TOLLBAR ACADEMY

CAREERS AND PERSONAL DEVELOPMENT
CURRICULUM AREA

Tollbar Academy

INTENTION
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Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education. (this is the subject matter that is delivered in Careers and Personal Development lessons - Cd). The programme of study at Tollbar Academy identifies the key concepts, skills and attributes that are developed through Cd education. This allows us to fulfil our statutory responsibility to support students' spiritual, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools should ensure children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The programme of study follows that which is recommended by the PSHE Association and is based on three core themes within which there is a broad overlap

Core Theme 1- Health and Wellbeing (this includes the statutory RSE and health guidance)
Core Theme 2- Relationships (this includes the sex and relationships statutory guidance)
Core Theme 3 – Living in the wider world. (this includes Careers and Citizenship topics)

Our programme of study is a planned, developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives now and in the future. The aim is to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The programme of study equips students to live healthy, safe, productive, capable, responsible and balanced lives. It supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. It provides opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

The programme of study contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The programme of study makes a significant contribution to students' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing. In addition the learning provided through this programme of study is essential to safeguarding students.

Young people are already global citizens in an increasingly connected world. They do not separate the 'offline world' from the 'online world' and therefore topics are explored within the context of both.

The aim of this programme of study is to provide students with

- Accurate and balanced knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary, challenge their own and others' values, beliefs, attitudes, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

The overarching concepts, essential skills and attributes developed through this programme of study

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)

- **Relationships** (including different types and in different settings, including online)

- **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world

- **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

- **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)

- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

- **Career** (including enterprise, employability and economic understanding)

Essential Skills and Attributes developed through the programme of study

Personal Effectiveness	Interpersonal and social effectiveness
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)	1. Empathy and compassion (including impact on decision-making and behaviour) 2.Respect for others' right to their own beliefs, values and opinions
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)	3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
3. Resilience (including self-motivation, perseverance and adaptability)	4.Skills for employability, including

4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)	• Active listening and communication (including assertiveness skills)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms	• Team working
	• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
6. Self-organisation (including time management)	• Leadership skills
7. Strategies for identifying and accessing appropriate help and support	• Presentation skills
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence	5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6.Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity
9. Recalling and applying knowledge creatively and in new situations	8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	

Some aspects of the **National Curriculum for Citizenship** are included in the programme of study at KS3. Students are taught about

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

- the operation of Parliament, including voting and elections, and the role of political parties

- the functions and uses of money, the importance and practice of budgeting, and managing risk

- **Statutory RE**

  Students in years 9 and 10 study two units of RE over the academic year.

  Year 9 – Human Rights and Good and Evil.

  Year 10- Relationships and Life and death issues

One specific aspect from the NC for Citizenship that is delivered, is that students are taught about the following

- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

- However, many aspects from the Citizenship National Curriculum are threaded throughout the programme of study for careers and personal development. For example, the citizenship national curriculum states that at KS4 students should be taught about human rights. This is taught through the RE element in Year 9. Another example is that according to the Citizenship NC students should be taught about 'the legal system in the UK, different sources of law and how the law helps society deal with complex problems. Throughout the Cd programme of study, students learn about many aspects about the law within the topics that are taught e.g consent.

Careers is also a part of this programme of study and follows the DfE Statutory guidance. Which expects

• all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;

 • all young people in secondary school and college to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;

Students in all year groups have specific lessons on careers. The faculty follows the Gatsby benchmarks to ensure that the careers education that students receive is fit for purpose.

IMPLEMENTATION

The schemes are planned and sequenced, demonstrating a spiral learning progression. Key assessments measure impact. The programme of study is delivered through the weekly careers and personal development lesson which all students have.

However, many elements that are taught in the lessons are extended and enhanced through other aspects of school life such as tutor time and assemblies. An example of this is that all students had the opportunity to vote in the 'Your Voice, Your Vote' which is a North East Lincolnshire programme in which the results inform local priorities for the young people in our area. There was an 82% of voter turnout at Tollbar in September 2019.

The programme of study is responsive to the needs of the students and the academy. In order to ensure that the programme of study meets our own students' needs, we use results from the adolescent survey which students take part in every year.

External visitors are used to enhance the learning of the students e.g we have presentations from the local police about issues surrounding knife crime and Humberside Fire and Rescue deliver presentations about all aspects of road safety.

Discreet careers lessons are planned for each year group. All students have an account on the Start careers online profile. This enables them to research careers and also record any careers input that they have had during their time at the Academy.

IMPACT

The impact of the Careers and Personal Development programme of study is that students will be equipped with the knowledge and skills to be able to participate in wider society. The programme of study for careers and personal development helps students to understand and navigate a rapidly changing 21st Century world.

This will enable them to possess the cultural capital required to enable them to succeed in later life and to be able to make a positive contribution to society.

Students will be prepared for the next step in their education and their later employment. This means that there should be no NEET students. Students should have aspirational ambitions for their future.