

# ASHGATE CROFT SCHOOL

## DRUGS EDUCATION POLICY



Approved by Curriculum & Progress Committee: 10<sup>th</sup> May 2018

Minute No.: 33/18 (C/P)

### INTRODUCTION

#### Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Drugs Education.

#### Aims

- All staff understand what is meant by Drugs Education at Ashgate Croft School
- To promote continuity and coherence across the school
- To develop staff confidence to deliver the subject
- To help our students to be able to take their place safely in a world where a wide range of drugs exist
- To create an environment to meet the needs of the special educational needs of each student

### PROCEDURES AND PRACTICE

#### Teaching

From September 2014 the National Curriculum requires no discrete teaching of PSHE, which encompasses Drugs education.

Section 2 of 'The national curriculum in England; framework document' states that –  
"All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise".

As a school we feel strongly that PSHE, encompassing Drugs Education, is an integral part of our curriculum and is highly beneficial to our students. Therefore we are keeping the role of the subject as it is at present.

#### What is Drugs Education?

We will provide all our students with drugs education as an integral part of PSHE. Drugs Education in our school aims to enable our students to make healthy informed choices by increasing their knowledge, exploring a range of attitudes towards drug use and developing

and practising decision making skills. We recognise that some drugs have beneficial effects but also that every drug has potential to harm.

When delivering drugs education our staff will be sensitive to the fact that many of our students and their families take medicines and that family members and people they know may smoke or drink.

### Definition of a drug

A drug is a substance which, when taken into the body, changes the way we feel, the way we perceive things, and the way our body works. This definition includes illegal substances and also legal substances such as alcohol, tobacco, solvents and medicines. Please refer to Misuse of Drugs Act.

### Planning

Drugs Education must be embedded in the PSHE curriculum. Each department has a long term plan in place for PSHE. Teachers are responsible for completing Medium Term Planning on the school format each term and a Short Term Planning sheet each week. Teachers use the EYFS curriculum, Primary and Secondary Schemes of Work and OCR units to inform all Medium and Short Term Planning. All staff receives regular, concise termly feedback on Medium Term Planning from the PSHE co-ordinator.

### What/When it PSHE taught

#### ***EARLY YEARS FOUNDATION STAGE (EYFS):***

**What:** Students in the EYFS follow the same curriculum and timings as the Primary department, however their learning objectives come from the Early Learning Goals prime area '*Personal, Social and Emotional*' of the EYFS curriculum (Please see the EYFS Curriculum policy)

**When:** Students have two discreet PSHE lessons a week with Drugs Education being embedded within the topics.

#### ***PRIMARY DEPARTMENT (Key Stages 1 & 2):***

**What:** Students follow a long term plan of 'topics' which is on a 4 yearly rolling programme. PSHE, with Drugs Education embedded, lessons are taught around these topics and units are taken from Equals scheme of work.

**When:** Students have two discreet PSHE lessons a week with Drugs Education being embedded within the topics.

#### ***MIDDLE DEPARTMENT (Key Stage 3):***

**What:** The curriculum for Key Stage 3 changed as from September 2018. It continues to be developed by school and is based on a 3 yearly rolling programme. The curriculum is topic based and the PSHE lessons, with drugs Education embedded, are taught around these topics.

**When:** Students have two discreet PSHE lessons a week with Drugs Education being embedded within the topics.

## **UPPER DEPARTMENT (Key Stages 4 & 5):**

**What:** PSHE is embedded throughout the curriculum and students follow a five year rolling programme of units taken from OCR.

**When:** **What:** PSHE within Upper Department is called PSD. Students follow a five year rolling programme of units taken from OCR.

**When:** Students have two discreet PSHE lessons a week with Drugs Education being embedded within the topics.

### Agreed procedures

- All teaching is broad and balanced and differentiated by teachers to ensure that student's individual needs and abilities are met.
- Students are provided access to the learning they need to stay safe, healthy and understand their rights as individuals.
- Students access the learning through a variety of ways individual to their needs and abilities for example sensory based activities; hands-on activities; age appropriate role-play; stories and poems; visits from professionals
- ICT is used to assist in the teaching of Drugs Education for example the use of communication aids; switches; Espresso; DVD's; internet; computer programmes and games, interactive resources and CD's. Staff will discuss with students the issues of personal safety regarding the use of ICT (online safety).
- The school has a large resource bank for all curriculum subjects including Drugs Education and they are located in a central resource area. The school are committed to updating the Drugs Education resources. It is the subject leader's role to request funds for the purchase of resources. Annually teachers are asked to fill in a questionnaire regarding resources for PSHE, including Drugs Education, to assess if there are any resources required.
- An audit of resources is done annually.
- The school has a nurse based fulltime on site. She has valuable knowledge and experience and is available for support for staff, students and also Parent/Carers. She has a drugs box for staff to use as a resource which is kept locked in the schools therapy room.
- The school also has the support of outside agencies including LD-CAMHS and Derbyshire Children's Health Service (DCHS).

### Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/blocks of work. Throughout the year the PSHE subject leader moderates work from all classes in school which includes Drugs Education and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels. PSHE data is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the EYFS each child's progress is assessed against the relevant EYFS Early Learning goals each half. Goals achieved are highlighted and transferred onto the tracking document. Data is passed to assessment co-ordinator (see the EYFS policy for more details).
- In Key Stage 1,2,3,4 and 5 PSHE, including Drugs Education, is assessed through regular teacher assessment and B-squared on a termly basis.

## Role of the Subject Leader

- To keep up to date with government initiatives related to Drugs Education.
- To participate in relevant training to support a broad knowledge of Drugs Education across all ages and abilities in school.
- To present training for staff to enhance their knowledge and confidence in delivering Drugs Education
- To work with staff to discuss support they may need and resources required.
- To monitor teacher medium term and short term planning for Drugs Education across the school
- To support teachers in ensuring Drugs Education is delivered effectively across the school, this may include peer observations/shadowing good practice

## Parent/Carer Involvement

Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this may include work linked to PSHE tasks.

Parents/ Carers are informed of progress in PSHE within annual reviews, Parent/Carers evenings and on the annual report (this includes attainment levels).

## Equal Opportunities

All students in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

## Children's Rights

Taken from the UN conventions of the rights of the child within PSHE the children's rights which are developed are:

Article 7 – Every child has the right to a birth registration, name, nationality and care

Article 12- Children have the right to say what they think

Article 13 – Children have the right to freedom and expression

Article 16 – Children have a right to privacy

Article 23 – Children who have any kind of disability have the right to live full and independent lives

Article 28 – All children have the right to education

Article 29 – All children have a right to an education which should develop each child's personality, talents and abilities to the fullest

Article 33 – All children should be protected by all means possible from the use of harmful drugs and from being used in the drug trade.

## Monitoring of the policy

Monitored by the Subject Leader.

## **REFERENCES**

- Espresso (<http://www.espresso.co.uk/>)
- EYFS Curriculum policy

- National Curriculum
- Primary and Secondary Long Term Plans
- 5 year rolling programme for Foundation Learning
- KS 3 curriculum
- PSHE Policy
- Safeguarding policy
- Confidentiality policy
- Misuse of Drugs Act
- UN convention of the rights of the child – [Unicef.org.uk/crc/op](http://Unicef.org.uk/crc/op)