



# JKPS PSHE and Wellbeing Curriculum

“A curriculum for life”

– Young People’s Select Committee Curriculum for Life report, January 2014



## Alcohol and Drug



# Making well-informed, positive choices

From September 2020 schools must have regard to the **new statutory guidance** for teaching about drugs, alcohol and tobacco.

The topic is part of the wider health education curriculum and seeks to enable pupils to make well-informed decisions through a knowledge-based approach.

## **STATUTORY GUIDANCE**

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.

# Knowledge of risks and harms

The **drugs, alcohol and tobacco** topic is part of health and mental wellbeing curriculum. It gives pupils factual knowledge about the risks posed by alcohol, drugs and tobacco use, so they are well equipped to make informed and safe choices.

Teachers may also want to teach pupils about the factors that can contribute to someone drinking alcohol in excess, smoking, or using illegal drugs. This could involve teaching about **social / peer pressure**. The following related modules contain more information on these issues:

- respectful relationships
- being safe

Drugs, alcohol and tobacco is related to the science curriculum as well as topics such as:

- health and prevention
- physical health and fitness
- healthy eating
- basic first aid

Safeguarding: we are aware this topic can create safeguarding situations for our children and mindful about how we approach them

# Creating Ground rules

**Respect privacy.** We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.

**Listen to others.** It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.

**No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.

**Choose level of participation.** Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).

# Legal and illegal harmful substances

Give a clear definition of 'drugs' (substances that change the way the body or mind works).

Teach pupils that there are different types of drugs:

- **medicines** (prescribed by a doctor and 'over the counter', e.g. paracetamol)
- **legal drugs that are not medicines** (e.g. alcohol, tobacco and caffeine)
- **illegal drugs** (give examples if appropriate)
- **other substances that are misused** as drugs

## STATUTORY GUIDANCE

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

# Drug & Alcohol Education Curriculum Overview

Year 1

Year 4

Year 2

Year 5

Year 3

Year 6

## Year 1 Medicines and People Who Help Us

- Lesson 1: **Staying Healthy**
- Lesson 2: **Medicines**
- Lesson 3: **Who gives us medicines?**

## Year 2 Keeping Safe

- Lesson 1: **Risk**
- Lesson 2: **Hazardous Substances**
- Lesson 3: **Safety Rules**

## Year 3 Smoking

- Lesson 1: **Why People Smoke**
- Lesson 2: **Physical Effects of Smoking**
- Lesson 3: **No Smoking**

## Year 4 Alcohol

- Lesson 1: **Effects of Alcohol**
- Lesson 2: **Alcohol and Risk**
- Lesson 3: **Limits to Drinking Alcohol**

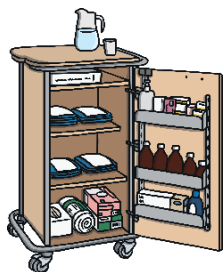
## Year 5 Legal and Illegal Drugs

- Lesson 1: **Legal and Illegal Drugs**
- Lesson 2: **Attitudes to Drugs**
- Lesson 3: **Peer Pressure**

## Year 6 Preventing Early Use

- Lesson 1: **Cannabis**
- Lesson 2: **VSA and Getting Help**
- Lesson 3: **Help, Advice and Support**

Year 1



# Drugs

## Medicines and People Who Help Us



<p><b>Lesson One</b> To identify how to stay healthy</p>	<p><b>Lesson Two</b> To explore when and how to take medicines safely</p>	<p><b>Lesson Three</b> To identify who should be able to give us medicine</p>
<p><b>Key Knowledge</b> To identify healthy from not healthy To say how to have a healthy lifestyle</p>	<p><b>Key Knowledge</b> To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy</p>	<p><b>Key Knowledge</b> To know when we should take medicines and who should give them to us. To know the rules about medicines</p>
<p><b>Outcome</b> Show children pictures of healthy and not healthy (see resources)- children name and then sort.</p>	<p><b>Outcome</b> Sort the healthy and not healthy again (but with medicines added) Look at the role of medicines <a href="https://www.youtube.com/watch?v=flc3gfKkIL8">https://www.youtube.com/watch?v=flc3gfKkIL8</a></p>	<p><b>Outcome</b> Look at who can give us medicines and how much. Role play scenarios about how we need help when we are ill or hurt. <a href="https://www.youtube.com/watch?v=X4T_PcncdXY">https://www.youtube.com/watch?v=X4T_PcncdXY</a></p>



Year 2



# Drugs

## Keeping Safe: risk and hazards



<p><b>Lesson One</b></p> <p>To explore substances and situations that are safe or unsafe</p>	<p><b>Lesson Two</b></p> <p>To be able to identify some hazardous substances</p>	<p><b>Lesson Three</b></p> <p>To consider safety rules for at home and at school</p>
<p><b>Key Knowledge</b></p> <p>To know what is safe or unsafe To know when something is too risky</p>	<p><b>Key Knowledge</b></p> <p>To know that some things we put into our bodies can harm us</p> <p>To know some rules about keeping safe</p>	<p><b>Key Knowledge</b></p> <p>To be able to follow safety instructions and rules at home and at school</p> <p><b>To be able to explain to others how to keep safe</b></p>
<p><b>Outcome</b></p> <p>Discuss what risk means</p> <p>Look at safe and unsafe situations and get children to risk assess</p>	<p><b>Outcome</b></p> <p>Play I feel safe when</p> <p>Then play Kim's Game: explain that all the objects inside the bag have something to do with safety. Get children to identify what they are and then what risk they pose</p>	<p><b>Outcome</b></p> <p>Recap on what we know about safety and then get children to create their own safety posters</p>



Year 3



# Drugs

## Smoke Free



<p><b>Lesson One</b> Why do people smoke?</p>	<p><b>Lesson Two</b> To understand the impact of smoking and passive</p>	<p><b>Lesson Three</b> To know some strategies to prevent starting smoking</p>
<p><b>Key Knowledge</b> To consider smoking and know its effects Begin to understand what the term addiction means</p>	<p><b>Key Knowledge</b> To know some of the effects of smoking on the body To know about passive smoking To know that once you give up smoking the changes can be reversed</p>	<p><b>Key Knowledge</b> To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke</p>
<p><b>Outcome</b> Give children traffic lights and they rank the healthy and unhealthy activities: discuss what makes them so. Look at the hazard sign for non-smoking- get children to discuss what they know about it and its impact. Look at how people get addicted to it and how we give up smoking.</p>	<p><b>Outcome</b> Recap on the impacts of smoking. Children to watch video and investigate the impacts of smoking Discuss what passive smoking is Take quiz</p>	<p><b>Outcome</b> Discuss the smoke free law Look at smoke free scenarios and how the children can ensure they breathe in clean air</p>

Year 4

# Drugs

## Alcohol



Alcohol

### DRUGS, ALCOHOL AND SMOKING

Whether you're worried about yourself or someone else, you can find information about drug and alcohol use and smoking below to help.

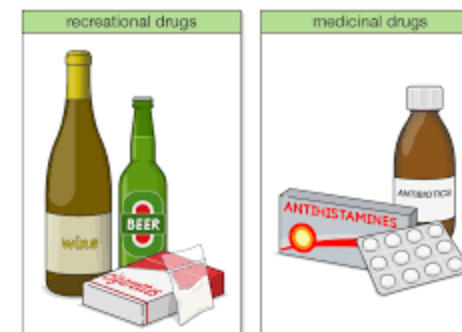


<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
To understand the effect alcohol has on the body	To understand the risks related to drinking alcohol	To consider how society limits the drinking of alcohol
<b>Key Knowledge</b> To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol	<b>Key Knowledge</b> To know there are risks to drinking alcohol	<b>Key Knowledge</b> To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly
<b>Outcome</b> Play roll the ball game- what's good for our bodies- then what's bad Using the talking ball ask the children to name a drug. Agree a class definition of a drug Then children sort alcoholic and non alcoholic drinks Look at the impacts of alcohol Take true or false quiz	<b>Outcome</b> Look at why people choose to drink Children look at pictures of people drinking and answer questions (on resource) Look at the impact drinking can have on: <ol style="list-style-type: none"><li>1. An individual person</li><li>2. Family &amp; friends</li><li>3. The community.</li></ol>	<b>Outcome</b> Do the Alcohol and the Law quiz Look at the alcohol awareness ads- discuss the impact that are needing to have Create alcohol awareness posters

Year 5

# Drugs

## Legal and Illegal Drugs



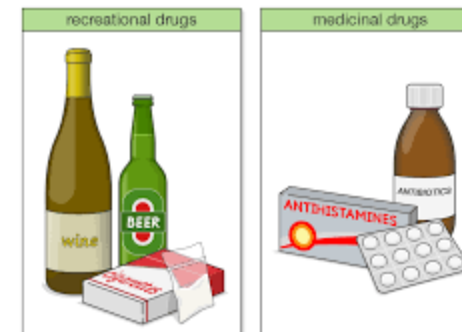
<p><b>Lesson One</b></p> <p>To explore a range of legal and illegal drugs, their risks and effects</p>	<p><b>Lesson Two</b></p> <p>To consider children's attitudes to legal and illegal drugs</p>	<p><b>Lesson Three</b></p> <p>To have considered strategies to resist drug use</p>
<p><b>Key Knowledge</b></p> <p>To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p>	<p><b>Key Knowledge</b></p> <p>To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use</p>	<p><b>Key Knowledge</b></p> <p>To know a range of skills to resist peer pressure To develop some assertiveness skills</p>
<p><b>Outcome</b></p> <p>Pre Lesson: needs assessment scenario to find out where the class is at (see resources) Children create list of all drugs they know Explore what is meant by illegal and legal drugs Create graffiti board- of what ch have heard about drugs Selecting the drugs the children have heard about look at the facts surrounding them (see resource)</p>	<p><b>Outcome</b></p> <p>Recap previous lesson and go over unanswered questions Explain we are looking at attitudes- read scenarios/statements and ch choose whether they agree or disagree and discuss (resource) Discuss stereotypes surrounding drug users and the dangers of these assumptions</p>	<p><b>Outcome</b></p> <p>Diamond Nine: children sort the cards from most import (least resource)- just then explain their justifications. Using the 'pressure card' children discuss the risk in each scenario Children select a crud from known drugs- and give a fact</p>

Year 6



# Drugs

## Legal and Illegal Drugs



<p><b>Lesson One</b> To understand the effects, risks and law relating to cannabis</p>	<p><b>Lesson Two</b> To understand the risk of volatile substance abuse (VSA)</p>	<p><b>Lesson Three</b> To be aware of the options for getting help, advice and support</p>
<p><b>Key Knowledge</b> To know what effect cannabis can have on your health and life To know the legal consequences</p>	<p><b>Key Knowledge</b> To know the effects and risks of volatile substance abuse To know how to get and to give help</p>	<p><b>Key Knowledge</b> To have practised communicating with adults To know how to access help and support To identify situations when they may need help</p>
<p><b>Outcome</b> Ask ch to name any drugs they know Record the three most common used drugs in the UK (alcohol, tobacco and cannabis) Explain that we will looking at Cannabis- get children to brain storm everything they know about it Look at why people use it- then look at why people don't use it Role play resisting peer pressure</p>	<p><b>Outcome</b> Remind the children that they previously looked at a whole range of legal and illegal drugs. Tell them that VSA is Volatile substances are the name given to things like aerosols, gases and glues – they are sometimes called solvents. Give ch a VSA fact sheet- get each group to think of three reasons Not to try VSA Look at peer pressure cards and children role play what to do in these scenarios Then what to do when it goes wrong- how do we get medical assistance</p>	<p><b>Outcome</b> Play ball game- ch talk about their worries and fears in relationship to the following categories: : bullying, drugs, alcohol, homework, health, friendship problems and family issues. Discuss who they would turn to for advice Look at child line and role play scenarios</p>

Any questions?

Tobacco

# Smoking basics

Explain that smoking is inhaling the smoke from burning tobacco (which is made out of the dried leaves of the tobacco plant). When tobacco is burned it releases dangerous substances including:

- **tar** - a toxic substance that damages lungs over time
- **carbon monoxide** - a toxic gas that is absorbed through the lungs and enters the bloodstream

Tobacco also contains a **highly addictive chemical called nicotine** which makes it hard to stop smoking.

Teach pupils about harms of smoking and the [strong link between smoking and serious health conditions](#) (NHS).

## STATUTORY GUIDANCE

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

# Smoking risks and dangers

Explain that smoking is **one of the biggest causes of death and illness** in the UK. For example, it can:

- cause cancer in various parts of the body (including lungs, mouth, bowel and liver)
- damage your lungs, leading to lung diseases that make breathing difficult
- increase the risk of a heart attack and stroke
- make asthma and the common cold worse

Bear in mind that these facts may scare pupils who have parents who smoke.

## STATUTORY GUIDANCE

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



# Passive smoking

Teach pupils that all of the risks for smoking can also occur as a result of **'passive smoking'**. This is when people accidentally breathe in other people's smoke.

Babies and children are particularly vulnerable to the effects of second-hand smoke.

Explain that due to the risks of passive smoking, it is against the law to smoke in workplaces, enclosed public buildings and on public transport.

Explain that it is also illegal to smoke in an enclosed private vehicle if someone under 18 is also present.

Read more about [passive smoking](#) on NHS.UK.

## STATUTORY GUIDANCE

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

# E-cigarettes (vaping)

Teach pupils that e-cigarettes allow someone to inhale nicotine in a vapour instead of through tobacco smoke.

People sometimes use e-cigarettes when they are trying to give up smoking. However, vaping also carries risks, and no-one should start vaping unless they are trying to give up smoking, because:

- e-cigarette liquid/vapour still contains low levels of **potentially harmful chemicals**
- the **long-term health risks** of vaping (e.g. to heart, lungs and blood vessels) are not known
- most e-cigarettes contain **addictive nicotine**

## STATUTORY GUIDANCE

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

Alcohol

# Alcohol use (1)

Teach that alcohol is a clear liquid drug (chemical name - ethanol). It is found in different amounts in alcoholic drinks such as beer, wine and spirits.

Acknowledge that **many adults drink alcohol, e.g. in social situations.**

Explain that **many people also choose not to drink** any alcohol, introducing vocabulary such as 'teetotal'.

Teachers may also refer to faith perspectives, e.g. that some religions prohibit / strongly discourage drinking alcohol.

## STATUTORY GUIDANCE

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

# Alcohol use (2)

Begin to introduce pupils to the [risks of alcohol](#) to physical and mental health (e.g. cancers, stroke, heart disease, liver disease, alcohol poisoning).

Explain that when adults drink more than a certain amount (NHS guidelines) the risks increase.

Teach that **alcohol can be addictive** and that it can be hard for people to give up or cut back their drinking if they are addicted.

Teachers can also refer to content on alcohol use in the secondary slides in this module, if they think they are appropriate.

## STATUTORY GUIDANCE

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

# Smoking/alcohol age restrictions

Teach pupils that some legal drugs have age restrictions to protect young people.

**Smoking:** Ensure pupils [understand laws about children buying cigarettes](#). You must be 18 or older to buy cigarettes in the UK. It is illegal to sell tobacco, electronic cigarettes (e-cigarettes) or e-liquids to anyone under 18, or to buy them for anyone under 18.

**Alcohol:** It is illegal to buy or try to buy alcohol if you are under 18. It is also illegal to sell alcohol to, or buy alcohol for, under 18s. Ensure pupils [understand laws relating to alcohol and young people](#).

## STATUTORY GUIDANCE

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

Drugs

# Illegal drugs risks

Teach that it is **highly dangerous to take illegal drugs** because they can cause serious harm to physical and mental health, and even death. The effects of some illegal drugs can be very fast.

Teach that people are also committing a crime if they possess, buy or sell illegal drugs.

Explain that some illegal drugs can also be highly addictive.

## STATUTORY GUIDANCE

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



# Prescription drugs risks

Teach that **legal drugs / medicines can cause serious harm** to people's health and wellbeing if misused. This includes both prescribed and 'over the counter' medicines such as paracetamol.

Explain that people should only take medicines that a doctor or parent tells them to take, following any extra instructions. It is very dangerous to take other people's prescription drugs, which could make us unwell.

Explain that some legal drugs can also be highly addictive if misused.

## STATUTORY GUIDANCE

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

# Addiction risk

Teach pupils that smoking, drinking alcohol and taking certain types of drugs can be addictive (varies by substance and frequency of use) and what this means.

Explain that:

- it can be **hard for people to stop using a substance** once they are addicted
- addictions sometimes lead to **problems such as abusive behaviour and debt**
- there is **help available** for people who want to stop smoking, drinking alcohol or taking drugs

Teacher reference: [Addiction: What is it?](#) (NHS)

## STATUTORY GUIDANCE

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

# Risks of accidents after drinking or using drugs

Explain that some substances (including alcohol and both illegal and some legal drugs) can affect how people's brains and bodies work, often slowing down thinking and responses.

This makes activities such as using machinery, driving or swimming particularly dangerous. The risk of serious accidents from these and other activities are much higher after people have consumed alcohol or drugs.

## STATUTORY GUIDANCE

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

# Dangers of 'self-medication'

Teach that people sometimes inappropriately use substances to try to cope with symptoms of pre-existing health problems such as physical pain, sleeplessness or anxiety.

Explain that this can be dangerous to health and could lead to addiction.

If someone has a medical problem they should always seek advice and treatment from a doctor.

## STATUTORY GUIDANCE

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.

Secondary

# About these activities and templates

Subject leads can use the following templates and training activities to plan training on teaching the new curriculum topics.

You can:

- **move slides** - e.g. 'rate your confidence (before training)' - to the point in the presentation where you want to carry out that activity
- **delete slides** if you are not covering those curriculum elements at this time

Resources

DRUGS

