

Cottesbrooke Infant School.

Drugs Education Policy

Written April 2002 Updated 2010

Why do we need a policy on drugs?

In "Tackling drugs to build a better Britain." HM government, it states

"To fulfill this strategy's first aim of helping young people to resist drug misuse in order to help them fulfill their potential in society...(we should)... teach young people from the age of five upwards the skills needed to resist pressure to misuse drugs. (including a more integrated approach to PSHE in schools.)

Drugs education and the National Curriculum.

Elements of the N.C. are statutory at K.S.1. The SCIENCE orders state that pupils should be **"taught about the role of drugs as medicines."**

Whilst the PSHE curriculum remains non statutory (2010) it fulfills the role of teaching the skills needed to enable the children to be able to resist pressure and make informed, healthy choices.

Drugs education and the Every Child Matters outcomes.

This policy aims to address the need for children to be safe and to be healthy, "outcomes that are mutually reinforcing. For example, children and young people learn and thrive when they are healthy, safe *and engaged*;" *ECM outcomes 3.4.2008*

Definition of "drugs". A drug is defined as a substance that can change the way a human body works, either psychologically or physiologically. This policy will encompass all drugs:

Alcohol

Tobacco

Other legal drugs eg caffeine

Volatile substances eg aerosols, butane, petrol.

Illegal drugs, eg cannabis, heroin, and ecstasy.

Over the counter medicines e g aspirin, cough medicines.

AIMS of this policy.

That through Science, PSHE/C, PE and an annual visit by "the Midland Life Education" 'Lifebus' the children will be

1. Made aware of their bodies, how they bodies function and how to care for themselves,
2. Of the beneficial and possible harmful effects of medicines (drugs), alcohol and tobacco.
3. That they can make choices concerning health, exercise, hygiene and healthy eating.
4. That their actions may harm themselves or others and that they can make choices to influence this.
5. Taught to recognize personal skills and qualities in themselves and others.
6. They will learn to develop and maintain relationships.
7. Encouraged to develop self- confidence and improve self- esteem.

Organisation

The overall planning of the subject will be overseen by the coordinator through the subject monitoring systems in place within the school.

Class teachers will deliver the programme, principally through cross-curricular links with science and literacy.

There will continue to be an annual visit from "The Midland Life Education Centres Life Bus".

Delivery will be via whole class teaching, group work, discussions, and preparation and follow up work to the MLEC visit.

### Planning.

Planning will be at three levels:

Long term...a yearly overview within the PSHE scheme of work . Written 2008-9

Medium term...more detailed half-termly planning. For this area it may take the format of a topic web dedicated to the MLEC visit within a Health week. (Scheme -Written 2009-10.)

Short term- weekly planning as appropriate..

### Children with special educational needs.

We aim to include all SEN pupils in Drug education so that they benefit from the skills being taught and the ideas being explored. When planning teachers will address the child's needs through simplified or modified tasks or the use of support staff.

### Equal Opportunities.

As staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in Drugs education. We aim to take into account cultural background, gender and special needs, both in our teaching, attitudes and in any published material we may use.

### Cross-curricular links.

Links with drug education will be made in Science, English, PE, PSHE, Citizenship, Knowledge and Understanding of the World, Communication, Language and Literacy.

Outside speakers. The school follows the guidance given in the LEA document "Drug Education and the Management of Drug-related incidents; Policy guidelines for schools." and in circular no S3058. Both are available from the PSHE/C coordinator.

We will ensure that any outside agency will be giving the same "message" as the school.

Resources. See separate list.

### Monitoring and Review.

The coordinator reviews planning, taking into account Year group evaluations and monitors teaching within the school's cycle of assessment.

All staff will be made aware of the opportunities for training.

The coordinator has attended the two-day "Drugs, young people and the community" course and disseminated it to all staff.

It is suggested that the following topics may be covered in a drug education programme.

### Knowledge and understanding

- School rules relating to medicines.(includes Parents)
- How the body works and ways of looking after the body.
- The role of medicines (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.
- People who are involved with medicines, such as Doctors, nurses, pharmacists, shopkeepers.

- People who can help children when they have questions or concerns.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour.

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 ones body and recognizing it's uniqueness.
- Attitudes towards medicines, health professionals and hospitals.
- Attitudes towards the use of alcohol and cigarettes.
- Responses to media and presentation of medicines in advertising, alcohol and smoking.

Current planning covers the following areas that relate to drug education;

Foundation Stage Nursery.

	Autumn term	Spring term	Summer term
PSE	Developing a Sense of Self. Making relationships with peers and adults. Making appropriate rules.	Developing good relationships with adults and peers. Developing a sense of themselves as part of a group.	Having a Positive self image and to See selves as a part of nursery. Developing an understanding of their own feelings and those of others Discussing likes and dislikes.
Knowledge and Understanding.	Naming the main body parts	Discuss own growth and change	
Physical development			Discuss keeping healthy -visiting the Dr.

Foundation Stage Reception.

	Autumn term.	Spring term.	Summer term.
PSHE/C	Ourselves five senses including safety. Creating class rules.	MLEC visit.	
Comm lang lit	Discussing and Writing about		

	Likes and Dislikes.		
Knowledge and Understanding.	The 5 senses. Changes.growth		
Other...	See notes	On MLEC	Visit.

YEAR ONE.

	Autumn Term	Spring Term	Summer Term
Science	Ourselves: the Senses. Name the main body parts.		MLEC visit. Medicines/Drugs
PSE	Agree on and follow Class and school rules		
R.E.	Feelings. Cultivating Inclusion, Identity and Belonging	Being Accountable and Living with Integrity	Being Courageous and Confident
D.T.			Healthy food.
P.E.	On going	importance	of exercise
Other			MLEC visit.

YEAR 2.

	Autumn Term	Spring Term	Summer Term
PSE.	Agree on and follow Class and school rules Similarities and Differences,inc Humans.		MLEC visit.
Science.	<u>Health and Growth.(inc Medicines).</u>		
R.E.			Living by Rules Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment Being Reflective and Self-Critical
P.E.	Ongoing import-	ance of healthy	exercise.
Other			

Literacy	See year group	list for texts	used.
ICT.			

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