



ST. JOHN'S CATHOLIC PRIMARY SCHOOL
INNAGE GARDENS
BRIDGNORTH
WV16 4HW

MISSION STATEMENT

The Mission Statement is central to the life of St. John's School.

- ☺ We educate all our children to learn, develop and fulfil their potential.
- ☺ We aim to provide a secure, loving, family environment.
- ☺ We value and nurture each person's gifts and talents enabling all to grow in their knowledge and practice of the Catholic faith.
- ☺ We seek to accompany each other as we serve our community and journey towards God.

"I am the vine you are the branches" – John, 15.

DRUGS EDUCATION POLICY DOCUMENT

For the purpose of this policy, Drugs refers to medicines, tobacco, alcohol, solvents and illegal drugs. St. John's is a smoke-free school.

Aims of Drugs Education

- To clarify the school's role in drug awareness and prevent misuse of drugs, as a healthy school.
- To give children accurate information about drugs and their effects.
- To promote positive attitudes towards a healthy lifestyle.
- To encourage responsible behaviour in relation to drug use and misuse.
- To challenge and try to modify attitudes when they lead to behaviour that could be harmful to health and relationships.
- To explore health and related social issues.

The Drug Education programme at St. John's School is based on:

1. The Science statutory requirements.

The National Curriculum Science Order requires the following elements of Drug Education to be taught:

At Key Stage 1:

5 – 7 year olds should be taught about the role of drugs as medicines.

At Key Stage 2:

Over and above the minimum requirement of the National Curriculum, the content of our Drug Education policy is left to the discretion of individual head teachers, staff and governing bodies to determine what, if any, additional drug education should take place. Our school decides what is appropriate for the needs of their own pupils

In Bridgnorth.

2. A balanced PSHE program of study.

Early Years Foundation Stage (EYFS)

There is no specific requirement to teach Drug Education in the EYFS but it can be appropriate to deal with it through the Self-Care strand of Personal, Social and Emotional Development as and when deemed appropriate by the EYFS teacher. For instance, when children bring medicine into school and other children are curious, this can be a good time to address safety issues of medicine and that no one should touch anyone else's medicine.

Key Stage 1

Knowledge and Understanding

- School rules relating to medicines
- Basic information about how the body works and ways of looking after the body.
- The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them
- Understanding that all drugs can be harmful if not used properly.
- Simple safety rules about medicines and other substances used in the home, including solvents.
- Consideration of alcohol and tobacco, their general effects on the body and on behaviour
- People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).
- People who can help children when they have questions or concerns.

Skills

- Communicating feelings such as concerns about illness and taking medicines
- Following simple safety instructions
- When and how to get help from adults

Attitudes

- Valuing one's body and recognising its uniqueness.
- Attitude towards medicines, health professionals and hospitals
- Attitudes towards the use of alcohol and cigarettes
- Responses to media and advertising presentations of medicines, alcohol and smoking

Key Stage 2

Knowledge and Understanding

- School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs
- More detailed information about the body, how it works and how to take care of it.
- Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks
- Introduction to the law relating to the use of legal and illegal drugs
- People who can help children when they have questions or concerns
- Dangers from handling discarded syringes and needles.

Skills

- Identifying risks
- Coping with peer influences
- Communicating with adults
- Decision-making and assertiveness in situations relating to drug use
- Giving and getting help
- Safety procedures when using medicines

Attitudes

- Valuing oneself and other people
- Attitudes and beliefs about different drugs and people who may use or misuse them
- Responses to media and advertising presentations of alcohol, tobacco and other legal drugs
- Taking responsibility for one's own safety and behaviour.

Ways of Working

Curriculum Organisation –

Drug, alcohol and tobacco education is delivered within the planned PSHE and Citizenship education and is part of the Science curriculum. The programmes are planned and taught in line with the National Curriculum 2000 Framework for Primary Schools and the QCA guidance and the

DCSF Drugs: Guidance for schools 2004. It is part of the schools approach in developing healthy, confident and assertive citizens who will be able to make the right choices for themselves and others.

QCA units in the PSHE framework can be used to support planning.

Unit number and title	PSHE and Citizenship framework	Other curriculum areas
Key stage 1		
Unit A Keeping ourselves and others safe.	1c 2a 2d 3c 3f 3g 4a 4b 4d 5c 5d 5h	Science Sc2 2d
Key stage 2		
Unit B Risk taking and dealing with pressure.	1c 2a 2e 3a 3e 3f 4a 5c 5d 5g 5h	Science Sc2 2g
Unit C Building knowledge and understanding about drugs and alcohol — practicing skills to deal with situations.	1a 2a 2e 3a 3d 3e 5d 5g 5h	

Class teachers will use their discretion and professional judgment when teaching Drug Education, including when it fits in best within the PSHEE and Citizenship and/or the Science curriculum.

Consideration will be given to the needs of the pupils and the appropriateness of Drug Education in the Bridgnorth area. As with all other areas of the curriculum Drugs Education will be delivered through a range of strategies e.g. whole class or group discussion, videos and sometimes recorded work, and drama. For example, year 6 children participate in Crucial Crew.

Assessment, recording and reporting -

Teachers assess the children's work in Drug Education by making informal judgements as they observe them during lessons, measured against the specific learning objectives set out in the National Curriculum Framework. At the beginning of a unit of work, children are assessed through class discussion, questionnaires about what they already know and what they want to find out. As with PSHEE and Citizenship, assessment should offer the children the opportunity to reflect on their own progress and be responsible for their own target setting. Teachers record the achievements of pupils in PSHEE and Citizenship in their Assessment Folders. The PSHEE Co-ordinator monitors the medium term planning and assessments each term. Reports to parents will reflect teacher assessment.

Parental involvement –

Parents will be made aware of Drugs Education taking place within school and given opportunities for feedback both formally and informally, through parent evenings and questionnaires.

At St John's School, we believe that our policy and practice promote **equality** for everyone. All pupils have the opportunity to take part in our PSHEE and Citizenship programme.

Resources within school – stored centrally with PSHEE and Citizenship resources

- The Good Health Guide to Drugs
- Just One Spoonful
- Drugs Safety Game
- Star programme
- Resources listed on school computer system in PSHCE folder.

Key websites

Cross-government drugs website – www.drugs.gov.uk

www.nc.uk.net

www.teachernet.gov.uk/pshe

www.wiredforhealth.gov.uk

Role of the Co-ordinator

Working collaboratively with other colleagues in the school, the co-ordinator will:

- Co-ordinate the review of the policy document
- Attend appropriate meetings and keep up to date on Drugs Education, through PSHEE and Citizenship, and disseminate information to colleagues
- Audit the appropriate use of resources
- Keep an overview of the maintenance of Drugs Education resources, within the financial restraints
- Be conversant with the Early Years Foundation Stage - Personal, social and emotional development - and the National Curriculum requirements for and Drugs Education.
- Liaise with the Senior Management Team and Governors.

Links to other policies

- Behaviour
- Confidentiality
- Child Protection
- Equal Opportunities

- Every Child Matters
- Health and Safety
- Healthy Schools
- Lunchtime supervision
- Physical Education
- Personal, Social and Health Education and Citizenship
- Science
- Sex and Relationships Education
- Visitors

Review and Further Developments

Policy review within 3years.

Role of Governors – agree policy

Bibliography

1. The National Curriculum, 1999