

Panshanger Primary School

Drugs Education Policy

Introduction

This policy lies within the context of the following school aims:

- To realise each child's full potential by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development;
- To provide a broad and balanced curriculum appropriate to the children's needs and in accordance with the Early Learning Goals and the National Curriculum;
- To promote healthy lifestyles and help children to develop the knowledge, understanding and skills needed to stay safe;

Values and aims

Set in the broader context of personal, social and health education, our drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well being. Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with parents. All non-medical drugs on school premises are unacceptable.

Our drug education is appropriate to the age and stage of pupils, remembering that all medicines are drugs but not all drugs are medicines. We recognise that all pupils are entitled to good quality drug education.

This policy will apply on the school premises and beyond, wherever pupils are within the care of school staff. This includes school trips and educational visits. The school will also have an interest in the health and well being of the children beyond these school boundaries and we would encourage parents and others in the community to adopt the same principles.

We aim to:

- Enable children to make healthy, informed choices through increasing their knowledge, challenging and exploring attitudes and developing and practising skills.
- To help young people to develop a sense of self-awareness and self esteem.
- To increase understanding about the implications and possible consequences of drug use and misuse.
- To listen to our pupil's own thoughts, feelings and concerns and to ensure that drug education responds to their stated needs.
- To help young people distinguish between difference substances, consider their use, misuse, benefit and harm.
- To counter any inaccurate messages which young people receive about drugs.
- To encourage an understanding for those experiencing or likely to experience drug use (including those dependent on medicinal drugs).
- To widen understanding about related health, social and legal issues.
- To enable children to identify where help and support can be found.
- Promote and pursue the Healthy School Standard.

We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum

- An appropriate teaching programme which responds to the children's stated needs.
- Clearly defined learning outcomes for lessons and other inputs.
- Reinforcement of key messages at different ages and stages and in different situations.
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language.
- Integration of drug education into the curriculum.
- Involvement of the whole community, including staff, governors, parents, children and relevant visitors.
- Training and support for staff in the planning and delivery of drug education.
- Regular revision of policy and practice.
- Recognising that adults are role models for children and committing ourselves to:
 - A smoke-free environment.
 - Telling parents and visitors what we are doing and encouraging them to support us.

Outcomes:

Will support other whole school aims and provide opportunities for young people to develop their abilities to communicate, assert themselves and take responsible decisions, identify risks and help others, thereby enhancing their confidence and self esteem.

Planning

Opportunities for drug education will be clearly identified on long, medium and short-term plans.

Special Educational Needs

Additional support may be given by staff. Activities may be differentiated.

Teaching - curriculum, materials and approaches

The outline teaching programme is attached.

Delivery will be:

- Through topics;
- Through planned elements of national curriculum subjects, including RE and PSHE
- Through circle time;
- Addressed occasionally in assemblies;
- Through occasional planned and negotiated visits from school nurse, police officer or other appropriate people;
- Through the use of story time/literacy hour, circle time, show and tell time;
- Through informal curriculum and opportunities for extra curricular activities.

A wide range of teaching approaches can be used. Ground rules will be negotiated when appropriate and the sensitivity of the work will be recognised, safeguarding the interests of the individual child and the whole class. The work will be regularly monitored and evaluated by all involved. A resource bank has been developed.

Confidentiality

Some children may chose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within child protection guidelines and clearly state that they may not be able to guarantee confidentiality.

Working with visitors

Visitors can make a valuable contribution to drug education provision but do not constitute a comprehensive programme. The rationale for bringing in a visitor must be clear. It must enhance the overall educational experience and must educate rather than sensationalise. It must fit with the stated aims and objectives of school PSHE and drug education policy. School staff must always be present and the educational outcomes evaluated.

Roles and responsibilities

This policy relates to all members of the school community. All staff have a responsibility for drug education and must be fully aware of this policy and its implications for themselves and for others in the community. All staff should consider themselves as role models whose behaviour the children are likely to notice and often follow. Staff also have a responsibility to know how they should respond to any possible drug related incidents.

Teaching and support staff have a responsibility to contribute to the taught curriculum for drug education. It is important to listen to the children's own experiences and attitudes, to find out their specific needs. These needs should be met in specific drug education inputs. Teachers should evaluate pupils' learning against clearly stated outcomes.

The Headteacher has the ultimate responsibility for ensuring that policy and practice in this area is followed, including appropriate curriculum content and response to drug related incidents.

Governors need to understand the issues involved and contribute to developing and reviewing drug education policy and practice.

Reviewed, no amendments – March 2014

HERTFORDSHIRE DRUG EDUCATION OUTLINE PROGRAMME 2005

KEY STAGE 2:

NB. The QCA document 'Drug, Alcohol and Tobacco Education : curriculum guidance for schools at Key stages 1-4' lists material under these headings - Knowledge and Understanding (K&U) ; Skills (S) ; Attitudes (A).

Also the material in the Personal, Social and Health Education & Citizenship Guidelines is not year specific so it can be covered anywhere thought appropriate in the Key Stage. You should refer to your school's Schemes of Work. The placing of topics included here are only suggestions.

Year	National Curriculum Science [pupils should be taught about...]	Personal, Social and Health Education Framework	Citizenship [section 2 in Personal, Social and Health EducationFramework]	QCA: QCA website www.qca.gov.uk has units of work available to download
Year 3	The effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health K&U	What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices K&U	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 K&U	<p>Unit B: Risk-taking and dealing with pressure</p> <p>PSHE and Citizenship Framework: 1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h Science: Sc2 2g</p> <p>Unit C: Building knowledge and understanding about drugs and alcohol - practising skills to deal with situations PSHE and Citizenship Framework: 1a 2a 2e 3a 3d 3e 5d 5g 5h Science: ⓪</p>

<p>Year 4</p>	<p>The effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health K&U</p>	<p>That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread K&U</p> <p>To recognise and challenge stereotypes S</p>	<p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society S</p>	<p>Unit B: Risk-taking and dealing with pressure</p> <p>PSHE and Citizenship Framework: 1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h Science: Science Sc2 2g</p> <p>Unit C: Building knowledge and understanding about drugs and alcohol - practising skills to deal with situations PSHE and Citizenship Framework: 1a 2a 2e 3a 3d 3e 5d 5g 5h Science: ☉</p>
<p>Year 5</p>	<p>The effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health K&U</p>	<p>Which commonly available substances and drugs are legal and illegal, their effects and risks K&U</p> <p>Where individuals, families and groups can get help and support K&U</p> <p>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 S</p>	<p>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 S</p>	<p>Unit B: Risk-taking and dealing with pressure</p> <p>PSHE and Citizenship Framework: 1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h Science: Science Sc2 2g</p> <p>Unit C: Building knowledge and understanding about drugs and alcohol - practising skills to deal with situations PSHE and Citizenship Framework: 1a 2a 2e 3a 3d 3e 5d 5g 5h Science: ☉</p>

<p>Year 6</p>	<p>The effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health K&U</p>	<p>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 S</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help K&U</p> <p>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 S</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals A</p>	<p>Unit B: Risk-taking and dealing with pressure</p> <p>PSHE and Citizenship Framework: 1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h Science: Science Sc2 2g</p> <p>Unit C: Building knowledge and understanding about drugs and alcohol - practising skills to deal with situations PSHE and Citizenship Framework: 1a 2a 2e 3a 3d 3e 5d 5g 5h Science: ⓪</p>
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