



Learning Outcomes

- To explore the role of our friends in our decision making.
- Recognise that as well as physical needs we have emotional needs and understand that they can change according to circumstances.
- Understand the importance of food, water, oxygen, exercise and sleep for the human body. Discuss 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 safety around discarded syringes – 'don't touch, tell an adult they trust'.
- Develop their understanding of medical, non-medical, legal and illegal drugs including medicines, caffeine, nicotine, alcohol and volatile substances.
- Understand that all drugs have a greater impact on young peoples' bodies compared to adults because they are still growing.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Develop their critical thinking skills around drugs, their effects and why some people may choose to use them.
- Identify characteristics of aggressive, passive and assertive behaviours and their possible consequences. Practise assertive skills and reflect on our potential role as a persuader.
- Reflect on the fact that stress and worry can affect us all and consider their 'Network of Support'.

Mobile Classroom Activities and Delivery Strategies

- Friends and choices discussion.
- Diamond 9 activity – emotional needs.
- Body knowledge activities – discussion and TAM.
- Structured drugs discussion.
- Alcohol and cigarettes – group work, discussion, modules.
- Aggressive, passive and assertive AVs.
- Assertive skills – role play and discussion.
- Positive teaching strategies and a range of activities to promote the involvement of all children.

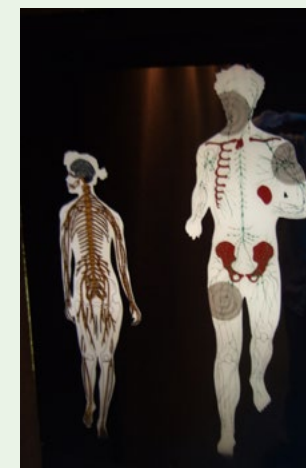


Links

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

Unit DE 56 Drug Education revisits and develops children's understanding of medicines, alcohol and nicotine and their effects on the brain and body. It also explores pupils' awareness of solvents, illegal drugs, people who choose to use drugs and laws relating to drug sale and possession. Children consider a wide range of drug-related situations which might pose different degrees of risk for them. They also consider ways to avoid and reduce harm in those situations.

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 broadened their understanding of the body, how it works, what it needs and how anything put into it could get into the blood and then all around the body.
- have explored emotional needs and how these contribute to our overall wellbeing.
- have understood some ways of categorising drugs, including as medical/non-medical and legal/illegal.
- have deepened their knowledge and understanding about medicines, cigarettes, alcohol and solvents and their effects and associated risks.
- have identified peer influence, learned and practised assertive skills and recognised their transferable application.
- be able to name a number of people in their 'Network of Support'.

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

- be developing their understanding of the body, how it works and what it needs. They will need support to transfer this knowledge to understand that anything put into it could get into the blood and then all around the body.
- have begun to consider that we have emotional needs and, with support, be able to discuss some that they feel are particularly important to them.
- recognise that there are different sorts of drugs.
- be able to share a few facts about the effects and associated risks with regards to medicines, cigarettes, alcohol and solvents.
- have recognised, with support, peer influence and be able to demonstrate some basic assertiveness skills in a given situation.
- be able to name someone at school and someone at home in their 'Network of Support'.

Some pupils will have progressed further and will:

- be able to explain the functions of the circulatory, digestive, respiratory and nervous systems. They will be able to make the connection between these and the fact that anything put into the body could get into the blood and be carried to all the organs.
- be able to discuss the importance of addressing our emotional as well as physical needs for our overall wellbeing.
- be able to categorise accurately a list of drugs which includes medical/non-medical, legal/illegal and demonstrate some specific knowledge in relation to these.
- have a broad knowledge and awareness of the effects of medicines, cigarettes, alcohol and solvents, on the body and brain of the user and some possible implications for other people.
- be able to identify peer influence, demonstrate a range of assertiveness skills and be able to discuss their transferable application.
- be able to name a range of people and services in their 'Network of Support'.

Most

More support needed

Progressed further

Notes for follow up