HAVELOCK JOURNEY

Personal, Social, Health, Relationships,

Sex Education, Careers and Enrichment Policy

Document Management Information

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1. **INTRODUCTION**

This policy, our Havelock Journey, aims to support all of the core values set out by the David Ross Education Trust :- ASPIRATIONS, AMBITION, RESPECT, COURAGE.

By understanding our context and the needs of all our students, regardless of their start in life, we will take all students on a journey of personal development unique to Havelock. The Havelock Journey builds character, knowledge, skills and understanding across all aspects of academy life, inclusive of, but not restricted to academic learning. The Havelock Journey will prepare students to be well rounded young people entering the world when they leave our care. We will do this through a wide range of experiences inside and outside of school, working in collaboration with others including key stakeholders, followed by personal reflection and action planning.

We aim to build resilience and character and through a whole school approach we hope for our students to believe in themselves, develop perseverance, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and have self-worth and self-respect. The experiences we offer students, both inside and outside the classroom, during the academic day and after school, during term time and in school holidays, will help to shape them into well rounded, active citizens who understand themselves and the world they are facing.

Havelock Academy is an age 11 – 18 academy, part of the David Ross Education Trust. All students at Havelock Academy will benefit from this policy in various ways. Havelock Academy serves two towns, Grimsby and Cleethorpes and serves a diverse population, including one of the most deprived wards in the UK – East Marsh.

2. **POLICY SCOPE & PURPOSE**

This policy is applicable to all students at Havelock Academy from Year 7 to 11. The Havelock Journey will build each year around three core themes as detailed below. Each of the themes and subject areas cover a range of skills and attributes and complement each other well to give our students a full and enriched Havelock Journey. Each area forms an integral part of students 5 and 7 year pathway at Havelock Academy. Our Personal Development curriculum follows a spiral structure, meaning that students revisit key topics each year as they progress through their Havelock Journey. With each revisit, they consolidate prior learning and deepen their understanding, enabling them to access increasingly complex knowledge as they grow older.

- Health and Wellbeing (HT1 – Mental Wealth and Wellbeing, HT2 – Drugs, alcohol and Healthy Living)
- Wider World (HT4 – Careers and the World of Work, HT6 – Living in the Wider World)
- Relationships (HT3 – Inclusion and Diversity, HT5 – RSE

WIDER WORLD	HEALTH AND WELLBEING	RELATIONSHIPS
● *Learning skills* ● *Choices and pathways* ● *Employer engagement* ● *The world of work* ● *Employment rights & responsibilities* ● *Financial choices*	● Self concept ● Mental health and emotional wellbeing ● Health related choices ● Healthy lifestyles ● Drugs, alcohol and tobacco	● Positive relationships ● Relationship values ● Forming and maintaining respectful relationships ● Consent ● Contraception and parenthood

● *Media literacy and digital resilience*	● Managing risk and personal safety ● Puberty, sexual health & fertility	● Bullying, abuse and discrimination ● Social influences

These core themes can then be broken down into 5 areas, all of which complement each other and help students

to build on their experiences, skills, knowledge, feelings and understanding of the 3 core themes.

- Personal, Social, Health & Economic
- Relationships and Sex Education
- Careers Education, Information, Advice and Guidance
- Enrichment – Sports and Arts
- Havelock – unique experiences that our students are part of

The Havelock Journey will be delivered to students in a range of teaching methods, interactive discussions, online materials, group work and guest speakers. It will differentiate for student's needs where appropriate and will be delivered in a safe and appropriate learning environment. Staff will be empowered to answer challenging questions and ground rules must be established at the beginning of each session to ensure that all parties are clear of the expectations and constraints of the subject. Kirsty Desborough, our Academy Counsellor, is our Senior Mental Health Lead and is available during all Personal Development sessions to support vulnerable students.

3. **LEGAL & REGULATORY FRAMEWORK**

This policy takes its guidance from the following legislation and statutory guidance:-

- Department for Education – Keeping Children Safe in Education
- Department for Education Character Education Framework Guidance – Nov 2019
- Department for Education – Physical health and mental wellbeing – July 2019
- Careers Strategy 2018 & Gatsby Benchmarks
- Equality Act 2010
- Relationships Education, Relationships & Sex Education & Health Educations (England) Regulations (2019)
- Mental Health and Behaviour in Schools (advice for schools)
- PSHE Association Programme of Study Key Stage 1-5

This policy should also be read in conjunction with the Trust's:

- Child protection and safeguarding policy
- Attendance policy
- SEND policy
- Teaching and Learning policy
- Behaviour & Ethos Policy

4. ROLES & RESPONSIBILITIES

All staff who have contact with our students have a role in delivering this policy.
This curriculum will predominantly be delivered by tutors, of which there are: 8 in years 7, 8 and 9 and 5 in year 10 & 11.

Teaching staff members also play a key part in the delivery when incorporating our values and elements of the core themes in their lesson delivery.

All staff members who are involved in delivering this policy are aware of our context and the challenges some of our students face and the adverse childhood experiences some of them have been subject to. All staff will act in a caring, sensitive and supportive manner and make use of resources in the wider school and externally for necessary support, as and when necessary.

A designated Governor will act as the lead for the Havelock Journey and hold staff to account for the delivery of this policy.

- Assistant Principal – Personal Development (Havelock Journey) L Johnson
- PSHE & RSE Co-ordinator – B Selby
- Safeguarding Team – liaise directly with staff and provide CPD opportunities
- Tutors – direct delivery of content and support with personal development through the journey during tutor time and Step Up Days
- Heads of Year and House Champions – hold weekly assemblies for students

External organisations support the delivery of the Havelock Journey in many ways. All professionals who come into the academy and are part of the Havelock Journey will be subject to a DBS check and safeguarding procedures.

5. SYSTEMS, STRATEGIES AND PROCEDURES

This policy has been written with consultation with parents, staff and students to ensure it is fit for purpose.

This policy takes into account the needs of all students at Havelock Academy, regardless of their race, background, ethnic minority, gender or any other needs or differences.

Parents have the right to request to remove their child from sex education during year 7, 8 & 9 if they feel it appropriate. Parents will be challenged as to where and how they will ensure their child receives appropriate, relevant and factual sex education in its place. Before permission is granted a meeting between the parent and the lead for Personal Development should take place to ensure the student's needs are being met and their wishes are understood. The benefits of the student being part of the Havelock Journey will be discussed and the effects on the student must be clarified.

A record will be kept of this request and the actions taken.

Students' attendance is monitored for each lesson through Bromcom.

Parents can do this by emailing the Principal, Ms E Marshall to make the request. In years 10, 11, 12 & 13 students have the same right to withdraw but the Academy will ensure that students are being taught the relevant, appropriate and factual education is being taught in its place.

Students in the Hive, isolated from mainstream provision still have access to the Havelock Journey through the delivery of their curriculum and have designated time with our external provider for RSE.

6. DEFINITIONS AND KEY TERMS

In addition to the information above:-

- Personal, Social, Health & Economic is defined as the part of the Havelock Journey where students prepare key skills for the future in relation to their emotional, social and physical well being including their position in the community and later the wider world and what they can contribute to this.
- RSHE includes learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We aim to equip students with the information, skills and positive values to have safe, fulfilling relationships and to enjoy their sexuality and take responsibility for their sexual health and well-being.
- Careers Education, Information, Advice and Guidance is defined as the part of the Havelock Journey where students prepare for life after school in relation to their job and their financial future
- Enrichment – Sports, Music and The Arts are delivered through a comprehensive enrichment program.
- Havelock is defined as the academy (including its sixth form) which all students attend and the experiences they are offered as a student at Havelock and part of the David Ross Education Trust

7. RESOURCES

External stakeholders:-

PSHE Association – Membership to professional body, resources for rolling tutorial delivery
School Nursing Team
Early Adopter – NE Lincolnshire Council
Academy Resource Team
Safeguarding Team and Designated Safeguarding Lead
Public Health England
YMCA
Humberside Police
Safer Roads Humber
Humberside Fire & Rescue
Employers (local, regional and national)
Colleges and Universities

Local Enterprise Partnerships
Parents and carers
NSPCC
Local Authority
Pol-Ed
Online materials and content

8. MONITORING & EVALUATION

Student feedback and reflection forms an integral part of the Havelock Journey and will be carried out in the following ways:-

- Student Leadership Team Meetings – One House Captain per house (8 in total), one Head student and one Deputy Head Student. Student Leadership meetings are lead by the lead for Personal Development.
- Questionnaires at parents evenings – standard questionnaires for parents include responses about student's personal development .
- Evaluation of Step Up Days - tutor group feedback at the end of each day (3x year)
- Tutor group reflection journal completed at the beginning and end of each half term to show progress within each theme.
- Exercise Books to be used to complete knowledge retrievals and assessment of learning each lesson.

9. Curriculum Development

The PSHE and RSE curriculum are planned in line with the government expectations and reviewed regularly to account for contextual need. When required parents are consulted so they can make an informed choice about their child's engagement in our curriculum.