Head Teacher: Mr Matt Joyce



# **Drug Education Policy**

# Reviewed September 2024

### Newark Orchard School - Drug Education Policy

Newark Orchard School is committed to providing an education that nurtures "Individual growth, individual people".

### Purpose of the Drug Education Policy

We are committed to investing in our pupil's health and well being, because we believe doing so will assist the process of raising their achievements. Drugs education is an important issue that is both essential and relevant to pupils in the real world. Through our approaches to drugs education we are seeking to develop and enhance life skills that can be built on and which will help them in the future.

In developing our policy and programme of study we have taken full account of the DfES guidance contained in 'Guidance for schools' (2004) and the Quality Standard for Drugs Education. It follows the advice of DfE and ACPO drugs advice for schools (2012).

Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

This policy is to be upheld by all staff and Governors.

#### Drug education?

For the purpose of this policy and our drugs education programme, drugs are defined as: a substance people take to change the way they think, feel or behave. Where the document refers to drugs, this includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ("legal highs") and volatile substances, unless otherwise specified.

Drugs Education is part of Relationships, Sex and Health Education (RSHE) and should enable pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle. This is also covered through the delivery of the Newark Orchard School safeguarding curriculum.

#### **Implementation**

- 1. Within the taught, age appropriate, spiral Drugs Education programme within RSHE and the Science curriculum (specified in the NC/AQA ELC programmes of study)
- 2. Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
- 3 Assemblies
- 4. Specific intervention support via girls/boys groups/1:1 as appropriate delivered by suitably trained staff member

- 5. Pastoral support for pupils who experience difficulties (please see Confidentiality Policy)
- 6. By the provision of appropriate information through leaflets and books
- 7. Delivery in response to incidents
- 8. Visits and education from local Police officers

### Teaching Methods & Resources

### Continuity and Progression

Continuity and progression are generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. For those on the Engagement Pathway, RSHE will be taught discreetly and using cross curricular links where possible to ensure the subject matter of the curriculum is covered. In KS1, KS2, KS3 and KS4 the curriculum will be taught via weekly dedicated RSHE sessions, using cross-curricular opportunities to enrich learning. At Post-16, the curriculum will be delivered in association with PSED.

The RSHE topics to be covered each term are specified on the relevant curriculum maps.

### Coverage

The RSHE curriculum is statutory and delivered to all student across the school, regardless of their pathway. The curriculum content has been carefully planned to match the needs of our students:

Drugs Tobacco and Alcohol					
Working towards Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
• n/a	Match photos of drinks to a symbol or verbal instruction, e.g. can you find me the juice?     Tolerate an adult giving medicine with a spoon or syringe     Recognise the difference between a liquid medicine and a drink and tablet medication and food     Understand that taking medicine can make you feel better     Recall a time they have taken medicine and what is was for, e.g. Calpol for a headache, fever, etc	Name places you can buy/get medicine from Name different legal medicines, e.g. paracetamol, antihistamines, ibuprofen (use packing to support) Identify what medicines can be taken for different things Understand that medicines need to be taken with an adult support Name drinks that a child can drink Name drinks an adult can drink that are different to a child Understand that alcoholic drinks are legal	Identify alcoholic and non-alcoholic drinks     Identify legal substances, e.g. vapes, caffeine, tobacco, medicines     Identify the legal age for buying cigarettes and vapes     Identify some illegal substances     Identify risks of taking/consuming legal substances     Identify risks of taking illegal substances	Understand the term 'addiction'     Identify things we can become addicted, e.g. caffeine, screens, sugar, substances     Identify ways our bodies change when caffeine is consumed     Identify ways our minds change when caffeine is consumed     Identify ways our bodies change when tobacco or vapes are consumed     Identify ways our minds change when tobacco or vapes are consumed     Identify ways our minds change when tobacco or vapes are consumed     Identify ways our bodies change when illegal drugs are consumed     Identify ways our minds change when illegal drugs are consumed     Identify ways our bodies change when illegal drugs are consumed     Identify ways our bodies change when alcohol is consumed     Identify ways our minds change when alcohol is consumed     Identify ways our minds change when alcohol is consumed	Identify physical and psychological risk associated with alcohol consumption Identify physical and psychological risk associated with illegal drug consumption Identify the links between tobacco and vaping with disease, e.g. asthma, lung cancer, COPD Identify the laws relating to the supply and possession of illegal substance Identify benefits of quitting and how to access support to do so

### Target Setting, Recording and Reporting

RSHE is recorded and evidenced through observation sheets, worksheets and student's own work in their orange books. For those on the Engagement Pathway, evidence will be on Tapestry.

For all pupils, RSHE is recorded on SOLAR (secure online assessment tool tracker). Within the topic being taught; individual student baselines will be created at the start of the term; a target will be set, and data uploaded by the end of the term in order to monitor and report on progress.

#### Safe Learning Environment

PSHEE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Work with pupils to establish ground rules regarding:
- Openness; keep the conversation in the room; non-judgmental approach; right to pass; make no assumptions; using appropriate language; asking questions; seeking help and advice.
- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion (right to pass).
- Provide opportunities for pupils to discuss issues in small groups as well as sharing views with the whole class.
- Make boxes available in which pupils can place anonymous questions or concerns.
- Provide access to balanced information and differing views to help pupils clarify their own opinions (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form).
- Be cautious about expressing their own views, bearing in mind that they are in an influential position and must work within the school's values, policies and the law.
- Be sensitive to the needs and experiences of individuals, as some pupils may have direct experience of some of the issues.
- Always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- Link RSHE education into the whole-school approach to supporting pupil wellbeing.
- Make pupils aware of reliable sources of support both inside and outside the school (See appendix A)

#### Active learning

Active learning methods, which involve pupil's full participation, will be used.

#### Answering and Asking Questions

In most cases teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the RSHE Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate as inappropriate in a wholeclass setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the pupils of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation

 Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons

#### Groupings

Drugs Education takes place within mixed sex classes, single gender groups or on 1:1 basis as deemed appropriate and relevant, with the pupils' usual class teacher.

#### External Agencies

Newark Orchard School will work collaboratively with external agencies to support the students and parents, in addition to developing staff CPD. This may include the school nurse, paediatrician, CAMHs, CASY counselling, Educational Psychologists, etc. Local Police who are used to working in schools and special schools will also be available to support at the appropriate age level and understanding.

#### Resources

Teaching resources are selected on the basis of their appropriateness to pupils.

#### **Assessment**

Pupils existing knowledge needs to be the starting point for all Drugs work. Needs assessments is built into some lesson planning as each group may have different knowledge, experience and understanding. This will then form the baseline on SOLAR.

The elements of Drugs Education that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum and recorded on the science section of SOLAR, or AQA ELC Science accreditation through formal, externally set assessments.

The learning from the other elements, is assessed as part of the RSHE Curriculum and builds on existing safeguarding systems. Relevant statements will be assessed on the RSHE section of SOLAR and monitored accordingly (see Target Setting, Recording and Reporting).

See Curriculum and Planning, Assessment, Recording & Reporting Policy.

#### **Equal Opportunities**

The school's drugs education programme of study is designed to promote the achievement of our aims and to ensure that all pupils have equality of access to them.

Pupils may have varying needs regarding Drugs Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Drugs Education that is relevant to their particular needs.

To achieve this, the school's approach to Drugs Education will take account of:

- Ethnic and cultural diversity
- Varying home backgrounds
- Special educational needs

Pupils who are assessed to be vulnerable will receive additional drug education support e.g. one to one support, additional sessions.

#### **Impact**

Through the carefully planned curriculum, that is strategically reviewed regularly and the termly analysis of the data prompts changes and informs intervention programs. Support from the RSHE coordinator, external agencies and CPD empowers our staff team to deliver high quality lessons that allow our young people to be informed in an appropriate way that matches their age and stage of development.

#### Drug related incidents

Details of the school's policy on responding to drugs related incidents are referred to in our Behaviour Policy (powers to search pupils and confiscate items - taken from Screening, Searching and Confiscation (DfE-00034- 2014). We believe that drugs education is a key element in the prevention of, and part of our response to such incidents in school. Our drugs education programme is designed to support and complement the way in which we manage drugs related incidents. See Appendix B for generic guidance.

#### Administration of medicines

Details of the school's policy on the storage and administration of medicines is contained in our 'Policy for Special School Staff on the Administration of Medicines' and 'Managing Complex Health Care Needs Policy'. Our management of medicines is designed to visibly and consistently reinforce our teaching and learning objectives on the safe use of medicines.

#### Personnel

The RSHE co-ordinator is Claire Myers.

The SMSC co-ordinators is Marie Fryer. Kate Fell and Jade Griffiths

The governors responsible for drugs education are Clare Roberts and Sarah Cottam.

### Consultation & Training

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of drugs education receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the pupils in our care.

In order for everyone to be consulted effectively it maybe necessary to ensure that governors & parents receive awareness training &/or information about drugs. The school ensures parents/carers are:

- Made aware of the schools approach and rationale for drug education through the policy.
- Involved in the planning and review of the drug education programme and policy.
- Encourage to support their pupil's learning at home through shared learning activities.

#### Monitoring and Evaluation

The programme is regularly evaluated by the Drugs Education co-ordinator. The views of pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

#### Policy Development & Review

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff including the catering staff, Governors, LA representatives, community dietitian and school community nurse.

This document is freely available to the entire school community. It has also been made available in the school web-site.

This policy will be reviewed on an annual basis.	
Review date	
SignedChair of Governors	
Date	
Policy Links	
Child protection	
Behaviour	
Curriculum	
Good health (personal, social and relationships education)	
Guidance on Visitors, including VIPs, to schools	
Nanaging Complex Health Care Needs Policy	

Nottinghamshire School Employee Code of Conduct

Planning, Assessment, Recording & Reporting Policy

Nottinghamshire School Smoke Free Policy

Policy for Special School Staff on the Administration of Medicines

#### References:

- DfE and ACPO drug advice for schools Advice for local authorities, head teachers, school staff and governing bodies (September 2012)
- Derbyshire Pupils and Young People's Health Promotion Programme Model Policy from www.cyphderbyshire.co.uk (2018)

#### Appendix A - Useful Organisations

#### Taken from:

DfE and ACPO drug advice for schools Advice for local authorities, head teachers, school staff and governing bodies (September 2012)

**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: <a href="https://www.addaction.org.uk">www.addaction.org.uk</a>

**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: <a href="mailto:admin@adfam.org.uk">admin@adfam.org.uk</a> Website: <a href="mailto:www.adfam.org.uk">www.adfam.org.uk</a>

Alcohol Concern works to reduce the incidence and costs of alcohol-related harm and to increase the range and quality of services available to people with alcohol-related problems Tel: 020 7264 0510. Email: contact@alcoholconcern.org.uk Website: www.alcoholconcern.org.uk

ASH (Action on Smoking and Health) A campaigning public health charity aiming to reduce the health problems caused by tobacco. Tel: 020 7739 5902 Email: <a href="mailto:enquiries@ash.org.uk">enquiries@ash.org.uk</a> Website: www.ash.org.uk

Children's Legal Centre operates a free and confidential legal advice and information service covering all aspects of law and policy affecting children and young people. Tel: 01206 877910 Email: clc@essex.ac.uk Website: <a href="https://www.pupilsslegalcentre.com">www.pupilsslegalcentre.com</a>

Children's Rights Alliance for England - A charity working to improve the lives and status of all pupils in England through the fullest implementation of the UN Convention on the Rights of the Child. Email: info@crae.org.uk Website: <a href="www.crae.org.uk">www.crae.org.uk</a>

**Drinkaware** - An independent charity that promotes responsible drinking through innovative ways to challenge the national drinking culture, helping reduce alcohol misuse and minimise alcohol related harm. Tel: 020 7307 7450 Website: <a href="www.drinkaware.co.uk/">www.drinkaware.co.uk/</a>

**Drinkline** - A free and confidential helpline for anyone who is concerned about their own or someone else's drinking. Tel: 0800 917 8282 (lines are open 24 hours a day)

**Drug Education Forum** – this website contains a number of useful papers and briefing sheets for use by practitioners: Website: <a href="https://www.drugeducationforum.com/">www.drugeducationforum.com/</a> 14

**DrugScope** is a centre of expertise on illegal drugs, aiming to inform policy development and reduce drug-related risk. The website includes detailed drug information and access to the Information and Library Service. DrugScope also hosts the Drug Education Practitioners Forum. Tel: 020 7520 7550 Email: info@drugscope.org.uk Website: www.drugscope.org.uk

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 pupils about drugs. 24 Hour Helpline: 0800 776600 Email: frank@talktofrank.com Website: www.talktofrank.com

Mentor UK is a non-government organisation with a focus on protecting the health and wellbeing of pupils and young people to reduce the damage that drugs can do to their lives. Tel: 020 7739 8494. Email <a href="mailto:admin@mentoruk.org">admin@mentoruk.org</a> Website: <a href="mailto:www.mentoruk.org.uk">www.mentoruk.org.uk</a>

National Pupils' Bureau promotes the interests and well-being of all pupils and young people across every aspect of their lives. Tel: 020 7843 6000 Website: <a href="www.ncb.org.uk">www.ncb.org.uk</a>

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: <a href="http://familylives.org.uk/">http://familylives.org.uk/</a>

Re-Solv (Society for the Prevention of Solvent and Volatile Substance Abuse) A national charity providing information for teachers, other professionals, parents and young people. Tel: 01785 817885 Information line: 01785 810762 Email: information@re-solv.org Website: <a href="www.re-solv.org">www.re-solv.org</a>

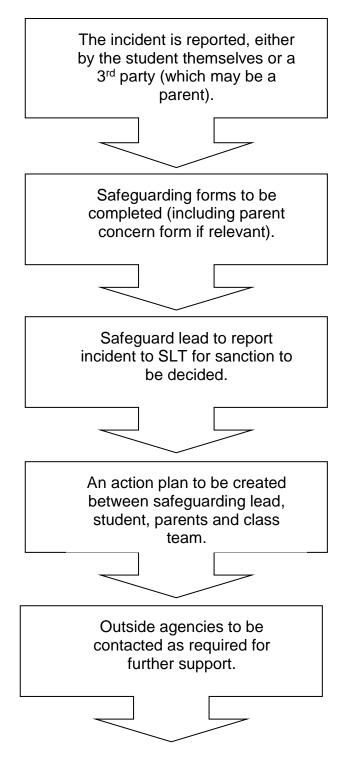
Smokefree - NHS Smoking Helpline: 0800 169 0 169 Website: http://smokefree.nhs.uk

**Stars National Initiative** offers support for anyone working with pupils, young people and families affected by parental drug and alcohol misuse. Website: www.starsnationalinitiative.org.uk

Youth Offending Teams - Local Youth Offending Teams are multi-agency teams and are the responsibility of the local authority, who have a statutory duty to [prevent offending by young people under the age of 18. Website: <a href="https://www.gov.uk/youth-offending-team">https://www.gov.uk/youth-offending-team</a>

### Appendix B - Generic Guidance for dealing with drugs related incidents

Please note this is a 'generic' response and individual cases may follow alternative pathways determined by the content of the situation.



#### Stage 1+

### Drug and alcohol education

# KNOWLEDGE ORGANISER ()





# Safety rules

- Only use own prescribed medicine, don't share with other people or use medicine that
- Any unused prescribed medicines should be taken to a pharmacy to be disposed of safely
- ☑ Follow the advice in instructions for medicines including that about side effects
- ☑ Wash grazes with water to make sure they're
- ☑ If any household products get on the skin, wash the area and let a trusted adult know if
- If any household products get in the eyes, ask a trusted adult for help to wash the product out
- ☑ Tell an adult about any spills from household products such as cleaning products to make sure it is cleaned up
- ☑ If a product has a hazard label on it, let adults use it and leave it alone

# Types of medicines

Can be used with a spacer to relieve asthma symptoms or prevent attacks

#### Tablets or pills

A range of medicines can be in tablet form including pain killers and prescribed medicines

#### Insulin pens

Can be used to manage diabetes to help the body use sugar for energy

#### Liquid medicines

A range of medicines can be in liquid form including pain killers and prescribed medicines

#### Bath oils

Can be used to manage skin conditions such as eczema

#### Ear drops

Can be used to relieve earache or loosen ear wax

#### Skin creams

Can be used to manage skin conditions such as eczema

#### Eye drops

Can be used to relieve eye conditions, treat infections or help manage hav fever

# Ways to keep healthy

- ☑ Taking medicines that are prescribed according to the instructions
- Eating a healthy, balanced diet
- ☑ Clean environment and clothes
- ☑ Going to check-ups at the doctors and dentist
- ☑ Talking about worries or feelings including telling someone if they feel ill

#### People who help us and where to ask for help

Speak to a parent, carer or adult they trust

Speak to a teacher, assistant or school nurse

Listen and talk to a doctor, dentist or nurse

#### Stage 2+

Drugs

**Nicotine** 

tobacco

### Drug and alcohol education

# KNOWLEDGE ORGANISER (1)



Drug	Something a person can take to change the way they think, feel or behave.		
Legal drug	Substances such as caffeine, alcohol or over-the-counter medication, these may have age-restrictions.		
Caffeine	A drug found in tea, coffee and soft drinks that makes people feel alert. Children should only consume caffeine in moderation.		
Alcohol	A drug found in drinks such as beer and wine, measured in units. It is not needed for a healthy diet. Too much alcohol can risk making a person ill or getting hurt due to an accident. An alcohol-free childhood is the healthiest option. Adults who want to drink less alcohol can get help to stop or reduce their use.		

Nicotine is a drug found in tobacco

tobacco can make a person ill. Adults

e-cigarettes/vapes. Nicotine and

can get help from their doctor to

stop smoking. It is illegal to sell

tobacco to under 18s.

and other products such as

#### Medicines and household products Products typically used within a household. This includes cleaning products such as bleach, kitchen/bathroom spray, as well as toiletries and cosmetic products such as soap, shampoo and body lotion. These should be used as per the instructions on the A drug or remedy that may be prescribed by a health professional or purchased over-Medicine the counter The amount of medicine to be taken at one time. This can follow a health professional's instructions or the instructions that come with over-the-counter Health A disease, illness, injury or disorder either physical or psychological, condition When the body reacts to certain things such as pollen, animals, foods or insect bites. Allergy Allergic reactions might include breathing problems, skin rashes, swelling, or itching. Protected from an illness, either because a person has had the illness before or **Immune** because they have received a vaccine. Vaccine A medical preparation that protects a person from an illness by making them immune A small organism, some of which can cause infections and/or cause people to feel ill Bacteria (though not all!) Virus

#### External support services

#### Accessing health-related support

Explain to pupils that adults who need support to stop smoking or drinking can get help from their doctors or from the NHS online.

# Calling emergency services

A small particle that can cause infections and/or cause people to feel ill

In an emergency call 999 For non-emergencies call 111 Pupils may need an explanation as to what these services do.

#### Childline

childline.org.uk 0800 1111 Confidential support service

CALLS DO NOT APPEAR ON

#### Newark Orchard School - Drug Education Policy - Reviewed September 2024

#### Stage 3+

### Drug and alcohol education

# KNOWLEDGE ORGANISER (1)



#### Subject-specific vocabulary This generic term includes alcohol Substance and other drugs that may be legal or illegal Drugs for which the manufacture, Controlled possession or use is regulated by the substance government A drug or remedy that may be Medicines prescribed by a health professional or nurchased over-the counter An effect of a drug (including Side medicines) that is additional to its effects intended effect A state in which a person relies upon a substance to feel or function as Dependency normal, this can be physical and/or psychological The process of reducing and stopping the use of a substance. This may Cessation be done independently or with the support of others

#### **External support services** FRANK

talktofrank.com 03001236600 Information, help and advice about

#### **NHS Smokefree**

nhs.uk/smokefree NHS smoking cessation support service

#### We Are With You

Help and advice to reduce or stop the use of alcohol and other drugs

#### **Turning Point**

turningpoint.co.uk Support service for a range of issues including substances and mental health

nacoa.org.uk 08003583456 Information and support for anyone affected by a parent's drinking

childline.org.uk 0800 1111 Confidential support service

#### CALLS DO NOT APPEAR ON PHONE BILL

#### Substance-specific information Alcohol

- a stimulant drug often found in drinks such as tea, coffee, soft drinks and energy drinks
- it is advised that children should only consume caffeine in noderation
- caffeine is not necessary for a healthy, balanced diet
- daily intake up to 3mg/kg of body weight does not raise safety concerns

- found in drinks such as beer, wine and spirits V
- amounts of alcohol are measured in units an alcohol-free childhood is the
- healthiest option risks include accidents or judgement errors: cancers: high blood pressure; harms to
- ✓ the law states that alcohol cannot be sold to under-18s

#### Nicotine and tobacco

- nicotine is an addictive substance found in tobacco and other products such as e-cigarettes
- ✓ tobacco is used in cigarettes, pipes, cigars, chewing tobacco and shisha
- ✓ risks include cancers; heart attack; stroke; reduced fertility
- ✓ the law states that nicotine and tobacco products cannot be sold to under-18s

### Influences on decision-making

#### Example of influences

- own perceptions, attitudes and beliefs
- curiousity or thrill-seeking
- whether actions fit with one's own values or goals
- the attitudes and actions of friends, role models and celebrities
- family or community religious/cultural beliefs and expectations

#### social and cultural norms

- Strategies for managing peer influence assertive refusal with or without providing a further reason
- . using humour to deflect from the situation
- removing oneself from the situation
- using an excuse to avoid using a substance
- telling a 'white lie'
- discussing intentions with a trusted friend so they can support in pressurised situations
- planning with family members to help by coming to pick them up if away from home
- organising alcohol-free social events

### Stage 4+

## KNOWLEDGE ORGANISER ( )

This generic term state in which a includes alcohol and person relies upon a other drugs that may substance to feel or be legal or illegal. function as normal. this can be physical

This describes use which a person is

Alcohol

found in drinks such

amounts of alcohol

childhood is the

healthiest option

judgement errors;

cancers; high blood

pressure: harms to

relationships

✓ the law states that

alcohol cannot be

✓ an alcohol-free

☑ risks include

accidents or

spirits

as beer, wine and

are measured in units

#### Cessation The process of reducing and stopping the use of a substance.

is found with a controlled drug for don't have to be using it they just need to have it.

#### Intent to supply When a person is planning to give controlled drugs to someone else including selling,

Supply distributes or gives someone a controlled substance including selling, exchanging for reward or 'gifting'.

### **External support** FRANK

03001236600 Information, help and advice about drugs

#### NHS Smokefree

nhs.uk/smokefree

NHS smoking cessation support service Nacoa

acoa.org.uk 08003583456 nformation and support for anyone affected by a parent's Turning Point

### Support service for a range of

issues including substances Childline

childline.org.uk 0800 1111 Confidential support

CALLS DO NOT APPEAR ON PHONE BILL

#### We Are With You

Help and advice to reduce or stop the use of alcohol and other drugs

#### Fearless

To anonymously report a

### Drug and alcohol education

#### Subject-specific vocabulary Dependency Substance

and/or psychological.

Types of influence

blackmailing

Friendly

Heavy

When a person feels they have

to join in even if no-one directly

asks the person to do anything

Asked to do something by a

friend, but it's okay to say no

Using/threatening violence or

Calling people names to make them feel embarrassed

person, e.g. wanting to be part of a group or look cool, or

wareness of religious/cultural

Seeing things on social media/

Pressure from inside the

beliefs and expectations

the internet that alters perception of substance use

of a substance in dependent or they use the substance recreationally in a way that increases the risk of harm

This may be done independently or with the support of a

**Substance-specific information** 

Cannabis

a class B drug that is

can be smoked eate

a solid lump, oil or

and effects due to

differing levels of CBD and THC

prescribed but these

are tightly regulated and are produced

by pharmaceutical

nnanies

☑ illegal to possess,

cannabis-based

derived from a plant

personal use. They

sharing or giving for

Types of drugs

Depressants	Slow body systems, lower cognitive abilities and slow reactions	
Stimulants	Speed up body systems; cause pleasure and increase energy	
Hallucinogens	Alter perceptions or cause hallucinations, can cause anxiety or panic	
Dissociatives	Create feeling of relaxation, numbness or disconnect from	

Dissociatives	Create feeling of relaxation, numbness or disconnect from the body	
Opioids	Cause pleasure or pain relief, can lead to loss of consciousness	
Steroids	Increase muscle mass and speed recovery from exercise, linked to paranoia	
Cannabinoids	Cause feelings of relaxation or giggliness, linked to paranoia and memory loss	
	Cause feelings of being 'loved	

up' or wanting to move and dance, linked to anxiety after use

Maximum legal penalties for each arug classification				
	Class A	Class B	Class C	Psychoactive substances
Possession:	7 Years	5 years	2 years	None unless in education/custodial settings
(Intent to) supply	Life sentence	Life sentence	14 years	7 years

### Drug and alcohol education

# KNOWLEDGE ORGANISER (A)





#### Subject-specific vocabulary

,	,
Substance	This generic term includes alcohol and other drugs that may be legal or illegal
Substance use disorder or 'addiction'	Substance use disorder is the clinical term used to describe what is commonly referred to as addiction. It features a cluster of symptoms including the strong internal drive to use substances or impaired ability to control substance use
Dependency	A state in which a person relies upon a substance to feel or function as normal. This can be physical and/or psychological
Problematic use	This describes use of a substance in which a person is dependent or they use the substance recreationally in a way that increases the risk of harm
Trafficking	The criminal act of trading illegal drugs. Discussion around this topic may raise discussion of exploitation
	The process of reducing and stopping the use of

done independently or with

the support of a cessation service

### **Effects of substances**

- poor working conditions or pay for individuals in the
- environmental impacts including the energy

- disproportionate exploitation of individuals from a position of socio-economic disadvantage
- environmental impacts of

#### Supply

- exploitation of vulnerable groups including children damage to the reputation of communities in which substances are sold
- financing of other criminal

#### Use

- varying levels of harm to health and wellbeing, finances and employment, relationships and safety
- legal consequences
- wider impacts upon legal and

### Managing risk and influence

#### Self-regulation

- pacing drinking to reduce overall alcohol consumption
- considering healthy coping strategies
- choosing not to use substances

- assertive 'no thanks' to offers establishing expectations with
  - staying in pairs in independent situations
  - assertive explanation substances

#### Locate support

- locating first aid services contacting law enforcement services
- discussing support with parents/family

#### contacting young people's support services/organisation

#### Influences on decision making

Influences that come from the person themselves such

- tudes and beliefs
- whether actions fit with one's own values or goals

Influences that come from a person's surroundings such

- actions/attitudes of
- friends or celebrities culture, school ethos or family beliefs/expecta-
- tions media influences

#### **External support services**

talktofrank.com 03001236600 Information, help and advice about

nhs.uk/smokefree NHS smoking cessation support

#### We Are With You

wearewithyou.org.uk Help and advice to reduce or stop the use of alcohol and other drugs

turningpoint.co.uk Support service for a range of issues including substances and mental health

#### nacoa.org.uk 08003583456

Information and support for anyo affected by a parent's drinking childline.org.uk 0800 1111

Confidential support service CALLS <u>DO NOT</u> APPEAR ON PHONE