutor becoming an expert in their field having done research and planned robust lessons on the PSHE topic they are in charge of. We aim for each tutor to use their own interests, skills and knowledge to develop engaging lessons provoking debate on a variety of complex issues.

Tutors are supported by the PSHE coordinator and Head of Year , training sessions (in- house and outside agencies ) and a range of specialist support offered in the Academy,(Careers adviser, school nurse, counsellor..).

There is also a wide range of quality resources available for each tutor on the Academy's network system, on the careers zone website and in the school library.

In Year 11, PSHE and careers are taught in tutor groups and mainly focus on careers topics and applying for post 16.

### **KS5**

The delivery of PSHE and Careers in Year 12 is very similar to the model applied to KS4. This involves Tutor group sessions throughout the week, as well as more focused and intensive hourly sessions delivered through interventions. These are part of the yearly programme at Post 16.

In place of the previous carousel programme, a new approach has been adopted this year. This focuses on the creation of News Reports based on PSHE topics. The topics have been identified by students and tutors across the year at the beginning of term. The rooms groups are set up within tutor groups which are split into smaller groups. Students follow the guides outlined by BBC Schools and pick a PSHE news story from the original list that they wish to research, write and film. These are then shown to the rest of the tutor group and then the whole year group. This approach is a pilot scheme, based on the success of BBC Schools News Reports run last year with other year groups. It allows a more student-led dynamic in the selection and production of relevant material.

Tutors are supported by the PSHE coordinator, Heads of Year and Head of Post 16, training sessions (in- house and outside agencies ), and a range of specialist support offered in the Academy, (Careers adviser, school nurse, counsellor).

The programme of guidance for Higher Education courses and careers in Year 12 revolves around the calendar of key events. We like to begin the year by inviting students and parents in for an evening to make them aware of the processes behind researching and applying for HE. The emphasis then turns to research and exploration of careers, courses and institutions. This leads up to approximately Easter. During the second half of the Spring Term we also invite in a speaker from a local University to talk to all students about why they might consider going to University.

In June we have a trip to the UCAS Convention where all Year 12s are invited to attend workshops, talk to HE experts and gather material on their chosen courses/ institutions. This trip is preceded by another guest speaker who discusses ways in which they may want to prepare for the visit and also they make suggestions on how students could best spend their time at the convention.

After Easter, the impetus increases and students are given carefully structured advice by the Tutor on how to write a personal statement - a crucial tool for both careers and future courses. At the same time, we hold Jobseekers' sessions where Years 12 and 13 who do not wish to pursue the Higher Education route are invited to participate in a day of intensive application preparation, developing their CV and sitting a mock interview, resulting in feedback and advice on how to develop their techniques. Our Careers Advisor leads various sessions in this day.

Throughout the year, students who are unsure about their future pathways can arrange a careers interview with our in-house professional. Tutors are also on hand to support and guide students whenever they need it. In addition to this, careers events, work experience placements, apprenticeship offers and information about gap year opportunities are regularly advertised via our Post 16 News. This is circulated around Tutors to share with their tutor group and also readily accessible in the Post 16 area and on the school website.

In Year 13, from September to January PSHE is mainly delivered in tutor time sessions, with our hourly intervention slots being focussed predominantly on completing UCAS applications with their Tutors' support. Students not following the University route would be researching apprenticeships / careers / foundation degrees with an assigned member of staff who has delivered provision on alternative pathways throughout the year.

After Christmas, interventions are used for subject specific support, where a Tutor will mentor students from their own academic area. As well as this, there is further support for those students planning not to follow a university pathway with talks and workshops from the Prospects careers service. These sessions focus on developing skills such as searching for and applying for apprenticeships / jobs, how to tailor each application for the position being applied for, etc.

Throughout Year 13 several guest speakers have been invited in from a range of agencies to inform students about: preparing for interviews, advice on content of personal statements / CVs, applying for student finance, etc. Tutors have been advised on advising tutees and powerpoints on apprenticeships have been shared with them.

Students pursuing the Oxbridge route have been offered a range of crucial opportunities to develop their applications. These include taking part in external workshops, visiting key Colleges, attending talks by Oxbridge professionals. The AG&T Co-ordinator has been instrumental in arranging these activities and also has regular access to the targeted students as they are grouped in specific Tutor groups to allow for such provision in Year 12 and 13.

## **Expectations of all Tutors**

**This is what the Academy expects of all Tutors re PSHE.**

1. Stress the value of PSHE. Encourage students to see it as a worthwhile subject.
2. Follow the schedule of work and plan these lessons as you do your subject lessons.
3. Create an appropriate working environment for PSHE so that students feel comfortable discussing sensitive issues, and so that learning can be engaging and fun.
4. Regularly look at any written work produced and keep all work in students wallets to show evidence of work covered.
5. Ensure students wallets are ordered and kept as neat as possible.
6. In the event of absence, please ensure that appropriate cover work is left so that cover staff can deliver this lesson.

## **Teaching and Learning styles**

At Bosworth Academy, we aim to give a valuable learning experience to all of our students in PSHE. We will encourage students to reflect on a variety of complex issues as well as understand and respect different points of view and attitudes.

## **Ground rules or working agreements**

The Academy recognises the importance of creating a relaxed, safe environment in order to discuss many of the sensitive issues of PSHE. We encourage our tutors to spend time to agree the ways of working which the whole group can respect and which will make everyone feel as relaxed as possible. Tutors are asked to reinforce the fact that ground rules apply not only to the members of the group, but also to the teacher and any visitors who may attend.

Examples of ground rules:

- Listen to each other
- Treat each other with respect
- No question is a stupid question
- Personal disclosures should not be made within the group
- No one (teacher or student) will ask or have to answer a personal question.

- No one will be forced to take part in a discussion.

### **Dealing with questions**

Teachers should establish clear limits around what is appropriate and inappropriate in a whole class setting. Ground rules will help with this.

If a question is too personal, teachers can remind the student of the ground rules. If the student needs further support, they can be referred to the appropriate person, such as Head of Year, senior member of staff, school nurse, helpline or outside agency or service.

If a question is too explicit, feels too advanced for a young person, inappropriate for the whole group or raised concerns about sexual abuse, teachers are advised to acknowledge it and promise to attend to it later on an individual basis. In this way, the student will feel that they have been treated with respect, but the rest of the group will not have to listen to personal experience or inappropriate comments.

To maintain trust and respect the teacher must remember to talk with the young person individually later. *Please also follow general Child Protection guidelines when appropriate.*

### **Examples of active learning methods used in PSHE and Careers education.**

Young people learn in different ways. The examples outlined below are widely accepted as being effective methods for learning in PSHE.

#### **Brainstorming**

Allows the group to write down all thoughts without censoring them. This introduces the idea that there is no right or wrong. Provides a starting point for discussion.

#### **Pairs**

Working in pairs creates a supportive environment and is useful for working on sensitive or personal issues

#### **Small groups**

Useful for generating work and ideas that can inform the learning of the whole group. They are safer than larger groups, especially if the work is about sharing attitudes and values. When working on sensitive or personal issues, it is appropriate to let students work in friendship groups, otherwise randomly selected groups help develop students' skills of working with others.

### **Scenarios/situation cards**

These are useful for leading into discussions around attitudes, values and feelings. They present a specific situation that is similar to young people's experience without it being their own.

### **Quizzes**

Should trigger discussion, clarify information and allow teachers to assess the group's knowledge. It is important to provide full answers to each question, even if students say they know the answer.

### **Continuum**

A continuum is a line of variance between two points, most often used to explore attitudes and values. Students can express their own views and listen to those of others and see issues in relation to each other. A continuum can take many forms. E.g. arranging in order according to whether they perceived as:

Acceptable.....Unacceptabl  
e

### **Drama**

Drama is a good distancing technique for young people as it allows them to explore situations that they may encounter in their lives, without having to reveal too much personal experience. Drama is suitable for more sensitive controversial issues.

## Other strategies

- Problem page letters – write letter about issue and the reply letter giving advice and helpful contact organisations etc
- Create a questionnaire on the topic to explore issues and opinions
- Write song lyric on the topic
- Write article for newspaper or magazine on the topic
- Write a speech/power point to present to the class covering all the aspects of the topic
- Create a leaflet /advice sheet/ poster on the topic
- Role plays – give students possible scenarios on the issue and get them to act out
- Students discuss issue in pairs and list key 3-5 points which emerge to bring to whole class discussion
- Debates - select appropriate groups to take part in a formal debate on issue
- Discussion circle
- Wall display on topic
- Create a quiz on the topic
- Create a cartoon strip/story board of someone involved in issue to show understanding of the problems encountered
- Use signs – “strongly agree” , “strongly disagree”, “ agree”, “disagree” and “not sure” to create a continuum across floor or wall for students to place themselves and the ask them to justify their views
- Hot seating – students take role of someone involved in issue and others question them
- Watch film / video clip – write prompts for key points you want students to focus on – groups of 4/5 discuss and report back
- Role play in style of Jeremy Kyle show

## **Topics covered in Careers and PSHE**

**This list is not exhaustive but gives the main topics covered in Intervention and tutor time. More detailed information is available in the SOL and resources are currently housed on the G drive of the school network.**

### **Year 7 and Year 8**

Dealing with change

Study skills & learning styles

Teamwork

Work roles & aspirations

Budgeting

Personal values and identities.

Rights & responsibilities

Bullying including e safety

Sexual development

Friendships /Consent

Role models and the media

Healthy & active lifestyles

Tobacco & alcohol

Puberty

Gender identity

Hygiene

Jobs and careers

Skills and how to match them to a suitable career

Researching KS4 option choices

Interviewing skills

## **Years 9 10 and 11**

Getting to know each other, developing social skills in a new setting

Homophobia / Transgender bullying

Body image and confidence

Sex and relationships including issues around consent, domestic violence, contraception...

Family relationships and how to resolve conflict

Alcohol, drugs and peer pressure

Smoking and peer pressure

How to keep safe and e safety

Bullying and cyber bullying

Stress and mental illness

Careers: skills and qualities (Knowing what skills and qualities students are best at and matching them to suitable careers), jobs, options at the end of KS4, Apprenticeships, applying for post 16 (education and/or training)

Labour market information

Your rights as a worker/employee

Knowing how the National qualifications framework works and the difference between the different levels of study, eg foundation learning, level 1, level 2, level 3

Accessing information on apprenticeships and create an account on [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

(if relevant)

Accessing impartial information on Careers by going on the national careers website

Accessing information on the types of courses available to students locally by going on UCAS progress website

Choosing options at the end of KS4 ,the final step

Preparing for post 16 online application process

Filling in online application form

Reviewing and adapting Personal statements and CVs

Preparing for interviews in different contexts (course, training, jobs)

Finance education

### **Years 12 and 13**

Voting

Budgeting

Owning a Car

How to iron a shirt, darn a sock, remove stains etc.

Alcohol Awareness

Living with Others

Social Etiquette

Sexual Health

Apprenticeships

UCAS

Careers

Healthy Living

CPR/First Aid

Diet & Exercise

Stop Smoking

Mental Health

Safe socialising (being safe in town at night)

Body image

Online safety

## **Cross curricular:**

It is acknowledged that all subjects will contribute to the teaching of PSHE .

Science, PE, Hospitality and English amongst others play a vital role in reinforcing or teaching aspects of the PSHE programme eg PE , as a core subject makes a vital contribution in the teaching of the Healthy living topic and Science will play a huge role in securing key knowledge on topics such as STIs and Alcohol and Drugs awareness. In English students are given the opportunity to discuss issues relevant to PSHE such as the effect of peer pressure .

Each Faculty has a Careers link and each subject has to have a minimum of one new Careers Activity plan as part of the curriculum each year.

## **Evaluation**

### **KS3**

The PE faculty will quality assure the PSHE experience for students through lesson observations, METALLS, student voice and work scrutiny. We will do an online survey with students and look at local data to assess the content of the curriculum on a regular basis **KS4**

Year Heads regularly conduct observations of intervention lessons to monitor and feedback on the quality of the PSHE provision. Identifying and sharing good practice is a feature of Tutor meetings. Student focus groups are organised to inform and shape the PSHE curriculum so that is kept up to date and relevant to the students. Focus groups and informal discussions with students during learning walks also take place. The Academy annual student survey for students provides invaluable feedback to help improve the PSHE experience of our students. The PSHE coordinator also organises feedback surveys on a regular basis on key events eg Careers Fair, mock interview day

### **KS5**

Delivery of the PSHE programme at Post 16 is monitored in a number of ways. The Year Heads and the Head of Post 16 observe the delivery during tutor time and also during interventions. As with KS4, good practice is shared and promoted through Tutor meetings throughout the year. Student voice is also a crucial factor in shaping the PSHE provision and this is gathered both through formal and informal focus groups, but also through an online survey carried out at the end of each academic year. This plays a vital role in how we evaluate and modify the follow year's provision. For example, it was made quite clear that an emphasis on healthy lifestyles was lacking and also that students much preferred to opt for sessions on subjects that interested them, rather than having all topics

compulsory for everyone. As a result, this year we have incorporated both key changes into our programme.

In April 2015, the Academy was awarded the Careers Mark Award in recognition of the excellent Careers provision we have in place for our students. It was successfully renewed in 2017.

MDE 2018

## Appendix

### Careers

The statutory requirement of providing independent and impartial careers advice and guidance for students is acknowledged by the Academy and is delivered through a variety of approaches including lesson time as part of interventions and tutor time, use of impartial resources such as the National Careers Services website, Apprenticeships.org.uk, links with local employers, careers trips, the support of a fully qualified careers adviser for targeted students and an opportunity for all students in Year 10 to have access to one week of work experience.

#### **KS3**

By the end of KS3, We would like our students:

- To have a good understanding of the facts and issues related to being an effective learner, can explain what they have learned and can make use of this understanding in new situations.
- To have a good understanding of the facts and issues related to work roles and budgeting and can explain what they have learned and can make use of this understanding in new situations
- To have a good understanding of the facts and related to identities, rights and responsibilities, can explain what they have learned and can make use of this understanding in new situations.
- To have a good understanding of the facts and issues related to relationships, can explain what they have learned and can make use of this understanding in new situations
- To have explored possible careers that interest them and are starting to understand the steps needed to get there.
- To have explored and researched GCSE options

#### **KS4**

By the end of KS4, we would like each student to be able to:

- Know and understand their broad options at the end of KS4, students will be provided with clear advice and information about all the options available and understand which ones are the best for their individual situations and aspirations.
- Know how the National qualifications framework works and the difference between the different levels of study, eg foundation learning, level 1, level 2, level3, understand how this relates to the next stage in their education and their future career development and training.
- Access information on apprenticeships and create an account on [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) (if relevant) and understand what is expected when starting an apprenticeship.
- Access information about the different types of A levels suitable for them

- Access impartial and independent information on Careers by going on the national careers website [nationalcareersservice.direct.gov.uk](http://nationalcareersservice.direct.gov.uk) or using the school Careers zone website
- Access information on the types of courses available to me locally by going on [www.ucasprogress.com](http://www.ucasprogress.com) or local Colleges websites
- Know what skills and qualities they are best at and match them to suitable careers, understand which skills are sought after by employers.
- Prepare and complete Post 16 applications successfully including first and back up choices.
- Know how to complete a CV, letter of application including online ones
- Know how to interview successfully in a variety of contexts.
- Know how to set realistic goals for themselves and be committed to self-improvement.
- Have an opportunity to access real contact with the world of work through visits, talks or work experience. Be prepared for the opportunities and challenges of the world of work.
- Be aware of local and national labour market trends

## KS5

Throughout Year 12 and 13 we aim to ensure that each student:

- Understands the range of options that are available for them, given their personal situation, academic achievements and career aspirations. Each student will be given clear, unbiased advice covering careers and Higher Education;
- Has access to an array of talks by different external speakers (from professionals to alumni to University staff), with the chance to participate in question and answer sessions at these talks to further enhance your research into future pathways;
- Is given guidance and advice in applying for their chosen pathway, (be it in Apprenticeships, in a career, or in Higher Education) including help with writing applications, CVs and personal statements;
- Chooses to participate in several enrichment opportunities on offer at Bosworth to help them develop crucial skills for their chosen career/course;
- Has any externally arranged enrichment activities accredited by the school;
- Understands how their enrichment choices enable them to develop a stronger application for their chosen career/course by developing specific skills;

- Gains an understanding of the range of Higher Education institutions that are available and can access information about each one, attend Open Days and induction events.
- Is given the opportunity and support to apply for summer schools (e.g. Sutton Trust, Leicester University), taster conferences and sample lectures in the academic field of your choice;
- Can access a range of schemes offered by different institutions that support students from widening participation schemes (including Leicester University's ROP scheme, and those delivered by the Universities of Cambridge and Oxford);
- Is given support and advice about attending a UCAS convention to help develop your personal research into courses and institutions relevant for you;
- Can access financial support via our bursary schemes to help with the costs of travelling to Open Days and interviews;
- Gains an understanding of good interview skills (for both academic and professional fields) delivered via in-house and external speakers;
- Is given structured help in writing a personal statement which best reflects their personal and academic achievements and is appropriate for your chosen pathway;
- Has access to careers guidance and advice through Prospects to assist you in deciding on a suitable future pathway.

We will do this by:

1. Raising the profile of Careers Education in the Academy eg through assembly or training
2. Providing good , relevant ,impartial and up to date information on careers
3. Involving students through student voice opportunities eg Keele Survey, Student Forum
4. Training staff and giving them advice on where to find independent and impartial information on careers
5. Providing a robust SOL with clear objectives and outcomes for all students
6. Mapping out Careers Education across the curriculum so as to ensure consistency and progression in the delivery of Careers Education
7. Developing links with local providers eg Caterpillar, Triumph
8. Actively promote Work experience to encourage all students to take this opportunity
9. Provide information for parents on our website and links to relevant websites as well as sending them letters at key moments of Careers Education eg end of Year 10, post 16 application.
10. Use and deploy the specialist help provided by Prospects and our careers adviser effectively
11. Ensure vulnerable students and PP students get access to specialist advice
12. Ensure tutors conduct regular one to one interviews as part of the TAG activities and make sure that students record their targets in their log books.
13. Use MAT to enhance opportunities for students
14. Use the Careers Enterprise Ambassador Scheme and the designated ambassador

We will measure this by:

- Lesson observations
- Student and staff voice feedback
- Destination data analysis for post 16 and 18
- Number and percentage of NEETs, the percentage of NEETs will compare favourably to the national and local figures including for critical groups eg SEN or PP
- Percentage of Year group going on work experience
- Record of individual or group Careers interviews given
- Monitor use of log books in tutor time as part of Metalls

The delivery of this entitlement is underpinned by the following values;

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility

- Raising aspirations
- Promoting equality of opportunity and actively challenging stereotypes
- Helping young people to progress

### **Organisation of Careers Education (Staff)**

It is acknowledged that careers and work related advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals in the Academy.

#### **SLT links**

Louise Holdback Head of KS5

Becky Harbour Assistant Principal

#### **PSHE coordinator and Careers Lead**

Marie Delâge-Martin

PSHE coordinator coordinates PSHE and Careers across all KS with day to day management of KS4 provision .Liaises with with KS 3 and 5 Year Heads who oversee the day to day running of careers Chloe Stephenson and Rebecca Harbour , ensures tutors are trained and know where to find independent and impartial careers information

#### **Careers Adviser working across Key stages**

TBC

Provides independent and impartial careers advice to targeted students. These can be full one to one interviews or group sessions eg apprenticeships. She is also responsible to provide destination data as well as working with more vulnerable students such as SEN, PP students or students at risk of NEET. She also provides training to staff and liaises closely with PSHE coordinator and various Year Heads.

#### **Enterprise skills coordinator**

Andrew Collingwood

Organises the provision of enterprise skills opportunities for students at KS 3, 4 and 5 for example through Enterprise day for KS3, 4 and 5 students.

#### **Work experience coordinator**

Marie Delâge-Martin

Oversees the organisation of work experience opportunities for Year 10/12 students and is supported by Caroline Tallis, Assistant Year Head.

## **Tutors**

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors offer informal advice during tutorial interventions and through their daily 1:1 contacts with students. Tutors are well placed to understand the varied needs of their students and will usually have depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student who may have an issue they wish to discuss. In this role staff are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resource or source of help. For this reason, staff who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of students' needs. These staff are supported by other professionals such as the Careers PA.

Whilst the school expects all staff to offer impartial advice to students, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an advice service will, from time to time, result in referral to other staff within the school and to other professionals offering a more in depth and specialist support service.

Tutors can contact The Careers adviser by email and request referrals if a need has been identified.

### **Referral to specialist careers advise.**

#### **KS4**

After consultation and liaison with Year Head in charge of careers, Emily Gillespie will interview the following students:

SEN

Pupil Premium students

For other students:

Tutors or students will be able to email Careers PA directly. They will then triage queries and **either:**

- Reply by email to the most simple requests for information, this could include redirections to specific websites or appropriate literature, teaching staff or contact with post 16 institutions
- Meet with the student for a shorter session/surgery 5-15 minutes
- Organise a full careers interview with the student.

Tutors will be informed that a student is being interviewed via slips in pigeon holes or email.

Parents will be contacted via email/text/schoolcomms to let them know their child will have a careers interview.

Copies of action plans will be given to tutees and an electronic copy will be put on the G drive for teachers to access.

A similar system is used at KS5 with a particular focus on the level 2 pathway students.

With the recent change of phase, our Year groups have decreased in size and this has given far more flexibility to our Careers adviser who did see all Year 11 students for a one to one interview at least once last Academic Year.

### **Access for outside Providers**

The Academy welcomes contributions and visits from outside providers. We have numerous links with local colleges, have had talks on Apprenticeships from various providers and are keen to give our young people a wide range of experiences so they are able to make informed decisions regarding their future steps.

Providers are welcome to contact the Academy by email or by phone