Norwood Green Junior School

Drugs Education Policy

Policy ratified by the GB: November 2025
Policy to be reviewed: November 2028

Our School's Values

Norwood Green Junior School's values and aims are central to every aspect of school life. They represent the school's approach and are the core aspect of this policy.

Our School's Values (chosen by the pupils, parents, governors and staff):

1) Respect
2) Honesty
3) Determination/Resilience
4) Kindness and inclusiveness
5) Responsibility
6) Friendship

Universal Aims shared by school

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with difference faiths and beliefs

Ethos and belief Values Statement:

Norwood Green Junior School is committed to developing kind, well-rounded children who are successful and contribute to school and its community. To achieve this children are taught be confident and value themselves. They are also taught to be kind and respectful so they develop good social skills.

The school participates in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

Introduction

The policy accords with whole school policies including, 'Teaching, Learning & Assessment' and 'Child Protection'.

At Norwood Green Junior School pupils are taught about respectful behaviour toward themselves through PSHE taught through 'Jigsaw' published scheme, Unicef Rights of a Child, Norwood Green Values and 'Friday Celebration' (a weekly activity to raise self-esteem). In Science, Jigsaw and Healthy Living Week, pupils are taught about healthy life styles (particularly in the Programme of Study: 'Animals including Humans').

Rationale

Research has shown that by the age of 11 many primary school children have extensive knowledge of the world of drugs. For some, this knowledge may be inaccurate and incomplete, for others it will develop through personal experience. Research shows that up to 50% of children have tried an illegal drug by the age of 16. The figures also suggest that the first age of experimentation is decreasing and that children of primary age are exposed to opportunities to try both legal and illegal drugs. The 1995 white paper 'Tackling Drugs Together' stated that schools had an important role both in reducing the misuse of drugs and minimising their health risks.

In 2012 young people in Hounslow were asked what drugs were used by young people locally. The highest responses were regarding Cannabis (& to a lesser extent: tobacco, magic mushrooms, ecstasy and cocaine).

The 2019/20 London Borough of Hounslow Drug Supply and Organised Crime Plan explains how locally this social problem is being tackled and highlights the risks of associated child sexual exploitation (CSE) and child drug trafficking 'county lines'.

Recent national survey of 15 year olds shows that the most prevalent drug use is cannabis (and to a lesser extent 'Nitrous oxide' and 'Solvents or inhalants to get high'.

At Norwood Green Junior School we believe that drugs education should contribute to 'over time':

- Increasing the safety of communities from drug related crime
- Reducing the acceptability of drugs to young people
- Reducing the health risks and other damage related to drug misuse
- The development of the personal skills needed by pupils as they grow up.
- Enables young people to make responsible and informed decisions about their health and well-being.
- Accurate information presented simply and clearly
- Opportunities to develop their knowledge and understanding in a challenging and safe atmosphere where they feel secure enough to play a full and active part

We aim to provide a consistency of approach throughout the school and to encourage children to develop knowledge and skills to make informed and responsible choices now and in later life and to stress the benefits of a healthy lifestyle. At Norwood Green Junior School we encourage children to develop positive attitudes and values.

Welfare of pupils is paramount and procedures and policies are designed to reflect this commitment.

Objectives

- Develop children's personal and social skills, including refusal and decision-making abilities
- Help children take responsibility for themselves and their actions
- Teach children that they can talk to a trusted adult like their Special Adult if they are worried or need help.
- Encourage children to value themselves and others, and to help and support one another
- Promote cooperative working through active learning and group activities
- Support staff in dealing with drug-related issues and incidents
- Ensure all staff understand procedures relating to drugs at Norwood Green Junior School
- Provide opportunities for pupils to acquire knowledge about legal and illegal drugs
- Equip pupils with the knowledge, attitudes and skills to build resilience and resist peer pressure or unwanted drug offers
- Develop pupils' decision-making skills and self-esteem

Definition

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

The role of the Head of School

It is the responsibility of the Head of School to ensure that staff and parents are informed about this drugs education policy, and that the policy is implemented effectively. It is also the Head of School's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The role of governors
The governing body has the responsibility of setting down these general guidelines on drugs education. The governors will support the Head of School in following these guidelines.

The role of parents
We recognise that parents have the primary role in children's drugs education. We aim to build positive, supportive relationships with parents through mutual understanding, trust and cooperation.
Parents will be informed about drugs education through the school website, curriculum overviews, policy documents, homework and Home Learning letters.
We will:

- Inform parents about our drugs education policy and practice
- Invite parents to view teaching materials
- Answer questions about the drugs education their child receives
- Take seriously any issues raised by parents
- Share best practice guidance so parents can support key messages at home

Implementation

Knowledge about Drugs is taught in an age appropriate way following objectives from the National Curriculum (please see below). Social skills which relate to the schools values (respect, responsibility & friendship) and Universal Values (The rule of law) are also taught alongside the scientific knowledge to help provide the skills to deal with future situations and the values to make ethical and safe decisions.

The school recognises the needs of pupils and is adapted to respond to these needs. This is done through providing pupils with opportunities to ask questions.

The Objectives from the National Curriculum for Science and statutory PSHE guidance are taught comprehensively

The school follows the objectives from the Science National Curriculum (NC 2014) and the statutory guidance for relationships and health education in schools PSHE.

Science:

Statutory requirements:

Pupils should be taught to:

Year 3: -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

Year 6: - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Statutory guidance
Physical health and mental wellbeing (Primary and secondary)

Updated 13 September 2021

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

<u>The Delivery of PSHE/Citizenship at Norwood Green Juniors</u>

This is taught through designated PSHE lessons, in other curriculum areas and through whole school activities. Drugs education is taught discreetly and is underpinned by a broader set of social skills taught to pupils (see below).

This is delivered through: -

- Health Education: A mixture of issues such as: healthy eating, hygiene, personal safety, the importance of exercise.
- Citizenship: is taught through current affairs, class council, assemblies, debate and Junior Citizenship sessions.
- Circle time – this is a mixture of discussion and games. Themes include co-operation, friendship, problem solving, decision making, resolving conflict and sharing feelings. Circle times are conducted within a framework of established ground rules, and are often delivered within the Jigsaw programme. These are attentive listening, mutual appreciation, right to pass, confidentiality and respect for others.

The vehicle for explicit lessons about drugs is through Jigsaw.

Jigsaw: a whole school programme which focuses on social and emotional development

Jigsaw topics are repeated in Years 3 to 6 and are outlined below

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Relationship Education in the context of looking at change Aspects of Sex and relationships education are withdrawn from teaching to be in accordance with the schools Sex and relationships policy

Teaching

Our approach to drugs education is one which children are given information in the belief that increased knowledge about drugs and the risks will empower children to make informed and safe decisions.
We approach this in a sensitive manner appropriate to the age and experiences of the children concerned.

Teaching is:-

- Well resourced
- Reflects the needs and experiences of pupils
- Uses a range of teaching methods including group work,
- discussions,
- Reinforces messages about healthy lifestyles
- Flexible and relevant
- In the context of a wider PSHE programme
- Interesting and stimulating
- Informed.

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	*Piece Number and Name*	*Learning Intentions 'Pupils will be able to…'*
3	Piece 3 What Do I Know About Drugs?	This module is adapted by the school to focus upon safety with medicine and not illegal drugs, which are covered in Year 6. Pupils are taught in Year 3 in this Jigsaw module about safety with medicines in the home and in particular not taking tablets with parental/guardian guidance and not touching needles found.
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart. This lesson is adapted to following a pre assessment. Teachers gauge with a member of SLT the level of existing knowledge in each Y6 cohort. In addition to this, national trends (Cannabis, Nitrous oxide' and 'Solvents or inhalants) are taken into consideration to be included in lessons. On a case by case basis each cohort will experience slightly different inputs on

	illegal drugs. Pupils will be taught about drugs which are prescribed which can help improve health and ones which are damaging to health and the legal implications. Teachers will use the correct terms and knowledge from 'Healthy Me p47 and p48' to ensure appropriateness and accuracy of information. Science and PSHE lessons are taught together to cover tobacco, alcohol, medical drugs, caffeine and illegal drugs.
Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

Training, monitoring and evaluation

Teaching and learning is monitored in relation to this policy and the school's Teaching, Learning and Assessment policy. The PSHE coordinator has responsibility for monitoring drug education teaching and learning in conjunction with the Head teacher.

Monitoring, Evaluating and Reviewing:

There is on-going monitoring and evaluation of the programme, teaching methodologies and learning outcomes to ensure that needs are met.