

Learning Outcomes

To give the opportunity 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 vaping, 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.
- Physical health and Mental health wheels.
- Body knowledge activities – discussion and TAM.
- Structured drugs discussion.
- Drugs knowledge quiz.
- Cannabis, cigarettes, vapes 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.



Key Links

Links to National Curriculum (2020)

'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE drawing on good practice'

Statutory Health Education (2020)

Key areas to which the programme contributes:- (For greater detail please see document 'Statutory links to LEC')

Mental wellbeing

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Internet safety and harms

Statutory Relationships Education (2020)

Key areas to which the programme contributes:- (For greater detail please see document 'Statutory links to LEC')

Families & people who care for me

Caring friendships

Respectful relationships

Being safe

Keeping Children Safe in Education (KCSiE, DfE)

'Schools...should ensure that children are taught about how to keep themselves and others safe'

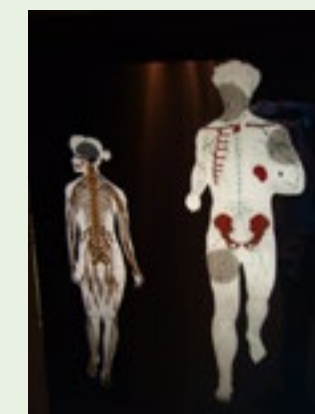
'Governing bodies...should ensure that children are taught about safeguarding...it is integrated, aligned and considered as part of the whole school safeguarding approach and wider... curriculum planning.'

Statutory Science KS2 (2013)

- identify that ...humans, need the right types and amount of nutrition
- identify that humans ...have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within ...humans

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.



PSHE Association (2020)

'Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.'

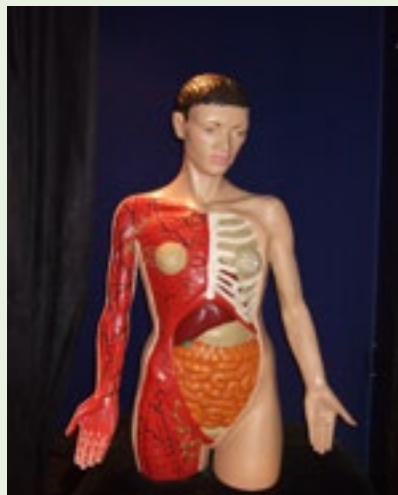
Our programmes follow good practice as outlined in this document for the delivery of PSHE in schools. The content of our programmes is reflected in their guidance for KS1 & 2.

Links to Ofsted Inspection Framework

'High quality, evidence-based and age appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.'

Schools should 'support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.'

Schools should 'equip them to be responsible, respectful, active citizens who contribute positively to society.'



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.
- recognise their physical and mental health needs and give some examples of how they can meet these.
- 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.

Names:

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

- be developing their understanding of the body.
- need support to recall their physical and mental health needs.
- 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.

Names:

Some pupils will have progressed further and will:

- be able to explain the functions of some body systems.
- recall their physical and mental health needs and be able to reflect on their areas of strength and development.
- 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.

Names:

Notes for follow up