

**Holy Trinity Roman Catholic Academy Boundary Road  
Newark NG24 4AU**



# **DRUG EDUCATION POLICY**

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Document Title: DRUG EDUCATION POLICY

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# Holy Trinity Catholic Voluntary Academy

## Mission Statement



**“In every child there is a space only God can fill”**

*St Thomas Aquinas*

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

## HOLY TRINITY CATHOLIC ACADEMY

### Drug Education Policy

#### **Why do we have a drug education policy?**

We are committed to investing in our pupil's health and well being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to children in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future. This policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

#### **What is Drug 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 and poppers.

Drugs Education is part of Personal Social Health and Economic (PSHE) Education and should 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, drug use and drug users
- Developing critical thinking as part of decision making
- Learning to respect and value difference and diversity
- Having structured opportunities for the exploration of personal attitudes and values towards drugs, drug use and drug users
- Exploring attitudes and values towards drugs, drug use and drug users

#### **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 and choices in relation to drugs, drug use and drug users
- 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 and healthy lifestyle based on accurate information.
- Learning accurate information about drugs, drug use and drug users
- Having myths and misunderstandings about drugs, drug use and drug users dispelled
- Learning about seeking appropriate help and advice
- Learning about their community and the society of which they are a part in relation to drugs, drug use and drug users

- Developing pupils' understanding of rules and laws

### **How is Drug education provided?**

1. Within the PSHE and Science curriculum
2. Age appropriate assemblies
3. Pastoral support for pupils who experience difficulties
4. Liaison with external agencies such as social care where applicable

### **Teaching Methods & Resources**

#### **Continuity and Progression**

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. All pupils will receive regular, timetabled PSHE teaching. PSHE will be taught both as a discrete subject and through other appropriate cross-curricular links.

#### **Safe Learning Environment**

PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

#### **Answering and Asking Questions**

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE Leader for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis, or refer to their parents if applicable and appropriate
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

#### **Groupings**

Drugs Education takes place within mixed sex classes with the pupils' usual class teacher.

#### **Resources**

Teaching resources are selected on the basis of their appropriateness to pupils. The DARE programme resources are used to support the programme in Upper Key Stage 2.

#### **Assessment**

Pupils existing knowledge needs to be the starting point for all Drugs work. Needs assessments 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.

**Equal Opportunities**

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all children have equality of access to them.

Children may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

**Administration of medicines**

Details of the school's policy on the storage and administration of medicines is contained in our 'Medicines and Medical Conditions Policy'.

**Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE Leader. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

**Monitoring and Evaluation**

This policy will be reviewed annually by the PSHE leader and the local governing body.