

# Staple Hill Primary School

## Drugs Education Policy DRAFT 2016

### Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning of Drugs Education at Staple Hill Primary School.
- It must be read in conjunction with:
  - Drug Management Policy
  - Safeguarding Policy Incorporating Child Protection
- It will clarify the legal requirements and responsibilities of the school
- It will reinforce and safeguard the health and safety of pupils and others who use the school
- It will clarify the school's approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community
- It was developed through a process of consultation between the PSHE Leader and staff
- The PSHE Subject Leader will review the policy every three years and, should amendments be necessary, they will be brought to the attention of all staff.

### Equalities

Drugs Education at Staple Hill will be taught across the key stages and the curriculum in ways that enable each child to access the National Curriculum for Science and the Personal, Social, Health and Citizenship Education programme. Each child regardless of ethnic group, age, disability, special educational needs and gender will have access to the Drugs Education curriculum. It is our aim that a wide range of activities be planned and organised that will stimulate our pupils' interests and make children aware of the contributions made to Drugs Education by scientists from diverse cultures. Staff will deliver Drugs Education through discrete units and, as part of a Creative Curriculum, through cross-curricular projects where appropriate and where necessary. The curriculum map [Appendix 1] will ensure a broad and balanced coverage of the National Curriculum requirements.

### What is Drugs Education?

- **Definition – What is a Drug?**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. The policy covers a range of drugs including medicines, volatile substances, alcohol, tobacco, and illegal drugs.

Current research indicates that drug use both legal and illegal has risen amongst young people. As part of the school's care and welfare of its pupils, we believe we have a duty to inform and educate young people about drug use. Drugs are a reality in young people's lives; schools share responsibility with parents and the community to educate pupils about the risks and consequences of drug use and misuse and to encourage them to make healthy, informed choices by increasing knowledge, challenging attitudes and practicing skills. We also believe that the misuse of any drugs by members of the school community cannot be condoned and will be dealt with consistently and clearly with regard to the needs of the school and the individuals concerned.

## **Aims**

Our aims in teaching Drugs Education are that, by the end of Key stage 2, all children will:-

- Have been encouraged to develop positive attitudes towards healthy lifestyles.
- Be able to make healthy, informed choices by increasing their knowledge, exploring a range of attitudes about drug use and developing and practicing their decision-making skills.
- Have accurate information about the role of drugs as medicines and their effect
- Have accurate information about the effects of alcohol consumption
- Know how to behave responsibly in relation to drug (including tobacco) and alcohol use and misuse
- Know and understand simple safety rules about medicines, tablets, solvents and household substances
- be given the opportunity to investigate the world around them in a safe and systematic way, making use of their increasing knowledge and skills to describe, interpret and evaluate their findings.
- be able to identify sources of confidential advice and support, as school staff are unable to guarantee absolute confidence in serious cases of drug misuse.

## **Principles of the Teaching and Learning of Drugs Education**

All Drugs Education lessons must be sensitive to the age and experience of our pupils  
(see Appendix1 for our curriculum map)

Drugs Education is important because:-

- It will enable children to make decisions which will ensure their personal health, safety and wellbeing
- it is a body of knowledge essential to our understanding of the world around us
- Drugs Education is a key component of Personal, Social, and Health Education, a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum orders outlined by the following programmes of study:-
- It forms a key component of each pupil's Spiritual, Moral, Social and Cultural development and enables them to make a positive contribution to society

There are also specified key skills and thinking skills which should be promoted through Drugs Education teaching and learning. Where appropriate, teachers will develop and apply these skills through the children's study of Drugs Education.

## **Key Skills**

These help learners to improve their learning and performance in education, work and life. Pupils should be given opportunities in their study of Drugs Education to develop and apply:-

- Communication skills
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

[Refer to National Curriculum Orders for England<sup>1</sup>]

## **Thinking Skills**

By using thinking skills pupils can focus on ‘knowing how’ as well as ‘knowing what’ – learning how to learn. The following thinking skills complement the key skills:

- Information-processing
- Reasoning
- Enquiry
- Creative thinking
- Evaluation

[Refer to National Curriculum Orders for England<sup>2</sup>]

## **Other aspects of the curriculum:**

Staff will endeavour to promote aspects of PSHE, Science and Citizenship where they fit in with their topics. It is Staple Hill’s vision to encompass all areas of the curriculum within identified themes and teach Drugs Education through a cross-curricular approach and includes developing Drugs Education themes and skills through Literacy.

## **Strategies for the Teaching of Drugs Education**

- Drugs Education learning takes place in Key Stage 2.
- The programme we follow will be based on national guidelines provided by the DfE and will be sensitive to the age and experience of our pupils. It will be delivered through the existing curriculum, mainly the National Curriculum Science and Personal, Social, Health and Education. Sample schemes of work demonstrating progression of drug education across the key stages are outlined in the appendices.

- Teaching will be based on an understanding that a variety of approaches should be used in order to meet the needs of our pupils. It will be delivered by all staff but may be based on the work of a specialist team.
- All staff will be provided with adequate training and support to help them deliver effective drug education and respond to situations with consistency and sensitivity, taking account of religious, social and cultural issues. As part of staff induction and on-going training, we will contact the LA school drug advisor for details of training programmes, including INSET-training events.
- Outside agencies such as the police, Young Peoples Drug & Alcohol Service, Youth Intervention and Support Service (accessed through First Point), school health nurse and other professionals will be used to complement the programme, following the guidelines for working with outside agencies.
- Each year group teacher is responsible for delivering their appropriate curriculum. This is monitored by the Drugs Education Leader and is illustrated on the Drugs Education Curriculum Map [Appendix 1].
- Teaching Assistants are used in Drugs Education where appropriate, to support group activities and provide extra help for children with particular needs
- A two year cycle is followed in Key Stage 1 and 2 to ensure curriculum coverage.
- Co-operative group work, individual work and class teaching is used where appropriate to support the teaching and learning of Drugs Education. The following strategies are promoted across the school and within classrooms:
  - groups can be of mixed ability with differentiation by role
  - pre-prepared writing frameworks including post it planning boards support recording
  - relevant discussion is encouraged
  - groups are encouraged to communicate their findings in a variety of ways.
- Homework is used to support Drugs Education through tasks such as:
  - finding answers to questions posed in school through the use of books
  - developing multimedia presentations to support scientific investigation using home computers.
- Our teaching of Drugs Education is based on the acquisition of knowledge. We aim to ensure that pupils are encouraged to communicate their findings to others using a variety of methods including written/verbal reports and the use of graphs, pictures and ICT.
- In Staple Hill, we promote awareness of Drugs Education using displays and by sharing work .

### **Strategies for Ensuring Progress and Continuity**

- Planning in Drugs Education is a process in which all teachers are involved. Staff communicate with each other and develop short and long term teaching strategies.
- The National Curriculum document and the Drugs Education Curriculum Map is used to inform the range and skills delivered. Staff develop their own short/long term planning and ensure that the correct skills, knowledge and understanding and scientific vocabulary is covered. Staff Meetings and informal professional discussions are used to develop the Drugs Education Curriculum and to ensure consistency of approach and of standards.
- There are working relationships with the LA, to support clarity, accuracy and up-to-date information and training in Drugs Education.
- Weekly, detailed planning is carried out by all staff.

- The PSHE Leader monitors progress in Drugs Education through lesson observations, pupil conferencing, staff/pupil surveys, planning and book/work scrutiny and informal discussions with staff.

### **Strategies for the Use of Resources**

Central resources in Drugs Education are the responsibility of the PSHE Leader. All staff are responsible for using resources and returning them to the correct place. Any breakages or requests for resources need to be directed to the PSHE Leader

ICT is a resource which is used in Drugs Education for:-

- communicating information (word processing and graphics/drawing packages)
- handling information (databases and data capture equipment)

The library houses a stock of books relating to Drugs Education topics and is used regularly for reference. The school uses some published reference material to support learning.

### **Monitoring and Feedback**

Drugs Education forms part of the Science and of the PSHE curriculum (See Science and PSHE policies for guidance on Monitoring and Feedback)

### **Strategies for Recording and Reporting**

- Most investigative and research work is kept in books or folders
- Classroom/School displays celebrate learning experiences.
- Assessments are updated regularly throughout the year using individual pupil assessment grids and recorded in table form in June and forwarded to the PSHE Leader
- End of year school reports include an account of the pupil's learning in relation to Drugs Education for parents

### **Reporting to Parents, Carers and Governors**

- The school will report formally to parents and carers twice a year through parent consultations.
- The school report to parents and carers will identify a pupil's Drugs Education progress based on Teacher Assessment.

### **Health and Safety**

- Safeguarding and pupil's wellbeing issues are of the utmost importance in Drugs Education and clear guidance will be given to all pupils by all adults teaching them.

- There is awareness of appropriate handling of equipment and materials.
- Safeguarding information/policies issued by the L.A. are used to enhance the safety, and well being of pupils in their working environments.
- For further links to Health & Safety and useful resources for Drugs Education teaching and learning please visit the website below: [http://www.learningwithsouthglos.org/Drugs Education/curriculum/usefulwebsites/linksforteachers.htm#HandS](http://www.learningwithsouthglos.org/DrugsEducation/curriculum/usefulwebsites/linksforteachers.htm#HandS)

16 January 2016	Reviewed by S & C Committee
4 February 2016	Ratified by FGB

**Appendix 1- Staple Hill Primary School Drugs Education Curriculum Map 2016**

	<b>Key Aims</b>	<b>Key learning /vocab</b>	<b>Resources</b>
<b>Whole school</b>	<ul style="list-style-type: none"> <li>To know the school rules about health and safety.</li> <li>To know the basic emergency procedures and where to go and who to go to in order to get help.</li> <li>To know which factors contribute to making a healthy lifestyle and how to make informed choices. To understand the pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.</li> </ul>		
<b>Yr 1&amp;2</b>	<ul style="list-style-type: none"> <li>To know how some diseases spread and can be controlled</li> <li>To know that all household products, including medicines, can be harmful if not used properly</li> <li>To know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</li> </ul>	<i>Key Stage 1 Staff to suggest links to current Y1 and 2 Science &amp; PSHE units</i>	
<b>Yr 3</b>	<ul style="list-style-type: none"> <li>To know that all household products, including medicines, can be harmful if not used properly.</li> <li>To know how to make simple choices which improve health and well-being.</li> <li>To know rules for, and ways of, keeping safe and about people who can help keep us safe.</li> </ul>	<ul style="list-style-type: none"> <li>Link with teeth and healthy eating teaching module</li> <li>Drama activities relating to making choices &amp; feeling good</li> <li>Medicines; Why, Which How, when?</li> <li>Keeping safe, who helps us? (parents, police, doctors..... helping keep ourselves safe (smoking, pills...))</li> </ul>	
<b>Yr 4</b>	<ul style="list-style-type: none"> <li>To know the rules of drugs as medicines.</li> <li>To recognise the different risks in different situations and then decide how to behave responsibly.</li> <li>To know that all products, including medicines, can be harmful if not used properly.</li> </ul>	<ul style="list-style-type: none"> <li>Medicines and drugs in the house, safe use: basic names &amp;, types ... over the counter, prescription, illegal)</li> <li>Drama scenarios, making safe choices including peer pressure 'try this...'</li> <li>Smoking and alcohol: what do they know? basic health/medical facts.</li> </ul>	
<b>Yr 5</b>	<ul style="list-style-type: none"> <li>Peer pressure to behave in an unacceptable or risky way in and out of school. Where &amp; What?</li> <li>To understand and know how to ask for help and use basic and taught techniques for resisting pressure to do wrong.</li> <li>To know and understand the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health (Yr 5 science curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Explore different types of peer pressure and practice 'Saying No' in role play.</li> <li>Medicines and drugs in the house, safe use: names, types, over the counter, prescription, illegal.....</li> <li>Alcohol &amp; tobacco, effects reasons, behavior and addiction</li> </ul>	
<b>Yr 6</b>	<ul style="list-style-type: none"> <li>'Serious' peer pressure including possible secondary school &amp; out of school social scenarios.</li> <li>Smoking, drinking &amp; drugs as 'cool ' and 'grown up'. Challenging these ideas and images.</li> <li>Classification of different drugs including some basic types of illegal drugs.</li> <li>Alcohol &amp; tobacco: key facts</li> <li>Police, legal &amp; community aspects of consequences of substance abuse (pitched carefully for yr 6 in terms of facts &amp; 'scariness'.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different types and locations (e.g. school, park, parties) of peer pressure &amp; bullying and practice 'Saying No' in role play.</li> <li>Stranger danger....being offered something</li> <li>Alcohol &amp; smoking ; 'hard hitting' facts (outside medical support for this)</li> </ul>	