



Joseph Leckie  
Academy

# PDP Health, Sex and Relationships & Drugs Education Policy

This policy is reviewed annually

**Approved by Governors: 13/12/2018**

**Review date for Document: 13/12/2019**

1. **Joseph Leckie Academy Vision Statement:** Joseph Leckie Academy provides a safe and challenging environment which maximises opportunities for all members of the Academy community. We work in partnership with parents to equip all of our students to be confident and effective young people and lifelong learners.
  - 2.1 **Legal Context:** This policy has been framed within the context of statutory legislation, national/local initiatives and perceived good practice reflecting other local and national DfE guidance.
  - 2.2 The Sex and Relationships Education Guidance document (2000) and the national curriculum for Key stages 3 & 4 (July 2014) requires schools to provide a programme which informs students about contraception, STI's and Aids.
  - 2.3 Joseph Leckie Academy recognises a parent's legal right to be informed about the Academy's SRE programme and withdraw their child from specified lessons, following consultation with the Principal.
  - 2.4 Sex education elements contained in the national curriculum Science orders are, however, mandatory for all students. This curriculum covers anatomy, puberty and biological aspects of sexual reproduction.
  - 2.5 Joseph Leckie Academy has responded to the SRE requirement to meet the needs of all students, regardless of sexual orientation. We wish to support the emotional wellbeing and self-esteem of all our students by providing age appropriate information and fostering non-judgmental attitudes. However, there will be no direct promotion of same sex relationships.
  - 2.6 Joseph Leckie Academy actively supports national and local initiatives in relation to reducing the incidence of teenage pregnancies, transmission of STI's and the promotion of healthy lifestyles for students, staff and the wider community.
  - 3.1 **SMSC** Provides a framework for the personal and social development of all our students.
  - 3.2 **SRE:** Sex and relationships education is part of a lifelong learning process relating to sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999, Learning and Skills Act 2000).
  - 3.3 Joseph Leckie Academy's programme is taught within a moral framework which recognises the importance of marriage and stable relationships, based upon mutual respect, as a basis for family life and bringing up children.
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4. **Aims of Health and SRE Programme:**

- 4.1** Joseph Leckie Academy aims to be a safe and healthy place for students to learn and work, with a climate that nurtures learning, achievement and growth of character.
- 4.2** Students, through the curriculum and Personal Development Programme, shall be taught the essential knowledge and skills they need to become “health literate” that is, to be able to make health enhancing choices and avoid behaviours that could damage their health and well-being.
- 4.3** **Rationale:** Health and success at school are interrelated. Joseph Leckie Academy cannot achieve its primary mission of education if students are not health and fit physically, mentally, emotionally and socially.

**5. Who does this policy involve?**

- Students
- Parents and Carers
- Joseph Leckie Academy Staff
- Governors
- Partnership agencies

**6. Links with other policies:**

- RE
- Citizenship
- Confidentiality and Child Protection
- PE
- Food Technology
- Science

**7. Partnerships:**

- Joseph Leckie Academy Pastoral Team and Staff
- National Healthy Schools (Education Walsall)
- Health Agencies
- YS Connexions

**8. How was this policy developed?**

- Curriculum Audit
- Parental and student consultation
- Draft policy submitted to Governors
- Draft policy discussed with staff and partnership agencies
- Policy available to staff/students and parents on school intranet

**9. Confidentiality and Child Protection:**

Joseph Leckie Academy observes the following guidance in relation to health Education and SRE:

We respect your right to confidentiality, however, if you say something that leads us to believe that you or someone else is at risk of harm, then we have a legal obligation to share this information with others. We are required to do this with, or without, your consent. If we need to take this action we will ask for your consent unless we believe that it would be detrimental to your health to do so.

**10. Inclusion:**

- 10.1**       • Joseph Leckie Academy aims to provide a basic entitlement which is age appropriate for all students throughout years 7 to 13.
- 10.2**       • Joseph Leckie Academy is aware of the diverse nature of our student's social, moral, cultural and religious experiences and aims to respond sensitively to their needs by teaching selected topics in single sex groups if the need arises.
- 10.3**       • Joseph Leckie Academy aims to accommodate students with individual learning plans or who are differently abled. Lesson Plans are differentiated.
- 10.4**       • Joseph Leckie Academy SENDCO distributes (via Faculties) the Special Needs Register. Staff teaching Health/SRE should be aware of this data in relation to their teaching groups. Additional available data consists of MIDYIS/YELLIS scores and Reading Ages.

**11. Curriculum:**

The Personal Development curriculum is co-ordinated and managed by Mr B Edge supported by a core team:

Mr J Greaves – Citizenship

Mr B Edge – Financial Awareness & Enterprise

Mrs C Ebanks-Powell– Careers/Progress File/IT Support

Mr B Edge with support of Mrs J Gibbins– Work Related Learning

Mr B Edge – SRE

**Structure:**

Years 7 & 8	Health & SRE delivered through specific Science lessons from a designated PDP SOW.
Year 9 &10	Four week units in rotation plus Work Experience preparation programme in summer term for Yr 10.
Year 11	WRL introductory programme incorporating Employability Day, Practice Interviews and Work Experience Week followed by four week units in rotation.
Enhancement Presentations	All years' experience enhanced presentations (e.g. drama) which explore topics at different levels.
Year 12 & 13	Flexible programme managed in conjunction with Head of Sixth Form to meet individual needs of pupils

**11.1 Programme Summary:**

Timetabled lessons are delivered by Joseph Leckie Academy staff and supported by core team. Subject areas (i.e. PE, Food Technology, Science) both support and deliver specific aspects of PDP.

**11.2** The health education programme shall:

- emphasise learning and practicing healthy living.
- Include accurate and up-to-date information.
- Focus on behaviours that have the most effect on a person's health e.g. smoking, drugs, unprotected sex, alcohol abuse, and emphasise short and long term consequences of these behaviours.
- Encourage students to assess their own lifestyle and behaviours, set goals for improvement and resist peer and wider social pressures to make unhealthy lifestyle.
- Stress the appealing aspects of a healthy lifestyle.
- Address students' own health related concerns.

**11.3 Fitness:** A sequential physical education curriculum that involves moderate to vigorous physical activity; that teaches knowledge, motor skills, and positive attitudes; that promotes activities and sports that all students enjoy and can pursue throughout their lives.

**11.4 SRE:** A spiral health and sexual and relationships education curriculum that is taught in each year, 7 to 13, supported by the national curriculum, specifically science. This is designed to motivate and help students maintain and improve their health, prevent disease and avoid health related risk behaviours.

**11.5 Health:** A structured programme, across all key stages, which incorporates smoking and drug awareness, promotes healthy eating and exercise, provides guidance relating to hygiene, puberty, nutrition and a range of safety issues aimed at reducing risk.

- 11.6 Pastoral:** The pastoral system provides access or referral to primary health care and support services; foster appropriate use of and awareness of health care services; to prevent and control communicable disease and other health problems; provide emergency care for illness or injury which is given by appropriately qualified and supported individuals.

Access to counselling, psychological and social services agencies to provide appropriate referrals for assessments, interventions and other mental, emotional and social services for students is delivered via pastoral system.

## **12. Assessment and Recording:**

- 12.1** A wider assessment profile, building upon cross-curricular links, is currently being developed to show progression in knowledge and skills across key stages. Informal assessment for both Health and SRE will focus on pupils' "best efforts." Opportunities for assessment will include:

- End of lesson/unit recap/teacher comment sheet
- Written tasks
- Observation skills used and Peer Assessment
- Participation in role plays
- Quizzes (thumbs up or down)
- Displays and presentations

## **13. Teaching and Learning:**

- 13.1** SRE and Health Education requires the active participation of students. Communication, co-operation, reflective thinking and the exploration of feelings are as important as the acquisition of knowledge.

A variety of teaching methods need to be adopted.  
e.g.

- Paired/group work
- Circle time
- Role Plays or Hot Seating
- Question & Answer or Open Forum

## **14. Health Education Learning Outcomes:**

### **14.1 Context:**

ECM: Be Healthy  
Stay Safe  
Enjoy and Achieve  
Make a Positive Contribution

Outcomes: health literate students shall be able to:

- Comprehend concepts related to health promotion and disease prevention
- Access valid health information and health promoting products and services
- Practice health enhancing behaviours and reduce health risks
- Use interpersonal communication skills to enhance health
- Use goal setting and decision making skills to enhance health
- Advocate for personal, family and community health

## **15. Aims of SRE Programme:**

**15.1** Sex and relationships education is designed to promote lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

**15.2** It aims to support children and young people in managing adolescence and prepare them for an adult life.

**15.3** The programme is utilises the expertise of specialist staff from external agencies, where appropriate.

## **16. Objectives of SRE Programme:**

### **16.1 Students will:**

- 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 responsibly within sexual and personal relationships;
- communicate effectively;
- have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions, sexually transmitted infections including HIV;
- neither exploit nor be exploited;
- access confidential advice and support.

## **17. SRE Learning Outcomes:**

**17.1** Whilst the programmes focus mainly on young people's experiences, attitudes and feelings around relationships, some biological aspects and skills practice will be covered in the lesson plans. This approach helps young people to make informed and responsible choices by considering values and attitudes, knowledge and understanding and skills.

### **17.2 Values and attitudes:**

The following values and attitudes are considered:

- the concept of responsibility and respect within relationships
- the moral and ethical issues around sexual behaviour
- respect for the range of different lifestyles in society today.

### **17.3 Knowledge and understanding:**

The programmes clarify knowledge and understanding of:

- body changes, body image and stereotyping
- statistics relating to sexual behaviour and young people
- the risks involved in early sexual activity for self and others
- safer sex and contraception
- exploitation in relationships
- the nature and effects of prejudice around the variation in human sexuality
- where to seek advice and support

### **17.4 Skills:**

The following skills are addressed:

- recognising that actions have consequences for yourself and others; recognising the pressures and influences on behaviour; managing changing relationships
- talking about feelings to a partner or friend; expressing opinions around a range of moral issues relating to sexuality and sexual behaviour; negotiating within relationships
- weighing up alternatives and considering the short and long term consequences in relation to sexual behaviour
- accessing help and support from a range of professional agencies

## **18. Monitoring and Evaluation:**

- 18.1**
- Monitoring strategies will be carried out through Departmental Review, Meetings, Classroom Observations and observations from support staff.
  - The Evaluation process will include students, staff and the Personal

Development Team.

- Evaluations will occur at the end of a taught unit.

## **19. Drug Education Policy**

### **19.1 Statement of Policy on Substance Use and Misuse**

The Academy condones neither the misuse of drugs and alcohol nor the illegal supply of these substances.

The Academy is committed to the health and safety of its members and will take action to safeguard their wellbeing.

The Academy acknowledges the importance of our pastoral role in the welfare of young people, and through the general ethos of the Academy, will seek to persuade students in need of support to come forward.

Health Education is an entitlement of all students in this Academy and drug education will be included in this area as part of an overall planned programme for Personal Development.

Whilst the Academy recognises the national increase in drug taking amongst young people, large numbers of young people decide not to experiment. The Drug Education Programme will take account of the differing needs of all our students.

As part of Pastoral Care parents will be kept informed of any incidents regarding any form of substance misuse involving their child. They will be invited to work closely with us to resolve any difficulties that may arise.

### **19.2 Aims of the Drug education policy**

- To enable the students to make informed healthy choices.
- To provide accurate information about cigarettes, alcohol and other drugs.
- To increase understanding about the implications and possible consequences of the misuse of any of these substances.
- To widen understanding about related health and social issues e.g. sex and sexuality, crime, HIV and AIDS.
- To seek to minimise the risks that users or potential users face.
- To enable young people to identify sources of personal support.

Some of these aims will be met through the taught curriculum for Science at Key Stages 3 and 4. The main focus for drug education is in Year 9 PDP. Drug Education is reinforced in the Year 11 Personal Development unit. Other areas of the curriculum may address drug issues from time to time e.g. R.E. and English throughout Years 7-11.

The Academy actively co-operates with other agencies and any visitor to the Academy who might be involved in the delivery of any aspect of drug education will be made aware of this policy and the Academy's attitude to drug abuse.

### 19.3 Drug Education Content

#### Science:

Key Stage 3 students should know that the abuse of alcohol, solvents, tobacco and other drugs affect health and that the body's natural defence may be enhanced by immunisation and medicines. Also how smoking affects lung structure and gas exchange.

Key Stage 4 – The effects of solvents, tobacco, alcohol and other drugs on body functions.

Science at Key Stage 3 is taught through the “Spotlight Science” scheme, which is a modular course, so the drug information will be taught in various modules throughout Years 7-8.

At Key Stage 4 the Drug Education forms part of tutorial discussions

#### PDP

Year 9            There is a module which focuses on drugs, the main elements of which are:

- Providing information about legal and illegal drugs, their effects and associated health risks.
- The law relating to drugs.
- Identifying risks to health and knowing where to find help within the community.
- Challenging the stereotypes of drug users.
- Developing decision making and assertiveness skills in situations relating to drug misuse.
- Looking at influences on young people e.g. media, sport heroes, film or pop stars with regard to the misuse of drugs.

#### Teaching Methods

The Drug Education delivered through the Science Curriculum will be taught in sets according to the students' ability. This applies to any delivery in any of the other National Curriculum subjects. The work covered in PDP is also taught in similar ability sets.

The students will experience a variety of teaching approaches which are appropriate to the age and ability of the students. All students will have access to this programme regardless of age, gender, ability or ethnic background. Students with Special Educational Needs will receive extra classroom support where timetabling allows.

#### Assessment and Recording

Work in the National Curriculum subjects will be assessed and reported on as part of that department's normal assessment and recording procedures. Students will evaluate their own work in PDP, with the support of a teacher, focusing on the acquisition of knowledge and development of key skills.

#### Monitoring and Evaluation

The Drug Education Curriculum will be reviewed annually by the PDP Co-ordinator as part of the annual review of Health Education. Curriculum content and resources will be reviewed and updated as appropriate at this time. This will be based on feedback from staff who have taught

the various aspects of this work. This will happen at departmental meetings as part of normal agendas.

#### **19.4 Dealing with Drug Related Incidents:**

Mr K Whittlestone is responsible for safeguarding and thus substance abuse. His role is to deal with issues of substance abuse on a day to day basis. He will also liaise with parents, the police, Social Services, health professionals etc when dealing with a drug related incident.

All staff should be aware of this policy and the procedures that we will follow should any member of staff become involved in dealing with students who may be abusing any substances e.g. cigarettes, alcohol or any suspicious drug.

If a student were found to be misusing or supplying substances in the Academy, the student would be referred to the Head of Year in the normal way, who would then decide how to deal with the matter. If for instance, the student was found to be smoking the Head of Year would counsel the student and would probably inform and involve parents. If there was concern about the student or uncertainty about what the student was using, the child protection officer would also be informed and a decision made regarding which other agencies needed to be involved.

Each individual incident will be considered carefully, balancing the needs of the individual child against the wider needs of the Academy community. Exclusion or suspension would only be considered in the most serious of cases, or where other strategies have not worked.

If a student is suspected of being in possession of illegal substances, the teacher may reasonably request to search bags and ask the student to turn out their pockets. Any suspect substance should be confiscated and kept securely locked up. As a precaution this should be witnessed by another member of staff to avoid the possibility of committing the offence of possession. In these circumstances the Duty Sergeant for Sector "C" should be informed.

If a member of staff becomes aware of possible drug misuse or criminal activity outside of the Academy which could affect the health and safety of students, this information should be passed to the child protection officer. The child protection officer would then liaise with the Duty Sergeant for Sector "C."

Policy researched, developed and drafted by Mrs R Clewes

Policy completed – February 2007

Policy reviewed & amended

2013 – Mrs R Clewes

2014 – Mr B Edge

2015 – Mr B Edge

2016 – Mr B Edge