



# Personal, Social, Health and Citizenship Education Policy

**Bolder Academy**

390 London Road, Isleworth, Middlesex TW7 5AJ

Registered in England and Wales No: 08932893

PSHCE Policy V1

<b>This policy is called:</b>	<b>Personal, Social, Health and Citizenship Education Policy</b>
<b>It applies to:</b>	All staff at Bolder Academy
<b>Person responsible for its revision:</b>	Headteacher
<b>Status:</b>	Non-Statutory
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<b>Date of next approval:</b>	July 2022

## **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 "Drop-Down" 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 form time, through "Thought of the Week" activities and assemblies.

Aspects of PSHCE are also taught through other subjects, such as PE, IT, geography, history, English, maths and science, and students have opportunities to develop their understanding of PSHCE topics in our co-curricular activities during our extended days. We run, for example, Youth Travel Ambassador sessions with TfL for year 7s, and a global ambassador programme for year 7 and 8s.

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 baseline assessment of students' needs is conducted at the beginning of each year, and an evaluation of the PSHCE programme is completed at regular intervals, through discussion and written evaluations by the students and teachers.

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
- Antibullying 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 long-term plan for PSHCE. For a detailed year by year breakdown, please see the PSHCE curriculum.

	<b>Theme 1</b> Health & wellbeing	<b>Theme 2</b> Living in the wider world	<b>Theme 3</b> Relationships	<b>Theme 4</b> Health & wellbeing	<b>Theme 5</b> Relationships	<b>Theme 6</b> Living in the wider world
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying, gender stereotypes  Managing on- and off-line friendships	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, FGM, CSE	<b>Building relationships</b> Self-worth, self-esteem, emotional resilience, romance and friendships (including online) and relationship boundaries. Introduction to LGBT+	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use and managing peer influence	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism.	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies.  Conflict resolution	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. Social media use  LGBT+ and bullying	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation  Managing peer pressure in relation to illicit substances	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes.  Tackling homophobia, transphobia and sexism	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence  Planning and carrying out an enterprise project.  Reflecting on learning skills development in KS3
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change  Transition to KS4 and developing study habits	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  Manage romantic relationship challenges including break ups	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism  Understanding different families and learning parenting skills	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities  Promoting self-esteem and coping with stress.  Learning and revision skills to maximise potential	<b>Next steps</b> Application processes, and skills for further education, employment and career progression.  Understanding the college application process and plans beyond school	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse  Tackling domestic abuse and forced marriage	<b>Independence</b> Responsible health choices, and safety in independent contexts  Taking responsibility for health choices	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships  British values, human rights and community cohesion  Sexual bullying	

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