

**Bishop Challoner
Catholic College**



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FGB Ratification	N/A
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Current Status	Ratified
Staff Owner	F. Bisset
Government/DfE Requirement	Voluntary

Drug Education

DRUG EDUCATION POLICY

HOW DO WE DEFINE A DRUG?

A drug is defined as 'a substance that people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime)

Drug, alcohol and tobacco education includes learning about:

- over-the-counter or prescription medicines, including anabolic steroids;
- legal substances such as poppers (amyl nitrate), caffeine, tobacco and alcohol;
- volatile substances, e.g. glues, gases, aerosol propellants; and
- Illegally produced, owned or supplied substances such as those covered by the Misuse of Drugs Act 1971, e.g. cannabis, ecstasy, amphetamines, cocaine (including crack cocaine), heroin.

HOW THIS POLICY WAS DEVELOPED & IS IMPLEMENTED

This policy has been developed with due regard to the values of the Catholic Church, the School Mission Statement and to national and local health targets. Working in partnership with health organisations to educate young people with the aim of reducing harmful drug activity and reinforcing and safeguarding the health and safety of pupils in the school.

The Policy was written and reviewed by Mrs Bisset, PHSE Co-ordinator, in consultation with the Birmingham Services for Education and DfE & ACEPO Drug Advice for Schools (2012) documentation. Mrs Jethwa is in charge of overseeing the implement of the drug education policy. Mrs Jethwa, as Head of PSHE, works with the different Heads of Department (Maths, Science and RE) as well as our pastoral staff to ensure all lessons, assemblies, form sessions and workshops and implemented to the highest standard. Mrs Jethwa also works with pastoral leads, Bishop Challoner's link police officer and Birmingham Services for Schools, in order to deliver ad hoc substance misuse information sessions that respond to the prevailing needs of our students.

AIMS AND OBJECTIVES OF THE DRUG EDUCATION PROGRAMME

In response to the Government's strategy to combat the problems of drug misuse by young people, and with guidance from Birmingham initiatives, we at Bishop Challoner School have developed a drugs education policy and a cohesive programme of study. The policy will encompass advice from the government document, Drugs: Guidance for Schools, the white paper, 'Protecting Young People' and the DfES's document, 'Tackling Drugs to build a better Britain' and 'Smoking Kills' – A White Paper studying the effects of Tobacco; Department for Children, Schools and Families. Websites: www.dcsf.gov.uk; www.parentscentre.gov.uk; www.doh.gov.uk; drugs.homeoffice.gov.uk.

At Bishop Challoner School we believe that every individual is special and made '*in the image of God*' thus our bodies should be cherished and not abused. In living out our mission statement we have a duty to respect others and ourselves at all times. The misuse of drugs can have a negative effect on our physical and mental health as well as our relationships with friends and family hence, an effective drugs education programme can only aid our mission to live out the Gospel messages and create a better society. We aim to offer a secure framework within which staff can operate with confidence; teachers will be able to deliver an effective drugs education programme knowing they have the support of a well-informed spiral curriculum that encompasses breadth and depth to our drug education.

We aim to increase pupils' knowledge and understanding and to clarify their misconceptions about:

1. The short and long term risks of drugs
2. The rules and laws relating to drugs

3. The impact of drugs on individuals, families and communities
4. The prevalence and acceptability of drug use among peers
5. The complex moral, social, emotional and political issues surrounding drugs

We aim to develop pupils' personal and social skills to make informed decisions and keep themselves healthy, including

1. assessing, avoiding and managing risk
2. communicating effectively
3. resisting pressures
4. finding information, help and advice
5. devising problem solving and coping strategies
6. developing self-awareness and self esteem

We aim to enable pupils to explore their own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and other influences. We have adopted a mixed approach to the delivery of drugs education which reflects the whole communities' responsibility to ensure our young people have access to the right information across the curriculum. We also see the importance of Drugs Education being delivered by specialist teachers and external agencies. Issues to do with the misuse of substances including drugs and alcohol are being dealt with through: the Religious Education, PSHE, Science and P.E. departments; form time sessions, Personal Development days and assemblies.

HOW DRUGS EDUCATION IS ADDRESSED

FORM TUTOR TIME & ASSEMBLIES

All year groups follow a form time curriculum that enhances the Personal, Social, Health and Economic education taught throughout different subjects and assemblies. As a minimum each year the calendar will educate our students in four areas of Drug Educations: managing risks & peer pressure; finding information & advice; laws relating to drug use; impact of drug use. Additionally any topical current affairs issues relating to substance misuse may also be shared. Resources are carefully researched and tailored to the needs of our Bishop Challoner students in order to enhance the spiral curriculum of PSHE that is already delivered in class time, in assemblies or on PSHE days.

KEY STAGE 3

In PSHE lessons, students begin by learning about peer pressure and how to deal with difficult situations in year seven. In year eight, students are educated on the importance of looking after their physical and mental wellbeing including the misuse of alcohol, nicotine and tobacco. In year nine, students go on to learn more specifically about drugs including the nature of different drugs, their dangers and the impact they have on the individual, families, friends and wider society. Students are taught the laws and the consequences of breaking such laws are discussed and debated in order that students recognise their necessity and responsibility. When appropriate and available, these lessons are supported by outside agencies such as The White Ribbon Association & Aquarius who deliver workshops, assemblies and provide interactive resources such as 'drunk goggles' in order that students can understand the real dangers of drug use and abuse.

In Science lessons students learn how human development can be affected by drugs. Students learn about the negative impact drugs can have on conception, health, fitness and behaviour. Students look deeply into the affects of alcohol on behaviour and how excessive use can damage the liver and a developing foetus. They also study the impact of smoking on the body of smokers and passive smokers. These lessons are reiterated in PE lessons when students follow a scheme of work on healthy lifestyles.

In religious education lessons, when studying the RSE topics, students begin each unit with a lesson entitled "Made

in the Image of God” where they reflect on how they should respect their body and others. Although this isn’t explicitly drug education, their reflections will include discussions on how and why they should avoid any substance that may cause them harm.

KEY STAGE 4

In science lessons year 10 and 11 students look at the diseases that smoking tobacco can cause, the long and short-term effects of alcohol and how solvent abuse affects the brain. They learn to recognise influences, how to respond to them to make healthier choices and understand how to seek professional advice confidently about health. To supplement this in RE lessons they also consider the effect of addictive behaviours on relationships and the morality of drug use.

KEY STAGE 5

Key stage 5 students receive their drug education provision through form time, assemblies and a collapsed timetable day in year 12. During these educational sessions students will cover the legalities of drug use, the dangers of legal and illegal substance use and the consequences on relationships and work life.

Pupil voice sessions also award Sixth Form students with the opportunity to request topics to be covered in form time which has, on occasion, led to more in-depth sessions on specific drugs such as nitrous oxide. Students are also asked to feedback on workshops that are delivered in order that we can plan for future tutor time resources, assemblies or further interventions if required.

USEFUL ORGANISATIONS:

FRANK is the national drugs awareness campaign aiming to raise awareness amongst young people of the risks of illegal drugs, and to provide information and advice. It also provides support to parents/carers, helping to give them the skills and confidence to communicate with their children about drugs. 24 Hour Helpline: 0800776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Addaction is one of the UK’s largest specialist drug and alcohol treatment charities. As well as adult services, they provide services specifically tailored to the needs of young people and their parents. The Skills for Life project supports young people with drug misusing parents. Website: www.addaction.org.uk

Family Lives - A charity offering support and information to anyone parenting a child or teenager. It runs a free-phone helpline and courses for parents, and develops innovative projects. Tel: 0800 800 2222 Website: <http://familylives.org.uk/>

ADFAM offers information to families of drug and alcohol users, and the website has a database of local family support services. Tel: 020 7553 7640 Email: admin@adfam.org.uk Website: www.adfam.org.uk