

# **WINTON PRIMARY SCHOOL**

## **DRUGS EDUCATION POLICY**

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### **Drugs Education Policy 2007** **Review Date 2010**

**Produced by: Sheelagh Wanstall**

The purpose of a drugs education policy is to give children the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in the future.

#### **AIMS**

- to develop perceptions of self-worth and self-esteem.
- to develop and improve the child's knowledge of himself/herself particularly in terms of risk taking.
- to promote positive attitudes towards healthy lifestyles. Challenging and attempting to modify those attitudes regarding drugs, which may lead to behaviour, which is detrimental to health.
- to promote a sense of responsibility regarding the use of drugs.
- to develop social skills. To enable children to make informed choices. To be assertive and resist peer pressure, and advertising. To behave in ways which avoid damaging health.
- to increase knowledge and provide up to date and accurate information about issues relating to drugs.

## **Outline Teaching Programme**

### **Key Stage 1**

Knowledge and understanding.

- school rules relating to medicines.
- basic information about how the body works and ways of looking after the body.
- the role of medicines, both prescribed and over the counter, in promoting health and the reasons for using them.
- understanding that all drugs can be harmful if not used properly.
- simple safety rules about medicines and other substances used in the home, including solvents.
- dangers of handling discarded syringes and needles. Of handling any rubbish in general and medical rubbish in particular.
- consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- people who are involved with medicines.
- people who can help children when they have questions or concerns.

### **Skills**

- communicating feelings such as concerns about illness and taking medicines.
- following simple safety instructions.
- when and how to get help from adults.

## **Attitudes**

- valuing one's body and recognising its uniqueness.
- attitudes towards medicines, health professionals and hospitals.
- attitudes towards the use of alcohol and cigarettes.
- responses to media and advertising, and how they present alcohol and smoking.

## **KEY STAGE 2**

### Knowledge and Understanding.

- school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.
- more detailed information about the body, how it works and how to take care of it.
- different types of medicines (both prescribed and over the counter) legal and illegal drugs including their form, their effects and their associated risks.
- introduction to the law relating to the use of legal and illegal drugs.
- people who can help children when they have questions and concerns.
- dangers from handling discarded syringes and needles. Of handling any rubbish in general and medical rubbish in particular.

## **Skills**

- identifying risks.
- coping with peer influences.

- communicating with adults.
- decision making and assertiveness in situations related to drug use.
- giving and getting help.
- safety procedures when using medicines.

### **Attitudes**

- valuing oneself and others.
- attitudes and beliefs about different drugs and people who use or misuse them.
- responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
- taking responsibility for one's own safety and behaviour.

The drugs education programme at Winton Primary School will be covered within the Science and P.H.S.E. schemes of work and will be delivered through class activities and assemblies. It will take into account the needs and understanding of the pupils and may use the expertise of outside agencies, including Life Education Centre.

### **Procedures for dealing with legal drugs and incidents relating to legal drugs in school in line with information in school prospectus.**

- Head/Deputy Head to be informed.
- Drugs to be confiscated.
- Parents to be informed.
- Re-education programme initiated.

**Procedures for dealing with illegal drugs and incidents relating to illegal drugs in school in line with information in school prospectus.**

- Police should be involved immediately.
- Drugs should be confiscated in the presence of a witness and handed to the police on arrival!
- Parents should be informed and made aware of the involvement of the police.
- Schools are advised to exclude the pupil for not more than one week to allow time for there to be a thorough investigation and consultation with other agencies on future action. The EWO should be informed immediately and will act as liaison officer and will convene a meeting of the pupil, the parents, the school and appropriate helping agencies to define action plan.

# **WINTON PRIMARY SCHOOL**

## **SEX AND RELATIONSHIPS**

### **POLICY**

Sex and Relationships Education Policy

**WINTON PRIMARY SCHOOL**

**Sex and Relationships Education (SRE) Policy**

**Date of Policy: 1<sup>st</sup> February 2007**

**Review date 1<sup>st</sup> February 2010**

**Produced by Sheelagh Wanstall**

### **Brief description of SRE**

We believe SRE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist abuse and unwanted sexual experience.

In our school we believe SRE is an integral part of Physical Health and Safety Education and Social and Emotional Safety Education and will be delivered within an age appropriate programme. Our aim is that SRE will help to give young people the skills, understanding and knowledge they need to lead confident, healthy, independent lives, to help them become informed, active and responsible citizens.

### **Rights of withdrawal**

Opportunities exist throughout the statutory curriculum to provide SRE. The school would prefer parents to play a part in this sometimes sensitive area by being informed and involved in the development of the schools SRE programme so they can continue discussions at home. However, in the event of any parent or guardian wishing to withdraw their child from some, or the entire curriculum, they are asked to inform the Head teacher in writing. In the event of this happening the parent/guardian will be invited to attend a meeting to discuss any concerns with the school. Following this discussion any parent or guardian still wishing to exercise their rights to withdraw their child should be reassured that appropriate alternative arrangements would be agreed and organised by the school.

### **Learning Outcome**

These give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. Those statements marked with an asterisk are part of the National Curriculum science requirements. Other aspects are also delivered through religious education and PHSE promoting a whole school approach to emotional and social development.

By the end of Key Stage 1

### **Pupils will be able to:**

- recognise and compare the main external parts of the bodies of humans\*

- recognise similarities and differences between themselves and others and treat others with sensitivity\*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

**Pupils will know and understand:**

- that animals, including humans, grow and reproduce\*
- that humans and animals can produce offspring and these grow into adults\*
- the basic rule for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

**Pupils will have considered:**

- why families are special
- the similarities and differences between people

- how their feelings and actions have an impact on other people

By the end of Key Stage 2

**Pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
  
- recognise the pressure of unwanted physical contact, and know ways of resisting it

**Pupils will know and understand:**

- that the life processes common to humans and other animals include growth and reproduction\*
- about the main stages of the human life cycle\*
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, when they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

**Pupils will have considered:**

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community

**Sensitive Issues**

Discussion will be encouraged with ground rules regarding personal questions established. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions regarding homosexuality, sexually transmitted infections and contraception, will be answered appropriately if raised. If child protection issues arise, the schools Child Protection procedures will be initiated.