

Drugs, Alcohol and Tobacco

At Hardwick School, drugs, alcohol and tobacco education is incorporated into the curriculum from Early Years to Year 4 and lessons inform and educate pupils on the consequences of drug, alcohol and tobacco use and misuse and our aim is to develop an understanding of related health and social issues.

Any incident is individually assessed and recorded then reported to the headteacher. The school is a no smoking area.

Sex and Relationships Education (see also separate policy)

The DFES states that "At primary school, Sex and Relationships Education should contribute to the foundation of PSHE & Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- can protect themselves and ask for help and support
- are prepared for puberty (DFEE 2000)

From Early Years to Year 4 children are taught about relationships, how to develop positive relationships with others and to ask for help and support where needed. Parents are informed about this education and have the opportunity to ask questions and raise concerns with the class teacher and are encouraged to view resources. If a parent/carer requests that their child be withdrawn, this should be made in writing to the headteacher. We understand that much of a child's education about personal growth takes place at home therefore it is essential that parents/carers views are sought over Sex and Relationships Education.

Using Visitors and Outside Agencies

At Hardwick we use outside agencies and visitors from the community in order to deliver aspects of PSHCE such as the police, fire-fighters, school nurse, road safety team, recycling team. Teachers using visitors always make sure that;

- pupils are involved in discussing who would be an appropriate visitor to support their work
- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution

This policy was developed during the autumn term 2008

This policy was adopted by the Governing Body in November 2008

This policy is due for review in November 2011

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