



PSHE & Citizenship including Drug Education: Support for Schools

A comprehensive, interactive PDF guide to Life Education's work with schools and their communities, including links with the *Every Child Matters* outcomes framework and *Ofsted* Self Evaluation Form.


You can directly access individual pages of this interactive PDF by clicking the titles on the contents page. You can also use the buttons at the bottom of the pages to return directly to the contents page or go backwards and forwards in the document, or exit at any time. Alternatively, you can print the document in its entirety.


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COLOUR KEY



The three coloured symbols link to sections that show how our work supports, or is mapped against the corresponding elements as follows;

 The key learning objectives, and main activities by which these are met in each of our programmes

 Precise links between the PSHE & Citizenship guidelines and our programmes.

 Information about how our programme support the *Every Child Matters* Outcomes Framework.

Click onto the appropriate coloured symbol to access more details about how our work relates to these elements.

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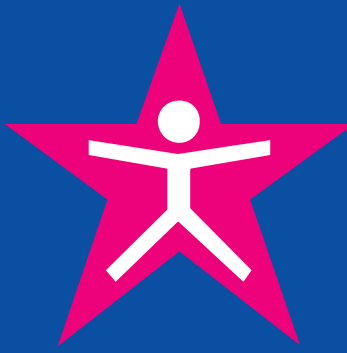
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Life Education Centres



Preface

This document provides a comprehensive guide to Life Education Centres' work in helping children achieve their full potential, particularly in making positive decisions about their health.

It is designed for use as a reference document for Drug Action Teams, Local Education and Health Authorities, Health Action Zones, practitioners in health and education, and our many other partners.

It is an essential reference tool for schools, explaining how our programmes support key objectives within the National PSHE & Citizenship Curriculum* and apply best practice in health and drug education as set out in the 'Every Child Matters' outcomes framework and the document 'Drugs: Guidance for schools' (DfES, 2004).

Through a detailed process of peer review and consultation, our programmes have been revised and improved to ensure appropriate learning objectives are being fully met.

Life Education Centres is extremely grateful for the expert opinion and advice received during this exciting period of development from many leading health and drug education practitioners and for those who participated in the consultation process (see Appendix 3).

*** Our programmes are designed to support the National Curriculum for England and Wales and are used in Scotland and Northern Ireland where the main objectives are transferable.**

Edition 4 revised May 2005

Life Education Centres

Mission

To work in partnership with schools and engage with others in the community to help children make healthy choices by:

- ★ Contributing to life-skills and health education programmes utilising models of best practice.
- ★ Educating children about the effects and risks associated with the use of drugs, including alcohol and tobacco.
- ★ Working with and supporting parents, carers, teachers and others in the community in communicating healthy lifestyles messages effectively.

ECM OUTCOMES		Every Child Matters									
		BE HEALTHY					STAY SAFE				
		Children and Young People					Children and Young People				
Life Education Centres Programme's Learning objectives	ECM OUTCOMES	Physically healthy	mentally and emotionally healthy	sexually healthy	healthy lifestyles	choose not to take illegal drugs	safe from mal-treatment, neglect, violence and sexual exploitation	safe from accidental injury and death	safe from bullying and discrimination	safe from crime and anti-social behaviour in and out of school	have security, stability and are cared for
	AIMS										
	N	1, 2, 4	3, 5	1, 2, 3, 5	1, 2, 4	*					
	R	1, 2, 3, 5	3, 4, 6	1, 3, 4, 6	1, 2, 3, 4	*	4	2		4	4
	Y1	1, 2, 5	3, 4, 6	1, 3, 4, 6	1, 2, 5	*	4	1	4	4	4
	Y2	1, 2, 6	3, 4, 5, 6	1, 3, 4, 6	1, 2, 3, 4, 6	*	3, 4	2	3, 4	3, 4, 5	3, 4, 5
	Y3	1, 2, 3, 5	4, 5	1, 4, 5	1, 2, 3, 5	*	5	2, 3	4	3, 4, 5	4
	Y4	1, 2, 3, 4	3, 4, 5	1, 4, 5	1, 2, 3, 4, 5	*	5	2, 3, 5	3, 5	2, 3, 4, 5	3
	Y5	1, 2, 3, 4, 5	3, 4, 5, 6	1, 4, 6	1, 2, 3, 4, 5, 6	*	4, 5, 6	4, 5, 6	4, 5, 6	2, 3, 4, 5, 6	3, 4, 5
Y6	1, 2, 3	4, 5	1, 5	1, 2, 3, 4, 5	*	5	2, 4, 5	4, 5	2, 3, 4, 5	4	
Life Education Centres: promoting parental involvement.		parents, carers and families promote healthy choices					parents, carers and families provide safe homes and stability				
		<input checked="" type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course					<input checked="" type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course				

*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.
 Numbers in *italics* indicate an indirect contribution to this outcome.
 Other numbers indicate a direct contribution to this outcome.

Continued on next page...

ECM OUTCOMES		Every Child Matters									
		ENJOY & ACHIEVE					MAKE A POSITIVE CONTRIBUTION				
		Children and Young People					Children and Young People				
ECM OUTCOMES	AIMS	ready for school					engage in decision making and support the community and environment				
		attend and enjoy school	achieve stretching national educational standards at primary school	achieve personal and social development and enjoy recreation	achieve stretching national educational standards at secondary school		engage in law-abiding and positive behaviour in and out of school.	develop positive relationships and choose not to bully or discriminate	develop self confidence and successfully deal with significant life changes and challenges	develop enterprising behaviour	
Life Education Centres Programme's Learning objectives	N		3, 5		3, 4, 5			5	5	5	
	R		4, 6		3, 4, 5, 6			4, 6	6	4, 6	
	Y1		3, 4, 6		4, 5, 6			3, 4, 6	4, 6	3, 5	
	Y2		3, 4, 5		3, 4, 5, 6			3, 4, 5, 6	3, 4, 5, 6	3, 4	
	Y3		4, 5		4, 5			4, 5	4, 5	4, 5	
	Y4		3, 4, 5		3, 4, 5			3, 4, 5	3, 4, 5	3, 4, 5	
	Y5		3, 4, 5, 6		3, 4, 5, 6			3, 4, 5, 6	3, 4, 5, 6	3, 4, 5, 6	4, 5, 6
	Y6		3, 4, 5		4, 5			3, 4, 5	3, 4, 5	3, 4, 5	
Life Education Centres: promoting parental involvement.	parents, carers and families support learning					parents, carers and families promote positive behaviour					
	<input type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course					<input type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course					

Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

The ECM Outcome 'Achieve Economic Well Being' is addressed in our Seven Session Parenting Skills Course only.

Supporting Good Practice

Providing holistic health education programmes that support the **Every Child Matters** vision

Every Child Matters: Change for Children is a shared programme of change to improve outcomes for all children and young people. It takes forward the Government's vision of radical reform for children, young people and families and sets out a clear framework of outcomes and success indicators for all service providers, including schools.

The Government's aim is for every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve through learning
- make a positive contribution to society
- achieve economic well-being

We are an organisation committed to providing high quality support for schools in fulfilling the aims of the Government's strategy for the physical and emotional health and well-being of children and young people. Our core work fits very closely with the aims of the *Every Child Matters* outcomes framework*.

From September 2005, Ofsted inspections will evaluate the extent to which schools are meeting the five outcomes of this framework.

Life Education's work uniquely supports these five outcomes by:

- providing high quality and age appropriate PSHE & Citizenship sessions, including drug education
- working with teachers and the school community, and parents/carers to give young people consistent messages about healthy lifestyles
- working in partnership with other agencies, initiatives and the wider community to achieve positive health and well-being outcomes for young people

We also support schools in following and delivering recommended best practice in health and drug education detailed in the DfES publications *Drugs: Guidance for Schools* (2004); *PSHE in Practice: Resource pack for Teachers in Primary Schools* (2004) and as defined in the PSHE & Citizenship section of the *National Curriculum* (DfEE, 2000). Our holistic approach to health and drug education enables us to support the delivery of key objectives of the National Healthy School Standard (NHSS).



*The Learning Objectives of each of our programmes and our work with parents/carers are mapped against the *Every Child Matters* Outcomes Framework. Please see fold-out table (opposite) and also programme content pages 16-31 for details of these links.

The Evidence Base for Drug Education

Delivering programmes that take account of 'what works' in drug education

Effective health and drug education enables children and young people to make informed choices. There are indications that *'drug education has a role to play in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop.'* (Drugs: Guidance for Schools DfES 2004).

Our programmes were recently extensively developed and will continue to be reviewed in order to ensure that they take account of the latest research into the factors which influence the adoption of health promoting behaviours by children and young people.

We follow the United Nations Office on Drugs and Crime (UNODC) definition of drugs, which states: *'A drug is a substance people take to change the way they feel, think or behave.'* This includes medicines (over-the counter and prescription), volatile substances, alcohol, tobacco, caffeine and illegal drugs.

Summary of the Evidence Base

Evidence from the best available worldwide research identifies drug education programmes as ones which:

- Address knowledge, skills and attitudes
- Provide developmentally appropriate and culturally sensitive information
- Challenge misconceptions that young people hold about the norms of their peers' behaviour and their friends' reaction to drug use. This 'normative education' is important because young people often overestimate how many of their own age group drink, smoke or use illegal drugs
- Use interactive teaching techniques such as discussion, small group activities and role play
- Involve parents/carers as part of a wider community approach: parents/carers should have access to information and support in talking with their children about drugs.

Source: Drugs: Guidance for Schools DfES 2004



Positive Teaching Techniques

Helping children develop the confidence and thinking skills needed to make informed health choices.



Life Education Centres' educational programmes take place in a specially designed mobile classroom, which is equipped to provide a stimulating and exciting learning environment. This is combined with the use of highly trained 'Educators'- teachers who use a wide range of positive techniques and strategies designed to enable children to develop the confidence and thinking skills needed to make informed health choices.

The programmes provide age-appropriate material exploring a wide range of health-related issues, beginning with hygiene and healthy eating in the Foundation years and building steadily to include themes such as managing emotions and keeping safe. This leads, in the junior years, to an in-depth exploration of drugs, their use and effects, reasons why people use them and the risks and consequences of use. Strategies for recognising and managing influences are explored and skills to assist the development of assertiveness are practised.

Within the programmes, different teaching techniques are used to support the development of positive attitudes, communication and assertiveness skills, in

addition to knowledge and understanding of the human body and how different substances can affect it. These techniques draw from the fundamental principles of good practice in the use of:

- ★ **Positive behaviour management strategies**
- ★ **Circle Time**
- ★ **Accelerated Learning**
- ★ **Theatre-in-Education strategies, such as role-play and hot-seating**
- ★ **Puppets, electronic body models and a variety of audio/visual materials.**

The mobile classroom is carefully designed to give the children a very positive and memorable experience that will remain with them long after the visit has taken place. In addition to a comfortable carpeted space, the classroom features a number of electronic devices, such as a fibre optic ceiling that imitates a starry sky, an interactive 'talking brain' and specially designed audio/visual materials. With the skills of the Educator, these facilities combine to reinforce the sense of awe and wonder about the human body that the programmes inspire.

Trained Educational Practitioners

Modelling effective methods of delivery

Programmes are delivered by Educators who have been carefully selected based on their proven experience in modern educational techniques and who demonstrate a particular empathy with the health and social needs of children and young people. They are intensively trained in a range of positive teaching techniques and behaviour management strategies, which have been refined over many years in close consultation with expert educational practitioners from a variety of backgrounds including Child Psychology, Accelerated Learning, Circle Time and Theatre-in-Health-Education. At the end of the twelve-week training period a wide range of quality standards have to be demonstrably met before they gain fully-qualified Educator status (see appendix 2).

The varied and interactive teaching strategies used by all Life Education Centres' Educators reflect the Government's model of good practice as set out in the documents *Drugs: Guidance for Schools* (DfES, 2004) and *PSHE in Practice: Resource pack for Teachers in Primary Schools* (DfES, 2004), where recommendations are made for the inclusion of:

- ★ Role-play/simulations
- ★ Group work
- ★ Audio/visual materials, supported by follow-up discussions
- ★ Structured games
- ★ Theatre-in-education techniques
- ★ Quizzes
- ★ Discussion
- ★ Active learning techniques including:
 - ★ Warm-up activities
 - ★ Open ended questions
 - ★ Structured debates
 - ★ Engaging through story
 - ★ Closing rounds

Our programmes contain a balance of these elements.





An Holistic Approach to Health Education

Supporting the National Healthy School Standard (NHSS)

The National Healthy School Standard (NHSS) is a key part of the Government's focus on reducing health inequalities, promoting social inclusion and raising educational standards.

It focuses on eight key themes:

- Personal, Social and Health Education
- Citizenship
- Drug education (including tobacco and alcohol)
- Emotional health and well-being
- Healthy eating
- Physical activity
- Safety
- Sex and Relationships Education

The eight themes of the NHSS, along with the National Curriculum PSHE & Citizenship guidelines, emphasise the importance of key principles on which our programmes and their delivery are based. These include looking at health issues within a broad, holistic framework, the need to create safe and supportive learning and teaching environments, and incorporate ways of addressing children's preferred learning styles.

Our visits also provide an opportunity to strengthen home, school and community links through awareness raising sessions for parents/carers, governors and other key community members. There are specific programmes designed to support schools in promoting parental involvement in children's education. * Focus for the future will be on how the NHSS fits in with the broader range of Government education and health policy, and in particular how the Standard can:

- ★ Make an explicit contribution towards the discussion of health inequalities
- ★ Promote social inclusion
- ★ Encourage high standards in schools through improvement activities

Our programmes, including the newer Parenting Programmes, are designed to support schools in meeting these challenges.

*See pages 12 for information about involving parents/carers.

Our Support of School Work

Integrating our resources within existing PSHE & Citizenship (including drug education) curriculum

To ensure that schools are able to plan for the visit and to help integrate effectively our resources within existing PSHE & Citizenship including drug education curriculum, we offer the following range of services:

★ Preliminary planning meeting:

An initial meeting with the head teacher and PSHE & Citizenship co-ordinator to help identify the school's needs, decide the scope of the support we can offer and make initial plans. At this meeting the Educator and head teacher can work through our Service Level Agreement (see appendix 1) in order to ensure that the responsibilities of both parties are clarified and recorded. This also provides an essential opportunity to assess the children's prior learning and experiences so that programmes can be tailored appropriately to meet their developing needs. At this meeting it will be possible to draw up a schedule for the visit. The Educator will use this opportunity to plan and make appropriate provision for children with special educational needs.

★ Staff INSET session:

Objective:

To familiarise staff with the content of the programmes. This session includes a variety of activities designed to give staff an opportunity to:

- ★ Develop their understanding of the need for health and drug education
- ★ Address any concerns they have about delivering drug education within the primary age range
- ★ Develop a clear picture of the overall content of our programmes and specific themes explored within them
- ★ Familiarise themselves with the range of follow-up materials available from the charity, including documents showing links to the National Curriculum and *Every Child Matters* Outcomes Framework

At one of the pre-visit meetings the Educator will check the site in order to ensure the smooth running of the visit. This will include checking access to the site and locating an appropriate electricity supply. These details are also covered in the Service Level Agreement (see appendix 1).



Support for Teachers

Help in providing meaningful education about healthy lifestyles including drugs and their use.



★ Teacher Participation

The teacher accompanies their class for the duration of the programme. This adds value to the visit, promoting follow-up work and ensuring that this is informed by children's reactions and responses during the programme. It also helps ensure that any disclosures made by any of the children are noted by the class teacher and are dealt with appropriately, in accordance with the school's Child Protection policy.

Since our Educators are fully trained, we invite teachers who will be attending to:

- ★ Observe the positive teaching techniques used
- ★ Observe how the class reacts and responds to the questioning and positive teaching techniques used (described on page 7)
- ★ Note the reactions of individual children and, if desired, use the time in the mobile classroom as an assessment opportunity
- ★ Relax and enjoy the session
- ★ Complete an evaluation, if asked, after the programme.



Involving Parents/Carers

How parents/carers can help children to make informed health choices.



Improving parenting practices is the most effective strategy for reducing adolescent substance abuse and associated problem behaviours. *

An increasing body of evidence links effective, positive parenting with family cohesion and this, in turn, is a key factor in protecting against children's misuse of drugs.

Research has also shown conclusively that parental involvement in a child's school life makes a significant difference to pupils' engagement and achievement at school. The evidence shows that benefits of effective parental involvement have an impact not only on students but also their parents/carers, teachers and schools.

Engaging parents and carers in a meaningful way is now part of Ofsted's inspection criteria, forming a significant part of the revised schedule for inspections. Each of the *Every Child Matters* five outcomes framework has a parental support element (see table below for details of the ways in which our work supports these).

When Life Education Centres visits a school, an orientation and awareness raising programme designed for parents/carers is available. This usually takes place in the mobile classroom and lasts about half an hour. Alternatively, a school may wish to organise and host a special event where an Educator works alongside other health professionals and Community Police Officers to offer parents/carers a broad-based health promotion and drugs awareness session.

We have also developed a range of additional services to support schools' ability to promote parental involvement more effectively. Our *Assembly Programme* and *Seven Session Parenting Skills Course* provide ways of supporting parents/carers and have been endorsed by leading figures from the Parent Education field. The *Assembly Programme* brings parent/carer and child together in the school setting and provides useful information for them about promoting health choices, positive behaviour and supporting learning – all key parts of the Outcomes Framework in the *Every Child Matters* document. Our *Seven Session Parenting Skills Course* does this in more depth.

Please ask your Educator about the availability of these different Parent Programmes in your area.

* Bry 1996; Dishion 1996; Szapocznik et al 1988

Assembly Programme

The DfES document *Drugs: Guidance for Schools* (DfES, 2004) highlights our newly developed *Assembly Programme* as a good practice model for successfully involving parents/carers in their children's health and drug education.

Parent/carers involvement in drug education at primary school

One primary school engaged parents/carers in their child's drug education by inviting them to watch their child perform in class assembly presentations. Support and training for teachers was provided by an external health education agency (Life Education Centres). The presentations gave parents/carers an opportunity to experience and understand some of the key messages around teaching children about how to look after their physical and emotional health and well-being.

Attendance from parents/carers was high, particularly in Key Stage 1. Follow-up work with parents/carers was an essential element in order to maximise the impact and benefit of the programme. Support materials based around the activities and themes explored in school were developed for the parents/carers to engage with their child at home. Interactive training sessions on health related themes were offered to parents/carers immediately following the assembly presentations. These were conducted by external trainers on themes that parents/carers had identified as being particular areas of concern. The parents/carers were also given the opportunity to participate in a 7-week parenting skills course run by the external agency.

Kibworth Church of England Primary School, Leicestershire LEA

From *Drugs: Guidance for Schools* (DFES, 2004)



What parents said about the Life Education Assembly Programme Workshop they attended:

I wish I'd had this information years ago, when the children were younger.

It's so good to know that I'm not the only one who finds things difficult at times.

I've learnt that I need to reward my children for being good, which we very often forget to do.

I learnt...

- ...how important it is to be consistent.
- ...to reward positive rather than negative behaviour.
- ...about giving choices within a structure and Time-out as a last resort, rather than smacking.
- ...how to stick to a routine and hours that children need to sleep.
- ...perseverance – sticking to it and not giving in or up!
- ...how much fruit and veg a child needs (portion sizes.)

ECM OUTCOMES	Every Child Matters	
Life Education Centres: promoting parental involvement.	BE HEALTHY	STAY SAFE
	parents, carers and families promote healthy choices	parents, carers and families provide safe homes and stability
	<input checked="" type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course	<input checked="" type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course

ECM OUTCOMES	Every Child Matters	
Life Education Centres: promoting parental involvement.	ENJOY & ACHIEVE	MAKE A POSITIVE CONTRIBUTION
	parents, carers and families support learning	parents, carers and families promote positive behaviour
	<input type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course	<input type="checkbox"/> Parent Session during visit <input checked="" type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course

ECM OUTCOMES	Every Child Matters	
Life Education Centres: promoting parental involvement.	ACHIEVE ECONOMIC WELL-BEING	
	parents, carers and families are supported to be economically active	
	<input type="checkbox"/> Parent Session during visit <input type="checkbox"/> Assembly Programme <input checked="" type="checkbox"/> Seven Session Parenting Skills Course	<p style="color: green; font-size: small;">▲ Information about how our programme support the <i>Every Child Matters</i> Outcomes Framework.</p>

Links with PSHE & Citizenship, and supporting the **Every Child Matters** Outcomes Framework

The following pages give details of:

- ★ The key learning objectives and main activities by which these are met in each of our programmes
- ★ Precise links between the PSHE & Citizenship guidelines and the Life Education Centres' programmes.
- ★ Information about how our programme support the *Every Child Matters* Outcomes Framework.

(Please note that for Foundation stage, links with early learning goals are shown).

Quick reference guide:

Foundation stage

Nursery	page 16-17
Reception	page 18-19

Key stage 1

Year 1	page 20-21
Year 2	page 22-23

Key stage 2

Year 3	page 24-25
Year 4	page 26-27
Year 5	page 28-29
Year 6	page 30-31



Taking Care of Myself

Nursery Programme - 30 minutes

Learning Objectives

To give the children the opportunity to:

- 1 Explore the body: how it works; what it needs; how to look after it
- 2 Begin to understand the need for personal responsibility towards body and health with an emphasis on personal hygiene
- 3 Begin to explore attitudes towards themselves, their bodies and other people

To provide an opportunity to:

- 4 Promote extra-curricular and alternative supervised activities
- 5 Value and promote positive relationships with family and others

Activities

- Sing and exercise to 'Heads and shoulders, knees and toes'
- Sam's Day [audio/visual]
- Harold's wash bag
- Sleeping under the stars
- Harold sings about how special we are, keeping happy and healthy and the people who look after us

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum Foundation Stage area of learning: End of foundation stage early learning goal addressed

PSHE & Citizenship

NB statements inside square brackets are not addressed by LEC learning objectives

- [Dress and undress independently and] manage their own personal hygiene.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Physical development

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

Knowledge and understanding of the world

- Find out and identify some features of living things.

Communication, Language and Literacy

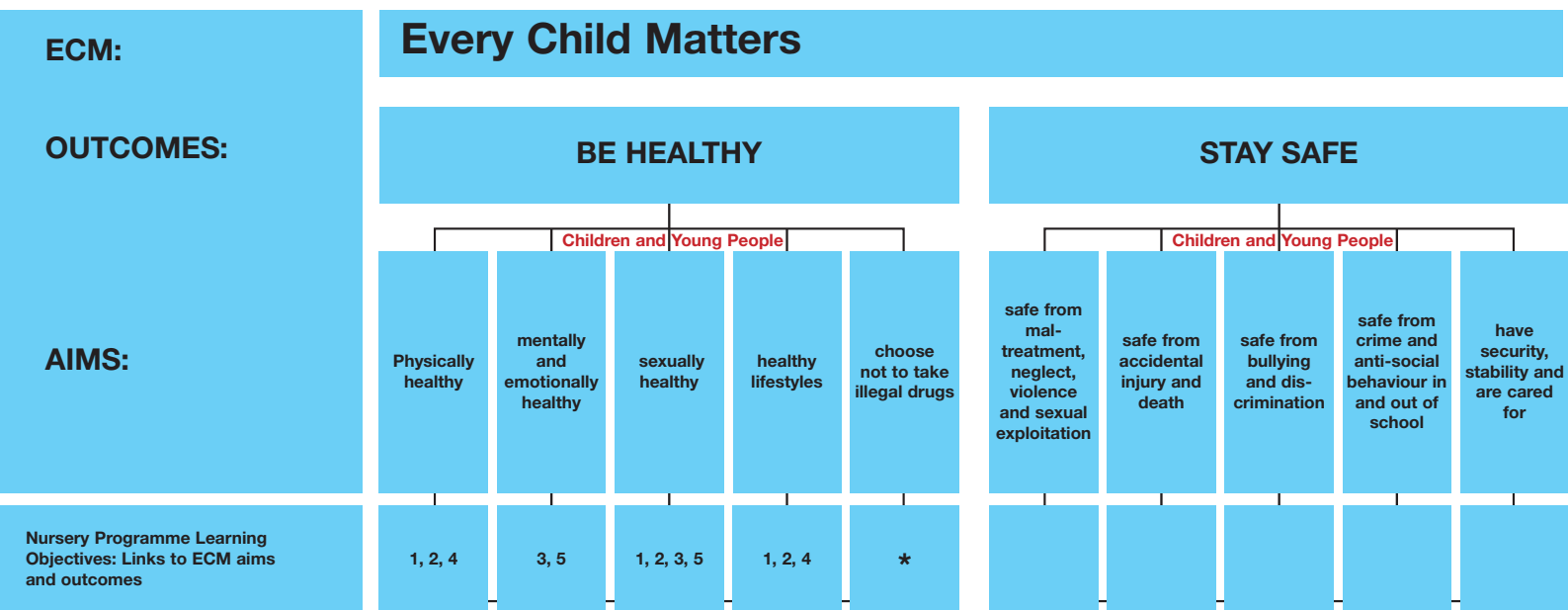
- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment and, respond to stories, songs and other music, rhymes and poems.

Mobile Classroom Activities and Delivery Strategies

- Body knowledge activities: body feel, song that identifies body parts, educator led discussion
- Exercise to music
- Sleeping under the star ceiling
- Harold's song
- Sam's day AV, discussion and activities
- Positive teaching strategies including positive behaviour management strategies
- Range of activities to account for different learning styles to promote involvement of all children
- Body activities: body promoted through discussion and activities as unique, special and worth taking care of.

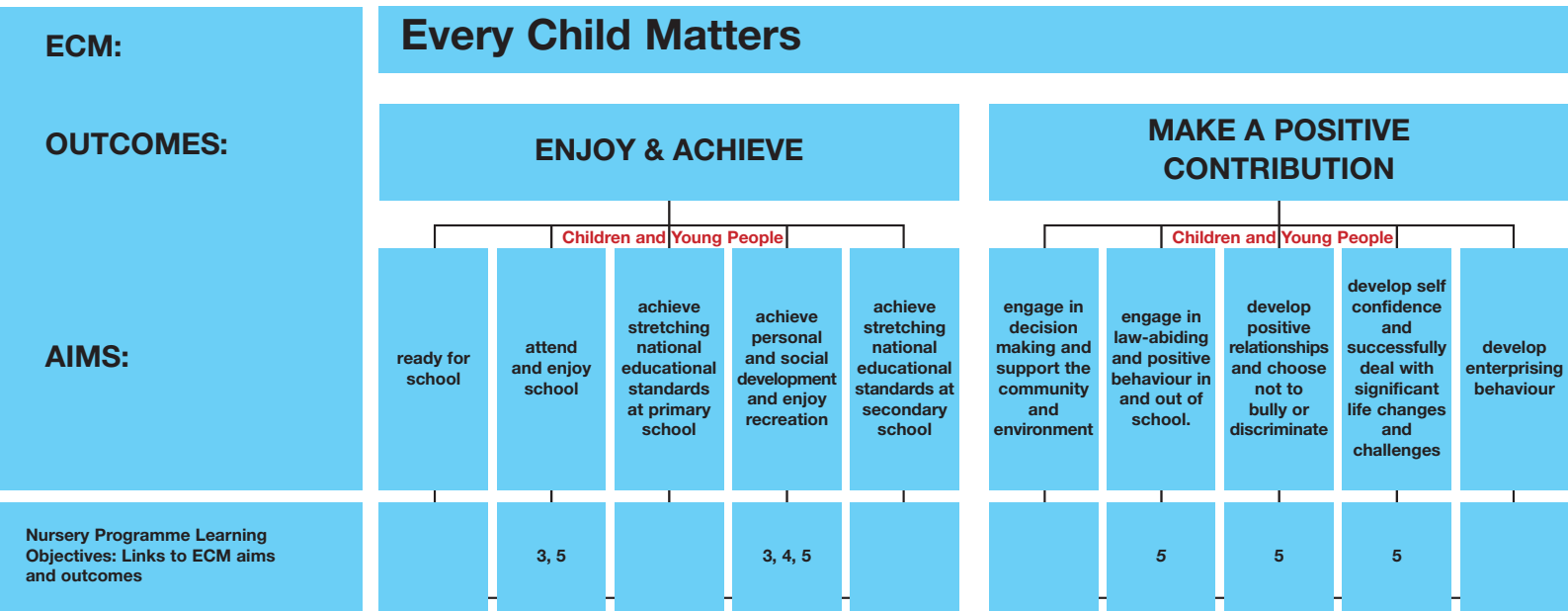
Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

All About Me

Reception Programme - 45 minutes

Learning Objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs; how to look after it
- 2 discuss medicines; why we use them; safety issues; who can help with medicines
- 3 begin to understand the need for personal responsibility towards body and health
- 4 recognise, name and deal with feelings in a positive way

To provide an opportunity to:

- 5 promote extra-curricular and alternative supervised activities
- 6 value and promote positive relationships with family and others

Activities

- TAM [Transparent Anatomical Mannequin]
- Harold's Visit [audio/visual]
- Harold's overnight bag
- Helping Harold drama
- Exercise to music
- Sleeping under the stars
- Harold sings about what to do when we feel lonely or sad and also when we need to look after our bodies

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum Foundation Stage area of learning: End of foundation stage early learning goal addressed

PSHE & Citizenship

NB statements inside square brackets are not addressed by LEC learning objectives

- [Dress and undress independently and] manage their own personal hygiene.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong, and why.
- Consider the consequences of their words and actions for themselves and others.

Physical development

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

Knowledge and understanding of the world

- Find out and identify some features of living things.

Communication, Language and Literacy

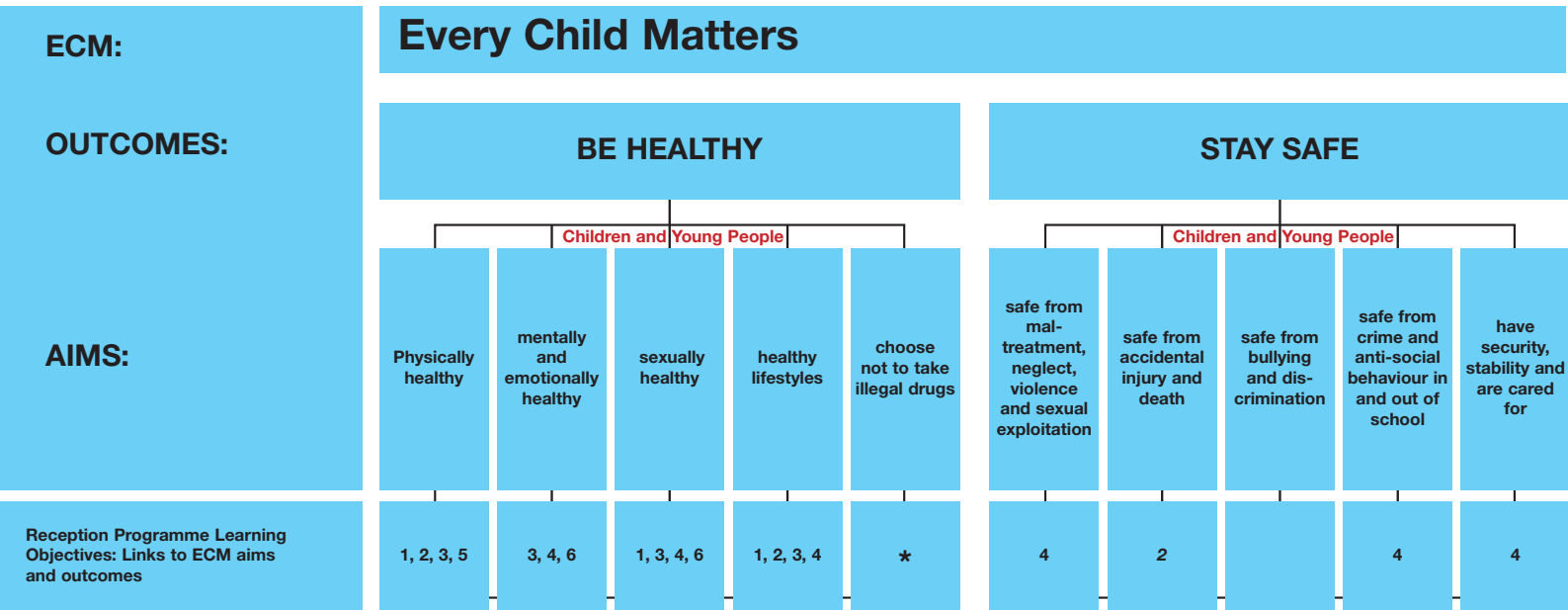
- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment and, respond to stories, songs and other music, rhymes and poems.

Mobile Classroom Activities and Delivery Strategies

- Body knowledge activities: body feel, educator led discussion, TAM
- Exercise to music
- Sleeping under the star ceiling
- Harold's song
- Harold's wash bag
- Harold's visit to his grandparents AV
- Harold's phone call and feelings discussion
- Positive teaching strategies including positive behaviour management strategies.
- Range of activities to account for different learning styles to promote involvement of all children.
- Body activities: body promoted through discussion and activities as unique, special and worth taking care of.

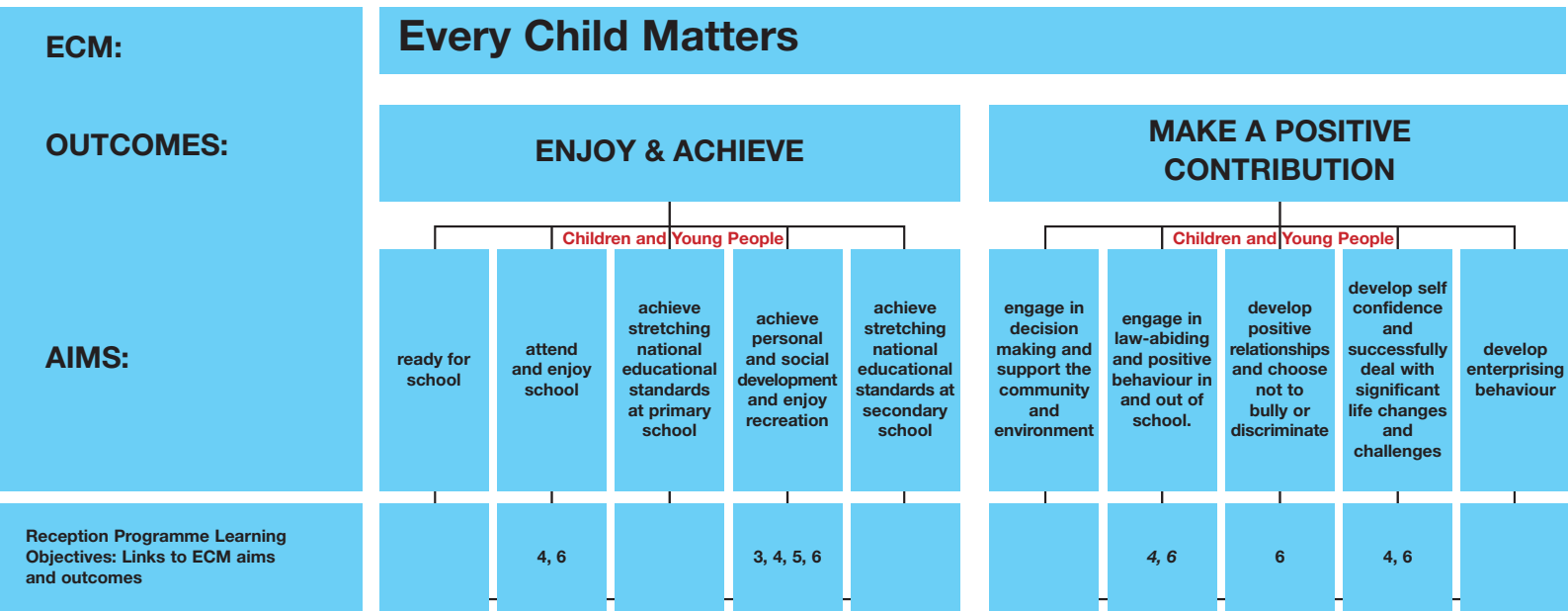
Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

My Wonderful Body

Year One Programme - 1 Hour

Learning Objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs; how to look after it; focus on balanced diet, medicine safety and personal hygiene
- 2 deepen understanding of the concept of choice and the effects of choices on health, especially on what we put into our body
- 3 explore attitudes towards themselves, their bodies and other people
- 4 explore relationships, feelings within relationships and the effects of teasing and name-calling

To provide an opportunity to:

- 5 Promote extra-curricular and alternative supervised activities
- 6 Value and promote positive relationships with family and others and also promote individual achievements

Activities

- TAM [Transparent Anatomical Mannequin]
- Harold's picnic [audio/visual and drama activity]
- Different foods do different jobs song
- Harold getting ready and photo album [audio/visual]
- Musical journey to the picnic and medicine activity
- Sleeping under the stars
- Visit with baby animal puppets
- Harold sings about how we can help look after our friends, families and also our bodies

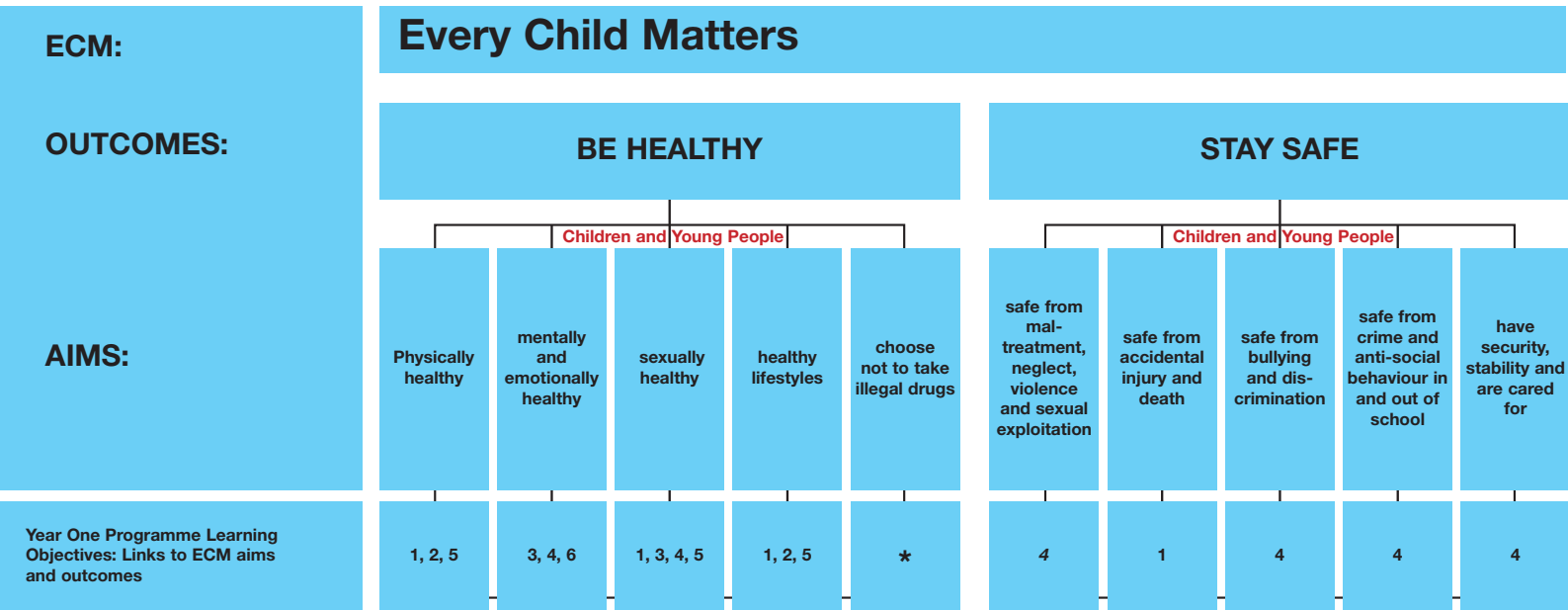
The key learning objectives, and main activities by which these are met in each of our programmes



National Curriculum PSHE & Citizenship learning objective <i>NB statements inside square brackets are not addressed by LEC learning objectives</i>	Mobile Classroom Activities and Delivery Strategies
Developing confidence and responsibility and making the most of their abilities 1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong 1c to recognise, name [and deal with their] feelings in a positive way 1d to think about themselves, learn from their experiences and recognise what they are good at.	<ul style="list-style-type: none"> • Positive teaching strategies • Range of activities to promote involvement of all children • Harold's photo album AV and discussion
Preparing to play an active role as citizens 2a to take part in discussions with one other person and the whole class 2c to recognise choices that they can make, and recognise the difference between right and wrong 2f that they belong to various groups and communities such as family and school.	<ul style="list-style-type: none"> • Friendship and name-calling AV and discussion
Developing a healthy safer life style 3a how to make simple choices that improve their health and well-being 3b to maintain personal hygiene 3c how some diseases spread and can be controlled 3e the names of the main parts of the body 3f that all household products, including medicines can be harmful if not used properly 3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.	<ul style="list-style-type: none"> • Body knowledge activities: discussion and TAM • Journey to picnic (exercise) • Food groups discussion and song • Sleeping under the stars • Harold audio and mime • Medicine discussion • Harold song
Developing good relationships and respecting the difference between people 4a to recognise how their behaviour affects other people 4b to listen to other people, and play and work co-operatively 4d that family and friends should care for each other 4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.	<ul style="list-style-type: none"> • Friendship and name-calling AV and discussion • Harold song

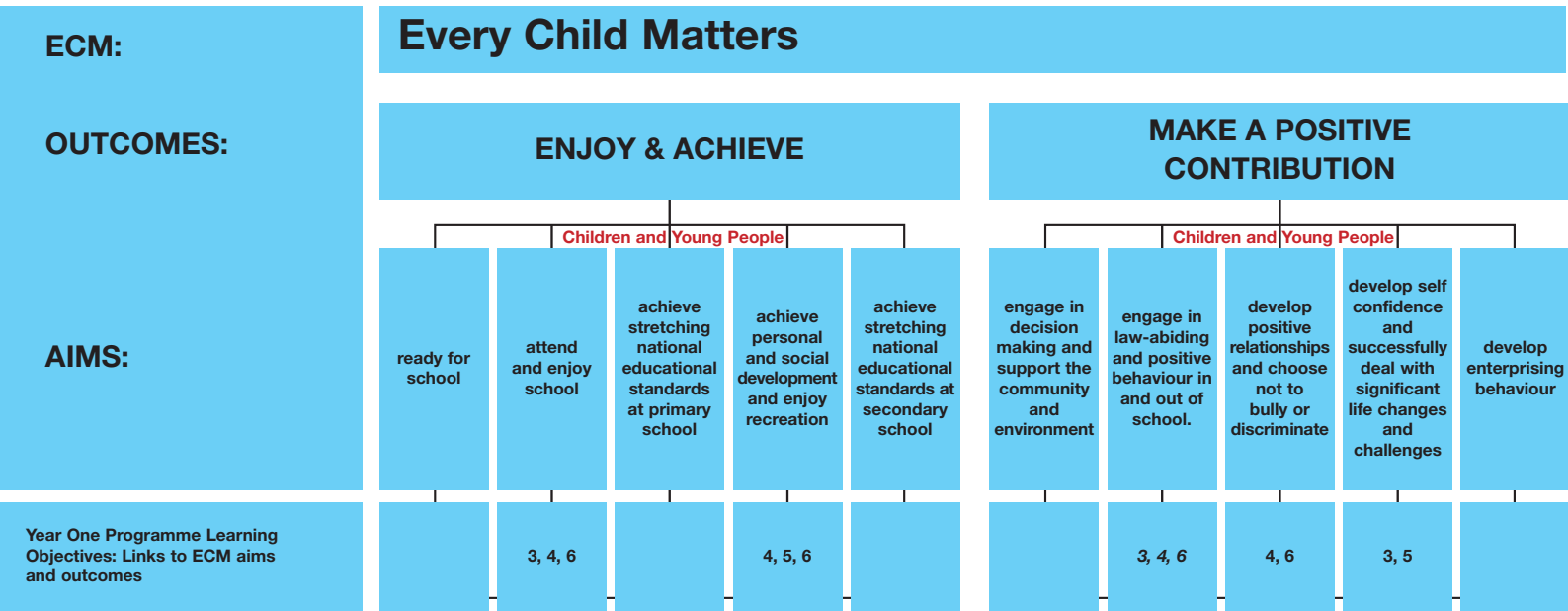
Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

Feelings

Year Two Programme - 1 Hour

Learning Objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs
- 2 understand why we use medicines; how to follow simple safety instructions; when and how to get help from adults
- 3 recognise, name and begin to understand how to deal with feelings
- 4 understand that there are different types of teasing and bullying; that bullying is unacceptable; how to get help
- 5 discuss the importance of relationships especially within the peer group
- 6 explore attitudes towards themselves, their bodies and other people

Activities

- TAM [Transparent Anatomical Mannequin]
- Brenda and her friends [audio/visual and drama]
- Harold feels ill – medicine discussion
- Feelings activity and discussion
- Exercise to music
- Harold sings about the importance of friends

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum PSHE & Citizenship learning objective

NB statements inside square brackets are not addressed by LEC learning objectives

Mobile Classroom Activities and Delivery Strategies

Developing confidence and responsibility and making the most of their abilities

- 1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong
- 1c to recognise, name and deal with their feelings in a positive way
- 1d to think about themselves, learn from their experiences and recognise what they are good at.

- Positive teaching strategies
- Range of activities to promote involvement of all children
- Brenda bullying AV and activities
- Feelings discussion and activity

Preparing to play an active role as citizens

- 2a to take part in discussions with one other person and the whole class
- 2c to recognise choices that they can make, and recognise the difference between right and wrong
- 2f that they belong to various groups and communities such as family and school
- 2h to contribute to the life of the class and school.

- Brenda bullying AV and activities
- Harold song
- Medicine activity

Developing a healthy safer life style

- 3a how to make simple choices that improve their health and well-being
- 3e the names of the main parts of the body
- 3f that all household products, including medicines can be harmful if not used properly
- 3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.

- Body knowledge activities: discussion and TAM
- Exercise to music
- Medicine discussion and giving advice to Harold

Developing good relationships and respecting the difference between people

- 4a to recognise how their behaviour affects other people
- 4b to listen to other people, and play and work co-operatively
- 4d that family and friends should care for each other
- 4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.

- Harold's song
- Brenda bullying AV and activities



Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	BE HEALTHY					STAY SAFE				
	<p style="text-align: center;">Children and Young People</p>									
	Physically healthy	mentally and emotionally healthy	sexually healthy	healthy lifestyles	choose not to take illegal drugs	safe from mal-treatment, neglect, violence and sexual exploitation	safe from accidental injury and death	safe from bullying and discrimination	safe from crime and anti-social behaviour in and out of school	have security, stability and are cared for
Year Two Programme Learning Objectives: Links to ECM aims and outcomes	1, 2, 6	3, 4, 5, 6	1, 3, 4, 6	1, 2, 3, 4, 6	*	3, 4	2	3, 4	3, 4, 5	3, 4, 5

*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	ENJOY & ACHIEVE					MAKE A POSITIVE CONTRIBUTION				
	<p style="text-align: center;">Children and Young People</p>									
	ready for school	attend and enjoy school	achieve stretching national educational standards at primary school	achieve personal and social development and enjoy recreation	achieve stretching national educational standards at secondary school	engage in decision making and support the community and environment	engage in law-abiding and positive behaviour in and out of school.	develop positive relationships and choose not to bully or discriminate	develop self confidence and successfully deal with significant life changes and challenges	develop enterprising behaviour
Year Two Programme Learning Objectives: Links to ECM aims and outcomes		3, 4, 5		3, 4, 5, 6			3, 4, 5, 6	3, 4, 5, 6	3, 4	

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Information about how our programme support the *Every Child Matters* Outcomes Framework.

Meet the Brain

Year Three Programme - 1 Hour

Learning Objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs; functions of the brain and nervous system
- 2 understand that medicines are drugs; safety issues for medicine use
- 3 understand that nicotine and alcohol are drugs and begin to explore their effects on the body
- 4 reflect on and value friendship; understand that their actions affect others; understand and begin to develop skills needed to be effective in relationships with peers
- 5 explore attitudes towards themselves, their bodies, personality, individuality, other people, choices and decisions

Activities

- TAM [Transparent Anatomical Mannequin]
- Nervous system electronic module
- Brain chain game [exploring function of the nervous system]
- Sam in the Supermarket [audio/visual and activities]
- Qualities of friendship activity and discussion
- Harold sings about his achievements and his friends

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum PSHE & Citizenship learning objective <i>NB statements inside square brackets are not addressed by LEC learning objectives</i>	Mobile Classroom Activities and Delivery Strategies
Developing confidence and responsibility and making the most of their abilities 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]	<ul style="list-style-type: none"> • Positive teaching strategies • Range of activities to promote involvement of all children • Body activities: discussion and TAM • Friendship and group entry skills discussion and activities • Harold's song
Preparing to play an active role as citizens 2a to [research,] discuss and debate topical issues, problems and events 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals [and communities] 2e to reflect on [spiritual,] moral, social , and cultural issues, using imagination to understand other people's experiences 2f to resolve differences by looking at alternatives, making decisions and explaining choices	<ul style="list-style-type: none"> • Sam in the Supermarket drug knowledge AV
Developing a healthy safer life style 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, [what affects mental health], and how to make informed choices 3d [which] commonly available [substances and] drugs [are legal and illegal], their effects and risks 3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable]	<ul style="list-style-type: none"> • Body knowledge activities: Body activities: discussion and TAM • Brain dialogue and Brain Chain game • Medicine, cigarettes and alcohol discussion & activities
Developing good relationships and respecting the difference between people 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships. 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help 4g where individuals [,families and groups] can get help and support.	<ul style="list-style-type: none"> • Friendship and group entry skills discussion and activities



Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	BE HEALTHY					STAY SAFE				
	<p style="text-align: center;">Children and Young People</p>									
	Physically healthy	mentally and emotionally healthy	sexually healthy	healthy lifestyles	choose not to take illegal drugs	safe from mal-treatment, neglect, violence and sexual exploitation	safe from accidental injury and death	safe from bullying and discrimination	safe from crime and anti-social behaviour in and out of school	have security, stability and are cared for
Year Three Programme Learning Objectives: Links to ECM aims and outcomes	1, 2, 3, 5	4, 5	1, 4, 5	1, 2, 3, 5	*	5	2, 3	4	3, 4, 5	4

*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	ENJOY & ACHIEVE					MAKE A POSITIVE CONTRIBUTION				
	<p style="text-align: center;">Children and Young People</p>									
	ready for school	attend and enjoy school	achieve stretching national educational standards at primary school	achieve personal and social development and enjoy recreation	achieve stretching national educational standards at secondary school	engage in decision making and support the community and environment	engage in law-abiding and positive behaviour in and out of school.	develop positive relationships and choose not to bully or discriminate	develop self confidence and successfully deal with significant life changes and challenges	develop enterprising behaviour
Year Three Programme Learning Objectives: Links to ECM aims and outcomes		4, 5		4, 5			4, 5	4, 5	4, 5	

Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

It's Great to be Me

Year Four Programme - 1 1/4 Hours

Learning Objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs; functions of the digestive, nervous, circulatory systems
- 2 understand that all medicines are drugs but not all drugs are medicines; there are different types of drugs; discussion of cigarettes and alcohol, their effects and associated risks
- 3 identify risks; identify and understand peer influences; identify and practise decision-making in relation to health
- 4 explore attitudes towards themselves, their bodies and other people; the use of alcohol and cigarettes
- 5 recognise the need to take responsibility for their own safety and behaviour

Activities

- TAM [Transparent Anatomical Mannequin]
- Body systems light modules
- Effects of alcohol and nicotine on the body [discussion and space themed audio/visual]
- Circle games, activities and a trip through space to Conformatron to explore being different and making choices
- Helping Harold to be assertive and make choices about the use of alcohol and cigarettes

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum PSHE & Citizenship learning objective <i>NB statements inside square brackets are not addressed by LEC learning objectives</i>	Mobile Classroom Activities and Delivery Strategies
Developing confidence and responsibility and making the most of their abilities 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]	<ul style="list-style-type: none"> • Positive teaching strategies • Range of activities to promote involvement of all children • Body activities: discussion, modules and TAM • Drug discussion
Preparing to play an active role as citizens 2a to [research,] discuss and debate topical issues, problems and events 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules] 2e to reflect on [spiritual,] moral, social , and cultural issues, using imagination to understand other people’s experiences 2f to [resolve differences by] look(ing) at alternatives, making decisions and explaining choices.	<ul style="list-style-type: none"> • Drug discussion & activities • Animated space theme drug knowledge AV • Harold/Educator in role drugs dilemma • Conformatron AV • Circle activities
Developing a healthy Safer Life Style 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices 3d which commonly available substances and drugs are legal [and illegal], their effects and risks 3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable] 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]	<ul style="list-style-type: none"> • Body activities: discussion, modules and TAM • Animated space theme body knowledge AV • Drug discussion & activities • Harold/Educator in role drugs dilemma
Developing good relationships and respecting the difference between people 4a that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.	<ul style="list-style-type: none"> • Harold/Educator in role drugs dilemma • Circle activities



Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM:	Every Child Matters									
	BE HEALTHY					STAY SAFE				
OUTCOMES:	Children and Young People					Children and Young People				
	Physically healthy	mentally and emotionally healthy	sexually healthy	healthy lifestyles	choose not to take illegal drugs	safe from mal-treatment, neglect, violence and sexual exploitation	safe from accidental injury and death	safe from bullying and discrimination	safe from crime and anti-social behaviour in and out of school	have security, stability and are cared for
AIMS:										
Year Four Programme Learning Objectives: Links to ECM aims and outcomes	1, 2, 3, 4	3, 4, 5	1, 4, 5	1, 2, 3, 4, 5	*	5	2, 3, 5	3, 5	2, 3, 4, 5	3

*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM:	Every Child Matters									
	ENJOY & ACHIEVE					MAKE A POSITIVE CONTRIBUTION				
OUTCOMES:	Children and Young People					Children and Young People				
	ready for school	attend and enjoy school	achieve stretching national educational standards at primary school	achieve personal and social development and enjoy recreation	achieve stretching national educational standards at secondary school	engage in decision making and support the community and environment	engage in law-abiding and positive behaviour in and out of school.	develop positive relationships and choose not to bully or discriminate	develop self confidence and successfully deal with significant life changes and challenges	develop enterprising behaviour
AIMS:										
Year Four Programme Learning Objectives: Links to ECM aims and outcomes		3, 4, 5		3, 4, 5			3, 4, 5	3, 4, 5	3, 4, 5	

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Information about how our programme support the *Every Child Matters* Outcomes Framework.

Friends

Year Five Programme - 1 1/2 - 2 Hours

Learning objectives

To give the children the opportunity to:

- 1 explore the body: how it works; what it needs; functions of the digestive, nervous, circulatory systems
- 2 deepen their knowledge about cigarettes and alcohol: their effects and associated risks
- 3 explore attitudes towards themselves, their bodies and other people; the use of cigarettes and alcohol
- 4 practise identifying risks; identifying and understanding peer influence
- 5 understand assertiveness and apply it to situations related to drug use
- 6 recognise emotional as well as physical needs, including the need to take responsibility for their own safety and behaviour

Activities

- TAM [Transparent Anatomical Mannequin]
- Body systems electronic modules
- Effects of drugs on the body, particularly the brain and nervous system [discussion and audio visual]
- Diamond Nine activity to explore emotional needs
- Assertiveness audio/visual and activities
- Peer influence audio
- Role-play and drama strategies

The key learning objectives, and main activities by which these are met in each of our programmes

National Curriculum PSHE Citizenship learning objective

NB statements inside square brackets are not addressed by LEC learning objectives

Mobile Classroom Activities and Delivery Strategies

Developing confidence and responsibility and making the most of their abilities

- 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society
- 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

- Positive teaching strategies
- Range of activities to promote involvement of all children
- Body activities: discussion, modules and TAM
- Emotional needs diamond nine activity
- Steve and his bike AV and assertiveness activities
- Peer influences audio and activities
- Drug discussion

Preparing to play an active role as citizens

- 2a to [research,] discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules]
- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices.

- Drug discussion & activities
- Animated aliens drug knowledge AV
- Emotional needs diamond nine activity
- Steve and his bike AV and assertiveness activities
- Peer influences audio and activities

Developing a healthy safer life style

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- 3d which commonly available substances and drugs are legal and illegal, their effects and risks
- 3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable]
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

- Body activities: discussion, modules and TAM
- Drug discussion & activities
- Peer influences audio and activities

Developing good relationships and respecting the difference between people

- 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view.
- 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships.
- 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

- Steve and his bike AV and assertiveness activities
- Peer influences audio and activities

Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	BE HEALTHY					STAY SAFE				
	Children and Young People					Children and Young People				
	Physically healthy	mentally and emotionally healthy	sexually healthy	healthy lifestyles	choose not to take illegal drugs	safe from mal-treatment, neglect, violence and sexual exploitation	safe from accidental injury and death	safe from bullying and discrimination	safe from crime and anti-social behaviour in and out of school	have security, stability and are cared for
Year Five Programme Learning Objectives: Links to ECM aims and outcomes	1, 2, 3, 4, 5	3, 4, 5, 6	1, 4, 6	1, 2, 3, 4, 5, 6	*	4, 5, 6	4, 5, 6	4, 5, 6	2, 3, 4, 5, 6	3, 4, 5

*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK

ECM: OUTCOMES: AIMS:	Every Child Matters									
	ENJOY & ACHIEVE					MAKE A POSITIVE CONTRIBUTION				
	Children and Young People					Children and Young People				
	ready for school	attend and enjoy school	achieve stretching national educational standards at primary school	achieve personal and social development and enjoy recreation	achieve stretching national educational standards at secondary school	engage in decision making and support the community and environment	engage in law-abiding and positive behaviour in and out of school.	develop positive relationships and choose not to bully or discriminate	develop self confidence and successfully deal with significant life changes and challenges	develop enterprising behaviour
Year Five Programme Learning Objectives: Links to ECM aims and outcomes		3, 4, 5, 6		3, 4, 5, 6			3, 4, 5, 6	3, 4, 5, 6	3, 4, 5, 6	4, 5, 6

Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

Decisions

Year Six Programme - 1 1/2 - 2 Hours

Learning Objectives

To give the children the opportunity to:



- 1 explore the body: how it works; what it needs; functions of the digestive, respiratory, circulatory and nervous systems
- 2 deepen knowledge of legal and illegal drugs, in particular cigarettes, alcohol, cannabis and volatile substances; reasons why people use them, their effects and associated risks
- 3 Explore attitudes towards themselves, their bodies, different drugs and why people might choose to use them
- 4 develop an understanding of group dynamics and discuss skills needed to function more effectively in peer-group situations
- 5 recognise emotional as well as physical needs, including the need to take responsibility for their own safety and behaviour

Activities

- 'On The Spot' Game Show [body knowledge audio/visual]
- Body knowledge activities
- Drug discussion
- Drug knowledge quiz
- Audio/visual, drama activities and discussion exploring peer dynamics
- Alternatives to drug use audio/visual

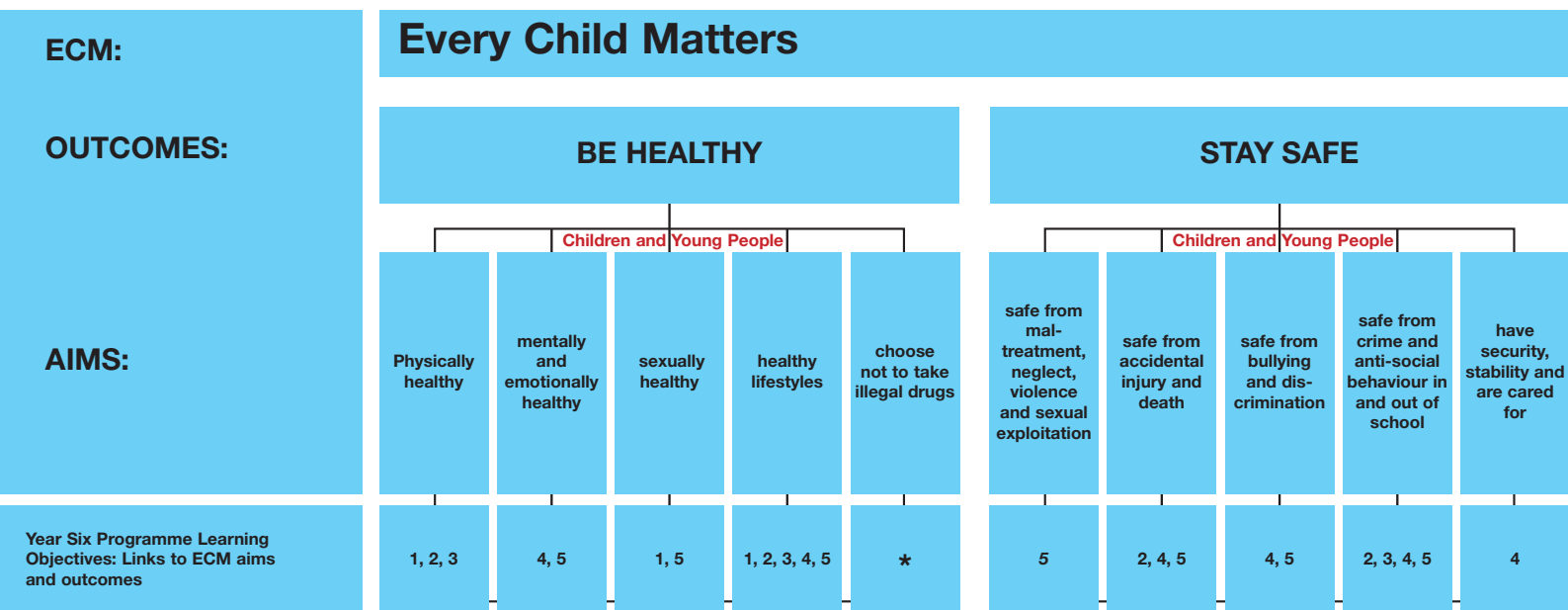
The key learning objectives, and main activities by which these are met in each of our programmes



National Curriculum PSHE & Citizenship learning objective <i>NB statements inside square brackets are not addressed by LEC learning objectives</i>	Mobile Classroom Activities and Delivery Strategies
Developing confidence and responsibility and making the most of their abilities 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals] 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	<ul style="list-style-type: none"> • Positive teaching strategies • Range of activities to promote involvement of all children • Body activities: discussion, modules and TAM • Drug discussion • Boys in the kitchen AV & activities
Preparing to play an active role as citizens 2a to [research,] discuss and debate topical issues, problems and events 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules] 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences 2f to resolve differences by looking at alternatives, making decisions and explaining choices 2k to explore how the media present information.	<ul style="list-style-type: none"> • Boys in the kitchen AV & activities • Drug discussion & activities • Drug quiz AV • Alternatives to drug use AV 
Developing a healthy Safer Life Style 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices 3d which commonly available substances and drugs are legal and illegal, their effects and risks 3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable] 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]	<ul style="list-style-type: none"> • Body activities: discussion, modules and TAM • Body knowledge Game Show AV • Boys in the kitchen AV & activities • Drug discussion & activities
Developing good relationships and respecting the difference between people 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help 4g where individuals [families and groups] can get help and support.	<ul style="list-style-type: none"> • Boys in the kitchen AV & activities 

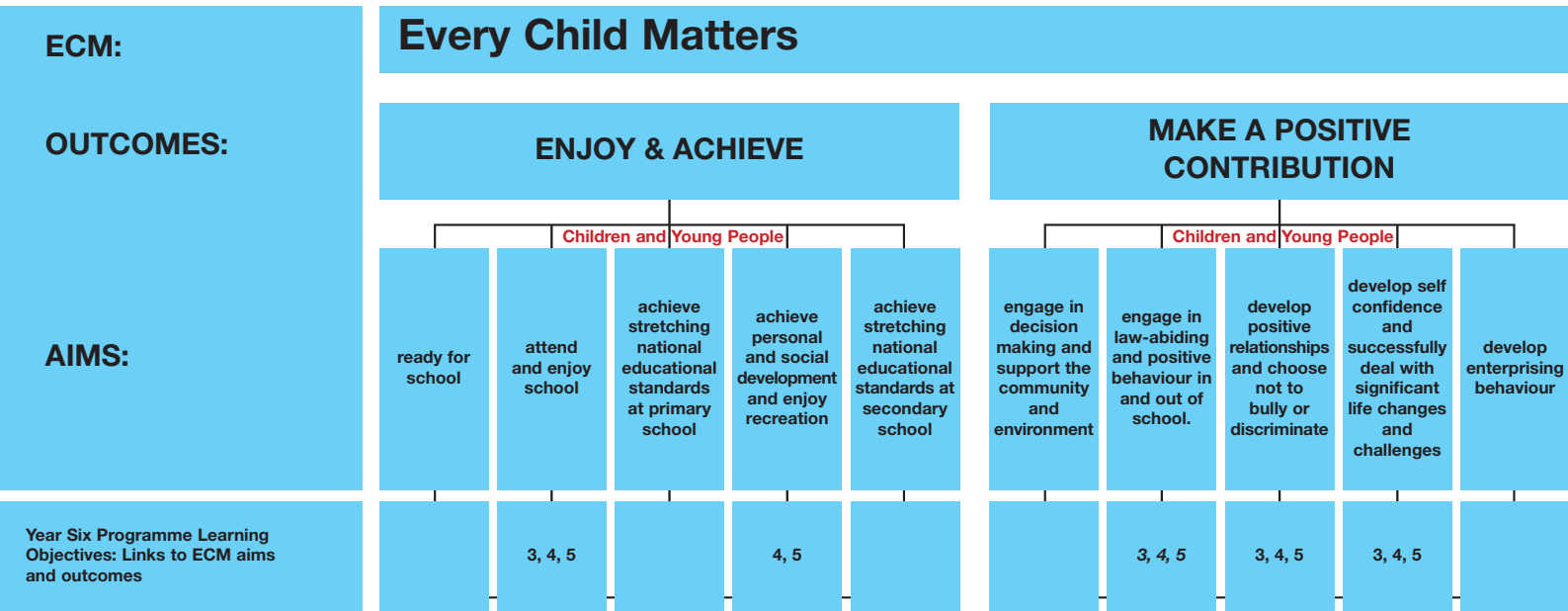
Precise links between the PSHE & Citizenship guidelines and our programmes.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



*Contributing through an holistic health and drug education approach: evidence based drugs education practice clearly demonstrates that legal and illegal drugs should be addressed as part of the same continuum within educational strategies that focus on holistic health principles.

SUPPORTING THE EVERY CHILD MATTERS OUTCOMES FRAMEWORK



Numbers in *italics* indicate an indirect contribution to this outcome. Other numbers indicate a direct contribution to this outcome.

Information about how our programme support the *Every Child Matters* Outcomes Framework.

Supporting the new Ofsted Framework and Self Evaluation Form

The new Ofsted framework for inspection and Self Evaluation Form (SEF) places a much greater emphasis on:

- The views of young people, parents/carers and other stakeholders and the contribution they make to the school and its community
- A school's effectiveness in working in partnership with its community to deliver outcomes for children
- The importance of schools being able to demonstrate achievement and well-being for all pupils

Life Education's work with your school will provide support and evidence in relation to these broad aims and for the following specific parts of the Self Evaluation Form (SEF):

Ofsted SEF	Statement	Life Education Support
Part A		
2b	What do the views of learners, parents/carers and other stakeholders tell you about the learners' standards, personal development and well-being, and the quality of your provision?	The Life Education Assembly Programme * provides a significant opportunity to engage with parents/carers and promote their involvement in policy and practice in relation to children's personal development and well-being
4a	To what extent do learners adopt healthy lifestyles? - whether learners take adequate physical exercise, and eat and drink healthily - learners' growing understanding of how to live a healthy lifestyle	Life Education programmes support schools in promoting messages about key aspects of physical and emotional health and well-being, including healthy eating, the importance of exercise and rest, drugs education and emotional literacy
4b	To what extent do learners feel safe and adopt safe practices? - whether learners feel safe from bullying and racist incidents - the extent to which learners have confidence to talk to staff and others when they feel at risk	A key theme explored with children throughout the Life Education programmes is supporting their ability to operate effectively within the peer group, by developing an understanding of: <ul style="list-style-type: none"> • What is bullying behaviour • Peer dynamics • Assertiveness skills • Communication skills • Emotional literacy skills

Continued on next page...

Ofsted SEF	Statement	Life Education Support
Part A		
4c	<p>How much do learners enjoy their education?</p> <ul style="list-style-type: none"> - take account of learners' attitudes, behaviour and attendance - learners' spiritual, moral, social, emotional and cultural development 	<p>A strong emphasis is placed throughout the Life Education programmes on interactive and innovative teaching techniques based on evidence of how the brain learns most effectively. Our educators model these strategies for class teachers throughout the programmes. They can also provide Inset* exploring the rationale behind them and how they can promote learning that is enjoyable and effective</p>
5a	<p>How good is the quality of teaching and learning?</p> <ul style="list-style-type: none"> - how well teaching meets the needs of the full range of learners and course requirements - the involvement of parents and carers in their children's learning and development 	<p>Life Education educators are trained in a range of positive teaching and learning techniques including strategies for addressing children's preferred learning styles (drawn from principles of Accelerated Learning).</p> <p>The Life Education Assembly Programme* promotes parental involvement in children's education. Parts of it are specifically designed to promote family learning and development, (based on evidence demonstrating that parental involvement makes a significant difference to pupils' engagement and achievement).</p>
5b	<p>How well do the curriculum and other activities meet the range of needs and interests of learners?</p> <ul style="list-style-type: none"> - the extent to which the curriculum or activities match learners' needs, - the extent to which the provision enables and encourages learners to be healthy and stay safe 	<p>Life Education educators are trained in a range of positive teaching and learning techniques including strategies for addressing children's preferred learning styles (drawn from principles of Accelerated Learning).</p> <p>Life Education programmes deal with these issues within a broad holistic framework since the aim of each programme is to promote healthy lifestyles. The programmes develop critical thinking, decision making, communication and assertiveness skills, all within a safe and supportive learning environment.</p>
5c	<p>How well are learners guided and supported?</p> <ul style="list-style-type: none"> - the extent to which the school and any additional services contribute to the learners' capacity to be healthy 	<p>Life Education programmes support children's decision making skills around aspects of physical and emotional health and well-being. (Please refer to the specific learning objectives of each programme – pages 16-31 for details of how this is achieved).</p>
Part B		
E2	<p>Curriculum description (Foundation stage)</p>	<p>The Life Education programmes support the Personal, Social and Emotional Development provision within the Foundation years (Please refer to the specific learning objectives of each of the Foundation stage programmes, pages 16-19 for details of how this is achieved).</p>
Part C	<p>Compliance with Statutory Requirements</p>	
Curriculum 4	<p>Primary schools' statutory requirements to agree the content and organisation of its programme of Sex and Relationships education</p>	<p>Life Education supports schools' delivery of Sex and Relationships education curriculum (see table showing programme learning objectives and how these link to the ECM outcome: Sexually Healthy)</p>

* Ask your educator about the availability of this programme in your area.

Drug, Alcohol and Tobacco Education: QCA guidance 2003

The Life Education programmes address or meet the following learning objectives outlined in the QCA Drug, Alcohol and Tobacco Education Guidance 2003

Key stage 1

Unit A

Keeping ourselves and others safe

Children learn:

Rules are important

- that rules are important for keeping safe
- about different rules for different places, eg *keeping safe in the classroom, playground and at home*
- how to identify people who can help keep them safe
- that actions have consequences

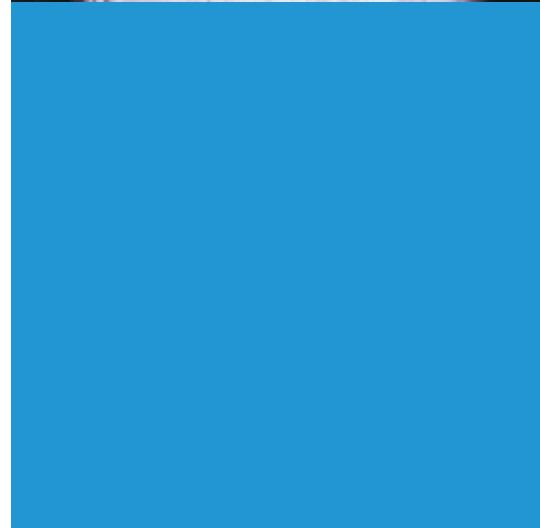
Feeling unwell and the role of medicines

- about the different roles of medicines and how they are taken
- that medicines affect the body
- how medicines can be harmful if not used properly
- about people who can give different types of medicine
- how to identify and describe feelings associated with being unwell or injured
- about rules that apply to medicines

How medicines can be harmful

- that medicines can be harmful if not used properly
- ways to stay safe around medicines

[Key stage 2 on next page...](#)



Key stage 2

Unit B

Risk taking and dealing with pressure

Children learn:

Taking a risk

- about different sorts of risk-taking activity
- that choices can be made in any situation involving risk
- how to identify risk and forecast some potential consequences of risk-taking
- that risk-taking may have both positive and negative outcomes
- about some reasons why people take risks

Weighing up the pros and cons of taking risks

- about the differences between the short- and long-term consequences of taking a risk
- skills for weighing up the choices involved in, and the reasons for and against, taking a risk
- ways to resist unhelpful pressure to take risks with their health

Why take risks? The pressures and influences on us

- about some reasons why people take risks
- about unhelpful influences on us
- That pressure comes in different forms, *eg what we think people expect of us*
- that it is important to recognise the unhelpful pressures we might be putting on each other
- that talking with people we trust can be helpful in dealing with risks and choices

Smoking – weighing up the risks

- about the long- and short-term risks associated with smoking
- about the reasons why people smoke
- about their own values and attitudes towards smoking
- that risky situations involve making choices

Resisting unhelpful pressure or influences

- ways to deal with unhelpful pressures to smoke
- that they have the right to feel safe and secure at all times
- about valuing each other and respecting differences of opinion
- that it is helpful to talk about risks and choices with people we trust
- how to access sources of help, support and advice

Unit C

Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations

Children learn:

What do we already know and understand about drugs?

- that the term 'drugs' covers a range of legal and illegal substances
- about the effects and risks of using drugs
- to talk with others who can provide information

Learning about alcohol

- about the effects and risks of drinking alcohol
- about children and young people and the law with respect to alcohol
- about how alcohol can affect people differently
- that alcohol is measured in units
- to participate in group activities and discussions

Attitudes to drinking alcohol

- about different reasons why people do or do not drink alcohol
- to reflect on the impact of one's behaviour on others
- to participate in a group activity

Debating a topic

- about the laws for drugs, alcohol and tobacco and about reasons for having such laws
- to consider other people's opinions and a range of relevant factors when making a decision

Links with other National Curriculum subjects

Science Curriculum (Life processes and living things)

The Life Education programmes address or meet the following National curriculum learning objectives:

NB statements inside square brackets are not addressed by Life Education Centres' learning objectives

Key stage 1

Pupils should be taught:

- 1b that animals, including humans, move, feed, grow, use their senses [and reproduce]
- 2a to recognise [and compare] the main external parts of the bodies of humans
- 2b that humans [and animals] need food and water to stay alive
- 2c that taking exercise and eating the right types and amounts of food help humans to keep healthy
- 2d about the role of drugs as medicines
- 2g about the senses that enable humans [and other animals] to be aware of the world around them
- 4a to recognise similarities and differences between themselves and others and to treat others with sensitivity

Key stage 2

Pupils should be taught:

- 1a that the life processes common to humans [and other animals] include nutrition, movement, growth, [and reproduction]
- 2b about the need for food for activity and growth, and about the importance of an adequate and varied diet for health
- 2c that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- 2e that humans [and some other animals] have skeletons and muscles to support and protect their bodies and to help them to move
- 2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- 2h about the importance of exercise for good health

Physical Education Curriculum

Key stage 1

Pupils should be taught:

- 4a how important it is to be active
- 4b to recognise and describe how their bodies feel during different activities

Key stage 2

Pupils should be taught:

- 4a how exercise affects the body in the short term
- 4c why physical activity is good for their health and well-being

Understanding protective and risk factors

The Life Education Centres' programmes address factors cited in a number of drug education publications as key indicators of the risk of future drug misuse by children and young people, and also general factors that have been identified as protecting against future drug misuse.

At Foundation Stage

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Value and promote positive relationships with family and others.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities.

At Key Stage 1

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.
- Develop skills to acquire strong and supportive networks.
- Develop good social skills.
- Develop skills to respond positively to challenges (academic and social).
- Develop knowledge of how to access help and information.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities.
- Challenge attitudes towards drug use (including opportunities for peers to challenge each other).
- Consider the place of peer selection in the curriculum.

At Key Stage 2

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.
- Develop skills to acquire strong and supportive networks.
- Develop good social skills.
- Develop skills to respond positively to challenges (academic and social).
- Develop knowledge of how to access help and information.
- Develop a good knowledge of legal and illegal drugs, their effects and their risks.
- Develop the ability to cope well with [academic and] social demands at school.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities.
- Challenge attitudes towards drug use (including opportunities for peers to challenge each other).
- Consider the place of peer selection in the curriculum.
- Strengthen drug education input at Key Stage 2/ensure drug education adequately addresses alcohol and tobacco at Key Stage 2.

Life Education Centres Service Level Agreement

Purpose

This Service Level Agreement has been developed in order to ensure the effective use of the Life Education Centres' resource.

Working together through the agreement will enable both LEC Educator and school staff to clarify:

- ★ details and range of provision
- ★ responsibilities of school

The agreement will be a useful tool for identifying best practice and planning appropriate support.

INFORMATION & PRACTICAL DETAILS		
LEC'S CONTRIBUTION	SCHOOL'S CONTRIBUTION	SPECIFIC DETAILS ARISING (Issues for school/when, who, what, etc.)
Educator will provide: <ul style="list-style-type: none"> ★ Details of programme content - synopsis booklet ★ Dates and schedules for visit ★ Teacher resource pack /follow-up materials 	School will provide: <ul style="list-style-type: none"> ★ Details of classes 	
Practicalities. Educator will liaise with contact person to ensure: <ul style="list-style-type: none"> ★ Level site with access to two domestic power points ★ Appropriate access to the identified site 	School will provide: <ul style="list-style-type: none"> ★ Details of site available for positioning of mobile centre ★ Access to 2 domestic power points ★ Appropriate information about pupils with special needs (e.g. wheelchair access) 	
Security: <ul style="list-style-type: none"> ★ Details for security requirements of mobile classroom 	<ul style="list-style-type: none"> ★ Details of person who will be identified as 'first response', in the event of alarm being activated 	
Cost of Visit <ul style="list-style-type: none"> ★ Educator will provide details of cost of the visit 	<ul style="list-style-type: none"> ★ School will agree to this when signing this form 	

Continued on next page...

PLANNING, REVIEW & STAFF DEVELOPMENT/TRAINING

LEC'S CONTRIBUTION	SCHOOL'S CONTRIBUTION	SPECIFIC DETAILS ARISING (Issues for school/when, who, what, etc.)
<p>In advance of the visit, the Educator will provide:</p> <ul style="list-style-type: none"> ★ Support for the ongoing review and development of drug policy through either: <ul style="list-style-type: none"> ● Directly providing that support ● Identifying appropriate people who can provide the support ★ Copies of relevant and up-to-dates supporting documents which provide information and advice on Drug Education ★ Opportunities for staff training as follows according to the needs of the school. These may include a range of training options such as Drugs Awareness, Positive Teaching Techniques, etc. 	<p>School will provide:</p> <ul style="list-style-type: none"> ★ Name of PSHCE co-ordinator and Governor ★ Copy of existing Drugs policy ★ Copy of existing PSHCE policy <p>Evidence of ability to integrate the visit through:</p> <ul style="list-style-type: none"> ★ A working PSHCE Policy ★ A scheme of work for PSHCE ★ Identifying training needs, if required ★ Provide an appropriate venue where training (if requested) can take place ★ Provide appropriate information about children with special educational needs and their particular requirements 	
<p>In the Mobile Classroom:</p> <ul style="list-style-type: none"> ★ Educator will model positive teaching and behaviour management strategies which demonstrate recognised as good practice in the effective delivery of drug education. ★ Educator will take into account the requirements of children with special educational needs 	<ul style="list-style-type: none"> ★ School will ensure that class teacher is present during their class's programme ★ School will undertake to follow up, as deemed appropriate, any disclosures. 	
<ul style="list-style-type: none"> ★ Educator will provide evaluation forms, as appropriate, in order to modify and improve the service in the future 	<ul style="list-style-type: none"> ★ The school will complete evaluation forms and return them to the Educator at end of the visit 	
PARENTS & COMMUNITY		
<p>Opportunities will be provided for parents' sessions focusing on the LEC visit. These sessions will aim to:</p> <ul style="list-style-type: none"> ★ Provide information about the programmes ★ Raise awareness of issues around effective drug education ★ Provide opportunities for parents to discuss concerns and identify other support agencies 	<p>School will:</p> <ul style="list-style-type: none"> ★ Agree with LEC staff the scope of this session ★ Inform parents/carers of the details of this visit (date, time, venue, duration of session) ★ Encourage attendance in ways previously effective for the school 	
<ul style="list-style-type: none"> ★ Educator will suggest appropriate inter-agency representatives who may be interested in learning about the work of LEC (e.g. School Nurse, Community Police, school governors) 	<ul style="list-style-type: none"> ★ School will seek to secure the attendance of visitors 	

Educator-in-Training Final Assessment:

Details of the quality standards which Educators-in-Training need to meet in order to become a fully qualified Educator

Standards to be met.

The assessment of Educators-in-training is divided into three areas:

- ★ Content. This includes programme knowledge, pathways, links, body knowledge and drugs knowledge.
- ★ Teaching techniques. This includes positive teaching techniques and behaviour management strategies.
- ★ Environment. This includes the management of the technical equipment, including puppets and audio/visual equipment in the mobile classroom.

Standards to be met by Educators-in-Training

1. Content of programmes

To ascertain that the Educator is appropriately informed, and can pass on information in an age-appropriate manner, according to the needs of the particular group.

Programme knowledge

Knows and is able to identify and express the learning outcomes of the following

- 1 The programme
- 2 The welcome and recap
- 3 The body feel
- 4 Pathway for use of TAM (transparent anatomical model)
- 5 Audio/visual content
- 6 Drugs discussion elements
- 7 Use of puppet
- 8 Role-play sections
- 9 Electronic modules
- 10 Links between programmes section

Body knowledge

Knows and is able to identify/express:

- 11 Age-appropriate facts
- 12 Sound anatomy and physiology

Drugs Knowledge

Knows and is able to identify/express:

- 13 Sound knowledge about the physiological effects of drugs
- 14 A clear, progressive and sound pathway through the drugs discussion
- 15 Can manage questions about drugs in an age-appropriate way

2. Teaching Techniques

Positive language

- 16 Can effectively use a range of questioning forms and techniques to achieve objectives (e.g. open questions)
- 17 Uses the strategy of referring to a child's previous response to add value to it
- 18 Acknowledges a child's individual response in order to build their self-esteem
- 19 Uses children's responses to further discussion and refers to individual answers given earlier in programme
- 20 Uses age-appropriate language
- 21 Uses neutral, non-judgmental and inclusive language
- 22 Encourages the participation of all pupils (by choosing children for tasks effectively)
- 23 Competent in avoiding unnecessary and inappropriate repetition of pupils' answers
- 24 Is sensitive to cultural, ethnic, racial and gender issues in use of language
- 25 Is competent in depersonalising language in the drug discussion

Continued on next page...

Body language

- 26 Uses open gestures and postures
- 27 Modulates voice tone, pace and pitch effectively
- 28 Makes and keeps appropriate eye contact and eye level including holding eye contact when giving praise
- 29 Respects body space
- 30 Uses safe and appropriate strategies for moving the class around within the mobile classroom

Behaviour management

- 31 Anticipates and manages potential behaviour problems and, where possible, pre-empts them
- 32 Sets a contract, where appropriate
- 33 Reinforces desirable behaviour in a positive way
- 34 Deals with undesirable behaviour positively using, when necessary, a progressive range of steps
- 35 Aims to engage and maintain the interest and motivation of all pupils

Teaching strategies

- 36 Uses and manages group and pair work where appropriate
- 37 Sets clear guidelines for activities
- 38 Manages activities competently
- 39 Maintains a safe and secure atmosphere for all pupils
- 40 Asks, uses and learns pupils' names
- 41 Uses silence, stillness, low and high status posture as appropriate
- 42 Is aware of and can manage time effectively through appropriate pacing of programme delivery
- 43 Manages the adults present effectively (i.e. Teachers, Support staff, other visitors)

3. Environment

Competently and appropriately manages:

- 44 Lighting effects and electronic equipment
- 45 Puppets
- 46 Air-conditioning system (in order to maintain a comfortable temperature)
- 47 Health and safety of children entering and leaving the mobile classroom
- 48 Health and safety of children whilst inside the mobile classroom
- 49 Health and safety of children in relation to the siting of the mobile classroom
- 50 Operational issues including maintenance checks and managing technical problems.

Additional Training Tasks

In addition to meeting these 50 standards, Educators-in-training are also required to complete a number of tasks related to PSHE and Citizenship, drug education and related fields. These include:

- Drug education and prevention theory and practice
- Understanding the broader context of drug education within the PSHE & Citizenship curriculum and developing skills and competency in delivering training to schools on this in order to assist them in developing policies and schemes of work
- Specific actions of different drugs on the brain
- A broad knowledge and understanding of human anatomy, particularly in relation to creating and maintaining health
- Analysing the different approaches and methods in the field of drug intervention strategies (tertiary prevention)
- Developing and practising presentation skills
- Completion of a Continuing Professional Development log (CPD)

Consultation process

During the development of our new programmes, Life Education Centres sought the views of a large number of leading PSHE & Citizenship, Drug Education, and Educational experts.

We are extremely grateful for the support and advice of all those who took part in the consultation process.

Those invited to participate in this consultation process include:

Chris Anderson, PSHE & Citizenship Adviser

Tony Ayers, Birmingham City Drug Education Co-ordinator

James Barrett, JB Consulting

John Battersby, Teacher Adviser – Drug Education/PSHE

John Bennett, Health, Citizenship and Community Education Director, Birmingham Advisory Support Service

Joanne Butcher, Drug Misuse Team, Department of Health

Jan Campbell, Principal Officer, Citizenship and PSHE, QCA

Louise Crompton, Drug Education Forum

Brian Dobson, Independent Consultant NSCOPSE

Martin Donovan, School Service Manager, Birmingham

Vivienne Evans, DrugScope

Katie Farrington, DfES

Gill Frances, Manager of Children's Personal Development Unit, NCB

Monica Golding, Kids Club Network

Peter Griffiths, HM Inspector of Schools

Roger Howard, DrugScope

Jackie Hughes

Sue Jenner, Clinical Psychologist

Ruth Joyce OBE, Blue Print Manager

Nick Lawrence, Head of Young Peoples Policy, TYLDU

Jane Lees

Kay Lord, School Development Officer for PSHE

Mark McKergow, Mark McKergow Associates

Gill Morris, Advisory Teacher for PSHCE, Camden LEA

Phil Mythen, Project Leader Drugs, Health Promotion England

Louise O'Connor, Senior Research Fellow and Course Tutor

Christine Owens, Head of Tobacco Control, Roy Castle Lung Cancer Foundation

Nicola Sinclair, Alcohol Concern

Sue Siner, Senior Adviser School & Community Partnership

Marilyn Toft, National Healthy School Standard Co-ordinator

Mrs J Wardle, Coleshill C E Primary School

Andi Whitwham, Drug Education Consultant

Life Education Centres is also indebted to a large number of its own staff including Senior Management Team members, Educators, Trustees and administrative staff for their hard work, support, and dedication throughout the process of programme development.

Life Education Centres wish also to recognise all donors who contributed towards the development of our programmes and in particular to The Community Fund, The Henry Smith Charity and The Equitable Trust, and for the invaluable support offered during the production process by The Media Trust.

We would like to thank all schools that kindly allowed us to use photographs. Special thanks to Jurby Community School, Isle of Man.

Visit our website

For your nearest local Life Education Centres' operating or development group visit our website

www.lifeeducation.org.uk

and click on the index button
'Your Local Area', or call **0870 770 2455**

Other Useful websites

www.wiredforhealth.gov.uk

www.drugeducation.org.uk

www.dfes.gov.uk

www.doh.gov.uk/drugs

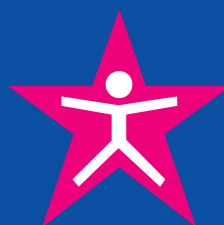
www.drugs.gov.uk

www.dpas.gov.uk

www.drugscope.org.uk

www.ndh.org.uk

www.talktofrank.com



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