

Learning Now for Future Success



CPD SCHOOLS
FEDERATION

Striving for Excellence

CPD DRUG EDUCATION AND AWARENESS POLICY

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Vision

As a federation we recognise the importance of educating for life in all its fullness. As part of our commitment to the nurture of honesty, kindness and respect we understand that the development of pupils' ability to exercise self-control; to make confident, informed choices in and out of the classroom, are fundamental to enabling them to thrive and excel.

Aims

- To enable pupils to make healthy, informed choices by providing opportunities for pupils to acquire the knowledge, understanding and skills they need to understand the use and misuse of drugs.
- To provide a basis for evaluating the effectiveness of the school drug education programme
- To clarify the school's approach to drugs education for all staff, pupils, governors, parents/carers, external agencies and the wider community

Definitions

Drugs: A substance people take to change the way they feel, think or behave, (United Nations Office on Drugs and Crime). This includes both legal and illegal substances such as, cigarettes, alcohol, class A B and C drugs and their substitutes and medicines that the parents have not notified the school about. It also includes substances or tablets that cannot be identified visually, as well as over-the-counter and prescription medicines.

Aims of Drugs Education

To increase pupils' knowledge and understanding and clarify misconceptions about:

- The short and long-term effects and risks of drugs
- The impact of drugs on individuals, families and communities
- Local and national use
- The complex moral, social, emotional and political issues surrounding drugs
- The risk associated with 'county lines' and gang-related drugs issues

To develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including

- Promoting positive attitudes to healthy lifestyles
- Assessing, avoiding and managing risk
- Communicating effectively
- Resisting pressures
- Developing and maintaining self-awareness and self-esteem in order to motivate them to value their welfare and conscientious care of themselves

To enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences

Drug Education Content

Drug education is an integral part of the school's PSHE programme and RSHE school policy. The Federation provides a planned Drug Education curriculum through the following:

- National Curriculum Science, KS2, Year 6: Animals, including Humans.
The Impact of diet, exercise, drugs and lifestyle on our bodies.
- Each school uses a SOW - PSHE Scarf/Jigsaw that is personalised to meet the needs of the school: Taught through a range of active teaching methods and resources. It will ensure that pupils have an opportunity to discuss these issues as well (see *Appendix 1* progression map for each school)
- All teaching staff should feel confident in their knowledge and delivery of the subject. They should understand the contribution that drug education makes to the PHSE programme and to the personal and social development of pupils. They also need to consider their own experience of and attitudes to drug misuse in relation to the school policy.
- The use of outside visitors and agencies can be highly valuable if it is part of the structured education programme. This process must follow the federation guidance for use of external agencies for the PSHE curriculum. (see *Appendix 2*)

- To ensure that lesson planning and delivery is in line with school policy. Lessons and plans will be monitored, as part of the school's monitoring system.
- Pupils with special educational needs and disabilities (SEND): Relevant staff will ensure that drug education is accessible to all pupils, as appropriate to meet needs by considering resources and materials used, timings, teaching strategies etc.
- A wide variety of materials are available to teachers and for inspection by parents on request.

Specific issues

The following issues may occur within Drugs Education:

a) Confidentiality

- Staff always ensure that pupils know that teachers cannot offer unconditional confidentiality.
- All pupils are offered sensitive and appropriate support as needed.
- Pupils are encouraged to talk to their parents and carers and supported to do so.
- If there is any possibility that a child may be at risk or putting others at risk, the school's Safeguarding procedure is followed.

b) Dealing with questions

- Ground rules established with the class set clear parameters of what is appropriate and inappropriate in a whole class setting.
- Pupils' questions are answered according to the age and maturity of the student concerned. Questions may be addressed individually later if more appropriate.
- Staff are given appropriate support, advice and training for dealing with questions.
- If a teacher is concerned, they will follow the Safeguarding procedures.

APPENDIX 1a - Dersingham

Drug Education curriculum progression map

'Keeping myself safe'

SCARF PSHE SOW



| Year group | Learning outcomes |
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| 1 | <ul style="list-style-type: none">• Identify people who can help them when they feel unsafe.• Understand that medicines can sometimes make people feel better when they're ill.• Explain simple uses of safety and responsibility about medicines and their use |
| 2 | <ul style="list-style-type: none">• Understand that medicines can sometimes make people feel better when they're ill.• Give examples of some things that a person can do to feel better without the use of medicines, if they're unwell.• Explain simple uses of safety and responsibility about medicines and their use.• Identify situations in which they would feel safe or unsafe.• Suggest actions for dealing with unsafe situations including who they could ask for help.• Identify situations in which they would need to say "yes" "no" "I'll ask" or "I'll tell" in relation to keeping themselves safe.• Recognise that body language and facial expression can give clues to how comfortable and safe someone feels in a situation. |

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| 3 | <ul style="list-style-type: none">• Identify situations which are safe or unsafe.• Identify people that can help if a situation is unsafe• Suggest strategies for keeping safe.• Define the words danger and risk and explain the difference between the two.• Demonstrate strategies for dealing with a risky situation.• Identify some key risks from the effects of cigarettes and alcohol.• Know that most people choose not to smoke cigarettes (social norms message)• Define the word drug and understand that Nicotine and alcohol are both drugs.• Identify the risk factors in given situations.• Suggest ways of reducing or managing those risks.• Demonstrate strategies for assessing risks.• Understand how to explain decision making skills.• Understand where to get help from when making decisions.• Understand that medicines are drugs and suggest ways they can be helpful or harmful. |
| 4 | <ul style="list-style-type: none">• Define the word danger, risk and hazard and explain the differences between them• Identify situations which are either dangerous, risky or hazardous.• Suggest simple strategies for managing risks.• Define what is meant by the word dare.• Identify from different scenario's which are dares and which are not.• Suggest strategies for managing dares.• Understand that medicines are drugs.• Explain safety issues for medicine use.• Suggest alternatives to taking medicine when unwell.• Suggest strategies for limiting the spread of infectious disease (e.g. hand washing routines)• Understand the key risks and effects of smoking and drinking alcohol. |

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| | <ul style="list-style-type: none"> • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (social norms theory). • Describe stages of identifying and managing risks • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively. • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. |
| 5 | <ul style="list-style-type: none"> • Explain what a habit is, giving examples • Describe why and how a habit can be changed. • Recognise that there are positive and negative risks. • Explain how to weigh up risk factors when making a decision. • Describe some of the possible outcomes of taking a risk. • Demonstrate strategies to deal with both face to face and online bullying. • Demonstrate strategies and skills for supporting others who are bullied. • Define what is meant by dare. • Explain why someone might give a dare. • Suggest ways of standing up to someone who gives a dare. • Recognise which situations are risky. • Explore and share their views about decision making when faced with a risky situation. • Suggest what someone should do when faced with a risky situation. • Consider what information is safe/unsafe to share offline/online and reflect on the consequences of not keeping personal information private. • Understand some of the complexities of categorising drugs • Know that all medicines are drugs but not all drugs are medicines. • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. |

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| | <ul style="list-style-type: none">• Understand the actual norms around smoking and the reason for common misperceptions of these.• Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks.• Understand the factual norms around smoking/alcohol and the reasons for common misconceptions of these. |
| 6 | <ul style="list-style-type: none">• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.• Explain how drugs can be categorised into different groups depending on their medical and legal content.• Demonstrate an understanding that drugs can have both medical and non-medical uses.• Explain in simple terms some of the laws that control drugs in this country.• Understand some of the basic laws in relation to drugs.• Explain why there are laws relating to drugs in this country.• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.• Describe some of the effects and risks of drinking alcohol.• Understand and reflect on how independence and responsibility go together. |

APPENDIX 1b - Central Park Primary

Calverton Primary School

Drug Education curriculum progression map

'Healthy me!'

JIGSAW PSHE SOW



| Year group | Learning outcomes |
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| 1 | <ul style="list-style-type: none">• I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.• I know how to make healthy lifestyle choices.• I know how to keep myself clean and healthy and understand how germs cause disease and illness.• I know that all household medicines can be harmful if not used properly.• I understand that medicines can help me if I feel poorly and I know how to use them safely.• I can tell you why I think my body is amazing and identify some ways to keep it safe and healthy. |
| 2 | <ul style="list-style-type: none">• I know what I need to keep my body healthy• I understand how medicines work in my body and how important it is to use them safely. |
| 3 | <ul style="list-style-type: none">• I can tell you my knowledge and attitude towards drugs• Identify things, people and places that I need to keep safe from• Know some strategies for keeping myself safe, who to go to for help and how to call emergency services.• I can identify when something feels safe or unsafe.• I understand how complex my body is and how important it is to take care of it. |
| 4 | <ul style="list-style-type: none">• I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. |

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| | <ul style="list-style-type: none"> • I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want. • I know myself well enough to have a clear picture of what I believe is right and wrong. |
| 5 | <ul style="list-style-type: none"> • I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • I know and can put into practise basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. |
| 6 | <ul style="list-style-type: none"> • I can take responsibility for my health and make choices that can benefit my health and well-being. • I know about different types of drugs and their uses and their effects on the body practically the liver and the heart. • I understand that some people can be exploited and made to do things that are against the law. • I know why some people join gangs and the risks it involves. • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. |

APPENDIX 2

Working with outside providers –

We do not plan to use outside providers to support our teaching of PSHE. However, it is recognised that this can offer better learning experiences for our children. This is the guidance that we will complete, as an assessment, before working with external providers in schools, across the federation.

- What are they providing?
- How does it enhance learning?
- Does it represent the school ethos and enhance learning?
- Does it promote the same things as we do?
- Are they going to use the same language as we do?
- Is there clarity of what they are going to teach – meeting OUR needs not theirs?
- What will be the lesson before and after?
- DBS and safeguard
- GDPR
- September guidance – Political impartiality

PSHE
Association

Working with External Visitors/Contributors to PSHE Education — Guidance for Schools

When used well, visitors can add interest and expertise to enhance an embedded PSHE education curriculum.

- Visitors can bring a level of expertise in a particular issue or topic that a teacher may not have, nor should be expected to have.
- Outside agencies often have resources and personnel capacity which schools may otherwise lack.
- They can act as an expert witness, recounting events in their lives from a personal or professional perspective (for example a mother with a new baby, or a doctor explaining their career pathway).
- They can establish a 'first contact' to a helping agency — it can be really hard for a young person to approach any source of support 'cold'. Establishing a relationship in a classroom session can help to overcome this. (For example, this may help establish a relationship with a school nurse, a police officer or a representative of a local drop-in centre.)
- They bring 'novelty' — we know the brain recalls novelty. Well planned sessions can therefore add emphasis to important learning elements.

However, teachers need to be selective when making decisions about contributors, so that the many possible benefits are realised and pitfalls avoided. These guidelines have been produced to help both the school and the external contributor plan for a high quality and safe teaching and learning session.