



Ridgeway Primary School

Drug Education Policy

Definition of 'drugs' for the benefit of this policy

The term refers to:

- All illegal drugs
- All legal drugs, including alcohol, tobacco, volatile substances
- All over the counter and prescription medicines

Introduction

Drug, alcohol and tobacco education is taught in both key stages as part of the curriculum for PSHE and Science. We teach children to become responsible citizens of the future by helping them to understand how to keep themselves safe and understand the importance of healthy choices and lifestyles.

Aims and objectives

- To enable pupils to develop confidence and responsibility.
- To encourage pupils to develop healthy and safe lifestyles.
- To enable pupils to reflect on their experiences and understand how they are developing personally and socially, tackling the spiritual, moral, social and cultural issues that are part of growing up.

Opportunities and Organisation

- The school still follows the DCSF guidance on drug, alcohol and tobacco education. We seek advice from the 'PSHE Association' for guidelines and current changes to ensure that we are up to date with the latest developments in drug education. We aim to promote high standards of teaching and learning in drug, alcohol and tobacco education. The themes are used as part of a wider programme of health education and citizenship. The

content is based on some of the relevant aspects of the framework for PSHE and citizenship at key stages 1 and 2. Where possible, the drug education is linked to the national curriculum objectives taught in science. The themes are combined with other aspects of PSHE and Citizenship and included in the scheme of work for all children. The teachings exemplify a range of teaching and learning activities for each key stage. These are adapted for different topics, purposes and age groups to ensure the emerging needs of all pupils are met.

Answering and Asking Questions

In most cases, teachers will attempt to answer children's questions and concerns in a sensitive and age appropriate manner. Individual teachers will use their skill and discretion in these situations and, if necessary, refer to the PSHE co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

Teaching Themes:

Keeping ourselves and others safe: (Key Stage 1)

Children learn that:

- Rules are important for keeping ourselves and others safe.
- Through investigation and circle-time activities, pupils learn about the positive role of medicines and develop an understanding of how they can be harmful if not used properly.
- Identify different ways medicines are used, and people who can give medicines safely.
- Learn that other household products can be harmful if not used properly and learn ways to keep safe around them.

- Pupils consider feelings associated with being unwell or injured, learn to value their health and reflect on what it might be like to have a long-term or serious illness.
- Consideration is given to children or families living and coping with long-term or serious illnesses.

Risk taking and dealing with pressure Year 3/4

- Children develop an understanding of risk-taking and decision-making. They move from looking at general risk-taking activities to considering choices related to taking risks with their health.
- There is a specific focus on smoking.
- Children learn to identify factors that affect their choices and practise skills for resisting unhelpful pressure or influences.
- They learn the importance of making informed choices about their health.
- Other issues are explored such as healthy eating, the importance of exercise, the use of other drugs or alcohol, and issues around bullying.
- Children draw on their knowledge and understanding about smoking from what they have learnt in science.

Building knowledge and understanding about drugs and alcohol - practising skills to deal with situations

Year 5/6

Children learn:

- To build their knowledge and understanding of the effects and risks of using drugs and alcohol through enquiry and research. 'Draw and write' activities, quizzes and games are used to identify what children already know and understand about drugs and alcohol.
- Children reach a definition of what a drug is and identify a range of substances to be investigated.
- They work together to research basic information about the effects and risks of commonly available drugs, including medicines, volatile substances, caffeine, tobacco, alcohol and illegal drugs.

- They explore people's reasons for drinking alcohol, and different attitudes to it.
- They discuss why drugs are illegal or restricted.
- They develop their communication skills through class debates as part of a scenario on whether a new drug should be restricted.

The Foundation Stage

We teach children in the Early Years to consider the consequences of their actions for themselves and others and to understand the difference between right and wrong. We also focus on keeping themselves safe. We use circle time to discuss issues as they arise and to deliver planned lessons in order to address PSED.

Drug Education and Special Needs

Inclusion

Children need to develop knowledge, skills and understanding in order to contribute to, and participate in, inclusive learning environments. An understanding of the safety issues relating to drugs is essential for all pupils. They contribute to the development and review of relevant school policies and participate in projects and initiatives that promote inclusion. All pupils have access to the drug Education curriculum. Discussing issues, solving problems and learning to respect and value everyone including themselves is important for all.

Health and Safety

The opportunity for discussion and the study of issues related to Drug, alcohol and tobacco education contributes to the health, safety and well being of all pupils.

Future Developments

This curriculum area always responds to the needs of pupils and the school community at a particular time. It also responds to circumstances and needs both locally, nationally and globally. The aims are constant but the issues given emphasis may change in response to circumstances

Written by: R.Mills (PSHE Co-ordinator)

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