

'A drug is any substance which affects how a person thinks feels or behaves.'

Participating Schools

Bottisham Primary School
Bottisham Village College
Burwell Village College (Primary)
Cheveley CE Primary School
Fen Ditton Primary School
Fulbourn Primary School
Great Wilbraham Primary School
Kennet Primary School
Kettlefields Primary School
Swaffham Bulbeck CE Primary School
Swaffham Prior CE Primary School
Teversham CE Primary School

A drug:

Policy Development and Review

This policy was originally devised by representatives from the participating schools and:

South Cambs PCT
The Bridge Drug Agency, Cambridge
PSHE Service
Cambridgeshire Police
Community Education

The policy revised by representatives of the schools.

Section 1- Context

Statement of Purpose

Our aim is to provide all our young people with the necessary skills, knowledge and attitudes that enable them to make positive and healthy choices in their lives when confronted by opportunities that pose genuine risk for them.

We accept, as with all aspects of the development of the child, that the early years are vitally important in building the foundations for future experience and behaviour. Therefore, all our schools are partners in this shared initiative.

Education for personal development begins in the home before the child enters school. More formal education starts with the first years of schooling and continues through until our students leave us at 16. During this time most of our young people will take advantage of numerous opportunities to develop their knowledge, skills and attitudes, both through organised activities within their communities and through their relationships and interactions with adults and their peers.

Our aim is that all our young people should refuse to experiment with illegal drugs or misuse alcohol, solvents or other drugs. But, if they do, we wish to equip them with the capacity to manage the situation to ensure their personal safety and to know where help and advice can be found if needed.

Glossary

Throughout this policy we use the following definitions:

Drug:

Any substance which affects how a person thinks, feels or behaves (World Health Organisation) The term embraces medical, non-medical, legal and illegal drugs. Therefore, "drug" includes: alcohol, tobacco, volatile substances (solvents, aerosols etc.), nitrites (poppers), medicines (prescribed and over-the-counter) and illegal drugs.

Young people:

Children and adolescents 3-19 years

Community:

All people, who live, work or in some other way impact on the lives of young people who attend Circle Link Schools. See the front cover for a map.

Drug use:

The use of **any** drug.

Drug misuse:

Drug taking which harms physical, mental or social well-being. This could, for example, include physical or psychological dependence or impairment, improper use of medicines, intoxication, breach of school rules or of the law.

Authorised drug use:

This is drug use which is accepted by the organisation. Reference might be made to this in other policies eg Medicines Policy, Smoke Free Policy.

Unauthorised drug use:

This is drug use which is prohibited by the organisation, such as illegal drug use or the use of alcohol outside agreed events.

Information

We believe that the work with and for young people within our communities should be informed and guided by detailed and up-to-date picture of our young people, their needs, attitudes and behaviour. Equally, we recognise the importance of gathering the views and opinions of all members of our communities, concerning effective and appropriate approaches to issues associated with drugs.

Our sources of information, summarised below, are:

- The Health Related Behaviour Survey conducted with Year 8 and Year 10 students at Bottisham Village College on a biennial basis. The survey was last carried out in Summer 2004.
- The "Draw and Write" Exercise conducted with all children in partner primary schools as part of their Drug Education programme.
- Questionnaires submitted by parents/carers.

Circle Link Schools' Aims

As partner schools our shared aims are:

- To provide and develop a "lifeskills" model of drug education which places equal emphasis on the need to equip pupils with knowledge appropriate to their age and maturity; the development and reinforcement of key skills such as decision-making, resisting pressure and the nurturing of positive attitudes towards themselves, their bodies, others and the community as a whole
- To work with our parents, carers and community partners to share and develop our own knowledge and awareness, so that we feel confident to talk and work with our pupils and gain their confidence
- To maintain a dialogue with our pupils and use appropriate data gathering means to ensure that our teaching, advice and guidance reflects local needs and is kept up-to-date
- To establish clear guidelines for identifying and dealing with drug-related incidents in schools and in the community
- To publish and adhere to clear procedures for dealing with school based incidents including criteria for judging the seriousness of an incident and the resulting action and/or sanction that may be taken
- To monitor and evaluate our provision to ensure its quality and effectiveness.

We intend to achieve our aims through:

- A co-ordinated and consistent approach to the curriculum and to possible drug-related incidents
- An appropriate teaching programme which responds to the children's stated needs
- Clearly defined learning outcomes for lessons and other inputs
- Reinforcement of key messages at different ages and stages and in different situations
- Content and teaching approaches which match the needs and maturities of all pupils, including those with special educational needs
- Integration of Drug Education into the wider curriculum
- Training and support for staff in the planning and delivery of Drug Education
- Regular revision of policy and practice.

A framework of expected learning outcomes from 3-19 is outlined in this document.

Entitlement

We believe that all partners in the education and development of young people have an entitlement to participation, support and guidance. We commit ourselves to the following statements of entitlement:

Young people are entitled to:

- Have access to information which is honest, accurate, and up-to-date, which is appropriate to their age and level of understanding, which will enable them to make healthy and informed choices concerning drug use
- A varied, planned and cohesive programme within the education process which will enable them to explore and practise relevant skills and attitudes, and give them time to reflect on their findings
- The opportunity to participate in the shaping and evaluation of their Drug Education programme, according to their age
- Have access to advice and support, when needed, in the location and context which is appropriate for them
- Be allowed to learn from their mistakes and be supported, not condemned. Behaviour may be unacceptable, but not the person
- Have issues around confidentiality explained to them clearly, when seeking advice
- Be made aware of legal requirements and consequences
- Be treated with sensitivity, especially where there are concerns about family drug use
- Have cultural differences and needs recognised.

Adults working with young people in schools and their communities are entitled to:

- Have access to information which is honest, accurate and up to date, including current legislation and guidance
- Training which takes account of current issues and the procedures which need to be followed
- The dissemination and celebration of good practice, wherever it occurs
- Access to advice and support and to opportunities to develop personal skills
- Clear guidance on confidentiality
- An environment which allows them to contribute to policy and to express concerns openly and honestly
- Access to a co-ordinator who is trained and has time to liaise, both with outside agencies and colleagues within school.

Parents and carers are entitled to:

- Accurate and up-to-date information delivered in a way which is accessible to all, regardless of language, level of understanding or culture

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- Place their child in a safe and secure environment and to be informed of any issues which might directly affect the health, safety or welfare of their child
- Be involved in the formulation and evaluation of school policy through representatives
- Receive information on the content of Drug Education young people receive both in schools and in other locations
- Have their views valued and to be allowed time and privacy to share any concerns
- Confidentiality within the remit of school policy
- Have access to advice and support when requested, including referral to outside agencies
- Opportunities to develop their own personal skills
- Be aware of the appeals procedure concerning school exclusions and have support in accessing it.

of this policy for their organisation.. The policy will be reviewed collectively at agreed intervals (second review 2009)

School governors are entitled to:

- A clear explanation of their roles and responsibilities concerning Drug Education - there should be a named governor with a link to this area.
- Appropriate training opportunities which would include accurate and up-to-date information and support with regard to the responses to drug-related incidents
- The opportunity to observe and discuss curriculum content and classroom practice, in accordance with existing policy
- Knowledge of legal, DfES and LEA requirements and support where necessary
- Be informed, through the Chair and/or named governor of any serious drug-related incident.

Members of the schools' communities are entitled to:

- Have the opportunity to raise and maintain their awareness of drug-related issues in ways which are accessible and open to them
- Be able to voice and discuss their concerns about drug use in their communities, especially when it involves young people
- Know how and where they can access help and advice in their locality.

Implementation and Review

Partner organisations are committed to working towards the implementation and development of this shared policy and will reflect on the implications

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Section 2- Implementing the Policy in Our School **(Any bold, italic item should be changed or amended according to school policy or practice)**

At Great Wilbraham C of E Primary School we aim to Provide the best education for all our children within the safe secure environment of our caring Christian community

As part of our work in meeting these aims, we consider the implementation of this policy as key. Our provision of Drug Education is assisted by our practice in other areas. Therefore the following policies are relevant to our work in Drug Education:

- PSHE and Citizenship, Child Protection, Behaviour, Staff Health and Well-being, Medicines, Health and Safety, School Visits

Copies of this policy will be made available to staff in the staff room policy folder. Copies will be made available to parents and community members at the school website or from the school office on request.

Delivering the Entitlement Curriculum for Drug Education in Our School

We understand the importance of ensuring that all children in our school and across the community gain similar information and experiences through Drug Education. We will therefore follow the Entitlement Curriculum included in this document. We will ensure that the curriculum is accessible to all, according to their need and ability.

The objectives of the Entitlement Curriculum for Drug Education will mainly be delivered in designated PSHE time, Circle Time, focused health topics, Conference days, specialist teams.

Some aspects of Drug Education will be delivered in other subjects, such as Science, literacy and RE. Some objectives of Drug Education will also be met in enrichment activities. For example Visits from the Life Education Centre, our work as a Health Promoting School

We will refer to national guidance when planning our Drug Education activities. For example, 'Drugs: Guidance for Schools' DfES Feb 2004, QCA guidance and materials from National Healthy Schools.

All staff will primarily use the Cambridgeshire PSHE Scheme of Work (Primary) in planning and delivering the Entitlement Curriculum. We will also use World of drugs, Tacaïd and Working together Drug prevention

programme. which are stored in the staff room on the PSHE shelf. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' document B3, when selecting new resources.

Responsibilities and Accountabilities in Our School

This section describes the roles of members of staff in relation to drugs and Drug Education.

- We regard it as the shared responsibility of all adults working within the school to model responsible drug-related behaviour and to respond appropriately to a young person's request for guidance, information and advice. All staff will be aware of the procedures for dealing with a drug-related incident.
- Teaching and support staff will have the same responsibility for contribution to the delivery of the taught Drug Education curriculum as they have for other components of the curriculum.
- The PSHE Subject Leader is responsible for reviewing and evaluating Drug Education at Great Wilbraham C of E Primary School. The PSHE Subject Leader is accountable to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the Entitlement Curriculum by the PSHE Subject Leader who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with the PSHE Service and plan INSET to meet staff needs.
- Governors have the responsibility to update their own knowledge and awareness so that they can contribute to monitoring and evaluation of policy and practice.

Responsibilities when Responding to Incidents

- Solvents and hazardous chemicals will be stored in accordance with our Health and Safety policy, which refers to COSHH Guidelines. The person responsible for overseeing this policy is the Head Teacher.
- If a substance is found at Great Wilbraham Cof E Primary School, it will initially be reported to the PSHE Subject Leader, who will record the nature of the substance and the time and place it was found. This record will then be shared with the Head Teacher, who will deal with it appropriately, seeking advice if necessary. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' B6 or B7.
- In a situation where a child is involved in unauthorised drug use on school premises, the

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Head Teacher will normally inform the child's parents.

- If the Head Teacher believes an offence has been committed by staff or pupils, he or she will consider informing the police. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' B8. We may contact our Police Liaison Officer/Community Beat Officer/ Police Community Support Officer, on 01223 823715 for support and further information.
- Should the press contact the school regarding a drug-related incident or situation, a press release will be issued in collaboration with the County Press Office. The Chair of Governors be the main contact for the press. We will refer to 'Responding to Critical Incidents' Cambridgeshire CC 2004.

Schools' Boundaries

We accept that on our premises we act 'in loco parentis.' We will make clear to all the rules which apply to individual visits or group trips including other areas where direct responsibility lies with the parent/carer (primarily school/home transport and the close environment of the school). In these situations we will work in partnership with parents/carers and, where appropriate, the wider community. Clear guidance will be given to staff regarding their supervision responsibilities and their own drug use (e.g. of alcohol, tobacco and medicine). We will refer to 'Supporting the Cambridgeshire Drug Policy' documents A9 and B9 when planning educational visits or considering home/school transport.

The School's Environment

In school, we are committed to creating an environment which does not promote to young people, directly or indirectly, the misuse of drugs.

We will promote such an environment in the following ways:

- The application of a no-smoking policy across the whole school site.
- Developing clear procedures for the storage, administration and use of medicines.
- A policy of restricting the availability of alcohol for consumption, sale or as rewards or prizes when and where young people will be present. This acknowledges that there will be occasions when alcohol is available in sensible and controlled conditions. We will refer to 'Supporting the Cambridgeshire Drug Policy' document B11 when considering the use of alcohol as a prize in raffles etc.

In addition, based upon the principles of Health Promoting Schools, we shall be active in promoting and modelling alternatives to drug use. This may include, for example, the provision of quiet and cool places where pupils can recover from headaches and the organisation of play areas in ways that allow pupils to find environments to match their health needs.

We shall be watchful to ensure that any materials that may directly or indirectly promote irresponsible use of tobacco, alcohol and other "legal" drugs are not used, displayed or distributed in our school.

Confidentiality

The essential nature of confidentiality guidance is not altered by the fact that a case involves drugs. Where there is a genuine risk to the safety of the young person or other people, information must be passed on to individuals and/or organisations which are responsible for protecting the young person. It is likely that such responses will fall within the remit of other policies such as Child Protection, Behaviour and Health and Safety.

Staff may have to pass on information to fulfil their professional and moral duties in relation to:

- child protection
- co-operating with a police investigation
- referral to external services, such as drug agencies.

Any information disclosed to a staff member or other responsible adult which is deemed to be of a serious nature, will be communicated to the designated person immediately.

The designated person may choose to respect a young person's wish for confidentiality only in cases where:

- there is no cause to believe that confidentiality will endanger or put the young person or others at risk
- disclosure itself may place the young person at risk.

It is our policy to inform parents and carers as soon as possible, when a young person has been involved in a drug-related incident or situation. Except in situations where such information could prejudice the safety of the young person. The person responsible for Child Protection will be asked for guidance in this instance.

Young people will be told clearly what information is to be passed on and to whom and their agreement will be

sought. We will support the young person in dealing with possible consequences.

Use of Visitors and Outside Expertise

We will also make use of the expertise of visitors and experts from outside agencies, but this will be seen as an enrichment of our provision and not a substitute for the effectiveness of education based upon the relationship between teacher and pupils. Such visitors will be made aware in advance of our policy and will be expected to work within it. They should work in collaboration with appropriate staff to ensure continuity.

We will use 'Drugs: Guidance for Schools' Appendix 6 when planning and reviewing such enrichment activities in Drug Education.

Family Drug Use

Many pupils will have parents, carers or family members who use drugs, including medicine, alcohol and tobacco. Some will experience illegal drug misuse by family members. We will take care to ensure that our Drug Education programme takes into account possible misuse of drugs by family members. We will work to ensure that the content of our programme does not stigmatise young people or heighten their anxieties about their family members' welfare. It will be a high priority to determine and address the additional needs of young people who experience drug misuse in the home. Any work with children of drug misusing families will be within the context of our Child Protection procedures. We will refer to 'Supporting the Cambridgeshire Community Drug Policy' documents A7 and A8, when considering issues of child protection and family drug use.

Monitoring and Evaluation

We shall monitor the delivery and effectiveness of practice outlined by this policy and associated guidance. When carrying out such a review we will refer to 'Drugs: Guidance for Schools' Appendix 7.

Principal components will be:

- The identification of clear learning outcomes for all curriculum delivery
- Built in opportunities for pupils of all ages to reflect on their own learning against the planned learning outcomes
- Clear and consistent procedures for dealing with drug-related situations and incidents are in place
- The impact of training for staff and governors on practice is evaluated
- The Drug Policy will appear regularly on the agendas of staff meetings, Senior Management

Team, Governor meetings and, where appropriate, pupil School Council meetings.

No significant change will be made to this policy without consultation with parents, carers and members of the community of the school.

Communication

We believe that the activity and procedures determined by this policy are delivered on behalf of our pupils, parents and carers and our wider community. We have a duty to communicate the contents of our policy to these groups. In addition to the evaluation and monitoring procedures outlined above, we shall:

- Develop and maintain a variety of means of communicating the key points of this policy framework to all members of our community.
- Take opportunities to update parents and community members on any changes or developments in the patterns of drug use, the law etc. either locally, regionally or nationally initiated
- Offer all members of our communities the opportunity for a Drug Awareness Evening every three years in the case of primary schools and every two years in the case of the Village College.
- With our partners we shall seek to offer a programme of events designed to develop "parenting skills" and support parents and carers in addressing drug-related issues with their children.

Section 3 – Drug-related Situations and Incidents

Recognising Drug-related Situations

A drug-related situation is one involving the use of any authorised drug by a young person or adult within a specific setting. A situation might be ongoing, but will have been discussed and planned for.

Drug-related situations might include:

- the storage or use of alcohol on the premises by staff or parents
- the sale or award of alcohol (See 'Supporting the Cambridgeshire Community Drug Policy' B11)
- the storage or use of medicines on the premises by staff, parents or young people (See 'Supporting the Cambridgeshire Community Drug Policy' B13)
- the use of alcohol by staff or young people, away from the premises, while taking part in events or residential trips (See 'Supporting the Cambridgeshire Community Drug Policy' A9)
- the storage or use of other authorised drugs.

Recognising Drug-Related Incidents

A drug-related incident is one where there is evidence or suspicion of specific events involving unauthorised drug use or supply. We will need to react to this event, in order to prevent or reduce harm.

Drug-related incidents include:

- Disclosure by a young person of their own unauthorised drug use or alleged use by another person
- Unauthorised drugs being possessed on the premises
- Unauthorised drugs being used on the premises
- Supply or intended supply of unauthorised drugs on the premises
- Concerns about unauthorised drug use by an adult working with young people expressed by someone from the community
- Concerns about unauthorised drug use by young people expressed by someone from the community
- Young people adversely affected by the drug use or misuse of others
- Physical evidence of unauthorised drug use being found on or around the premises
- Misuse of an authorised drug by any members of the organisation
- The intimidation of a young person by peers or others in relation to drug use.

Responding to Drug-Related Situations and Incidents

Responses to situations or incidents involving any drug should seek to balance the interests and safety of the individual and others for whom it has an impact.

We will refer to 'Supporting the Cambridgeshire Community Drug Policy', in particular B6 and B7, when considering our response to a drug-related incident. We will record each drug-related incident using document B5 from 'Supporting the Cambridgeshire Community Drug Policy'. If we are considering the involvement of the Police in an incident, we will refer to document B8.

Where there is an incident that involves a young person in possession of, using or supplying an unauthorised drug the young person's behaviour will be sanctioned and the young person supported. We will work with the young person/people involved in the incident to assess need and refer them to support agencies where appropriate. We will use 'Supporting the Cambridgeshire Community Drug Policy' documents A12, A13 and A14, when assessing need and referring to other agencies.

Once harm is reduced and safety assessed, a range of responses will be considered, based on individual circumstances. The purpose of these responses will be to reduce the likelihood of repeated behaviour before the point of permanent exclusion. These may include:

- early involvement of parents/carers
- informing the police if it is believed an offence has been committed
- informal discussions with groups or individuals
- developing realistic and achievable behaviour contracts with young people
- redefining and reviewing of roles and responsibilities
- participation in a short-term intensive in-house or community based inter-agency programme
- referral to advice or counselling services
- referral to appropriate treatment or support agencies
- specialist consultation groups
- fixed-term or permanent exclusion.

Severity of Incidents

Each incident will be treated individually and responses will vary depending on the severity of the incident. These may be factors:

- allegation or suspicion of possession or use off the premises
- possession or use off the premises
- possession on the premises
- under the influence on the premises

- use on the premises
- intent to supply on the premises
- supply on the premises
- persistent supply on the premises.

We will endeavour to make a fair judgement about the motivation and intent of a young person involved in a drug-related incident or situation. For example, we would take into account:

- actions carried out as a result of personal anxiety or stress
- actions carried out as a result of peer pressure
- possession for personal use
- the involvement or coercion of others
- the intent to profit from supply of drugs.

Exclusions and Searches

When considering exclusions or searches, we will refer to 'Supporting the Cambridgeshire Community Drug Policy' document B10 and 'Drugs; Guidance for the Schools' Appendix 10.



Exclusion will be considered where the young person represents a significant risk to the health and safety of others; is disrupting others' learning or has come to the end of a long line of sanctions and the situation has not been resolved. In the case of permanent exclusion, we will undertake to:

- suggest access, with the co-operation and agreement of the individual, to appropriate counselling and support services
- provide information about the process which enables the individual to continue his/her education with minimum disruption.

The Entitlement Curriculum for Drug Education

Age	Knowledge	Skills	Attitudes
Age 3-5	<p>Learning what goes onto and into a young child's body - including pills medicines and injections.</p> <hr/> <p>Learning basic safety rules for medicines.</p> <hr/> <p>Learning why some people need medicines</p> <hr/> <p>Learning how to keep healthy</p>	<p>Identifying a range of substances that might harm a young child - at home or elsewhere.</p> <hr/> <p>Identifying feelings, expressing them and beginning to understand the effects they have.</p> <hr/> <p>Asking for help, identifying who to ask and telling in different contexts.</p> <hr/> <p>Identifying when and how to say "No" and "Stop".</p>	<p>Developing understanding of when adults take responsibility for young children.</p> <hr/> <p>Building an appropriate sense of self-responsibility.</p> <hr/> <p>Beginning to value the body, physical achievements and capabilities.</p>
Age 5-7	<p>Learning that all medicines are drugs, but not all drugs are medicines.</p> <hr/> <p>Learning that all drugs and many household substances can be harmful if they are not used properly.</p> <hr/> <p>Learning about the role of medicines in promoting, improving and sustaining health.</p> <hr/> <p>Learning basic safety rules for medicines, including rules for storage at home and at school and being able to follow these rules.</p> <hr/> <p>Learning basic information about how the body works, ways of looking after the body and what happens when things enter the body.</p> <hr/> <p>Considering alcohol and tobacco and their general effects on the body and on behaviour.</p>	<p>Identifying physical and emotional needs which contribute to a happy healthy life.</p> <hr/> <p>Identifying situations where risky substances are available, being able to ask for advice and check or say "No, I won't."</p> <hr/> <p>Communicating feelings, how to deal with them and developing a range of people to share them with.</p> <hr/>	<p>Developing attitudes towards the use of alcohol and cigarettes.</p> <hr/> <p>Developing attitudes towards medicines, health professionals and hospitals</p> <hr/> <p>Beginning to value individuality and to recognise and celebrate emotions, gifts and talents.</p> <hr/> <p>Valuing one's body and recognising its capabilities and uniqueness.</p> <hr/> <p>Recognising that there are ways to feel good and ways to feel better without taking medicines.</p> <hr/>
Age 7-9	<p>Learning about the dangers of handling discarded syringes and needles.</p> <hr/> <p>Learning about different types of medicines (both prescribed and over-the-counter) and legal drugs including alcohol and tobacco, their form, effects and associated risks.</p> <hr/> <p>Learning more about the body, how it works and how to take care of it.</p> <hr/>	<p>Understanding and practising how to act if dangerous items or unknown substances are found or offered.</p> <hr/> <p>Identifying different risks, thinking ahead and having strategies to stay safe.</p> <hr/> <p>Communicating emotions, both positive and negative, with a growing vocabulary and identifying a greater range of supportive people.</p> <hr/> <p>Recognising an emergency and taking suitable action.</p>	<p>Beginning to recognise influences from friends, the media and other sources and how to deal with these.</p> <hr/> <p>Developing attitudes and beliefs about legal recreational drugs and people who might use or misuse them and why.</p> <hr/> <p>Developing attitudes towards media and advertising of alcohol, tobacco and other legal drugs.</p> <hr/> <p>Having a sense of responsibility for personal safety and behaviour.</p>
Age 9-11	<p>Beginning to learn about the law relating to the use and misuse of legal and illegal drugs.</p> <hr/> <p>Learning more about different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form their effects and associated risks and consequences for society.</p>	<p>Recognising a range of different risky situations, exploring personal reactions to risk and being assertive in decision making around these risky situations</p> <hr/> <p>Effectively communicating a greater range of positive and negative emotions with a widening network of supportive people. Beginning to be supportive to others who need help.</p>	<p>Beginning to value personality and character over appearance or possessions.</p> <hr/> <p>Developing attitudes and beliefs about illegal recreational drugs and people who might use or misuse them and why.</p>

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Age	Knowledge	Skills	Attitudes
Age 9-11 cont.	<p>Learning about solvents, their form effects and associated risks.</p> <hr/> <p>Learning that all drugs and solvents affect the brain and the importance of the brain in controlling the body and personality</p> <hr/> <p>Learning that all drugs, including medicines and some substances can be misused and reinforcing rules for safe use and storage of drugs and substances.</p>	<p>Beginning to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p> <hr/> <p>Recognising influences and persuasion, their different sources and effects. Acting and negotiating to deal with these to maintain personal safety.</p> <hr/> <p>Beginning to be supportive to others who need help.</p>	<p>Developing attitudes towards growing up, self image, changing emotions and new responsibilities and freedoms.</p> <hr/> <p>Developing attitudes towards role models.</p>
Age 11-14	<p>Learning further information about legal drugs (including prescribed and over-the-counter drugs) and illegal drugs, their effects and associated health risks.</p> <hr/> <p>Learning about different categories of drugs - including stimulants, depressants, analgesics and hallucinogens</p> <hr/> <p>Understand scientific terminology including the words use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.</p> <hr/> <p>Learning about misuse of drugs in sport.</p> <hr/> <p>Learning about school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related incidents.</p> <hr/> <p>Learning about the effects and risks of taking increasing amounts of alcohol</p>	<p>Having the capacity to access advice and support, with in personal networks, in the locality, national helplines and organisations.</p> <hr/> <p>Being able to distinguish between fact and opinion in relation to drugs and being able to check information and advice.</p> <hr/> <p>Demonstrating the capacity to be assertive and make decisions to reduce risk in situations relating to drug use.</p> <hr/> <p>Being able to recognise and deal with the pressure with in friendships caused by some behaviours and decisions.</p> <hr/> <p>Giving and securing help for those who need it, whether basic first aid or advice and support.</p> <hr/> <p>Being able to recognise and act on factors which will complicate effects of drug taking including mood, mixing substances, using medication concurrently</p>	<p>Expressing and developing attitudes and beliefs about legal and illegal drugs and drug users, amongst different groups in society.</p> <hr/> <p>Recognising one's self as a role model and acceptance of responsibility for one's own actions.</p> <hr/> <p>Acknowledging that many adults are concerned about drug use and misuse and exploring the consequences for young people.</p> <hr/> <p>Developing personal attitudes towards cultural and peer group views on the use of legal recreational drugs.</p>
Age 14-18	<p>Learning further information about drugs, their legal status, effects (including perceived benefits of illegal drug use) and appearance .</p> <hr/> <p>Learning about the patterns of drug use locally and nationally and the impact on the community and the wider society.</p> <hr/> <p>Learning about drug policy in this country, including education, prevention, policing, penalties, treatment and rehabilitation.</p> <hr/> <p>Learning about the services provided by local and national advice and support agencies.</p> <hr/> <p>Learning about and understanding school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug related situations.</p> <hr/> <p></p>	<p>Developing the ability to manage conflict, one's own aggressive behaviour and that of others.</p> <hr/> <p>Demonstrating awareness of and the ability to use a range of decision making and assertiveness skills related to drug use.</p> <hr/> <p>Giving and securing help for those who need it, whether basic first aid or advice and support in a wide range of situations.</p> <hr/> <p>Showing an awareness of a wide variety of risky situations and be able to suggest courses of action which will reduce risk.</p> <hr/> <p>Communicating advice to other young people and ensuring accuracy of information.</p> <hr/> <p> Cambridgeshire County Council Education Libraries & Heritage</p>	<p>Expressing and developing attitudes towards drugs, drug users and misusers and laws relating to drugs, including licensing and retailing laws.</p> <hr/> <p>Developing attitudes towards being a role model and exploring the impact this has on behaviour.</p> <hr/> <p>Exploring personal attitudes towards cultural, social and peer group views on the use of legal and illegal drugs.</p> <hr/> <p>Exploring personal attitudes towards pressure, stress and suggested coping strategies.</p> <hr/> <p>Exploring individual attitudes towards personal, financial, social, biological and psychological effects of drug use and misuse.</p> <hr/> <p>Exploring attitudes towards alternatives, long and short term consequences when making decisions about personal health.</p>