



SPORTING STARS ACADEMY

STAR CURRICULUM POLICY

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Reviewed by K.Jackson ([Headteacher](#))

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1. Introduction

Our STAR curriculum at Sporting Stars Academy is taught primarily through Personal, Social, Health, Citizenship and Economic Education (PSHCE) education, a subject through which our students will develop knowledge, skills and attributes they need to manage their lives, now and in the future; building upon their existing skills set and knowledge to help them stay healthy, safe and prepare them for life and work in modern Britain. PSHCE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases. The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHCE education).

The intent of our STAR curriculum is to deliver learning opportunities that are accessible to all, ensuring that each of our students will understand more about how to play a positive and successful role within our society. They will learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. 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 and to 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

2. Aims and Objectives

Aims of the STAR Education curriculum:

- Promote the spiritual, moral, cultural, mental and physical development of all students
- Help young people to learn to respect themselves and others so preparing them for the opportunities, responsibilities, and experiences of later life
- Allow students to acknowledge and appreciate difference and diversity
- Teach students how to make informed choices
- Prepare students to be positive and active members of a democratic society
- Teach students to understand what constitutes a safe and healthy lifestyle

- Provide a framework in which sensitive discussions can take place regarding issues that may affect their lives
- Promote safety in forming and maintaining healthy relationships
- Provide students with a toolkit for understanding and managing their emotions
- Help students to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, and how to stay safe online
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help students understand the key concepts included in British Values

Our STAR curriculum ensures that Fundamental British values are addressed through:

- Democracy: through exploration and engagement in activities including discussion, students are encouraged to develop empathy, respect the opinions of others and share talk time, knowing that they too will have the opportunity to showcase their thoughts, ideas, knowledge and opinions
- The Rule of Law: we explore this via topics such as consent, abuse, privacy and data protection and the need to understand the role that the law plays in the decisions that we make, for example in relation to bullying and harassment, child on child abuse and the sharing of inappropriate images
- Individual Liberty: students are encouraged to make decisions for themselves whilst acknowledging that others will and do have different opinions and that based upon these, we all have a choice to make. This is particularly relevant when showcasing their work in response to their PGW qualifications as they are encouraged to personalise their own outcomes as mapped against the assignments they're completing
- Tolerance: students explore protected characteristics and the importance of the Equality Act in ensuring that our society is accepting and tolerant of each other and that unfair treatment and discrimination is tackled
- Mutual Respect: going hand in hand with tolerance, we explore acceptance of each other as individuals and an appreciation of diversity

Our STAR curriculum focuses on the main ideas of Social, Moral, Spiritual, Cultural values:

- Social: social development is integral to the STAR curriculum as it explores students' place in society both now and as they transition into adulthood and towards greater independence. It explores the social elements associated with a range of relationships, including personal and intimate relationships and how they can maintain their health and safety.
- Moral: students are supported to explore their own beliefs and values regarding what is right and wrong. It affords them with opportunities to consider how these will inform their intentions, attitudes and behaviour towards themselves, others, their environment and society in numerous situations and allow them to reflect on how they should behave and the sort of person they should be if they are to contribute positively to society.
- Spiritual: students are encouraged to reflect on their beliefs, develop a respect for and understanding of others' faiths, feelings and values. Through discussion we explore and develop an ability to empathise with others and connect with the world around them, using their imagination and creativity to expand their own learning opportunities.
- Cultural: PSHCE enables our students to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming

young adults. Students are provided with opportunities to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. They are encouraged and supported to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. For example they learn about a variety of current issues within PSHCE that are present in both the school's locality and their communities and have an impact on their day to day lives and the lives of those that live alongside them. Students are able to develop their understanding of their world and the impact that personal decisions can make on their lives as well as developing critical thinking skills

3. Our British Values Statement

The Department for Education has reinforced the need to create and enforce a clear and rigorous expectation on all schools to “promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”. We are committed to promoting life in modern Britain through a wide range of implicit educational activities and the articulation of, and demonstration of these values. Modern British values are promoted through our social, moral, spiritual and cultural (SMSC) education which permeates through the school's curriculum, ethos, student voice, teaching and learning and its commitment to inclusion. Our approach to promoting life in modern Britain follows equality guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

4. Why Has the Specific Content/Domain Knowledge Been Selected?

Our medium-term plans link to British Values, Cultural Capital and SMSC. In addition to this, staff make connections throughout the year to the wider curriculum allowing children to see the application of knowledge and skills gained through PSHCE. Pastoral time is used for PSHCE, to promote a forum for open dialogue in which students ask questions, sift arguments and explore alternatives. It is an opportunity for philosophical thinking, which can be transferred into any subject in the curriculum.

Students in Key Stages 3 and 4 study Pearson BTEC Level 1 in Personal Growth and Wellbeing, Unit 4 – Understanding Sexual Health and Wellbeing (years 9, 10,11 and nurture) and Unit 1 – Improving Physical Health and Wellbeing (Post 16 who have already completed Unit 4) also Pearson BTEC Level 1 Subsidiary Award, Award, Extended Award and Certificate in Work skills, Unit 1 Considering your own work-related skills (years 10,11 and nurture) and behaviours and Unit 13: Contributing to Teamworking in the Workplace (next academic year for those who have already completed unit 1).

5. Why is It Taught in the Order That It Is?

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) and we use the PSHCE Associations' recommended three categories: Health and Well-Being, Living in the Modern World and Relationships (RSE). 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 students' academic achievement, employability, and future life chances.

6. Beyond the Curriculum

We deliver SMSC through a variety of ways beyond the curriculum:

- Work experience for Year 10

- Personal Development Form Weeks, such as National Careers Week
- Enrichment Programme.

7. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to students who are withdrawn from RSE.

8. Training

Paul Burgess is currently leading on Personal Development, disseminating appropriate staff training and providing resources to support the teaching and learning of the STAR curriculum.

The school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

9. Monitoring Arrangements

The delivery of the STAR curriculum is monitored by the Senior Leadership team through the Quality Assurance programme of learning walks, book scrutiny and student voice activities. Students' development is monitored by class teachers and within PRSHE, the delivery of BTEC Personal Growth and Wellbeing and the AQA Unit Award Scheme offers recognised completion of work via certification. This policy should be read in conjunction with all policies and will be reviewed annually.

Appendix One - Indicative Content for Relationships and Sex Education

By the end of secondary school, schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families (Students Should Know):

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to:
 - Determine whether other children, adults or sources of information are trustworthy
 - Judge when a family, friend, intimate or other relationship is unsafe (and to recognize this in others' relationships)
 - Seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, Including Friendships (Students Should Know):

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
- That in school, and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and Media (Students Should Know):

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

Being Safe (Students Should Know):

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and Sexual Relationships, including Sexual Health (Students Should Know):

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment