



LOCKERS PARK SCHOOL PSHE, SMSC and CAREERS POLICY

This Policy applies to all pupils and staff of Lockers Park, including EYFS.

Date Reviewed	By	Date of next review
Sept 2021	NC	Sept 2022
Oct 2022	NC	Oct 2023
Oct 2023	NC	Oct 2024
Sept 2024	RT	Oct 2025
Sept 2025	RT	Sept 2026

Rationale

PSHE forms the corner stone of school life in Lockers Park. It is the key to ensuring that our students are confident, safe and happy children. PSHE is embedded throughout the school's academics, extra-curricular and boarding life. The curriculum enables students to be confident in identifying problems, assessing solutions and asking for help. At Lockers Park, we drive the students to go beyond this. They learn that they should be the makers of change, they are encouraged to connect with the community, challenge that which they perceive to be wrong and create solutions where they do not exist.

Aims and Objectives

All students have access to broad and varied curriculum, regardless of their age, race, religion, sex or nationality. The promotion of fundamental British Values (BV) is an integral part of PSHE and supports the whole school ethos. We focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) development.

In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and link learning to economic and cultural difference, helping to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance.

The continued development of BV and SMSC are ensured through many aspects of life at Lockers Park, most notably;

- Through our practise of the Christian faith, access to regular church services and Religious Studies, in which children explore different faiths and cultures.
- Regular assemblies, in which the children are guided, praised and empowered.
- External speakers are invited to deliver talks and workshops, enhancing the understanding of different topics and connecting Lockers Park with new communities.
- Form Time at the start and end of the day. It is a focal part of the students' day, in which they comfortably and confidently discuss recent events, are inspired to take action and are praised for their innovation. Support is offered at these times.
- PSHE, an up to date and progressive curriculum which is tailored to our school community.

- Cross curricular learning. By integrating subjects, our students see many perspectives of a topic and learn the importance of investigation before making decisions.
- Extra-curricular learning. We maintain a wholesome, rigorous and fun filled extra-curricular provision, this further enforces the life lessons from the school day. Departments work closely together to ensure that we are all working to achieve the school ethos and maintaining our cultural values.
- Safeguarding. Students are taught to be self-aware, and safe. They are made aware that Lockers is an open and communicative school, where they can voice any concerns. They are encouraged to stand up for others and are given many avenues of support.

PSHE

At Lockers Park, PSHE is taught weekly by teachers from Reception to Year 2, and by the PSHE lead from Years 3 to Year 8. All elements of the 2020 curriculum are covered through weekly discussion, project work and investigation in dedicated lessons. It is also supported by form tutors from Year 1 up to Year 8 in form times, using focused topics from the recent Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025). Boarding parents, Matrons and support staff further support the boarding students where necessary.

Students at Lockers Park are encouraged to make informed decisions relating to health and physical activity and to develop positive attitudes towards a healthy lifestyle. The Lockers Park education develops students' personal and social skills which gives them a basis for resilience and resourceful management of their own lives. It is important that students are encouraged to understand their own growth and development within the context of their families and communities. This links with the schools Learner Profile which is embedded throughout all aspects of the curriculum. This focuses on Resilience, Being Aspirational, Being Collaborative, Being Creative, Being Inquisitive and Being a Global Citizen.

The nature of PSHE means that it is most meaningfully covered holistically; embedded in school structures and systems, through cross and extra-curricular activities, as well as taught discretely.

PSHE outline.

Interpersonal Relationships Caring for others Expression of feelings Trust Positive relationships Making choices and their impact People to go to for help Bullying	Growth and Development Personal Identity Attributes of others and self Similarities and differences Recognising strengths and limitations (developing strengths and setting goals) Appropriate and inappropriate touch Careers
Communication Verbal and non-verbal Expressing wants, needs, feelings, complaints and concerns Self-control Giving and seeking help Asking questions Interacting with adults Active listening skills Encouraging others Presenting a view point Challenging discrimination	Values Likes and dislikes Accepting uniqueness Influences on personal values Influences on self-esteem and behaviour Influences of the media and culture Developing a code of behaviour
Families Respecting the responsibilities of parents Respecting the feelings of parents and other family members Understanding that pupils have different family set ups.	Peers Making and keeping friends Getting along with people whom they both like and dislike Qualities of friends Co-operating with others Healthy relationships Consent Boundaries
Changes Changes related to puberty Male/female characteristics Grief and loss – dealing with emotions Methods of coping with change (activity, relaxation, stress management) Responsibility in sexual relationships	Active Role as a Citizen Different kinds of responsibilities, rights and duties Fundraising Consequences of anti-social, aggressive and bullying on individuals Why rules are needed How laws are enforced How to take part in changing rules

<p><u>Play Safety</u></p> <p>Appropriate behaviour in and around buildings, playground equipment Rules and fair play at school and home Promoting safety awareness around school Sharing, taking turns and getting on with others Needs for safety rules</p>	<p><u>Preventative Measures</u></p> <p>Sun protection Disease prevention Immunisation Care of body (dental, ear, hair, toilet and washing) Sexually transmitted diseases and blood borne viruses (HIV/AIDS) Lifestyle diseases e.g. heart disease</p>
<p><u>Nutrition</u></p> <p>Food groups Balanced eating habits Good food choices Healthy living Special needs Energy intake and expenditure Salt and sugar intake Saturated fats</p>	<p><u>Personal Safety</u></p> <p>Warning signals Safe/unsafe situations Home and rural safety</p>
<p><u>Environmental Health</u></p> <p>Effects of pollution Recycling Energy conservation</p>	<p><u>Making Decisions</u></p> <p>Decision making Taking responsibility for decisions Risk taking Health services and products</p>
<p><u>Drug Use</u></p> <p>Effects of drugs (caffeine, alcohol and tobacco) Media and drugs</p>	<p><u>Water safety</u> <u>Emergency Procedures</u></p> <p>Basic first aid Contacting emergency services</p>
<p><u>Road Safety</u></p> <p>Pedestrian safety Passenger safety in vehicles</p>	<p><u>Components of an active lifestyle</u></p> <p>Balancing lifestyle *Components for optimal health Physical, social and emotional benefits of lifestyle balance Regular participation in exercise Importance of adequate rest</p>

Confidence and Responsibility

Respecting the differences between people as they develop their own sense of identity

Giving and receiving feedback and praise

Relating job opportunities to personal qualifications and skills. Reflecting and assessing own strengths in relation to personality, work and leisure

Setting goals

Understanding how to make and stick to a budget to better manage money

Careers Education at Lockers Park: Policy

Lockers Park School is committed to providing an outstanding and extensive careers education, information and guidance programme for all pupils. This is started in Key Stage 2 where the boys are encouraged to look at a variety of future careers choices and also to challenge any pre-conceived stereotypes.

The policy is reviewed and developed annually through discussions with pupils teachers parents and former students. It is guided by the 'Gatsby' benchmarks to ensure best practise and to conform to statutory requirements. This policy supplements and should be read alongside:

- PSHE policy
- Curriculum policy

Equal Opportunities

Lockers Park is committed to ensuring that the careers provision is relevant to our pupils, and that the advice and guidance is appropriate, impartial, unbiased and independent of ability, social and cultural background, religion, sexual orientation, as well as physical and emotional needs.

Context

From September 2013, the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in years 8 to 13 have access to independent, accurate and impartial careers information, advice and guidance. Careers guidance under this duty will be presented in an impartial manner include information on a range of post-16 education and training options and promote the best interests of the pupils to whom it is given. The Gatsby benchmarks require that careers guidance is in line with the government strategy to make sure all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The government also expects governing boards to ensure that the schools careers strategy is developed in line with the Gatsby benchmarks and informed by the requirements set out in statutory guidance.

July 2021, the DfE further updated the statutory careers guidance to make it clear that schools and colleges should not promote higher education as a better or more favourable route than further education and apprenticeships; and should inform pupils when evidence suggests that causes they're considering lead to poor career outcomes. Whilst Lockers Park only accepts children up to the end of Year 8, we still have the responsibility to open their eyes to a variety of Possibilities beyond Year 9. We recognise that university is not the only choice for pupils and that apprenticeships can offer better outcomes. The school understands the importance of continuing to improve careers guidance so that pupils can make informed choices between technical and academic options.

Independent School standards

ISI requires an Independent School should provide pupils with access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a range of career options; helps to encourage them to fulfil their potential; Is not stereotyped; and is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Aims and Objectives

We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education, information, advice and guidance it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

Developing a knowledge and understanding of career requirements and suitability is best developed over time. We establish an understanding of careers within our community from Reception, developing the focus of our studies as we progress through the school.

Throughout the prep school, studies are developed using inspirational figures and how they made an impact on society. Clear examples have been Marie Curie, Ada Lovelace and Johnathon Ashridge. Discussions are held regularly regarding professions within the community. In Key Stage 1, role play and games are used to explore a wide variety of careers.

Senior boys develop their focus on economics, developing their understanding of current and historical economies and how it may impact on their own career choices. Emphasis is placed on their subject choices and how they can best develop their own skills to reach their targets.

Gatsby Benchmarks

Lockers Park uses the Gatsby benchmarks to guide the Careers Provision because they are judged to be a best practise system for career guidance. From July 2021, the government regards careers guidance as the full range of activity delivered under the eight Gatsby benchmarks.

1. A stable careers programme

The careers programme is evaluated and revised annually through formal and informal feedback by the leadership team, teachers, pupils and audited against best practise. The head of PSHE is responsible for leading and developing the Lockers Park careers programme and is line-managed by the teaching and learning committee. When necessary, help is sought from external sources. At Lockers Park, National Careers Week is an annual part of the calendar. During this period, the teachers share their backgrounds and all HODs share how their subject can lead to further careers. Sectors such as retail, financial, law and media are shared in key locations around the school.

2. Learning from careers and labour market leaders

Where available, guest speakers are invited to introduce the boys to their chosen fields of expertise. This has included Old Boys who have returned to share their experiences with the boys. The introduction of the careers fair will be an opportunity to further develop this benchmark, initially making links with parents who can share their experiences, and then reaching out to local industries.

3. Addressing the needs of each pupil

Information and guidance is given to all pupils in Key Stage 3 about next steps, including university alternatives such as apprenticeships and technical qualifications through organisations such as the National Apprenticeship Service. Pupil voice is used regularly to determine the needs of each pupil and to adapt the scheme.

4. Linking curriculum learning to careers

Careers education is linked to the curricular in three main ways: (i) through careers lesson content delivered as part of the PSHE curriculum, (ii) through academic lessons; and (iii) through co-curricular activities. Employability skills are embedded into lessons and Co-curricular activities in every year group, for example:

- Interpersonal skills such as the ability to mobilise systems, develop relationships and work effectively in teams (sports and group exercises/projects)
- Cognitive skills such as the ability to think critically, plan and adopt effective ways of working, be mentally flexible and to communicate (through creative, scientific and mathematical problem solving, accountability for punctuality, prompt completion submission of work, and taking on leadership and team roles in groups)
- Self-leadership skills and attributes such as self-awareness, self-management and goals achievement (through pastoral interactions with the form tutor and other teachers around the school, feedback from peers, oral unwritten feedback and formal reports from teachers).
- Digital skills and traits such as digital fluency and citizenship, software used in development, and understanding digital systems (through ICT, Learning Science and PSHE lessons).

All boys in year 7 and year 8 are to attend a careers fair to highlight potential future career paths available for the boys. Throughout the school, boys who are required to attend interviews are offered regular interview practice with targeted feedback to further improve. The PSHE curriculum includes a personal finance element and embeds careers-related learning in all years.

5. Encounters with employers and employees

All pupils in Key Stage 3 will have the opportunity to attend a careers fair in which they will be able to identify potential future career paths. This will also enable them to ask any questions to further support them in their continuing journey. As a part of the leavers programme, guest speakers are invited in to provide further opportunities for the boys. Old Boys are welcomed back to share their experiences and to offer guidance.

6. Encounters with further and higher education

All pupils will receive information and guidance on their next steps in preparation for senior schools. The Director of Studies and the Head of PSHE work together to support the boys as they prepare for senior schools. They will have the opportunity to research future careers and any courses/activities that would benefit them. Senior schools are invited in to talk openly about school choices as

7. Personal guidance

All pupils will be offered guidance from the Head of PSHE. In readiness for senior schools, all boys meet with the Director of Studies who supports them in applications and interview practise.

Careers Curriculum Intention

Lockers Park is committed to providing an outstanding, extensive and impartial Careers Education, Information and Guidance programme for all pupils. The school's programme is structured around the model of explore, develop, prepare, connect and inspire, and aims to support pupils with making informed choices about their futures in order to support lifelong flourishing. Our programme will be guided by the Gatsby benchmarks.

Within our careers programme:

- Pupils will have access and be encouraged to explore the world of work and the next steps through the PSHE curriculum from key stage 2 up to key stage 3.
- Pupils will develop their knowledge and understanding of their options as well as their motivation self-confidence through impartial careers advice and support from a range of different activities such as the careers fair, guest speakers and lessons
- Pupils will be and feel fully supported in their preparation for adulthood and the working world through expanding their skill set, building on their confidence and providing them with a wealth of careers experiences.

Implementation

The above aims are and will be delivered through a variety of methods, ensuring we meet the needs of every pupil through an age and ability appropriate programme that develops alongside the pupil, and that has the support and backing of our governors SLT and stakeholders. It is routinely monitored and evaluated to ensure it is fit for purpose.

- Annual careers fair
- Employability skills and careers information embedded into our curriculum
- Trips and visits
- Extracurricular activities and events

Impact

- Pupils will have a successful transition to senior schools feeling empowered and confident about their choices
- Pupils and parents have support on offer in terms of the careers provision and making use of it
- Destination later showing positive outcomes as students feel confident in their decision making under transition successfully throughout the school and after
- Student seen as at risk of failing more engaged in the curriculum and connected with their teachers as they are able to see the relevance of subjects and how they relate to the wider range of career options and pathways
- positive engagement with all stakeholders via a range of communication methods

Review

This policy is reviewed annually, taking into account changes in curriculum, legislation and feedback from the entire community.