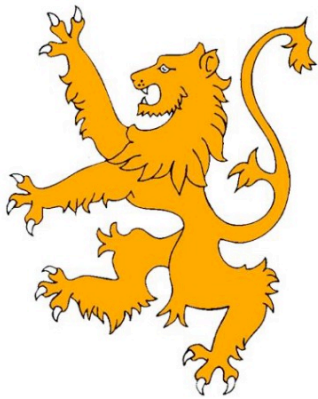


Charlton School

Personal Development Handbook 2021-2022



Building Knowledge. Developing Character. Inspiring Futures.

Personal Development Intent

Our intent is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. We ensure that every member of our school community knows that we are committed to supporting their physical health, safety, and emotional wellbeing throughout their journey with us.

At Charlton we promote personal wellbeing and development through a comprehensive Character Education and PSHE programme. PSHE (Personal, Social, Health and Economic) education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Character Education is a wider umbrella term which helps students build Character, the knowledge here is underpinned by our core school values and virtues including Respect, Responsibility and Resilience. Through fortnightly dedicated personal development lessons, tutor time and curriculum enhancement days students take part in a well-planned and sequenced programme to ensure they are committing age-appropriate knowledge to memory. Students are encouraged to develop their individual character, learn how to stay safe and healthy, and develop knowledge to ensure they are well equipped for the future.

Personal development is at the heart of our whole school ethos. We ensure each area of the personal development curriculum delivers all aspects of the statutory guidance and reflects our specific needs as a school community. We have dedicated leaders for each of the key areas of the personal development curriculum; SMSC and British Values, PSHE and RSE, Emotional Health and Wellbeing, and Careers. The Curriculum Leads ensure that planning is engaging and well sequenced as part of the holistic personal development curriculum and provide training for non-specialist members of staff to ensure that all students get the very best we have to offer.

SMSC, Co-Curriculum and Enrichment

We are committed to delivering a broad, balanced and knowledge rich curriculum to enable students to achieve their best and be well equipped for the future. The school's work to enhance students' spiritual, moral, social, and cultural development is of a high quality. The curriculum extends beyond the academic, vocational, or technical and provides for students' broader development. The school provides a wide range of opportunities to nurture, develop, and stretch students' talents and interests. Students appreciate these and make good use of them.

The purpose of social, moral, spiritual, and cultural development at Charlton is to enable our students to develop and demonstrate Modern British values by participating in the democratic life of our school, community, and country. Encouraging individual liberty, mutual respect and tolerance for others whilst supporting the rule of law enables them to gain the most from the wide range of experiences and opportunities on offer at Charlton and to be well prepared for adult life as citizens of the UK.

Our whole school ethos is designed to promote British Values. Relationships between staff and students are based on our core values, respect, responsibility and resilience and clearly stated standards of behaviour are upheld by all members of the school community. We celebrate our differences and show respect, students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination. We have well established links with our local community and view partnerships with the Learning Community Trust, wider community partners and our families as central to our success. Our ethos is built around three core values: **Respect, Responsibility, and Resilience**. We expect all members of the Charlton community to exhibit these values at all times. Underpinning our vision and values are our shared character virtues:

Gratitude: Feeling and expressing thanks.

Compassion: Exhibiting care and concern for others.

Humility: Estimating oneself within reasonable limits.

Justice: Acting with fairness towards others by honouring rights and responsibilities.

Courage: Acting with bravery in fearful situations.

Integrity: The quality of having strong moral principles and standing up for what you believe in.

Honesty: Being truthful and sincere.

Co-curriculum and enrichment

Our curriculum is enhanced by a wide range of sustained enrichment opportunities enabling students to discover and nurture their individual talents and interests. We are committed to delivering a broad and balanced curriculum to enable students to achieve their best and be well equipped for the future. Students apply a growth mindset to both their academic and personal progress and we celebrate success at all levels.

Expressive Arts

Our prestigious Expressive Arts Department has a long history of producing some of the best quality full scale Musical Theatre productions in Telford. Over 200 students participate annually in one of the biggest calendar events of the year for the school community. The next production will be 'Mary Poppins' and will follow a ten-year run of Musical Extravaganza's including The Sound of Music, Hairspray, Annie, Joseph and his Technicolour Dreamcoat, Oliver, Les Mis, Fame, The School of Rock and most recently Matilda! Students develop an understanding of our values and virtues in practice through engagement with our curricular and extra-curricular offers.

All students experience Dance, Drama, Art, and Music as part of the KS3 curriculum; they can then choose to opt for one or more of the expressive arts at KS4. In addition to our wide variety of extra-curricular and curricular activities we also offer one to one Instrumental Tuition in partnership with the Telford and Wrekin Music Service. Music lessons are free to those in receipt of free school meals and the pupil premium. As well as our school shows, there are fantastic opportunities to experience Dance, Drama and Music from beginner to elite level. There are a range of weekly clubs to support learning at all levels and frequent events throughout the year for performance and celebration.

The school has received the Arts Mark Gold Award and a Gold award for Musical Excellence from the regional Music Hub. For more information regarding the range of extracurricular activities on offer in Expressive Arts please see the Extra Curricular timetable for further details. <https://www.charlton.uk.com/parent-student-information/extra-curricular>

PE Department

Our award-winning PE department offers numerous Sport and Fitness related activities as part of our extra-curricular PE and fixtures programme. We have been awarded the Peter Cates Shropshire School Sports and Athletics Association Secondary School PE department of the year award in recognition of the accessible curriculum delivery, extra-curricular offer, participation, and sporting achievements. Our aim is to provide students of all abilities with as many opportunities as possible to take part and enjoy sport, whether it is competitive or to encourage healthy living. Our students have worked extremely hard to achieve a high level of success in a vast range of sports at District, County and National level.

Our student leadership programme is locally renowned for supporting a range of primary school sports competitions. The department has been awarded the Schools Games Gold Award in recognition of the work that is done with our local community. We value participation and competition in our fixtures programme. We have A, B and C teams in many sports and sportability teams for less experienced students. We take pride in our team spirit and unity and are dedicated to self and team improvement, we embody the school's virtues and values and promote them within all aspects of our work to developing students physical, emotional and social wellbeing. Please see the Extra Curricular timetable for further details. <https://www.charlton.uk.com/parent-student-information/extra-curricular>

Our school teams have progressed to 36 finals and won 26 trophies across 8 different sports including; Year 10 Girls Handball (County and West Midlands Champions and ranked 6th Nationally), Year 8/9 rugby team (District and County Champions) Year 8 Basketball (Midlands NBA Runners up, County school games champions and won the County Cup) Year 11 Basketball (District and County Champions) Year 9 Girls Netball (T+W Plate champions and County Plate Runners up) Year 11 Girls Football team (County Cup runners up and District Champions) Year 9/10 Girls rugby team (District and County Champions) Year 9 Girls Rounders (District Plate Champions) Year 10 Girls Rounders (District Champions) Year 11 Boys Football (County and District Runners up) Year 10 Boys Basketball (County Champions) Year 8 Rugby team (District Champions) Year 9 Softball (District Champions, Year 8 Football team County and District Runners up) Year 7 Basketball Team (NBA Midlands runners up and County champions), Year 7 Rugby team (District Runners up) and Year 7 and 8 Gymnastics teams (District winners).

Project Charlton

At Charlton we recognise that students have a range of interests and talents and we aim to provide a wide range of clubs to help children nurture these talents throughout their time with us. Project Charlton sits alongside the wide range of fundraising and volunteering opportunities provided through the house system to make sure there really is something for everyone in our extracurricular provision. Some of the activities on offer are as follows: Chess Club, Book Club, Homework club, Library Club, Minecraft Club, Mock Trial, Youth Speaks, ICT Club, Radio Club, D of E, Maths Homework Club, German speaking club, Social Club, Shakespeare Schools Festival, Axiom Club, Maths Support Group, Table-top Card Club, BBC Young Reporter. Additional clubs are created in response to Student Voice to ensure there really is something for everyone. Please see extra-curricular timetables for further information. <https://www.charlton.uk.com/parent-student-information/extra-curricular>

Our extracurricular clubs and groups proactively seek new members, and all students are encouraged to participate. Most clubs are at the end of the school day or during lunchtimes; some are targeted to engage specific groups of students and are designed to build confidence and a sense of belonging, for example the KS3 Drama Club and the Axiom Club. A record of whole school enrichment opportunities can be found on the Personal Development Curriculum Intent document.

Trips and Visits

There is a strong programme of educational visits that include the annual Year 7 outward bound residential to the Pioneer Centre, museum visits, trips to France and Germany, theatre visits, trips to local places of worship, sporting events and concerts. These are combined with personal enrichment activities such as the annual ski-trip, and year-based celebration days to RAF Cosford Museum, Alton Towers, Chester Zoo, Aberystwyth day at the seaside, and a visit to National Trust Venues. At KS3, students get the opportunity to visit local, regional, and international destinations within discrete subject areas. For example, in Modern Foreign Languages, students visit Trier, Germany and Paris, France. They develop their speaking skills within cosmopolitan environments, whilst gaining a valuable insight into the culture and diversity of areas with a strong sense of heritage and identity.

Students take part in residential visits in KS4 to support learning across the curriculum. For example, in History, students visit Berlin, Germany. The trip coincides with classroom-based learning surrounding Germany from 1918-1939 and the rise of the Nazis. Students visit a range of cultural and historical attractions that include: The Reichstag; Berlin Wall Memorial; The Gestapo Museum, and the Berlin walking tour. The purpose of trips and visits across the school is to deepen understanding of the curriculum content, committing experience related learning to long term memory, whilst also nurturing a sense of cultural identity and improved understanding of Modern British Values.

Financial barriers are addressed to ensure all students can make the most of the full range of trips and visits we offer, with those identified entitled to additional funding to support participation through the Pupil Premium Promise.

Trips include but are not limited to:

Berlin	Ski Trip
Pioneer Centre	Geography Field Trip - Birmingham
Cardingmill Valley	Duke of Edinburgh Practice & Actual
Football Champions League Match	Trier, Germany
Birmingham Christmas Market	Paris, France
French Café trip	London (History)
Matthew Bourne Red Shoes Theatre Visit	Koln, Germany
Arthog	Pantomime - Birmingham Hippodrome
Blood Brothers Theatre Visit	Keele University
Rugby Paris Trip	University of Wolverhampton

The Aspire to Higher Education programme also offers specific students the chance to gain an insight into the value of completing a degree or degree apprenticeship. By working with The University of Wolverhampton, the government-funded programme allows Charlton School to promote free learning trips and visits that may help a student appreciate the importance of higher education, when they may come from a background where higher education itself is not a future aspiration. For example, KS4 students have previously visited a range of Russell Group Universities that include: The University of Liverpool; The University of Oxford; The University of Warwick and The University of Nottingham. Within these visits, students have completed guided tours of the institution, finance seminars, and workshops linked to higher education.

As part of the Aspire to HE funding process, students have also completed 'Cultural Awareness Days', in Liverpool, Wolverhampton, and Birmingham, so that they gain an insight into life within a city with a top higher education institution. For example, students visit the University of Liverpool, but also use public transport to help them navigate to the city centre for lunch and also engage in independent navigation around campuses.

Health and Wellbeing

We ensure that every member of our school community knows that we are committed to supporting their physical health, safety and emotional wellbeing. The school provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

Students are guided by our strong pastoral system, with experienced staff who support their learning. All students have Form Tutors who serve as academic mentors to track their progress. Heads of Year and Pastoral Managers offer further assistance as required, accessing family support through a variety of external agencies.

Communication with families is key to our success. We hold year group consultation meetings which allow parents to speak to individual subject teachers. Reports are issued once a year and contain tracking grids to enable students to see their curriculum targets and the levels they should be working towards. Our on-line Parent Portal system also allows parents to see how their child is progressing from day to day.

The school has been accredited with the Healthy Schools Bronze award and is currently working towards Silver status. We are an Anna Freud Trailblazer School and are working with partners at the Carnegie centre to attain their accreditation.

PSHEE and RSHE

We promote personal health and wellbeing, as well as online and offline safety, through a comprehensive Personal Development curriculum. Through weekly dedicated personal development lessons, a comprehensive assembly system, and curriculum enhancement days, students take part in a well-planned, sequenced programme to ensure they are committing age-appropriate knowledge to memory. In regard to curriculum enhancement, flexibility is inbuilt to respond to contextual safeguarding issues on a local and national level. Students are encouraged to develop their individual character, learn how to stay safe and healthy, and develop knowledge to ensure they are well equipped for the future.

Our intent is to deliver a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills, which enables children to access the wider curriculum and prepares them to be responsible citizens both now and in their future roles within a global community. Our Personal Development curriculum develops age-appropriate subject knowledge, skills and understanding to fulfil the following core strands:

- Celebrating equality and diversity
- Relationships and sex education
- Staying safe online and offline
- Health and wellbeing
- Life beyond school
- Rights and responsibilities

Personal Development is taught and mapped against the PSHE Association guidance. Students develop the necessary skills, knowledge, and personal attributes as part of a planned programme of regular lessons that addresses related factors such as media literacy, drugs and alcohol, equality and prejudice and health. Our students are provided with

accurate and relevant knowledge of PSHE, as well as opportunities to create personal understanding. Our students will be given the opportunities through discussion to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Prior to the delivery of a new topic, our students complete a baseline assessment activity within their PSHE booklets, followed by a reflection sheet at the end of that topic, which allows students to reflect on what they have learnt. It is monitored and reviewed regularly by the staff and governing body. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values.

An important part of the Relationships and Health and Wellbeing strands is Relationships and Sex Education (RSE), and as you may be aware, the government have made some alterations to how schools are required to deliver RSE lessons, which we implemented from September 2020. Relationship and Sex Education is taught as part of the broader PSHE curriculum in line with the Shropshire Council's Respect Yourself programme which is a cross phase initiative we follow from Y7 to Y11. The aim of our RSHE curriculum is to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex, as well as not applying pressure within their own behaviour.

Our students are taught what is acceptable and unacceptable behaviour in relationships, helping them to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed. RSHE also informs students how, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSHE covers the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Students are taught various topics such as consent, grooming, sexual exploitation, and domestic abuse, including coercive and controlling behaviour. Our students additionally discuss the physical and emotional damage caused by female genital mutilation (FGM). All students should feel that the content is relevant to them and their developing sexuality and we work with student representatives to ensure this is echoed by student voice. Sexual orientation and gender identity is explored at a timely point and in a clear, sensitive and respectful manner. Our students are provided with planned opportunities to undertake social action, active citizenship and voluntary service to others locally or more widely.

The development of the policy began in the Autumn term during 2019; it has been written in a way that considers our needs as a school community through collaboration with all stakeholders. The consultation and policy development process involved the following steps:

1. Writing and Review – the policy has been written to consider all relevant information, including national and local guidance and information about our school context.
2. Staff consultation – the policy has been reviewed by school staff, including the Senior Leadership Team and Heads of Year and the School Governors.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. This has included Friends of Charlton, and meetings with interested parents and advisors from religious groups. These steps ensured that the policy was sensitively developed to reflect the needs and views of the local community.

The consultation process closed at the end of the summer term 2020, the responses to the consultation collated and any necessary changes made in response to the feedback given. The policy was approved by governors and RSE has been taught as part of PSHEE and the wider Personal Development curriculum from September 2020. As part of the evaluation process, we continually update the structure and format of the lesson planning following initial feedback since first teaching in 2020.

For further information please see the PSHEE and RSE policies (<https://www.charlton.uk.com/our-school/academy-policies/policy-documents>) and personal development implementation document (<https://www.charlton.uk.com/parent-student-information/curriculum/pshee>)

Emotional Health and Wellbeing

We are committed to promoting an environment where our students can support not only their own emotional health and wellbeing, but also that of those around them. This is done in many ways across the whole school through Personal Development lessons, form times discussions, wellbeing week, and pastoral support. Students learn that it is good to talk about how they are feeling and how they should respond if someone talks to them about something that they are worried about. This encompasses teaching students how to support their own emotional health and wellbeing through being active and eating healthily, as well as providing guidance on how to seek help if necessary.

Students can seek help and advice using many apps and websites on the school website. They can email our specific emotional health email address, fill in an online referral form or use our anonymous reporting tool 'tootoot'. A form is also available on the school website to enable parents and carers to make a referral for a young person to receive enhanced support.

We have a graduated response to support students with their emotional health and wellbeing. The universal offer is delivered through wellbeing PSHE and RSE, form tutor mentoring, and opportunities for students to develop confidence, resilience, and knowledge within wider school life. We also offer a range of small group interventions and individual counselling where additional support is needed.

At Charlton School we believe that helping our students stay healthy by supporting their Emotional Health and Wellbeing is vitally important. We recognise there are enormous challenges for everyone during the pandemic and have therefore created a page to guide our students and families to seek support.

We share links that are useful for support with a wide range of scenarios. Some websites then link into many other sources of information and support. This is not an exhaustive list as there are many other interesting sources of guidance on the internet, but these are a good starting point for families if they feel they would like to seek advice. <https://www.charlton.uk.com/parent-student-information/wellbeing-ehwb>

If families have a concern regarding their child's mental health, they can contact school by email through their son or daughter's Pastoral Manager, or a referral through the online form on the school website: emotionalhealth@charlton.uk.com.

Our approach is to support wellbeing by promoting self-regulation strategies through personal development and enrichment, alongside form tutor mentoring. If additional support is requested or advised, we follow a graduated response:

- **Wave 1** – Personal development and enrichment to promote individual wellbeing
- **Wave 2** - Initial triage, signposting to website, BEAM and Kooth. Bespoke individual coaching within school with the designated mental health lead.
- **Wave 3** - Referral can be made to the T&W emotional health and wellbeing panel to access external support (external councillor, school nurse or LCT mentor) or other relevant agencies.

Character Education

The curriculum and the school's wider work supports learners to develop their character – including their resilience, confidence, and independence. Character education is systematically delivered for all students. Resources from the Jubilee Centre for Character Education and PiXL Quick-Start Character Education Programme are utilised to inform planning of character education assemblies. Positive personal traits, dispositions, and virtues are also taught explicitly through the curriculum and co-curriculum.

Departmental intent and implementation planning documents and lesson planning both evidence the delivery of values and virtues, linking directly to whole school vision and values, and complementing the character education curriculum. To address any gaps and accelerate the progress of those identified, there are increased opportunities for character development through target setting, monitored through individual support plans (ISPs).

Attitude to learning (ATL) descriptors make expectations of attitudes to learning in lessons clear and are in line with core values of respect, responsibility, and resilience. ATL data analysis informs rewards and interventions to encourage confident, resilient, and independent learners. This includes letters of commendation for students achieving an

average of 'outstanding' each term. House points and reward systems are also aligned with school values of respect, responsibility, and resilience. Points are awarded by staff where positive personal traits are demonstrated both in relation to learning and the wider contribution to the school community.

Students track their own progress against success criteria during character development reflection sessions with their form tutors. Based on areas for improvement, they set targets to help them engage with school life, develop values and virtues, and positive character traits. Charlton Expects, our behaviour for learning policy, was developed around the core values and promotion of virtues in line with the school's vision, values, and ethos.

Preparation for Next Steps

At each stage of education, Charlton prepares learners for future success in their next steps.

Year 6 to 7 Transition Programme

At Charlton we pride ourselves in providing our new students and parents a smooth and successful transition from Primary to Secondary school. We have a dedicated transition team who ensure a carefully planned transition process with the aim of ensuring a happy and positive move between phases. Our transition programme is designed to ensure nothing is missed and that communication between primary phase and secondary phase strengthens support for new students. Our transition team meet with primary teachers and pastoral managers during the summer term to ensure information is shared and that every child is supported to have a successful start. Outlined below are key events during the summer term in which we ensure the transition to Charlton School is enjoyable and supportive for students and their families.



In addition to the events detailed above we are also working to provide an extended transition for a small number of students identified by their primary school. Parents are contacted on an individual basis if it is recommended by primary phase that they may benefit from taking part in one of the following enhanced transition programmes: The Jon Egging Transition Scheme, Voice 21, or the Family Learning extended transition. Families of children with EHC plans are invited for an additional walk around and opportunity to meet with the SENCO, Head of Year, Pastoral Manager, and other key staff before the transition days. This opportunity is available for all students on request or through

recommendation. Students are supported through the transition to secondary phase through strong links with partner primary schools. Our student leadership programme is locally renowned for supporting a range of primary school sports competitions.

We work closely with partner primary schools to ensure as many students as possible have engaged with Charlton before they begin the transition process. Our community events such as the School Production, Charltonbury and the Winter Craft Fair are all promoted to our feeder schools. The majority of Y7 students will have been to see the school production matinee performance, worked with our student leaders through the school games, or participated in sports leaders' activities or even performed themselves in our annual music festival 'Charltonbury' which is regularly attended by over 800 members of the local community, including performance groups from 9 different local primary schools.

Partnership with our families and the wider community is really important to us. We provide a number of opportunities for parents to get involved in the transition process, including our primary partnership evening in the summer term. We also hold coffee mornings to enable families to share their experiences and build a sense of community. Once our new students have settled in, we hold a dedicated transition evening, where parents are invited to share feedback about their child's first weeks to ensure all students have the best start possible. Communication is further strengthened using the transition passport through which information is shared from primary phase with our transition team. This enables us to fully support all students and ensure a safe and happy transition to secondary phase. A range of additional support such as small group tours and enhanced parental contact allows all students and their families to feel confident in their next steps. In both 2019 and 2020, and 2021 100% of Y7 parents surveyed after transition would recommend Charlton School.

KS4 Options

Our careers programme supports Y9 students when preparing for KS4 study; careers and enterprise resources underpin Careers Information and Guidance (CIAG) and the careers curriculum in KS3 and KS4. Through the options process, students link careers to options choices through PSHE and KUDOS careers software.

Before selecting their options, students are prepared for this process in several ways. Firstly, students are given information booklets to take home to discuss with adults outside of school - these contain details on exam specifications for each subject area and key knowledge covered within each exam paper. Students are then given an assembly detailing the process they will go through in selecting their GCSE subjects and the questions and discussions they should be having with different adults, both in school and outside of school. Students are then given subject specific assemblies within department areas that talk in more detail about the demands of the GCSE and about the possible career opportunities and skills they will develop, allowing students to make informed choices when selecting their options. Finally, families of the students are invited to an options meeting which discusses in more detail the process and the questions students should consider when selecting their options; for example, potential career paths, local labour market information, FE and HE options and information surrounding entry requirements for apprenticeships.

Following their decisions students are given a 'cooling off period' in the first term to enable further flexibility. Individual circumstances are considered for students alongside families' advice, support and guidance.

Careers

The aim of the career's curriculum is to ensure that all learners at Charlton School develop enterprise and employability skills. Career opportunities are embedded in all areas of our curriculum through links in each scheme of work, which signpost careers opportunities attributed to the learning.

We work with a range of external providers to support us in providing up-to-date and relevant careers information to enable students to make informed choices about the future and raise their aspirations throughout their journey with us. Students are provided with resources to support their understanding of personal finance and how the workplace operates through a range of enterprise activities and work experience. Through close links with employers, and higher and further educational establishments, students can make clear connections between education and employment and are aware of the employment opportunities available locally. When combined with sustained enrichment opportunities, students become proficient in developing personal skills, including resilience, respect, responsibility, character, and determination.

In Y10 students receive careers advice and information, including the opportunity to participate in work experience. The amalgamation of these opportunities leads to students being fully prepared, with the relevant experience and knowledge for their next steps. The school provides good quality, meaningful opportunities for students to encounter the world of work through the work experience programme during the summer term of Y10. During Covid-19, this has extended to virtual work experience which has been promoted through Doodle and the Careers and Enterprise section on the school's website.

As a school we have used the Gatsby benchmarks, alongside the CDI framework, to develop and improve our careers provision and enable a range of education and training providers to speak to students in Years 8 to 11. We have an established Careers Lead who utilises the Compass Audit tool to ensure that the school is meeting the new requirements for Careers advice. All students receive unbiased information about potential next steps and high-quality careers guidance. The school has achieved 100% for all benchmarks in 2021 and 2022 building on the success of 2020 year when all but two benchmarks were fully met. The school has improved provision for addressing the needs of each pupil and experiences of workplaces to secure the best preparation for our students' next steps.

The Gold Standard for Careers Education was awarded by the Careers and Enterprise company in 2019 and recognises that Charlton has fully met all eight benchmarks. The school has now moved to the Compass+ tool, which allows the school to move towards Platinum status. Our work is strengthened by links with local FE providers and regular contact with our Local Enterprise Co-ordinator who liaises with local employers and establishments which complement our offer.

Benchmark	2019	2020	2021	2022
Gatsby Benchmark 1 (A Stable careers programme)	100%	100%	100%	100%
Gatsby Benchmark 2 (Learning from career & labour market information)	100%	100%	100%	100%
Gatsby Benchmark 3 (Addressing the needs of each pupil)	90%	100%	100%	100%
Gatsby Benchmark 4 (Linking curriculum learning to careers)	100%	100%	100%	100%
Gatsby Benchmark 5 (Encounters with employers & employees)	100%	100%	100%	100%
Gatsby Benchmark 6 (Experiences of workplaces)	75%	100%	100%	100%
Gatsby Benchmark 7 (Encounters with further and higher education)	100%	100%	100%	100%
Gatsby Benchmark 8 (Personal guidance)	100%	100%	100%	100%

We have been awarded Gold school status for NCS due to uptake in the summer programme. Many students progress to become mentors through established links at Telford College and Shrewsbury College.

The Aspire to HE Program specifically targets NCOP students to support them to pursue HE study and have higher aspirations for the future. This now includes students from Y9 to Y11 and is led by a designated Aspire Lead in school. Through this initiative we have access to a range of external providers, for example the university of Wolverhampton and 'Positively mad' who deliver sessions to all Y10 and Y11 students based on revision skills and an understanding of student finance through partnership with Aspire to HE.

Y11 provision for Careers is targeted through Future Focus one to one sessions in preparation for FE applications. These are initiated alongside the delivery of Information Advice and Guidance in school. Careers guidance is provided to all students through dedicated Careers sessions as part of the Personal Development curriculum, the Careers pathways evening and Aspire to HE (ACE exams) programme delivered through Curriculum Enhancement Days. During the October Curriculum Day FE providers present to Y11 about the offer their setting provides to inform appropriate choices and selection of FE for individuals. This is complimented by promotion of apprenticeship and traineeship schemes through year group assemblies.

	2021	2020	2019	2018	2017	2016	2015	2014	2013
Full Time Education	TBC	92.1%	89.9%	91.6%	91.9%	92.2%	94.8%	94%	91.7%
Apprenticeships	TBC	3.5%	4.6%	4%	4%	4.3%	4.3%	3%	4.4%
Employment/Training	TBC	0.9%	0%	2.2%	1.3%	1.7%	0%	0.4%	0.4%
Employment	TBC	0%	0.9%	0.4%	0.9%	0.4%	0.4%	0.9%	1.3%
Cohort Total	TBC	229	218	226	223	230	233	234	228

Destinations totals	2021	2020	2019	2018	2017	2016	2015	2014	2013
Moved into education or employment with training at Post 16.		98.7%	98.6%	98.7%	98.7%	99.6%	99.6%	99.6%	99.1%

Online Safety

Our aim is to empower children and young people to use technology creatively to make a difference and inspire their peers. Through the core theme of Staying Safe Online and Offline students are taught how to evaluate what they see online, how to recognise techniques used for persuasion, acceptable and unacceptable online behaviour, how to identify online risks and how and when to seek support.

We provide support by helping students to identify who trusted adults are, promoting CEOP and the internet watch foundation and helping students to understand that various platforms and apps have ways in which inappropriate content or contact can be reported. Vulnerable students (identified by pastoral managers) in need of enhanced provision are offered bespoke programmes through our nurture and BRR facilities, controls are also placed on school devices to ensure the safety of users browsing, this can be set to various levels in response to need. As a school we buy into various professional software to safeguard internet use both in school and at home for example RM Unify and ClickView.

Age specific advice is given about the potential harms and risks to wellbeing including self-image and identity, Online reputation, Online Bullying and Health and Lifestyle. Well established links with the local police allow us to complement the universal offer with topical presentations on curriculum enhancement days. Most recently this was centred around the sharing of sexual imagery.

Parents and carers are signposted to a range of national organisations who can offer support through the parent and students support page on the website (e-safety page and support guides for families), social media and newsletters, including: Internet Matters, NSPCC, CEOP and Parent Zone, UK safer internet centre. As a school we celebrate and promote e-safety day.

As well as being taught explicitly through personal development e-safety is also delivered in ICT during KS3 to all students. We ensure that children and young people play a key role in helping to create a better internet. We train our children and young people to be peer mentors and role models in their school communities through our Child Net Digital Leaders Programme, including through our into film competition and Child Net (Extracurricular activity).

In addition to this our Internet safety drop-in sessions available for all staff, students, and parents by DSL with responsibility for internet safety.

Aspire to HE

We work with *Aspire to Higher Education*; a project funded by the government which is regionally led by the University of Wolverhampton. Our statutory aims are to support more students to understand the benefits of higher education and to provide students with the tools and knowledge to make informed and ambitious decisions about higher education. A key aim and measured outcome is to target specific students from Year 9 onwards, and to provide opportunities to engage with the possibility of higher education as a route to success.

Aspire to HE creates subject taster days or open days at HE establishments through the national collaborative outreach programme (NCOP). Targeted students may live in a Telford ward where there is a proportionally lower rate of adults who have studied for a degree compared to other local areas, have no family members that have gone onto higher education, or may be in receipt of the Pupil Premium.

We use Aspire funding to help students take part in various seminars and workshops at selected universities, so that they receive a 'snapshot' of University life and careers that may provide motivation to succeed. In addition, external HE/FE providers support our Curriculum Enhancement Days, organisations are able to engage with all students about the benefits of higher education, the financial costs and information on possible post-grad career pathways.

Innovation funding from Aspire has previously been used to organise a 'Medical Mavericks' online seminar, in order to understand the benefits of completing a degree relating to medicine and the emergency services. Funding has also been used to promote the benefits of higher education and student life through the University of Chester for KS4 cohorts. Cultural awareness day trips were organised for specific students, experiences focused on taking students to a city beyond the Shropshire area and showing them specific institutions like Aston University, University of Liverpool, or Warwick University, providing cultural and business-related experiences. When visiting Birmingham, students took part in a law and finance workshop from Shoemith's LLP Law firm. Specific students also visited Liverpool and West Bromwich Albion's football stadiums, to understand how a career in sports industry can be linked to gaining a degree.

NEET	2021	NA	2020	NA	T&W	2019	NA	T&W	2018	NA	T&W	2017	2016	2015	2014	2013
NEET Not Active	TBC	TBC	1.3%			0.5%			0.4%			1.3%	0.4%	0.4%	0.4%	0.9%
Moved out of Area	TBC	TBC	0.4%			2.8%			0%			0%	0.9%	0%	0%	0%
Situation Not Known	TBC	TBC	0.4%			2.3%			0%			0%	0%	0%	0%	0.4%
NEET Actively Seeking	TBC	TBC	1.3%	3.9%	3%	1.4%	3.8%	2.9%	1.3%	3.5%	2.7%	0%	0%	0%	0%	0%

Citizenship

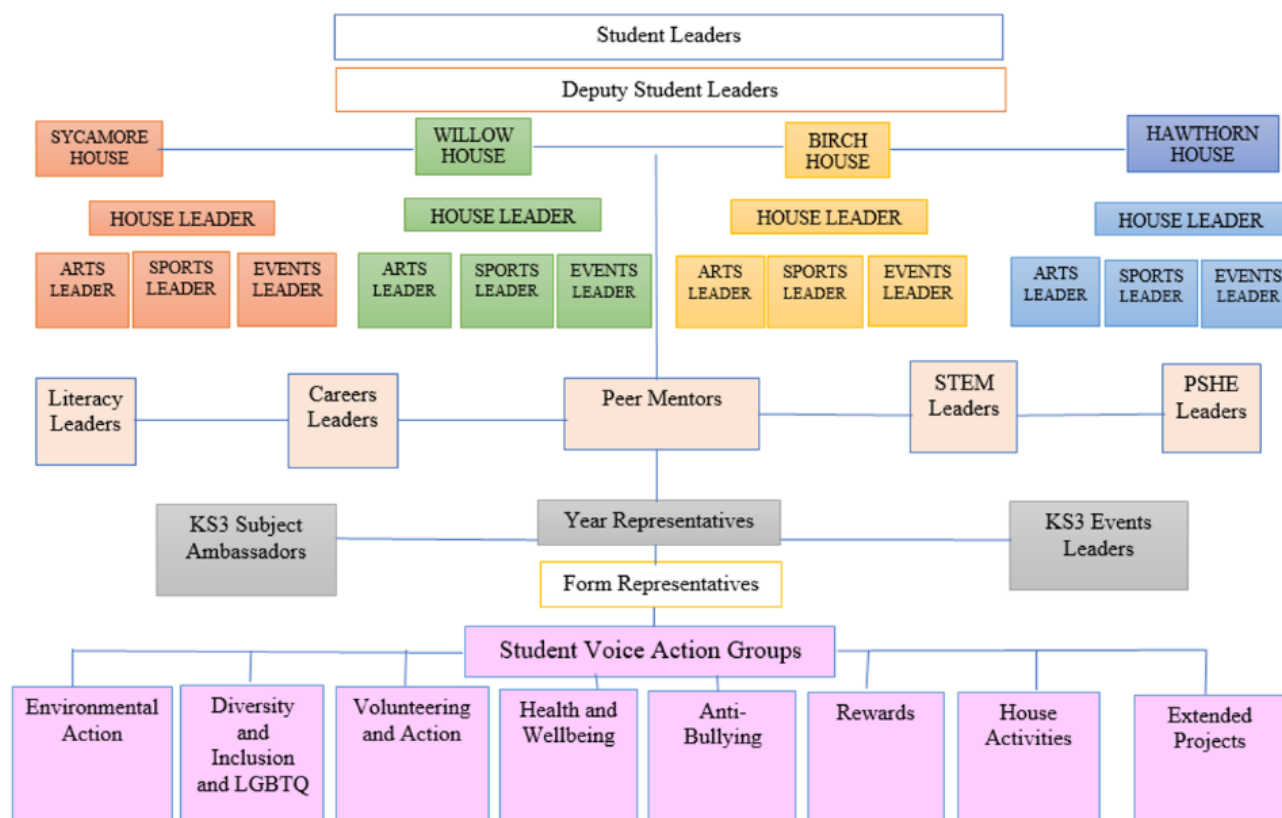
The school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Students know how to discuss and debate issues and ideas in a considered way.

Student Voice and House Activities

Charlton encourages respect for democracy by democratically electing school Student Senior Leadership teams. We have Student Leaders and Deputy Student Leaders (Formally Head Boy, Head Girl and Deputies) House Leaders and many more positions for Student's Voice throughout the school. Members from each tutor group are also elected to the Charlton school Council. Elected members represent Student Voice at regular Student Council meetings. The student leadership team is very well established and provides opportunities for students of all ages to represent their peers. Students vote on various school decisions, regularly complete questionnaires, and put forward their views. We promote a listen and respond culture where every voice is valued.

At Charlton, a significant number of opportunities are organised around our House structure. We have four houses - Birch, Willow, Sycamore and Hawthorn. The Houses are named after the trees which surround us in our impressive new building. All students within the school have a voice that is listened to through a well-established student leadership team which is based around the house system. House points are awarded to reward success in lessons and contributions to the wider curriculum, allowing us to use our rewards system to acknowledge and celebrate individual and group success in our termly celebration assemblies.

Student Leadership Team and Student Voice



As part of our offer, children take part in House competitions to raise the profile of local and national charities throughout the year, including Charlton Bake off: supporting the Macmillan Trust, The Harvest Festival: supporting the Telford Food Bank, Anti-Bullying campaigns through 'Odd Socks', the Christmas Gift Appeal: Hosted by the Shropshire Star, Walk or Bike to work week, Diversity Week, and our own fundraising festival 'Charltonbury'. At Charlton we pride ourselves in partnership. We have well established links with our local community and view partnerships with the Learning Community Trust, wider community partners and our families as central to our success, we make the most of these connections to enable our co-curricular provision to link wherever possible to our local and national community.

The delivery of Oracy is overseen by the literacy lead and lead practitioner. Staff have received training on a variety of strategies enabling them to embed oracy and debate in their practice. Resources have been developed by the oracy lead to support all curriculum areas and to structure the British Values weekly debates which take place during form time. Weekly debates have a current events link and are underpinned by the exploration of Modern British Values.

Throughout Personal Development Curriculum students study citizenship through the core theme of Rights and Responsibilities. During the course they look at the following topics: British Values, Politics Parliament and me, Law Crime and Society, and Combatting Extremism and Terrorism. The sessions are designed to link with our local context and educate on contextual safeguarding issues which are pertinent to our setting.

Preparing Students for life in modern Britain (British Values)

The school prepares students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance, and respect. Opportunities can be tracked through the personal curriculum implementation document, through the SMSC grid and through the picture news coverage documents in the appendix of this document.

Our students are coached through opportunities to discuss, explore, and challenge a range of values, attitudes, beliefs, rights, and responsibilities. Personal Development is taught during dedicated sessions throughout the school in every year group. All learning takes place in a safe environment and is underpinned by our school ethos values and virtues. Learning journeys for each year group can be found online at: <https://www.charlton.uk.com/our-school/personal-development>

Personal development is monitored and reviewed regularly by the staff and governing body and through frequent surveys. You will see responses from the school community rating our British Values delivery and commitment at the end of this document.

Democracy

Charlton encourages respect for democracy by democratically electing school Student Senior Leadership teams. We have Senior Student Leaders, Deputies, House Leaders and many more positions for Student's Voice throughout the school. Members from each tutor group are also elected to the Charlton school Council. Elected members represent Student Voice at regular Student Council meetings. The student leadership team is very well established and provides opportunities for students of all ages to represent their peers. Students also take part in mock elections. Students vote on various school decisions, regularly complete questionnaires, and put forward their views. We promote a listen and respond culture where every voice is valued.

The Rule of Law

Relationships between staff and students are based on our core values: respect, responsibility and resilience. Clearly stated standards of behaviour are upheld by all. As part of the Personal Development curriculum, assemblies and within form time, students are taught the value and reasons behind law. This includes the understanding of school rules and responsibilities, rewards, and consequences. Each year during the first tutor session students take part in an activity to help them understand 'Charlton Expects', through debate they work to understand the reasons behind the rules we have at school and therefore develop an understanding of the reasoning behind each rule and why it is important that we uphold high standards of behaviour as a school community. We have excellent links with the local communities and authorities who help to re-enforce this message through presentations during Curriculum Enhancement days. The rule of law is also explored through the History Curriculum at KS3 and KS4, these opportunities are mapped on the SMSC grid and designed to complement the personal development curriculum.

Our ethos is built around three core values: **Respect, Responsibility and Resilience**. We expect all members of the Charlton community to exhibit these values at all times.

Underpinning our vision and values are our shared character virtues:

Gratitude: feeling and expressing thanks.

Compassion: exhibiting care and concern for others.

Humility: estimating oneself within reasonable limits.

Justice: acting with fairness towards others by honouring rights and responsibilities.

Courage: acting with bravery in fearful situations.

Integrity: having strong moral principles and standing up for what you believe in.

Honesty: being truthful and sincere.

Charlton actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Individual liberty

We celebrate success at all levels. Students are encouraged to apply a growth mindset to both their academic and personal progress. Universal coverage of individual liberty is delivered through the strands of Celebrating Diversity and Equality through the Personal Development Curriculum. Students have the opportunity to voice their thoughts and feelings through the student voice structure as well as in individual consultation, department review and termly student surveys.

Students are always encouraged to make individual choices and are encouraged to work in teams, as well as identifying with the whole school community through our #teamblue hashtag. The school has a robust Peer on Peer Abuse (including Anti-Bullying) policy and a culture in which everybody plays their role in reducing bullying. We have recently trained 30 antibullying ambassadors with the princess Diana Trust. Where issues are identified, students are encouraged to develop their understanding and skills for example Bright Stars Boxing Academy have been working with targeted intervention groups of Y9 students to develop traits of tolerance and respect. Plans are in place for Y7 and Y9 to follow this programme. Selected students have the opportunity to attend an intervention with RAF Cosford and similar organisations to improve self-confidence, tolerance, and teamwork skills where a need is identified.

Mutual respect

We have well established links with our local community and view partnerships with the Learning Community Trust, wider community partners and our families as central to our success.

Students are taught about respect and about caring for themselves and others as part of the Personal Development programme. Students treat each other with respect and regularly create fundraising opportunities for a variety of local and national charitable organisations. Within the personal development curriculum students explore how to respect each other as well as themselves through the core theme of Health and Wellbeing, staying safe online and offline, Celebrating Equality and Diversity and Relationships and Sex Education (RSE); students are taught how to respect other religions, cultures, genders, ethnicities, beliefs, and sexual preferences.

Our students are taught about protected characteristics, the Equality act 2010 and how to ensure they are respected and observed in their day-to-day life. Our students are taught how to be responsible, respectful and resilient individuals, they are encouraged to respect the diversity within our community and culture, and to treat everyone equally. They learn about respectful relationships in an age-appropriate manner in RSE. Activities such as the Young Citizen 'making a difference from home' project and D of E provide opportunities to broaden their wider thinking alongside the environmental action group and house activities to provide food and toiletries to support our local food banks.

Tolerance of those of different faiths and beliefs

We celebrate our differences and show respect for our community. Students understand and develop their role as active and responsible citizens and are equipped with the skills to challenge discrimination.

As part of the Religious Education (RE) curriculum tolerance and acceptance of other faiths and cultures is discussed, debated, and encouraged. Students' understanding of the issues surrounding equality and the protected characteristics are developed through both the taught curriculum and co-curricular opportunities such as Diversity Day LGBTQ+ Focus, the 'Gsus' bus for all Y7 and Y8. There are also opportunities for students to seek further enrichment such as the Multifaith discussion group and the Equality student voice action group.

The RE curriculum aims to inspire students to become well rounded and informed citizens who think critically about the world around them. The purpose of the study of RE is to develop students' sense of identity, understand their place in the world and how and why societies and groups of people differ. By doing this, students develop a tolerance and a world view that provides a foundation not just for their religious studies but also for their wider lives. Students finish KS3 with a broad knowledge of the six main world religions (Islam, Hinduism, Buddhism, Sikhism, Christianity, and Judaism) an example programme of study for Sikhism in Y7 is a 6-week unit which covers Nanak, the Mul Mantra, the Five K's, the Guru Granth Sahib, the Gurdwara, the Golden Temple. All students go on to complete either a full or short course in GCSE RE at key stage 4 to further embed their knowledge and skills.

Students use a range of skills that will enhance their understanding of the world view and decision making of individuals and societies. A strong emphasis is always placed on understanding and respecting the opinions, beliefs, and traditions of others.

Equality and Diversity

The school promotes equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic, and socio-economic communities. Charlton is an outward facing and globally conscious school. We promote compassion, and advocacy for all members of our school community. We are unwaveringly inclusive and determined to eradicate all barriers to educational success.

Diversity and Equality is taught explicitly through Personal Development through the core theme of Celebrating Diversity and Equality. Students develop the necessary skills, knowledge, and personal attributes as part of a planned programme which addresses valuing diversity, challenging racism, equality, and prejudice. For example, during KS3 all students complete a unit of work on celebrating differences and LGBTQ+. During KS4 students explore Modern British Values through 'rights and responsibilities' and 'world issues'.

Each half term we hold SMSC themed full school assemblies celebrating equality of opportunity and diversity in the world including cultural, religious, and socio-economic communities. We recognise and support prominent national

events, for example Autism awareness, Mental Health awareness week, Anti Bullying week and Black History Month through promotion in the school's weekly bulletin, house activities and head of year assemblies. Promotional materials, displays, and the school website are monitored to ensure balanced representation of students from various cultural, religious, ethnic, and socio-economic communities.

Through KS3 RE all student's explore equality through a unit of work on Leaders and another on Prejudice, questions include: 'Why are people prejudiced? How is prejudice expressed? and what can be done about prejudice within the context of religion and issues of equality in society?' Annual trips to places of worship in the local community are also facilitated through KS3 RE.

We further develop relationships with different religious, ethnic, and socio-economic groups in the local community by wider engagement through 'Charlton Community Action Group'. We also host assemblies through our links with the multicultural development team for Black History Month in which students took part in an Arts assembly exploring issues of racism and prejudice. We are proud to have worked closely with our community partners during the development of the RSHE policy which was implemented in September of 2020.

Protected Characteristics

Students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

Charlton School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At Charlton School we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Charlton School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students, by protecting them from physical, sexual, and emotional abuse, neglect, and bullying.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. Charlton School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes Modern British Values to all members of the school community. All staff are directed to challenge any form of discrimination and take allegations of harassment seriously, notifying the designated safeguarding lead where concerns are raised.






Understanding and appreciation of diversity and protected characteristics as defined by law taught explicitly through Personal Development and RE.

Discussion and action groups to raise issues and awareness in the following areas created and attended by Charlton students; Anti-Bullying, House Activities Team, Volunteering and Community Action, Environmental Action, Diversity and Inclusion, LGBTQ+ and equality. An example of outcomes has been an increased range of Halal food on the canteen menu, designated non-gender specific toilets and non-gender specific uniform established through consultation with representatives from the local community. We work in partnership with the Telford Interfaith Council and Multicultural development team to support further work to eradicate all discrimination.

British Values Picture News Coverage Example (Spring 2022)

Spring Part 1 2022

COVERAGE

Week	News story	Focus question	UN Article	British value
3rd January	A recent pilot project, called Growing Among Trees, provided outdoor activities for urban schools around London and sought to create a model for effective and transformational change in urban schools, giving pupils the opportunity for everyday connection with nature.	Should more of our learning take place outside?	 24 HEALTH, WATER, FOOD, ENVIRONMENT	Individual liberty - There are many benefits of being outside and learning from the natural world around us. We can choose to take the opportunities that arise to get us outdoors and connect us with nature.
10th January	The \$10bn (£7.45bn) James Webb Space Telescope, thought to be one of the most impressive and ambitious, has been sent into space on top of a huge rocket.	Do you think it is important for us to know the history of our universe?	 17 ACCESS TO INFORMATION	Individual liberty - We all have the right to learn about the universe if we choose to. The James Webb Space Telescope may help us discover more than we ever have before!
17th January	The Chinese authorities have banned footballers from getting tattoos and instructed national team players, who already have tattoos, to remove them or cover them up to set a "good example for society".	Is it ever fair to judge others on their appearance?	 5 FAMILY GUIDANCE AS CHILDREN'S BEST INTERESTS	Mutual Respect - We all have a unique appearance! It is important that we understand and respect that not everyone is the same.
24th January	Ever since Rose Ayling-Ellis became the first deaf contestant to compete in Strictly Come Dancing, the number of people wanting to learn British Sign Language (BSL) has surged.	Should everyone learn sign language?	 23 CHILDREN WITH DISABILITIES	Democracy - We all have a voice and can share our opinions. Sometimes raising awareness of an issue, such as British Sign Language having no legal status in the UK, can make an impact.
31st January	The Queen has announced a special competition ahead of her Platinum Jubilee later this year. The nationwide competition aims to find the perfect pudding that can be served for her Jubilee and beyond.	What type of events do you think deserve a celebration?	 14 FREEDOM OF THOUGHT AND RELIGION	Mutual Respect - There are many different events people choose to celebrate. Some events might celebrate our beliefs, things that are important to us or our achievements. Not everybody celebrates the same things, and we respect that.
7th February	An update to the Highway Code has introduced a hierarchy of road users, which creates 'clearer and stronger priorities' for pedestrians.	Should everyone using our roads learn the Highway Code?	 3 BEST INTERESTS OF THE CHILD	Rule of Law - The Highway Code is a set of rules and advice for people using roads to follow. They are in place to help keep everyone safe.
14th February	Indonesia is planning to move its capital from Jakarta to the island of Borneo.	What does a city of the future need?	 18 RESPONSIBILITY OF PARENTS	Individual liberty - There are many different factors people consider when choosing where to live, such as jobs, schools, entertainment and homes available. Some people choose to live in cities or towns; others choose the countryside.

British Values survey outcomes

Charlton School effectively promotes the British Value of Democracy. Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

[More Details](#)

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Responses



3.72 Average Rating

Charlton School effectively promotes the British value of Individual liberty. Individual liberty suggests the free exercise of rights generally seen as outside Government control.

[More Details](#)

301

Responses



3.66 Average Rating

Charlton School effectively promotes the British value of the Rule of Law. This means all people and institutions are subject to and accountable to law that is fairly applied and enforced.

[More Details](#)

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Responses



3.82 Average Rating

Charlton School effectively promotes the British value of Mutual Respect. This is the proper regard for an individual's dignity, which is reciprocated.

[More Details](#)

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Responses



3.75 Average Rating

Charlton School effectively promotes the British Value of Tolerance of Those with Different Faiths and Beliefs. This means having a fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

[More Details](#)

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Responses



3.96 Average Rating
