

DRUGS EDUCATION POLICY

June 2023

NB: This policy should be read alongside our Drugs in School Policy which:

- ***Gives a clear view on the use of drugs in school and the responsibilities of the school***
- ***Provides information so that everyone is clear about the procedures should a drug-related incident occur and what the school will do if that should happen***

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Introduction to Drug Education

We believe that every child should have equal access to programmes of education that equip them with the skills, knowledge and attitudes to allow them to make healthy and informed decisions about their lives now and in the future. We recognise that drugs play a part in all of our lives to varying degrees and that experimentation with drugs is a feature of many young peoples' lives.

It is the responsibility of the school, therefore, to help reduce the harm from drugs through a Drugs Education Programme. We will take a proactive role in promoting healthy living and will take action to educate both pupils and staff about the dangers involved in the abuse of drugs.

This policy aims to

- Give information about what is taught
- Give guidance to teachers, support staff and visitors about drug education

In developing this policy we have consulted with pupils, members of staff, governors and parents/carers.

Definition

We accept the definition of drugs as – '...any substance which alters the way in which the body functions' (Plant, 1987) which includes -

- Legal drugs - alcohol, tobacco, solvents, aspirin, etc.
- Over the counter and prescribed drugs –medicines, inhalers, insulin, antibiotics etc.
- Illegal drugs - cannabis, LSD, Ecstasy, heroin etc.

Aims of drug education

The aim of our drug education programme is to give pupils information about the effects and risks from drugs including prescribed and over the counter medicines and to develop positive attitudes and the skills and confidence to make healthy, safe and informed decisions.

Objectives

To provide opportunities for pupils to -

- Give pupils information on a range of drugs, their potential effect on the body, the mind and on personal relationships.
- Give pupils knowledge and understanding about the benefits of beneficial drugs when used appropriately.
- Give pupils an overview of the current legislation on drug use and abuse.
- Develop personal and social skills to resist the pressure of drug misuse.
- Enable pupils to make healthy, safe and informed choices.
- Generally enhance pupils' decision making skills using drug education/pastoral care as a vehicle.
- Help pupils to avoid situations where they might find themselves at risk.
- Give pupils the confidence to make safe and informed choices.
- Provide accurate information to increase pupils' understanding about the implications and possible consequences of legal, prescribed and illegal drugs.
- Help pupils explore the different attitudes to drugs and drug use.
- Gain knowledge and understanding about the effects and risks of drug use and misuse, including social and relationship issues
- Know where and how to get help and advice.
- Develop and practise the skills they need to avoid the misuse of drugs and manage situations involving drugs.
- Develop positive attitudes to healthy living, including discussing issues relating to drugs, alcohol and tobacco
- Make young people of the possible legal consequences of illegal drug use

Organisation

- The PSHE-Citizenship Co-ordinator is the designated drug education co-ordinator for the school. He will undergo regular training to keep up-to-date with current developments.
- Subject teachers integrate elements of drug education and other PSHE topics into lessons, where appropriate.
- As far as possible, an interactive teaching-learning approach is used. There is a central resource bank, which includes schemes of work, materials and drugs information in a variety of media.
- Outside agencies are used to further enhance curriculum provision.
- To support drugs education in the school, teachers may wish to include parents, the school nurse, religious and health professionals from different institutions

Curriculum

Drug education is an integral part of curricular provision and pastoral care for all pupils. It is delivered in the context of the National Curriculum and PSHE Framework at an age appropriate level and taught as part of the Science and PSHE curriculum, both at Primary and Secondary level. Our curriculum is sensitive to the needs of young people who are learning about legal and illegal drugs and may be taking prescribed drugs as part of their treatment.

Monitoring and Evaluating

- The implementation of this policy is the responsibility of the whole teaching staff, and is monitored by the PSHE-Citizenship Co-ordinator and the Headteacher.
- The Drug Education Programme is monitored through the school's whole school monitoring and review procedure.
- Resources to support development of the teaching programme will be reviewed annually by the PSHE-Citizenship co-ordinator

Confidentiality

Although Drugs Education is not about personal disclosures, staff are aware of the procedures if a pupil discloses information where it is felt that their welfare is at risk or they are in danger.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of Drugs Education in the classroom they are bound by the schools Drugs Education Policy.

Date reviewed: May 2023

Date updated: May 2023

Date of next review: June 2026

Date approved by the Governing Body: 15/06/23

PSHE Statement of Intent

Our Vision

Personal, Social, Health and Economic (PSHE) education is a school subject which helps students develop the knowledge, skills and attributes to stay healthy and safe now and prepare for their futures. We believe that good PSHE education also helps students to achieve their academic potential. Our intent is to provide an academic PSHE curriculum that provides opportunities for students to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our PSHE curriculum focusses on three core themes which borrow heavily from the work of The PSHE association:

- Health and wellbeing
- Relationships
- Living in the wider world

Our PSHE curriculum aims to enable students to become healthy, safe, independent, responsible members of society who demonstrate respect and tolerance and who are prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.

Preventative PSHE education helps students to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, therefore supporting positive behaviour and attitudes.

Overall aims The PSHE programme at our school aims to make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. It aims to help students develop in the following key areas: We will:

- Help students to aspire to be the best they can be, to have dreams for their future and know what is required to reach them.
- Provide opportunities for our students to learn about rights and responsibilities and appreciate what it means to be a valuable member of an ever-changing diverse society.

We will help them to understand and consider many of the moral, social and cultural issues that are part of growing up in Modern Britain.

- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Stimulate, challenge and nurture student's spiritual, moral, social and cultural curiosity.
- Help students to understand the importance of their physical and mental health, understand emotions and feelings and have strategies to help them become resilient and confident.
- Help students to have a good understanding of themselves, to have empathy, an ability to work with others and to form and maintain positive relationships treating everyone equally with tolerance and respect.
- Teach our students age-appropriate understanding of healthy relationships through appropriate relationship and sex education.
- Teach our students about personal safety (online and off-line) and we will ensure students know where and how to get help if needed.

We also help to develop a set of overarching concepts that run throughout the programme of study. These are as follows:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world and the use of drugs).
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

Format

PSHE is delivered through our weekly PHSE lesson, citizenship and collective time. Lessons consist of discussion and activities. Sessions are often delivered by outside organisations such as Brook, Amy Winehouse Foundation, Camden Detached Service, Fitzrovia Youth Action and Diversity Role Models.

Content

The content of the programme is based on the syllabus created by the PSHE association. The PSHE Association content that most suits the needs of the cohort is prioritised e.g. a focus on mental health.

Assessment

At the end of each PSHE lesson students complete an evaluation form which is then used to help plan the programme for forthcoming terms and improve delivery.

Safeguarding

Sometimes there can be subject matter that our students may find distressing (given our knowledge of their backgrounds) in such circumstances the class will be given a 'trigger warning' with the option to sit out of the class.