

HAZELDENE SCHOOL



DRUG EDUCATION OCTOBER 2019

Approved by the FGB on 17th June 2020

TO BE REVIEWED **JUNE 2021**

Drug Education Policy

Philosophy

Drug and alcohol misuse is a major threat to individuals, families and the wider community. Education therefore plays a vital role in ensuring young people have the knowledge, skills and attitudes to appreciate the benefits of a healthy lifestyle and understand the risks of drug taking which will empower them to resist the many influences acting upon them both at the present time and in the future.

At Hazeldene School we define a drug as any substance that changes the way the body works normally. This therefore includes: legal drugs, such as alcohol and tobacco, all illegal drugs, volatile substances and over-the-counter and prescription medicines.

We use the 'all medicines are drugs, but not all drugs are medicines' message.

Objectives

Our drug education objectives follow those set out within the National Curriculum framework for PSHCE and Science:

- To develop pupils' physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- To develop pupils understanding about the role of drugs and medicines.
- To learn about the effects of tobacco, alcohol and other drugs on the human body and how these relate to their personal health.

This policy has been written using the DfES (2004) guidance relating to Drug Education.

Aims

We aim to:

- Teach the children it is wrong to take illegal substances.
- Enable children to make healthy, informed choices through increasing knowledge, challenging and exploring attitudes.
- Help children develop a sense of awareness and self esteem.
- Counter any inaccurate messages which children receive about drugs.
- Encourage an understanding for those experiencing or likely to experience medicinal drugs.
- Widen understanding about related health, social and legal issues.
- Enable children to identify where help and support can be found.
- Listen to our pupils' own thoughts, feelings and concerns and to ensure that drug education responds to their needs.
- Promote and pursue the National Healthy Schools Standard.

Coverage

Drug Education is planned for and delivered in all year groups. It takes place within planned PSHCE lessons or science lessons where appropriate – see attached curriculum overview for further detail.

Teaching and Learning Strategies

A variety of teaching and learning strategies are used by teachers and support staff during drug education sessions, including:

- Circle time
- Whole class discussion
- Paired/small group work
- Drama and role play
- Puppets
- The 'Draw and write' approach
- Life Education Centres and other appropriate external agencies

Continuity and Progression

It is vital that children's needs regarding drug awareness and education are met and developed throughout their education. Our scheme of work reflects this development and ensures that children build upon previous learning experiences and are given the skills to understand and respond to changes and new information.

The Role of the Co-ordinator

As stated in the job description, the co-ordinator is responsible for:

- Monitoring the appropriate National Curriculum documents.
- Checking and monitoring the use and effectiveness of resources.
- Attending appropriate INSET courses, passing information and supporting other colleagues.
- Assisting in the drawing up, monitoring and updating of the Drug policy and PSHCE scheme of work.
- Monitoring planning.
- Monitoring and evaluating drug education teaching throughout the school.
- Sampling work where appropriate.

Resources

A range of resources are available in school to support the teaching of drug education. To aid teaching, the school uses activities and resources from:

- National Curriculum plans
- Health for life
- Life Education Centre resources
- Additional published resources
- School/teacher produced resources

Assessment and Record Keeping

Assessment, Recording and Reporting is in line with the school's assessment policy.

Assessment approaches within Drug Education include:

- Informal teacher observations
- Draw and write activities
- Pupils' self assessment

Progress is reported formally to parents within the PSHE and Citizenship section of the individual reports at the end of each academic year.

Confidentiality

Some children may choose to mention instances of drug use in class or with individual members of staff. While staff wish to be supportive, it is clear that they work within the child protection guidelines, which clearly state that they may not be able to guarantee confidentiality.

With regard to drug related incidents, we will consider each situation individually and recognise that a variety of responses may be necessary, in line with the LA and national guidance. We will consider very carefully the implications of any action we may take.

Working in Partnership

Working in partnership with parents and carers and with the wider school community is an essential element of drug education and we therefore strive to involve appropriate individuals and agencies from outside school wherever possible to benefit the children's learning and development.