



# Partners in Learning

**15th December 2021**

“Working in partnership with parents/carers and the wider community to enable pupils to feel safe, included, happy and prepared for life beyond school”.

## **Delivery of the drugs/medicine curriculum**

**Primary are taught PD weekly by class teachers and evidenced in class books**

**Year 7-9 Delivered in PD Summer Term 1**

**Year 10-11 Spring Term 1**

**We use a wide range of resources including guidance from the PSHE Association.**

# Partners in Learning

## Primary Phase

### Overview of Medicines/Drugs Curriculum

# **Government expectations for pupils by the end of Primary School:**

Drugs, alcohol and tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Year	Theme/Content Health & Well-being – taught in summer term Based on PSHE Association
	<b>EYFS</b>
R	Keeping safe in the home and at school.
	<b>Key Stage 1</b>
1	How rules and age restrictions help keep us safe at home, school and on-line. Pupils learn about different things that go into bodies and onto skin, and explore how to manage risk in relation to household products and medicines.
2	Medicines; what they look like, how they are used and why people use them. Exploring how medicines are used to treat illness in the short and long term as well as how some medicines can help protect people from becoming ill in the future. Pupils identify risk in different situations and what to do to keep themselves and others safe. Pupils also explore how to manage when feeling pressure to do something that looks like fun but might be harmful to their, or others', bodies.

Year	Theme/Content Health & Well-being – taught in summer term
	<b>Key Stage 2</b>
3	The reasons why we use household products and medicines and the importance of using them safely. Pupils explore a range of medicine labels and instructions and assess risk in different situations.
4	Introduce caffeine, alcohol and cigarettes/e-cigarettes including their associated risks and effects on health and well-being. Pupils develop their knowledge of related laws and guidelines.
5	Using medicines correctly and safely, and how they contribute to people’s health and wellbeing, both every day and in emergency situations. Introducing that there are legal and illegal drugs, other than medicines, and the associated effects and risks. For some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people.
6	The reasons why someone may or may not choose to use a drug, through analysing different influences. Pupils also explore ways to manage these influences and ways to respond, including how to do so assertively in a range of situations. Media messages and influences in relation to smoking/vaping and alcohol use. Pupils learn to identify key messages through analysing media such as adverts and health advice posters.

Learning objectives To be able to...	Year 5 Learning outcomes Pupils will be able to:	Example Activity
<p>that understand the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing.</p>	<ul style="list-style-type: none"> <li>Describe how medicines, when used responsibly, can support health and wellbeing</li> <li>Explain how preventative medicines such as vaccinations and immunisation can stop disease from spreading</li> <li>Explain the safe use of medicines to help manage illness and allergies</li> <li>Identify where to find further advice and guidance about the correct use of medicines.</li> </ul>	<p>Baseline assessment Introduction Vaccination card game Medicine case studies Plenary/signposting support Endpoint baseline assessment</p>
<p>That understand about some of the risks and effects of legal and illegal drug use.</p>	<ul style="list-style-type: none"> <li>Explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use</li> <li>Recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others</li> <li>Analyse the level of risk in different situations, identifying that drugs can affect people in different ways</li> <li>Explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns they have.</li> </ul>	<p>Baseline assessment Introduction Effects &amp; risks card game Fact check activity Drug risk scenarios Plenary/signposting support End baseline assessment</p>

Key Focus: caffeine, tobacco, nicotine, alcohol

Learning objectives To be able to...	Year 6 Learning outcomes Pupils will be able to:	Example Activity
<p>Tbat understand more about the reasons why people use drugs; managing situations and peer influence.</p>	<ul style="list-style-type: none"> <li>• Explain why people may choose to use or not use a drug, and the different factors that might influence them</li> <li>• Analyse what is most likely to influence a person to use or not use a drug</li> <li>• Describe strategies for managing peer influence in situations that might involve drugs</li> <li>• Explain how to ask for help from a trusted adult if they have any worries or concerns about drugs and why this is important.</li> </ul>	<p>Baseline assessment Introduction Influences Diamond 9 Strategies for managing pressure Pressure &amp; response scenarios Plenary/signposting support End baseline assessment</p>
<p>TBAT explain that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p>	<ul style="list-style-type: none"> <li>• Identify mixed messages in the media in relation to smoking/vaping and alcohol.</li> <li>• Analyse key messages, suggest who they are targeted at and why.</li> <li>• Describe how these messages might affect a person's thoughts, feelings and actions.</li> <li>• Explain what would help a person to make informed decisions about health and where they could find reliable information.</li> </ul> <p><b>Key Focus: caffeine, tobacco, nicotine, alcohol</b></p>	<p>Baseline assessment Introduction Analysing media messages Think, feel, do Accurate information continuum Plenary/signposting support End baseline assessment</p>

**Partners in Learning**

**15th December 2021**

**Secondary Phase**

**Overview of Medicines/Drugs Curriculum**

# Government expectations for pupils by the end of Secondary School

Drugs, alcohol and tobacco

Pupils should know:

- **The facts** about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- **The law** relating to the supply and possession of illegal substances.
- **The physical and psychological risks** associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
  - The physical and psychological **consequences of addiction**, including alcohol dependency.
  - awareness of the **dangers of drugs** which are prescribed but still present serious health risks.
- The facts about **the harms** from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

# Year 7 and 8

KS3-4	
Lesson title and objective	Learning opportunities from PSHE Association Programme of Study — <b>Key Stage 3</b>
<p><b>Year 7-8</b></p> <p><b>Lesson 1 <i>Understanding drugs</i></b> Pupils learn about substance use and the risks and effects of caffeine consumption</p> <p><b>Lesson 2 <i>Nicotine: risks and influences</i></b> Pupils learn to understand and manage influence relating to tobacco and nicotine product use</p> <p><b>Lesson 3 <i>Alcohol and risk</i></b> Pupils learn about the risks and consequences of alcohol use</p>	<p><b>Self-concept:</b></p> <p><b>H5.</b> to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p><b>Drugs, alcohol and tobacco:</b></p> <p><b>H23.</b> the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p><b>H24.</b> to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p><b>H25.</b> strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p>

**Key Focus: caffeine, tobacco, nicotine, alcohol**

# Year 9

Year 9

## Lesson 1 *Exploring attitudes*

Pupils learn about drugs and young people's attitudes and behaviours regarding drug use

## Lesson 2 *Drugs, the law and managing risk*

Pupils learn about the potential legal consequence of using illegal drugs

## Lesson 3 *Drugs and their effects: Alcohol and cannabis*

Pupils learn about the short and long term effects of alcohol and cannabis use on individuals

## Lesson 4 *Managing influence*

Pupils learn how to manage peer and other influence in relation to substance use

**H26.** information about alcohol, nicotine and other legal and illegal substances, including the short and long term health risks associated with their use

**H27.** the personal and social risks and consequences of substance use and misuse including occasional use

**H28.** the law relating to the supply, use and misuse of legal and illegal substances

**H29.** about the concepts of dependence and addiction including awareness of help to overcome addictions

### **Managing risk and personal safety:**

**H30.** how to manage risks to personal safety in increasingly independent situations, including online

**H31.** ways of assessing and reducing risk in relation to health, wellbeing and personal safety

**Key Focus:** drugs and people's attitudes and behaviours. The law around drugs, Short and long term effects of alcohol and cannabis. Managing personal risk and resisting peer pressure.

# Year 10 and 11

Year10-11

## **Lesson 1** *Substance use and assessing risk*

Pupils learn about the impact of substance use on risk-taking and personal safety

## **Lesson 2** *Substance use and managing influence*

Pupils learn how to manage influence in relation to drug and alcohol use

## **Lesson 3** *Help seeking and sources of support*

Pupils learn about the support available for individuals with problematic substance use, including addiction and dependency

### **Self-concept:**

**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

### **Health-related decisions:**

**H14.** about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

### **Drugs, alcohol and tobacco:**

**H19.** the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities

**H20.** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle

**Key Focus: impact of substance misuse, what support is available, impact on mental and physical health, managing personal safety**

# **Other areas of the curriculum that consider the topic of Drugs**

**Guest speakers- Street Reach-DLD- DSM Foundation**

**PE- Performance Enhancing Drugs**

**Science- effects of alcohol and smoking on unborn babies ( yr8)**

**Effects of recreational drugs on body and mind (yr8)**

**Development of pharmaceutical drugs and their formulations eg  
paracetamol ( yr 10/11)**

**English- Ethics around legal drugs use.**

## Where to go for support:

[www.talktofrank.com](http://www.talktofrank.com)- **very easy to use both pupils and parents**

[www.nhs.uk/live-well/alcohol-support](http://www.nhs.uk/live-well/alcohol-support)

[www.childline.org.uk](http://www.childline.org.uk)

[www.riseabove.org.uk](http://www.riseabove.org.uk) ( pupil focused)



**DSM** foundation

The drug education charity

'Supporting young people to make safer choices about drugs'



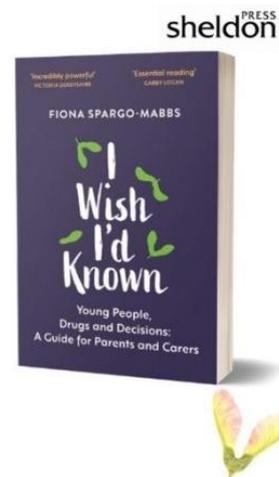
'When Dan died, I realised many things.  
I realised drugs were closer to our door than I'd thought.  
I realised drugs have become normalised for young people.  
And I realised I didn't know, and nor did Dan, how to navigate the  
choices and come home alive.'

*'Incredibly powerful'*

- Victoria Derbyshire

*'Essential reading'*

- Gabby Logan



[Dan's story » Daniel Spargo-Mabbs Foundation \(dsmfoundation.org.uk\)](http://daniel-spargo-mabbs-foundation.org.uk)

# Introducing PCSO Rob Windows

