



## **DRUGS EDUCATION POLICY**

**Adopted on:** 14<sup>th</sup> July 2016  
**Review date:** June 2018

Within the boundaries of PSHE we recognise the need to implement a programme of Drugs Education, a coherent and pro-active scheme of work relating to drugs whilst not promoting their use.

Drug education should enable students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

The major emphasis of this programme will be in the provision of adequate information so that individuals can make reasoned choices for and of themselves in all issues relating to the use, non-use and abuse of drugs.

The programme will seek to provide information about drugs in a no-nonsense, clearly understandable manner. It will seek to be balanced and non-judgmental whilst maintaining a moral, legal and social perspective. The programme recognises the rights of the individual to make informed choices.

Within the context of PSHE we also recognise the need to avoid the marginalisation of drug users through stereotyping and social rejection since this will compound the problem of drug mis-use.

### DRUGS – A Definition:

"A substance people take to change the way they feel, think or behave" (Dfes 10092/2004).

The word DRUGS refers to any psychotropic substance: all legal drugs (including alcohol and tobacco): all illegal drugs, volatile substances, and over-the-counter and prescription medicines.

### **Skills**

- develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
  - assessing, avoiding and managing risk
  - communicating effectively
  - resisting pressures
  - finding information, help and advice

- devising problem-solving and coping strategies
- developing self-awareness and self-esteem

### **Knowledge & Understanding**

- a definition of drugs including, medicinal, legal and illegal substances
- of the legal implications, regulations and restrictions
- of the effects (long-term and short-term) drugs can have on mind/body
- of the psycho-social factors influencing attitudes to drug non-use, use and abuse
- increase pupils' knowledge and understanding and clarify misconceptions about:
  - the impact of drugs on individuals, families and communities
  - the prevalence and acceptability of drug use among peers
  - the complex moral, social, emotional and political issues surrounding drugs

### **Diversity/Attitudes**

- enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.
- to understand the cultural acceptance of drug use and that it has a direct bearing upon attitudes and values

Attitudes to – Prescribed Drugs  
- Alcohol  
- Tobacco  
- Controlled Drugs

- to acknowledge that in some spiritual ceremonies and in other cultures drug use is commonplace
- no promotion of drug use if permitted

### **Ownership**

- that they are responsible for the choices they make about drugs
- that they need to own the short term and long term consequences of their decisions and actions.

### **Monitoring and Evaluation**

The PSHE Co-ordinator with responsibility for monitoring PSHE should be responsible for the overall monitoring of drug education, which might include:

- tutor time observations with feedback to teachers
- looking at a sample of pupils' work
- teachers making regular comments on the scheme of work/lesson plans

## Legal Policy

- monitoring curriculum plans weekly, mid-term and termly, with feedback to teachers
- feedback from curriculum co-ordinators, heads of year, class teachers and pupils about what has been covered
- including drug education/PSHE as a regular agenda item at tutor group meetings and relevant departmental meetings
- including drug education/PSHE as a regular agenda item at governor meetings.