



ROBY PARK
PRIMARY SCHOOL

Drugs Education Policy

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Review Sept 2021

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(Headteacher)

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(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 - Jigsaw and Christopher Winters scheme
- Through other curriculum areas delivering aspects (e.g. Drama, English etc.)
- Assemblies
- Pastoral support for pupils who experience difficulties
- 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 Jackie McCormick.

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 subject lead. 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.

APPENDIX: SCHEME OF WORK

<div> <div>Year 1</div> <div>Medicines and People Who Help Us</div> <div>Key Stage 1</div> </div>			
Scheme of Work		Word Box: un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital	
<p>Programme of Study Core Theme 1: Health and Wellbeing</p> <p>1. What is meant by a healthy lifestyle</p> <p>8. to identify different influences on health and wellbeing</p> <p>-what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>-that household products, including medicines, can be harmful if not used properly</p> <p>-about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p>	<p>Learning Intentions and Learning Outcomes</p> <p>Learning Intention To identify how to stay healthy</p> <p>Learning Outcome To understand how to look after our bodies</p>	<p>Lesson Title</p> <p>Lesson 1 Staying Healthy</p>	<p>Resources</p> <p>Talking Object Healthy and Unhealthy signs Staying Healthy pictures String, pegs</p>
	<p>Learning Intention To explore when and how to take medicines safely</p> <p>Learning Outcomes To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy</p>	<p>Lesson 2 Medicines</p>	<p>Medicine Facts Teacher Guide Talking Object Medicine pictures Staying Healthy pictures A1 sheet of paper and pens Talking Ball Additional Activities http://www.monkeywellbeing.com/</p>
	<p>Learning Intention To identify who should be able to give us medicine</p> <p>Learning Outcomes To know when we should take medicines and who should give them to us. To know the rules about medicines</p>	<p>Lesson 3 Who Gives Us Medicines?</p>	<p>Medicine Facts Teacher Guide Talking Object People Who Help Us photo cards Finger Puppets A positive story about medicines, for example: Little Whistles Medicine, Cynthia Rylant All Better Now, Joy Masoff Harry and the Robots, Ian Whybrow</p>

Scheme of Work

Word Box: safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky

Programme of Study Core Theme 1: Health and Wellbeing

3. How to manage risks to physical and emotional health and wellbeing

4. ways of keeping physically and emotionally safe

-that household products, including medicines, can be harmful if not used properly

-rules for and ways of keeping physically and emotionally safe (including safety in the environment)

Learning Intentions and Learning Outcomes

Learning Intention
To explore substances and situations that are safe or unsafe

Learning Outcomes
To know what is safe or unsafe
To know when something is too risky

Learning Intention
To be able to identify some hazardous substances

Learning Outcomes
To know that some things we put into our bodies can harm us
To know some rules about keeping safe

Learning Intention
To consider safety rules for at home and at school

Learning Outcome
To be able to follow safety instructions and rules at home and at school

Lesson Title

Lesson 1
[Risk](#)

Lesson 2
[Hazardous Substances](#)

Lesson 3
[Safety Rules](#)

Resources

Talking Object
[Safe and Unsafe Situations cards](#)
[Risk and No Risk signs](#)

Talking Object
Selection of household items and cloth to cover them
A large box and a selection of empty bottles
[Hazard symbols](#)

ROSPA Hunt the Hazard Posters
<http://www.rosplashop.com/>
Sticky Dots / Dry Wipe Markers Activities
<http://www.nationwideeducation.co.uk/safety-education/home-safety>

Year 3

Smoking Key Stage 2

Scheme of Work

Word Box: smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive

Programme of Study

Core Theme 1:
Health and Wellbeing

1. What is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
6. how to make informed choices about health and wellbeing and to recognise sources of help with this

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,

how to make informed choices

what positively and negatively affects their physical, mental and emotional health

Learning Intentions and Learning Outcomes

Learning Intention

To consider smoking and its effects

Learning Outcomes

To know how smoking affects people
To consider why people smoke

Learning Intention

To understand the impact of smoking and passive smoking

Learning Outcomes

To know some of the effects of smoking on the body
To know about passive smoking

Learning Intention

To know some strategies to prevent starting smoking

Learning Outcomes

To know the rules and laws to prevent smoking
To be able to make the positive choice not to smoke

Lesson Title

Lesson 1

[Why People Smoke](#)

Resources

[Smoking Facts Teacher Guide](#)

[Traffic Light cards](#)

[Tobacco pictures](#)

[No Smoking symbol](#)

Balloon

[People Smoking pictures](#)

Lesson 2

[Physical Effects of Smoking](#)

[Smoking Facts Teacher Guide](#)

Talking Ball

Word Storm list from Lesson 1, Activity 4

[Body Template](#)

[No Smoking symbol](#)

[True / False Quiz](#)

Additional Activities

[Recovery Timeline cards](#)

Lesson 3

[No Smoking](#)

[Smoking Facts Teacher Guide](#)

[Smoking Scenarios](#)

Additional Activities

<http://gosmokefree.nhs.uk/ways-to-quit/>

<http://www.quit.org.uk/PrimaryResourcePack.pdf>

<http://ks2.smokesnojoke.org.uk/>

Year 4

Alcohol

Key Stage 2

Scheme of Work

Word Box: alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious

Programme of Study

Core Theme 1:
Health and Wellbeing

1. What is meant by a healthy lifestyle

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,

how to make informed choices

what positively and negatively affects their physical, mental and emotional health

Learning Intentions and Learning Outcomes

Learning Intention

To understand the effect alcohol has on the body

Learning Outcomes

To know what alcohol is and how it affects the body

To understand that everyone will be affected differently by alcohol

Learning Intention

To understand the risks related to drinking alcohol

Learning Outcome

To know there are risks to drinking alcohol

Learning Intention

To consider how society limits the drinking of alcohol

Learning Outcomes

To know some laws about drinking alcohol

To consider ways of persuading people to drink alcohol sensibly

Lesson Title

Lesson 1

[Effects of Alcohol](#)

Lesson 2

[Alcohol and Risk](#)

Lesson 3

[Limits to Drinking Alcohol](#)

Resources

[Alcohol Facts Teacher Guide](#)

Talking Ball

[Drinks Photo cards](#)

[Under the Influence cards](#)

[Safer Drinking Chart](#)

[Differences: True/False quiz](#)

[Additional Activities](#)

[Daily Sensible Limits Chart](#)

Flipchart

[People Drinking pictures](#)

[Drinking question sheet](#)

[Effects of Alcohol cards](#)

[Keeping Safe story](#)

[Alcohol Facts Teacher Guide](#)

Talking Ball

[Alcohol and the Law Quiz](#)

[Alcohol Awareness Adverts](#)

Year 5

Legal and Illegal Drugs Key Stage 2

Scheme of Work

Word Box:

legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Programme of Study Core Theme 1: Health and Wellbeing

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

8. to identify different influences on health and wellbeing

- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,

-to differentiate between the terms 'risk', 'danger' and 'hazard'

-that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning Intentions and Learning Outcomes

Learning Intention

To explore a range of legal and illegal drugs, their risks and effects

Learning Outcomes

To know about a range of legal and illegal drugs

To have some understanding of the effects and risks of illegal drugs

Learning Intention

To have considered the children's attitudes and beliefs about drug use and drug users

Learning Outcomes

To explore attitudes to drug use

To understand that all sorts of people may misuse drugs

To challenge myths about drug use

Learning Intention

To have considered strategies to resist drug use

Learning Outcomes

To know a range of skills to resist peer pressure

To develop some assertiveness skills

Lesson Title

Lesson 1

[Legal and Illegal Drugs](#)

Lesson 2

[Attitudes to Drugs](#)

Lesson 3

[Peer Pressure](#)

Resources

Blank pieces of paper
Paper for graffiti boards
[Drugs Facts Teacher Guide](#)
[Drugs Facts cards](#)
[Anonymous Questions template](#)

[Drugs Facts Teacher Guide](#)
[Strongly Agree / Strongly Disagree signs](#)
[Drugs User Images](#)

[Diamond Nine cards](#)
[Pressure Scenarios](#)
[Drugs Facts cards](#)
[Drugs Facts Teacher Guide](#)

Year 6

Preventing Early Use Key Stage 2

Scheme of Work

Word Box: cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency

Programmes of Study

Core Theme 1:
Health and Wellbeing

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

7. how to respond in an emergency

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety

to differentiate between the terms 'risk', 'danger' and 'hazard'

that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning Intentions and Learning Outcomes

Learning Intention

To understand the effects, risks and law relating to cannabis

Learning Outcomes

To know what effect cannabis can have on your health and life

To know the legal consequences of using cannabis

Learning Intention

To understand the risk of volatile substance abuse (VSA)

Learning Outcomes

To know the effects and risks of volatile substance abuse

To know how to get and to give help

Learning Intention

To be aware of the options for getting help, advice and support

Learning Outcomes

To have practised communicating with adults

To know how to access help and support

Lesson Title

Lesson 1
[Cannabis](#)

Lesson 2
[Volatile Substance Abuse & Getting Help](#)

Lesson 3
[Help, Advice and Support](#)

Resources

[Cannabis Facts Teacher Guide](#)
[Cannabis Facts Quiz](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

[VSA Fact sheet](#)
[Dialling 999 script](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

Additional Activities
[First Aid Teacher Guide](#)

[Cannabis Facts Teacher Guide](#)
[Problem Page Scenarios](#)

Additional Activities
Internet access