



Learning Outcomes

- Understand that everyone is unique and this enables us to make some of our own choices. Recognise some consequences that go with choices.
- Name major internal body parts – bones, muscles, heart, blood, lungs, stomach, small and large intestines, liver and brain.
- Understand that the body gets energy from food, water and oxygen, and that exercise and sleep are important to our health. Make the link between exercise and mental wellbeing.
- Understand that anything that gets into the body could pass into the blood, around the body and up to the brain.
- Understand that medicines are drugs and the times that they can be helpful or harmful.
- Understand safety around discarded syringes – 'don't touch, tell an adult they trust'.
- Understand that nicotine and alcohol are drugs and explore some of the key risks and effects of smoking cigarettes and drinking alcohol.
- Understand that all drugs have a greater impact on young peoples' bodies compared to adults because they are still growing.
- Recognise that there are times when people make the same choices as their friends and times when people choose differently, and be aware of their own 'Network of Support'.

Mobile Classroom Activities and Delivery Strategies

- Discussion about being unique and special.
- Body knowledge activities – imaginary camera and TAM.
- Medicine and syringe discussion with props.
- Trip to Conformatron – group work, circle activity and discussion.
- Cigarettes and alcohol – Harold, AVs, discussion and modules.
- Positive teaching strategies and a range of activities to promote the involvement of all children.



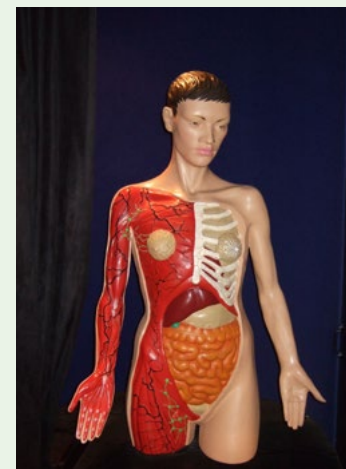
Links

Links to National Curriculum (2014)

'All schools should make provision for personal, social and economic education (PSHE) drawing on good practice.'

(National Curriculum 2014 section 2.5)

DfE Guidance on PSHE states that: *'PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.'*



Links to Cambridgeshire Primary Personal Development Programme

In Unit DE 34 Drug Education pupils will broaden their knowledge of different drug types and how they enter the bloodstream. They will develop their understanding of medicine use and the roles of health professionals and others who handle these drugs at work. They will further develop their awareness and understanding of safety rules relating to medicines and consider ways of keeping safe with a broader range of items, including syringes. They will reflect upon sources of support from trusted adults and consider how to ask for help. They will focus on two legal recreational drugs – nicotine and alcohol – considering the effects, why some people choose to use them and skills for reducing risk and harm. They will consider the impact of influence and persuasion and practise skills.

Links to PSHE Association Guidance or PSHE Association Programme of Study (2013)

'PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening pupils' thinking.'

Our programmes follow good practice as outlined in this document for the delivery of PSHE in schools. The content of our programmes is reflected in their guidance for KS1 & 2.

Links to OfSTED Inspection Framework (2013)

'The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education.'



Assessment

At the end of this programme **most** pupils will:

- have deepened their understanding of the body, how it works and what it needs.
- have developed their knowledge and understanding of the effects and associated risks in relation to three types of legal drugs— medicines, nicotine and alcohol.
- have reflected upon everyone's uniqueness and their ability to make their own choices.
- have begun to recognise peer influence and have developed decision making skills in relation to their own bodies.

Some pupils will **not** have made so much progress and will:

- be aware of what the body needs but require support to identify its different functions.
- be aware that medicines, nicotine and alcohol are drugs and have some basic understanding of how these can affect the body.
- have begun to think about everyone being different and unique, but need support to understand how this impacts on choice.
- understand how it might feel to experience pressure from peers, but need supported opportunities to practise decision making in relation to their own bodies.

Some pupils will have **progressed further** and will:

- be able to explain the functions of a number of organs in the body and have a sound understanding of the body's five physical needs.
- be able to describe a number of effects and associated risks, on the body and brain, of three legal drugs: medicines, nicotine and alcohol.
- be able to explain how everyone is unique and therefore able to make their own choices.
- be able to identify and understand peer influence and be able to demonstrate decision making skills in relation to their own bodies.

Pupil Names

Most

More support needed

Progressed further

Notes for follow up