

Broad Chalke Church of England (Aided) Primary School

Drugs Education Policy

Mission Statement: “With the love of God we learn, care, grow and share”

1 Inclusive definition of drugs

- 1.1** A substance which when taken into the body changes the way we feel, the way we perceive things and the way our body works. This definition includes illegal substances and also legal substances such as alcohol and medicines.

2 Aims and objectives

- 2.1** We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle. Through our Science and PSHE Curriculum we teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

- 2.2** The objectives of drugs education are:

- to provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives;
- to provide children with knowledge and information about legal drugs and the importance of using them appropriately.
- to enable children to discuss questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
- to help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- to let children know what they should do if they come across drugs;
- to help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
- to show that taking illegal drugs and abuse of legal drugs is a moral issue.

3 Organisation

- 3.1** We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. In the routine circle-time sessions, we encourage children to discuss issues that are important to them, and we help children to be aware of the dangers of the misuse of drugs. For example, if a child raises the issue of smoking, the teacher takes time to discuss its harmful effects with the whole class. In science lessons we teach children what a drug is, and how drugs are used in medicine. In the early stages of education we teach children that some substances are harmful and that we should only take medicine which has been given to us by responsible adults or prescribed by a doctor, because even medicine which we have to make us better, is dangerous if used incorrectly.
- 3.2** The main teaching about drugs takes place in Year 5 and Year 6, where the children are taught about illegal drugs, and the dangers involved to those who take them. In teaching this we follow the guidelines provided by the Local Authority (LA).
- 3.3** Class teachers teach drug education in PSHE or Science lessons. We use SEAL and Wiltshire Learn4Life for PSHE and the Hamilton Science Scheme as a resource for teaching the Science Curriculum. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug use, misuse and abuse. At an age appropriate level children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger. We give children the opportunity to talk in groups or to the whole class. We encourage them to listen to the views of others, and we ask them to explore why drugs are such a problem for society.

4 The role of the Headteacher

- 4.1** It is the responsibility of the Headteacher to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Headteacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 4.2** The Headteacher will liaise with external agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework.
- 4.3** The Headteacher will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

5 The role of governors

- 5.1** The governing body has the responsibility of setting down these general guidelines on drugs education. The governors will support the Headteacher in following these guidelines.

6 The role of parents

- 6.1** The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:
- inform parents about the school drugs education policy and practice e.g. through a parents session in the Life Education Centre and by displaying the policy on the website;
 - answer any questions parents may have about drugs education;
 - take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;
 - inform parents about the best practice known with regard to drugs education so that the parents can support the key messages being given to children at school.

7 Links to other Policies

- 7.1** Behaviour, PSHEE, Health and Safety, Child Protection, Equality Policy

8 Monitoring and review

- 8.1** The curriculum committee of the governing body will monitor the drugs education policy on a 3 yearly basis. This committee will report their findings and recommendations to the full governing body as necessary. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded. Governors require the Headteacher to keep a written record detailing the content and delivery of the drug education programme taught in the school. This will be found in the Life Education Centre Lesson Plans, SEAL, Wiltshire Learn4Life and the teachers medium term and, where appropriate, weekly planning.

Ratified by FGB:

May 2015

Reviewed:

Summer 2018

Next Review due:

Summer 2021