

NEWSLETTER

SUMMER 2024 PSHCE



Welcome to our first PSHCE newsletter, where we are excited to share the many successes and news stories from the Summer term.

This has been a long term of 14 weeks and as we draw to a conclusion, I thought that it would be nice to reflect on our achievements in Personal Development, which at our academy we call the STAR Curriculum.



By way of an introduction, my name is Paul Burgess and I am the STAR (Personal Development) and Humanities Lead at Sporting Stars Academy.

I would like to use this newsletter to keep you informed about our PSHCE curriculum, termly, about our provision at the Academy.

If you have any questions please contact me at the Academy or via paul.burgess@sportingstarsacademy.com

STAR CURRICULUM

Our STAR Curriculum is the umbrella term we use for the teaching of PSHCE at Sporting Stars Academy.

Our aim is to support students’ spiritual, moral, cultural, emotional and physical development, prepare and equip them for the opportunities, responsibilities and experiences of life. We aim to also provide them with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that they face as they grow up.



	Health Education
	Relationships & Sexual Education
	Citizenship
	Personal Safety
	Personal Development
	Crime & Extremism
	Identity
	Drug & Alcohol Education

FOCUS AREAS
STAR Curriculum

The STAR Curriculum is taught in a spiral fashion, so that topics are revisited and developed throughout a students’ time at Sporting Stars Academy (also as a way of addressing any gaps in the students’ knowledge due to moving schools).

At Sporting Stars Academy we use the PSHCE Associations’ recommended three categories: Health and Well-Being, Living in the Modern World and Relationships (RSE).

There is also a focus on SMSC (Social, Moral, Spiritual and Cultural) as well as the British Values of democracy, the rule of law, tolerance, respect and individual liberty. PSHCE Association evaluated research ‘A case for PSHCE’ indicates that PSHCE when taught well – helps keep children and young people safe, physically and emotionally healthy and prepared for life and work. PSHCE Association evaluated research ‘PSHCE, Academic Attainment

and Employability’ indicates that growing evidence to suggest that the skills and attributes acquired through PSHCE education have a significant impact on pupils’ academic achievement, employability, and future life chances.

The design of our curriculum ensures that a child who joins the academy after Year 9 still receives a thorough learning experience. The focus areas are shown above.

THIS TERM

This term our focus has been on our Year 11 students completing their Pearson BTEC assignments for Level 1 in:

- Personal Growth and Wellbeing
- Understanding Sexual Health and Wellbeing (Year 11, Post 16 and Nurture)
- Unit 1 Considering your own work-related skills (Years 10 and 11, Post 16 and nurture)

For the Personal Growth and Wellbeing Unit the students were asked to contribute anonymously to a new health and wellbeing information leaflet for students in Key Stage 3 that is being produced. In particular they have been asked to describe the characteristics of a healthy intimate relationship, selecting one intimate relationship and describing ways in which a person's health and wellbeing might be affected by it. They have also been asked to explain the potential risks associated with intimate relationships and are expected to provide at least two different risks, giving detailed examples of them, their potential negative impacts on personal wellbeing and, most importantly, how these risks can be avoided.

YEAR 9

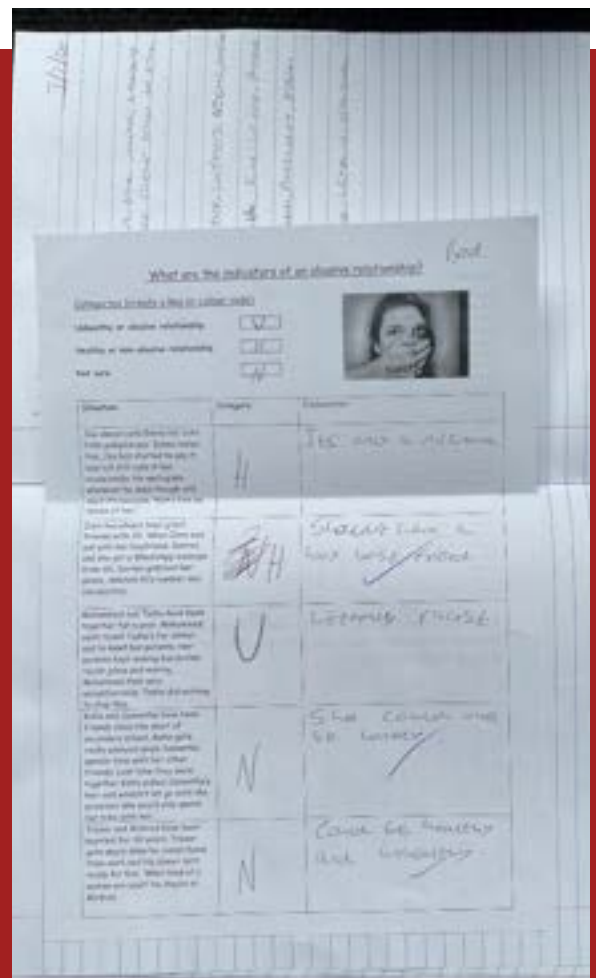
Year 9 have also, this term completed STAR curriculum lessons on issues ranging from consent where we investigated the legality and examined hypothetical case studies where consent was required. This then led to an examination of healthy and abusive relationships and who they could contact if needed.

NURTURE

Nurture in their STAR curriculum lessons are examining issues regarding Abortion and Euthanasia and the legality and ethics involved in these issues and we have had some lively discussions.

POST-16

Post-16 have been examining the nature of relationships and what is healthy and an examination of issues such as forced marriage, an issue that is presently of such concern in Britain that it has its own designated police unit.



GROWTH & DEVELOPMENT

For the BTEC Work Skills Unit the students in Year 10 and 11 were asked to give a definition for the terms 'skills' and 'qualities', using examples. They then had to complete a spider diagram to identify the skills and qualities needed for at least three different job roles. For each identified skill and quality, they suggested why it is needed in that specific job role. Descriptions of a range of different skills and behaviours that the learner deems necessary for the successful undertaking of different types of job role. Evidence also showed that the students can justify their choices, suggesting why each identified skill and behaviour might be necessary or advantageous in the same job roles. Year 10 have recently examined a case study of a fictional lad called Liam, his skills and career ambition and what he needs to do to achieve his long-term aims. They will then examine their own skills and how these match certain career pathways that we will discuss and what they need to undertake step by step to achieve these goals.

Our students arrive to the Academy at 9am and then go straight to their form rooms where they are greeted by their tutor (I am one of the Year 10 Tutors)

The students have a set routine each week. Monday is Literacy, where the students undertake discussions regarding spellings, correcting sentence structure and composition and we work as a class. Tuesday is PSHCE, where we debate key issues as a class, with each week focussing on a big question, such as; at 'What age should you be considered an adult?' Wednesday is Numeracy, where each week we solve a mathematical problem, where we undertake a countdown style task, as we have the total, but need to work out how to reach it with the numbers allocated. Thursday is What is in the News, where current affairs are discussed; recently we have been discussing the upcoming General Election. Friday is a fun form time where wordsearches and games are undertaken.



We find that form time is a good way to chat to the students and discuss relevant social issues.

FORM TIME PRESENTATION - THOUGHT FOR THE DAY SCHEDULE

Monday - Literacy

Tuesday - PSHCE Debates

Wednesday - Numeracy

Thursday - What's In The News

Friday - What's In The News (Y10) / Quiz (Y11) / Games (Y9 and Nurture)

FOCUS AREA

We have recently taught Year 10 the below topic stressing its importance both in our academy and legally.

What Does the Law Say About 'Sexting'?

If It's Sexually Explicit Text/Chat Between Children (Aged Under 18)

'There may be a possible legal offence, but in these cases the detail of the text/chat should be considered. General sexual references would not necessarily constitute an offence but text/chat that incites a child to engage in sexual activity or to make or distribute sexual images of themselves or another child should be reported to local police for further guidance.'

Sexting and the Law – Police guide

In other words, talking about body parts is not illegal, but persuading another under 18 to share images of those body parts may be. The ultimate decision on this is down to the police.

If It's Sexually Explicit Text/Chat Between an Adult (18+) and a Child (under 18), Including Requests for Pictures of a Sexual Nature

'There may be a possible offence and you should contact your local police station for further guidance. Do not delete or alter any material as it may be needed for evidence.' *Sexting and the Law – Police guide.*

In other words, if an over 16 is contacting an under 16 with sexy chat, even if they are not asking for pictures yet, they could be committing an offense. Punishments can include for the worst cases, jail terms and being put on the sex-offenders register.

What If a Child (Under 18 Years of Age) Takes a Sexually Explicit Image of Themselves?

'That child has committed an offence by making and possessing that image. If that child then sends the image to another person then the child has committed a further offence of distributing the image and the person who receives the image will also be liable for an offence of possessing the image.' *Sexting and the Law – Police guide*

In other words, if you are under 18 and you take a naked pic of yourself, you are 'creating an indecent image of a child.' If you then share this, you are sharing an indecent image of a child. Yes, even if it is yourself! It's still a criminal offense.

What If an Adult Sends a Child a Sexually Explicit Picture of Themselves?

This is a criminal offense and should be reported to the police. It doesn't matter if the child intended to receive the image or not.

Remember! the legal consent age for sex is 16. The consent age for sharing indecent images of yourself is actually 18.