

## DRUGS EDUCATION POLICY

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### Principal aim

'Is to help young people to resist drug misuse and achieve their full potential in society' (p.17 PSHE/Ct 2000).

### Relevant school and LA rules

- a) Administration of medicines –prescribed medication will only be administered with written consent from parents who sign the office record.
- b) All prescribed medicines brought on to the premises for children must be stored securely in the school office. The only exception being inhalers for asthmatics and epi-pens for children likely to suffer a severe allergic reaction which can be kept in the classroom for quick access if necessary.
- c) Smoking is not permitted in the building or on the premises at any time.
- d) Alcohol is not permitted to be consumed on the school site unless as part of a licensed event.
- e) The Governors and staff are committed to the health and safety of our pupils and will take action to safeguard their well being.

### Context of the policy

The school recognises its statutory responsibility to deliver Drug Education at Key Stage 1 and Key Stage 2 as part of the science curriculum and in PSHE (Personal, Social, and Health Education).

This policy is drawn up using the DFE recommended guidance and the Christopher Winters Project Resources as recommended by Healthy Schools.

Christopher Winter Project Curriculum Overview includes the following:

#### **Year 1: Medicines and people who help us**

Lesson 1: Staying healthy

Lesson 2: Medicines

Lesson 3: Who gives us medicines?

#### **Year 2: Keeping safe**

Lesson 1: Risk

Lesson 2: Hazardous substances

Lesson 3: Safety rules

**Year 3: Smoking**

Lesson 1: Why people smoke

Lesson 2: Physical effects of smoking

Lesson 3: Smoking and society

**Year 4: Alcohol**

Lesson 1: Effects of alcohol

Lesson 2: Alcohol and risk

Lesson 3: Limits to drinking alcohol

**Year 5: Legal and illegal drugs**

Lesson 1: Legal and illegal drugs

Lesson 2: Attitudes to drugs

Lesson 3: Peer pressure

**Year 6: Preventing early use**

Lesson 1: Cannabis

Lesson 2: VSA and getting help

Lesson 3: Help, advice and support

In addition to the above statements, the following additional content (selected from suggested content by SCAA – The School Curriculum Assessment Authority) will be covered during the Key Stages:

**KS1****Knowledge and Understanding**

- School rules relating to medicines
- 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.
- People who are involved with medicines. (such as health professionals, pharmacists, shopkeepers)
- People who can help children when they have questions or concerns. i.e. All school staff

**Skills**

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

**Attitudes**

- Valuing one's body and recognising its uniqueness
- Attitudes towards medicines, health professional and hospitals

- Responses to healthy eating and food advertising

## **KS2**

### **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 (Years 5 and 6 only)
- People who can help children when they have questions or concerns: all school staff, other agencies such as the school nurse, the child's own doctor, the educational welfare officer, 'Childline' and tutors on the annual 'Life Skills Course' at Truro Fire Station
- Dangers of handling discarded syringes and needles.
- Dangers of handling body fluids – blood, vomit because of the associated health risks such as HIV or Hepatitis.

### **Skills**

- Identifying risks
- Coping with peer influences
- Communicating with adults
- Decision making and assertiveness in situations relating to drug abuse
- Giving and getting help
- Safety procedures when using medicines

### **Attitudes**

- Valuing oneself and other people
- 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 illegal drugs.
- Taking responsibility for one's own safety and behaviour.

### **How and when will it be taught?**

The additional content listed above will be taught throughout each of the Key Stages. All teaching staff will share responsibility in delivering this curriculum, much of which will be dealt with as and when the need arises, but also in planned units throughout the year as part of the science and PSHE curriculum.

### **Assessment, Recording and Reporting**

Formative Assessment is used to guide the progress of individual pupils in Drug Education. There being no fixed standards (attainment targets) the teachers will use their professional judgement to determine whether or not a child is making good

progress against the three main strands. Verbal feedback may be given at parent/teacher interviews. Where relevant, comments may be included in the child's end-of-year annual report, under either class teacher's or headteacher's section.

### **Staff Training**

Staff will have an opportunity for more training in the areas in which they feel most concerned. Most training opportunities come via the Cornwall Healthy Schools Project.

### **Resource suggestions**

Christopher Winter Project Resources KS1+2 (produced by Cornwall and Isles of Scilly Health Authority - Healthy Schools)

Recommended Theatre in Education Workshops on Alcohol  
BBC TV programmes – Drug Education and Citizenship.