

PSHE and SRE Policy

2019-20



KAA Mission Statement

INTREPIDUS

(adj.)

Definitions: Undaunted, fearless, bold

KAA has at its core the pursuit of the very highest standards in education, both inside the classroom and beyond it. We believe all children can exceed their expectations, no matter what their prior attainment and experiences. At our school no child will be labelled; we will treat them all as intelligent and individual. Through our ethos, our extended curriculum and our entrepreneurial approach we will develop students into confident, rounded individuals, equipped for anything that life throws at them. Our motto – INTREPIDUS – will help us to realise our ambition.

As KAA teachers we aim to:

- Create a culture of high aspirations, high motivation and high achievement for all
- Build a strong community based on fairness and personal responsibility
- Welcome, value and respect all who come in the school
- Be reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence
- Promote positive dialogue and partnership with our community

Our four core values are:



We know they will guide us in our work to create an outstanding academy which can transform the lives of our students.

Contents

Page 4 – What is PSHE?

Page 5 – How is PSHE delivered at KAA?

Page 7 – How is PSHE assessed and monitored at KAA?

Page 8 – Sex and Relationships Education (SRE)

Page 17 – Drugs and Alcohol Education

KAA PSHE Mission Statement

For all students to develop an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively.

What is PSHE

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programs have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

PSHE at KAA is broken down into three core themes, outlined below;

- Health and Wellbeing
- Relationships
- Living in the Wider World (including economic wellbeing and careers education)

Why is PSHE so important?

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

How is PSHE delivered at KAA?

PSHE education at KAA is delivered to all students either through weekly timetabled lessons at KS3 and 5 and through tutor time sessions in KS4. Directors of Learning provide half-termly schemes of work and lessons, which are all saved on the K Drive and are distributed to form tutors at least a week in advance. The expectations of staff to prepare, adapt, differentiate and deliver PSHE lessons are the same as any other lesson. An overview of the topics covered at each key stage is outlined below.

KS3

The topics at KS3 stay the same, although the content of the session's changes. Each year students explore deeper content and more mature themes around each topic. The only exception is the spring term in Year 9, which focuses on careers and GCSE options.

Term	Topic	
Autumn 1	Relationships	
Autumn 2	Bullying	Entrepreneurship
Spring 1	Diversity	Careers and GCSE options in Year 9
Spring 2	Entrepreneurship/ Careers	
Summer 1	Health	
Summer 2	Keeping Safe	

KS4

At KS4 the PSHE curriculum is delivered during tutor time. The topics and themes are outlined below;

Year 10

Autumn 1	Work Experience
Autumn 2	British Values and Prevent
Spring 1	Careers, economic wellbeing and employability
Spring 2	Keeping safe
Summer 1	Health
Summer 2	Employability (and final WEX preparation)

Year 11

Autumn 1	Post-16 applications
Autumn 2	Revision
Spring 1	Democracy, Politics and life after KAA
Spring 2	Keeping safe
Summer 1	Preparation for exams
Summer 2	*Exam Leave*

KS5

At KS5, the tutor groups are vertical, containing a mixture of Y12 and 13 students. An outline of the topics delivered can be seen below, although this subject to change to incorporate a range of academic and subject based lectures.

Autumn 1	Study Skills (Y12) and UCAS (Y13)
Autumn 2	Social justice
Spring 1	Sex and Relationships

Spring 2	British Values
Summer 1	Revision
Summer 2	UCAS (Y12)

How is PSHE assessed and monitored at KAA?

Assessment

Lessons are carefully planned to ensure that the students reflect with the teacher on what they have learned in terms of knowledge and understanding, development of skills, and how their attitudes and values may have changed. Students complete a self-assessment review of their learning at the end of PSHE sessions, as well as at the end of each term.

Monitoring and Evaluation

Students needs are monitored through student council meetings and student surveys as well the use of a question box, regularly checked to ensure student questions and concerns are addressed through PSHE.

PSHE provision is monitored by Mr. Toby Fisher, Assistant Principal – Culture and Ethos and is ratified by the Governing Body. The governor with overall responsibility for consultation is Mr. Mick May. Learning walks ensure that the delivery of PSHE are monitored to identify issues for development as well as through meetings between SLT and the Directors of Learning. Lesson plans and medium term plans for PSHE are reviewed each year to ensure the relevance and accuracy of the curriculum provided.

Sex and Relationships Education (SRE)

Aims and objectives

This section provides guidance and information on all aspects of SRE, within the PSHE programme, and aims to provide a secure framework within which staff can work, as well as to provide information for parents and carers regarding the SRE curriculum within the academy.

By the end of their time in secondary education, students will explore the following topics.

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 – for example, 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 recognise this in others' relationships), how to 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, such as
 - 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 (for example, 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

Pupils 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, for example 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

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-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

Pupils 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, for example 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 and menopause

- 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 and 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalization
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

What is Sex and Relationships Education?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a

timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Schools may choose to explore faith, or other perspectives, on some of these issues in other subjects such as Religious Education.

Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honor-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

It should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgments and behaviour
- Have the confidence and self-esteem to value themselves and others
- Behave responsibly within sexual and personal relationships
- Communicate effectively
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV
- Neither exploit others nor be exploited
- Access confidential advice and support

Moral Framework

Our school believes that SRE should be delivered within the following moral framework. Our programme promotes:

- self-respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- an awareness of the way others feel
- mutual support and co-operation
- honesty and openness
- the acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- the right not to be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues

Why should SRE be taught?

In addition to the legal requirements, we feel that effective SRE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Sex and relationships education is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs and future academic success. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including sexual bullying).

The interaction between PSHE education and other subjects

SRE is not a topic that can be delivered or learned in isolation from the wider curriculum.

The science national curriculum will cover basic human biology and is still statutory in maintained schools. While science will teach about conception and perhaps contraception, SRE through PSHE will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe. Science will not directly teach assertiveness or, should they wish to become sexually active, how to negotiate contraception with a partner.

There may also be relevant learning in other subjects such as Religious Education in relation to the law of the land and the views of religious and secular groups on matters such as abortion and same-sex relationships.

As part of SRE it is important that pupils recognise ways they could put themselves at risk through the use of technology, including risks to their emotional and physical wellbeing, safety and personal reputation. As such some aspects of SRE are delivered through Computer Science lessons. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Diversity and Inclusion

Kensington and Chelsea is an ethnically diverse borough. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views about sexual behaviour. Our tutors and schemes of work are sensitive to these views but ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Kensington Aldridge Academy, like all public institutions has specific responsibilities in relation to equality and protected characteristic groups. Our SRE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and

maturity, their sexual orientation and gender identity that may be 'emerging'. This means that sex and relationships education is sensitive to the different needs of individual pupils and will evolve and adapt over time.

Equal Opportunities

Our SRE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. Our SRE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration.

Special Educational Needs and Learning Difficulties

Form tutors delivering SRE ensure that differentiation appropriate to the individual students in their class is planned for all PSHE lessons. Pupils with special educational needs are given extra SRE support by SEN staff and pupils with English as their second language receive help from assigned staff.

How was the content decided?

The content is based on the revised National Curriculum Outcomes for Key stage 2-4, PSHE Association Guidance for PSHE Programme of Study July 2013, Ofsted Criteria July 2013 and best practice guidance issued by the Sex Education Forum July, 2013.

The content has been selected so that throughout the programme pupils 'practice' life skills such as assertiveness, self-awareness, decision making, and considering all aspects of relationships and what affects them. It also provides many opportunities for pupils to explore their own and others attitudes, values and opinions on a variety of issues

In Key Stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, how to access sources of advice and support and when and where to get help, such as from a sexual health clinic.

In Key Stage 4 pupils will learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

How are resources chosen?

SRE resources are chosen and checked for:

- Being up to date and in line with government policy
- Being inclusive - including different types of sexuality
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

How is SRE delivered?

SRE is delivered in weekly PSHE lessons, tutor time and through curriculum lessons such as Science, Religious Education and Computer Science. The delivery of SRE is also supported by one-off talks from the external agencies providers or speakers where appropriate

Who delivers SRE?

- Form tutors
- Curriculum teachers
- External agencies used to enhance programme
- School Nurse

How does the school use outside agencies?

The delivery of sex and relationship education is the sole responsibility of the school, but occasionally appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. The academy has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's SRE policy and work within it
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils to inform future planning

Working with Parents

The SRE curriculum aims to complement and support the sex education provided to our students at home. Parents and carers are informed regularly of the content of the PSHE curriculum to be covered. Parents and carers are able to discuss issues relating to SRE with their child's form tutor during parent's evenings, or by directly contacting their child's teacher.

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. If a parent wishes to withdraw their child from PSHE/ SRE lessons or activities, they need to write to the relevant head of year at the beginning of the academic year so that alternative provision can be made. Requests need to be made in writing.

Single and mixed sex groups

All pupils will receive the full SRE programme, however on occasion it may be appropriate to provide opportunities for pupils to discuss matters further in single sex groups or individually.

Dealing with questions

KAA staff will:

- answer only those questions that relate directly to the agreed programme/lesson
- make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- encourage pupils to ask their parents/carers any question outside the planned programme
- make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme
- ensure that if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the safeguarding procedures (provided in the Safeguarding Policy).

Safeguarding Children Statement

SRE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

Understanding Child Sexual Exploitation (CSE)

All staff receive Safeguarding training each year, are alert to signs that a student is at risk of or is suffering sexual exploitation. This training ensures our staff are aware that:

- Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status.
- Child sexual exploitation does not always involve physical contact and can happen online.
- One of the main examples are when children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status
- In all cases, consent can never be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Our SRE curriculum plays an important role in helping our students gain an understanding of acceptable and unacceptable relationships and sexual behaviour. Content on consent, sexual bullying and coercion is included in our PSHE curriculum.

Confidentiality statement

Teachers are aware that effective sex and relationship education can lead to disclosure of a child protection issue. In these circumstances teachers cannot offer or guarantee absolute confidentiality. If a teacher believes that a child is at risk or in danger, they talk to the named child protection coordinator who may or may not confer with the Principal before any decision is made. For further details about confidentiality teachers and parents can refer to the school's Confidentiality Policy.

Training

Teachers of SRE meet regularly for Year Meetings to plan and prepare for the delivery of PSHE and SRE. Where necessary teachers are trained by external subject experts relating to specific topics, e.g. FGM training is delivered by the RE department.

Drugs, Weapons and Alcohol Education

What are the aims and objectives of the section?

This section provides guidance and information on all aspects of how we deliver high quality and relevant teaching of the use and misuse of drugs and alcohol within the PSHE programme and aims to provide a secure framework within which staff can work, and information for parents and carers regarding the wider PSHE curriculum within the academy.

In addition to the legal requirements, we feel that effective teaching around the use and misuse of drugs and alcohol is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The subject areas below will be taught during individual lessons (KS3 and 5) and through drop down days at KS4. It will be delivered by form tutors and external agencies, where appropriate.

The subject areas covered include:

- Staying healthy
- Risk and safety rules
- Smoking
- The effects of alcohol
- Legal and illegal drugs
- Peer pressure
- How to access help, advice and support

The programme and policy will reflect our overall stated aims and ethos.

- To inform about the use and misuse of drugs (in an accurate manner to dispel myths).
- To develop coping skills for managing different drug related situations e.g. smoking, alcohol and illicit substances.
- To enable pupils to make healthy, informed choices regarding issues related to drugs.
- To cover many elements of Citizenship as stated by the National Curriculum Guidance No.5.
- To deliver Drugs Education in line with the relevant Education Acts and in particular the guidance contained in Every Child Matters: Change for Children: Young people and drugs (2005)
- To explore the many issues related to drugs and young people. To encourage moral and spiritual development, respect for self and others, to foster responsible behaviour.
- To reflect Equal Opportunities, in line with the school's stated policy.
- To inform students about appropriate sources of additional support and enable them to access these e.g. the school nurse.
- To offer access for early stage bilingual learners through the school's overall provision for such pupils.

It should support children and young people to make informed decisions about how to stay safe and avoid risks associated with drugs and alcohol, as well as preparing them for adult life, in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others
- Behave and communicate responsibly
- Neither exploit others nor be exploited
- Access confidential advice and support

The Definition of a Drug

The term drug is used to refer to any psychotropic. When addressing drug education and the management of incidents and situations involving drugs (including the management of medicines), school drugs policies are recommended to encompass all drugs, which include:

- Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols)
- Over-the-counter and prescription medicines (e.g. paracetamol, cough medicines, antibiotics, tranquillizers, steroids)
- Alcohol (e.g. wines, spirits and liquors)
- Tobacco (e.g. cigarettes and cigars)
- “Legal Highs”
- Illegal drugs (e.g. opium, cannabis, heroin, LSD or ecstasy)

How are resources chosen?

Resources are chosen and checked for:

- Being up to date
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

Dealing with questions

KAA staff will:

- answer only those questions that relate directly to the agreed programme/lesson
- make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)

- Use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- allow individual staff to use their professional judgment as to answering questions in front of the whole class or individually
- encourage pupils to ask their parents/carers any question outside the planned programme
- ensure that if a teacher is concerned that a pupil is at risk of drug or alcohol abuse, they should follow the safeguarding procedures (provided in the Safeguarding Policy).

Safeguarding Children Statement

Drug and alcohol abuse may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

Training

Teachers of PSHE meet regularly for Year Meetings to plan and prepare for the delivery of all topics, which can be sensitive and more difficult to deliver. These meetings give staff an opportunity to share good practice and agree upon techniques and methods to deliver lessons effectively.

Guidelines

Drugs Education is delivered within a framework which encourages equal respect for:

- all groups in society
- all religious beliefs and practices

In line with our Academy values, students should be helped to consider the importance of self-restraint, respect and dignity. They should show responsibility and sensitivity towards the needs of others. They should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that all must behave responsibly in drug related matters.

Sensitive issues will be discussed in an open and honest way that is relevant both to individuals and to groups of young people and which reflects respect for all groups in society.

Resources include: Text books, in house programmes, videos, ICT, Curriculum Guidance and Health Education materials from outside agencies.

Advice/information is part of the programme. Individually, pupils are given advice/information when they approach teachers; this is done conscious of the need not to contravene what maybe parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual student's needs and overall wellbeing. Tutors may be consulted, in confidence, where it is judged appropriate. The school nurse can offer absolute confidentiality to all young people on a one to one basis.

When a teacher has concerns the Assistant Principal responsible for safeguarding should be consulted.

Outside professionals are employed by the school to work closely with teachers to plan and deliver drugs education.

The Directors of Learning will lead on PSHE planning related to content involving issues related to substance use and abuse by pupils.

Delivery of Drugs Education

Drug education will be taught through the formal and informal curriculum, although the main vehicle will be the PSHE and Citizenship curriculum in conjunction with science. The science department and AP responsible for PSHE will plan the delivery of the drug education programme, so it is clear who is delivering which aspects, how and when. This ensures that there is not repetition or omission, but that topics are introduced and reinforced appropriately. The school also actively co-operates with other agencies such as the Youth and Community Police and RBKC to deliver its commitment to drug education and to deal with drug-related incidents.

Specific elements of Drug education are delivered through;

PSHE Curriculum

Students will know and understand:

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- Definitions of words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal, adulteration
- Different categories of drugs including stimulants, depressants, hallucinogens, analgesics
- Different types of medicine (both prescribed and over the counter), legal and illegal drugs including their form, effects and risks. Information about drugs – appearance, effects, legal status
- The law relating to the use of legal and illegal drugs
- The effects of different levels of intake of alcohol
- People who can help students if they have concerns
- Dangers associated with particular drugs, mixing of drugs, particular moods and environments
- Drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation

Students will be able to:

- Identify risks to health
- Cope with peer influences
- Communicate with adults, parents and professionals
- Make decisions and be assertive in situations relating to drug misuse

Students will have considered:

- The attitudes towards drugs in different sections of society
- Their attitudes towards drugs and the laws relating to them
- Themselves as a role model, and acceptance of responsibility for their own actions
- Taking responsibility for their own safety

Implementation

- Drugs Education is taught by members of the science department and form tutors. Year teams discuss and develop lesson plans, drawing upon a range of relevant resources supported by outside agencies as appropriate.
- When outside speakers/contributors are used to complement the work of the school there will be agreement on the content, learning outcomes, methods of evaluation, and any possible follow up work. The visitor's contribution will be incorporated into the programme of drug education.
- The approaches within the science department and within PSHE are distinct. The latter area places greater emphasis on the social context, whereas the science department takes a more biological approach.
- Within the school, subject teachers, form tutors and outside agencies will deliver INSET. Other agencies will also provide training and support e.g. Police and Health Promotion teams.
- Outside speakers/contributors will be given a copy of the school drug policy and any other relevant school policies prior to the visit, to ensure that they are aware of the ethos of the school, and how incidents are dealt with should any occur.
- For matters relating to inappropriate use of drugs, please read the Behaviour policy. In brief, the school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The academy will consider very carefully the implications of any action it may take. It seeks to balance the interests of the student involved, the other school members and the local community.
- The discussion or promotion of drugs, in person, online or via social media, will be sanctioned in accordance with the behaviour policy and treated as a high level breach of the academy rules. Any item found at the academy which imitates or mimics a substance or drug paraphernalia is a serious breach of the academy behaviour policy. Failure to disclose to a member of staff knowledge of a person in possession of a prohibited substance is also a serious breach of the behaviour policy. Permanent exclusion may be warranted when all other reasonable steps have been taken or because of the seriousness of the incident, examples of one off cases warranting consideration of permanent exclusion include supplying drugs, a student passing drugs to another student, bringing drugs into the academy, getting money from a student by extortion. Other examples would include students who repeat a drug related offence. All of the above breach our Behaviour Policy i.e. the Sanction Steps at the highest level.

Storage and Handling of Medication

The academy does not keep, or make available, over-the-counter medicines or remedies and academy staff are not obliged to administer any medicines to students. The school must be informed in writing of any medicines that a student may need during the school day or on the school premises.

The parents/carers of students prescribed medicines should inform Student Services, of the medication and the method and frequency of administration and, in some circumstances may request that the school administers it. School staff can administer medicines taken orally or by injection if necessary with specific training in the method of administering that medicine. In such cases the parent/carer must sign a medical consent form.

Students who need access to medication on a continuing basis e.g. asthma inhalers or ventilators, sickle cell treatment, or insulin for diabetics are allowed to bring their medication to school in suitable tamper-proof containers. Where able to do so, they will be allowed to self-medicate.

If a student suffers regularly from acute pain such as migraine or menstrual pain, subject to school agreement, parents/carers should authorise the taking of paracetamol for their child with written instructions provided upon admission. A member of staff should supervise the student taking the medication. Student services keep a record of students given paracetamol.

The academy will not take responsibility for the administering of prescribed medicines if it has not been informed by parent/carers of the medical needs of a particular.