

# Bitterne C of E Primary School



## Policy for Drug Education

Headteacher

At Bitterne CE Primary school, we value the health and wellbeing of all our pupils. Children will encounter drugs of some kind in their lives, and we know that the most important part of our drug education is equipping them with the skills and knowledge to be able to make informed decisions therefore our curriculum is designed to reflect this. High quality lessons enable the children to access and understand the science and the affects and consequences of a range of drugs, which in return will help them to make informed decisions in life. This is essential to a healthy life style. Alongside this, the learning experience also reflects the importance of having the confidence and strategies to deal with peer pressure.

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<b>Reviewed by</b>	Leadership Team and Full Governing Board	<b>Authorised by</b>	Leadership Team
<b>Last Review</b>	April 2023	<b>Date</b>	June 2023
<b>Next Review</b>	June 2026	<b>Review Cycle</b>	3 yearly unless there are changes to the guidance

Signed by Chairs of Governors - Amanda Humby

## Policy for Drug Education

Bitterne C of E Primary School is committed to the health and safety of its pupils, staff and visitors. It will act to safeguard their wellbeing in order to promote and sustain the school's ethos and pastoral role. We aim to help our pupils by ensuring that they have entitlement to drug education within the curriculum and are supported, if they experience drug related problems or concerns.

The policy was originally developed in 1996 in accordance with *Hampshire's Drug Matters guidance for schools* and in consultation with staff, parents, pupils and governors. It has been revised in accordance with the latest guidance in 2012 DFE and ACPO drug advice for schools by the PSHE manager ~~Leader in consultation with staff and Governors in September 2020.~~

DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)  
Department for Education Drug guidance  
<https://www.education-ni.gov.uk/articles/drugs-guidance>  
Home Office: New Psychoactive Substances (NPS) Resource pack for informal educators and practitioners  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/544030/6\\_1845\\_HO\\_NPS\\_Resources\\_Booklet\\_June16\\_v10.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544030/6_1845_HO_NPS_Resources_Booklet_June16_v10.pdf)  
Gov.UK Drug advice for school  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Field Code Changed

The term 'drug' is used to refer to a substance people take to change the way they feel, think or behave. Throughout the policy this refers to all illegal substances, legal drugs e.g. tobacco, alcohol, volatile substances such as solvents, NPS (new psychoactive substances), prescription and over the counter medicines.

### The Nature of Drug Education in Primary Schools

Schools have a key role to play in ensuring that young people understand the risks involved and have the confidence, knowledge and skills to avoid them. They have a major contribution to make in discouraging drug misuse, encouraging positive attitudes and self-esteem and promoting healthy lifestyles. Schools alone cannot, of course, solve the problem of drug misuse in society, but the implementation of an effective programme of drug education in all schools is an essential step in tackling it.

<https://www.education-ni.gov.uk/articles/drugs-guidance>

Field Code Changed

*"All pupils, including those in primary schools, are likely to be exposed to the effects and influences of drugs in the wider community and be increasingly exposed to opportunities to try both legal and illegal drugs. Every school therefore has a responsibility to consider its response to drugs."*  
(PSHE association, 2010)

### The Nature of Drug Education at Bitterne CE Primary School

Within our school, drug education is an opportunity to provide pupils with up to date and relevant information regarding drugs. Then to enable them to role play/ think about situations, which will involve making informed choices and decisions helping them to prepare for the responsibilities and experiences in life.

*“Evidence demonstrates that effective drug and alcohol education delivered by teachers trained to use normative, life-skills based approaches, and supported by wider communications campaigns and by parental and community involvement are shown to contribute to reduced substance misuse and improved outcomes.”*  
(National Drugs Strategy, 2008)

Staff in school have regular training linked to the Safeguarding policy. This includes raising awareness in recognising children at risk from their own drug use or that within the family.

**Bibliography**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

<https://www.education-ni.gov.uk/articles/drugs-guidance>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/544030/6\\_1845\\_HO\\_NPS\\_Resources\\_Booklet\\_June16\\_v10.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544030/6_1845_HO_NPS_Resources_Booklet_June16_v10.pdf)

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

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## Drug Education Curriculum

### Aims

Drug education is most effective when it is delivered as part of a wider personal, social and health education programme that develops knowledge, understanding and the skills to deal effectively with situations that may involve drugs. In order to maintain its effectiveness, the pupil's needs will be addressed at each stage of development and built on in a long-term, sustained approach.

Drugs education is part of the core theme of health and wellbeing and aims to develop the following:

- Make informed choices about health.
- Choices that support a healthy lifestyle and recognise what might influence these.
- To recognise that habits can have negative effects on a healthy lifestyle.
- That medicines when used responsibly can help contribute to health.
- About that people can put into their body or on their skin; how these can affect how people feel.
- About the risks and effects of legal drugs common to everyday (e.g. cigarettes, e-cigarettes, vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be hard to break.
- To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
- About why people choose to use or not use drugs (including nicotine, alcohol and medicines).
- About the mixed messages in the media about drugs, including alcohol and smoking/vaping.
- About the organisations and people that can offer support with issues concerning alcohol, tobacco and nicotine or other drug use.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

*“Drug education plays an important part in preparing pupils in their present lives and, in the future, to make informed choices and contributes to their wellbeing. All schools should provide drug education within a planned PSHE curriculum which is developmental and appropriate to the age, ability and needs of pupils.”*

(PSHE Association, 2010)

### Drug Education Guidelines

The aims of drug education at Bitterne CE Primary School is to:

- Take account of what pupils already know and be matched to their individual needs and concerns;
- Provide opportunities to explore attitudes and values;
- Be aware of trends in drug misuse;
- Provide a credible and consistent message (informing not lecturing);
- Teach about the dangerous effects of misuse of drugs whilst aiming to remove the mystique often associated with such substances;
- Clarify the law;
- Enable the acquisition and development of appropriate skills (communications, social skills, self-esteem, assertiveness, responsibility for oneself and others).

#### Knowledge and understanding

- School rules relating to drugs, health and safety
- Rules and laws relating to drugs legal or illegal/ effects and risks and an understanding about why they are made
- General effects of drugs on the body and behaviour and the link with personal health
- What makes a healthy lifestyle
- Pressure to behave in an unacceptable or risky way can come from a variety of sources and techniques for resisting pressure
- Where to ask for help, support or advice for individuals, families and groups
- Who to ask for help/ how to ask for help/ including getting help in an emergency
- Safety procedures and rules when using medicines
- About mixed messages in the media.

#### Skills

- Explain views on issues that affect themselves and society
- Recognise different risks in different situations and decide how to behave responsibly
- Cope with peer influences
- Communicate with adults
- Use decision making and assertiveness in situations relating to drug use

#### Attitudes

- Self-esteem
- Attitudes towards – drugs/ medicines
  - Health professionals
  - Hospitals
  - Media
  - People's misuse of drugs
  - Personal safety

Overview of drug education within each year group at Bitterne CE Primary School

#### Year R-

There is not a particular unit focus; however, they will be covering issues that the children need, such as safety whilst out and about/hygiene e.g. don't pick up things off the floor that you don't recognise. Check with an adult first before picking up litter.

#### Year 1- Keeping safe

This includes a focus on knowing some of the rules for staying safe around the home: medicines, tablets and household substances. Looking at containers to find safety instructions and symbols and identifying potential risks in surrounding these.

#### Year 2- My body is important

This relates to being fit and healthy. This involves looking at over the counter and prescribed medicines and their safety information and labels. Thinking about what goes in your body and why e.g. vaccinations, Calpol. They will also look at the fact that some people need drugs in order to lead a normal life.

### **Year 3 – Healthy living**

Although there is no planned focus for drug education in this year group, the children look at what makes a healthy/ unhealthy lifestyle and some discussion of drugs e.g. smoking may be touched on within this.

### **Year 4 – How we can be healthy**

This is a focus on medicines and how to use them safely/ what happens if we take too much/ how they help – the effects/ that all medicines are drugs but not all drugs are medicines. Also, children learn about caffeine and the effects that energy drinks can have on children.

### **Year 5 – Smoking**

This unit focuses on smoking such as what cigarettes contain/ why laws have changed around cigarettes/ what effect smoking can have. Where to get help and how to resist unhelpful pressure.

### **Year 6 – Solvents/ alcohol**

This unit looks at the effects of solvents/ alcohol/ and certain illegal drugs as well as caffeine. They will look at how products on the market can be aimed at children/ how peer pressure can occur and ways of dealing with this. Effects on physical and mental health. Pressure can come from a variety of sources, including people they know and the media and basic techniques for resisting pressure. Law and rules. Where to get help/ support.

### **Cross- curricular links**

The key topics and areas will be delivered through PSHE –led topics. There are clear links with other subjects, such as Science and the moral, spiritual and cultural beliefs and values within RE. It is not sufficient to rely on these links alone for the effective provision of Drug education, but valuable and genuine connections can be made within other subject areas.

### **Entitlement**

Every child is entitled to Drug education regardless of race, gender, ability and ethnic background. This is achieved through time allocated within the PSHE and Citizenship curriculum. If a pupil misses a substantial or particularly important aspect of the Drug education programme then efforts should be made for the pupil to receive this learning in order to meet the aims of the school in our commitment to ensure that pupils know how to lead a safe and healthy lifestyle.

### **Diversity**

Teachers need to be sensitive to the fact that pupils will have varying attitudes towards drugs, which can be influenced by their cultural or religious backgrounds and their life experiences, values and beliefs.

### **Approaches to teaching and learning**

Teachers' need to:

- Provide developmentally appropriate and culturally sensitive information,
- Be aware of the individual's experiences and relationships,

- Assess the children prior to the learning,
- Encourage the children to evaluate their learning,
- Enable pupils to be involved in making decisions in order to apply their knowledge and skills,
- Encourage pupils to engage in open discussion,
- Ensure they provide a supportive environment.

Teachers will need to select a variety of teaching styles and methods to maximise the potential learning of each child:

- Variety of whole class, groups or individually;
- Opportunity for role play and other drama-based type activities;
- ~~Using first hand experience, eg source materials of various types;~~
- Visits from members of the community;
- Games that enable the children to understand and absorb learning;
- Responding to secondary data, eg case studies;
- Technical stimulus, e.g. online resources, film footage;
- Creating and asking questionnaires and surveys;
- Problem solving activities;
- Discussions and debates;
- Open-ended questions;
- Circle Time, Let's Talk time.

#### Role of the PSHE Leader manager:

- Be responsible for ensuring Drug education is covered appropriately within the PSHE long and medium-term planning;
- Support staff with the planning of Drug education;
- Ensure continuity and progression across the Key Stages;
- Develop links between KS1, KS2 and KS3;
- Ensure resources and information are kept up to date,
- To monitor and evaluate the school's drug education programme and pupil achievement.
- Updating the policy

#### Delivery

Classroom teachers who have a clear understanding of the school's policy and an established and continuing relationship with the pupils will mainly deliver the programme. Planned and integrated contributions from visitors may, at times, complement the school's approach. All staff should ensure they have an up to date knowledge (FRANK website <https://www.talktofrank.com/> is highly recommended by DFE and ACPO).