

# **PSHE Policy**

## **2024-25**



## 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 staff 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 that they will guide 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 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 the 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 **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

This policy is reviewed annually.

## What is PSHE?

**PSHE time is a right and the Academy's legal obligation to every child** - this time should be protected, and students should not be 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 six core themes, outlined below;

- British Values
- Health and wellbeing (mandated)
- Relationships and Sex education (mandated)
- Living in the wider world
- Avoiding Harm
- Budget and Finance

## 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 shared Google Drive and are distributed to form tutors at the start of the half term.

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, such as setting ground rules and using question boxes to allow students to anonymously raise questions. Teachers are aware that disclosures may occur in PSHE lessons, and know to report anything concerning on CPOMS to alert the Safeguarding team. 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 relationship 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.

### Safeguarding Children Statement

PSHE may bring about disclosures of safeguarding children's 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

For PSHE to be implemented effectively, staff training on the core knowledge, vocabulary, and how to deliver sensitive topics is essential. Teachers are supported in the delivery of PSHE through whole-staff training and year-team meetings. They are expected to prepare, adapt, differentiate, and deliver PSHE lessons with the same importance as any other lesson.

# 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' where possible.

## Monitoring and Evaluation

**Directors of Learning (DoLs) are the Curriculum Lead for PSHE in their year group:** lessons are QA'd and updated as required by DoLs.

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

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

Learning walks ensure that the delivery of PSHE is 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.

At the end of each half-term students complete a Google Quiz to allow DoLs to check their understanding, inform planning for the following year and to tackle any misconceptions through Form Time top-ups.

**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 be withdrawn
- 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
- Student Leadership
- Core Values
- Invited visitors and outside organisations
- Mentoring
- Educational visits and trips
- Sports teams
- School publications
- Work experience
- Community projects
- Social Action initiatives
- School Therapy Services

RSE 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**, RSE 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, and civil partnerships) and the views of **religious** and secular groups on matters such as **abortion** and **same-sex relationships**.

Some aspects of RSE are delivered through **Computer Science** lessons. For example, recognition of how young people may put themselves at risk through the use of technology, including risks to their emotional and physical well-being, safety and personal reputation. It is important to explore the risks, and 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

We want to ensure that we work with parents as much as possible in the delivery of PSHE. All PSHE MTPs and lesson content can be found here: [PSHE Curriculum Area](#)

Parents are invited to attend drop-in sessions and can speak with Form Tutors regarding PSHE during Progress Evenings.

Parents have the right to withdraw from sex education only, more details on this can be found in the RSE policy.

# Statutory Content

The content is based on the statutory guidance on RSE and Health Education ([here](#)). More details on RSE can be found in the RSE policy.

## 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 drug 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 or Student Support Officer
- 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 prepare 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 drug 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, beers 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 where 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 answers to a specific question.
- Allow individual staff to use their professional judgment to answer 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.

## **Guidelines**

Drug 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 openly and honestly, which is relevant both to individuals and to groups of young people and reflects respect for all groups in society.

Resources include textbooks, 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 may be parents' wishes. Confidentiality is always observed, though teachers may have to make informed judgements about confidentiality and the individual student's needs and overall well-being. 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, Designated Safeguarding Lead (DSL) responsible for safeguarding should be consulted.

Outside professionals are employed by the school to work closely with teachers to plan and deliver drug 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 curriculum in conjunction with science. The science department and Assistant Principal 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 no 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 staff training. 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 before 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 KAA 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, or 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 the Student Support Officer of the medication and the method and frequency of administration and, in some circumstances may request that the school administer 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. The Student Support Officer keeps 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 student/medication.