

## WELLESLEY PRIMARY SCHOOL

### POLICY FOR DRUG EDUCATION

Policy Written:	September 2017
Policy Reviewed:	January 2018
Policy Reviewed:	January 2019

#### **Rationale**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

#### **Drug and Alcohol Education**

Definition of 'Drugs':

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 and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

#### **Moral and Values Framework**

The Drug and Alcohol Education programme at Wellesley 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

#### **Jigsaw Drug and Alcohol Education Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

**WELLESLEY PRIMARY SCHOOL**

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely  feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs  identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol  can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart  make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart  make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart  be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused  tell you how I feel about using alcohol when I am older and my reasons for this

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### **Monitoring and Assessment**

Planning for PSHE&C will be monitored each term by the PSHE&C co-ordinator

Observations of teaching and learning will take place as part of the monitoring cycle.

Pupil conferences will be held annually to discuss issues relating to PSHE&C.

The majority of work will be of a practical nature with limited written recording. Staff will be encouraged to keep photographic evidence where appropriate, e.g. role-play.

Parents will receive an annual written assessment of their children's progress in PSHE&C.

There will be opportunities for staff development through staff meetings, INSET and training courses.

### **Conclusion**

Children at Wellesley will be taught the knowledge, skills and understanding which help them to develop personally and socially. This will enable them to tackle many of the issues which are part of growing up and which will help them to become responsible citizens of the future. This work will cover many aspects of the Every Child Matters Agenda as well as from the South Gloucestershire Charter for Children and Young People.

This policy should be read in conjunction with:

Sex and Relationship Policy

Inclusion Policy

Anti-Bullying Policy

School Discipline and Rewards

Healthy Eating

### **Equality Impact Assessment**

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.