Drugs Education Policy

Bonner Primary School

Confidence, respect and a love of learning

Our vision and aims support Articles 3, 28, 29, 30 and 31 of the United Nations Convention on the Rights of a Pupil.
Article 3: The best interests of a child must be a top priority in all things that affect pupils.
Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
Article 14: Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.
Article 28: Every child has the right to an education.
Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 30: Every child has the right to learn and use the language, customs and religion of their family.
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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1 Aims and objectives

1.1 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. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. 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.

1.2 We aim to teach Drugs Education following guidance as outlined by the Department of Education including:

- Personal, social, health and economic (PSHE) education Guidance (Updated 11 February 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
  By the end of primary school children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Promoting fundamental British Values as part of SMSC in schools: Departmental advice for maintained schools (2014)

1.3 The objectives of our drugs education programme are:

- to provide children with knowledge and information about legal and illegal drugs and the harmful effects they can have on people's lives;
- to enable children to discuss moral 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, or are aware of other people misusing 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 legal and illegal drugs is a moral issue, and that choices about drugs are moral choices;
- to ensure that all children are taught about drugs in a consistent manner, following guidelines that have been agreed by parents, governors and staff.

2 Organisation

2.1 Drugs education is an important part of our school's Personal, Social, Health and Economic Education (PSHE) curriculum. The main teaching about drugs takes place in Year 6, where the children are taught about legal and illegal drugs, and the dangers involved to those who take them, including alcohol. In Year 4, the children are taught about tobacco. In teaching this course we follow the guidelines provided by the LEA, and we receive advice and support from the Local Health Authority. The resources and materials that we use in these lessons are recommended either by the Health Authority or the LEA. Lessons that focus on drug education form part of a sequence of lessons that are designed to promote in children a healthy lifestyle.

2.2 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 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 PSHE lessons we teach children what a drug is, and how drugs are used in medicine. We also teach them the difference between legal and illegal drugs.

2.3 The children's class teacher teaches them drug education in normal lesson time. Sometimes the class teacher seeks support from the school nurse or another professional. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children explore issues, such as why people take drugs, and how they can avoid putting themselves in danger in the future. 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.

3 The role of the headteacher

3.1 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.

3.2 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.

3.3 The headteacher will monitor the policy and report to governors, when requested, on the effectiveness of the policy.

4 The role of governors

4.1 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.

5 The role of parents

5.1 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;
- invite parents to view materials used to teach drugs education in our school;
- answer any questions parents may have about the drugs education their child receives in school;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school;

6 Monitoring and review

6.1 The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Drugs Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for recording the strengths and development points for the subject areas. We allocate special time for our subject leader to enable him/her to fulfil this role.

6.2 The curriculum committee of the governing body will monitor the drugs education policy. This committee will report their findings and recommendations to the full governing body as necessary if the policy appears to need modification. The curriculum committee takes into serious consideration any representation from parents about the drugs education programme and comments will be recorded in line with the Curriculum Framework.

Note This Drugs Education policy should be read in conjunction with the PSHE Education Policy and the Relationships Education and RSE Policy.