



Orsett Heath Academy  
Character Education and Personal  
Development Overview  
May 2020

**Key Contact Personnel**

Nominated Member of Leadership Staff Responsible: Miss S Rawson

**Date written:** May 2020

**Date of next review:** May 2021

**This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures**

## 1) Introduction and Context

Character education and personal development are opportunities built to help young people to explore and express their character and build the skills they need for resilience, empathy and employability.

## 2) Links to other policies

This policy is linked to the following:

- SMSC and British Values Policy
- PSHE and RSE Policy
- Careers Guidance Policy
- Curriculum Policy
- Safeguarding Policy
- Student Welfare and Pastoral Care Policy
- Anti-Bullying Policy

## 3) Character Education

Orsett Heath values the Six Character Benchmarks as a method to evaluate our character education and personal development

Six Character Benchmarks	Orsett Heath Academy provisions
<u>What kind of school are we?</u> <ul style="list-style-type: none"><li>• How clearly do we articulate the kind of education we aspire to provide?</li><li>• How do we ensure that all members of the school community understand and share our aims?</li><li>• How effectively do we create a sense of pride, belonging and identity in our school?</li></ul>	<ul style="list-style-type: none"><li>• Values and ethos statement</li><li>• Students involved in creation of values and ethos</li><li>• School newsletters, website and social media used to communicate values and ethos</li><li>• Assemblies to revisit values and ethos</li><li>• Rewards structure and policy to focus on positive behaviour throughout the school</li></ul>
<u>What are our expectations of behaviour towards each other?</u> <ul style="list-style-type: none"><li>• Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?</li><li>• How well do we promote consideration and respect towards others, good manners and courtesy?</li><li>• How well do we promote a range of positive character traits among pupils?</li></ul>	<ul style="list-style-type: none"><li>• Behaviour structure and policy to focus in importance of good behaviour throughout the school</li><li>• Consistency in behaviour management through regular training, reinforcement and feedback</li><li>• Staff modelling the values and ethos within the school</li><li>• Personal development and behaviour clinic programmes within tutor time over a fortnight to encourage reflection on expectations</li></ul>
<u>How well do our curriculum and teaching develop resilience and confidence?</u>	<ul style="list-style-type: none"><li>• Resilience and mind-set tutor time programme over the fortnight to</li></ul>

<ul style="list-style-type: none"> <li>• Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?</li> <li>• Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</li> </ul>	<p>encourage both resilience and confidence in students</p> <ul style="list-style-type: none"> <li>• Departmental overviews per year group of the 'cultural capital' offers within subject areas</li> <li>• Learning journeys per subject areas to show logical organisation and sequencing of topics</li> <li>• Personal development tutor time programme in place to encourage student's participation in wider school life</li> <li>• Logging of activities and involvement on the Unifrog programme, analysed by staff</li> </ul>
<p><u>How good is our co-curriculum?</u></p> <ul style="list-style-type: none"> <li>• Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?</li> <li>• Do we make use of or promote local, national or international programmes or organisations?</li> <li>• Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time?</li> <li>• Are there ample opportunities for pupils to compete, perform, etc., and is success acknowledged and celebrated?</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum has been developed to ensure breadth and depth including emphasis on music, art, and sport</li> <li>• Full provision of extra-curricular clubs has been produced to cover the wide range of interests</li> <li>• Logging of activities and involvement on the Unifrog programme, analysed by staff</li> <li>• Personal development journey developed for students to follow alongside a personal development checklist</li> </ul>
<p><u>How well do we promote the value of volunteering and service to others?</u></p> <ul style="list-style-type: none"> <li>• Are age-appropriate expectations of volunteering and service to others clearly established?</li> <li>• Are opportunities varied, meaningful, high-quality and sustained over time?</li> <li>• Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society?</li> </ul>	<ul style="list-style-type: none"> <li>• Established opportunities to bring businesses and schools together to develop learning opportunities</li> <li>• Volunteering as a 'tick' check on the personal development checklist</li> <li>• Student leadership provision in place to encourage volunteering and service to others</li> </ul>
<p><u>How do we ensure that all our pupils benefit equally from what we offer?</u></p> <ul style="list-style-type: none"> <li>• Do we understand and reduce barriers to participation?</li> <li>• Do we enable young people from all backgrounds to feel as if they belong and are valued?</li> <li>• Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the pupils we serve?</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to keep track of student's involvement and participation via the Unifrog platform, supported by the Head of School</li> <li>• Tutors to coach students whom barriers are observed for</li> <li>• Pupil premium funding used to support students in their involvement of trips and visits</li> </ul>

#### 4) Curriculum Provisions

### Personal, Social, Health Education (PSHE)

PSHE will be taught through 2 hours of curriculum time a fortnight. This will be divided into 3 core themes, the level of demand for which will increase as a student progresses, deepening their learning.

For further information on our PSHE provision, please see the *OHA PSHE and RSE Policy March 2020*

### Relationships and Sex Education (RSE)

RSE will be one of the 3 core themes delivered within the PSHE curriculum time. Students will participate in the Relationships and Sex Education theme during Spring 1 and Summer 1

For further information on our PSHE provision, please see the *OHA PSHE and RSE Policy March 2020*

### Careers Education, Information, Advice and Guidance (CEIAG)

Careers Guidance will be one of the 3 core themes delivered within the PSHE curriculum time. Students will participate in the Living in the Wider World theme during Autumn 2 and Summer 2

For further information on our PSHE provision, please see the *OHA PSHE and RSE Policy March 2020*

Further to this PSHE provision, a variety of other methods will be used to enhance student's careers education, information, advice and guidance, including assemblies, external speakers, and trips and visits. For further information, please see the *OHA Careers Guidance Policy March 2020*

## **5) Tutor Time Provisions**

### Social, Moral, Spiritual and Cultural (SMSC)

SMSC will be taught through three main strands:

- Tutor Time – Students will receive 2 sessions a fortnight based on SMSC educational topics. Outcomes will be recorded in Tutor Workbooks and students will self-assess their progress
- Curriculum Coverage – A whole-school audit of SMSC coverage will be created and kept up to date by all departments
- Assemblies – All assemblies will be based on a variety of SMSC educational topics, planned throughout the entire year

For further information on our SMSC education, please see the *OHA SMSC and British Values Policy March 2020*

### British Values

British Values will be taught through 3 main strands:

- Tutor Time – Students will receive 2 sessions a fortnight based on British Values. Outcomes will be recorded in Tutor Workbooks and students will self-assess their progress
- Curriculum Coverage – A whole-school audit of British Values coverage will be created and kept up to date by all departments

- Assemblies – All assemblies will be based on a variety of British Values, planned throughout the entire year

For further information on our British Values provision, please see the *OHA SMSC and British Values Policy March 2020*

## 6) Citizenship

Although citizenship in itself will not be a taught curriculum subject, it overlaps highly with those curriculum areas that are offered within Orsett Heath.

The following table highlights were the key objective pupils should be taught about under the citizenship national curriculum are covered within Orsett Heath.

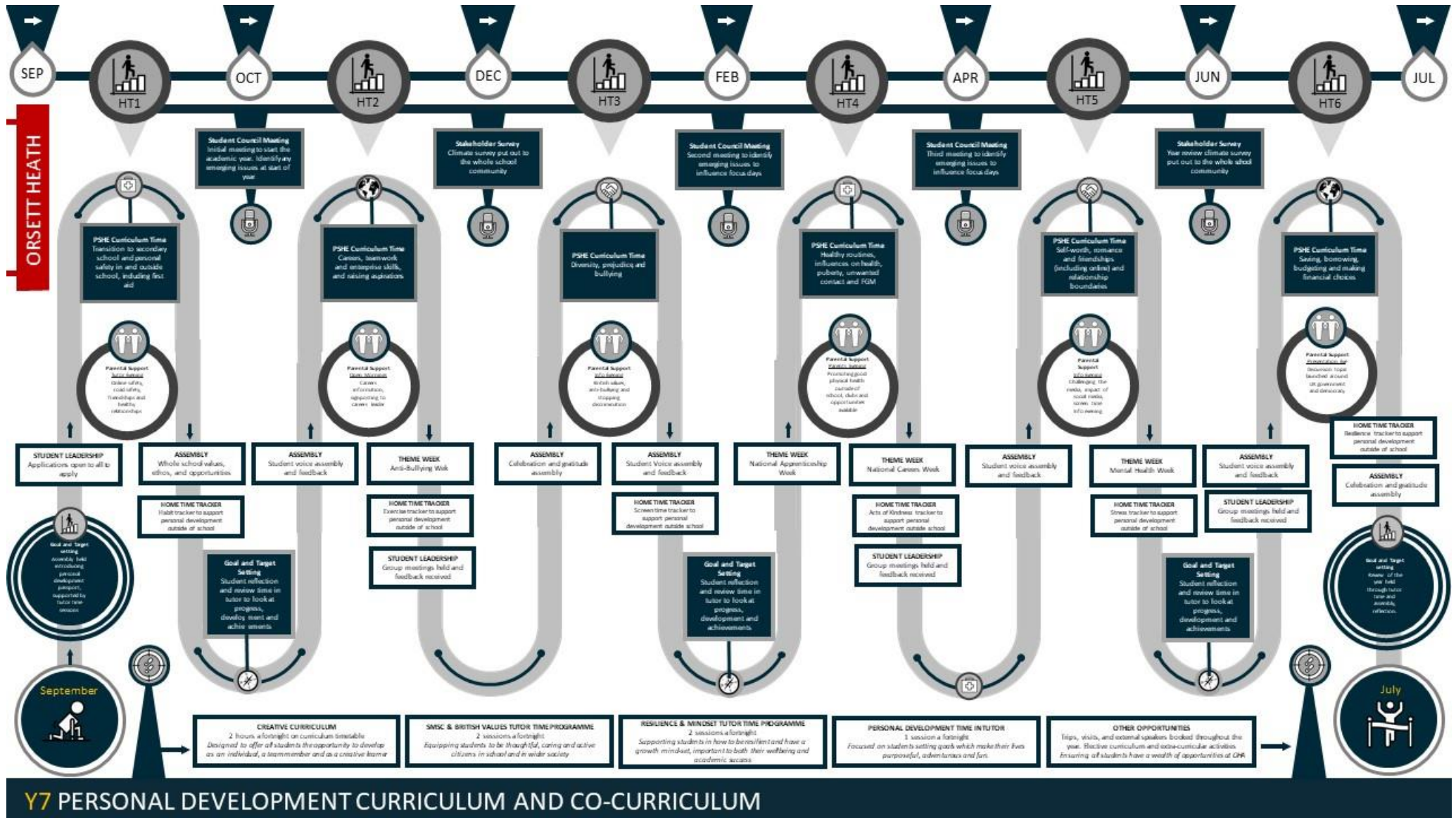
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<ul style="list-style-type: none"> <li>• SMSC and British Values tutor time provision</li> <li>• Assemblies</li> <li>• The creative curriculum provision – Including; exploring social issues through a range of media</li> </ul>
The operation of Parliament, including voting and elections, and the role of political parties	<ul style="list-style-type: none"> <li>• SMSC and British Values tutor time provision</li> <li>• Student leadership opportunities</li> <li>• Assemblies</li> <li>• The creative curriculum provision – Including; developing emotional intelligence</li> </ul>
The precious liberties enjoyed by the citizens of the United Kingdom	<ul style="list-style-type: none"> <li>• SMSC and British Values tutor time provision</li> <li>• Assemblies</li> <li>• The creative curriculum provision – Including; developing emotional intelligence</li> </ul>
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	<ul style="list-style-type: none"> <li>• SMSC and British Values tutor time provision</li> <li>• Assemblies</li> <li>• The creative curriculum provision – Including; loading adulthood, focusing upon the future</li> </ul>
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	<ul style="list-style-type: none"> <li>• PSHE curriculum time – Core theme: Health and wellbeing &amp; Relationships and sex education</li> <li>• Assemblies</li> <li>• The creative curriculum provision – Including; exploring the world through a range of media</li> </ul>
The functions and uses of money, the importance and practice of budgeting, and managing risk	<ul style="list-style-type: none"> <li>• PSHE curriculum time – Core theme: Living in the Wider World</li> <li>• Wider careers education, information, advice and guidance provision</li> <li>• The creative curriculum provision – Including; loading adulthood, focusing upon the future</li> </ul>

## 7) Other Supporting Provisions

The following provisions at Orsett Heath will support student's personal development alongside the core themes mentioned above

- Student leadership opportunities
- National awareness days and weeks
- Assemblies throughout the academic year
- Tutor time programmes including resilience and mind-set and personal development time
- The elective curriculum during Monday Period 6 lessons
- The creative curriculum with 2 hours a week on the timetable
- The religious education curriculum with 1 hour a fortnight on the timetable
- Parents information and support evenings
- Stakeholder surveys and feedback
- Trips and visits throughout the academic year
- Inclusion of external visitors and speakers throughout the academic year
- Reporting of academic progress three times a year
- Extra-curricular clubs

## 8) Personal Development Curriculum and Co-Curriculum Journey



## 9) Personal Development Involvement Award

Further to the journey, students are encouraged to participate in all forms of personal development by complete the Personal Development Involvement Award.

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To complete the Personal Development Award, you need to complete 20 activities between Years 7 – 10 to earn a Pass Award. Beyond that, completing 30 activities will earn you the Merit Award, and 35 activities the Distinction Award

### Across the Curriculum

1. Visit an art gallery or exhibition
2. Visit a museum or historical site
3. Belong to a club for a whole year
4. Library reading challenge

### Tutor Time

5. Participate in an inter-tutor sport event
6. Participate in an inter-tutor challenge event
7. Participate in 3 inter-tutor challenge or sport events
8. Acts as a leader for others in a student leadership role

### Citizenship

9. Be part of student voice
10. Help with a primary school event
11. Present an assembly
12. Help out at a school event in some capacity – e.g. Open Evening

### Sport

13. Participate in a Sports Day Event
14. Help with a primary school sports festival
15. Represent the school at sport across the whole season
16. Represent the school at 2 different sports across the whole season

### Trips and Visits

17. Attend a school visit or trip
18. Complete your Bronze Duke of Edinburgh
19. Complete your Silver Duke of Edinburgh
20. Visit a college, university or speech held by an outside professional

### Performing Arts

21. Visit the theatre or go to a concert
22. Learn to play an instrument in school
23. Perform or assist in a school production
24. Perform, act or assist in a performance outside and beyond school

### Beyond

25. Take part in a charity event to raise money
26. Volunteer within the local community
27. Take part in the Jack Petchey Speak Out challenge
28. Participate in a Rotary competition
29. Take care of, and improve the natural environment
30. Attend a club, society or team outside of school for a year e.g. Scouts, Football Team



## **Appendix 1 – Supporting Organisations**

The following is a non-exhaustive list of organisations, which support character education and development in children and young people:

### Archbishop of York Youth Trust

The Archbishop of York Youth Trust was established by Dr John Sentamu, Archbishop of York, in 2009. The Youth Trust is founded on Christian values and is inclusive to all in its ethos and activities. They believe that every young person is unique, of great worth, and has the potential to change our communities for the better. They exist to empower young people to serve their generation, putting the needs of others before themselves, as displayed in the life of Jesus and people from many faith traditions. The Young Leaders Award (YLA) is a fully resourced leadership and character education programme designed to be delivered by teaching staff within the classroom.

[www.archbishopofyorkyouthtrust.co.uk](http://www.archbishopofyorkyouthtrust.co.uk)

### Arts Council for England

Involvement with arts and culture is crucial to imagination, self-expression and creativity in young people. It also develops the skills that fuel the success of the UK's creative industries, and that will result in the next generation of creative talent across the country. The Arts Council works with the Department for Education, Department for Digital, Culture, Media and Sport, cultural organisations and artists, schools, cultural partners, broadcasters, local authorities, Higher and Further Education institutions and other partners to ensure the provision of excellent art, museums and libraries for all children and young people.

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

### Association for Character Education

ACE is a not for profit membership organisation. It is a community for schools, organisations and individuals interested in character education to share expertise and practice. The organisation supports schools, teachers and other educationalists to develop and promote character education responses that enable young people and societies to flourish.

[www.character-education.org.uk](http://www.character-education.org.uk)

### Association for Physical Education

The Association for Physical Education (afPE) is the only representative PE Subject Association in the UK. They promote and maintain high standards and safe practice in all aspects and at all levels of physical education, school sport and physical activity influencing developments at national and local levels that will impact on pupils' physical health and emotional well-being.

[www.afpe.org.uk](http://www.afpe.org.uk)

### Careers & Enterprise Company

The Careers & Enterprise Company link schools to employers to help deliver world-class careers support for all young people. Through a national platform, they bring schools and businesses together to provide students with their entitlement to skills acquisition, engagement with employers and inspiration to engage with their studies.

[www.careersandenterprise.co.uk](http://www.careersandenterprise.co.uk)

### Combined Cadet Forces

CCF units in schools give young people the life skills and self-confidence to take charge of their lives so they can reach their full potential at school and beyond, including in employment. The aim is to enable the development of personal responsibility, leadership and self-discipline by offering young people a broad range of challenging, exciting, adventurous and educational activities.

[www.combinedcadetforce.org.uk](http://www.combinedcadetforce.org.uk)

### Duke of Edinburgh

The DofE charity works with organisations across the UK to help young people gain essential skills, experience, confidence and resilience to successfully navigate adult life.

[www.dofe.org](http://www.dofe.org)

### Jack Petchey “Speak Out” Challenge!

Jack Petchey’s “Speak Out” Challenge! is a programme managed and delivered by Speakers Trust, the UK’s leading public speaking organisation and is supported and funded by the Jack Petchey Foundation. Their aim is to amplify young people’s voices by building confidence, developing skills and creating platforms for young people to share their stories and ideas to empower not only themselves but each other. In this way, they champion effective communication to use in education, employability and social change.

[www.speakoutchallenge.com](http://www.speakoutchallenge.com)

### Jubilee Centre

The Centre is a research centre based in the [School of Education](#) at the [University of Birmingham](#). The vision for the Centre is not simply to research past and present attitudes to character and virtues, but shape the future attitudes and behaviours of the British people. It aims to enable British people to explore their character and virtues and, if and where required, transform them. The Jubilee Centre *Framework for Character Education in Schools* sets out the Centre's position on character education, what it is, and why it is important. It calls for all schools to make explicit how they go about

[www.jubileecentre.ac.uk](http://www.jubileecentre.ac.uk)

### Girlguiding

Girlguiding Helping girls aged 5 – 18 to try new things that teach them about themselves, their community and their world. Girlguiding introduces girls to a world of new opportunities, challenges and fun. As well as trying activities in their meetings, girls choose from interest badges related to things they want to know more about.

[www.girlguiding.org.uk](http://www.girlguiding.org.uk)

### National Citizen Service

NCS is a life-changing programme open to all teenagers aged 15-17 to discover who they are and what they can do. NCS is a four-phase programme specifically designed to provide young people with all sorts of new experiences, confidence and skills to boost UCAS statements or CVs.

[www.ncsyes.co.uk](http://www.ncsyes.co.uk)

### PSHE Association

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Curriculum, research and resources are available online and outline how PSHE education helps schools fulfil their statutory responsibilities, and how high-quality PSHE education contributes to success in Ofsted inspections.

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

### Red Cross

Red Cross Neutral, independent and impartial, helping people that need it the most in the UK and internationally. Staff and volunteers help anyone, anywhere in the UK and around the world, get the

support they need if crisis strikes from hiring a wheelchair or dealing with loneliness, to adjusting to life in a new country.

[www.redcross.org.uk/get-involved/volunteer](http://www.redcross.org.uk/get-involved/volunteer)

### Scouts

Scouts The Scouts believe in preparing young people with skills for life. They encourage young people to do more, learn more and be more through teamwork, leadership and resilience – skills that have helped Scouts become everything from teachers and social workers to astronauts and Olympians. They help young people develop and improve key life skills.

[www.scouts.org.uk/home](http://www.scouts.org.uk/home)

### Sport England

Sport England Sport England is responsible for grassroots sport in England. Their strategy *Towards an Active Nation* sets out how we will work with national and local partners to ensure everyone in England can benefit from sport and physical activity. They are working to ensure children and young people from the age of five are able to enjoy the benefits of sport and physical activity. Enabling them to feel more motivated, confident and able to get active – which will also increase the likelihood of being active later in life.

[www.sportengland.org](http://www.sportengland.org)

### Step up to Serve

The #iwill campaign brings together hundreds of organisations from all sectors to embed meaningful social action into the lives of young people across the UK. Social action includes activities such as campaigning, fundraising and volunteering, all of which create a double-benefit – to communities and young people themselves.

[www.iwill.org.uk](http://www.iwill.org.uk)

### The Speakers Trust

The Speakers Trust unlocks potential through the power of communication. The vision is for every young person to be able to speak confidently and to be heard. They provide a toolkit that allows young people to enjoy speaking up. When they see that they can speak and be heard, they gain the confidence to take on other challenges and seize every opportunity to use their voice.

[www.speakerstrust.org](http://www.speakerstrust.org)

### Young Enterprise

Young Enterprise works directly with young people, teachers, parents, businesses and influencers to help build a successful and sustainable future for all young people and society at large.

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

### Youth Sport Trust

Youth Sport Trust are a national children's charity passionate about creating a future where every child enjoys the life-changing benefits that come from play and sport. Their mission is to pioneer new ways of using sport to improve children's wellbeing and give them a brighter future.

[www.youthsporttrust.org](http://www.youthsporttrust.org)

### Youth United Foundation

Youth United Foundation's purpose is to ensure that every young person, regardless of background or location, has the opportunity to become a member of a uniformed youth group. Uniformed youth organisations offer young people a plethora of skills and experiences, laying the building blocks for young people to overcome a number of barriers in order to be the best that they can be.

[www.yuf.org.uk](http://www.yuf.org.uk)