

POLICY FOR

CURRICULUM (including sex and relationships and drugs education)

PERSON RESPONSIBLE

FEDERATION DIRECTOR OF LEARNING & TEACHING

DATE REVISED

FEBRUARY 2011

DATE LAST REVIEWED/GOVERNOR STANDARDS TEAM

(To be reviewed on 16th February 2011)

HTC = Holmesdale Technology College

TMS = The Malling School

Values

The Malling Holmesdale Federation is committed to providing all students with a rigorous, challenging and enjoyable education through a broad curriculum which improves the skills, intelligence and well-being of all our learners. Our curriculum offers continuity and progression for all students and aims to inspire them to become life-long learners.

Aims and Objectives

We ensure that our schools provide a balanced and broadly-based curriculum in which the National Curriculum is taught and the needs of all learners are met. We ensure that sufficient lesson time is provided for pupils to cover the National Curriculum and other statutory requirements. We ensure that all students have provision of careers education to enable them to attain training or employment after leaving school. Gifted and talented students are identified in each year group at Key Stages Three and Four and we provide them with extended and challenging educational experiences aiming to further improve their attainment.

During the course of their secondary education our curriculum aims to offer students:

- English, Mathematics, Science, Technology and Sport
- project-focused, enquiry-based learning at Key Stage Three
- at least one Modern Foreign Language
- a broad range of Humanities subjects
- a range of Arts courses
- a range of Technology courses
- a range of vocational courses
- Personal, Social and Health Education
- increased breadth and depth in the Specialist subjects

Organisation

We plan our education around four phases:

- a short Key Stage Three course (Years 7-8) in which students participate in a broad curriculum. The focus of the curriculum in these years is inquiry-based learning (Project Based Learning/Fusion (HTC)) which encompasses History, Geography, Religious Education, Citizenship, Music and enables students to develop competencies in our 3Cs: Skills for Life. Students study Mathematics, English, Science, at least one Modern Foreign Language, a range of Technology subjects, Art, ICT(HTC) and PE/Sports as discrete lessons
- HTC: A Carousel in Year Nine enables students to sample and begin a range of GCSE and BTEC courses before committing themselves to KS4 option choices. During this year students continue to study Mathematics, English, Science, PE and Social Values (Citizenship, PSHE and RE as part of their KS3 studies
- a two-year Key Stage Four course in which students continue to study Mathematics, English and Science but also choose to study at least four additional subjects to examination level from a range of academic and vocational subjects
- a two-year post-16 course which provides students with the opportunities to select and study a range of Level Two and Level Three vocational and academic options

Our students are mostly taught in attainment bands or sets depending on what is considered to be the best way to group them in order to maximise their achievements.

Children With Special or Additional Needs or Disabilities

The curriculum is designed to provide access and opportunity for all children who attend our schools. For students with Special Educational Needs we aim to provide a broad, balanced and suitably differentiated curriculum which promotes self-worth, enthusiasm, a sense of achievement and encourages independent learning. In order to do this work will be differentiated by teaching staff and additional support or information may be sought from specialist staff in school or external agencies.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs and where suitable SEN students will have an Individual Education Plan (IEP) recording specific targets for that student to achieve, with support, to aid their learning. Additional literacy support is provided for those students assessed as particularly weak in this area.

Students who have English as an additional language (EAL) are enabled to access the curriculum by providing additional support until their English reaches a level that makes it possible for them to participate independently in the classroom setting.

Skills for Life

We support employers' demands that children are better prepared for employment by ensuring that – in addition to examination qualifications – they develop “Life Skills”. We concentrate in developing these skills in Key Stage Three initially:

- Communication

- Collaboration
- Creativity

The role of the Subject Leader

The role of the leader is crucial in:

- providing a strategic lead and direction for their subject
- supporting colleagues on issues related to their subject
- monitoring and improving student progress in their subject area
- providing efficient resource management for their subject

Subject Leaders need to keep up-to-date with developments in their subject at local and national level. Subject Leaders are responsible for the way their subject is taught in the school and plan for improvement. Development planning should link with the Federation Development Plan and School Action Plan. Subject leaders write and review their Schemes of Learning to ensure that there is full coverage of The National Curriculum and that student progression is planned.

The Role of the Vice Principal

The role of the VP is strategic in:

- providing a strategic lead and direction for the subjects within their School of Learning
- line-managing Subject Leaders in order to ensure that subject leaders can carry out their duties effectively
- monitoring the progress of subjects in their School of Learning and ensuring improvement
- monitoring the progress of students in their House to ensure that they are making expected progress
- overseeing the resource management of their School of Learning to ensure cost effectiveness

VPs should have an overview of how and what subjects in their Schools of Learning teach and are responsible for ensuring that subject leaders maintain appropriate Schemes of Learning and teach examination syllabuses which enable students to attain at high levels.

The Role of the Transformation Team

The role of the Transformation Team is essential in:

- formulating and constructing the curriculum model which enables effective learning and teaching to take place
- monitoring the way the schools' curriculums are meeting the needs of all learners

The role of the Subject Link Governors

We have named Link Governors who are linked to Schools of Learning, with responsibility for specific areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects. The work of these governors is coordinated by the Governors' Standards Committee.

Sex and Relationships Education

Aims of Sex Education

The Malling Holmesdale Federation (MHF) believes that sex education is an educational entitlement of all students and an integral part of each student's emergence into adulthood.

MHF aims to:

- prepare students to pass from adolescence to adulthood with an awareness of the needs and rights of others and the capacity to make choices in a caring and sensitive manner
- enable students to conduct personal relationships with a full understanding of the meaning of responsibility
- enable students to conduct their lives with confidence in their own moral, spiritual and legal rights
- prevent unwanted/unplanned pregnancies

Objectives

The Sex and Relationships Education seeks to:

- provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction
- lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner
- provide a programme which is tailored not only to the age but also the understanding of students
- present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour
- encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse
- allow students to examine the physical, emotional and moral implications of sexual behaviour and to appreciate the need for both sexes to behave responsibly in sexual matters
- develop awareness of sexual identity, and to challenge sexism and prejudice in society
- ensure that students have a clear understanding of sexual and reproductive biology, including a knowledge of HIV and other sexually transmitted diseases
- help students understand the advantages of delaying sexual activity

Content

Sex education provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.

The programme is set in the context of the Education Act 1993: Sex Education in Schools Circular Number 5/94. Detailed information is written in the schemes of work for PSHE and Science. The courses deal with the following:

- the preparation of boys and girls for puberty

- the preparation of girls for menstruation before their periods start
- precise information about access to confidential contraceptive information, advice and services
- the moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary
- awareness of the risks of STIs including HIV and information about prevention, diagnosis and treatment
- knowledge about what safe sex is, why it is important and how to negotiate with a partner
- how to develop better and safer relationships

Organisation

(a) Sex Education is jointly co-ordinated by the Director of Learning and Teaching, together with the Heads of PSHE.

(b) Delivery is through:-

- planned aspects within the Science, RE, Child Development and PSHE curricula
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal
- planned Health Days for various year groups with different focuses

Parental Partnership

Parents are key people in teaching their children about sex, relationships and growing up. Many parents find it difficult to talk to their children about these matters. The school is committed to supporting parents in this area of bringing up their children. The school believes that the sex and relationships education programme is of the utmost importance for all students.

Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme other than the National Curriculum Science. Parents wishing to exercise this right are asked to make an appointment to meet the School Principal to discuss the issues, although they are under no obligation to do so. Once a student has been withdrawn they cannot take part in later sex education lessons without parental approval.

Parents/guardians are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials.

Sexuality and Sexual Orientation – Teachers will deal openly and honestly with questions relating to sexual orientation. There should be no promotion of any particular sexual orientation.

HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include mention of sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, at the same time trying to avoid the development of bias and prejudice.

Staff should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

Family Life – Sex education will be delivered with due regard to the values offered through family life.

Confidentiality

Effective sex and relationships education should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

Nevertheless, there may be cases where a teacher learns from an under 16 year old that they are having, or are contemplating having sexual intercourse. In these circumstances the school will take steps to ensure that:

- wherever possible the young person is persuaded to talk to their parent or carer
- any child protection issues are addressed
- that the child has been adequately counselled and informed about contraception, including precise information about where they can access contraception and advice

When the teacher who receives the information believes that there is a child protection issue to be addressed, they should refer the case to the designated safe guarding co-ordinator. They should also ensure that the pupil understands that if confidentiality has to be broken, they will be informed first.

It is only in the most exceptional cases that the school should be in the position of having to handle such information without parental knowledge and where younger pupils were involved this would be grounds for serious concern.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Federation Standards Committee annually. Parent governors are represented on this team.

Drugs and Substance Misuse Education

Drug and Substance Misuse in the context of this policy are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents. This policy applies to all students, parents/carers, volunteers and staff members attending the school or whilst on school business including off-site visits and trips. We aim to:

- to encourage and enable students to appreciate the benefits of a healthy lifestyle now, and in the future
- to enable students to make reasoned, informed choices
- to inform students about how they can access support

The Science, PSHE and Citizenship curricula provide opportunities for specific Drugs Education. These however are not exclusive and it is expected that staff may deal with issues to do with identifying and managing risky situations as and when appropriate in their daily work. Although some of these may not be specifically related to Drugs Education the principles may be the same. All students are part of a vertical tutor group and discussions may be led according to the needs of the whole group. Key areas of learning about the dangers of substance abuse include:

- knowing the dangers from household substances, if they are not used as instructed
- knowing that there are different names given to drugs
- understanding that people can become dependent on some drugs and that there is help available to them
- learning about healthy attitudes towards alcohol and the dangers of alcohol abuse

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, draw and write, debate and circle time. The use of circle time is a key strategy for developing life skills.

Cross-Curricular Links

Drug education has many cross-curricular links, with science making a particular contribution. However, the development of life skills and Emotional Intelligence are themes throughout the curriculum, within the programme for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. There are links to other subjects, such as Geography and Physical Education, and aspects of school life.

Organisation

(b) Substance Misuse Education is jointly co-ordinated by the Director of Inclusion and Head of PSHE.

(c) Delivery is through:-

- planned aspects within the Science, Child Development and PSHE curricula
- Issues arising in the day-to-day practice of form tutors and teachers
- planned Health Days for various year groups with different focuses

Staff Development

MHF has an ongoing programme for professional development. Support and Continuing Professional Development (CPD) opportunities, for all school staff will be made available through training strategies provided by Advisory Service Kent, Kent's School Drugs Education Advisers and Healthy Schools.

Personal and Social Education

We ensure that students are able to gain knowledge, skills and understanding which enable spiritual, moral, social and cultural development. In accordance with the Education (Schools) Act 1992, we actively promote the development of these aspects in all our students.

PSHE occurs across all curriculum subjects, assemblies, Citizenship and RE lessons, programmes during lesson 1 (Inspire HTC, lesson 1 TMS), Student Voice, the prefect system, Youth Action Group, Aim Higher, work experience, peer mentoring and Connexions. During these opportunities, students are provided with a foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, in order to allow them to develop their potential in the spiritual, moral, social and cultural dimensions of life. We encourage open-ended enquiry and the ability of students to take responsibility for themselves and their work. In these ways, the students can be prepared for the opportunities, responsibilities and experiences of adult life.

Additionally, MHF is developing its *Skills for Life, The 3Cs*, which detail criteria for personal skills development and provide teachers with the ability to assess and support the further progress of students in these areas.

Religious Education

In accordance with the 1988 Education Reform Act, Religious Education occurs across all curriculum subjects, assemblies, PBL/Fusion lessons, RE lessons, and lunchtime prayer meetings. During these opportunities, students are provided with a foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, in order to allow them to consider issues of their beliefs and relationship with God. We encourage open-ended enquiry and the ability of students to assert, question or simply reflect on issues of religious faith. Our learning aims are for students to:

- develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- develop a knowledge and understanding of some of the other principal religious traditions represented in Great Britain today
- develop a sense of respect for religious traditions, beliefs and practice.
- grow in their spiritual development
- develop a sense of awe and wonder and mystery
- develop skills and attitudes which will support their personal, moral, social and cultural development
- explore some questions of meaning and consider how the world's religions have responded to them

- think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community

The Right of Withdrawal from RE lessons

We recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. We would ask any parent considering this to contact a Vice Principal to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.