

Wheeler's Lane Primary School DRUGS Education POLICY



2021

Policy to be reviewed annually

Recommended by the Curriculum and Community Committee on _____

Ratified by the Governing Body _____

Signature of Chair of Governors _____

Dated: _____

We are a Rights Respecting School and when writing this Drugs Education Policy, the UN Convention on the Rights of the Child have been considered. These articles include:

- Article 3 - Best interests of the child.
- Article 12 - Respect for the views of the child.
- Article 13 - Freedom of expression.
- Article 14 - Freedom of thought, belief and religion.
- Article 15 - freedom of association
- Article 17 - Access to information from the media.
- Article 24 - Health and health service.
- Article 28 - Right to education.
- Article 33 - Drug abuse**
- Article 36 Other forms of exploitation

Reference to appropriate UNCRC articles and British Values Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance is made within Drugs Education Lessons where applicable and is identified on each year group's Drugs Education Planning.

Within our Drugs Education Curriculum, Wheelers Lane complies with the relevant requirements of the Equality Act 2010. This policy and programme will reflect the ethos of the school, by providing a secure, non-judgmental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

In particular re Drugs Education:

Pupils may stereotype people who use drugs, as a result of their prior experience, what they have been told by family or friends, or the influence of the media. Pupils should understand that a wide range of people use drugs, and that their use is not limited to particular age groups, cultures, or socio-economic groups. This is in order to avoid making assumptions about other individuals and to avoid a false sense of security about who is at more or less risk. **PSHE Association Teacher Guidance re Drugs and alcohol.**

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Drugs in this context, also refers to legal drugs, such as medicines both prescribed and over the counter, alcohol and tobacco as well as illegal drugs and solvents.

Relationships and sex education Health Education guidance (2019)

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

Drugs Alcohol and Tobacco what Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

AIMS

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

It is the aim of Wheelers Lane Primary School to provide all pupils with the opportunity to develop knowledge and skills and attitudes to make informed and responsible choices now and in later life about the use and misuse of drugs and appreciate the benefits of leading a healthy lifestyle and making informed healthy choices including drug, alcohol and tobacco education, relating this to own and others' actions. They need empowerment to resist pressures, including bullying associated with this.

Drug, alcohol and tobacco education includes learning about:

Over the counter or prescription medicines

Legal substances such as poppers (amyl nitrate), caffeine, alcohol and tobacco

Volatile substances e.g. glues, gases, aerosol propellants

Illegal substances cannabis, ecstasy, amphetamines, cocaine

United Nations definition of drugs: a substance that changes the way people feel, think or behave.

Appropriate to their age and needs.

The teaching of drug education will enable the children to make informed decisions and keep themselves safe and healthy, including: -

- increasing their knowledge about alcohol, tobacco and other drugs and clarify misconceptions
- short and long-term effects and risks of drugs
- impact of drugs on individuals, families and communities
- rules and laws relating to drugs
- improve their self-esteem
- maintain and develop relationships
- develop self-confidence, self awareness and self-esteem
- develop assertiveness in appropriate situations
- to assess, avoid and manage risk
- develop personal initiative and be able to take responsibility
- recognise personal skills and qualities in themselves and others
- develop the motivation to succeed
- enable pupils to make healthy informed choices and be responsible for their actions
- give pupils the knowledge of how and when to find information / get help from adults
- resisting pressures
- devising problem-solving and coping strategies
- provide clear guidance for staff, parents and governors

Signed: _____ Dated: _____

Coverage of Drug Education in RHSE (Physical health and mental wellbeing) as part of PSHE and Science Curriculum

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Year group	PSHE Drug Education	SCIENCE coverage
One	Drugs as medicines – what goes into /on my body? Rules. Dangers – Safe and unsafe. Keeping safe and knowing who to talk to.	NONE
Two	Drugs as medicines – Safety rules, what is a drug? Functions of medicines, dangers, keeping safe and knowing who to talk to.	Non-statutory – What humans need to stay healthy?
Three	Smoking Challenging stereotypes Media influences Know who can help me and who to talk to.	NONE
Four	Choices and Risk Taking Making choices, responsibility Persuasion and risk taking. Resisting peer influence. Knowing who can help me.	NONE
Five	Alcohol Consequences and effects, associated risks, the law, media, peer pressure, knowing who to talk to.	NONE
Six	Legal and illegal drugs – drug awareness, stereotypes, asking for support	The impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Content of Drugs Education in each year group.

Key Stage 1

In Year 1 MEDICINES

- Awareness of what goes into/onto our bodies and where substances go
- Healthy lifestyles
- Clear rules about medicine taking
- Understanding the dangers of medicines, pills, injections, household items - What is safe and unsafe to touch, taste
- Keeping Safe - and who can help me stay safe.
- Knowing when adult guidance is needed.

In Year 2 - Drugs as MEDICINES

- Understanding a set of safety medicine rules.
- What is a drug? Sort items into drugs/not drugs
- Functions of medicines.
- Know all medicines are drugs but not all drugs are medicines.
- Understand more about items that are safe/unsafe to put into their body including aspirin, bleach, cough medicine.
- Early understanding about injections as vaccinations.
- Develop greater understanding about own health. Feeling well/unwell
- What to do in an emergency / keeping safe

In Year 3 SMOKING

- Know about a range of legal drugs encountered in everyday life -including aspirin, medicines, tea, coffee, tobacco, alcohol
- Smoking - What is a drug, effects of smoking, cost of smoking, why most people choose not to smoke. (Including electronic cigarettes and effects)
- Recognise and challenge stereotypes - smoker/non-smoker
- Substance sorting
- Considering the value of keeping healthy
- Media influences/ understanding making decisions and the affect they have
- Know who can help us/ Ask questions and talk confidently

In Year 4 - CHOICES AND RISK-TAKING

- Making choices/what influences us
- Appreciate importance of taking responsibility
- Persuasion and Risk taking - positive and negative peer pressure/persuasion - Risk continuum identifying risk and level of risk involved
- Resisting peer influence - Power of persuasion - Deciding and recognising when to say NO! Strategies for resisting peer pressure.
- Know who can help me.

In year 5- ALCOHOL and Age of criminal responsibility

- Alcohol - consequences and effects and associated risks, attitudes and beliefs, knowing actions have consequences for themselves and others.
- Know about a range of drugs encountered, including alcohol.
- Alcohol effects and associated risks - re individuals, family, friends, community
- Alcohol and the Law / media, alcohol units
- Healthy lifestyles
- Reducing harmful effects of alcohol
- Dealing with peer pressure.
- Exploring how alcohol is portrayed in the media
- Know where to go for help and advice.

In Year 6- DRUGS - Legal and illegal

- Drug Awareness - range of legal/illegal substances and effects and associated risks.
- Stereotypes - exploring attitudes and beliefs about people who may use/misuse drugs, recognise / challenge stereotypes.
- Know their rights and recognise the need to ask for support sometimes and know who to ask and how.
- How others may try to bribe a person with money/expensive items to carry drugs and or money (County Lines - how children may be exploited - to persuade, co-coerce or force children to store drugs and or transport them) and how to ask for help.
- Responsibility and independence - making informed choices, exploring attitudes and beliefs, dealing with peer pressure, Risk Taking

Build on and recap on yr3-5 topics smoking, alcohol, risk taking and choices

PSHE Association Programme of study:

<u>KS 1</u>	<u>KS2</u>
<p>Health and wellbeing: Healthy lifestyles H1. about what keeping healthy means; different ways to keep healthy H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H10. about the people who help us to stay physically healthy Health and wellbeing: Keeping safe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H33. about the people whose job it is to help keep us safe H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H10: how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40: about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) H46: about the risks and effects of legal drugs common to everyday life (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 difficult to break H47: 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 H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H49. about the mixed messages in the media about drugs, including alcohol and smoking/ vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Relationships: R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. Where to get advice and report concerns if worried about their own or someone else's personal safety.</p> <p>Living the Wider World: Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>

Teaching Methods
Needs analysis

Existing knowledge and understanding can be identified through:
base lining, using mind maps at the start of the topic and end, the draw and write technique,
questionnaires and discussion/quizzes relating to drugs and the law.
Ground Rules will be established including no personal questions/answers

Confidentiality

Pupils will be informed that as with any other safeguarding issue, 100% confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm. For Child Protection concerns school will follow the Child protection and safeguarding policy and consult the Designated Safeguarding Lead via CPOMS.

Distancing techniques

Use of create a character will help to depersonalise situations.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.
- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents. Staff will follow the guidance from this policy as how best to answer and signpost children to where to find answers if staff can't.
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern
- Staff will give factual information and not personal views or values.
- Staff will support children to understand that people hold different points of view and there is not always one clear/correct answer.

Resources

Taken from several different schemes to fit in with needs of our pupils and includes:

Ideas and Activities for Drug Education in Primary Schools.
PSHE modelling programme years 3-6

We don't want to smoke...!
We've seen people drinking
Drugs and their dangers at Key stage 1
The Good Health Project
World of Drugs
Drug, alcohol and tobacco education
PSHE Association Drug and alcohol Education
Please refer to planning for each year group for further details.

The Role of the Teaching Staff

Drug education is taught within Health Education within Personal, Social and Health Education (PSHE) lessons in Spring 1 term. Guidance and support can be obtained from the Drug Education Co-Ordinator alongside the Relationships, Sex and Health Education within PSHE policy.

Staff teaching drug education should regularly update themselves with the current drug scene; and with facts about drug use, new teaching materials and teaching methods. (Talk to Frank website is recommended for **staff** knowledge re Drugs to be up to date)

Signed: _____ Dated: _____

The Role of the Drug Education Co-Ordinator

This post is held by the PSHE Co-ordinator. She/he has the general responsibility for handling the implementation of the school policy and for ensuring that planning and resources are reviewed annually and updated if applicable.

Monitoring and Evaluation

Through informal observations of lessons

Looking at samples of pupils' work

Evaluations and feedback from pupils and staff

Comparing baseline assessments to end of topic assessments

Monitoring curriculum plans

Questionnaires

Assessment

Elements of drug education, that form part of science curriculum is assessed in accordance with national curriculum.

Assessment will identify what they know and understand and its relevance to them.

What skills they have put into practice.

How their feelings and attitudes have been influenced.

Reviewing and reflecting on their own progress and understanding how they can improve their learning.

Assessment of learning as to what they know, understand and can do.

Can include:

Pupil's self-assessment - through evaluations of feelings, comparing answers to factual quizzes at start of session and at the end, reflecting on what they have learnt, setting own targets, monitoring own progress, using diaries and draw and write technique.

Group assessment - how well they worked as a group, problems faced

Peer assessment - Identifying what they have learnt from each other, constructive feedback on presentations/discussions, oral feedback, graffiti sheets.

Teacher assessment through observation, listening, written work, drawings, role play drama discussions, noting how pupils contribute to life of school i.e. policy making/ decision making.

Definitions and Terminology

Drugs refers to all drugs including medicines, volatile substances, alcohol, tobacco and illegal drugs

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Links to other Policies

This Drug Policy is supported by, but not limited to:

RSHE within PSHE Policy

Behaviour Policy

Safeguarding and child protection Policy

Educational Visits Policy

Confidentiality in staff handbook

Exclusion policy

DISSEMINATION OF THE POLICY

This policy will be shared on the school website.

Parents will be supplied with a full copy on request.

The policy will be presented to all staff and governors.

Reviewing

The drug-education policy will be reviewed every year.

Date for Review: 2022

Signed: _____ Dated: _____

References

The Good Health Guide to Drugs (Brown and Bennett)
Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance.
QCA Guidance, drug, alcohol and tobacco education (2003)
Smoking, drinking and drug use among young people in England
PSHE Association - Our PSHE Education Programme of Study
PSHE Association - Drug and Alcohol Education guidance
PSHE Modelling Programme

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Drugs, alcohol and tobacco - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drugs Education Learning journey at WLPS	<p>Safe and unsafe items, medicines</p> <p>To identify what items are safe or dangerous to touch or put into our bodies and why.</p> <p>To know that some things may not be easy to identify as safe or dangerous.</p> <p>To know who can help me get better</p> <p>To identify who they can ask for help.</p> <p>To understand what goes onto my body.</p> <p>To be able to identify who can help them.</p> <p>To understand that medicines and</p>	<p>Drugs as Medicines</p> <p>Who can help us?</p> <p>To know all medicines are drugs but not all drugs are medicines.</p> <p>To understand the purpose of medicines</p> <p>To know that all drugs and medicines can be dangerous.</p> <p>To know which items are safe or dangerous to put into the body</p> <p>To be able to identify items that are drugs and those which are not</p> <p>To know who can help us in different situations.</p> <p>To be able to identify adults who can help.</p>	<p>Smoking</p> <p>Know about a range of legal drugs encountered in everyday life including over the counter drugs such as aspirin, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol.</p> <p>Consider the value of keeping healthy and different attitudes to health and illness</p> <p>Recognise and challenge stereotypes</p> <p>Know about legal drug nicotine/cigarettes</p> <p>Recognise when choices are affected by media and other influences</p>	<p>Making choices Persuasion and risk taking</p> <p>Resisting peer pressure re smoking, alcohol and medicines</p> <p>Recognise risk in different situations and make judgements about behaviour and decisions about personal safety</p> <p>Demonstrate ways to stay safe</p> <p>Record a range of different choices they make for themselves now and in the future</p> <p>Appreciate the importance of taking responsibility for</p>	<p>Alcohol and age of criminal responsibility</p> <p>Know about a range of drugs encountered including alcohol and some understanding of their effects and their associated risks.</p> <p>Recognise that actions have consequences for themselves and others.</p> <p>Understand why school rules are made and the consequences of breaking them; relate this to simple knowledge about the law & understand that rules & laws are there to protect</p>	<p>Legal and Illegal drugs Attitudes and beliefs/stereotypes Asking for help</p> <p>Know about a range of legal and illegal substances and have some understanding of their effects and associated risks.</p> <p>Explore attitudes and beliefs about the people who may use or misuse drugs.</p> <p>Recognise stereotypes</p> <p>Recognise the need to ask for support sometimes</p> <p>Know whom to ask and how</p>

	<p>drugs can be dangerous.</p>	<p>To begin to understand that actions have consequences.</p>		<p>themselves and their behaviour</p> <p>Know the difference between positive and negative persuasion and that pressure may come from people they know</p> <p>Exercise some basic techniques for resisting peer pressure</p> <p>Recognise some situations where it is appropriate to say 'no'</p>	<p>Know some of the options open to them in developing a healthy lifestyle now and in the future</p> <p>Recognise when choices are affected by the media and other influences.</p>	
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