

1 Promoting a Caring Community

School Aims and Ethos

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

- ❖ To raise people's self-esteem, so that they are able to make the most of their **A**bilities and talents.
- ❖ To foster a sense of curiosity and love of learning, so that all will develop a determination to *achieve* and **S**ucceed.
- ❖ To work in **P**artnership with parents, other schools and the wider community, to promote a more inclusive education system and a sense of *citizenship*.
- ❖ To promote *I*ndependence and encourage intellectual, emotional, spiritual and *h*ealthy growth, so that everyone can become lifelong learners.
- ❖ To work together in an atmosphere of trust and mutual **R**espect, so that all feel equally *s*afe and valued.
- ❖ To provide a challenging and **E**nriching curriculum which addresses individual needs.

ASPIRE

Every Child Matters Safety, health achievement,
independence, citizenship

Woolgrove School - a Healthy School

A healthy school is in a key position to improve children's health and educational achievement, with the support of other agencies.

In Woolgrove, through our PSHE Policy we aim to create an enjoyable, safe, productive learning environment and to minimise potential health risks. We cover specific issues like personal safety, physical exercise, bullying, healthy eating, sex and relationships education and drug misuse where appropriate, as well as developing an awareness of the social and emotional well-being of pupils and staff.

'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'

We strive to make our pupils more confident, motivated and able to make important life and health choices – a caring community fostering positive future citizenship.

2. Introduction

In accordance with the new national curriculum 2014 Woolgrove School deliver a PSHE curriculum that we feel best fits the needs of all our children.

Equal Opportunities

Aim: To encourage the development of self-respect and respect for others.

There should be equality of opportunity for everyone at Woolgrove, regardless of:

age
disability
gender
race and culture
social status

This is incorporating the ECM (Every Child Matters Initiative 2003). The aims are for every child whatever their background or circumstances to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

We believe that a child isn't born with the concept of treating people unequally; such behaviour is acquired and one of the aims of the school is to create an ethos where all feel valued equally. Linguistic and cultural diversity should be seen as a strength and an opportunity to enrich the curriculum. All parents should be made to feel equally welcomed and encouraged to become involved in their child's education.

Respect for All

Children need to be helped to understand that while everyone is different, all are equally important. This means that everyone has an equal right to be included in a full range of activities, and not to live in fear of being hurt, physically or insulted.

Through Assemblies, direct teaching, formal and informal discussions, as well as by example, the following behaviour is encouraged:

being kind to everyone
not hurting anyone
not calling people names

Children may need help in thinking about not rejecting people or treating them differently because they are:

older or younger
bigger or smaller
richer or poorer

paler or darker
male or female
able or less able

Instead these differences are acknowledged and valued.

Staff give similar opportunities to girls and boys. For instance, girls can choose to play football - boys netball, if they prefer to do so.

Dealing with Discrimination

Discrimination in any form can occur occasionally and intermittently, or it may be something which some people experience all the time. Racial incidents are recorded by the Head teacher. They are discussed with the children concerned, and if there is any repetition, with the parents. In the history of the school, racial incidents have been extremely rare. The school has a Racial Incident Form to be filled in and given to the Head teacher.

3 Promoting British Values

At Woolgrove School we value tolerance and respect for all aspects of British society. Our curriculum enables our pupils to engage in a wider range of experiences which help them to understand the world we live in. We build respect for other people's faiths, races and cultures and take part in their local communities.

The children experience celebrations such as, Diwali and Christmas. Our children learn about British values through direct teaching, educational visits and how they play their part in their families. They learn to distinguish between right and wrong through rules, such as playground and classroom rules. Some children will have behaviour plans and this will enable them to make good choices.

The children learn to build self-esteem and confidence across the curriculum. Pupil voice is important and children have the opportunity to be nominated as a school council representative.

Woolgrove school is a community of different faiths and cultures, we celebrate our differences and the pupils, staff and governors work as a team to promote a productive and exciting learning environment.

4 Spiritual, Moral, Social and Cultural Development (SMSC)

At Woolgrove School Spiritual, Moral, Social and Cultural development permeates through every aspect of the school's work. Woolgrove take a holistic approach to the education of our pupils, striving to develop our children academically and as independent human beings. The development of SMSC is an inherent part of the way we work. It is modelled by our staff everyday and taught across the school through PSHE and RE lessons.

Spiritual Development

Religious Education is taught throughout the school. Christianity and other religions are studied and discussed, (see R.E. Policy).

- ❖ **Assemblies** provide an opportunity for the school community to think about the spiritual aspect of life, (see Collective Worship policy). The school will have opportunity to use SEAL materials. Children who have developed skills in emotional communication and behaviour will receive SEAL certificates.
- ❖ **Morning workout and prayer time** encourage pupils to become aware of themselves and the world around them.
- ❖ **Fund Raising** for others is part of school life, enabling pupils to consider the needs of others.
- ❖ Wall displays of their work help to make pupils take a pride in their immediate environment.

The children have the opportunity to develop their sense of 'awe and wonder' through activities such as gardening and vegetable growing. Visiting local parks, gardens centres, zoos, the school environment area and art displays.

Self knowledge

This is an essential part of our work with the children helping them to understand who they are, strengths and weaknesses through praise, rewards and celebration.

Relationships

We endeavour to build positive relationships. Many of our autistic children can find it difficult in this area. Therefore, support is given to help develop relationships with peers and adults model key behaviours throughout school life. These skills are also taught in PSHE through circle time and social skills groups.

Creativity

Our children have the opportunity to express themselves through art and music.

Feelings and emotions

Children are helped to understand feelings and emotions through role-play, circle time and protective behaviour programmes.

Moral Development

Promoting moral development at Woolgrove helps our children to learn right from wrong from knowledge of moral codes of their own and of others cultures. The children can then think through the consequences of their actions. They will build the ability to be considerate of other people's life styles, respect others needs, interests and feelings.

- ❖ All adults aim to be good role models whose attitudes to the children and to each other embody the school's aims. They strive to set an example in terms of dress,

language, attitudes and behaviour, while remaining sensitive to the diversity of home situations represented within the school.

- ❖ School and playground rules have been formulated by staff and pupils and everyone attempts to adhere to them.
- ❖ All children are taught to respect other people's property and to develop an understanding of ownership rules.
- ❖ Children are taught what is acceptable behaviour and language, with problems being dealt with as they arise.
- ❖ The school tries to work in partnership with parents in supporting their child's development.
- ❖ Some of above will be directly taught via the SEAL materials.

Social Development

1. Rationale

At Woolgrove we believe that all pupils should be encouraged:

- ❖ to work both independently and with others.
- ❖ to express their opinions and thoughts while respecting the views of others.
- ❖ to use their initiative and take responsibility for their own learning and social behaviour.

Our pupils have the benefit of truly becoming members of our school society. All pupils have status in the school and jobs to do in their classrooms. As they become older they can take on more responsibility. Teachers are aware that social skills are difficult for autistic children and they need to be taught in different ways to others.

Aims

Strategies adapted from the Foundation Stage to Key Stage 2, will be applied as appropriate to the individual pupil's developmental levels

As part of their social development children are encouraged to:

- ❖ learn to make choices.
- ❖ develop self-control and self-discipline.
- ❖ use appropriate language and good manners.
- ❖ respond appropriately to visitors.
- ❖ appreciate the cause and effect of their own and other people's actions.
- ❖ play their part as citizens of the wider community.

2. Implementation

The following activities encourage social interaction:

- ❖ working one to one with an adult or another child.
- ❖ working in small groups and turn taking.
- ❖ joining in class activities and discussions.
- ❖ participating in circle-time games and activities, when children learn to listen to others and accept other viewpoints.
- ❖ P.E. and games, when classes and age groups may be mixed, and pupils learn to work as a team.
- ❖ whole school occasions, where pupils experience being part of a community.

Cultural Development

At Woolgrove different cultures are embraced and explored through art, music, drama and specific subjects and themes. Opportunities to experience traditions in different societies are promoted through school concerts, Christmas and Easter, dance, the school choir and visiting theatre companies.

SEAL (Social Emotional Aspects of Learning) Programme

The SEAL programme has been adapted in school as a major part of our PSHE curriculum. A working party formed in 2006 and agreed a 2 year rota to cover the 7 elements of the programme. The activities have been tracked back and adapted to meet the needs of our pupils. Children in the foundation stage follow a social skills programme and cover some aspects of the SEAL programme.

SEAL will be implemented as a 2 year rolling programme (Starting 2008):

Year 1

- Autumn - New beginnings
- Spring - Good to be me
- Summer - Getting on and falling out

Year 2

- Autumn - Changes
- Spring - Going for Goals
- Summer - Relationships

All the children work towards achieving the aims of the SEAL Certificates which are awarded at the Friday Assembly. All pupils have PHSE Achievement Folders (February 2010).

'Being a Good Friend' week, covered in the Autumn Term

Protective Behaviours

Through education in the Protective Behaviours Process the school are striving to equip our children with the skills to keep themselves and others feeling safe. A trained member of staff helps children to recognise that they can have their own support network and feel safe in the fact that they can talk to someone they trust. The programme is based on using seven strategies to implement the two main themes.

Protective Behaviours Themes

Theme 1: "We all have the right to feel safe all the time"

Theme 2: "We can talk with someone about anything even if it is awful or small"

The Seven Strategies

These strategies are effectively used to implement the two themes:

1. **Theme Reinforcement** - reminding verbally, visually and especially by example, the two themes.
2. **Network Review** - constantly checking to ensure that networks are available and still fit individuals' needs.
3. **One Step Removed** - using a 'third person' approach to problem solving, to seek assistance or to check out someone's ideas before making a disclosure.
4. **Protective Interrupting** - any action taken to interrupt or halt any potential or actual unsafe situation.
5. **Persistence** - seeking help until someone feels safe again and their EWS have gone. This includes seeking further help if their EWS don't go or return.
6. **Risking On Purpose (ROP)** - deliberately choosing to take a risk when the outcome may be what is wanted or needed.
7. **The Language Of Safety** - this is the glue that holds the Protective Behaviours Process together. It includes re-framing language into an empowering, non-victimising and non-violent format that is consistent with the PB's process. It means observing everyone's right to feel safe.

Assessment

Assessment will be on a continuous monitoring basis involving informal techniques such as: P levels/NC level descriptors, teacher observation, small group discussions and questioning about tasks. On completion of a piece of work, children use the traffic light system to inform the teacher of how they feel they have understood and worked

in the lesson. The teacher marks the work in accordance with the Marking Policy and an assessment recording sheet is completed after each lesson.

Children's levels are recorded annually using the whole school tracking Assessment program 'Prysm', in addition to our new system CASPA. Both assessment grades are now displayed on children's reports. Reporting to parents occurs annually with a written report; through Parents Evenings and through Home to School books and termly letters to parents.

Evaluation

The policy will be effective when there is evidence:

- ❖ in teachers' plans of activities using different social groupings.
- ❖ in classrooms and around the school of active participation in group activities.
- ❖ in the Collective Worship file with reference to pupils' participation and enjoyment.
- ❖ of progress as measured by the 'P' scales and National Curriculum levels during assessment periods.

5 HEALTH, SEX & RELATIONSHIP EDUCATION

Staff at Woolgrove are increasingly aware of the importance of our children's mental health. Therefore, children are able to access provisions and specialist help where needed. Our children have the right to learn in a stress free environment and feel safe and secure and valued. Our children's feelings of self worth and value are of upmost importance. Staff can encourage this with their sensitivity and expertise as practioners. The school also offers support through the protective behaviours programme and specialists, such as art/ music therapists and the school play therapist (councillor)

Definition

SRE is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Aims

To assist parents in helping the growing child to grasp some of the basic facts of human growth and development, the importance of good health and high standards of hygiene, and how to make choices.

Principle

In Woolgrove SRE is taught throughout the school, and Health Education is considered an integral part of the curriculum. It is cross-curricular and extra-curricular, including play and lunch times. Aspects are covered in Science, P.E. and morning workout. In order to improve the quality of life and to reduce individual risks to health, good habits and high standards are encouraged at all times.

Sex and Relationship Education is one aspect of the whole area of PHSE and is approached sensitively through existing areas of the curriculum. We do not set out to teach sex education as a separate subject except in Year 6. A NHS School Nurse delivers the SRE topic in Year 6 using a 'cartoon' DVD. Instead we answer questions as they arise as frankly and honestly as is commensurate with the child or group's age and maturity, within the context of a caring approach, supporting young individuals through any difficulties they may have.

General Approach

It is important that children throughout their school life at Woolgrove are helped to understand:

body parts	the role of individuals within families
keeping safe	safety - water, road, simple first aid
self awareness	and finding help
gender - own and others	food and nutrition
privacy	health related exercise
feelings - own and others	sex education
relationships	substance use and misuse
communication	
health and hygiene	

A kinaesthetic curriculum is important to the needs of our children. Use is made of spring/early summer visits to local farms to view, stroke and talk about the young animals. Here the male/female role is discussed and related to the young animals/birds and to the child's own life. Eggs may be hatched in school to emphasise the cycle of life. The concept of a 'life cycle' therefore is delivered to our young children and consolidated as the children develop to become age appropriate.

The caring aspects are always stressed.

Approach to Leavers

The curriculum for Year 6 includes a formal programme designed to meet their personal development.

To add depth and quality to the programme other professionals are involved, particularly the school health visitor.

a) Puberty

Two or more lessons, as deemed necessary, are given on the physical changes which occur at puberty. The content will vary slightly depending on the level of maturity displayed by the group. These lessons are led by our school health visitor, and NHS DVD's are used. There is great emphasis on hygiene, diet and the development of good habits, e.g. daily washing, bathing, care of hair, hands and nails, feet and toe nails, use of toiletries. The children are encouraged to handle a variety of manufactured products. Factual material has been produced by Woolgrove staff and is given to pupils to keep for future reference.

Parents are always informed about these lessons. These topics are part of the National Curriculum - human growth and development.

Due to the complex nature of some of our pupils it may be felt necessary to go further than this but only after discussion with parents, when the relevant material will be shown. At these times all information will be controlled by the "need to know" restriction. This need may be to prevent inappropriate behaviour which could cause offence.

b) Care of Teeth

This session is taken by a school dental nurse. Use is made of models of teeth, tooth brushes and pastes, to provide a clear demonstration of correct brushing. Diet and eating habits are discussed. A video programme is shown.

c) Personal Safety

The School/Police Liaison Officer leads sessions on aspects of personal safety, including good and bad secrets, and telling and getting away from dangerous situations quickly. Taking care with Drugs and Medicines is another area covered, led by external professionals where appropriate and it is possible to arrange. (See Drug and Education Policy.)

d) Crucial Crew

The "Crucial Crew" experience reinforces the importance of most areas of our PHSE curriculum. Participation depends on the availability of financial resourcing behind its organisation, and a successful application, due to its popularity amongst local schools.

Confidentiality

An effective sex and relationship education should bring an understanding of what is and is not acceptable in a relationship. This could lead to disclosure of a child protection issue, when the school's child protection procedure and policies are followed.

The School Library

We have a selection of books in our library which are used during the course of the programme. Parents can borrow, or be given the names of suitable titles, to supplement the school programme. A list of all books held in the library can be found in (Appendices 2)

Monitoring and Evaluation

- a) Planning, recording and reviewing all PHSE activities regularly.
- b) Liaising with other professionals involved to meet the children's needs appropriately and effectively.

6 Drug Education Policy

This policy was written to show our concern for the care and welfare of our children, after attending appropriate courses, reading relevant literature, working with the School/Police Liaison Officer, and discussion with the Head teacher.

It should be considered alongside the Health & Safety, Science, P.E. and other areas of the PHSE policies. It was written to make the school's aim and objectives clear, to provide clear guidance and offer appropriate procedures for responding to drug related incidents, and to outline the roles and responsibilities of the whole staff as well as key people. As and when appropriate staff will be provided with training, covering relevant areas including the care and administration of medicine.

Aims

Set in the broader context of Personal, Social, Health and Education, our drugs education reflects whole school aims to provide a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

Principle

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with parents. We strive for effective communication and co-operation.

All non-medical drugs on the school premises are unacceptable.

Our drugs education considers an appropriate range of drugs, remembering that all medicines are drugs but not all drugs are medicines.

We do not set out to teach drug education as a separate subject except in Year 6. The School Nurse shows NHS DVD's to the children. Instead, through a co-ordinated and consistent approach we answer questions as they arise and reinforce key messages at different ages and stages and in different situation, always striving to match the needs and maturities of all pupils.

General Approach

It is important that children throughout their school life at Woolgrove are helped to:

- ❖ Make healthy, informed choices through increasing their knowledge, challenging attitudes and developing and practising skills.
- ❖ Increase their understanding about the implication and possible consequences of drug use and misuse.
- ❖ Encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medical drugs).
- ❖ Encourage responsibility for the care and administration of their own medicine where possible.
- ❖ Widen their understanding about related health, social and legal issues.
- ❖ Identify where help and support can be found.

Pupils' developing awareness of drugs, and their use and misuse, has implications for the issues and situations considered at each key stage, and the depth to which they are explored.

Most pupils will be aware of the use of alcohol and tobacco, pupils will have encountered the use of drugs as medicine, and some may be aware of illegal drug

Some pupils may have tried alcohol or tobacco, some may have misused solvents, and many may have become aware of illegal drugs.

School policy towards alcohol is that none is consumed within school hours. The school has a no-smoking policy.

Teaching Outline

The following outline teaching programme illustrates the topics that might be covered in a drug education programme at each key stage. The plan is not intended to be definitive or prescriptive and there is considerable overlap in content between key stages

Key Stage 1

Key Stage 2

**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 why people use 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.
- ❖ Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- ❖ People who are involved with medicines (such as health professionals, pharmacists,

- ❖ 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 or concerns.
- ❖ Dangers from handling discarded syringes and needles.

**Skills
Attitudes
Response to Possible
Drug Related Situations**

We will consider each situation we may take. The Protection of Health & Safety that we can work together

- ❖ Communicating feelings such as concerns about illness and taking medicines.
- ❖ Following simple safety instructions.
- ❖ When and how to get help from adults.

- ❖ Identifying risks.
- ❖ Coping with peer influences.
- ❖ Communicating with adults.
- ❖ Decision-making and assertiveness in situations relating to drug use.
- ❖ Giving and getting help.
- ❖ Safety procedures when using medicines.

The promise of confidential information is to be passed to the head teacher or appropriate adults. We seek to balance the interests of the extended community, but

Guidelines

- ❖ Valuing one's own body and recognising its uniqueness.
- ❖ Attitudes towards medicines, health professionals and hospitals.
- ❖ Attitudes towards the use of alcohol and cigarettes.
- ❖ Responses to media and

- ❖ Valuing oneself and other people.
- ❖ Attitudes and beliefs about different drugs and people who may 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.

If a pupil is found with a drug or similarly misusable substance including tobacco, alcohol or tablets:

- ❖ Obtain medical help if necessary. Keep any evidence of what has been taken, such as substance, package or vomit.
- ❖ Take the substance from the child and place in a safe container, if possible in front of a witness.
- ❖ Deliver the substance to an authorised person such as a police officer as soon as possible (to be protected from prosecution themselves).
- ❖ Notify parents.
- ❖ Inform police (Community Officer) if this is considered appropriate and follow their advice.
- ❖ Arrange whatever help the pupil needs, such as counselling from the appropriate agency.
- ❖ Work with the parents to agree an action plan, possibly to develop self-esteem or different social interest.

If a misusable substance or discarded needle or syringe is found on the premises or when on a school trip

- ❖ Pupils must be kept away.
- ❖ Pupils must be taught not to touch.
- ❖ Site Manager or Head teacher informed as soon as possible.
- ❖ Site Manager or Head teacher should place the substance in a safe container and delivered to an authorised person.
- ❖ A needle or syringe should, if possible, be left. District Council Environmental Services should be contacted for disposal.
- ❖ If immediate removal is necessary, take a rigid plastic container to the syringe.
- ❖ Pick up with tongs or wear gloves.
- ❖ Put sharp end into the container first, and seal tightly.
- ❖ Keep container in a safe place until collected by the council or taken to a pharmacy or drug agency to be incinerated.

Evaluation

This programme will be reviewed each year through staff discussion to assess its effectiveness. The Leavers Programme will be closely monitored during and after each session with all appropriate staff, including visiting external professionals.

Further guidance from: Books (see appendices 2)

7 Morning Workout and Collective Worship

All children* attend a 15 minute session on three days a week (Tuesday - Thursday).
The classes are divided as follows-

- ❖ 9.00 - 9.15 - Upper Juniors (Years 5 and 6)
- ❖ 9.15 - 9.30 - Lower Juniors (Years 3 and 4)

Each session consists of a period of physical activity with a time for reflection and/or prayer. These are in the main led by Richard Pritchard, but class teachers can lead them once a week.

The physical movements in these sessions are principally aimed at stimulating cardiovascular activity as almost all pupils come to school by coach or taxi and therefore do not have exercise on the way to school.

The period of reflection and/or prayer generally follows the theme set by the Monday morning assembly, but on special occasions, children's wishes, country or world events may cause this to vary. Records are kept in the Collective Worship file.

Appendices 1

Personal, Social, Health and Education
Resources

Set of books/pamphlets

Scoot and Friends - A Child's Safety Book
 Exercises and cartoon strips about bullying and safety issues

Highway Code for Young Road Users

Videos (in use in some classrooms)

Francis the Firefly - Fire Safety with sets of booklets

Fighting Asthma Together

Play it Safe - Railways

Keeping Safe with Cosmo and Dibs

Books and Publications

Guidelines for Road Safety in Primary Schools

Streets Ahead - approaches and resources for teaching safety education

Module 1 - communication

Module 2 - movement

Module 3 - rules

Module 4 - risks

On the Agenda - sex education for young people with learning difficulties

Fit for Life (9 - 12 years)

Level - one

Level - three

Spiritual and Moral Development - a selection of pamphlets and books

The other Language - a guide to multilingual classrooms

Pictures and Materials for Photocopying

Hertfordshire Transportation - road safety

A series of laminated photographs

Resources around the School

Outreach

Books: Developing Citizenship R,Y1,Y2

Ourselves

Time to talk

Personal and social education (Learning activities for early years)

PSHE and Citizenships Key Stage 1 p 1 - 3 Key Stage 2 p 4 - 6

Hands are not for hitting

Games: The Time to Talk x2

The Socially Speaking game

Pack of bullying cards: 'What is bullying?'

Children's Library

People who help us books 371

Recycling books 363

Feelings books 153
Other books scattered around

Resource Cupboard

Nutrition bag
Healthy body poster set

PSHE List of items Spring 2017

12x Community worker figures
1x Beach ball-Emotions
1x Beck has diabetes
1x Book Your World My World
1x Circle Time prop suitcase
1x Crocodile puppet
1x Drug awareness poster
1x Emotions poster
1x Ethnic skin tone large puppet- BOY
1x Ethnic skin tone large puppet- GIRL
1x Food allergy book
1x Food allergy book
1x Fox puppet
1x Fun signing games- Early years (CD Rom)
1x Healthy eating chef
1x Healthy eating chef
1x Helping, sharing, caring ball
1x How are babies made?
1x Mr Face Wall hanging
1x My Day, My Way book
1x Oxfam photo card pack, children from around the world
1x Parachute
14x Parachute cushion stars
1x Photopack- Recycling

1x Poster Your World My World
1x Sam uses a wheelchair
1x Set of drug awareness cards
1x Set of drugs awareness cards
1x Set of giant teeth
1x Set of giant teeth
1x Signing games book (CD ROM)
1x Soft friends CD Rom
1x Soft friends CD Rom
1x Stop, think, relax ball
1x Teacher book- 'Storylines'
1x The Power of Puppets
1x Large Toothbrush
1x Large Toothbrush
1x What is Bullying? -photo pack
1x Zack has asthma
30x Feelings fans
4x Emotions cubes
Variety of Tangle toys given to each class
Variety of pencil twisters (fiddle device) given to various Teachers as requested to aid concentration for those with Autism-

Mr Rowland's room

Books: Self Esteem

50 Activities for Raising Self Esteem

Social Skills Activity Booklets (Photocopiable fold and say booklets)

101 Ways to teach children social skills

Teaching resource: my Healthy Diet

Infant Area

People figures: Ethnic, Special needs

Families: black, white and Asian

Box Full of Feelings
Professional Library

Children who grieve
Personal Hygiene? What's that got to do with me?
Mine!
Joey goes to the dentist
How do you feel? Early words
Picture a greener future x 2
We can say No!
Relaxation for children
Getting to know me: Encouraging positive attitudes in children
Helping children to build self esteem
101 Games for self esteem
101 Games for social skills
Going round in circles: implementing and learning from circle time
Contemporary issues in the Early Years: Working collaboratively for children.
Relaxation and concentration

Bullying, Don't suffer in silence folder

Raising self esteem: 50 activities x 2 folders

Be cool, Stay cool pack: Buster's story, Buster's workbook, Teacher's notes

Helping Hands series:

- Could you leave the light on?
- You will always be my Dad
- Granddad I'll always remember you
- It's always me they're after

Second Steps packs

One pack between two classes i.e. Y6K and Y6R share a pack.

Appendices 2

A SELECTION OF PUBLISHED MATERIALS HELD IN THE LIBRARY

Title Publisher

'You and Your Body'

'What's Inside? Baby'
 'The Body Book'
 'Your Body'
 'The Human Body'
 'Visiting the Dentist'
 'Teeth'
 'Teeth'
 'What Happens When You Grow'
 /'Breathe' / 'Run' / 'Talk' / 'Sleep'
 / 'Eat' / 'Think' / 'Look' / 'Listen'
 'Our New Baby'
 'We Can Say No!'
 'The Fact of Life' (Pop up)
 'Hair'
 'Your Skin and Hair'
 'Your Health'
 'Your Body - Babies'
 'Health and Disease'
 'Health and Feelings'
 'Everybody's Hair'
 'My Body'
 'Five Senses'
 'Healthy Teeth'
 'Visiting the Dentist'
 'Let's Talk About Sex'
 'Hair in Funny Places'
 'Mummy Laid an Egg'

Life Scan Series

Dorling Kindersley
 Andre Deutsel
 Ladybird
 Hamlyn
 Dinosaur Publications

MacDonald Starters

Ladybird
 Hamel Hamilton

Lion Publishing
 Randon Century Children's Books
 Jonathan Cape
 Macdonald
 Wayland
 Wayland
 Watts
 Macdonald
 Wayland
 A & C Black
 Franklin Watts
 Dinosaur
 Wayland
 Dinosaur
 Robbie H. Harris, Walker Books
 Babette Cole, Jonathan Cape
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