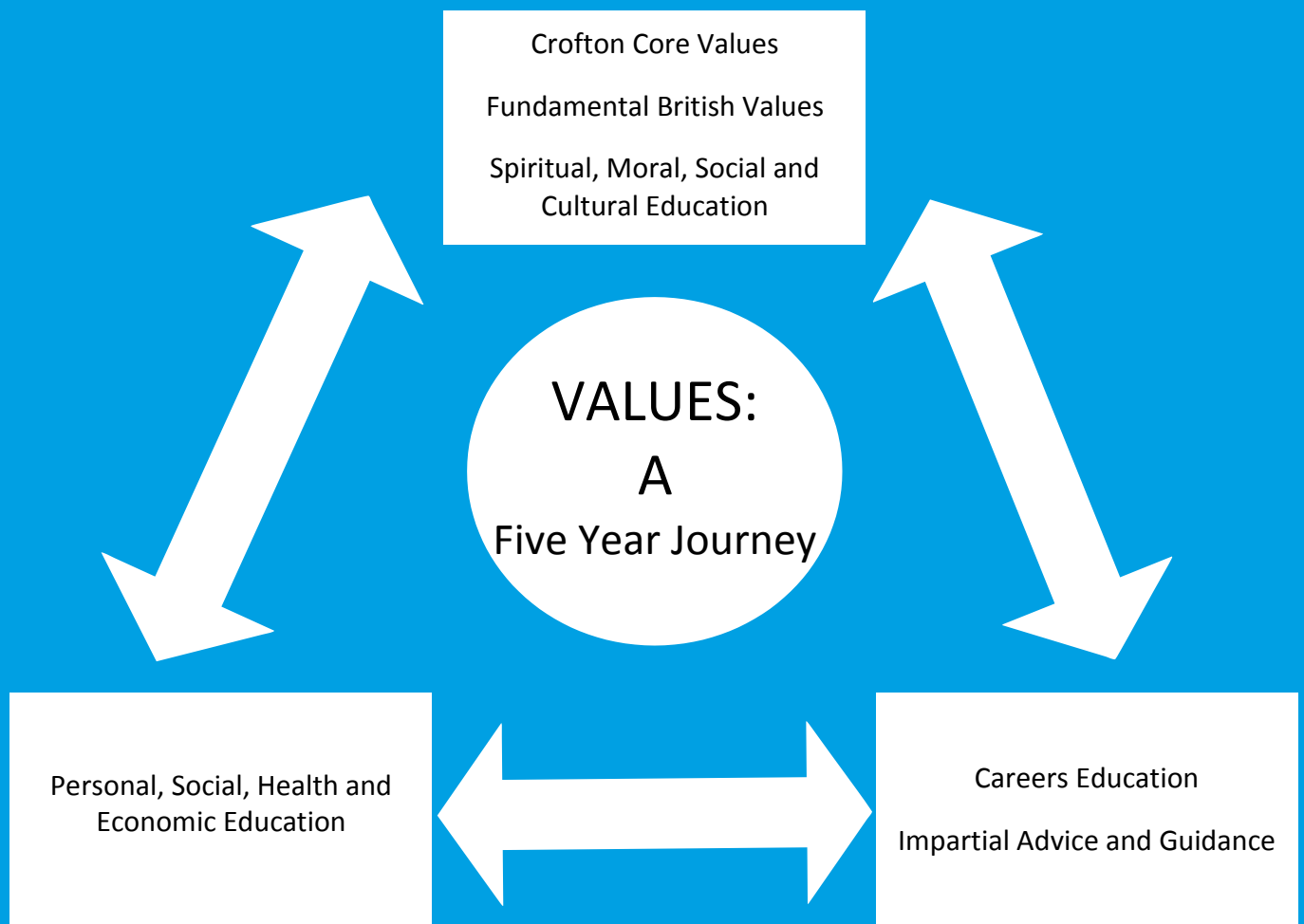


PARENT GUIDE TO VALUES



“Our School Has A Mind to Be Kind”



Values: What is it all about?

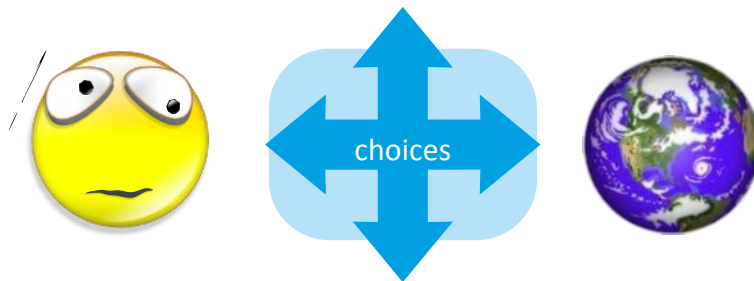
At school pupils are reminded and taught to be responsible, respectful and ready to learn. School helps everyone most when we work together to do our best in lessons, alongside being kind to each other.

“Together We Will Achieve.”

In A World Where You Can Be Anything,
Be Kind.

Most pupils spend five years at Crofton Academy and our Values work will support pupils to learn: about themselves; how to make informed decisions; about society and the opportunities that they'll have in the future. We want to work with pupils and guide them, to be someone who can be resilient, happy, informed and able to be a positive contributor to society. We also want to ensure that pupils know how to be safe, healthy and responsible - for themselves and others.

Values is all about pupils! Values lessons and activities/experiences are designed to help pupils to learn about the world, its opportunities and how to manage the various situations in which they might find themselves.



Pupils will be able to learn about different view points and improve their ability to actively listen and appropriately put forward their views. The lessons will also support pupils in the decisions that they make about their future life choices.



This booklet gives you a brief look at how we intend to do this. Remember, however, that we regularly evaluate this work and when new opportunities arise we'll add them to the Values Programme.

“Our School Has a Mind To Be Kind.”

Small, tiny decisions have a big impact on others. Kindness is incredibly valuable and throughout all of the things we do and say, our behaviours need to consider kindness at its root. Throughout five years at Crofton Academy we will often discuss kindness and focus on different aspects of kindness.

Careers Education, Impartial Advice and Guidance

Careers Leader: Miss Lord

Careers Adviser: Tracey Chapman (Tuesday and Thursday)

SLT Careers Link: Mrs Ashton

The school website has lots of helpful information. Should you need hard copies of any of its content, please let Mrs Ashton know. You can ring school on 01924 862985 or email kate.ashton@croftonacademy.org.uk.

We want to work with pupils to make them aware of the world of work and to equip them with unbiased information, so that they can make good choices.

Your roles in this is crucial. Please take time to discuss with your son/daughter their skills and aspirations. It is not necessarily for any pupil to know exactly what s/he wants to do as a career. **The most important thing is to help and encourage your child to explore and investigate every opportunity/pathway.** You can also request an appointment with Tracey Chapman, by contacting her on tracey.chapman@croftonacademy.org.uk.

Aspiration: every pupil has special skills, qualities and abilities. We will support pupils to help recognise what these are and to realise the huge range of paths that can be taken. It's crucial that in today's competitive world pupils aim high and recognise that they must explore a range of opportunities, in order to find what's best for them. It's vital to be open to finding out about different things, even if pupils think that they know what they want to do. Take every opportunity provided to explore!

How Does The Values Programme Help? Careers education happens in every year and lessons include:

Year 7 • Explore skills and what employees want.

- Understand behaviours for work.
- Meaningful interaction with an employer.
- Problem solving activities/changing one's mind

Year 8 • Investigate subjects linked to careers.

- Option choice support linked to aspiration.
- Decision making.
- 'Fast Tomato' exploration / careers advice.
- Meaningful interaction with post-16 and post-18 providers.
- 'Which Way Now' booklet to use in school and at home.

- Year 9**
- Investigate the world of work and how careers change / evolve.
 - Look at 'Labour Market Information' and identify skills needed by employers.
 - Explore the different pathways to work - college / university / apprenticeships etc.
 - Explicit teaching of career choice linked to specific subjects in 'Careers Week'.
 - Growth mindset work linked to resilience and aspiration.
- Year 10**
- Meaningful encounter with employer [TBC].
 - Support/advice using eClips.
 - Assemblies linked to Taster Days and the need to explore opportunities - aspirations discussed too.
 - Taster Day trips.
 - Preparation for Mock Interviews: CV work / produced; interviews explored; communication and self-confidence lessons.
 - Meaningful encounter with employer [TBC].
- Year 11**
- Exploration of post-16 and post-18 options.
 - Assemblies from a range of post-16 providers.
 - Application advice and support.
 - Employability skills and eClips use.
 - Apprenticeships, universities, colleges and various pathways.
 - Labour Market Information.
 - Aspiration.
 - Mock interview.
 - Work experience [TBC].

This overlaps with the Values Lessons looking at resilience, respect and decision making etc.

Apprentice opportunities are on the school website alongside Labour Market Information. Guides on how to use eClips and Fast Tomato are also on there! Let Mrs Ashton know if you need hard copies of these guides.

'Guidance, Counselling, Coaching, Care.'

Making sure that your child is well informed now will help, not just when they are 16, but in future career choices throughout their lives.

So please use this guide to help find out where you can locate support and information, now and in the future.

As mentioned, Tracey Chapman is our Careers Adviser. Tracey works Tuesdays and Thursdays at Crofton Academy. Her role covers Post 16 option consultation (including apprenticeships), career choice and qualification choice to help remove barriers to achievement. Pupils can ask for an appointment through their year group team, Miss Lord or speak directly to Tracey. You can also email Tracey directly if you have any concerns linked specifically to post 16 choices.

The Options...

The Government has increased the age all young people must continue in education or training until their 18th birthday.

Young people can choose from:

- full-time education in school, college or at home
- apprenticeship
- part-time education or training if in employment or volunteering full-time (20 hours or more a week).

Let us help your child to make sense of what is out there and to organise their thinking.

Remember pupils should:

- Find out about the different careers that interest them – use eClips (online resource) and career quizzes.
- Get advice from the people who know them (like your parents and teachers) and from those with expertise in this area, such as careers advisers.
- Look at the qualifications on offer to them in local colleges and also consider whether an apprenticeship might be a good route for you.
- If they are interested in a higher-education course at 18/19 or in the future then check out the entry requirements – **be prepared!**
- Find out what other people with the qualifications they are interested in have gone on to do.

Concerned about the cost?

Research the 16 to 19 Bursary Fund on the gov.uk website. Also speak to the college that they want to attend, as many colleges have different approaches and funds available. www.gov.uk/1619-bursary-fund

What We Know About The Future

- People are likely to change jobs many times in their working life as there are few 'jobs for life'.
- New jobs are emerging all the time as technology advances. Your child might do a job that has not even been created yet!
- The number of jobs requiring higher skills is likely to increase.
- With these things in mind, skills like flexibility, problem-solving and team work, as well as effective communication and being prepared to learn new things will be as important as focusing on a specific job.

What Can You Do Now?

- Encourage your son/daughter to engage fully in their Values lessons and all activities linked to future choices.
- Remember to think discuss what your child might do when they are 16 but to consider making them prepared for future careers too. They might change their mind and need to know what to do!
- Be aspirational and resilient!
- Use the school website to help them and research what is available. eClips is a good help too!
- Consider your child's position now:
- Where are they now? Are they on track to get the best grades that they can? What skills/interests do they have?
- Where do they want to be in the future? Job? University? Specific career? Living away from home?
- How will they get there? Course? Training?

Do not be worried if your son or daughter does not know what they want to do: 'stay broad' - study a broad range of subjects at 16 so that they can decide later!

Useful websites: <https://nationalcareersservice.direct.gov.uk> and www.connexionswakefield.co.uk

Crofton Core Values

- Communication
- Co-operation
- Collaboration
- Respect
- Responsibility
- Resilience



Fundamental British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs



All of these areas can be found in our Values Programme. We work together on all of these things in our Values Lessons, in curriculum time (other lessons) and in extra-curriculum groups, activities and trips.



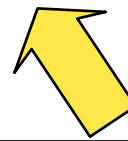
Personal, Social, Health and Economic Education

A range of learning experiences that enable pupils to recognise and value an understanding of:

- Healthy lifestyles (physical, mental and emotional)
- Society and relationships
- Economy and lifestyle choices

Spiritual, Moral, Social and Cultural Education

- Encourages curiosity
- Appropriate debate
- Evaluate and reflect
- Consider your behaviours and the behaviour of others
- Learn to manage your emotions and understand others
- Celebrate diversity



CROFTON CORE VALUES

In today's society it is crucial that we teach pupils how to debate, discuss, listen and evaluate, in order that they can make informed judgements about the world in which they live. We use both curriculum time and time outside of lessons to promote and encourage pupils to be responsible, open minded, effective and responsible young adults. This is the basis of our 'Core' values at Crofton Academy and also is an integral part of our 'Spiritual, Moral, Social and Cultural' curriculum, where we also teach British Values'.

At Crofton Academy pupils come first. Their wellbeing, achievement and happiness is at the centre of our work. Hence the delivery of our 'core' values, SMSC/British Values curriculum can be found in everything that we do. These values are crucial to the success of our pupils.

CROFTON ACADEMY 'CORE' VALUES

Co-operation

- Be polite, have good manners and follow instructions
- Accept advice positively and be prepared to compromise
- Accept and understand school rules

Collaboration

- Support each other at all times
- Work positively as a team or with a partner
- Contribute ideas and be actively involved

Communication

- Express yourself in an appropriate way with different people (consider your tone and language)
- Develop accurate and effective written communication
- Use ICT safely and appropriately

Respect

- Celebrate diversity and appreciate different viewpoints
- Take pride in your work and recognise success
- Respect our school buildings and everyone's property

Resilience

- Persevere and never give up
- Concentrate and actively participate
- Be optimistic and be prepared to learn from mistakes

Responsibility

- Be ready to learn – have the correct equipment, kit and homework
- Present yourself smartly for the school day
- Be safe, look after one another and accept responsibility for your own actions and choices

PROMOTING FUNDAMENTAL BRITISH VALUES

In 2011 the definition of 'British Values' were outlined in the Prevent Strategy. These values were reiterated in November 2014, when the Government stated that: "schools must promote the core values that are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect; and
- tolerance for those with different faiths and beliefs."

These values require good relationships between pupils, parents and teachers and at Crofton Academy, these values are embedded in our work and are reinforced regularly. Assemblies, registration time and curriculum time are all used explicitly; pupils are encouraged to engage in genuine debate and are taught about diversity, respect and liberty alongside being given the opportunity to learn about our multicultural society. The teaching of these skills and values assist our pupils in their personal and social development, empowering them to be supportive members of society. Extra-curricular time is also used to support and develop this area of our work.

A taste of what goes on...

Democracy

The Summit: elected pupils from all year groups meet and discuss key issues with SLT. They are involved in the appointment of staff, are allowed to bring about real change in school, work in an ambassador role and ensure that student ideas/concerns are heard. Also both our Y8 Options Work Experience processes allow pupils some freedom of choice.

The Rule of Law

Student/teacher relationships are built on a shared understanding of our Behaviour for Learning Policy, 'core' values and an appreciation of what is 'right and wrong'. Also accountability is stressed to all stakeholders in school: pupils, staff, Governors and parents. Indeed this is very important in our day to day work and enables our pupils to achieve success academically and socially. Values activities give pupils the opportunity to really find out about personal safety; the legalities of drugs; sex education; driving laws and the world of work.

Individual Liberty

By providing a safe environment for our pupils, we are able to offer them informed choices as they progress through school. Our curriculum teaches pupils how to discuss well and how to be active listeners. Indeed pupils learn about the choices that they will face as they grow up. E-Safety, for example, is examined and pupils learn how to make informed choices.

Mutual Respect

Teacher/pupils relationships are built on strong, mutual respect. Behaviour is best when it is taught, explained and understood. We do not tolerate poor behaviour; we promote good behaviour and we listen carefully. The ways that our pupils interact with each other shows what an inclusive community we are. Group tasks and team skills are to be found working well in a variety of settings, both during our school day and on trips.

Tolerance for Those With Different Faiths and Beliefs

Lessons in school provide pupils with a rich and enlightening understanding of other cultures e.g. Drama – African and Indian theatre. Geography – diversity and multiculturalism; democracy and migration. Health & Social Care – needs of different types of visitors to the UK. History – The Holocaust/Weimer and Nazi Germany – importance of tolerance/understanding. MFL – European languages celebrating diversity – to name just a few examples.

How Are Values Embedded In School Life?

‘Core’ values, SMSC and Fundamental British Values are at the heart of what we do; they are everywhere and encompasses all aspect of school life and every part of a pupil’s experience at school. These values are about everything that happens in school and about everything that affects pupils at our school. They not just about what happens in lessons but includes activities, tolerance and behaviours that pupils show and are privy to: behaviours and exchanges between every person in our school. The school’s rich Values provision supports pupils in their learning of how to become responsible members of society, and we are developing the ways in which ‘British Values’ are promoted. Indeed we are committed to ensuring that our pupils have every opportunity to consider their views, listen to the views of others and to learn how to become well-rounded members of the fluid world in which they live.

Staff Training

Staff training has been thorough and all staff appreciate their role and how necessary it is to promote ‘Fundamental British Values’ in a measured and balanced way. Pupils need: to be able to openly debate and discuss; to be able to share their views and be heard; to be taught facts that will enable them to make good choices and informed views/decisions. All staff have had INSET training linked to our values. As a large proportion of work done with pupils on more controversial topics is through Values lessons, staff have been able to build very good relationships with their forms and so a more secure and safe environment is present. Indeed this is crucial to our commitment to ensuring that pupils can actively listen, think for themselves, evaluate and then decide on their own viewpoints.

Daily Life

Our school aims are at the centre of our values. The school behaviour policy, curriculum and routines enable pupils to thrive. All staff are responsible for delivering our values through their everyday contact with pupils. We build on this in a number of ways:

- Focus weeks that explicitly teach pupils about a range of topics through assemblies and registration time;
- Values lessons incorporating PSHE/Careers/SMSC/FBV and Core Values;
- The Summit work;
- Word of the Week literacy focus;
- Sporting activities;
- Competitions;
- Clubs at lunchtime and after school;
- Trips and visits;
- Registration time and pastoral provision;
- Work experience;
- School ethos and rules.

We are working hard to take every opportunity to ensure that all pupils understand our values and are able to recognise their importance.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

PSHE education is a non-statutory school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. This is a crucial aspect of our Values curriculum. At Crofton Academy we have planned a 5 year journey that enables pupils to learn about, and revisit, a variety of topics that come under the umbrella of PSHE. The programme enables age appropriate materials to be used to support staff and pupils in working together to develop understanding and appreciation of our modern world. By revisiting certain topics, pupils are able to reflect and possibly modify their views/beliefs as more depth and age appropriate learning takes place.

The PSHE Association states:

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.

Crofton Academy's "Values" curriculum, that incorporates PSHE education, makes a major contribution to schools fulfilling this duty.

Also 'Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states that 'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities.'

This is also taught in Values lessons.

PSHE Association guidance also states:

Relationships and sex education (RSE) should always be delivered as part of a planned, developmental PSHE education programme. RSE will be compulsory in all secondary schools from 2020, and 'relationships education' compulsory in all primary schools.

SMSC – SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION

The four title areas underpin our commitment to teach pupils how to be responsible, open-minded, effective and supportive members of society. These are crucial to our commitment to our Values curriculum.

Spiritual

This is about the development of personality and about classrooms that allow thought and curiosity. A variety of methods and opportunities are used to engage pupils in learning about themselves, others and enabling pupils to learn how to make informed, balanced judgements based on understanding, evaluating and reflection, respect of other views and an appreciation of 'right and wrong'.

Moral

This is about what people do, how they act and how we deal with situations and pupils' circumstances; it's about how our behaviours and teaching informs pupils' learning about moral values, alongside recognising that a person's actions will affect others. We encourage and allow pupils to honestly consider and debate real issues; in turn pupils develop considered views, have opinions and with guidance, they should be able to use these skills to good effect in their everyday life. Our Values lessons enable pupils to work with their tutors in a secure setting and are a foundation upon which other curriculum areas can build, linked to this aspect of our work.

Social

By teaching pupils how to develop and use good social skills, we put pupils on the right path to succeed in many aspects of their lives. It's about giving opportunities for pupils to experience different settings, different situations and different 'rules', alongside providing them with different groups of people with whom to interact. At Crofton Academy lessons, clubs, trips, pupil support groups and tutor time are some of the situations that enable and encourage pupils to talk, co-operate and share experiences.

Cultural

This is about pupils understanding, respecting and accepting others. During lessons we celebrate our multi-cultural society and outside of lessons opportunities are taken to further cultural awareness, e.g. our support of charity work, theatre trips, foreign travel, school trips etc. We encourage pupils to explore their own beliefs and where their beliefs come from, alongside looking at diversity. Pupils have time to consider choices that life presents and are taught the value in understanding, accepting, respecting and celebrating diversity.

So Why Don't We Just Do These Things Separately?

Lots of the learning that is discussed in this booklet overlaps. For example, when pupils discuss 'Living Without Harm' during the five year programme, they'll work on:

- e-Safety (this can be linked to CCV/FBV/PSHE/SMSC and CEIAG - as your digital footprint stays with you);
 - Healthy living (CCV/FBV/PSHE/SMSC);
 - Fraud and financial crime (CCV/FBV/PSHE/SMSC);
- to name just a few topics.



So Why Repeat Certain Topics?

Isn't That Wasting Time?

No! We repeat topics on purpose. When we evaluated our work previously we recognised that often pupils have temporarily forgotten things they learnt, needing prompts to help them remember. So we decided to do shorter, focussed teaching sections and revisit topics through the five year programme. Also we recognise that a pupil in Year 7 is very different from a pupil in Year 11. So when revisiting topics we do some recapping and then add in new 'more mature' information, or look at the topic from a different angle. This allows for a deeper level of discussions and the topic to be understood in more depth.

So How Are The Topics Chosen?

We use DfE guidance, our professional judgement, information linked to current behaviours in each specific year group and have listened to pupils. We evaluate the programme linked to our findings. We also link the timing of topics to national themes and key dates, for example e-Safety Day / Week.

Values Programme (This is a 'live' document)

Whole School Theme	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1 Responsibility	Kindness Organisation Friendships Settling in Power of words Consent	Kindness Core values Self-awareness Managing feelings Peacemakers and Remembrance	Kindness Careers investigate World or work How careers change Labour market information Recognising different pathways to careers eClips	Kindness Managing risks Alcohol awareness Respect linked to disability Smoking Gambling	Finding happy career Thinking about the future Career development Apprenticeships University College application and personal statements Virtual work experience
Term 2 Looking after yourself and others	Peacemakers and remembrance Trust me – internet safety Antibullying Knife crime Kindness	First Give Project Social action awareness & involvement Teamwork & project planning Local charity: making a genuine difference Presentation/oracy skills Kindness First aid	Refugees Antibullying Transition to KS4 Mental and emotional wellbeing Positive relationships and seeking support Motivation and organisation	Refugees Cyber-bullying Let's talk about cancer Dealing with change FGM Body image in a digital world Exam anxiety/stress	Extremism Internet safety Social media risks Exploitation Understanding fraud Internet fraud Money mules
Term 3 Relationships	Sex & relationship education Happy & safe relationships LGBTQ/gender Puberty Online safety Kindness How to use eclips	Option support Fast Tomato Aspiration Decision making Internet safety (Consent/chatting online/ wellbeing) Eclips	Sex and relationship education Self-care & safety LGBTQ/gender Consent RSE drop down morning E-Safety: sending images, digital footprint & grooming	Relationship and sex education Unhealthy relationships/ consent Sexting LGBTQ Managing unwanted attention.	Working out relationships LGBT awareness Mental health Mental toughness
Term 4 Living without harm	E-Safety Risks/dangers online Democracy Extremism & Prevent Run, Hide, Tell Community cohesion	Accountability/fairness Liberty/tolerance Healthy living including emotional wellbeing	Run, Hide, Tell/ Prevent Work Extremism and fake news Radicalisation Stereotypes and equality County lines	Extremism radicalisation and terrorism Challenging the media and racism Critical thinking/reader Gangs	First aid – basic life support Bleeding and shock Bone, muscle and joint injuries Chest pain Choking
Term 5 Decision making	Healthy and unhealthy lifestyle/ choices Sleep/drugs/ alcohol/smoking Physical wellbeing Mental wellbeing Emotional wellbeing Resilience Personal hygiene Respect	Anti-bullying Safety & knife crime Gambling Motivation Media stereotyping	Knife crime Prison Me No Way drop down day Drugs & resilience Motivation & organisation Forming positive relationships Living without harm	Prevent Knife-crime Managing depression & anxiety Importance of sleep Making sense of relationships Respect linked to disability	Drug and alcohol education and awareness My mind Mental toughness Communication
Term 6 Moving forward	Careers Personal strengths for employment Behaviour for work Problem solving Core skills Can money buy happiness? Challenge/ reflection	Finances: Credit/debit Payslips Control of money Insurance Money and mental wellbeing Aspiration Initiative and pride	Online blackmail Managing money / savings and credit Fraud Money personality Mindset Aspiration and initiative.	CV writing Interviews Confidence/ Communication Taster Days Finance and fraud Risks and safety linked to money Self confidence	Left School

Please see the school website for more details (Values Programme) on what these topics entail. Also remember, that experience in all lessons and extra-curriculum activities feed into our Values Programme too.



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