



Learning Outcomes

- To explore the role of our friends in our decision making.
- 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, volatile substances and cannabis.
- 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.
- Develop their understanding of peer group dynamics with a focus on the impact of the bystander. Explore skills needed to function more effectively in peer group situations.
- Consider a variety of activities to feel good without misusing drugs.
- Reflect on the fact that stress and worry can affect us all and consider their own 'Network of Support'.

Mobile Classroom Activities and Delivery Strategies

- Friends and choices discussion.
- Body knowledge activities – discussion and TAM.
- Structured drugs discussion.
- Drugs knowledge quiz.
- Cannabis, cigarettes and alcohol – group work, discussion, modules.
- Peer dynamics AVs: discussion, hot-seating, thought tracking and corridor of conscience.
- Alternatives to drug misuse AV.
- Positive teaching strategies and a range of activities to promote the involvement of all children.



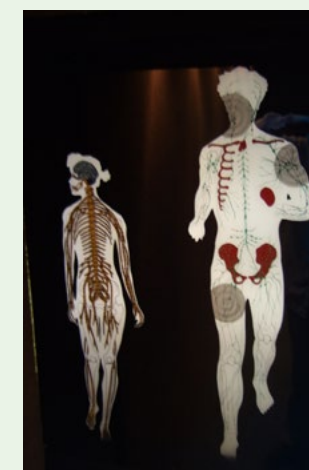
Links

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 and how anything put into it could get into the blood and all around the body.
- 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, solvents and cannabis and their effects and associated risks.
- have reflected upon why some people choose to misuse drugs.
- have developed their understanding of group dynamics, the role of the bystander and the skills necessary to be active and supportive.
- 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.
- recognise that there are different sorts of drugs.
- share a few facts about the effects and associated risks with regards to medicines, cigarettes, alcohol, solvents and cannabis.
- need support to be able to understand why some people choose to misuse drugs.
- recognise the different characters in a bullying situation but need extra opportunities to really understand the impact of the bystander.
- 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 some body systems.
- 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, solvents and cannabis on the body and brain of the user and some possible implications for other people.
- be able to express a number of reasons that some people choose to misuse drugs and suggest alternatives.
- have a clear awareness of group dynamics, the impact – both negative and positive of the bystander, and suggest strategies he/she could employ to help the person being bullied.
- 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