



**Fawkham CE Primary School**

**Policy for Drugs Education**

**November 2022**

## FAWKHAM C E PRIMARY SCHOOL

### Drugs Education Policy

#### Church of England Vision for Education:

#### Deeply Christian, Serving the Common Good.

#### John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

#### Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

#### DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

#### We value diversity and promote equal opportunities for all.

**Member of staff responsible for Drug Co-ordination**                      Headteacher

**Governor linked to the Drugs Policy**    Mrs Penny Cole

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with drug, alcohol and tobacco use.

Alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with the knowledge, understanding, attributes, skills and strategies to keep themselves healthy and safe.

At Fawkham School, teaching about drugs and alcohol is integrated within a planned PSHE education curriculum, where it will enhance – and be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and the importance of seeking support and help, which will feed into lessons on alcohol and other drugs and vice versa.

All children and young people have a right to effective drug and alcohol education that not only teaches them the facts about substances and their effects but also equips them with the skills, strategies and attributes to manage their lives in a substance-using society. For some children and young

people this might mean the additional challenge of balancing religious or cultural beliefs or expectations that prohibit drug and alcohol use with different societal norms and influences. All PSHE education teaching will be inclusive and accessible for all, so it is important that we are sensitive to this throughout these lessons, allowing space for discussion, and avoiding approaches or language that imply that all young people will use alcohol or other drugs at some point, or that fail to recognise the importance of religious or cultural beliefs and expectations for many young people in relation to substance use.

In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates.

### **Aims and objectives**

Drug and drug education in the context of this document includes tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

#### Objectives of our drugs programme and planning

We believe that effective planning in drug and alcohol education should not be delivered in isolation. The knowledge, understanding, skills, strategies and attributes needed to stay healthy and safe, and to manage situations involving alcohol and other drugs should be developed throughout the PSHE education programme. At Fawkham School, these lessons focusing specifically on drug and alcohol education and are integrated into wider learning within a spiral PSHE education curriculum where prior learning is revisited, reinforced and extended in developmentally appropriate contexts.

The table below maps the lesson plans against the relevant learning opportunities from the PSHE Association Programme of Study's core themes at each key stage, which are met by these lessons. They also identify where content from the DfE statutory guidance for Relationships Education/ RSE and Health Education is addressed through the lessons.

# KS1-2

	Lesson title and objective	Learning opportunities from PSHE Association Programme of Study – <b>Key Stage 1</b>
Year 1-2	<p><b>Lesson 1</b> <i>Keeping safe: Things that go into and on to bodies</i> Pupils learn about the things that go into and onto bodies and how this can make people feel</p> <p><b>Lesson 2</b> <i>Keeping healthy: medicines</i> Pupils learn about medicines and the people who help them to stay healthy</p> <p><b>Lesson 3</b> <i>Keeping safe: medicines and household products</i> Pupils learn rules about keeping safe around medicines and other household products</p>	<p><b>Health and wellbeing: Healthy lifestyles</b></p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>Health and wellbeing: Keeping safe</b></p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p>

Year 1-2		<p><b>Health and wellbeing: Drugs, alcohol and tobacco</b></p> <p><b>H37:</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>
	Lesson title and objective	Learning opportunities from PSHE Association Programme of Study – <b>Key Stage 2</b>
Year 3-4	<p><b>Lesson 1 Safety rules and risks: medicines and household products</b></p> <p>Pupils learn about the safe use of medicines and household products</p> <p><b>Lesson 2 Safety rules and risks: alcohol and smoking</b></p> <p>Pupils learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health</p>	<p><b>Health and wellbeing: Healthy lifestyles (physical wellbeing)</b></p> <p><b>H1:</b> how to make informed decisions about health</p> <p><b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>
Year 5-6	<p><b>Lesson 1 Managing risk: medicines</b></p> <p>Pupils learn how the correct use of medicines, and how vaccinations and immunisations, can help to maintain health and wellbeing</p> <p><b>Lesson 2 Managing risk: legal and illegal Drugs</b></p> <p>Pupils learn about some of the risks and effects of (legal and illegal) drug use</p> <p><b>Lesson 3 Managing risk: influences and pressure</b></p> <p>Pupils learn about the reasons why people use drugs; managing situations and peer influence</p>	<p><b>Health and wellbeing: Keeping safe:</b></p> <p><b>H10:</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>H40:</b> about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p><b>Health and wellbeing: Drugs, alcohol and tobacco</b></p> <p><b>H46:</b> about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug</p>

**H48.** about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

**H49.** about the mixed messages in the media about drugs, including alcohol and smoking/ vaping

**H50.** about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

**Relationships:**

**R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

**Living the Wider World: Shared responsibilities**

**L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws

Content for KS1-2 from the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Topic: Physical health and fitness**

- how and when to seek support including which adults to speak to in school if they are worried about their health

**Topic: Health and prevention**

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

**Topic: Drugs, alcohol and tobacco**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## **Early Years Foundation Stage**

We teach drug education in the Foundation Stage classes as part of the topic work covered during the year. Children are taught to respect themselves and others. Our teaching in drug education matches a child's personal, emotional and social development and understanding of the world as set out in development matters and includes how we keep ourselves healthy and how we keep ourselves safe. In class for example, it may include safe access to medicines during role play areas set up as vets or a clinic. This is developed further particularly through circle time activities. However, staff will respond to comments and engage in appropriate discussions with children as the need arises.

## **Resources**

To ensure effective drug education it is essential that:

- Teaching resources are up to date, differentiated and culturally and age appropriate.
- The school will allocate adequate funding to drug education provision.
- Adequate staff resources, development and training are provided to address identified needs. The PSHE/RSE Leader will undertake relevant training and the teaching staff will also attend relevant training as required.
- The resources and materials that we use in drugs education lessons are recommended primarily by the PSHE association but may also be taken from the Health Authority, DFE or the Local Authority.

## **The Role of the Headteacher**

- 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.
- 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.
- The Headteacher will monitor the policy on a day-to-day basis and report to governors, when requested, on the effectiveness of the policy.

## **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on drugs education. The governors will support the Headteacher in following the statutory guidance as set down by the

Government in terms of RSE (Relationships and Sex Education) and Health Education. Governors will inform and consult with parents about the drugs education policy. Governors will also liaise with the LA and health organisations so that the school's policy is in line with the best advice available.

### **The Role of Parents**

With regard the drugs education, 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:

- make available to parents information about school drugs education policy and practice including the content that is statutory;
- answer any questions parents may have about drugs education their child receives in school;
- take seriously any issues 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 about drugs education so that the parents can support the key messages being given to children at school.
- Inform the parents of when drugs education will be taught

### **Creating a safe learning environment**

We will create a safe learning environment which helps pupils feel comfortable with sharing their ideas — without attracting negative feedback, and avoids possible distress and disclosures in a public setting.

We will work with pupils to establish ground rules about how they will behave in PSHE education lessons, such as;

- ◇ Everyone has the right to be heard and respected.
- ◇ We will use language that won't offend or upset other people.
- ◇ We will use the correct terms, and if we don't know them, we'll ask the teacher.
- ◇ We will comment on what was said, not the person who said it.
- ◇ We won't share our own, or anyone else's, personal experiences.
- ◇ We won't put anyone on the spot and we have a right to pass.
- ◇ We won't judge or make assumptions about anyone.

In our PSHE lessons, we will also:

- have available a box or envelope available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class.
- provide balanced information and differing views to help pupils clarify their own opinions.
- be sensitive to the needs and experiences of individuals – young people will have a range of experience and understanding of legal and illegal drugs and alcohol.



- distance the learning from pupils to keep the learning environment safe and to discourage personal disclosures in the classroom.
- make pupils aware of sources of support, both inside and outside the school.
- link PSHE education into the whole school approach to supporting pupil wellbeing.
- always work within the school's policies on confidentiality, safeguarding and child protection — with all staff being fully aware of the procedures you should follow if a pupil confides in them or gives them cause for concern.

### **Signposting**

Although it is important that pupils make personal disclosures in an appropriate, safe setting and not during the course of the lesson, appropriate support must be signposted in the lesson. This means:

- being familiar with (and sharing appropriate parts of) the school's safeguarding, or other relevant policies such as the school drug and alcohol policy.
- reassuring pupils that they will always be taken seriously, listened to and never judged, if they make a disclosure
- making sure pupils know how to access support and — especially with younger pupils — what they might say to someone to get the help they need.

### **Safeguarding**

Pupils will have a range of experience and understanding of legal and illegal drugs, and some may have families that have been affected by substance use.

We will make the lessons safe for everyone. Safeguards to put in place include:

- Alerting relevant safeguarding staff about the topics that will be covered encouraging them to discuss the lesson content with any pupils who are accessing support for related issues. We will also inform parents too, in case pupils come home with questions or wish to discuss these issues further.
- We will give the pupil(s) a chance to withdraw from the lesson if appropriate.
- We will follow up a missed lesson with the pupil(s), as this learning may be especially relevant to them.
- We will signpost sources of support before, during and after the lesson.

### **Child Protection**

At all times the safety and well-being of the child is paramount. Medical attention/advice must be sought immediately if a pupil in school appears to be unwell because of drug abuse. If parents or adults are involved in supplying or condoning drug abuse, child protection procedures will need to be taken if the following situation occurs:

- A child has been given drugs/excessive alcohol by their parents or carers.
- A child is exposed to danger because his/her parents or carers are drug or alcohol abusers and are either leaving drugs, alcohol or used needles etc. where he/she can get access to them or are failing to exercise adequate care and supervision while they are under the influence of these substances;
- A child has been given drugs by other adults (with or without their parents' knowledge) to facilitate their involvement in inappropriate sexual activity;
- A child is using drugs/alcohol without their parents' knowledge because of inadequate supervision for their age and development.

### **Links to Related School Policies**

When addressing drugs education it may be necessary to refer to the following policies:

- PSHE/ RSE Education Policy
- Behaviour Policy
- Equal Opportunities
- Child Protection
- Online Safety
- Health and Safety
- Administration of Medicines and pupils/students with medical needs.

### **Monitoring and Review**

Monitoring is the responsibility of the head teacher, PSHE/RSE leader and named governor. Senior leaders will assess the effectiveness of this policy by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the drug education programme will be also evaluated by assessing children's learning and implementing change if required and is reviewed in line with current KCC and Government guidelines. The Governing body will monitor the drugs education policy on a three yearly basis. The policy will be written by the PSHE/RSE leader.

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Mrs Golding-Williams (PSHE/RSE leader)

To be reviewed: November 2024

Signed.....Date 24<sup>th</sup> November 2022  
(Chair of Governors)

Signed.....Date 24<sup>th</sup> November 2022

(Headteacher)

Appendix A

### **Checklist for Use of Visitors in Delivery of Drug Education**

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people.

Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom ?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?
- Does the visitor require DBS information to be shared?
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?