



**Cranborne Middle School**  
**Drugs Education Policy**  
**2023 – 2025**

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June 2023	Mrs C. Everett	5.10.23	January 2025

## **Introduction**

This policy is aimed at all the staff, pupils, parents/carers, governors and agencies working within the school. Copies can be found in the policy file within the school office, in the PSHCE department and on the school website. Pupils, parents, governors, staff and any relevant agencies will be consulted in the further development of this policy and its subsequent review.

The school recognises that drug misuse in our society is a threat to individuals, families and the wider community. Young people are influenced by their peers, their parents/carers, youth culture and the media and schools alone cannot solve the problems of drug misuse in society. However, an effective programme of drugs education in school will help to ensure that young people are aware of the risks of drug taking and have the knowledge and skills to help them make the right decisions and choices.

## **Definition**

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco, nicotine and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

## **Aims**

Set in the wider context of personal, social and health education, our drugs education reflects whole school aims to provide a caring community in which young people can learn to respect themselves and others and take responsibility for their own actions. We are committed to the health and safety of the school community. We aim to enable pupils to develop their knowledge, skills, and attitudes to appreciate the benefits of a healthy lifestyle and relate these to their own actions, both now and in their future lives. All teaching should focus on meeting the needs of the pupils at whom it is aimed. The school is still committed to the principles behind the National Healthy Schools Programme. Choosing not to take drugs is a key aim of the Be Healthy outcome (Every Child Matters: Young People and drugs) but the school recognises that drug use can compromise the achievement of the other outcomes (Stay Safe, Enjoy and Achieve, Make a positive Contribution and Achieve Economic Wellbeing) in the short and long term. As a result, our approach to drugs education aims to support and safeguard the wellbeing of all our pupils.

Drugs education should not only increase the pupil's knowledge and correct misunderstandings but develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy including:

- assessing, avoiding and managing risk
- communicating effectively
- resisting pressures
- knowing where to find information, help and advice
- devising problem-solving and coping strategies
- developing self-awareness and self-esteem

## Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community
- <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- <https://www.gov.uk/government/collections/statutory-guidance-schools>
- [https://www.pshe-association.org.uk/resources\\_search\\_details.aspx?ResourceId=495](https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495)
- <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- [http://www.gserve.nice.org.uk/nicemedia/documents/nhss\\_drug\\_education.pdf](http://www.gserve.nice.org.uk/nicemedia/documents/nhss_drug_education.pdf)

## Drugs education in the curriculum

The National Curriculum outlines specifically what pupils should be taught within science and PSHE:

### Science (statutory requirement)

#### Key Stage 2

- Recognise the impact of diet, exercise, **drugs** and lifestyle on the way their bodies function.
- A non-statutory requirement is that pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

#### Key Stage 3

- Impact of exercise, asthma and **smoking** on the human gas exchanges system.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

## PSHCE

#### Key Stage 2

- Which commonly available substances and drugs are legal and illegal, their effects and risks.

#### Key Stage 3

- Facts and laws about drug, alcohol, tobacco and nicotine use and misuse, and the personal and social consequences of misuse for themselves and others.

These specific sections fit within a broad framework of PSHE. Many other elements of the framework address the attitudes, skills, knowledge and understanding important to drugs education.

Drugs education is included in the statutory elements of the National Curriculum Science programme but it is through PSHE that the major part of drugs education is delivered. For this, we use the Jigsaw scheme which covers the following learning objectives.

## Year 5

### Learning intentions/objectives:

- To know the health risks of smoking and be able to explain how tobacco affects the lungs, liver and heart. Vapes are also now brought into the same discussion.
- To be able to make an informed decision about whether or not they choose to smoke and know how to resist pressure.
- To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and the heart.
- To be able to make an informed choice about whether or not they choose to drink alcohol and know how to resist pressure.
- To know and put into practice basic emergency aid procedures, such as the recovery position, and know how to get help in emergency situations.
- To know how to keep calm in emergency situations.
- To understand how the media, social media and celebrity culture promotes certain body types.
- To describe the different roles food can play in people's lives and explain how people can develop eating disorders relating to body image pressures.
- To accept and respect themselves for who they are.
- To respect and value their body.
- To know what makes a healthy lifestyle and the choices they need to make to be healthy and happy.
- To be motivated to keep themselves healthy and happy.

## **Year 6**

### **Learning intentions/objectives:**

- To take responsibility for their health and make choices that will benefit their health and well-being.
- To be motivated to care for their physical and emotional health.
- To know about different types of drugs and their uses and their effects on the body, particularly the liver and the heart.
- To be motivated to find ways to be happy and cope with life's situations without using drugs.
- To understand that some people can be exploited and made to do things that are against the law.
- To suggest ways that someone who is being exploited can help themselves.
- To know why some people join gangs and the risks that are involved.
- To suggest strategies someone could use to avoid being pressurised.
- To understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.
- To know how they can help themselves feel emotionally healthy and recognise when they need help with it.
- To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.
- To know different strategies they can use to manage stress and pressure.

## **Year 7**

### **Learning intentions/objectives:**

- To understand how health can be affected by emotions and know a range of ways to keep themselves well and happy.
- To know what makes them feel good and know how to enjoy themselves in ways that are not damaging.
- To understand the way they think affects the way they feel, the way they feel can affect the way they think and how thoughts and feelings can influence their behaviour.
- To recognise when they feel stressed and the triggers associated with this.

- To understand that how they express their feelings can have a significant impact both on other people and what happens to themselves.
- To know about different substances and the effects they have on the body and why some people use them.
- To understand the positive impact of good nutrition on their body and mind.
- To believe they can influence what happens to them and make responsible choices.
- To understand the role of vaccinations and explain differing views on this.
- To recognise that decisions about their health depend on having access to accurate information.
- To recognise what influences their choices about sleep and understand they can employ a range of factors to sleep well.

## **Year 8**

### **Learning intentions/objectives:**

- To understand how health can be affected by emotions and know a range of ways to keep themselves well and happy.
- To recognise when they feel stressed and triggers associated with this.
- Know how to perform basic CPR and how different substances can affect the body.
- To understand the positive impact of good nutrition on their body and mind. To understand the role of medicines and explaining the differing views on this.
- To recognise what influences their choices about exercise and sleep. Understanding that they can employ a range of factors to help them sleep well.
- To know what makes them feel good and know how to enjoy themselves in ways that are not damaging.

The drug education programme is delivered using a wide variety of methods, techniques and resources. Outside speakers and agencies may be brought in to enhance learning outcomes where appropriate.

Our teaching must be responsive to changing local and national trends in drugs misuse and schemes of work must be altered accordingly. The programme does not set out to shock or frighten pupils (research shows that such techniques are rarely effective in influencing behaviour) but rather to provide accurate relevant factual information combined with a life skills approach. The programme is tailored to the young person's needs and skills and information is built upon year after year.

Drugs education in school will be sensitive to the cultural, religious and ethnic backgrounds of pupils while maintaining that the purpose of education is to prepare them for drug related incidents they may encounter throughout their lives.

### **Inclusion and differentiation**

Drug education is an important aspect of the curriculum and appropriate differentiation of tasks, materials and resources will take place to ensure that the diverse needs arising from children's differing abilities and requirements are met.

Some pupils may be taking medication and it is therefore important to stress the distinction between the importance of the medical benefits and drug misuse.

### **Assessing, monitoring, evaluating and reviewing drugs education**

The elements of drug education that form part of the Science curriculum are assessed in accordance with the requirements of National Curriculum Science. Formal assessment is no longer required in PSHCE but pupil attendance is tracked in key lessons and absent children are brought up to date with the information.

However, these methods in the PSHCE lessons remain in place and effort grades are given in termly Progress Checks:

- Pupil/peer assessment of work and activities completed.
- Teacher live marking and 'good verbal contribution today' stamper used in books.
- Class discussion and activities, aimed at helping pupils to identify the risks and consequences of chosen decisions and behaviour.
- Pupil reflection of their learning, including further questions they would like answered.

Monitoring takes place through, for example:

- The observation of contributions of outside agencies.
- Ensuring that lessons delivered are in line with the planned objectives.

The programme is evaluated through:

- Pupil and staff reflections on learning.
- Performance management of staff teaching PSHEE.
- The AFL policy of the school.

The schemes of work are reviewed by:

- Materials and resources being revised in the light of evaluation.
- Content being brought up to date in the light of changing patterns of drug use in the local area.

### **Confidentiality and Safeguarding**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed immediately when any disclosures of abuse or potential abuse are made; the child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions
- Professional responsibilities to co-operate with a police investigation

When it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Supporting "At Risk" Pupils**

During the teaching of Drugs education, children may give cause for concern and the member of staff is responsible for informing the tutor or year leader, or if necessary, directly seeking help from any of the school's DSL's (Designated Senior Leads). The DSL should also inform the PSHCE Subject Leader if there are issues that the teacher should be aware of before the unit of work is commenced.

Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks

not to be passed on, the request should be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to;

- Child protection
- Co-operating with a police investigation
- Referral to outside services.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information.

### **Parental involvement**

We value the support and encouragement of parents/carers in our efforts at preventing drug misuse. Parents are welcome to look at copies of this policy and are encouraged to discuss with the school any concerns they may have about drugs education.

### **Governors**

The governing body of the school has the ultimate authority for the management of the school and for its educational provision. Responsibility for the drugs education programme is delegated to the Head teacher and teaching staff. Within the school itself it is the responsibility of the PSHEE Subject Leader, to coordinate curricular aspects of drugs education.

### **Links to other policies and curriculum areas**

We recognise the clear link between Drugs Education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Health and Safety
- Confidentiality
- Pastoral Support
- PSHCE Policy
- School Visits
- Anti-Bullying Policy

### **Dissemination**

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

### **Policy Review**

This policy is reviewed every two years, or sooner if there are significant changes made.