



**Drug Education Policy Statement**

**Introduction**

In this document, the word 'drug' is used to include all drugs whatever their legal or social status, including alcohol, tobacco, solvents and medicines. We recognise that any drug can be potentially hazardous.

Education about the use and misuse of drugs is a vital part of "preparing children for the opportunities, responsibilities and experiences of adult life." (Education reform Act) As with every aspect of education, primary schools have to lay the all-important foundations for learning, which will go on for the rest of life. We need to select information and plan activities which are appropriate to the age, stage of development and background of the children in our school. This policy should be read in conjunction with the policy for PSHCE.

It is considered that although relatively few children would be actively involved in experimenting with illegal drugs,

"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."

"There are also indications that drug education has a role in reducing the risks associated with drug use, reducing the amount of drugs used and helping people to stop."

(Drugs: Guidance for Schools, DfES, 2004)

We have a responsibility to develop and carry out a drug education programme and to deal effectively with any drug-related incident on the school premises.

Oxley Park Academy condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We have a responsibility to deal with drug-related incidents and have set up procedures to deal with these.

The school will display local telephone drug helplines to assist parents who are seeking confidential advice and support.

Whilst we acknowledge that the number of young people who use and misuse substances is rising, it is important to recognise the large number who do not misuse substances over a long period.

There is no legal right of parental withdrawal from drug education as there is with sex education.

## Aims of Drug Education

- to enable pupils to make healthy, informed choice by increasing knowledge, challenging attitudes and developing and practising skills;
- to provide accurate information about substances that are relevant;
- to increase understanding about the implications and possible consequences of use and misuse;
- to encourage understanding for those experiencing or likely to experience substance misuse;
- to seek to minimise the risks that users and potential users face;
- to enable young people to identify sources of appropriate personal support;
- to provide a range of activities and opportunities for learning about drugs and the issues raised by their use;
- to create a climate in which our pupils feel comfortable discussing their perceptions of drugs;
- to encourage our pupils to participate in healthy activities;
- to help our pupils to accept the increasing responsibility they have for maintaining their own health.
- to improve the self-esteem of our pupils
- to support our pupils in developing and maintaining relationships
- to help our pupils to develop assertiveness in appropriate situations

## Content

The scheme of work below shows what is taught in each Year group. The key learning intentions are set for each lesson, and on the medium term plans. Drug education focuses on knowledge and understanding, skills and attitudes. The teaching programme ensures that there is progression from the Foundation Stage to Year 6 with topics and issues being included which are appropriate to the age and maturity of pupils.

**Key Stage 1** focuses on medicines and how to be safe, being ill and getting better, being safe with household substances and risks.

**Key Stage 2** focuses on effects and risks of smoking and alcohol, resisting pressure to do wrong and making safe decisions.

The content reflects

- the statutory elements of the Science National Curriculum
- aspects of the non-statutory framework for PSHCE

Drug education is taught mainly through PSHCE and through relevant topics in science e.g. My Body. Drug education is also delivered through opportunities in Literacy.

A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as learn knowledge, practice skills to cope with drug-related situations and engage actively in their own learning. Such activities include role play, discussions, debates, case studies, quizzes,

research and games. Pupils work individually, in pairs, in small groups and with the whole class, mixing up so that they experience working with lots of different pupils in the class, as well as in friendship groups.

All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

### **Staff Training**

All staff who teach drug education have opportunities to update their knowledge and develop their skills through a range of continuing professional development activities. Staff take part in an annual training needs assessment that includes drug education. Information and teaching strategies gained from training are shared with other staff through staff meetings and INSET

### **Assessment**

Pupils' progress in drug education is assessed as part of PSHCE and citizenship assessment and Science assessment. Pupils' knowledge, attitudes and skills are assessed through a range of methods including end of topic self assessment and teacher assessment.

### **Monitoring and Evaluation**

Monitoring and evaluation help plan future lessons and review the programme and improve the quality of teaching and learning.

Pupils and teachers evaluate the drug education programme through completing end of topic evaluations.

### **Visitors**

The following visitors make a contribution to the drugs programme:

- School nurse
- Prison officers and 'sniffer dogs' from Woodhill prison

### **Resources**

The following resources which have been assessed against the key criteria for good drug education materials in the attached sheet are used in the programme:

- Drugs: Guidance for schools, DfES, 2004 (See Appendix 1)
- Health for Life

**Date: Summer 2014**

**Review date: Summer 2016**

**Key criteria for good drug education materials (Drugs Guidance 2004)**

1. Clearly stating underpinning beliefs and values
2. Showing how the materials incorporate pupils' existing drug awareness
3. Offering a range of activities, based on successful teaching and learning styles
4. Giving accurate and balanced facts, not aiming to shock or horrify
5. Assessing aims and objectives
6. Including examples of how the materials meet statutory and non-statutory learning outcomes
7. Cross-referencing to target ages, national curriculum key stages and cross-curricular subjects
8. Accommodating different models and school timetables
9. Guiding on the knowledge, understanding and skills required to deliver the materials
10. Recognising the importance of parental understanding, support and involvement
11. Providing evidence of successful use in schools