



*ROBY PARK*  
*PRIMARY SCHOOL*

# **Drugs Education Policy**

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Review December 2019

Signed – *Mrs Kat Allen*  
(Headteacher)

Signed - *Mrs Heather Haddley*  
(Chair of Governors)

### **Why do we have a drug education policy?**

We are committed to investing in our pupil's health and well-being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

In developing our policy and programme of study we have taken full account of the DfES guidance contained in 'Guidance for schools' (2004) and the Quality Standard for Drugs Education.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

### **What is Drug education?**

For the purpose of this policy and our drugs education programme, drugs are defined as: *a substance people take to change the way they think, feel or behave*. Our school uses the term 'drug' to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents and poppers.

Drugs Education is part of PSHE and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

### **Attitudes and values**

- Exploring, considering and understanding attitudes and values towards drugs, drug use and drug users
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values towards drugs, drug use & drug users
- Exploring attitudes and values towards drugs, drug use and drug users

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Exploring the risks and consequences of their own and others' actions & choices in relation to drugs, drug use & drug users
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Having opportunities to develop a self esteem
- Learning about themselves
- Learning about playing a positive and active role as citizens

### **Knowledge and understanding**

- Learning about a safe & healthy lifestyle based on accurate information.
- Learning accurate information about drugs, drug use & drug users
- Having myths & misunderstandings about drugs, drug use & drug users dispelled

- Learning about seeking appropriate help & advice
- Learning about their community and the society of which they are a part in relation to drugs, drug use & drug users
- Developing pupils' understanding of rules and laws

#### **How is Drug education provided?**

- Through the use of age appropriate PSHE resources
- Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
- Assemblies
- Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)
- By the provision of appropriate information through leaflets and books
- Delivery in response to incidents

#### **Teaching Methods & Resources**

##### **Continuity and Progression**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. All pupils will receive regular, timetabled PSHE teaching. PSHE will be taught both as a discrete subject and through other appropriate cross-curricular links.

##### **Safe Learning Environment**

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion

##### **Active learning**

Active learning methods, which involve children's full participation, will be used.

##### **Answering and Asking Questions**

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

##### **Groupings**

Drugs Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher.

### **Visitors**

A visitor such as a school community nurse does at times supplement the Drugs Education curriculum as a planned event with the teacher present.

### **Assessment**

Pupils existing knowledge needs to be the starting point for all Drugs work. Needs assessments is built into some lesson planning as each group may have different knowledge, experience and understanding.

The elements of Drugs Education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of Drugs is assessed as part of the PSHE Education provision and builds on existing systems.

### **Equal Opportunities**

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs

Pupils who are assessed to be vulnerable will receive additional drug education support e.g. one to one support, additional sessions.

### **Administration of medicines**

Details of the school's policy on the storage and administration of medicines is contained in our Administration of Medicines Policy. Our management of medicines is designed to visibly and consistently reinforce our teaching and learning objectives on the safe use of medicines.

### **Personnel**

The PSHE co-ordinator is Helen McLoughlin.

### **Consultation & Training**

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of drugs education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care.

In order for everyone to be consulted effectively it maybe necessary to ensure that governors & parents receive awareness training &/or information about drugs. The school ensures parents/ carers are:

- Made aware of the schools approach and rationale for drug education through the policy.
- Informed about the Christopher Winter scheme and what it covers.

- Encourage to support their child's learning at home through shared learning activities.

#### **Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

This document is freely available to the entire school community. It has also been made available on the school web-site.