



Primary Drug, Alcohol and Tobacco Education Policy

Governing Board with Responsibility	Full Governing Board	
Reviewed/Revised	Autumn 2021	
Date of Next Review	Autumn 2023	
Agreed by Governors	17.11.2021	
Additional Notes	This policy should be reviewed every 2 years	
<p>Princess Frederica CE VA Primary School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.</p> <p>When drafting and agreeing policy, governors always act with our four values in mind and our school vision as drivers for change or important decisions. We will ensure that: Policies positively impact on our staff and children’s growth, their faith, our unity as a school community and promote kindness as a thread through all we do. We act in line with our collective responsibility around equality and the protected characteristics and always make decisions that foster an understanding and respect for these.</p>		

Vision statement

‘Belonging, learning and growth for life in all its fullness’

Mission Statement

At Princess Frederica we:

Promote social, emotional, spiritual and educational growth in all our children

(This is how we develop character)

Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum

(This is the way we educate)

Create a positive impact on our local and global community and environment

(This is our footprint on the world and community)

Nurture friendship, kindness and respect

(This is how we treat each other)



1. School Background Information

1.1	Type of School	Primary School
1.2	Member of Healthy Schools Scheme since	December 2021
1.3	Average No. on roll	425
1.4	No. of classes in year	2 form entry (1 FE in N)

2. Key contacts

2.1	Safeguarding Lead	Julia Griffin
2.2	PSHE Lead:	Anna Mulry
2.3	Lead Governor:	tbc

3. Policy Development

This policy was developed by the school governors, senior leadership at the school and the PSHE Subject Lead in consultation with other stakeholders.

4. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- 4.1 Safeguarding/Child Protection Policy
- 4.4 Behaviour Policy and Anti-Bullying Policy
- 4.5 Online Safety Policy
- 4.8 SEND Information Report
- 4.9 PSHE and RSE Policy

5. Compliance with Statutory Requirements

Our policy is informed by the ACPO Drugs Advice for Schools (2012) and the Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 which makes Relationships Education and Health Education statutory in all Primary schools.

6. Aims of Policy

Princess Frederica recognises the harm that all drugs can have, be they illegal (cocaine, cannabis, heroin etc) legal (alcohol, cigarettes and solvents) or medicines. We aim, through this policy to outline our approach to Drug, Alcohol and Tobacco education through a planned PSHE Curriculum to help young people resist drug misuse in order to achieve their full potential in society



7. Definitions

- 7.1 Definition of a Drug:** A drug is any substance (with the exception of food and water) which, when taken into the body, alters the body's function either physically and/or psychologically. Drugs may be legal (e.g. alcohol, caffeine and tobacco) or illegal (e.g. cannabis, ecstasy, cocaine and heroin).
- 7.2 Definition of Health Education:** Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

8. Organisation of Drug, Alcohol and Tobacco Education

- 8.1** Timetable allocation: A PSHE lesson every week. An assembly every week that reflects the PSHE curriculum. Focus days on PSHE related issues and workshops both in and out of school
- 8.2** Groupings: Whole class. Social skills groups taught across year groups.
- 8.3** Staff Involved: The lessons will be delivered predominantly by the Class Teacher, but there are times during the programme when learning is complemented by external visiting speakers. It is important to note that where outside visitors help to deliver PSHE they are not there to replace teachers but to enrich existing programmes by supporting the school. PSHE lead supports teachers with their practice.

9. Content of Drug, Alcohol and Tobacco Education:

See our website for our PSHE Education Curriculum Overviews and Assemble overview which can be found on the school website: Curriculum: Curriculum Overview: PSHE including RSE and School assemblies

9.1 Statutory content

Science Curriculum – links with Drug and Alcohol Education

Key Stage 1 (age 5-7 years)

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

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- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS 1 & 2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- **Drug, Alcohol and Tobacco**
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

10. Approaches for Delivering Effective PSHE including Drug, Alcohol and Tobacco Education

10.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

10.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

10.3 A Range of Learning Approaches

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Active and interactive engagement is most effective in PSHE. The curriculum is taught in EYFS and KS1 with a focus on storybooks and creating awareness through fictional stories. In KS2, a greater variety of stimuli are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games and role-play and the Internet. The PSHE curriculum is supported by visits by theatre groups (workshops and external visits).

10.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

10.5 Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that the all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

10.6 Responding to Pupils' Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

In Year 6, all children are asked about their experiences at the school including their PSHE education and how safe they have felt throughout their time at the school. The school acts on concerns raised by these children and also uses information gathered to support developments in the future.

10.8 Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their

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learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

11. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school values (Growth, Unity, Kindness and Faith) and equal opportunities, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

12. Assessing Drug, Alcohol and Tobacco Education through PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures

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- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

13. Training Staff to Deliver Drug, Alcohol and Tobacco Education through PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

14. Disseminating and Monitoring the Drug, Alcohol and Tobacco Education Policy

A copy of this policy will be supplied to all staff and governors and included within new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to Drug, Alcohol and Tobacco Education.

This Policy should be read in conjunction with:

- *[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(statutory guidance\) \(2019\)](#)*
- *[Keeping Children Safe in Education \(statutory guidance\) \(2019\)](#)*
- *[Respectful School Communities: Self Review and Signposting Tool \(a tool to support a whole school approach that promotes respect and discipline\) \(2018\)](#)*
- *[Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between pupils\) \(2016\)](#)*

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- *Equality Act 2010 and schools (2010)*
- *SEND code of practice: 0 to 25 years (statutory guidance) (2015)*
- *Alternative Provision (statutory guidance) (2013 – updated 2016)*
- *Mental Health and Behaviour in Schools (advice for schools) (2018)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)*
- *Sexual violence and sexual harassment between children in schools (advice for schools) (2018)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*
- *Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)*