

Barlborough Primary School's Drug Education Policy

(last reviewed and updated November 2020)

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 'DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies - September <https://www.gov.uk/government/publications/drugs-advice-for-schools> and the Quality Standard for Drugs Education <http://mentor-adepis.org/quality-standards-effective-alcohol-drug-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 Personal Social Health and Economic (PSHE) Education 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?

1. Within the taught, age appropriate, Drugs module within PSHE & Science managed by the PSHE Co-ordinator
2. Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
3. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)
4. By the provision of appropriate information through leaflets and books
5. Delivery in response to incidents

Home learning

In the case that a bubble or the school goes into a lockdown, PSHE will continue to be provided for at home including drugs education. Activities from the PSHE matters unit will be chosen alongside any others deemed relevant e.g. mental well being, so that children can continue to access PSHE modules. Websites can also be used to support these units and children in general.

Work submitted will be monitored by the class teacher. Baseline and Summative assessments will continue to be an integral part of the assessment procedure.

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 following the PSHE Matters scheme. All pupils will receive regular, timetabled PSHE teaching. PSHE will be taught both as a discrete subject and through other appropriate cross-curricular links.

During KS1, children will cover:

- Exploring how to make informed choices.
- Understanding the role of drugs as medicines.
- Identifying alternatives to taking medicines.
- Identifying that household products, including medicines, can be harmful if not used properly.
- Identifying rules for and ways of keeping safe.
- Recognising they have a shared responsibility for keeping themselves and others safe.

During Lower KS2, children will cover:

- Recognising how to make informed choices.
- Understanding that people have different attitudes to risk.
- Recognising, predicting and assessing risks in different situations.
- Where to get help and how to ask for help.
- Distinguishing between safe and harmful and to know some substances can be harmful if misused.
- Learning rules about staying safe.

During Upper KS2, children will cover;

- Knowing how to make informed choices.
- Identifying a range of drugs/substances and assessing some of the risks/effects.
- Identifying influences and when an influence becomes a pressure.
- Developing skills of how to ask for help.
- Identify basic emergency procedures.
- Understanding the term 'habit' and why habits can be hard to change.

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.
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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. See External Contributors Policy.

Resources

Teaching resources are selected on the basis of their appropriateness to pupils.

Assessment

Pupils existing knowledge needs to be the starting point for all Drugs work. Needs assessment is built into the beginning of each unit as each group may have different knowledge, experience and understanding. Assessment and evaluation of the children's knowledge is also carried out at the end of each unit to show progress and reassess learning.

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.

See PSHE Education Policy.

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 support e.g. one to one support, learning mentor time.

Drug related incidents

Details of the school's policy on responding to drugs related incidents are contained in our 'Drugs-related Incident Management Policy'. We believe that drugs education is a key element in the prevention of, and part of our response to such incidents in school. Our drugs education programme is designed to support and complement the way in which we manage drugs related incidents.

Administration of medicines

Details of the school's policy on the storage and administration of medicines is contained in our 'Drugs Management 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 Drugs Education co-ordinator is [Claire Edwards](#)

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The governor responsible for drugs education is [the safeguarding governor – Duncan Haywood](#)

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.

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.

Policy Development & Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff including the catering staff, Governors, LA representatives, community dietitian, school community nurse and local Healthy School programme representative.

This document is freely available to the entire school community. It has also been made [available on the school website](#).

This policy will be reviewed on an annual basis.

Next Review date November 2021.

Signed.....Chair of Governors

Date.....

Policy Links

PSHE Education
Medicine
Drug Incident Management
Science
Food Technology
Physical Activity
Behaviour
Confidentiality
External Contributors
Safeguarding
Smoke-free