



Drugs and Alcohol Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Aspiration

Compassion

Collaboration

Courage

Honesty

Responsibility

Confidence

Kindness

Approved: Spring 2025

Review: Spring 2028

Introduction

This policy sets out the school's approach to drug education and how the school will respond to drug related incidents within the responsibilities of the school. This policy has links with the following school policies: PSHE, Health and Safety, The Administration of Medicines and Confidentiality.

This policy applies to all of the following people when they are on the school premises: children, staff, parents/carers and visitors. Breaches of this policy by any of those mentioned will be dealt with by the Headteacher/Governing body. This policy also applies to children and staff when off-site when staff act in loco parentis, this includes all educational visits. Although the school is not responsible for children travelling to and from school we will work with parents and / or other agencies should any problems be identified. The school is responsible for children during break and lunchtimes and this policy applies during these times. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

Aims

The aim of teaching children and young people about alcohol and other drugs is to support them in making informed choices, delaying first substance use and preventing the development of harmful patterns of substance use in adulthood. This can impact upon an individual's quality of life and future aspirations. Effective teaching about alcohol and other drugs through PSHE and Science education is one key element of prevention work. However, in order to achieve its aims, this teaching should be implemented as one aspect of a wider whole-school approach.

See Appendix 1 PSHE Association: Evidence Review on Effective drug and alcohol education

This policy will:

- provide a framework for effective drug education;
- provide systems for dealing with drug related incidents within the school environment;
- ensure that the school's drug education programme reflects the aims and values of the school and its Governing Body.

Definition of a drug

For the purpose of this policy the following definition of a drug will apply: "a substance people take to change the way they feel, think or behave." This broad definition allows for the inclusion of all medication, legal/illegal drugs (including alcohol and tobacco), volatile substances (see also the school's Health and Safety Policy and COSHH Policy) and all over the counter and prescription medicines.

Roles and responsibilities

Governors

As part of their responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it.

Headteacher

The Headteacher takes overall responsibility for providing a safe place of work for all staff and children and as such takes responsibility for this policy, its implementation, and for liaison with the Governing Body, parents/carers, LA and appropriate outside agencies in the event of a drug-related incident. Children who are suspected of being at risk from drugs will be supported and monitored with assistance from relevant agencies such as SWs, Child Protection Officers, and police.

PSHE Curriculum Lead

The Curriculum Lead together with the Headteacher has a responsibility for supporting other members of staff in the implementation of this policy. The PSHE Curriculum Lead will provide a lead in the dissemination of information relating to drug education. They are responsible for identifying and providing good quality resources and in-service training. The PSHE Curriculum Lead is Anna Jeffery. The Headteacher, or in his absence either of the Assistant Headteachers are the first point of contact for advice/support in dealing with a drug-related incident.

Parents and Carers

Parents and carers are encouraged to support the school's drug education programme. They are responsible for ensuring that guidelines relating to medication in school are followed (see Administration of Medicines Policy). Parents/carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents, and therefore, it will be handled with care and consideration. The Headteacher will consider if there are any special circumstances, which may temper this right. The Child Protection Service may be contacted in the first instance and advice sought (see school's Safeguarding Children policy/procedures).

All Staff

Drug prevention is a whole school issue. All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them should they be called upon to deal with a drug-related incident. This includes lunchtime supervisors and the site manager and cleaning staff. If they have any queries or training requirements these should be made known to the PSHE Curriculum Lead or to the Headteacher. The premises staff regularly check the school premises – any substances or drug paraphernalia found will be recorded and reported to the Headteacher and dealt with in accordance with this policy.

Equal Opportunities Statement

Drug education will be provided to all children with consideration of any particular needs (see Equal Opportunities policy).

Our practice

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that children be taught the facts and risks associated with drug, alcohol and tobacco use.

At Kender Primary School, alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting children's ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing children with the knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe.

Teaching about drugs and alcohol is integrated within a planned PSHE education curriculum (see PSHE curriculum), where it enhances – and can be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help. Drugs and alcohol education is also part of the statutory science curriculum.

Curriculum

At Kender we follow the 'You, Me and PSHE' curriculum. For each year group there is a unit on 'drugs, alcohol, and tobacco education'. To ensure we are up to date with the latest curriculum guidance in drugs, alcohol, and tobacco we refer to the Department of Education and the PSHE Association.

Teachers are provided with support and training where needed as we are aware of the sensitive nature of the subject. We ensure that all resources are age appropriate, and themes are introduced in a timely manner according to the age of the children.

EYFS - children learn how to look after their bodies.

Year 1 - children learn about what can go into our bodies and how it makes us feel

Year 2 - children learn; why medicines are taken, where medicines come from, keeping themselves safe around medicines, asthma lessons.

Year 3 - children learn the definition of a drug and how they can harm people, side effects of smoking and second-hand smoke, including vaping, asthma.

Year 4 - children learn there are drugs other than medicines that people use in everyday life and why people use them, about the effects and risks of drinking alcohol, about different patterns of behaviour that are related to drug use.

Year 5- children learn about the risks associated with smoking drugs including cigarettes, vapes/e-cigarettes, shisha, cannabis, about different influences on drug use - alcohol, tobacco and nicotine products, strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol.

Year 6 - children learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs, about assessing the level of risk in different situations involving drug use, about ways to manage risk in situations involving drug use.

Special Educational Needs

Children registered as having Special Educational Needs have the same right to good drug education as any other child and will be taught alongside all other children. However, teachers must be aware of and respond to their needs in drug education lessons just as in any others.

Children Vulnerable to Substance Misuse

Staff are able to gain additional support and guidance from Insight Lewisham) on appropriate resources and educational approaches.

Use of Visitors and outside agencies

Visiting facilitators can enhance the delivery of drugs education and some children do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher. However, visitors will only be used in the programme if they can offer an expertise, an approach or child response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Drug Education. Their contribution should complement the teaching already taking place in the school.

Dealing with Drug-Related Incidents

This section provides a framework for dealing with incidents surrounding the use, suspicion of use, and finding of drugs and substances.

Parents/carers have the right to be informed of any drug-related incident that affects their child. An exception to this is when the child is deemed 'at risk' and the Child Protection Service has been contacted. In this case, it is up to the CPS to decide the course of action.

Staff should be aware that if they:

- fail to act in a drug-related incident or
- allow drug use to continue on school premises, they could contravene the Misuse of Drugs Act 1971.

It should be noted that if the preservation of a confidence:

- enables criminal offences to be committed, or
- results in serious harm to the child's health and welfare, criminal proceedings could ensue.

For incidents involving children the Young Persons Screening Tool should be completed (if appropriate). If the young person scores below 30 they can be referred to the 5-19 service a score of 30 and above indicates a referral to MASH.

Further guidance is available through:

Insight Lewisham

38-39 Winslade Way Catford Shopping Centre SE6 4JU

Email: insightlewisham@waythrough.org.uk

Telephone: 020 8690 3020

Website: insightyoungpeople.org.uk

Unauthorised Substances

No substances are to be brought into the school premises unless authorised by the Headteacher or through the agreed protocol for the use of medicines on the school premises. This includes alcohol, tobacco (including vapes), volatile substances and medicines. This applies to anybody using the building regardless of age or whether they are staff or children of the school.

Children found in violation of this section of the school policy, on school premises, will be dealt with in the following way:

- Parents will be contacted by the relevant teacher. Parents' support will be sought in stressing to the child how the use of unauthorised substances in school is a serious breach of school rules.
- A suitable sanction will be considered. The severity of the sanction will depend upon various factors such as the age of the child, the circumstances of the incident, whether it is a child's first offence and whether it affected other children.
- The substance and associated paraphernalia such as matches or lighters found in a child's possession in school will be confiscated. They will be placed in a labeled envelope and kept securely until parents are able to collect them.

What to do in the event of finding a drug/unauthorized substance or suspected illegal substance

- 1 Take possession of the drug/substance and inform the Headteacher, or if not available a senior member of staff.
- 2 In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- 3 The package should be signed by the person who discovered it and stored in a secure place.
- 4 Police should be contacted immediately and arrangements should be made to hand the package over to them. Staff should not attempt to analyse or taste any found substance. In the event of discovering a hypodermic needle the incident should be recorded and the following procedure should be followed in order to protect all persons:

EXTREME CARE SHOULD BE TAKEN

- 1 Do NOT attempt to pick up the needle.
- 2 Cover the needle with a bucket or other container.

- 3 If possible, cordon off the area to make it safe.
- 4 Inform the Headteacher or senior member of staff or PSHE Curriculum Lead.
- 5 Contact Environmental Health.

What to do in the event of finding or suspecting a child is in possession of a drug

- 1 Request that the child hand over the article(s). Staff can ask children to turn out pockets or bags but cannot demand that this happens.
- 2 Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- 3 Children should be placed in isolation until the matter has been investigated.
- 4 Parents should be contacted as quickly as possible.

If a child refuses to hand over articles a search may be required – it should be noted that:

- Teachers can search school property, ie cupboards and trays without permission;
- Teachers should not search children or personal possessions.

Procedures for dealing with a child suspected to be under the influence of a drug or substance

Stay calm, place child in a quiet area. Do not leave them unsupervised; seek medical advice from a First Aider. If the child is drowsy or unconscious place them in the recovery position, loosen tight clothing and attempt to establish what the child has taken. Any suspected substances should travel with child if removed for treatment. Vomit should be safely collected where possible and also taken with the child (for analysis).

Procedures for dealing with Parents/carers under the influence of drugs on the school premises

Staff should attempt to maintain a calm atmosphere. If staff have concern regarding discharging a child into the care of a parent/carer attempts should be made to discuss alternative arrangements with the parent/carer, for example requesting another family member to escort the child home. The focus of the staff must be the maintenance of the child's safety and welfare, as opposed to the moderation of the parent's behaviour.

Where the behaviour of the parent/carer immediately places the child at risk of significant harm or repeated behaviour places the child at risk or the parent/carer becomes abusive or violent, staff should consider whether to invoke child protection procedures and/or the involvement of the police.

The Headteacher must complete a Drug Related Incident Form recording the nature of the incident and the subsequent action taken by the school.

When to contact the police

There is no legal obligation for the school to contact the police when a drug incident or offence has been discovered. Contacting the police is at the Headteacher's discretion. However, the school has established close liaisons with our local police and any information about illegal sales of drugs including alcohol and tobacco will be reported to them. In the event of a drug-related incident in the school, the school would cooperate with the police should they wish to search premises.

In the event of a serious incident the police may request to interview child(s). Parent(s)/carer(s) must be notified. They may refuse to give consent or prefer the interview to take place in their own home, in which case the police will make arrangements. Parents/carers may give authority to a responsible adult, e.g. a teacher to be present during the interview.

Dealing with the Media

If there has been a drug-related incident, the LA will be informed. Advice will be given by the LA on dealing with enquiries from the media in order to protect the interests of the child and the school.

Discipline

In normal circumstances parents will be contacted. If the Headteacher assesses that the situation is a child protection issue then CPS will be contacted in the first instance.

This school does not condone drug misuse. However, in deciding an appropriate sanction must consider the interests of the child balanced against the best interests of the whole school community. Whilst exclusion is a possible sanction (fixed or permanent) it would only be considered as a last resort. A range of responses may also be considered that may include:

- a pastoral support programme;
- referral to an appropriate agency;
- home-school contract;
- behaviour support plans;
- a managed move;
- fixed term exclusion;

Consideration should be given to:

- the age of the child;
- whether one child or a group of children is involved;
- whether there is evidence of particular peer pressure;
- whether it is the child's first offence.

Insight Lewisham provides a free, friendly, and confidential support service for young people under the age of 25 in Lewisham. The team can help with substance use, sexual health, and relationships, as well as to support families and carers impacted by a loved one's drug or alcohol use.

38-39 Winslade Way Catford Shopping Centre SE6 4JU
Email: insightlewisham@waythrough.org.uk
Telephone: 020 8690 3020

Appendix 1 PSHE Curriculum overview

Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Relationships and health education Healthy relationships
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice	Relationships and health education Healthy relationships
Spring 1	Identity, society and equality Me and others	Relationships and health education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Making safer choices	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Relationships and health education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Relationships and health education Growing up and changing	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Relationships and health education Growing up and changing	Careers, financial capability and economic wellbeing Borrowing and earning money	Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation)

Year 1 - PSHE		
Autumn 1	Spring 1	Summer 1
<p>Physical health and wellbeing: Fun times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about food that is associated with special times, in different cultures • about active playground games from around the world • about sun-safety 	<p>Identity, society and equality: Me and others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what makes themselves and others special • about roles and responsibilities at home and school • about being co-operative with others 	<p>Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about different types of feelings • about managing different feelings • about change or loss and how this can feel
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • safety in familiar situations • about personal safety • about people who help keep them safe outside the home 	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what can go into bodies and how it can make people feel • about what can go on to bodies and how it can make people feel 	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about where money comes from and making choices when spending money • about saving money and how to keep it safe • about the different jobs people do

Year 2 - PSHE		
Autumn 1	Spring 1 and 2	Summer 1
<p>Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about eating well • about the importance of physical activity, sleep and rest • about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well 	<p>Relationships and health education: Boys and girls, families</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others • about different types of family and how their home-life is special 	<p>Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe in the home, including fire safety • about keeping safe online, including the benefits of going online • about keeping safe outside • about road safety
Autumn 2		Summer 2
<p>Mental health and emotional wellbeing: Friendship</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance of special people in their lives • about making friends and who can help with friendships (on and offline) • about solving problems that might arise with friendships (on and offline) 		<p>Drug, alcohol and tobacco education: Medicines and me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why medicines are taken • where medicines come from • about keeping themselves safe around medicines <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3 - PSHE		
Autumn 1	Spring 1	Summer 1
<p>Drug, alcohol and tobacco education: Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and second-hand smoke • about the help available for people to remain smoke free or stop smoking <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with setbacks 	<p>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about what influences people's choices about spending and saving money • how people can keep track of their money • about the world of work
Autumn 2	Spring 2	Summer 2
<p>Keeping safe and managing risk: Bullying – see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise bullying (including online) and how it can make people feel • about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying 	<p>Identity, society and equality: Celebrating difference</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by community • Pupils learn about belonging to groups 	<p>Physical health and wellbeing: What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this

Year 4 - PSHE		
Autumn 1	Spring 1	Summer 1 and 2
<p>Identity, society and equality: Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about Britain as a democratic society • about how laws are made • learn about the local council 	<p>Physical health and wellbeing: What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep 	<p>Relationships and health education: Growing up and changing</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with this • to answer each other's questions about puberty with confidence, to seek support and advice when they need it
Autumn 2	Spring 2	
<p>Drug, alcohol and tobacco education: Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them • about the effects and risks of drinking alcohol • about different patterns of behaviour that are related to drug use <p>Asthma lesson for Year 2, 3 or 4</p> <ul style="list-style-type: none"> • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Keeping safe and managing risk: Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first-aid procedures 	

Year 5 - PSHE		
Autumn 1	Spring 1	Summer 1
<p>Physical health and wellbeing: In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that messages given on food adverts can be misleading • about role models • about how the media can manipulate images and that these images may not reflect reality 	<p>Keeping safe and managing risk: Making safer choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about keeping safe online • how to keep safe when communicating with other people online • that violence within relationships is not acceptable • about problems that can occur when someone goes missing from home 	<p>Drug, alcohol and tobacco education: Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • about different influences on drug use – alcohol, tobacco and nicotine products • strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol
Autumn 2	Spring 2	Summer 2
<p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about stereotyping, including gender stereotyping • workshop from Diversity Role Models or Equaliteach • about prejudice and discrimination and how this can make people feel 	<p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about a wide range of emotions and feelings and how these are experienced in the body • about times of change and how this can make people feel • about the feelings associated with loss, grief and bereavement 	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • that money can be borrowed but there are risks associated with this • about enterprise • what influences people's decisions about careers

Year 6 - PSHE

Autumn 1 and 2	Spring 1	Summer 1
<p>Relationships and health education: Healthy relationships</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of parents and carers • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Additional lessons: (schools will want to consider including these lessons, as part of RSE policy development)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted • that contraception can be used to stop a baby from being conceived 	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations involving drug use 	<p>Mental health and emotional wellbeing: Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health
	Spring 2	Summer 2
	<p>Identity, society and equality: Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about people who have moved to Islington from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness 	<p>Keeping safe and managing risk: Keeping safe - out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM (female genital mutilation)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about the importance for girls to be protected against FGM