



Ranelagh Primary School

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Drug Education Policy

Reviewed on: 20th January 2025

Next Review due: Spring 2027

Signed by:

A handwritten signature in black ink, appearing to be 'S.A.', written over a horizontal line.

Chair of Governors

Signed by:

A handwritten signature in black ink, reading 'N.Y. Ling', written over a horizontal line.

Headteacher

Context of Policy

In fostering the personal and social development of each of the pupils in the school, the school has a duty to educate and inform ALL pupils on the consequences of drug use. The schools practice is to share responsibility for the education of the children with the parents, who are kept informed at all times on the development of their children and the school in general. It is essential that effective communication and co-operation is maintained in implementing this Drug Education Policy. It is also seen as a composite part of our Personal, Social, and Health Education program and as such will be used to promote the “spiritual, moral, cultural, mental and physical development of the pupils” to prepare them for “opportunities, responsibilities and experiences of adult life.” (1988 Education Act)

Ranelagh Primary School is situated in an urban priority area with many single parent families. The local community is multi faith, although predominantly Christian. Soft drugs are easily available on the estate and alcohol, vaping and tobacco are part of everyday life.

Aims and Objectives

1. To provide statutory education as part of the Health curriculum.
2. To provide accurate information about substances which will enable pupils to make healthy and informed choices by increasing knowledge and challenging attitudes.
3. To make children aware of the health effects of the use and misuse of drugs.
4. To increase understanding about the implications and possible consequences of misuse of drugs.
5. To widen understanding of related social issues of the misuse of drugs.
6. To support and engage parents/carers and pupils in their own personal learning and responsibilities.
7. To monitor, evaluate and review learning outcomes for pupils/students.
8. To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals.
9. To promote clarity about the management of drug related incidents in the school.

Definition of drugs education

For the purpose of this policy and our drugs education programme, drugs are defined as: *a substance people take to change the way they think, feel or behave.* Our school uses the term ‘drug’ to include, caffeine, alcohol, tobacco, medicines, illegal drugs and other substances such as solvents.

enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

Attitudes and values

- exploring, considering and understanding attitudes and values towards drugs and drug use.
- Developing critical thinking as part of decision making
- Learning to respect & value difference & diversity
- Having structured opportunities for the exploration of personal attitudes and values towards drugs and drug use.
- Exploring attitudes and values towards drugs and drug use.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively ·
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning to make informed choices
- Exploring the risks and consequences of their own and others' actions & choices. ·
- Learning how to recognise and avoid exploitation and abuse
- Developing inter-personal skills
- Having opportunities to develop a self esteem
- Learning about themselves
- Learning about playing a positive and active role as citizens

Knowledge and understanding

- Learning about a safe & healthy lifestyle based on accurate information. ·
- Learning accurate information about drugs and drug use.
- Having myths & misunderstandings about drugs and drug use dispelled ·
- Learning about seeking appropriate help & advice
- Learning about their community and the society of which they are a part in ·
- Developing pupils' understanding of rules and laws

Principles of Teaching and Learning

1. The aims and objectives are principally fulfilled through the pupils' experiences in the taught curriculum. Aspects of health and safety are studied in the Science curriculum. The PSHE program involves the discussion of emotions and respect for our bodies and for the feelings of others.
2. The 'hidden curriculum' plays an important role in communicating the policy. The values and ethos of the school actively promote self-respect and respect for others.

the importance of its pastoral role in the welfare of its pupils.

3. The school actively co-operates with agencies such as Community Police, Social Services, Health agencies, and LEA support services to deliver its commitment to drugs education.

School Procedures and Roles

1. The head teacher has overall responsibility for the policy and its implementation. The head teacher is also responsible for the liaison with the Governing body, parents, LEA and appropriate outside agencies.
2. The daily implementation of the policy is shared by the teaching staff under guidance of the school co-coordinator.
3. In the event of a drugs related incident occurring on the school premise, parents will be informed immediately and invited into school to discuss the matter with the head teacher and school coordinator. The school and the parents can then work together to decide upon action and support for the child.
4. Any member of staff who suspects any form of substance abuse should inform the head teacher and remain discreet.
5. Each drug related incident will be dealt with individually. The school recognises that a variety of responses will be necessary to deal with specific incidents. The head teacher and school coordinator will consider the implications of the incident and the action can then be taken. There is a need to equate the interests of the individual pupil, the family, other school pupils, the school and the local community.
6. There is no legal obligation to inform the police of drug related incidents, but advice and support should be sought. However, if a particular incident continues even after school and parent intervention, the police shall be informed and relevant details passed on to them.
7. The Governing body will be informed of any drug education program or scheme of work introduced into the curriculum. It will also be informed of any drug related incident and the action taken.
8. The head teacher will have sole responsibility for the liaison with the media where drug related incidents are involved. Advice and guidance should be taken from the LEA to ensure that any reporting of any incident remains in the best interest of the pupil(s), their families and the school.

Drug education has many cross-curricular links, with Science making a particular contribution. However, the development of life skills and emotional intelligence are themes throughout the curriculum, within the program for Personal, Social and Health Education (PSHE), and enshrined in the values, which are embodied in the schools' ethos. It is part of the statutory health curriculum. There are links to other subjects, such as Geography and Physical Education, and aspects of school life.

The needs of pupils with SEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some pupils. Where pupils' individual needs identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

Assessment

Pupils existing knowledge needs to be the starting point for all drugs work. Needs assessment is built into some lesson planning, as each group may have different knowledge, experience and understanding.

The elements of drugs education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of drugs is assessed as part of the PSHE Education provision and builds on existing systems.

Monitoring, Evaluating and Reviewing

1. There is a named co-coordinator and a linked Governor for drug education and policy development.
2. Senior managers are involved in monitoring and evaluation.
3. Pupils, staff, parents/carers and governors are consulted and the program and policy are modified where appropriate.
4. There is ongoing monitoring and evaluation of the program, teaching methodologies and learning outcomes to ensure that needs are met.
5. Drug education is reviewed in line with current SCC and Government guidelines.

The 'Hidden Curriculum'

All staff have a pastoral responsibility for the pupils and, therefore, if issues do arise by questions from children, then this should be addressed when it arises. This can be done as a class discussion, planned lesson or in assembly.

Curriculum Key Themes

The following Key Elements should be included when teaching about drugs or drug abuse:

a) Developing Self-esteem

Building up a child's self-esteem will help to ensure that the child is less vulnerable to external pressures. Children are also more likely to respond more positively in 'at risk' situations.

b) Positive Image

From the earliest stages pupils should have opportunities to reflect on themselves and express their feelings and indicate their likes and dislikes. Encouraging class discussions and talks will help develop the children's confidence.

c) Relationships and Influences

Curriculum work should encourage a positive view of the relationships within the family and the school community and its importance in times of worry and stress. In the early years pupils should identify the qualities of friendship and begin to recognise what is necessary to maintain a worthwhile friendship.

d) Factual Information

The level of information given to the children will obviously vary depending on the age group taught. Guidance can be sought from the content outline.

e) Decision Making and Choices

The need to make informed decisions begins as soon as pupils start school. Knowing the difference between good and bad behaviour, what is right and what is wrong, and what is safe and unsafe should be continuously pointed out to all pupils.

f) Sensitive Issues

We should be aware of the sensitive nature of much of the drug education program for the particular children of all ages. Be aware that some children may come from a home background where drug misuse is acceptable. They may come from a living environment where they have an increased knowledge of the 'drug scene' but little understanding of the underlying issues. We do need to make clear distinction between the illegal use of drugs and prescribed drug taking for medical purposes.

	Teaching order	Knowledge points from SCC MTP's for PSHE and Citizenship 2003	Content from Suffolk Schools PSHE Education Framework 2012	Ranelagh Physical Health and Wellbeing Teacher order
Year 1	Staying Healthy Medicines Who gives us medicines?	· To begin to understand what it means to feel unwell. · To begin to understand that taking medicine is one of the ways to make us feel better. · To know how to use medicines safely – adult guidance. · To know that some things are safe to go in the mouth and others are not.	<u>Illness and accidents</u> Medicines Household chemicals Kitchen sink Garden shed Bathroom cabinet	The facts about legal drugs (medicines) and associated risks.
Year 2	<i>Recap on medicines</i> Risks around the home. Hazardous substances around the home. Safety rules	· To know how to use medicines safely – adult guidance. · To understand the importance of only taking personally prescribes medicine. · To understand the importance of reading instructions and labels. · To begin to understand the difference between right and wrong. · To know that they can make a decision about their own actions. · To know which safe places to store supermarket products are. · To recognise the potential risks.	<u>People who help us</u> In school Out of school <u>How do I feel?</u> Rights over own body Responsibility to accept no	
Year 3	Good use of drugs/ revisiting medicines Peer pressure to take risks Unlabelled items	· To understand that there are occasions when the use of some drugs (medicines) is appropriate/inappropriate. · To begin to develop an understanding that pressures can be applied in different ways.	<u>Medicines and other substances</u> Safe and unsafe <u>Peer Influences</u> Positive and Negative Teasing/bullying/nicknames/coping strategies Self Image Body Image	The facts about legal drugs (medicines, caffeine, sugars) and associated risks.
Year 4	Caffeine and sugars External pressure to take risks	· To know that there are external influences which can exert pressure on people (e.g. the media through advertising, the TV through 'soaps'.	<u>Media influence and me</u> Shopping Advertising	

Year 5	Tobacco Alcohol (effects/ science/ facts)	· To know that there are laws which apply to children with regards to medicines , alcohol, tobacco and solvent misuse. · To know that tobacco alcohol and solvents can have harmful effects on	<u>Growing up</u> <u>What is a teenager?</u> <u>Social changes</u> <u>Emotional changes</u>	<u>The facts about</u>
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		the body. · To know that drugs can have a positive and negative effect on the body.	<u>Relationships</u> <u>(family and other)</u> <u>Healthy lifestyle</u> Balance of diet and activity <u>Alcohol, tobacco</u> <u>and solvents</u> Law related to alcohol, tobacco and solvents <u>Effects of</u> <u>use/misuse</u> <u>Peer Influences</u> Coping with pressure to take substances Personal Responsibility <u>Social Responsibility</u> <u>Media Influence</u> Supporting Others Planning to support a charity Working in partnership with parents and visitors	<u>legal and</u> <u>illegal</u> <u>harmful</u> <u>substances</u> <u>and</u> <u>associated</u> <u>risks,</u> <u>including</u> <u>smoking,</u> <u>alcohol use</u> <u>and drug-</u> <u>taking.</u>
Year 6	Recap on alcohol and tobacco – legal and social aspects Illegal drugs – cannabis Peer pressure, getting help, advice and support Solvents Legal highs – at teacher's discretion	· To know the implications of taking risks. · To know that drugs can have a positive and negative effect on the body. · To know how to access help. · Law related to alcohol, tobacco and solvents.		

Year 7			<u>How can I access support?</u> In school Out of school Who provides support? What can I access support for? <u>Peer Influence</u> Positive and Negative Emotional awareness within relationships <u>Smoking and Health</u> Facts Resisting social pressure to smoke	
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