



The Diocese of Coventry
Multi Academy Trust

Drugs Education Policy

St John's C of E Academy

Written: March 2025

Review Date: March 2027

Policy review and changes noted 2023:

-No changes made

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-No changes made

Drugs Education Policy

VISION STATEMENT

In our school our Christian vision shapes all we do:

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

“Let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

PUPIL VISION

I will shine

Foundations of St John’s Church of England Academy Relationships and Health Education Policy and the Drug Education Policy.

Mark 10:27 *“Jesus looked at them and said, ‘With man this is impossible, but not with God; all things are possible with God.’*

As a Church of England primary school, St John’s Church of England Academy upholds the vision for the education of every child and their family in our community. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Relationships and Health Education Vision

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability and we are committed to the development of the whole child. At St John’s Church of England Academy, our Relationships and Health Education curriculum delivers high quality education which will inspire children, support children and equip children with skills that will stay with them throughout their lives. Our RHE curriculum explores 6 different strands which cover key concepts, skills and knowledge that are grown and built upon throughout their school life. Through the school value of **Identity** children explore their own successes, achievements, health and wellbeing, they will learn and master key skills to overcome fears, show respect and embrace challenges. Self-regulation of their learning will be promoted throughout.

Through their growing knowledge and understanding themselves and others around them, children will develop the skills and knowledge to participate effectively in communities and wider society. We will motivate and inspire them through **Teamwork** to find out about their world, recognising the roles they play and the roles of others, so that they can take an active part in protecting this world as they grow up. Furthermore, as we look to the future and communities through our value of **Stewardship**, we will instil in children a sense of both social and environmental responsibility, encouraging them to make a positive change, building from local to national to global.

Through our Relationships and Health Education curriculum at St. John's Church of England Academy, we will also embrace and encourage the children's natural curiosity; questioning learners, striving towards **Excellence** with a strong sense of **Character** knowing that we will nurture and strive to inspire children to be inquisitive. Within this curiosity, our value of **Drive** can be demonstrated as children will be given the opportunity for open discussion, questions and safe places to talk. The use of the **Curiosity Box** is encouraged. Questions in here are to be discussed by the class teacher to the whole class, individuals or referred back to parents as appropriate. Class teachers are to seek guidance from the RHE Lead, SENDCO or SLT if they are unsure about any question.

Drugs Education is taught primarily through the theme of Our Bodies.

Gen 1:27

And God made man in his image, in the image of God he made him: male and female he made them.

Aims

- We aim to equip children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle;
- Our drugs education programme has the primary objective of helping children to become more confident and responsible young people;
- We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

Objectives

The objectives of our drugs education programme are:

- To help the children understand the difference between medicines, prescribed drugs and illegal drugs;
- To provide children with knowledge and information about illegal drugs and the harmful effects they can have on people's lives;
- To enable children to discuss moral questions related to drug taking, and so provide a safe environment for young people to share their thoughts and ideas;
- To help children become more self-confident so that they are able to make sensible and informed decisions about their lives;
- To let children know what they should do if they come across drugs, or are aware of other people misusing drugs;
- To help children respect their own bodies and, in so doing, reduce the likelihood that they will be persuaded to become involved in drug abuse;
- To show that taking illegal drugs is a moral issue, and that choices about drugs are moral choices;
- To ensure that all children are taught about drugs in a consistent manner that has been agreed by governors and staff.

Teaching and Learning

• We regard drugs education as a whole-school issue, and we believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum and explicitly within the RHE curriculum. Each class teacher answers questions about drugs sensitively and appropriately, as they occur. (See the RHE curriculum overview – in Key Stage One medicines to help make you better are introduced, drugs education is introduced in Year 4 - covering medicines and the incorrect use of medicines which can be harmful, and in Year 6 illegal substances are referred to and the fact that they can have harmful effects, types of illegal drugs are not explicitly named. Laws discussed as part of this theme in Year 6 are linked to alcohol and tobacco.)

Medicine:

A treatment or prevention (cream, liquid, or tablet) of a disease, illness, or ailment.

Drug:

A drug is a substance which cause a change in a human, either physically or mentally. Medicines are a form of legal drug. They must be taken as prescribed.

Illegal drug: *Illegal drugs can be harmful to the body and mind if taken. They come in many forms, liquid, tablet, powder, gas.*

- Our school's Relationship and Health Education (RHE) curriculum comprehensively enables the progression of children's understanding relating to drugs education.
- The children's class teacher teaches age-appropriate drug education in the RHE lesson time. Should the need arise, the class teacher is able to seek additional support from appropriate health professionals through the SENDCO or RHE Lead. The teaching style that we use encourages children to ask questions and reflect on the dangers to health of drug misuse. Children can ask sensitive questions using an anonymous question box (Curiosity Box) or by using the Worry Monster. We encourage them to listen to the views of others.

Roles and Responsibilities

The role of the Head Teacher

- To ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively;
- To ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity;
- To liaise with appropriate agencies regarding the school drugs education programme and ensure that all adults who work with children on these issues are aware of the school policy and work within this framework;
- To monitor the policy on a day to day basis and report to governors, when requested, on the effectiveness of the policy.

The role of Governors

- To support the Head Teacher in ensuring that drugs education is delivered in line with this policy.

The role of Parents

- The school is well aware that the primary role in children's drugs education lies with parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- inform parents about the school drugs education policy and practice;
- take seriously any issue which parents raise with teachers or governors about this policy or the arrangements for drugs education in the school.

Monitoring and Review

- The RHE Lead, SENDCO and SLT will monitor both the quality and impact of drug education as part of the St John's RHE curriculum. This will be reported to the school governors.

Links to supporting documents and guidance:

Church of England's Vision for Education

https://cofe.foundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf

Understanding Relationships and Health Education - a guide for primary school parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Relationships Education, Relationships and Sex Education and Health Education guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Equality Act Advice Final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Science programmes of study: key stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

PSHE Association

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Parental Engagement on Relationships Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884450/Parental_engagement_on_relationships_education.pdf

The Church of England

<https://www.churchofengland.org/>