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# SAINT NICHOLAS SCHOOL

## DRUGS EDUCATION POLICY

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*Note: This policy applies to all sections of the school including EYFS*

Reviewed May 2014

Review Date January 2017

### 1. INTRODUCTION

Saint Nicholas School recognises that drug misuse in our society is a major threat to individuals, families and the wider community. Young people are influenced by their parents, peers, youth culture and the media and schools alone cannot solve the problem of drug misuse in society. An effective programme of drug education in school will, however, help to ensure that young people are aware of the risks of drug taking and have the knowledge and skills to resist. Our aim, then, is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' reactions.

The drugs education programme at Saint Nicholas School has been designed with the following in mind:

- to increase knowledge and understanding of drugs and their effects by providing accurate information
- to improve self-knowledge, particularly in terms of risk taking
- to promote positive attitudes towards healthy lifestyles and to challenge and try to modify these when they may lead towards behaviour harmful to health
- to promote a sense of responsibility towards the use of drugs
- to develop social skills such as making informed choices and resisting unhelpful pressures from peers and from advertising
- to enable young people to identify sources of appropriate support
- to widen understanding about related health and social issues such as sexual health and crime.

The programme will reflect the views and needs of pupils so that it is age/needs appropriate and demonstrates year on year progression. It will be based on the requirements of the National Curriculum, in particular Science, the PSHE framework and citizenship and with reference to "Drug, Alcohol and Tobacco Education" – curriculum guidance for schools at Key Stages 1-4, and to DfES 0092/2004 publication entitled "Drugs: Guidance for Schools". It will be delivered within a whole school approach through well planned PSHE.

The teaching of drugs education will:

- provide opportunities for active learning
- give accurate and unbiased information
- allow for the expression and consideration of a range of attitudes and values
- offer opportunities for discussion and reflection.

The programme is delivered by class teachers in the lower school and by a range of teachers in the middle and upper school, who are responsible for preparing the schemes of work and monitoring and reviewing the programme.

### 2. EXTERNAL PARTNERS

We recognise that external partners can make a valuable contribution to the programme. They must be familiar with and support relevant aspects of the school policy and contribute to the programme as negotiated and agreed with the teacher. The teacher will remain present during all sessions.

Drugs education is delivered through a well planned, cross-curricular programme, including assemblies, form and tutor time, drama, science and PSHE.

### 3. AIMS AND OBJECTIVES

The specific aims and objectives in each Key Stage are as follows:

#### 3.1 Key Stage 1

- to teach pupils the basic rules and skills for keeping themselves healthy and well, which will include learning that household products, including medicines, can be harmful if not used properly
- to support the National Curriculum Science teaching about the role of drugs and medicines.

#### 3.2 Key Stage 2

- to provide information which will help pupils make real choices and decisions about health related issues such as smoking, use of alcohol and other substances
- to teach children what makes a healthy lifestyle
- to provide information about which commonly available drugs are legal and illegal and what their effects and risks are
- to support the National Curriculum Science teaching about the effects of drugs.

#### 3.3 Key Stage 3

At this stage, the abuse of alcohol, solvents, tobacco and other drugs are investigated via teacher-led sessions, participative methods and the use of outside speakers. There is a particular focus on tobacco in Year 7, alcohol in Year 8 and cannabis and other illegal drugs in Year 9. However, these subjects are not viewed in isolation but incorporated into the PSHE framework and aims to enable pupils to:

- recognise personal responsibility for decisions about substance use
- understand the basic facts about substances, including their effects and relevant legislation
- be aware of myths, misconceptions and stereotypes linked with substance use
- develop appropriate techniques for coping with situations in which substance use occurs
- investigate peer group pressure and positive ways of saying “no”.

#### 3.4 Key Stage 4

At Key Stage 4, there is more emphasis on researching factual information about the effects of drugs, physiologically and psychologically within a social framework. There is a particular focus on Class A drugs in Years 10 and 11 and the effect that they can have on family life and society. The aim is to enable pupils to:

- understand that Britain is a drug-using society and recognise the different patterns of use and their effects such as the transmission of HIV infection through shared needles and the detrimental effects on the foetus of all types of drug use
- recognise that individuals are responsible for choices they make about drug use
- understand how to minimise the risk that users and potential users face
- identify sources of appropriate personal support.

Our teaching must be responsive to changing trends in drug misuse and offer a clear and consistent message. It does not set out to shock or frighten pupils but rather to inform them and allow pupils to make informed choices. Pupils are given clear information about:

- the law on drug misuse
- the implications for individuals, families and society
- school rules in relation to the misuse of drugs.

#### **4. MORAL AND VALUES FRAMEWORK**

Teachers and all those contributing to drug education are expected to work within an agreed, clear, moral framework of values. The school's programme of study will promote the spiritual, moral, cultural, mental and physical development of the pupils at the school and help prepare the pupils for adult life.

#### **5. ASSESSMENT, MONITORING, EVALUATING AND REVIEWING DRUGS EDUCATION**

The elements of drug education that form part of the Science curriculum at Key Stages 3 and 4 are assessed in accordance with the requirements of National Curriculum Science. Assessment in PSHE lessons seeks to judge achievement in drugs education in wider terms than purely gains in factual knowledge.

Methods include:

- feedback from pupils at the end of lessons as they complete a diary sheet
- class discussion
- reporting to parents.

#### **6. PARENTAL INVOLVEMENT**

We value the support and encouragement of parents in our efforts at preventing drug misuse. Parents are welcome to look at the policy document and are free to discuss with staff at the school any concerns they may have about drug related issues.

#### **7. CONFIDENTIALITY**

Some pupils may choose to mention instances of drug use in class or with individual members of the school community. While staff will want to be supportive, it is clear that they work within Safeguarding guidelines and therefore may not be able to guarantee confidentiality. Only in exceptional circumstances would sensitive information be passed on against a pupil's wishes but teachers may have a moral and professional duty to do so, for example, in relation to cooperating with a police investigation and referring to external services.

#### **8. DISSEMINATION OF THE POLICY**

Copies of the policy are available online to both parents and staff.

#### **9. OPPORTUNITIES FOR DRUGS EDUCATION WITHIN THE CURRICULUM**

The long-term and medium-term plans for Drugs Education are included in the PSHE planning, which also shows how Drugs Education relates to Sex and Relationship Education, Citizenship and other aspects of PSHE.

Opportunities for drugs education include:

- cross-curricular work, eg in English or drama
- Theatre in Education
- other outside speakers
- circle time, mainly with lower school pupils
- form tutor time
- timetabled PSHE lessons
- assemblies
- National Curriculum science
- National Awareness Days, eg No Smoking Day, World AIDS Day, etc.