



**St Francis Church of England Voluntary Aided Primary School**

## Drugs Education Policy

Developed by	PSHE Coordinator
Drafted	January 2015
Ratified	April 2016
Review due	April 2017
Reviewed	November 2016/March 2017
Review due	April 2018

## **Introduction**

The misuse of drugs both legal and illegal by young people can have a serious impact on their educational attainment, relationships with family and friends and their health and well-being, preventing them from reaching their full potential.

Schools play a fundamental role in providing drug education and in creating a safe and supportive environment that enables young people to develop their knowledge, understanding, skills and attitudes to drugs and drug related issues.

It is a government requirement that all schools have an up-to-date drug education policy that is accessible to all and is reviewed on a regular basis.

Drugs education is delivered at St Francis as part of the PSHE curriculum and fulfils the statutory requirements of the National Curriculum for Science.

## **Definition**

For the purpose of this policy a 'drug' is a substance people take to change the way they feel, think or behave. This includes both legal and illegal substances, volatile substances (solvents), alcohol, tobacco and prescribed drugs.

## **The Aim of Drugs Education**

The Drugs Policy forms part of the PSHE scheme of work that the school uses with their pupils. It is the aim of the school through this delivery to ensure that all children work and learn together in a secure, caring, stimulating, challenging, warm, friendly and supportive environment.

The aim of Drugs Education is to provide an opportunity for pupils to explore and develop their knowledge, understanding, skills and attitudes to drugs and drug related issues to enable them to make informed decisions about how to stay both safe and healthy.

Through the Drugs Policy and the delivery of a Drugs Awareness programme tailored to the needs of the children, it is the aim of the school to ensure that all children in its care have the best possible skills and appropriate information to enable them to make informed decisions about keeping themselves safe and choosing a healthy lifestyle.

Through this learning, the children should be able to have an understanding of the risks that they would be taking and the consequences of their actions. They need to be aware of the dangers, but also the positive uses of drugs. To understand how drugs can affect the body, and that not all drugs are illegal, but that all drugs do have an effect on the body. To know that some foods also contain substances that can also affect these changes.

## **Aims of drug awareness teaching and learning**

To increase pupils' knowledge and understanding and clarifies misconceptions about:

- the short and long-term effects and risks of drugs;
- the rules and laws relating to drugs;
- the impact of drugs on individuals, families and communities;
- the prevalence and acceptability of drug use among peers;
- the complex moral, social, economical and political issues surrounding drugs.

To develop pupils' personal and social skills in order to make informed decisions to keep themselves safe and healthy, including:

- assessing, avoiding and managing risk
- effectively
- resisting pressures
- finding information, help and advice
- devising problem-solving and coping strategies
- developing self awareness and self esteem

To enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influence.

### **Planning and Teaching Drug Education**

Drug education should be delivered through the PSHE curriculum because it focuses on providing pupils with the opportunity to develop their knowledge, understanding, skills and attitudes.

Teachers are expected to use the following:

- the non-statutory framework for PSHE and Citizenship at Key Stages 1 and 2
- the statutory requirements within the national Curriculum science order for all phases as the basis for developing drug education.

(The whole school PSHE plan - demonstrates units of work and support materials from QCA – DAT units, SEAL and SBC which support the delivery of Drugs Awareness)

Drug Education needs to be delivered in a safe, secure and supportive learning environment. Therefore, it is essential that clear ground rules are negotiated with pupils regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

Delivery should include a wide range of teaching and learning approaches and the core principles of these include:

- ensuring that every pupil succeeds through the provision of an inclusive education within a culture of high expectations
- the purpose of each lesson is made clear
- time is given for pupils to reflect, consolidate and apply their learning
- pupils are encouraged to take responsibility for their own learning and to record their own progress
- building on what learners already know: structure and pace of the lesson so that pupils know what has to be learnt and how
- making learning vivid and real – develop understanding through enquiry, e-learning and group problem solving
- making learning an enjoyable and challenging experience – stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enriching the learning experience – infuse learning skills across the curriculum
- promoting assessment for learning – make pupils/young people partners in their own learning.

A wide range of active learning approaches should be used to ensure that all young people actively participate.

The programme for Drugs Awareness can be delivered through a variety of methods, including Circle time, Role play/drama, poetry, writing plays, painting, writing, Hot-seat, Group discussion, draw/write activities, use of activities from the Swindon Borough Council Drugs folder. Computing, videos. Children learn by visiting the Chemist, talking to the School Nurse or the Doctor.

Teachers are always best placed to take the lead role for the overall drugs programme but outside contributors can play a valuable role in supporting schools. Teachers also need to ensure that the resources they use are relevant, up to date and appropriate in order to meet the needs of the children in their care.

### **Staff development and Support**

All staff should have a general drug awareness and a good understanding of the school's policy for drug education and the management of drug related incidents as well as any other related policies.

It is essential that all staff involved in the teaching of drug education have the opportunity to develop skills and knowledge to enable them when working with young people to confidently

address drugs and drug related issues. Activities to help their development can include:

- team teaching or teachers observing other skilled staff with ongoing support from a coach/mentor
- participating in collaborative enquiry or using advisory staff from the PCT
- training courses with support to apply learning in the classroom

### **Assessment, Monitoring, Evaluation and Reporting**

This process should relate to the overall PSHE framework set by the school. The progress in Drug Education should form part of the overall progress in PSHE and appear as such in the annual report to parents. Any aspects relating to the science curriculum should form part of the relevant science report.

Monitoring and evaluating enables the school to identify the relevance and effectiveness of the drug education programme through the teaching activities and resources used and whether they meet the needs and interests of the young people. The pupils should also be encouraged to reflect on the main issues of their learning.

The PSHE Coordinator will monitor teaching and learning through discussion with teachers and children, observation of lessons, sharing best practice and facilitating the use of quality outside agencies.