



# **Drug Education Policy**

**Signed:**

**Chair: *M. Pound***

**Executive Head: *R. Williams***

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## Introduction

All pupils are entitled to drug education - 'drugs' being defined for the purpose of this policy as medicines, tobacco, alcohol, solvents and illegal drugs. At Goldstone Federation we are committed to providing this education in partnership with others as part of the schools' approach to promoting the health and education of all members of the school community.

This policy relates to and complements other school policies and areas:

- PSHE
- Science
- Behaviour/discipline and Anti-Bullying
- Medicines
- Educational Visits
- Smoking – both schools are smoke free sites
- Equal Opportunities

The Drug Education programme is based on:

### 1. The Science statutory requirements.

**The National Curriculum science Order requires the following elements of drug education to be taught:**

**At Key Stage 1:**

**5 – 7 year olds should be taught about the role of drugs as medicines.**

**At Key Stage 2:**

**7 – 11 year olds should be taught that tobacco, alcohol and other drugs can have harmful effects.**

### 2. A balanced PSHE program of study.

#### Key Stage 1

##### **Knowledge and understanding of:**

- School rules relating to medicine and administration of medicines
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).
- People who can help children when they have questions or concerns.

##### **Skills**

- Communicating feelings such as concerns about illness and taking medicines.
- Following simple safety instructions.
- When and how to get help from adults.

##### **Attitudes**

- Valuing one's body and recognising its uniqueness.
- Attitude towards medicines, health professionals and hospitals.





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- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and advertising presentations of medicines, alcohol and smoking.

### **Key Stage 2**

#### **Knowledge and understanding**

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.
- More detailed information about the body, how it works and how to take care of it.
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.
- Introduction to the law relating to the use of legal and illegal drugs.
- People who can help children when they have questions or concerns.
- Dangers from handling discarded syringes and needles.

#### **Skills**

- Communicating with adults.
- Decision-making and assertiveness in situations relating to drug use.
- Giving and getting help
- Safety procedures when using medicines.

#### **Attitudes**

- Attitudes and beliefs about different drugs and people who may use or misuse them.
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.
- Taking responsibility for one's own safety and behaviour.
- Valuing oneself and other people

### **The Curriculum**

Drug, alcohol and tobacco education is delivered within the planned PSHE programme and is part of the science curriculum. The programmes are planned and taught in line with the National Curriculum 2014 Framework for Primary Schools. It is part of our approach in developing healthy, confident and assertive citizens who will be able to make the right choices for themselves and others. Both schools use advice from the PSHE Association and the recommended online resource 'One Decision'.

### **Objectives for Drug Education**

- To clarify the school's role in drug awareness and prevent misuse of drugs, as a healthy school.
- To give children accurate information about drugs and their effects.
- To promote positive attitudes towards a healthy lifestyle.
- To encourage responsible behaviour in relation to drug use and misuse.
- To challenge and try to modify attitudes when they lead to behaviour that could be harmful to health and relationships.
- To explore health and related social issues.

### **Teaching and Learning**

Learning outcomes will reflect a balance between the promotion of knowledge and understanding, personal and social skills, attitudes and values:





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## Monitoring and assessment

Monitoring and assessment takes place both informally and formally. Informally children are assessed at the beginning of a unit of work through class discussion, questionnaires, quizzes, and retrieval practice. Children's recorded work in PSHE is marked and feedback is given. At the end of a unit of work children evaluate what they have learnt. In Foundation Stage children *are* evaluated in their Personal, Social and Emotional development.

## Equal Opportunities

The needs of all children in the school have been taken into account when developing this policy. All children are included in the teaching of Personal, Social, Health Education, and drug education. Pupils with learning difficulties may need more help in understanding what sorts of behaviour are acceptable, and in developing the confidence and skills to resist pressure.