

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 Oasis Academy Immingham we promote personal wellbeing and development through a comprehensive Personal Development tutor programme where PSHE education gives our young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

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. As part of our personal development curriculum; SMSC and British Values, PSHE and RSHE, Emotional Health and Wellbeing, and Careers are all delivered through the tutor programme, drop down days and within curriculum areas. All our teachers are tutors who have the responsibility to deliver the programme to their tutees. The academy provides training for all staff to ensure that all students get the very best we have to offer.

## **PSHE programme**

We deliver PSHE through our comprehensive tutor programme and dedicated PHSE lessons as well as our assemblies and Drop-Down days. 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 to prepare students to be responsible citizens both now and in their future roles within a global community. Through our full PD programme students will develop the necessary skills, knowledge, and personal attributes as part of a planned programme of regular sessions that addresses related factors such as valuing diversity, racism, drugs and alcohol, equality, prejudice, and health. Students will have 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. Students will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE education is taught during dedicated sessions throughout the school in every year group and through assemblies. It is monitored and reviewed regularly by the PHSE leader, ALT and the trust.

All PSHE teaching takes place in a safe learning environment and is underpinned by our school habits, ethos and values. Our PSHE curriculum develops age-appropriate subject knowledge, skills and understanding to fulfil the three strands of PSHE:

1. health and wellbeing,
2. relationships and
3. living in the wider world.

## British Values/SMSC

Within the Fundamental British Values aspects of the curriculum pupils are able to distinguish right from wrong and to respect the civil and criminal law of England as well as accepting responsibility for their behaviour, showing initiative, and understanding how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. Through this we embrace the following 4 strands integral to Fundamental British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

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 will develop a tolerance and a world view that will provide a foundation not just for their religious studies but also for their wider lives.

## The Oasis 9 Habits

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul



It is these ethos values that we want to be known for and to live by. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and we encourage every member of our family, be that staff or student, to align themselves to these ethos values. We recognise and celebrate the richness that spiritual and cultural diversity brings to our community, respecting the beliefs and practices of other faiths in the hope that we will provide a welcoming environment for all.

The Oasis Ethos is aspirational, inspirational and something that we must constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right. This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we do and experience.

Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the 9 Habits, the Oasis Ethos will become second nature to us. We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation

to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled. We believe that by becoming people who live this way, by becoming the best version of ourselves, whether we are a staff member or students, we are transformed, and we are also able to play our part in bringing transformation locally, nationally and globally.

## **Careers**

One of the key principles of the Personal Development Curriculum is that it enables pupils to acquire learning that will allow them to make their own choices in the real world.

At the forefront of the careers aspect of Personal Development is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the need of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

At Oasis Academy Oasis Academy Immingham, we are committed to ensuring all students have access to impartial careers advice and have access to employers who can help students consider their future options it is our intention that pupils leave school with a Careers Education that has helped to raise aspirations, give students the skills to achieve their full potential and provide them with the opportunity to experience different career pathways.

In order to achieve this, we have a careers curriculum programme in place, which delivers employability and work-related learning skills from Years 7-11, as well as many other careers linked activities such as our Drop-Down days, which take place throughout the academic year.

Careers is an integrated part of the curriculum. All subject areas refer to and discuss career opportunities specific to individual areas, as well as exploring the transferable, enabling skills which enables pupils to develop across all year groups. The PSHE programme plays a key role in supporting the delivery of the Careers Strategy. Pupils with SEND are further supported by staff in Learning Support; our school SENCo liaises with our Careers Leader, L6 Career advisor and additional outside agencies for pupils as necessary.

We also publish a local LMI as well as career / college opportunities across our social media platforms as well as on our career board and through the use of school email.

## **Enrichment/Trips and Visits**

We are committed to ensuring that the highest quality academic curriculum is offered, underpinned by a competitive enrichment programme. Our students regularly take part in a number of trips and experiences to help them to broaden their knowledge and develop their learning skills.

We offer opportunities for extended learning beyond the core Academy Day through our enrichment club offer.

## **Pathways (KS4)**

Our careers programme supports Y9 students when preparing for KS4 study; Careers and enterprise resources used to underpin CEIAG and careers curriculum in KS3 and KS4. Before selecting their options students are prepared for this process in a number of ways. Firstly, students are given information flyers to take home to discuss with adults outside of school containing 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, parents and carers 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, options when they leave school and skills they wish to enhance.

### Student Leadership

Our students have the opportunity to represent the student body through our student leadership team (SLT). It is a remarkable opportunity to represent their fellow students in driving forward our school. Our students become the student voice that will play a pivotal role in the improvement of the school. As a part of our new SLT, students meet throughout the year to discuss the most important issues of the school with the academy's leadership team.

Form Leader

House Leader

Vice Chair SLT

Chair SLT

### REACH Passport

Academic achievement is important but preparing students for life after education requires more than this. The REACH Passport provides a framework for students to record a huge range of life experiences beyond the academic and for this to be recognised through being awarded a REACH badge at bronze, silver or gold level.

The recording of these experiences, and the development of skills gained from them, are intended to:

- Enrich students' cultural capital
- Empower students as agents of change
- Prepare students for employment
- Engage students in citizenship.

### Year 6 to 7 Transition Programme

At Oasis Academy Immingham 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, led by a member of the leadership team who ensure a smooth, carefully planned transition process with the sole 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 strengthens our 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 at OAI.