

PARKLANDS INFANT AND NURSERY SCHOOL



DRUGS EDUCATION POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Tuesday 15th October 2024 (to be reviewed Oct 2026)

Signed: _____

Mrs K Merriman (Chair of Governors)



Parklands Infant and Nursery School
Drugs Education Policy – October 2024

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in Drugs Education and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within Drugs Education across the school. This is to ensure that pupils are equipped with age appropriate, relevant information to increase pupils' knowledge and understanding of drugs and to develop personal and social skills in order to make informed decisions that keep them healthy and safe. Drugs Education is an integral element of personal, social and health education (PSHE) and it is therefore essential and good practice that teaching and learning about drugs is planned and implemented within this broader framework rather than as a stand-alone subject. A drug is defined as any substance which, when taken into the body, affects the chemical composition of the body and how the body functions.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of the Parklands Person.



Consultation

The policy was put together by Abby Etchells in consultation with teaching staff and school governors.

Section 2: Procedures and Practice

Roles and Responsibilities

The Drugs Education leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The Drugs Education leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The Drugs Education leader is responsible for the planning and implementation of any subject specific events which are run in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the Drugs Education curriculum.

The governor for Drugs Education is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Section 3: Aspects

Planning

Teaching

In EYFS Drugs Education is also covered through the Prime Area of PSED when talking about safe and healthy.

In KS1 Drugs Education is planned and taught through the PSHE curriculum using Jigsaw PSHE. Jigsaw builds self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect, all of which underpin drug and alcohol education. These lessons can all be found in the Healthy Me Puzzle.

In Year 1 this covers Medicine Safety (Puzzle Piece 4) and children learn that germs can cause disease and illness. They also learn that all household products, including medicines, can be harmful if not used properly. They learn that medicines can help them when they feel poorly and how to use them safely.

In Year 2 the work on Medicine Safety moves on and the children learn about how medicines work in their bodies and how important it is to use them safely.

Parent Partnership

We work in active partnership with parents/carers, value their views and keep them informed about our Drugs Education provision. Information about the provision for Drugs Education is provided on the PSHE page of the school website.

Assessment

Pupils' prior knowledge needs to be the starting point of all Drugs Education work. All elements of Drugs Education are assessed as part of the PSHE provision. Children in both EYFS and KS1 should be assessed against the learning objectives and success criteria for each lesson/learning activity. Adults must consider whether they have met the learning objective and to what extent by using the success criteria. Notes, marking and observations should be used to inform next steps and future planning. Children are also encouraged to self-assess/peer-assess their work to show to what extent they feel they have met the learning objective.

Monitoring

The subject leader will monitor Drugs Education through the PSHE curriculum. The views of pupils, parents and teachers are used to make changes and improvements on an ongoing basis. The Drugs Education leader will attend courses/training events to ensure their subject knowledge is up to date. Termly monitoring activities involving staff and children will enable the subject leader to monitor what is being taught and delivered across the school.

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for Drugs Education is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

The Drugs Education policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, PSHE, Child Protection and Safeguarding, Drugs Incident Management, Science, and Health and Safety.

There are 3 appendices to this policy:

Appendix 1: Curriculum Overview

Appendix 2: Key Vocabulary

Governor Approval and Review Dates

The policy is to be reviewed October 2026.

Appendix 1- Jigsaw PSHE Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parklands person	Respectful	Kind	Safe	Important	Polite	Positive
Well-being day		Anti-bullying	Safer internet day	Health & Wellbeing day	21 st centuries	Green Day
Jigsaw PSHE units (all year groups)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

What the National Curriculum requires in science at Y2



Living things and their habitats

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials

Pupils should be taught to:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Biology

Chemistry

Appendix 2- Key Vocabulary

Vocabulary taken from Year 1 and Year Medicine Safety unit:

Hygienic

Safe

Germ

Virus

Medicine

Healthy

Unhealthy

Trust

Safe

Dangerous

Body