

PSHE and SRE Policy 2022-2023



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.

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KAA PSHE Mission Statement

Vision - 'What do we want a KAA student to be at the end of their time here?'

The PSHE programme at KAA is an integral part of what we do. It is central to our 10 curriculum principles and aims to provide students with the opportunity to develop the knowledge, skills and attributes they need to manage, and be successful, in their lives, now and in the future. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Lessons will enable students to think deeply, discuss and reflect on the themes and topics linked to statutory content, whilst also linking to border topics around finance and entrepreneurship.

The PSHE programme will encourage students to be tolerant, reflective and kind. It will help to **safeguard** students to enable them to stay healthy and safe, whilst preparing them to make the most of life and work.

Through the KAA curriculum, we hope to:

- provide pupils with a **broad, relevant, and age-appropriate** curriculum that covers **both national requirements and contextual issues in our local area**
- contribute to promoting the **spiritual, moral, cultural, mental, and physical development of students**
- develop pupils' **knowledge and understanding** of the world and of **personal, social, health, emotional and citizenship** concepts and relevant vocabulary
- understand issues relating to their **own health, personal care, sexual development and relationships**
- provide pupils with strategies to maintain **personal wellbeing**, promote **resilience** and equip pupils with skills to keep **themselves and others safe and make informed decisions**
- enable pupils to form **appropriate relationships** and give them a **sense of dignity and respect for each other**
- promote an atmosphere **celebrating equality and diversity**
- encourage students to be **empathetic to the experiences of others**
- develop and enhance their own **personal responsibility, self-esteem, self-confidence and assertiveness**
- create a **culture** where pupils can **speak openly** about their experiences
- ensure pupils are aware of the internal and external avenues to seek help and support
- ensure pupils feel safe to express their concerns to an adult or use the question boxes in the library

What is PSHE?

PSHE time is a right and the Academy's legal obligation to every child - this time should be protected, and students not withdrawn.

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;

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

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 and drop down days in KS4. Directors of Learning provide half-termly schemes of work and lessons, which are all saved on the K Drive, and/or shared google drives 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.

PSHE content is delivered by teachers in a non-judgmental, factual way that allows scope for students to ask questions in a safe environment. Teachers use distancing techniques, for example setting ground rules, using question boxes to allow students to raise questions anonymously. Teachers are aware that disclosures may occur in PSHE lessons, and know to pass on anything concerning to safeguarding officers. There are a range of opinions regarding PSHE, and the starting principles should be the law, factual delivery, and the rights and responsibilities of citizens, with sensitivity and awareness of the diverse religious and cultural backgrounds of our students.

The moral framework for classroom teaching of PSHE is self-respect, respect and tolerance of others, honesty and openness, the right of people to hold their own views (within the boundaries of respect and rights of others) and the right to accurate information about sex and relationships issues.

PSHE is coherently planned and implemented effectively -There is a coherent long term plan across all 7 years at KAA in PSHE and lessons should be carefully planned and delivered by staff to ensure that the vision is implemented effectively.

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-reflection on their learning at the end of PSHE sessions as well as at the end of each half-term.

As with any other subject, the books and work completed should be maintained to a high standard and this will be QA'd through the normal school processes and observations. There is no requirement to mark PSHE books, however, teachers should use regular checking for understanding in lessons and should 'live mark' work for content and SPaG where possible.

Monitoring and Evaluation

DoLs 'project manage' a topic - By leading a topic rather than a year group across the seven years, this ensures progression. Lesson creation may be delegated to FTs where appropriate, with QA from DoL.

Students needs are monitored through student council meetings and student surveys as well the use of a question box, in SRE lessons.

PSHE provision is monitored by Jasmin Vines, Assistant Principal – Personal Development and is ratified by the Trustees.

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.

Planning	Delivery	Understanding
<ul style="list-style-type: none"> - DOLs to take ownership of ensuring FT deadlines are met and lessons are checked - To be overseen by JVS/JCN - Agreed drop-in opportunities for FTs to seek 	<ul style="list-style-type: none"> - Half termly Learning Walks - Paired with SLT link - Centralised Feedback system (SISRA, Google Form) - JVS to regularly visit/cover/monitor lessons 	<ul style="list-style-type: none"> - End of topic summary activity - Could be creative task: poster, presentation - Could be Google form

guidance on planning or delivery of lesson with DOLs		
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As well as fulfilling their legal obligations, the Trustees also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that
- the school can fulfil its legal obligations.

Links to other curriculum areas

The interaction between PSHE education and other subjects

- Curriculum subjects (below)
- Assemblies and tutor time
- The house system
- School Council / Head Boy Team / Student Mentor work
- Student Leadership Award
- Core Values
- Invited visitors and outside organisations
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Work experience
- Community projects
- Social Action initiatives
- Place2Be counselling service

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.

Religious Education content includes aspects of **law** (e.g. marriage, civil partnerships) and the views of **religious** and secular groups on matters such as **abortion** and **same-sex relationships**.

Some aspects of SRE are delivered through **Computer Science** lessons. For example recognition of how young people may could put themselves at risk through the use of technology, including risks to their emotional and physical wellbeing, safety and personal reputation. 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**.

Working with parents

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, including a letter home in advance of SRE and puberty lessons. 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.

Before lessons on SRE all parents will be written to, using standard letter format:

DATE

Year XX Relationships and Sex Education

Dear Year XX Parents/Carers,

At Kensington Aldridge Academy we are committed to educating your child with the knowledge and skills they need to be successful in later life, both academically and in their wider social and emotional welfare. As part of your child's education, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education program.

I am writing to let you know that, in our PSHE lessons of the Summer term, your child's class will be taking part in lessons that will focus on the Relationships and Sex Education (RSE) aspect of the PSHE education program. RSE lessons in Year XX will include teaching about [e.g.physical and mental health during puberty, types of relationships, understanding consent, contraception, and safety and well-being in romantic, as well as non-romantic, relationships.]

Our students are growing up in an increasingly complex world. They have many exciting opportunities ahead of them and it is our desire to equip them to navigate these opportunities safely and successfully. As an academy, we are committed to the Equality Act of 2010; we have a statutory responsibility to deliver lessons that educate about, and challenge discrimination to anyone on the grounds of "age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation." Please be assured that the lessons have been planned to reflect the breadth of views within our student community and to ensure that students learn that respectful debate is healthy and productive.

The Department of Education has made the teaching of RSE compulsory for all schools from 2020. According to the government's new legislation, parents have the right to withdraw a child in Year 8 from the Sex Education lessons in this program, but are not able to withdraw him/her

from any aspects of the Relationships or Health Education. Further guidance is available here: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

As a school community, we are committed to working in partnership with parents; parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education program. If you would like to find out more or discuss any concerns, we are more than happy to for you to contact us directly.

Best wishes,

XXXXXX
Director of Learning Year X
XXXXXX@kaa.org.uk

Jasmine Vines
Assistant Principal
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Withdrawal

The Academy has a legal obligation to deliver relationships education and health education (including through the science curriculum reproduction, where a child cannot be withdrawn) and parents are only permitted to withdraw their child from sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn. Requests should be made in writing.

However, in practical terms no content is solely 'sex education', it is always sex *and* health or sex *and* relationships education, so parental withdrawal will only apply to the end Q&A session of SRE education.

Any withdrawal conversations should be rooted through JWR/JVS, discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Statutory Content: Sex and Relationships Education (SRE)

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 for students 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)

Statutory Content: Health Education (HE)

Physical health and mental wellbeing.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. To enable students to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, students must understand that good physical health contributes to good mental wellbeing, and vice versa.

Self-control and ability to self-regulate, and strategies for doing so are important in lessons about mental health. This will enable students to be confident in their ability to achieve well and persevere in the face of setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

Teaching physical health and mental wellbeing aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students will be taught key facts about the menstrual cycle including:

- what is an average period,
- range of menstrual products and
- the implications for emotional and physical health.

In addition, a clear communication to help girls prepare for and manage menstruation, including with requests for menstrual products.

Mental Wellbeing

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harm

Pupils should know:

- the similarities and differences between the online world and the physical world, including:
 - the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),
 - how people may curate a specific image of their life online,
 - over-reliance on online relationships including social media,
 - the risks related to online gambling including the accumulation of debt,
 - how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs and Alcohol

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils should know:

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.15
- the purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

KAA POLICY:

SRE

The Children and Social Work Act 2017 introduces new legislation on relationships and sex education in schools. As of September 2021, the delivery of relationships and sex education is a statutory part of the curriculum in secondary schools. Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ (lesbian, gay, bisexual, transgender, questioning) and gender equality which is in line with the Equalities Act 2010.

Our aim is that all students are provided with relationships and sex education to help and support them through their lifelong learning about physical, emotional and moral development. We seek to ensure students gain an understanding of the importance of stable and loving relationships, respect, communication and care for others.

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship.

As an Academy we emphasise that by providing comprehensive RSE, we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the knowledge they need to make informed decisions and responsible choices as they progress into adulthood.

The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

The Department for Education's Guidance on Statutory Relationships and Sex Education (2019) requires that all pupils are taught safety in forming and maintaining relationships, characteristics of a healthy relationship and how relationships may affect mental and physical health. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England.

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. However, this should not mean that there is any group which is omitted from aspects of SRE education. For example, boys should learn about menstruation as well as girls.

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.

In teaching Relationships Education and RSE, the Academy will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

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 statutory guidance on SRE and Health education ([here](#)).

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 devised?

SRE resources are developed by DoLs, and tutors, with the support of the SLT lead, they are designed to be:

- Up to date and in line with government policy
- Inclusive - including different types of sexuality
- Positive, healthy and unbiased
- Age appropriate
- Promoting of positive values
- Accurate

How is SRE delivered?

SRE is delivered in weekly PSHE lessons, tutor time and through curriculum lessons such as Science, Religious Education and PE. 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

Dealing with questions

KAA staff will:

- have the option to answer only those questions that relate directly to the agreed programme / lesson
- make provision for questions about sex, reproduction and puberty to be answered individually or returned to in the next lesson, as they arise, outside the planned programme
- find time to answer other SRE relevant questions, or pass them on to DoLs.
- 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)
- 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
- 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).
- encourage students to use the question boxes in the KAA library

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

For PSHE to be implemented effectively, staff training on the core knowledge, vocabulary and how to deliver sensitive topics is essential. Time should be used in tutor settings and training days to ensure staff feel confident delivering the material for the term ahead.

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.