



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Jigsaw is carefully considered and adjusted to match the diverse need of learners. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

2. Rationale

At Priory, we aim to encourage children to become active citizens within the local community who are able to make safe, positive choices and respond to challenges effectively and appropriately. We teach our children how to make and act on informed decisions in order to become healthy and fulfilled individuals who are able to make positive choices beyond school life.

The misuse of drugs, both legal and illegal, by young people can have a serious impact on their health and well-being, relationships with family and friends and educational attainment, whilst preventing them from reaching their full potential.

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It enables young people to make responsible, safe and informed decisions about their health and well-being.

Priory takes a zero-tolerance approach to the misuse of drugs and alcohol on school premises.

We are committed to:

- Upholding the Health and Safety Policy already in place.
- Providing a safe and healthy environment which is conducive to the education of the children.
- Providing a robust policy which outlines our zero-tolerance approach to drugs and alcohol misuse.
- Developing and improving the policy by reviewing it after each event.
- Educating pupils on the dangers of drug and alcohol misuse.

Definition of 'Drugs':

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

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

3. Aims and Objectives

The Drug and Alcohol Education curriculum at our school reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

The aim of the Drug and Alcohol Education curriculum is to provide children with the facts about drugs and their effects. This could therefore empower the children to think about the choices they make and to encourage them to make informed choices which enable them to keep themselves safe.

Drug education increases pupils' knowledge and understanding and clarifies misconceptions about:

- the short and long-term effects and risks of drugs;
- 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, economic and political issues surrounding drugs.

Drug education develops pupils' personal and social skills in order to make informed decisions to 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

Drug education enables pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and social influence.

4. Teaching and Learning

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

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
		feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs
		identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
		make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
6	Piece 2 Drugs	make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
		know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Piece 3 Alcohol	be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused

Staff members have an awareness that views around Drug and Alcohol Education are varied. However, whilst personal views are respected, all Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned as well as recording any concerns on CPOMs.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills

6. Resources

Drug and Alcohol Education resources are purchased and monitored by the subject leader and are stored in the subject leader's classroom. Each year group is responsible for their Jigsaw file which contains the Drug and Alcohol Education lesson planning.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to Drug and Alcohol Education learning. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter (teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it). It needs to include the aspects below:

The Jigsaw Charter (linked to Priory Class Charters)

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's

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level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the “Prime” areas and the “Specific” areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society. Drug and Alcohol Education is taught discretely throughout play based learning opportunities and through adult facilitation. There are links throughout the year to keeping our minds, bodies and selves safe and healthy. Topics within the EYFS Curriculum allow opportunities to further discuss and embed key Jigsaw learning.

Assessment plays an important part in helping practitioners to recognise children’s progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children’s development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children`s skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships <p>Physical Development</p> <ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<p>Literacy</p> <ul style="list-style-type: none">• Comprehension• Word Reading• Writing <p>Mathematics</p> <ul style="list-style-type: none">• Number• Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none">• People, Culture and Communities• The Natural World• Past and Present <p>Expressive arts and design</p> <ul style="list-style-type: none">• Creating with Materials.• Being Imaginative & Expressive

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Advice to support individual pupils is always available from the Inclusion Hub, and where appropriate, specialist services.

9. Equality

Priory is a caring school that aims to provide a high quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Drug and Alcohol Education. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- PSHE Policy
- Equality Policy
- Teaching and Learning Policy
- SEND Policy
- EYFS Policy
- Assessment Policy
- Safeguarding and Child Protection Policy
- Relationships Education Policy
- Science Policy

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