

ALDINGBOURNE PRIMARY SCHOOL DRUG EDUCATION POLICY

Named member of staff
responsible for
Drug Co-ordination

Miss Webster / Mrs Griffiths

Named Governor
responsible for
Drug Co-ordination

Adam Rhodes



Document Change History.

Version no	Date	Change made by	Brief details of change
1.0	22.10.2008	Headteacher	Policy Created
1.1	19.11.2019	Bursar	"Document Change History" page added. Emblem added to front page
1.2	20.11.20	Bursar	Footer amended
1.3	19.11.21	Bursar	Amend name of Governor on front page. Amend footer
1.4	16.11.22	Bursar	Amend name of Governor on front page. Amend Footer
1.5			
1.6			
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1.8			
1.9			
1.10			
1.11			
1.12			

Document Review History.

Review Date	Reviewed by	Comments
13.12.2019	Governing Body	No changes made to body – Document Change History to be added
18.11.2020	Full Governors	No changes made
17.11.2021	Full Governors	Change as per 1.3
16.11.2022	Full Governors	Change as per 1.4
15.11.2023	Full Governors	No changes
20.11.2024	Full Governors	No changes
26.11.2025	Full Governors	Approved with no changes

MAIN PRINCIPLES

- Aldingbourne School is committed to the Health and Safety of all its members and believe that we have a duty to support and safeguard the well-being of all its pupils and staff. The school is committed to the principles of the National Healthy Schools Standard.
- The school values the importance of its pastoral role in the welfare of its pupils, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support appropriate to their needs is provided.
- Education about drugs is not concerned merely with substance but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge
- Drug issues and concerns extend across the socio-economic and ethnic boundaries, and pupils of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils have some knowledge about illegal drugs through the media, 'street talk', and personal experience.
- The school welcomes and encourages parent and community involvement in the development and teaching of drug related issues.

AIMS

- To provide a safe, healthy environment in which pupils and staff can learn and develop.
- 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.
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils to appreciate the benefits of a healthy lifestyle now, and, in the future.
- To enable pupils to make reasoned, informed choices.
- To minimise pupils experimentation with illegal or harm causing substances
- To address and take account of local community needs, including the differences and diversity within the school community

- To support and engage parents and pupils in their own personal learning and responsibilities
- To monitor, evaluate and review learning outcomes for pupils
- To work with outside agencies to secure and support a balanced delivery of a drugs education programme

OBJECTIVES

- To provide opportunities for pupils to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils decision-making skills and increased self esteem.
- To engage parents in the school community and learning process.
- To enable pupils and staff to access support if they have concerns about their own or others' drug use.

PRINCIPLES OF TEACHING FOR LEARNING

In addition to Science, PSHCE provides opportunities for the teaching of drug education. In Key Stage 1 pupils are given a weekly 30 minute PSHCE lesson and in Key Stage 2 pupils are given a weekly 60 minute PSHCE lesson but this occurs every other ½ term.

KNOWLEDGE & UNDERSTANDING

Pupils are taught within the guidance of the National Curriculum Science and PSHCE. This includes:

SCIENCE

Key Stage	Learning Objectives	Learning Outcome
1	To know about the role of drugs as a medicine	I know that some drugs are used as medicine to help us feel better
2	To know the effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health	I know that alcohol, tobacco and drugs can effect our bodies in an unhealthy way

PSHCE

Key Stage	Learning Objectives	Learning Outcome
1	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
2	To know that there are different names given to drugs To understand that people can become dependant on some drugs and that there is help available to them To explore a range of attitudes to alcohol use	I know the scientific names for drugs and that they also have other, common names I know what drug dependency means and how it affects peoples lives I recognise that different people have different attitudes towards alcohol and why they might feel this way

ATTITUDES, VALUES & SKILLS

Pupils are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills
- Confidence building and communication skills
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media
- How to ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions

In teaching drug education, teachers use a range of strategies, including:

- Role-play
- Circle-time

- Debates
- Talk Partners
- Group Work
- Life Education Bus

DIFFERENTIATION & ADDITIONAL EDUCATIONAL NEEDS

Whilst some pupils may have a fairly broad knowledge and insight into the world of drugs, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils' age, culture, experience and maturity. The needs of pupils with AEN will be taken into account by the teacher who may provide different resources, different activities or specific support to some pupils. Where pupils' IEPs identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support pupils in achieving these.

MONITORING, EVALUATING & REVIEWING

- There is a named co-ordinator and a linked Governor for drug education and policy development
- There is ongoing monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that the needs are met
- Drug education is reviewed in line with current LA and Government guidelines

To be reviewed annually at The Full Governors Meeting
 Last Reviewed November 2025
 Next Review November 2026