



## HOLYWELL CHURCH OF ENGLAND ACADEMY

# Provider Access Policy

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Responsibility	All staff and the governing body
Effective Date	November 2022
Review Date	November 2023
Approved by full Board of Governors:	25 November 2022
Storage; (i) Electronic (ii) Hard Copy	(i) Google Drive and on school website (ii) Policy file.
Distribution	All staff, students, parents and employers

### Introduction

This policy statement sets out Holywell School's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

All students in years 5-8 are entitled:

- to find out about academic providers, technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact

- Michael Simpson, Headteacher  
Telephone: 01234 750381  
Email: [mgsimpson@holywellschool.co.uk](mailto:mgsimpson@holywellschool.co.uk)
- Or Polly Gough, PSHE & Careers Leader  
Telephone: 01234 750381  
Email: [pgough@holywellschool.co.uk](mailto:pgough@holywellschool.co.uk)

### Opportunities for access

Providers may contact the Headteacher and/or the PSHE & Careers Leader directly to liaise about careers presentations. Providers may wish to be involved in supporting curriculum delivery.

Throughout the year in PSHE, students cover aspects of careers guidance. These lessons and events will offer providers an opportunity to come into school to speak to students and/or their parents/carers. The main Careers focus for all year groups happens in the Spring term with an off-timetable day: 'PSHE Enrichment Day'. The Scheme of Work overview for PSHE is as follows (with specific 'Careers' input highlighted in blue):

### **Year 5 Autumn Term – New Beginnings**

- establishing community time and restorative practices
- developing a class charter
- rights and responsibilities
- creating a community and belonging
- gifts and talents
- firework safety
- relationships
- managing feelings and coping strategies
- mental wellbeing

### **Year 5 Spring Term – Physical and Mental wellbeing**

- physical and mental health
- healthy eating
- dental and personal hygiene
- changing bodies- puberty
- viruses and bacteria

### **Year 5 Summer Term – Economic wellbeing and Careers**

- introduction to careers
- stereotypes
- skills and qualities
- dream jobs
- managing money
- Year 5 charity enterprise event
- PSHE Enrichment Day – 1 full day with the focus on health and safety.

### **Year 6 Autumn Term – Healthy relationships**

- establishing community time and restorative practices
- diversity
- stereotypes
- relationship skills and challenges
- anti-bullying

### **Goal setting, Rules and Democracy**

- S.M.A.R.T target setting
- rules and laws
- democracy

### **Year 6 Spring Term – Physical Health and Mental wellbeing**

- physical and emotional changes during puberty
- identifying legal and illegal drugs
- families
- sleep hygiene
- caring for mental health
- dental health
- identifying legal and illegal drugs
- understanding the risks of drugs

### **Year 6 Summer Term – Caring for the Environment and Media Literacy**

- positive and negative effects of human activity on the planet
- plastic pollution, climate change, food waste, the oceans, sustainability and recycling.
- careers in green technology
- how data is shared and used online
- fraud
- evaluating reliability of sources
- misinformation and targeted information
- choosing age appropriate TV, games, apps and online content
- PSHE Enrichment Day – 1 full day with the focus on mental health and stress management; different approaches to improve health and wellbeing.

### **Year 7 Autumn Term 1 – Managing Emotions**

- getting to know and appreciate peers
- managing feelings
- parts of the brain
- peer pressure - strategies for resisting unhelpful peer influence
- resilience

### **Year 7 Autumn Term 2 – Keeping Safe and Anti-Bullying**

- bullying
- discrimination
- risk taking
- decision making
- optimism

### **Year 7 Spring Term – Physical Health and Mental wellbeing**

- recap on physical and mental changes associated with puberty
- personal hygiene
- benefits of a healthy diet, fitness and sleep routines
- screen time and social media
- alcohol and tobacco– dangers, effects and the law
- screen time and social media
- respectful relationships online and in the real world

### **Year 7 Summer Term – Accidents, Economic-Wellbeing and the Political System**

- dealing with accidents
- first aid
- how government works
- the political system of the United Kingdom
- democracy
- voting and elections
- PSHE Enrichment Day – 1 full day with the focus on British Values and Values in Sport.

### **Year 8 Autumn Term 1 – Personal Identity**

- body image
- changing and managing relationships
- empathy
- risk taking

### **Year 8 Autumn Term 2 – Human Rights**

- rights and responsibilities
- anti-bullying
- prejudice – racism
- asylum seekers

### **Year 8 Spring Term – Physical Health and Mental Wellbeing**

- healthy relationships
- body image and the media
- sex and the law
- contraception
- dangers of illegal drugs

### **Year 8 Summer Term 1 – Economic Wellbeing and Careers**

- banking system
- profit and loss
- personal finances

- the economy
- PSHE Enrichment Day – 1 full day on Careers.

### **Year 8 Summer Term 2 – Critical Consumers and preparing for transition**

- critical consumers of goods and services
- rights and responsibilities
- ethical employers
- fairtrade
- preparing for transition to upper school
- managing change
- coping with feelings

### **Premises and facilities**

The school will make the Macfarlan Room / the Gym, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity and subject to the requirements of the Safeguarding Policy. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Library, which is managed by the school librarian. The Library (with Careers resources) is available to all students at lunch and break times.