

Personal, Social, Health and Citizenship Education Policy

Bolder Academy

MacFarlane Lane, TW7 5DB

Registered in England and Wales No: 08932893

PSHCE Policy V1

This policy is called:	Personal, Social, Health and Citizenship Education Policy
It applies to:	All staff at Bolder Academy
Person responsible for its revision:	Headteacher
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Aims

Bolder strongly believes that the PSHCE education on offer at the Academy should equip students to:

- Be kind - to themselves and others by leading a healthy and safe lifestyle.
- Be strong - by being capable, responsible and independent learners.
- Be brave - by being enterprising where they make the most of the learning opportunities on offer and achieve economic well-being by having a career plan.

The PSHCE curriculum at Bolder Academy also contributes to students' personal development by helping them to build their confidence, resilience and self-esteem, and to identify and manage risk. This in turn will enable them to make informed choices and understand what influences their decisions.

The curriculum allows students to recognise and shape their identities as well as gain an understanding of difference and accept change.

The PSHCE education programme makes a significant contribution to students' spiritual, moral, social and cultural (SMSC), Career Education and Relationship and Sex Education.

Key Principles

Students are provided with opportunities to explore and learn about:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
2. Relationships (including different types and in different settings, including online).
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).
9. Career (including enterprise, employability and economic understanding).

The Delivery of PSHCE

The PSHCE curriculum is delivered in a variety of ways. We have dedicated Being Bold Value days, where students focus on a particular topic from the PSHCE curriculum, which allows the Academy to bring in expert speakers as well as time for extended workshops.

Aspects of PSHCE are also taught through our Culture and Society Curriculum. We also deliver PSHCE themes during our weekly PSHCE and RSHE form time sessions, our weekly Personal Development form time sessions and assemblies.

Aspects of PSHCE are also taught through other subjects, such as PE, IT, geography, history, English, maths and science.

The PSHCE curriculum is supported by our student leadership programme which leads on many initiatives around inclusivity and diversity.

Bolder Academy recognises that students are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics are explored within the context of both.

PSHCE education reflects the universal needs shared by all the students at the Academy as well as the specific needs of the students. We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance and we take into account the age, ability, readiness, and cultural backgrounds of to ensure that all can fully access PSHE education provision. We do this by adapting the content of our lessons accordingly, and by employing a range of pedagogical methods in the classroom.

Monitoring and Evaluation

A discussion of students' needs is conducted at the beginning and throughout the year, and an evaluation of the PSHCE programme is completed at regular intervals, through surveys by the students.

We also consult data that is available at both a national level and local level, such as CHIMAT (Child and Maternal Health) and JSNA (Joint Strategic Needs Assessment), to inform us of the needs of our students.

The Contents of PSHCE

Bolder Academy's PSHCE curriculum supports students to thrive in a time of rapid change, with new and unpredictable opportunities and, challenges which constantly emerge.

Although the specific content of PSHCE curriculum will evolve as the world changes, many of these concepts are timeless. Bolder believes it is not enough to simply teach students about the issues covered but it is vital students have opportunities to explore their attitudes, values and beliefs and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

This policy supports and complements the following policies:

- Relationship and Sex Education (RSE) Policy
- Antbullying Policy
- Drugs and Alcohol Policy
- Preventing Extremism and Radicalisation Policy
- Safeguarding and Child Protection Policy
- Smoke-free Policy
- Spiritual, Moral, Social and Cultural Policy
- E-Safety Policy

Below is the current curriculum for PSHCE.

Year 7	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
What do we teach?	<p>Positive and healthy friendships.</p> <p>Respecting difference boundaries, privacy and consent.</p> <p>Conflict and reconciliation.</p> <p>Ending friendships / relationships.</p>	<p>Different kinds of committed, stable relationships.</p> <p>How stable, committed relationships contribute to human happiness.</p> <p>Positive relationships for raising children.</p> <p>Recognising different family types for raising children.</p> <p>Wider family relationships.</p>	<p>Opportunities online.</p> <p>Digital citizenship.</p> <p>Digital footprint.</p> <p>Online behaviour rules.</p>	<p>Reality versus the online world.</p> <p>Unhealthy comparisons.</p> <p>Social media and reality.</p> <p>Understanding online information.</p>	<p>Personal hygiene.</p> <p>Dental care.</p> <p>The immune system.</p> <p>Bacterial infection and antibiotic resistance.</p>	<p>What is mental wellbeing?</p> <p>Why is connecting important?</p> <p>How does time spent online impact wellbeing?</p> <p>Our behaviour, thoughts and feelings.</p> <p>Dealing with grief.</p>	<p><i>We start teaching alcohol and substances in Year 8. This allotted time in Year 7 is used to teach puberty.</i></p> <p>Exploring puberty.</p> <p>The brain during puberty.</p> <p>Sexual feelings.</p> <p>Hygiene.</p> <p>Menstrual health.</p>
<p>In Year 7 there is one Value day, focusing on the theme of healthy lifestyles.</p> <p>Students are taught: the principles of healthy eating; keeping physically active; benefits of a healthy lifestyle; and physical activity and mental wellbeing.</p>							
How does this meet the new RSE and Health Education guidance?	<p>Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Puberty - Key content mirrors the guidance on page 38 of the RSE and Health Education guidance, from the section entitled ‘Changing adolescent body’.</p> <p>Healthy Lifestyle - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Physical health and fitness’.</p>						

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Year 8	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
What do we teach?	Types of bullying. The impact of bullying. How stereotypes encourage prejudice. Unlawful discrimination. Respect and tolerance. Help for victims.	What is marriage? Cohabiting couples. Marriage as a choice. Parenting roles.	Online risks. Screen time. Data generation and usage. Sharing and removing material online. Risks of unknown people online.	Body image introduction. Idealised projections. Beliefs about beauty. Puberty and body image. Support for body image issues.	Good quality sleep. Strategies for good quality sleep. Impact of poor sleep. Impact of device use on sleep.	Outward signs of mental wellbeing concerns. Subtle signs of mental wellbeing concerns. Taking action to minimise mental wellbeing concerns in ourselves and others. Early interventions.	Introduction to alcohol and tobacco. Low risk alcohol consumption. Alcohol - short term and long term health risks. Alcohol: psychological risks. Harmful effects of tobacco. Stopping smoking.
	In Year 8 there is one Value day, focusing on the theme of first aid. Students are taught: assessing a casualty; recovery position; CPR; and defibrillators.						
How does this meet the new RSE and Health Education guidance?	Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’. Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’. Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’. Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’. Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’. Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’. Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’. First Aid - Key content mirrors the guidance on page 38 of the RSE and Health Education guidance, from the section entitled ‘Basic first aid’.						

Year 9	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
What do we teach?	<p>Criminal behaviours within a relationship.</p> <p>Controlling behavior and coercive control.</p> <p>Sexual harassment and sexual violence.</p>	<p>Safe family relationships.</p> <p>Trustworthy information.</p> <p>Recognising unsafe relationships.</p> <p>Recognising our own unsafe relationships.</p>	<p>Definition of the law - re indecent image sharing.</p> <p>Issues and scenarios.</p> <p>Reporting and penalties.</p>	<p>The positives of social media.</p> <p>Issues with 'oversharing'.</p> <p>Real life friendships.</p> <p>Influencers.</p> <p>Maintaining a healthy relationship with social media.</p>	<p>Understanding vaccinations.</p> <p>Addressing concerns about vaccinations.</p>	<p>Anxiety.</p> <p>Depression.</p> <p>Stress.</p> <p>Self Harm.</p> <p>Eating Disorders.</p>	<p>Common illegal drugs.</p> <p>Drugs and the law.</p> <p>Prescription drugs.</p> <p>Legal highs.</p>
<p>In Year 9 there are two Value days, focusing on the theme of being safe and intimate relationships.</p> <p>For being safe, students are taught: sexual consent and the law; harassment; abuse and rape.</p> <p>For Intimate Relationships, students are taught: what is a healthy intimate relationship?; diversity within intimate relationships; good communication within intimate relationships.</p>							
How does this meet the new RSE and Health Education guidance?	<p>Respectful Relationships – Key content mirrors the guidance on pages 27 and 28 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online and Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p> <p>Being Safe - Key content mirrors the guidance on page 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Being safe’.</p> <p>Intimate Relationships - Key content mirrors the guidance on page 29 of the RSE and Health Education guidance, from the section entitled ‘Intimate and sexual relationships including sexual health’.</p>						

Year 10	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Health and Prevention	Mental Health and Wellbeing	Alcohol and Substances
What do we teach?	Sexual consent and the law. Freedom and capacity to consent. Checking for consent. People in a position of trust. Sexual coercion.	Fertility and reproduction - dispelling myths. Fertility and infertility. Sexual pressure. Sex and health. Preventing pregnancy.	Impact on attitudes and behaviour. Damaging impact of viewing explicit materials on relationships. Exploitation. Spiral of addiction. Pornography and the law.	Problematic interactions online. Obsessive online behaviours. Catfishing. Self help for our online behaviours.	Maintaining a healthy lifestyle. Physical activity and positive mental wellbeing. Being a donor - science to inform choices.	Everyday stress triggers. Issues with school work. Impact of drugs and alcohol. Bullying. Violence and aggression.	What is an addiction? How addiction affects people. Addiction to specific drugs. Consequences of addiction. Seeking help for addiction. Alcohol dependency.
	<p>In Year 10 there is one Value days, focusing on the theme of being safe and intimate relationships.</p> <p>For being safe, students are taught: domestic violence; grooming; exploitation and coercion; and county lines. For Intimate Relationships, students are taught: sexual pressure; and sex and health.</p>						
How does this meet the National Curriculum and new RSE Guidance?	<p>Respectful Relationships – Key content mirrors the guidance on pages 27, 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’ and ‘Intimate and sexual relationships including sexual health’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Online Media – Key content mirrors the guidance on page 28 of the RSE and Health Education guidance, from the section entitled ‘Online and Media’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Health and Prevention - Key content mirrors the guidance on pages 34 and 37 of the RSE and Health Education guidance, from the section entitled ‘Health and prevention’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p>						

Year 11	Respectful Relationships	Families, Relationships and Human Happiness	Online and Media	Internet Safety and Harms	Mental Health and Wellbeing	Alcohol and Substances
What do we teach?	Pregnancy signs and testing. Abortion. Pregnancy. Labour and miscarriage. Alternative ways of having a baby.	Forced marriage. Honour based violence. FGM. FGM support.	<i>In this unit, students utilise computers and online materials to research their sixth form and apprenticeship options and opportunities.</i>	Understanding gambling. Resilience towards gambling. Recognizing problem gambling. Targeted advertising. Influencer endorsements.	Coping with exam stress. Breaking down mental health stigma. Panic disorder / panic attacks. Everyday stressors and triggers. PTSD.	Recreational drug use. Cannabis / marijuana. Cocaine. Ecstasy and heroin. Social implications of drug use.
How does this meet the National Curriculum and new RSE Guidance?	<p>Respectful Relationships – Key content mirrors the guidance on pages 27, 28 and 29 of the RSE and Health Education guidance, from the section entitled ‘Respectful relationships, including friendships’ and ‘Intimate and sexual relationships including sexual health’.</p> <p>Families, Relationships and Human Happiness – Key content mirrors the guidance on page 27 of the RSE and Health Education guidance, from the section entitled ‘Families’.</p> <p>Internet Safety and Harms – Key content mirrors the guidance on pages 33 and 36 of the RSE and Health Education guidance, from the section entitled ‘Internet safety and harms’.</p> <p>Mental Health and Wellbeing - Key content mirrors the guidance on page 36 of the RSE and Health Education guidance, from the section entitled ‘Mental wellbeing’.</p> <p>Alcohol and Substances - Key content mirrors the guidance on page 37 of the RSE and Health Education guidance, from the section entitled ‘Drugs, alcohol and tobacco’.</p>					

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