

Committee: RAS **GUIDELINES**

Paper No: 23 Date: 15/2/19

Tabled By: Dept of Edt **DRUG EDUCATION**

Signed: JB

Responsibility of: School Support Services
Effective Date: 20 September 2017
Next Review Date: September 2019
Target Audience: Staff, parents, students and the school community

DoE File: FILE2017/1038
EDOC 2017/59234
Version Number: 1.0

This document should be read in conjunction with the **Drugs in Schools** policy and the **Management of Drug-Related Incidents in Schools** and **External Providers in Schools** guidelines documents.

1. INTRODUCTION

The purpose of these guidelines is to outline the responsibilities of schools to adopt an ongoing and developmental approach to drug education, in order to build student capacity to make informed decisions and thereby reduce the incidence of drug use and the impact of drug related harm.

Drug education should be guided by a whole school approach, be an integral part of the schools' curriculum program, and include developmentally appropriate teaching and learning opportunities aligned to the Australian Curriculum.

Schools play an important role in supporting the development of knowledge, understanding and skills that require students to make healthy and safe choices, that can be achieved by using a strengths based and critical inquiry approach to drug education. Drug education programs which are explicit and developmentally appropriate allows students to access, evaluate and synthesise information, and increase their ability to take positive action for themselves and others.

Drug education should:

- be embedded in the curriculum across all stages of schooling
- provide ongoing, developmentally appropriate and explicit learning
- provide opportunities to practice, apply and evaluate knowledge and skills
- take a strengths based approach and affirm that all students and their communities have particular strengths and resources that can be nurtured
- take a critical inquiry approach where students are encouraged to ask questions, analyse information and explore the impact drugs can have on individuals, families and communities
- develop students' health literacy in relation to drugs, harm minimisation, issues or drug use in society and support services available
- develop skills and behaviours such as being assertive and resilient, and the ability to make decisions and seek help.

other drugs and addresses a range of drugs, including prescription drugs, alternative medicine, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs.

The *Alcohol and other drugs* focus area supports students to explore the impact drugs can have on individuals, families and communities. It is expected that all students at appropriate intervals across the continuum of learning from Transition to Year 10 will learn about the following:

- safe use of medicines
- alternatives to taking medicines
- the effect of drugs on the body (including energy drinks and caffeine)
- factors that influence the use of different types of drugs
- impact of drug use on individuals and communities
- making informed decisions about drugs (including an awareness of assertive behaviour, peer influence, harm-minimisation, blood-borne viruses)
- performance-enhancing drugs in sport.

5. RESOURCES

Resources identified for use in Northern Territory schools relevant to alcohol and other drugs can be accessed via the LearningLinks site.

The department's Health and Physical Education Consultant (T-9) has developed health education toolkits that provide a broad range of research and resources for all HPE focus areas and can be accessed via the following links:

- [Health Education Toolkit – Lower Primary](#)
- [Health Education Toolkit – Upper Primary](#)
- [Health Education Toolkit – Middle Years](#)