



King's Academy Ringmer "in pursuit of excellence"

Drug and Alcohol Education Policy

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VISION AND ETHOS

1. AIMS OF THE POLICY

King's Academy Ringmer is a rural mixed 11-16 comprehensive academy. It is of average size with approximately 440 students on roll in years 7-11. There are similar numbers of girls and boys. The academy takes its students from a wide area, both rural and urban, where there are pockets of affluence and deprivation.

Problematic drug and alcohol use is a growing concern both nationally and locally. Our academy recognises this problem and works collectively with the local authority, with other academies, with relevant agencies and with the local community in order to tackle these problems.

The most recent data, collected as part of a Health-Related Behaviour Survey, indicates that the use of illegal drugs, tobacco and alcohol by 14 and 15 year olds in East Sussex is lower than for the country nationally. At King's Academy Ringmer, the students surveyed reported that 52% did not drink any alcohol in the preceding 7 days. However, we recognise the need to lower further levels of unacceptable use. Of those 52%, 27% had drunk alcohol at home and 21% outside in a public place.

Our academy is a smoke free site, including our outside areas.

Aims and objectives of this policy

- To ensure compliance with criminal law where it is an offence for any person to possess, use, supply or sell controlled drugs (as defined by the Misuse of Drugs Act 1971, and the New Psychoactive Act 2016), or be concerned in any of this activity.
- To increase understanding of the implications and possible consequences of use and misuse, and the law.

- To widen understanding about related health and social issues – e.g. sex and sexuality, crime, HIV and Aids.
- To help develop the moral courage to reject peer group pressures which may lead to experimentation with, and lead to the use of substances (legal or illegal)
- To provide students with accurate information about drugs and other harmful substances and make them aware of consequences of substance misuse.
- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing coping strategies.
- To actively discourage the use of a wide range of 'substances' that could put them at risk or cause them harm and to treat cases of drug usage by students as serious misconduct which will be investigated, and, may lead to the imposition of sanctions against students.
- To enable students who are in difficulty and whose achievement and performance is impaired to identify sources of appropriate personal support.

These aims are fulfilled through aspects of the students' experience in the taught curriculum and the informal curriculum. Drugs Education is delivered mainly through the Health Education programme in PSHE and in Science, but other opportunities to reinforce learning occur in other parts of the teaching programme – e.g. in PE, English and Drama. The academy will also provide assembly opportunities to discuss the use of substances and the consequences.

The Academy will work with other agencies such as Health Professionals, Community Police, Children's Social Care, Education Advisers and Youth/Community workers to deliver its commitment to Drugs Education and to deal with incidents of substance misuse. Outside speakers making presentations will be informed of the values held within this policy.

Whilst this policy specifically deals with drugs as defined in the "Misuse of Drugs Act 1971" such as heroin, cocaine, amphetamine sulphate, MDMA, cannabis (including CBD Cannabidiol) etc, its principles also apply to any substance misuse including alcohol, legally prescribed medication that is being used for purposes other than intended such as anti-depressants, steroids and benzodiazepines; volatile substances (those giving off a vapour or gas that can be inhaled); substances such as magic mushrooms that contain psilocybe, a natural hallucinogen; ketamine, and amyl nitrites (poppers), tablets marketed as "legal highs", New Psychoactive Substances, such as synthetic cannabis, and other substances such as nitrous oxide, glue and solvents if they are being used as items of abuse.

Definitions

The definition of a drug given by the United Nations Office on Drugs and Crime is :

“a substance people take to change the way they think and feel”

The term drugs and drug education unless otherwise stated is used throughout this policy to refer to all drugs:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, Khat, MMCAT (Mephedrone) and alkyl nitrates (known as poppers) and legal highs
- all over the counter and prescription medicines

A drug-related situation is one where there is suspicion, disclosure or observation of the use of unauthorised drugs or the discovery of unauthorised drugs or drug-related paraphernalia.

2. POLICY STATEMENT

- The governors intend that King's Academy Ringmer will remain an environment that is free from drugs, the paraphernalia of drugs, substances intended to resemble drugs and the 'culture' of drugs.
- Students who attend the academy, this includes travelling to or from the academy and while wearing the academy uniform, whilst under the influence of illegal drugs or alcohol are unable to participate fully in learning; they may also represent a safety risk to themselves or others. Such behaviour will be regarded as a breach of this policy and treated accordingly.
- Any breach of this policy will be treated as a very serious disciplinary matter. Students found guilty of drug related offences while under academy auspices will automatically lose their right to membership of the academy, (Permanent Exclusion). The Principal may offer a Fixed Term Exclusion and a supportive drug testing regime as an alternative to this in the case of a first offence under appropriate circumstances.
- The Principal will inform the police of the possession, consumption or supplying of an illegal drug, since each constitutes a criminal offence.
- Drug education is an entitlement for every student. The policy will therefore be underpinned by a continuing programme of education about drugs. Within the PSHE Programme, information will be conveyed about drugs whilst developing communication skills, social skills, self-esteem, assertiveness, personal and social responsibility and a healthy lifestyle. Drug education will take into account trends in local drug use and will take into account the Race Relations Amendment Act and ensure accessibility for all students with Special Educational Needs.

The Academy Drugs Policy will be available to all parents on request and on the academy's website.

3. THE IMPLEMENTATION OF THE POLICY

The Roles of the Principal and Assistant Principal Behaviour:

Implementation of the policy will be based upon trust and understanding between students, staff and parents and is seen as being in the best interests of all students at the academy. It is also meant to act as a positive and effective deterrent.

The Principal takes overall responsibility for the policy and its implementation, also for liaison with the Governing Body, parents, LA and appropriate outside agencies. The Assistant Principal Behaviour will have general responsibility for handling the daily implementation of this policy (through delivery of the curriculum) and will oversee the pastoral care implications of this policy.

The policy covers students throughout the academy day, on journeys to and from the academy, on academy trips and on all academy related activities.

Education

Our drug education is an important part of our curriculum. A continuing programme of education about drugs will be maintained throughout the academy. The programme will be delivered in the course of PSHE, PE, Chemistry and Biology lessons. All staff will, in addition, have their own contributions to make as appropriate situations present themselves.

Form tutors will remind their tutees of the academy rules regarding drug abuse and the consequences of failure to adhere to the rules at the start of each year. The Principal will remind the whole academy at least once during each term.

In particular our programme of education about drugs will:

- increase students' **knowledge** and understanding and clarify misconceptions about:
 - the short and long term effects and risks of drugs and a range of other 'substances' they may come into contact with
 - the rules and laws relating to drugs
 - 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.
- develop students' 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.

enable students to explore their own and other peoples' **attitudes** towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

The Assistant Principal Behaviour will enter into discussion with our students in evaluating our drug education in line with the statutory guidance "Working together: giving children and young people a say" (archived, 2004). Our programme will also include the best practice from DfE and ACPO drug advice for academy's (Sept 2012)

Training of staff:

The programme of education for students will be complemented by regular in-service training for staff. The Principal will monitor the inset provision for each teacher and ensure that all teachers receive an update at least every three years.

Involvement of parents:

Parents will be kept informed of any changes or developments to the academy's programme of drugs education. Parents will be invited to attend evenings such as those organised by the Assistant Principal Behaviour. For parents of Years 7-9 students, they will be provided with similar guidance as that provided in staff INSET. Parents will also be kept regularly informed of any concerns the academy has, through the weekly newsletter.

Individual Students:

Help will be provided for any students genuinely seeking it as part of the Academy's pastoral care provision. Confidentiality will not be provided to any student who discloses that she/he is taking drugs. A student coming forward with a drugs problem will receive help, but will also be required to go on to a supportive programme of regular drug testing if they wish to remain at the academy and receive its support.

Investigation:

Where there are reasonable grounds for suspicion of drug misuse or possession (or being concerned in any of this activity), Governors have authorised lawful and appropriate

detention. A student's possessions or person may be searched according to the 'Searching, screening and Confiscation' guidance issued by DfE in January 2018. Where the student declines to allow a search, this will be taken into account in any subsequent disciplinary procedure.

Drug Testing:

The governors have also authorised a drug testing regime under which a student who is reasonably suspected of using drugs may be asked by the Principal to consent to a biological sample (such as urine or oral swab) being taken under medical supervision or, in the case of alcohol, to consent to taking a "breathalyser" test. The student will be invited to have a member of staff of their choice present to witness that this procedure is completed in a proper and dignified manner. This will take place in the medical room. The use of drugs referred to here could be within academy or out of academy if out of academy use affected conduct or progress at academy. The sample will be sent for testing at an external laboratory in accordance with written procedures which will be made available to parents upon request. Parents will be notified as soon as practicable of any request for such a drugs test. Refusal to take a test will entitle the Principal to draw a conclusion that may not be favourable.

4. DISCIPLINE FOLLOWING MISUSE OF DRUGS

Whenever the Principal has evidence to suggest there has been a drug-related incident the Chair of Governors will be immediately informed.

The Academy will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents.

In the case of fixed term and permanent exclusions the academy adheres to the DfE's guidance 'Exclusions from maintained academy's, academies and pupil referral units in England (Sept 2017).

- The Academy will take temporary possession of a substance to protect the student from harm and from committing further offences, or is an illegal substance as defined by the Misuse of Drugs Act 1971. . This is permitted in law.
- A teacher and an adult witness must be present; wherever possible the Assistant Head Behaviour. (unless the situation is considered to be one of immediate safety and it is not possible or practical to get another adult witness).
- The sample will be sealed in a plastic bag (or in the case of alcohol any container will be sealed in a suitable bag) including details of date, time and names of witnesses. It will be temporarily stored in a lockable container/secure area. It is also important that staff ensure the incident is fully documented on Sims. This may include 'taking photographs; of the substance found in situ (if this is the case)
- Parents will be immediately informed unless this would jeopardize the safety of the student.
- A full record of the incident will be documented by the relevant member(s) of staff dealing with the incident.
- Academy staff will not attempt to analyse or taste an unidentified substance. It is permissible to retain a suspected substance for the purpose of the academy's own investigations. However, the said substance should as soon as is practical be handed over to someone who can lawfully dispose of this.
- The Principal will inform the police as soon as is reasonably possible.

The academy trips policy contains specific advice regarding drug misuse or possession whilst on an academy trip and what would happen to any sample involved.

Appropriate counselling and support will be available to those students perceived to be at risk. Every such student will meet with their tutor.

Where a student discloses to a member of staff that he/she is taking drugs, the teacher should make clear to the student that the information will be shared with the Assistant Principal Behaviour and the Principal. This also applies to a disclosure on an Academy trip. Given the seriousness of substance misuse, the student will be pointed to sources of confidential information and advice, and to treatment and rehabilitation services available to help those who are misusing substances.

Supply, etc

Those who sell illegal drugs, possess them with intent to supply, distribute them, or encourage others to use them, (or concerned in any of this activity) whether on or off academy premises while under academy auspices will be subject to the Academy's disciplinary procedures and permanently excluded. (see note on exclusion guidance – above)

The police will be contacted should the academy have suspicions that a student(s) involved in 'supplying' drugs. The academy will take its own statements and our Community Liaison officer will advise next steps.

Other Involvement:

In every other case where the Principal is satisfied that there has been involvement with illegal drugs on or off academy premises while under academy auspices, or where a student has tested positively to drugs, the student will be subject to the Academy's disciplinary procedures, as the health and safety of other students is directly at risk. A period of fixed term exclusion will follow for a first offence. Further involvement in illegal substances may result in permanent exclusion.

If the Principal is satisfied that a student has come to academy under the influence of alcohol (this means any indication of alcohol when "breathalysed" as even if the student has drunk moderately the night before there should be no residual indication) or has taken any alcohol during the academy day then for a first offence the student's parents will be contacted to take the student home and a period of fixed term exclusion will follow.

Drug Testing:

As an alternative to permanent exclusion in cases which do not involve supply or encouragement to others to use illegal drugs, the Principal's sole discretion may permit the student to remain at academy subject to a regime of testing without suspicion at intervals during the following two years – the exact period to be stipulated in writing by the Principal depending upon the nature of the particular incident. Such testing will be at the cost of the parents. Drug testing will not take place within 30 days of the start of an academy term or during any period of external examinations unless there are clear grounds for believing that there is continuing use of drugs. Both parents and students to whom the regime is offered would be required to sign consent forms describing the way in which the regime would operate. A student testing positive to drugs while on this regime would be permanently excluded, subject to the Academy's disciplinary procedures. All records of drug testing will not be used for any other purpose and will be destroyed when the student concerned leaves the Academy.

Review Procedure:

A student permanently excluded from the academy because of involvement with drugs will be entitled on written request made by the parents to have his/her case reviewed in accordance with procedures which would be notified to parents at the time.

Students admitted to the Academy following a drugs incident at another academy:
Such students will be placed on a regime of drug testing for a period of at least two years – the exact period to be stipulated in writing by the Principal at the time of an offer to join the academy being made.

5. MANAGING A DRUGS RELATED INCIDENT

In any case involving illegal drugs, the Police will be informed before the Academy makes its own detailed investigation.

Any teacher involved in investigating an incident is likely to use questioning and to search the belongings of an individual (in accordance with 'Searching, screening and Confiscation' guidance issued by DfE in January 2018). There are important dangers and disadvantages in these customary processes of investigation. They may:-

- a) cause unacceptable stress to the innocent
- b) foster a gang mentality through peer group
- c) encourage dishonesty and prevent a student from admitting a grave mistake if allied to expulsion
- d) demoralise the academy community
- e) lead to no clear conclusion
- f) reach wrong conclusions
- g) expose the academy to litigation by a parent.

Teachers will bear this in mind and seek to avoid these dangers.

In cases of reasonable suspicion, a student can be offered the chance to take a drugs test, explaining to the student that taking a test could remove suspicion and allow innocence to be established. There must never be any pressure on a student to take such a test but failure to take such a test may entitle the Principal to draw a conclusion that may not be favourable.

Procedures for Investigations

Natural Justice

The Principles of natural justice will normally be satisfied if:-

- I. the student is not pre-judged
- II. the procedures are fair, unbiased and impartial
- III. measures are taken to ensure proper care for the well-being of the student(s)
- IV. all investigations that appear necessary are carried out
- V. the student and parents are given a proper opportunity to be heard
- VI. the student and parents are warned that expulsion could be the consequence, and are informed of an appeal or complaints mechanism should this be the case.

The object is to ensure that any independent bystander would comment "this has been entirely fair".

Possible alcohol-related incident

In any incident involving a student appearing to be under the influence of alcohol, those investigating will be careful not to take the smells associated with drinking alcohol as anything other than a possible indicator. Drowsiness, looking flushed, bloodshot eyes with smaller pupils, lack of alertness, loss of memory, hyper-activity with disinhibition of normal

social functioning, lack of ability to walk in a straight line, coherence of speech, and signs of nausea/stomach upset will be considered. If strong suspicions exist when considering these possible indicators then a drugs test (in this case a “breathalyser” test) will be used and the drugs policy procedures followed.

Informing Parents/Carers

In any incident involving illegal and other unauthorised drugs the academy will inform the student’s parents and explain how the academy intends to respond to the incident and to the student’s needs. Where the academy suspects that to do this might put the student’s safety at risk, or if there is any other cause for concern for the student’s safety at home, then the academy will exercise caution when considering involving parents. In any situation where a student may need protection from the possibility of abuse, the academy’s nominated person for child protection should be consulted and the academy’s child protection procedures followed.

Searches

All searches will be carried out in accordance with ‘Searching, screening and Confiscation’ guidance issued by DfE in January 2018.

i) Fact Finding

The Principal will delegate responsibility to a member of SLT. The parameters of the case will be considered and a draft timetable drawn up. The consequences for all concerned will be anticipated. The Chair of Governors will be informed.

Parents will be notified at the earliest opportunity. If a witness or suspect shows signs of distress he/she should be offered the opportunity to have a member of staff present, or to speak to parents on the telephone or to have them present. It is advisable in any case for a suspect to have an adult “friend” (e.g. form tutor) present during interviews.

ii) Recording an incident

The Academy will make a full record of every incident. Storage of sensitive information about students or staff will be secure and will accord with the requirements of the Data Protection Act 1998.

The Academy will be aware that records, including notes of any discussions with students, may be used in any subsequent court proceedings. Notes will include the time, date, place and people present, as well as what was said.

iii) Witnesses

- Secure agreement to treat the interview in confidence. The Principal will preserve confidentiality as far as possible.
- Witnesses should be encouraged to give a written account.
- The Principal asks someone to note main points of what the witness says, to read over to the witness and ask if it is correct. This must include people present, date, place and time and be signed.
- Beware hearsay.

iv) Student Suspect(s)

Explain that answers to questions will be noted down and considered carefully.

Explain what has been alleged and, unless there is good reason for confidentiality, by whom. This must include people present, date, place and time and be signed.

Read over notes, ask if correct.

Tell student suspect of next stages.

If student suspect wishes to make statement this should be done in the presence of an additional adult.

If parents have not been present earlier and if the suspect has admitted a serious breach of academy rules likely to lead to permanent exclusion he/she should be segregated and parents/guardians asked by the Principal to attend without delay.

v) Making a decision about disciplinary action

Assess facts of the case, consider re-interview of witnesses or further written statements.

Decide whom to notify – Chair, parents, police, other agency?

At this point consider student suspect's file and disciplinary record.

vi) Meeting with Parents and Student Suspect(s)

The Principal, SLT member who oversaw the investigation and a teacher "friend" of the student suspect (usually Form Tutor) will be present.

Explain – what is alleged, the evidence and the consequences being considered

Describe what the student has said or written and what the Principal believes to be true.

Invite student to write out statement giving his/her side of the story and offer parents and student time alone together to talk things over (**unless** student appears frightened of parents).

vii) Notification of Governors

Governors should be informed of the action taken, and, in the case of exclusion, either fixed or permanent, the Academy's agreed procedures followed.

Academy visits and social events

This policy applies to all academy activities including those which occur outside of normal academy hours and whether on academy premises (either inside or outside) or on any external academy visit or residential trip. This includes activities run by non-academy staff or adults other than teachers as a part of our Extended Services Programme.

On academy visits and residential trips, staff and students will be briefed in advance about procedures and responsibilities. For overseas visits this briefing will include any difference in local laws regarding drugs. Any member of staff who may smoke, will not do so in front of students or in any area which students may frequent. On residential visits, staff will not consume alcohol or be under its influence while they have responsibility for students. Where the rules of this policy are breached, this will be managed either as an academy disciplinary matter and/or by the local police, depending on the severity of the incident.

At academy social events, this policy will apply to all those who attend.

Any individual causing or permitting nuisance or disturbance on our academy premises will be asked to leave and police assistance will be called for if necessary. This includes those displaying signs of intoxication.

Medicines

We recognise individual medical needs (both long and short term) and will be inclusive of and supportive to those individuals.

Staff are responsible for the safe and secure storage of their own medicines and we provide safe and secure storage for student's medicines. A named member of staff takes this responsibility. The academy is not responsible for providing any form of medication and will not do so.

The staff member responsible for storage of student medication is the Senior Receptionist.

We encourage self-administration by students where possible and appropriate within a supportive environment. Staff may administer medicines where there is a written agreement between the academy, the responsible member of staff and the parents/carers. This policy applies both within the academy day and on academy trips and residential visits

Staff administering medication will complete a record of all medicines administered which will be updated at the time of each administration.

Health and safety

Hazardous substances and equipment (for example solvents) may have a legitimate use on our academy site for a variety of reasons. Where this is the case, they are stored securely, managed in a way which prevents illegitimate access and used carefully and appropriately.

Illicit drug related paraphernalia or suspected paraphernalia found on the academy site will be handled by a member of staff within existing health and safety procedures using appropriate safety equipment. Students are advised not to touch any suspect items found but to alert a member of staff.

Where any individual on academy premises is believed to be under the influence of any substance which is affecting their behaviour inappropriately, our primary concern will be the health and safety of all in the vicinity. First aid will be administered when necessary and always in the case of a child or young person in our care who is thought to be intoxicated. We have trained first-aiders within the academy and first aid equipment. Emergency medical services will be contacted as appropriate.

Off-Site Activities

The use of solvents, alcohol, and illegal drugs is prohibited during all Off-Site activities.

Staff accompanying students on day or residential visits should not consume alcohol. The exception may be however, on residential trips, when, with careful agreement of other staff, those designated not on duty, ie not responsible for students at that time, may consume alcohol in moderation if they wish to. A member of staff, where a minibus is being used, should be the designated driver at all times and should therefore consume no alcohol in order to manage any situation that may require taking a student for medical attention. When necessary this applies to the backup driver also, ie due to distance or late time of day.

Staff accompanying students on academy trips should ensure that students are aware of the behaviour expected of them. (See Trips/Visits Policy)

Guidance and helplines:

Frank offers a live **chat facility on their website, email support**, an SMS number – 82111 and a 24 hour telephone helpline – 0300 123 6600.

QUIT gives advice and support to give up cigarette smoking. Telephone 0800 002200. Email advice stopsmoking@quit.org.uk.

Families Anonymous provide help for families of drug users. Telephone helpline 0845 1200 660.

Release provide advice and help with legal issues.

Local services:

Contact the East Sussex U19s Substance Misuse Service for advice or to make a referral.

A duty worker is available Monday to Friday (8.30am – 5pm).

Phone: 01323 464404

Address: Ground Floor, St mark's House, 14 Upperton Road, Eastbourne, East Sussex, BN21 1EP.

Email: under19'sSMSduty@eastsussex.gov.uk

APPENDIX 1

Curriculum

Drug and alcohol education is delivered within our Personal, Social and Health Education programme and also forms part of the statutory science curriculum.

PSHE schemes of work linked to specific lesson plans are available on the moodle. Please also refer to the PSHE policy for further information.

Key Stage 3 – Drug Education in the National Curriculum		
PSHE: Non-statutory Programme of study: Personal Wellbeing	Science: Statutory Programme of study:	Questions to help students to explore Drug education within the national curriculum
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> • how high-risk behaviours affect the health and wellbeing of individuals, families and communities (d) • basic facts and laws, (including academy rules,) about alcohol and tobacco, illegal substances and the personal and social consequences of misuse for themselves and others (e) • how making choices for being healthy contribute to personal wellbeing, and the importance 	<p>Range and content should include:</p> <p>Organisms, behaviour and health</p> <ul style="list-style-type: none"> • The abuse of alcohol, solvents and other drugs affect mental and physical health. • Conception, growth, development, behaviour and health can be affected by diet, drugs and disease <p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • Consider how knowledge and understanding of science informs personal and collective decisions, including those on substance abuse and sexual health 	<ul style="list-style-type: none"> • What are reliable sources of information on drugs, alcohol, tobacco and other substances? • Who can I go to for further advice and support? • What can I expect from them and where and when are these services available? • What are the basic facts and laws, including academy rules, about alcohol, tobacco, illegal substances? • What are the risks of misusing substances, including prescribed and over-the-counter medicines? • What happens if I break the law relating to drugs, alcohol and tobacco and other substances? • What affects our self-esteem – and how does self-esteem affect our emotional health and relationships with others? • How does alcohol and drugs affect sexual behaviour?

<p>between work, leisure and exercise (f)</p> <ul style="list-style-type: none"> ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations (g) 	<p>Explanatory notes:</p> <p>Diet, drugs and disease: This includes...the effect of drugs such as alcohol, tobacco and cannabis on mental and physical health. It also includes the effects of bacteria and viruses, such as those associated with sexually transmitted infections.</p>	<ul style="list-style-type: none"> How can I make healthy and safe choices about my life? How can I say no if my friends want me to do something that threatens my safety or wellbeing, or I know is against the law? Who can I go to for help?
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Key Stage 4 – Drug Education in the National Curriculum		
<p>PSHE: Non-statutory Programme of study: Personal Wellbeing</p>	<p>Science: Statutory Programme of study:</p>	<p>Questions to help students to explore drug education within the national curriculum</p>
<p>The range and content that teachers should draw on when teaching the key concepts and processes include:</p> <ul style="list-style-type: none"> the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (a) how the media portrays young people, Board image and health issues (b) the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and 	<p>Students should be taught:</p> <p>Organisms and health</p> <ul style="list-style-type: none"> Human health is affected by a range of environmental and inherited factors, by the use of misuse of drugs and medical treatments 	<ul style="list-style-type: none"> How do friends, relationships, culture, faith and family influence beliefs and attitudes to drug, alcohol and tobacco use? How can conflict arise in relationships with my peers, family and others and how can I deal with it? How can I resist pressure to do things I don't want to do - from peers and others? How do alcohol and drugs affect decision-making, including sexual decision-making, and what strategies can reduce

<p>misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (d)</p> <ul style="list-style-type: none"> ● where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (e) ● the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse. (j) 		<p>the risks?</p> <ul style="list-style-type: none"> ● How can I contribute to challenging bullying and all types of discrimination? ● How does the media present drugs and alcohol misuse, and tobacco and how is reality distorted? ● What is the full range of services, help and information available to me including local health services, counselling, pharmacists, GPs, drop-in services for young people, telephone help-lines and internet sites?
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