

# Redmile Church of England Primary School



## Curriculum Statement for Drugs Education

Our scheme of work for Drugs Education was preceded by the 'Draw n Write' technique, which gave us an indication of where the children from Year 1-5 currently were in their knowledge and understanding of Drugs (summaries can be found at Appendix 4; the technique will be repeated every two years). The scheme then evolved through consultation with all staff, Governors, parents and the LA's Healthy School team.

We have used the Life Education Centres' programme of work: "Working Together for Drug Prevention Education" and the QCA scheme of work for 'Drug, Alcohol and Tobacco Education within the National Curriculum' as a *basis* for our planning. **All activities are designed to be meaningful and relevant to our pupils at Redmile, although we are mindful that modifications may need to be made according to each cohort's/individual's needs.**

An outline of the statutory (Science NC) and non-statutory guidelines for drug, alcohol and tobacco education within the National Curriculum can be found at Appendix 1. A table of how the statutory requirements of the science and citizenship programmes of study and the PSHE frameworks links to the Drugs Education scheme can be found at Appendix 2.

Our Drugs Education scheme of work for Key Stages 1 & 2 is based on a two year rolling programme (with the exception of Year 6) and consists of about 10 activities for each class, per cycle. Most lessons have accompanying guidelines for the teacher to refer to (including specific points to note, for example, relating to sensitivity towards certain groups of people or individuals) and suggested differentiated worksheets to be used at the teacher's discretion. Activities are cross referenced, using numbers clearly marked in bold and are attached to the scheme as Appendix 3.

It is expected that the scheme will be delivered as a block of work over one week when the Life Education Centre visits us, although it could be delivered over a whole/half term. The time allocation is about 3%, however, with an integrated approach this is likely to be much higher.

Where possible this subject will be integrated across the curriculum and as such may form part of another subject, especially Personal Social Health and Citizenship Education (PSHCE), Science and Literacy.

ICT will be embedded where appropriate.

The scheme should be used along side the programme of work for PSHE/ Citizenship and with reference to the school's Drugs policy.

J.V.Hopkins  
2007

Redmile Church of England Primary School

DRUG PREVENTION EDUCATION  
Scheme of work



Reception/Year 1		Cycle A		
ALL ABOUT ME				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To consider the different things a human body needs to maintain health and well-being</li> <li>To value own body and recognise its uniqueness, celebrate differences from others</li> <li>To communicate feelings</li> </ul>	<p><b>F:3 Safety: keeping happy healthy and safe</b></p> <ol style="list-style-type: none"> <li>Children and staff bring in items that keep us happy, healthy or safe.</li> <li>Children place items on one of three outlines of a life-sized body clearly labelled with happy, healthy or safe.</li> <li>Discuss choices throughout, including: "What would happen if we didn't have these things?"</li> </ol>	<ul style="list-style-type: none"> <li>Work displayed</li> <li>Children can say what they need to be happy, healthy or safe and give some reasons</li> <li>Children recognise that others have similar likes / feelings/ thoughts, whilst others differ</li> </ul>	PSHCE Speaking and listening
2	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs, how to look after it</li> <li>Discuss medicines: why we use them, safety issues, who can help with medicines</li> <li>Begin to understand the need for personal responsibility towards body and health</li> <li>Recognise, name and deal with feelings in a positive way</li> </ul>	<p><b>F:2R</b></p> <p>Life Education Centre</p>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate and later recall learning objectives</li> <li>Children can say why we use medicines, what some of the safety issues are and who can help us with medicines</li> </ul>	Science Speaking and listening Drama Music
3	<ul style="list-style-type: none"> <li>To recall key facts from yesterday's visit</li> <li>To cooperate with others in a small group</li> <li>Share ideas about medicines and safety issues</li> <li>To find creative ways to share ideas</li> </ul>	<p><b>Follow-up</b></p> <ol style="list-style-type: none"> <li>Teacher demonstrates hot-seating with whole class.</li> <li>In groups, children hot-seat mini-Harold. Each child to memorise one key fact to tell the rest of the class (and later the whole school/parents in assembly).</li> <li>Children participate in art and craft activities which reinforce their learning.</li> </ol>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Work is displayed</li> <li>Children participate in whole school celebratory assembly at the end of the week</li> </ul>	PSHCE Speaking and listening Drama Science Art DT

4	<ul style="list-style-type: none"> <li>• To develop basic knowledge, understanding and awareness of the things the body needs to keep healthy</li> <li>• To promote self-esteem and confidence</li> <li>• To promote friendships and understanding of others by listening to them talk about their likes and dislikes</li> <li>• To listen and respond to a shared text</li> </ul>	<p><b>F: 4 Staying happy and healthy</b></p> <ol style="list-style-type: none"> <li>1. Teacher reads the big book to the whole class, 'All about me'</li> <li>2. After each page, discuss with the children the points listed on the chart</li> </ol>	<ul style="list-style-type: none"> <li>• Children feel confident that others regard their ideas positively</li> <li>• Children can say what makes them special and unique, as well as recognising similarities with others</li> </ul>	<p>PSHCE Literacy Speaking and listening</p>
5	<ul style="list-style-type: none"> <li>• To develop basic understanding of safe/unsafe things to touch or swallow, including medicine safely</li> <li>• To develop observation and thinking skills</li> <li>• To be introduced to the idea of risk taking, e.g. the risk of putting unknown substances in to their body, drinking from bottles without first asking an adult</li> <li>• To identify adults who can help us</li> </ul>	<p><b>F: 5 Safety Hold on Harold</b></p> <p><u>Shared reading</u></p> <ol style="list-style-type: none"> <li>1. In a small group, adult reads the big book, 'Hold on Harold'.</li> <li>2. Read the book one page at a time and ask the questions on the prompt sheet. Children respond to the questions by using 'show me cards' with smiley/sad faces of Harold or/and the words 'Yes/No'. Children could draw or make with play-doh, their suggestions to the questions, e.g. what different things might be in the packet?</li> <li>3. Role play: teacher is the leader. All go for a 'walk in the park'; they find a packet that looks like some sweets; children make up dialogue to decide what they should do.</li> </ol>	<ul style="list-style-type: none"> <li>• Children know when it is unsafe to touch or drink something</li> <li>• Children can say which adults could help them decide what to do when they need help or are unsure of whether something is safe or not</li> <li>• Children can act out a short scenario reinforcing their knowledge and understanding of safety issues around medicines</li> </ul>	<p>PSHCE Speaking and listening Drama Literacy</p>
6	<ul style="list-style-type: none"> <li>• See previous</li> </ul>	<p><b>Visit from the school nurse</b></p> <p>Reinforcement of previous lessons</p>	<ul style="list-style-type: none"> <li>• Interact positively with the nurse, providing answers to questions confidently</li> </ul>	<p>PSHCE Speaking and listening Science</p>
7	<ul style="list-style-type: none"> <li>• Rules are important for keeping safe</li> <li>• There are different rules for different places</li> <li>• Who can help keep them safe</li> <li>• That actions have consequences</li> </ul>	<p><b>F:6 Rules are important</b></p> <ol style="list-style-type: none"> <li>1. Play simple games, e.g. snakes and ladders/football.</li> <li>2. Re-play with someone breaking a rule.</li> <li>3. Discuss rules we have in school. Also link to rules with medicines.</li> <li>4. Devise new rules, e.g. use of toilets, moving around school.</li> </ol>	<ul style="list-style-type: none"> <li>• Follow simple rules</li> <li>• Describe how they feel when rules are broken</li> <li>• Begin to show concern and responsibility for others</li> <li>• Know how to ask for help</li> </ul>	<p>PSHCE Speaking and listening PE</p>
		<p><b>Video: Needle Alert, Be Safe, Stay Safe ????????</b></p> <p><b>Need to ask Parent Forum</b></p>		

Redmile Church of England Primary School



DRUG PREVENTION EDUCATION  
Scheme of work

Reception/Year 1		Cycle B		
MY WONDERFUL BODY				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To consider a range of healthy foods</li> <li>To understand that we need food for energy</li> </ul>	<p><b>1:1a Nutrition: Harold's delicious dream</b></p> <ol style="list-style-type: none"> <li>Read and share the book, 'Harold's delicious dream' asking suggested questions.</li> <li>Children draw/write/create their own delicious dream.</li> </ol>	<ul style="list-style-type: none"> <li>Children know that we need different types of food to maintain a healthy body</li> </ul>	PSHCE Speaking and listening Science Art Literacy
2	<ul style="list-style-type: none"> <li>To identify different foods and their groups</li> <li>Begin to understand the concept of a balanced diet, that the body needs lots of different foods and needs more of some than of others</li> </ul>	<p><b>Visit from Initial caterers</b></p> <p>Lively presentation showing children samples of the variety of foods within the food groups</p>	<ul style="list-style-type: none"> <li>Repeat some of the key messages</li> </ul>	PSHCE Speaking and listening Science
3	<ul style="list-style-type: none"> <li>To identify different foods and sort them in to the five food groups</li> <li>Reinforce the concept of a balanced diet, that the body needs lots of different foods and needs more of some than of others</li> <li>To know that doctors recommend we eat 5 fruit and veg a day</li> </ul>	<p><b>1:2 Nutrition: Food sort</b></p> <p>Before the lesson, children (with parental support) keep a daily record of the things they eat over one day and identify which things they eat more of.</p> <ol style="list-style-type: none"> <li>Make a list of the things children eat more of, grouping them in to cereals, fruit and vegetables, etc</li> <li>Look at food wheel on 1:2a and discuss.</li> <li>Y1: Cut and paste activity R: Sort plastic food with an adult</li> <li>Children make a copy of the wheel using craft materials or pictures.</li> </ol>	<ul style="list-style-type: none"> <li>Children have an idea about the different food groups</li> <li>Children can say that we need 5 fruit/veg a day</li> <li>Children can say what the right types of things are to put in to their body to stay healthy</li> </ul>	Science Speaking and listening Drama Music

4	<ul style="list-style-type: none"> <li>• To explore the body: how it works, what it needs, how to look after it, focus on balanced diet, medicine safety and personal hygiene</li> <li>• Deepen understanding of the concept of choice and the effects of choice on health, especially on what we put in to our body</li> <li>• Explore attitudes towards themselves, their bodies and other people</li> <li>• Explore relationships, feelings within relationships and the effects of teasing and name-calling</li> <li>• Listen and respond appropriately</li> </ul>	<p><b>1:1 My Wonderful Body</b></p> <p>Life Education Centre</p>	<ul style="list-style-type: none"> <li>• Children are inspired, motivated and enthused to participate</li> <li>• Children can say how we have a choice what goes in to body and that if we make the wrong choices we could become very ill</li> </ul>	<p>PSHCE Speaking and listening Drama Science Music</p>
5	<ul style="list-style-type: none"> <li>• To reinforce above</li> <li>• To work together to perform an action song for parents</li> </ul>	<p><b>Follow-up to visit</b></p> <ol style="list-style-type: none"> <li>1. Learn the five-a-day song</li> <li>2. Various craft activities based on Harold and his messages</li> </ol>	<ul style="list-style-type: none"> <li>• Children perform the five-a-day song to parents</li> <li>• Children can say how to keep safe around medicines</li> <li>• Children can say what they need to do to keep clean</li> </ul>	<p>PSHCE Literacy Speaking and listening Art</p>
6	<ul style="list-style-type: none"> <li>• To develop a basic knowledge and understanding of the safe use and storage of medicines</li> <li>• Develop observation and thinking skills</li> <li>• To learn when and how to get help from an adult</li> <li>• Encourage children to think carefully about the risks of putting unknown substances in to their body</li> <li>• To begin to understand that all drugs (including medicines) can be harmful if not used properly</li> <li>• To value their own body</li> <li>•</li> </ul>	<p><b>1:4 Staying safe 'What should Harold do?'</b></p> <p><u>Shared reading</u></p> <ol style="list-style-type: none"> <li>1. In a small group, adult reads the big book, 'What should Harold do?'</li> <li>2. Read the book one page at a time and ask the questions on the prompt sheet. Children respond to the questions by using 'show me cards' with smiley/sad faces of Harold or/and the words 'Yes/No'. Children could draw or make with play-doh, their suggestions to the questions, e.g. what different things might be in the packet?</li> <li>3. Role play: set up similar scenario in Home-corner</li> </ol>	<ul style="list-style-type: none"> <li>• Children know when it is unsafe to touch or drink something</li> <li>• Children can say which adults could help them decide what to do when they need help or are unsure of whether something is safe or not</li> <li>• Children can act out a short scenario reinforcing their knowledge and understanding of safety issues around medicines</li> </ul>	<p>PSHCE Speaking and listening Drama Literacy</p>

7	<p>To give the children the opportunity to:</p> <ul style="list-style-type: none"> <li>• Value their body and recognise its uniqueness</li> <li>• Value other people</li> <li>• Celebrate individuality of self and others</li> <li>• Receive praise from an adult</li> </ul>	<p><b>1:5 Self-esteem, things that make me special</b></p> <p>1. Whole class: recap what Harold likes to do/what he is good at/who does he enjoy spending time with (use mini Harolds, e.g. hot-seating). Help the children to understand that each person is special because we are all different. Consider what the world would be like if everyone was the same, e.g. give everyone the same name (Harold?) and ask 'Harold' to line up first/give everyone a piece of fruit/get book-bag and so on; discuss problems.</p> <p>2. Complete activity sheet which requires children to say what makes them special or adapt as appropriate.</p>	<ul style="list-style-type: none"> <li>• Each child feels special</li> <li>• Children can say why we are all different</li> <li>• Children are respectful of others and value them for who they are</li> </ul>	<p>PSHCE Speaking and listening Literacy</p>
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# Redmile Church of England Primary School



## DRUG PREVENTION EDUCATION

### Scheme of work

Year 2/3		Cycle A		
MEET THE BRAIN				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To explore attitudes towards themselves, their bodies, personality, individuality, other people, friendship, choices and decisions</li> <li>To promote honesty and trust, quick thinking and respect</li> <li>To raise self esteem</li> <li>To speak with confidence and cooperate within a class</li> </ul>	<p><b>3:2a Self esteem I am special</b></p> <p><u>Circle time Games</u></p> <p>Various, including ones that children invent</p>	<ul style="list-style-type: none"> <li>Join in confidently and respond quickly</li> <li>Feel positive about themselves and know that they are liked by others</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p>
2	<ul style="list-style-type: none"> <li>To raise self esteem</li> <li>To raise awareness of their own and other people's abilities and talents</li> <li>To celebrate individuality and uniqueness</li> <li>To receive praise from an adult as well as their peers</li> <li>To begin to understand the concept of personality</li> <li>To explore attitudes towards themselves, their bodies, personality, individuality, other people, friendship, choices and decisions</li> <li>To promote honesty and trust, quick thinking and respect</li> <li>To speak with confidence and</li> </ul>	<p><b>3:4 Self esteem You are special</b></p> <p>1. Friendship Tree</p> <p>2. Nevergladonia or Forevergladonia?</p> <p><u>Nevergladonia</u></p> <ul style="list-style-type: none"> <li>Children dress up (hats, wigs, face paints, etc) as a character from Nevergladonia</li> <li>Each child gets fully in role: they are very negative, don't like themselves or anyone/thing else, do bad things</li> <li>In small groups, others agree with them i.e. they tell them they are no good at sports/they smell/have horrid hair, describe some of the bad things they've done, etc</li> <li>Act out a group/whole class scene each watching the others poor behaviour and negativity</li> <li>Circle time: discussion about activity. Try to establish that negativity breeds sadness and possibly leads to poor behaviour;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why they are special and why others like them</li> <li>Feel confident about themselves and know that positivity breeds confidence, creates happiness</li> <li>To give praise to others and know that in doing so they are helping the other person to feel happy and confident</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Drama</p>

	cooperate within a class	<p>consequences</p> <ul style="list-style-type: none"> <li>Children draw character in middle of paper and write personality traits around it</li> </ul> <p><u>Forevergladonia</u></p> <ul style="list-style-type: none"> <li>Circle time game: 'I'm good at...' and 'I like you because...' (Each child says something positive about the person sitting on their left)</li> <li>Each child has a sheet of paper with a photograph of one of their classmates</li> <li>In secret, they write 5 good things about that person</li> <li>In turn, each reads work aloud and on white boards, others have to guess who they think is being described (it might be an idea to cover the photo up until the answer has been revealed)</li> <li>Circle time: discussion about the two activities. Which makes for a happy world/person? How does it make you think about yourself/each other? Do you feel like doing something bad/naughty now or would you like to run and skip or hug someone? Go out and play together? (Let them go!!)</li> </ul>		
3	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs, functions of the brain and nervous system</li> <li>Understand that medicines are drugs, safety issues for medicine use</li> <li>Understand that nicotine and alcohol are drugs and begin to explore their effects on the body</li> <li>Reflect on and value friendship, understand that their actions affect others, understand and begin to develop skills needed to be effective in relationships with peers</li> <li>Explore attitudes towards themselves, their bodies, personality, individuality, other people, choices and decisions</li> <li>Listen and respond appropriately</li> </ul>	<p><b>3:2 Meet the Brain</b></p> <p>Life Education Centre</p>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Children know how to use medicines properly</li> <li>Children know two drugs (alcohol and nicotine) and can say what effect they have on the body</li> <li>Know that we all have choices and those choices can affect the way we live</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Drama</p> <p>Science</p> <p>Music</p>

4/5	<ul style="list-style-type: none"> <li>• Recall key facts from visit</li> <li>• Reinforce above concepts</li> <li>• Deepen knowledge of the major organs, including relative size and position</li> <li>• Begin to understand that caring for their body is essential if the major organs are going to function properly</li> </ul>	<p><b>3:3 Body knowledge: build a Karpet Kid</b></p> <p><b>Follow-up</b></p> <ol style="list-style-type: none"> <li>1. Ask the children to recall the major body organs and their functions.</li> <li>2. Sit the children around a life-sized paper outline of a human body.</li> <li>3. Children place the laminated body parts in the outline, discussing their functions.</li> <li>4. In pairs, children write on a large strip of paper what the function of one body part is (could be done on the computer); strip is attached to large outline ready for display.</li> <li>5. Each have an A4 copy of the body outline; they draw, name and colour the major organs. More able pupils can write functions similar to above, researching additional facts on the computer if they wish.</li> </ol> <p>It might be appropriate to find real-life examples of people /children (depending on sensitivity issues within the class) who have to live without a fully functioning body, e.g. one kidney, in need of a heart transplant and the effect it has on their lives.</p>	<ul style="list-style-type: none"> <li>• Children work together to record what is important to them</li> <li>• Work is displayed with Foreveralonia</li> <li>• Children can name some major organs and what they do</li> <li>• To say what happens to the body if some the organs stopped working</li> <li>• To say why it is important to look after their body to stay fit and healthy and recognise that they have a choice in this</li> </ul>	<p>PSHCE science Literacy ICT RE</p>
6	<ul style="list-style-type: none"> <li>• To practise the skill of identifying risks and considering appropriate safe action</li> <li>• To consider the decision-making and assertiveness skills needed in risk situations, including those relating to drug use</li> <li>• To consider where and how to get help</li> <li>• Develop understanding of the need to take responsibility for one's own safety and behaviour</li> <li>• To develop thinking skills and reasoned arguments</li> </ul>	<p><b>3:5 Risk Management, What should you do if...</b></p> <ol style="list-style-type: none"> <li>1. Display a large tick on the wall of one side of the classroom and a large cross on the opposite wall.</li> <li>2. Ask children various yes/no questions; to answer they have to stand near the tick or cross. Some questions to have straight forward answers as a warm up ,e.g. It's sensible to eat 5 fruit/veg a day, the heart pumps blood all round the body, you should tell an adult if you see a used needle on the ground; others to generate deeper thinking, e.g. <i>Everyone</i> has a choice whether to smoke or not, it's ok to talk to strangers, you should pick up a needle found in the playground and give it to an adult, you should play near a railway line because all your friends are.</li> </ol> <p>Each answer is reasoned out, discussing the potential risks.</p> <ol style="list-style-type: none"> <li>3. Children complete the ' What should you do if...?' sheet individually, drawing additional risky situations as extension work.</li> </ol>	<ul style="list-style-type: none"> <li>• Children are able to identify what is a risky situation and know appropriate action to take</li> <li>• Children can say how some risks can be reduced or eliminated</li> <li>• Recognise that they have choices and that their decisions can have a big impact on their own life, as well as others</li> </ul>	<p>PSHCE Speaking and listening Literacy</p>

# Redmile Church of England Primary School

## DRUG PREVENTION EDUCATION Scheme of work



Year 2/3		FEELINGS			Cycle B
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links	
1	<ul style="list-style-type: none"> <li>To explore a range of different feelings and their causes</li> <li>To practise communicating their feelings to others</li> </ul>	<p><b>2:1 Recognising feelings</b></p> <p>1. <u>Circle time</u> Pass a mini Harold round the circle. Children:</p> <ul style="list-style-type: none"> <li>Say the name of a feeling that they know</li> <li>Show what feelings look like, e.g. happy/sad, angry/scared, hungry/full, cold/hot, frustrated/confident</li> <li>Pick a card (previously prepared) and tell everyone about a time when they or someone they know had the feeling stated</li> </ul> <p>2. Develop this through: writing about a situation which made them feel happy/sad, etc, drawing pictures of feelings, lollypop stick face (paper plate) showing a feeling with words written on stick</p>	<ul style="list-style-type: none"> <li>Feel confident about joining in the discussion and sharing their thoughts</li> <li>Children can recall a variety of different feelings and understand the types of situations that cause these feelings to exist</li> <li>Empathise with others and recognise how unpleasant feelings can be avoided</li> </ul>	PSHCE Speaking and listening Art Literacy	
2	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs</li> <li>Understand why we use medicines, how to follow simple safety instructions, when and how to get help from an adult</li> <li>To recognise, name and begin to understand how to deal with feelings</li> </ul>	<p><b>2:2 Feelings</b></p> <p>Life Education Centre</p>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Children know how to use medicines properly</li> <li>Children can say who they can turn to when they need help or advice</li> <li>Children see themselves as a special individual within a group of</li> </ul>	PSHCE Speaking and listening Drama Science Music	

	<ul style="list-style-type: none"> <li>• Understand that there are different types of bullying and teasing; that bullying is unacceptable and how to get help if experienced</li> <li>• Discuss the importance of relationships especially within the peer group</li> <li>• Explore attitudes towards themselves, their bodies and other people</li> <li>• Listen and respond appropriately</li> </ul>		other special people	
3	<ul style="list-style-type: none"> <li>• Recall key facts from visit</li> <li>• Reinforce above concepts</li> </ul>	<p><b>Follow-up</b></p> <p>In pairs, complete a page in learning-log (written or using ICT) of key facts that they remember from Life Education centre</p>	<ul style="list-style-type: none"> <li>• Children work together to record what is important to them</li> <li>• Work is displayed</li> </ul>	PSHCE Literacy ICT
4/5	<ul style="list-style-type: none"> <li>• To recognise and explore a range of feelings</li> <li>• Begin to understand that strategies can be used to cope with feelings</li> <li>• Consider who is important to them, who they can trust and why</li> <li>• Recognise that it is possible to notice a persons feelings by reading their expression</li> <li>• Learn anger-management strategies</li> <li>• Understand that extreme emotion can restrict clear thinking: sometimes people say and do things that they might regret because they are feeling angry</li> </ul>	<p><b>2:2a Recognise and manage feelings</b></p> <p>1. Children make a 'robot' out of junk materials (could be a homework project)</p> <p><u>2. Shared reading</u></p> <ul style="list-style-type: none"> <li>• In a small group, adult and children read the big book, 'Brenda finds a friend'.</li> <li>• Read the book one page at a time and ask the questions on the prompt sheet. Children respond to the questions in turn, all sharing ideas and contributing thoughts relating feelings to their robot that they have made, e.g. how would you feel if someone threw your robot in the rubbish bin/how do you think Brenda felt</li> </ul> <p>3. Role play: children make up a scenario whereby someone gets angry and says things they later regret and how to deal with it</p> <p>Activity 2:3 could also be used (recording own feelings)</p>	<ul style="list-style-type: none"> <li>• Children are able to identify how a person is feeling by looking at their facial expression/body language</li> <li>• Children can name some coping strategies and say when they might be appropriate to use</li> <li>• Children can do 'Tin Man, Rag Doll' without other people knowing</li> </ul>	PSHCE Speaking and listening Drama Art/design

6/7	<ul style="list-style-type: none"> <li>• To recognise that sleep/rest is important as part of a healthy, balanced life-style; it restores energy</li> <li>• Developing thinking and observation skills</li> <li>• Explore how illness affects a persons attitudes</li> <li>• Establish safety rules regarding medicines</li> <li>• Understand the role of medicines in promoting health, including people who are involved with medicines</li> <li>• Consider the risk of incorrect dosage of medicine</li> <li>• Develop critical thinking and decision making</li> <li>• Learn how to create an effective poster which communicates meaning</li> </ul>	<p><b>2:4 Drug knowledge</b></p> <ol style="list-style-type: none"> <li>1. Teacher reads big book, ' Harold's Picnic'.</li> <li>2. Pause after each page, asking questions on prompt sheet.</li> <li>3. In pairs, groups or individually (depending on ability) children create a thought tree: like a spider-plan except that each 'leg' has two 'feet' with a written response to the question asked; each 'foot' can branch-off with two thoughts about their answer, e.g.</li> </ol> <p>4.Design a poster showing medicine safety rules</p>	<ul style="list-style-type: none"> <li>• Children can say how to keep safe around medicines</li> <li>• Posters displayed and shared in assembly</li> <li>• Children can make decisions about what is right and wrong and know what the consequences might be</li> </ul>	<p>PSHCE Literacy Speaking and listening Art/design</p>
8	<ul style="list-style-type: none"> <li>• About the different roles of medicines and how they are taken</li> <li>• That medicines affect the body</li> <li>• How medicines can be harmful if not used properly</li> <li>• About rules that apply to medicines</li> </ul>	<p><b>2:6 Feeling unwell and the role of medicines</b></p> <ol style="list-style-type: none"> <li>1. 'Door Science': put up large outline of human body on classroom door. Children write or stick pictures of medicines that they know of, on the appropriate place, showing which go inside or outside the body.</li> <li>2. Card-sort. Children sort medicine cards in to categories: <ul style="list-style-type: none"> <li>• prevent illness (eg vaccinations)</li> <li>• ease pain (eg Calpol)</li> <li>• help the body fight illness (eg antibiotics)</li> <li>• help the body work properly or better (eg inhalers, insulin)</li> </ul> </li> <li>3. As a class, generate a set of rules to be displayed about use of medicines in school</li> </ol>	<ul style="list-style-type: none"> <li>• Describe how medicines are taken</li> <li>• Understand how medicines are harmful if not taken properly</li> <li>• Cooperate with others to produce a poster for the whole school</li> </ul>	<p>PSHCE Speaking and listening Literacy Science</p>
9	<p>To give the children the opportunity to:</p> <ul style="list-style-type: none"> <li>• Value their body and recognise its uniqueness</li> </ul>	<p><b>1:5 Self-esteem, I am special</b></p> <p>Friendship Tree</p>	<ul style="list-style-type: none"> <li>• Each child feels special</li> <li>• Children can say why we are all different and that is seen as special</li> </ul>	<p>PSHCE Speaking and listening Literacy</p>

	<ul style="list-style-type: none"> <li>• Value other people and recognise the qualities of friendships</li> <li>• Celebrate individuality of self and others</li> <li>• Receive praise from an adult and peers</li> </ul>	<p>Children write special messages for each other and display them on their tree.</p>	<ul style="list-style-type: none"> <li>• Children are respectful of others and value them for who they are</li> </ul>	
		<p><b>Video: Needle Alert, Be Safe, Stay Safe ????????</b></p> <p><b>Need to ask Parent Forum</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Redmile Church of England Primary School



DRUG PREVENTION EDUCATION  
Scheme of work

Year 4/5		Cycle A		
IT'S GREAT TO BE ME!				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To raise self-esteem</li> <li>To recognise their abilities and talents</li> <li>To develop a sense of personal potential</li> <li>To receive praise and recognition from others, including an adult</li> </ul>	<p><b>4:2 Self-esteem A timeline of my life</b></p> <p>1. Homework: children find out key points in their own life from parents, e.g. when they started walking/learning to swim</p> <p>2. Mark these on either a large class timetable (for display) or individual ones, with inspirational ones for the future.</p> <p>Warm Fuzzy.</p>	<ul style="list-style-type: none"> <li>Children realise they are special as they are without needing to be different e.g. by smoking to look cool, drinking to fit in with the gang</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p>
2	<ul style="list-style-type: none"> <li>To explore the position and function of the lungs</li> <li>To understand about lung capacity and measure their own</li> <li>To discover whether lung capacity is linked to chest expansion</li> <li>Carry out a scientific investigation and link it to keeping healthy</li> </ul>	<p><b>4:5 Body knowledge Investigating the lungs</b></p> <p>1. Carry out investigation as shown on sheet 4:5, making predictions before hand.</p> <p>2. Complete appropriate activity sheet marked */**/** according to differentiation.</p> <p>3. Compare pictures of healthy lungs and ones affected by drugs (Smartboard images will emphasise the enormity of it)</p>	<ul style="list-style-type: none"> <li>Say why it's important to have healthy lungs</li> <li>Write up a science investigation</li> <li>Make links with lung capacity and affects of alcohol/cigarettes on them</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Science</p> <p>Maths</p> <p>ICT</p>
3	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs, functions of the digestive system /nervous/circulatory systems</li> <li>Understand that all medicines are drugs but not all drugs are medicines; that there are different types of drugs;</li> </ul>	<p><b>4:4 It's great to be me!</b></p> <p>Life Education Centre</p> <p>Complete page of learning log as soon after experience as possible</p>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Children say how cigarettes and alcohol affect the body</li> <li>Children are more assertive and know ways</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Drama</p> <p>Science</p> <p>Music</p>

	<p>discussion about cigarettes and alcohol, their effects and associated risks</p> <ul style="list-style-type: none"> <li>• Identify risks; identify and understand peer influences; identify and practise decision making in relation to health</li> <li>• Explore attitudes towards themselves, their bodies, and other people, the use of alcohol and cigarettes</li> <li>• Recognise the need to take responsibility for their own safety and behaviour</li> </ul>		<p>to say 'No'</p> <ul style="list-style-type: none"> <li>• Children are more confident in making decisions</li> <li>• Say why we are all different and recognise themselves (and friends) as being special</li> </ul>	
4/5	<ul style="list-style-type: none"> <li>• To ascertain what a drug is and what the children recognise as a drug</li> <li>• To deepen understanding of why people take drugs: introduce terms like stimulant, analgesic, depressant, hallucinogen</li> <li>• To raise awareness of what a drug is and what it might look like, e.g. sweets, pop</li> <li>• To understand what addiction means and how it has long term consequences</li> </ul>	<p><b>Drug knowledge Shared knowledge</b></p> <p><b>Follow-up</b></p> <ol style="list-style-type: none"> <li>1. On a white-board, all write own definition of a drug. Discuss answers.</li> <li>2. Display actual definition and give children time to link their response to the actual. (<i>Use FRANK as a teacher's aid.</i>)</li> <li>3. Working in pairs, children write the name of any drug they may know on pieces of small paper (or post-it's). After, enough time, ask them to join up with other pairs and try to group their responses.</li> <li>4. Give each group a set of cards with either 'stimulant, analgesic, depressant, hallucinogen' written on. Explain each in turn and see if children can match any of their responses. (Have some pre-prepared cards ready in case there are no responses, e.g. wine, Calpol, cigars, cola, beer, Paracetamol, cigarettes, coffee, Tixylix...makes you sleepy!)</li> </ol> <p><i>NB This should be approached at the children's level; do not introduce them to names of hard drugs unless someone mentions them. However, children should know about alcohol, tobacco, medicines and caffeine.</i></p> <ol style="list-style-type: none"> <li>5. Discuss issues as they arise, including reasons why, for example, smokers find it hard to stop.</li> <li>6. Make a class list of alternative choices to taking above, e.g. if you need to stay awake for a long time, you could go to bed earlier for a few nights leading up; instead of taking tablets for a headache, drink plenty of water.</li> </ol> <p><i>NB Cartoon drawings and simplified text in FRANK could be turned in to a child-friendly worksheet.</i></p>	<ul style="list-style-type: none"> <li>• Say what a drug is: 'A substance which affects emotional and/or bodily functions'</li> <li>• Understand why people might choose to take drugs, but recognise more healthy alternatives</li> <li>• Apply strategies for saying 'No' to drugs</li> </ul>	<p>PSHCE Speaking and listening Drama Literacy</p>

6/7	<ul style="list-style-type: none"> <li>• To examine some of the effects of smoking</li> <li>• Identify risks associated with tobacco use</li> <li>• To know what parts of the body are affected by tar</li> <li>• To observe a controlled experiment and interpret findings</li> <li>• Make informed decisions based on observations</li> </ul>	<p><b>4:1 Drug knowledge Smoking machine</b></p> <ol style="list-style-type: none"> <li>1. Set up and carry out investigation as on sheet 4:1.</li> <li>2. Complete appropriate activity sheet marked 4:1*/**/** according to differentiation.</li> <li>3. Draw two torsos: one showing healthy lungs, one showing lungs affected by smoking. Turn in to a no-smoking poster for display (use Publisher for text and background?).</li> </ol>	<ul style="list-style-type: none"> <li>• Recognise that stained fingers and bad breath are obvious affects/risks of smoking and that lung damage is a hidden affect</li> <li>• Say what is inhaled into the mouth and lungs of a person who smokes</li> <li>• Complete a science investigation, analysing and interpreting results</li> <li>• Display work around school</li> </ul>	PSHCE Science Literacy ICT RE
8	<ul style="list-style-type: none"> <li>• To consider the long and short term risks associated with smoking</li> <li>• To reflect on the reasons why people smoke</li> <li>• To think about their own values and attitudes towards smoking</li> <li>• To learn how to be sensitive with voicing their opinions, as people they know might be smokers</li> <li>• To learn that risky situations involve making choices</li> </ul>	<p><b>4:6 Smoking-weighing up the risks</b></p> <ol style="list-style-type: none"> <li>1. Review what they've learnt about smoking and health. Identify effects as either long term or short term, including the non-physical effects, e.g. financial, social, legal.</li> <li>2. In small groups, write down three reasons why they think people smoke.</li> <li>3. Display two posters on opposite walls saying 'Agree' 'Disagree'. Groups read out their reasons and others stand near one of the posters (or in-between). Ask some to justify their decision.</li> <li>4. Use secondary sources (TV, video, ICT, etc) to find out why people find it hard to stop smoking, then consider ways to avoid starting to smoke. Make a leaflet of advice and suggestions.</li> </ol>	<ul style="list-style-type: none"> <li>• Can use their knowledge and understanding about smoking to identify the negative effects of smoking</li> <li>• Listen to a discussion and weigh up the arguments</li> <li>• Offer a personal opinion, giving reasons for their views</li> <li>• Produce a leaflet which summarises their knowledge</li> </ul>	PSHCE Speaking and listening Literacy Science ICT
9	<ul style="list-style-type: none"> <li>• To deal with unhelpful pressures to smoke</li> <li>• That they have the right to feel safe and secure at all times</li> <li>• About valuing each other and respecting differences of opinions</li> <li>• That it is helpful to talk about risks and choices with people we trust</li> <li>• How to access sources of help, support and advice</li> </ul>	<p><b>4:7 Resisting unhelpful pressure or influences</b></p> <p>Children write letters to agony aunts (e.g. sheet 5:4 'Dear Claire...' respondent of a magazine problem page) or use the idea of a 'Worry Website' by Jacqueline Wilson about pressures to smoke (could e-mail each other). Ensure a range of pressures and influences are addressed, e.g.</p> <ul style="list-style-type: none"> <li>- a group of friends decide to start smoking together, but one of them doesn't want to</li> <li>-a boy is going through a difficult time at home and thinks smoking will help him cope</li> <li>a girl feels that people will respect her more if she does something 'grown up' like smoking.</li> </ul> <p>Create a magazine/web-page; could be included on school web-site.</p>	<ul style="list-style-type: none"> <li>• Identify some ways to respond to different types of pressure</li> <li>• Understand that they have a choice about whether or not to smoke</li> <li>• Practise resisting pressure</li> <li>• Give an opinion, with reasons</li> <li>• Begin to understand and use behaviour modification in different situations</li> </ul>	PSHCE Speaking and listening Literacy ICT

# Redmile Church of England Primary School



## DRUG PREVENTION EDUCATION

### Scheme of work

Year 4/5		Cycle B		
FRIENDS				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To deepen their understanding of cigarettes and alcohol, their long/short term effects and associated risks, e.g. addiction/dependency, bad breath, tooth decay</li> <li>To be aware of some slang terms</li> </ul>	<b>5:1 Drug Knowledge Effects and risks of cigarettes and alcohol</b>  1. Working in groups, children sort the drug knowledge card pack into the following categories: <ul style="list-style-type: none"> <li>Cigarettes: short-term/long-term effects</li> <li>Alcohol: short-term/long-term effects</li> </ul> 2. Children record their results on activity sheet 5:1. 3. Discuss each response using the teachers prompt sheet.	<ul style="list-style-type: none"> <li>Say what will happen to their body if they choose to take alcohol/cigarettes</li> <li>Recognise drug related terms, in case they are offered any</li> </ul>	PSHCE Speaking and listening
2	<ul style="list-style-type: none"> <li>To examine the reasons why people choose to smoke or not</li> <li>Consider different people's attitudes and beliefs about cigarette use and respect their decisions</li> <li>Practise skills in communicating with adults</li> <li>Gather first-hand evidence of the health risks of smoking and the benefits of not smoking</li> </ul>	<b>5:2 Drug attitudes Smoking questionnaire</b>  1. Children take home the questionnaire 5:2. 2. Collate results on spreadsheet. 3. Analyse results: class discussion then individual write-up.	<ul style="list-style-type: none"> <li>Recognise that they need to be sensitive when discussing the issue of smoking with smokers (relate to freedom choice)</li> <li>Discuss the issue sensibly and develop their own opinions based on the experience of others</li> <li>Carry out a questionnaire, transfer info on to spreadsheet and analyse results</li> </ul>	PSHCE Speaking and listening Science Maths ICT
3	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs, functions of the digestive system /nervous/circulatory systems</li> </ul>	<b>5:3 Friends</b>  Life Education Centre	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Children say how drugs</li> </ul>	PSHCE Speaking and listening Drama

	<ul style="list-style-type: none"> <li>• Deepen knowledge of cigarettes and alcohol: their effects and associated risks</li> <li>• Explore attitudes towards themselves, their bodies and other people, the use of cigarettes and alcohol</li> <li>• Practise identifying risks, identifying and understanding peer influence</li> <li>• Understand assertiveness and apply to situations related to drug use</li> <li>• Recognise emotional as well as physical needs, including the need to take responsibility for their own safety and behaviour</li> </ul>	<p>Complete page of learning log as soon after experience as possible</p> <p>Warm Fuzzy</p>	<p>affect the brain and nervous system</p> <ul style="list-style-type: none"> <li>• Children are more assertive in role play</li> <li>• Children are more confident in making decisions</li> <li>• Children realise they are special as they are without needing to be different e.g. by smoking to look cool, drinking to fit in with the gang</li> </ul>	<p>Science</p> <p>Music</p>
4/5	<ul style="list-style-type: none"> <li>• Consider practical strategies which can be used to deal with difficult situations</li> <li>• Practise decision making and assertiveness situations relating to drug use</li> <li>• Practise managing peer influence in risk situations</li> <li>• Develop communication skills</li> </ul>	<p><b>5:3a Assertiveness skills Follow-up</b></p> <ol style="list-style-type: none"> <li>1. Choose actors to act out scenario on sheet 5:3a.</li> <li>2. Paired discussion before sharing ideas with class. Make a list of strategies and display.</li> <li>3. Children invent own scenarios and act out.</li> <li>4. Individuals write a play based on ideas from role play <i>or/and</i> sheet 5:4 'Dear Claire...' respondent of a magazine problem page <i>or/and</i> sheet 5:5 'What can I do?' based on strategies for dealing with risky situations. An alternative would be to create a cartoon strip with a clear message.</li> </ol> <p><i>'The Worry Web-site' by Jacqueline Wilson is a useful non-fiction novel to read alongside this theme.</i></p>	<ul style="list-style-type: none"> <li>• Suggest ways to resist drugs, e.g. stand up for yourself, stick to your choice, make an excuse and walk away, just say 'No' and display them</li> <li>• Prepare a play for assembly</li> <li>• Produce work for a display</li> <li>• Identify what kind of situations are risky and rehearse strategies for dealing with them</li> <li>• Identify with fictional characters in everyday situations</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Drama</p> <p>Literacy</p>
6	<ul style="list-style-type: none"> <li>• Learn about different sorts of risk-taking activity</li> <li>• That choices can be made in any situation involving risk</li> <li>• To identify risk and forecast</li> </ul>	<p><b>5:6 Taking a risk</b></p> <ol style="list-style-type: none"> <li>1. Circle time: talk about the sorts of risks they have taken and try to categorise them e.g. whether they risked health, safety, belongings. (Sensitivity needed.) Discuss positive/negative results of taking risks.</li> </ol>	<ul style="list-style-type: none"> <li>• Can identify different types of risks people take</li> <li>• Can say what positive/negative consequences might be</li> </ul>	<p>PSHCE</p> <p>Speaking and listening</p> <p>Literacy</p>

	<p>some potential consequences of risk-taking</p> <ul style="list-style-type: none"> <li>• That risk-taking can have positive and negative outcomes</li> </ul>	<p>2. Ask children to pair up with someone they wouldn't normally work with. Can they find some things in common in one minute? Feedback how it felt to take that risk.</p>	<ul style="list-style-type: none"> <li>• Can talk about their experiences and address feelings</li> </ul>	
7/8	<ul style="list-style-type: none"> <li>• To consider the differences between the short and long term consequences of taking a risk</li> <li>• To develop skills in weighing up the choices involved in (and the reasons for and against) taking risks</li> <li>• To learn ways to resist unhelpful pressure to take risks with their health</li> <li>• To make informed decisions about health related issues</li> </ul>	<p><b>5:7 Weighing up the pros and cons of taking risks</b></p> <ol style="list-style-type: none"> <li>1. Display two signs on opposite walls of classroom, one saying 'Very risky' the other saying 'Not risky'.</li> <li>2. Read out various health related situations that children might encounter and they have to decide which poster to stand near. NB Children can stand anywhere <i>between</i> the posters if they wish e.g. 'slightly risky' / 'quite risky'. Sample situations: not washing, dieting, drinking wine, taking someone else's medicine.</li> <li>3. In pairs, present children with a scenario and they create a short 3 or 4 page PowerPoint presentation considering 'what I'd lose from taking the risk' or 'What I'd gain from taking the risk.' Present to others. Sample scenarios: a girl who loves chocolate so much that she eats it all the time; a boy who doesn't what to wear his glasses; a person you've been playing with at the park offers you a sweet.</li> <li>4. Individually, children write about something they do that is bad for their health. Produce a balance sheet showing all they could gain from changing their behaviour and all they could lose/the difficulties they might face. Discuss the pressures in circle time.</li> </ol>	<ul style="list-style-type: none"> <li>• Consider the outcomes of taking risks</li> <li>• Present ways to resist unhelpful pressures or influences</li> <li>• Reflect on their own behaviour and make a real choice</li> <li>• Set themselves a goal and discuss it with others</li> <li>• Take part in a simple presentation to the class and discuss how it went</li> <li>• To use ICT to present information</li> </ul>	<p>PSHCE Speaking and listening Literacy ICT Science</p>
9	<ul style="list-style-type: none"> <li>• Apply skills and knowledge acquired in dealing with situations</li> <li>• Work with others as well as independently to practise assertiveness and decision making</li> </ul>	<p><b>Applying the rules</b></p> <ol style="list-style-type: none"> <li>1. Using Drug Resistant poster generated in activity 4/5, children act out a scene linked specifically to peer pressure and drugs.</li> <li>2. Individually, children complete a worksheet (made from cartoon images and messages in FRANK) which require them to make decisions and justify them</li> </ol>	<ul style="list-style-type: none"> <li>• To have some idea of what to do /say/act if ever offered drugs</li> <li>• Can make their own decisions/choices and know the effect</li> </ul>	<p>PSHCE Speaking and listening Literacy Drama</p>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Video: Needle Alert, Be Safe, Stay Safe ????????</b></p> <p><b>Need to ask Parent Forum</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

# Redmile Church of England Primary School



## DRUG PREVENTION EDUCATION Scheme of work

Year 6				
DECISIONS				
Lesson	Learning Objective (Children should learn...)	Focus Teaching Activities	Learning Outcomes (Children are able to...)	Curriculum links
1	<ul style="list-style-type: none"> <li>To identify situations which require decision making</li> <li>Explore responses to media and advertising</li> <li>Identify and explore influences of the media, friends, role models and image on decision making</li> <li>Have ideas and come to conclusions based on their own reasoning and discussion</li> </ul>	<p><b>6:1 Influences Decisions, choices and influences</b></p> <p>Small Group Make a poster using magazines/catalogue cut-outs depicting:</p> <ul style="list-style-type: none"> <li>Choices they might make in their own lives</li> <li>Choices about health they might make in their own lives</li> <li>Things which might influence their choices</li> </ul> <p>Whole class Each group presents their ideas to the whole class. Make a list of all choices/influences facing the individual, e.g. image, fashion, media, friends, role models.</p>	<ul style="list-style-type: none"> <li>Produce an effective poster which relates to real life situations</li> <li>Present ideas to the whole class</li> <li>Say what they have learnt about choices and influences on health that might affect them</li> </ul>	PSHCE Speaking and listening
2	<ul style="list-style-type: none"> <li>As above</li> <li>About the power of the media</li> <li>It's ok to be different and make your own mind up about things</li> </ul>	<p><b>Media Studies</b></p> <ol style="list-style-type: none"> <li>In pairs, children research other forms of media that influences choices, e.g. Internet advertising, TV, TV on net, newspapers.</li> <li>Children record findings on a differentiated worksheet, e.g. how/what/who?</li> <li>Circle time: consider ethics and dilemmas, rights and wrongs, should's and should not's; what would they choose? Consider questions like, why is music played in shops/why is there a strong smell of bread in Asda when there's no bakery there/why are there trailers on DVDs? Can they remember a time when they wanted something because their friend had one or did something because a friend did it?</li> </ol>	<ul style="list-style-type: none"> <li>Recognise that others try to influence how we behave/what choices we make and that this influence is all around us</li> <li>Say what they think about this; consider how it might affect them</li> <li>Say that just because it's right for one person it doesn't mean it'll be right for everyone</li> </ul>	PSHCE Speaking and listening Literacy ICT
3	<ul style="list-style-type: none"> <li>To explore the body: how it works, what it needs, functions of the digestive, respiratory, circulatory and nervous systems</li> <li>Deepen knowledge of legal and</li> </ul>	<p><b>6:2 Decisions</b></p> <p>Life Education Centre</p> <p>Complete page of learning log as soon after experience as possible</p>	<ul style="list-style-type: none"> <li>Children are inspired, motivated and enthused to participate</li> <li>Can describe some alternatives to drug use</li> </ul>	PSHCE Speaking and listening Drama Science

	<p>illegal drugs, in particular cigarettes, alcohol, cannabis and volatile substances; reasons why people use them, their effects and associated risks</p> <ul style="list-style-type: none"> <li>• Explore attitudes towards themselves, their bodies, other people, their place in the world, different drugs and people who might use them</li> <li>• Develop an understanding of group dynamics and discuss skills needed to function more effectively in peer-group situations</li> </ul>		<ul style="list-style-type: none"> <li>• Can participate in a discussion and quiz with confidence and knowledge to apply</li> <li>• Join in a game show about body knowledge with confidence</li> </ul>	Music
4	<ul style="list-style-type: none"> <li>• To explore reasons why people might take drugs</li> <li>• Examine the different effects of taking a drug</li> <li>• Consider possible risks associated with drug-taking</li> <li>• Explore safe alternatives</li> </ul>	<p><b>6:3 Risk management Drug use: reasons, risks and alternatives</b></p> <p>In pairs, choose a drug from the class list made during the Life Ed. visit. Complete activity sheet 6:3 then feedback to class:</p> <ul style="list-style-type: none"> <li>• Name of drug</li> <li>• What effect might a person want from this drug?</li> <li>• What risks might there be?</li> <li>• Alternative activity (no risk to self or others)</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident in saying how a drug affects the human body and possible alternatives</li> <li>• Know why alternatives are essential for a healthy body, including a healthy mind</li> </ul>	PSHCE Speaking and listening Science Literacy
5	<ul style="list-style-type: none"> <li>• To deepen knowledge about drugs, their effect and associated risks</li> <li>• Examine attitudes to drugs and the reasons why people might use them</li> </ul>	<p><b>6:4 Drug knowledge and attitudes</b></p> <p>Fact, fiction and opinion game</p> <ol style="list-style-type: none"> <li>1. In small groups, sort statements about cigarettes, alcohol or solvents in to fact, fiction or opinion.</li> <li>2. As a class, discuss answers (see teachers notes) giving explanations throughout.</li> <li>3. Individuals cut and paste statements in to own book; teachers questions them for assessment purposes.</li> </ol>	<ul style="list-style-type: none"> <li>• Know the difference between fact, fiction and opinion</li> <li>• Say some of the effects of drugs on the body, reflecting on implications</li> </ul>	PSHCE Science Literacy ICT RE
6	<ul style="list-style-type: none"> <li>• To deepen understanding of the need for a healthy, balanced diet and lifestyle</li> <li>• Deepen awareness of the choice element of a healthy lifestyle</li> <li>• Recognise the need to take responsibility for their own</li> </ul>	<p><b>6:5 Lifestyle Making healthy choices</b></p> <p>Complete worksheet about two friends who made different choices during their day. Children explain who they think made the healthier choice, e.g. Jay's mum gives him a lift to school (1/4 mile) / Ally walks the <math>\frac{1}{4}</math> mile to school.</p>	<ul style="list-style-type: none"> <li>• Children are able to recognise healthy choices and relate them to themselves</li> <li>• Consider whether they need to make any changes and if it's within their</li> </ul>	PSHCE Speaking and listening Literacy

	health and decision-making	In learning log, consider whether they need to make any changes in their lifestyle based on knowledge gained and decide if it might be possible, e.g. home location determines how they get to school	control to do so	
7/8	<ul style="list-style-type: none"> <li>• The effects and risks of alcohol</li> <li>• About children and young people and the law with respect to alcohol</li> <li>• About how alcohol can affect people differently</li> <li>• That alcohol is measured in units</li> <li>• To carry out an investigation and interpret results, linking them to real-life</li> </ul>	<p><b>6:6 Learning about alcohol</b></p> <ol style="list-style-type: none"> <li>1. Show class two different sized containers of clear water. Add the same amount of food colouring to each and observe. Explain that the small container, which will be darker in colour, represents the way that smaller people (esp. children) are more affected after drinking the same amount of alcohol. (Could also relate to medicines.)</li> <li>2. Children record individually results and analysis.</li> <li>3. In groups, children pour water in to different sized glasses, eg pint, half-pint, wine glass. Add equal amounts of food colouring (rep. a unit of alcohol). Record and explain: the more diluted the colouring, the paler the water will be, thus some drinks are stronger than others.</li> <li>4. Discuss recommended daily limits of no more than 2-3 units of alcohol for women and 3-4 for men. Ask children to explain how knowing about units can help people keep within the rec. limits.</li> </ol> <p>Follow-up from police officer to talk about drink-driving.</p>	<ul style="list-style-type: none"> <li>• Describe in simple terms how alcohol can affect and damage the body/health</li> <li>• Know the law with respect to young people and alcohol</li> <li>• Say how and why alcohol can affect the way people think, feel and behave</li> <li>• Say what the recommended units of alcohol are for men and women and why this information is important</li> </ul>	<p>PSHCE Speaking and listening Science Maths</p>
9/10	<ul style="list-style-type: none"> <li>• About the laws on drugs, including alcohol and tobacco and about reasons for having such laws</li> <li>• How to take part in a discussion or debate</li> <li>• To consider other people's opinions and a range of relevant factors when making a decisions</li> </ul>	<p><b>6:7 Debating drugs</b></p> <ol style="list-style-type: none"> <li>1. Make a class list of legal or illegal drugs. Discuss why laws restricting use of drugs are made.</li> <li>2. In groups, consider whether a 'new' drug (invented by teacher) should be made legal or illegal. They should suggest whether there should be a total ban or laws to regulate the drug's sale or use and the punishment for breaking the law.</li> <li>3. Hold a class debate, with each group explaining their decisions with reasons.</li> <li>4. Write a reasoned argument presenting different view points, comparing their views with the real laws on similar drugs.</li> <li>5. In learning logs, reflect on what they know about drugs and to write down any questions they still need answering.</li> </ol>	<ul style="list-style-type: none"> <li>• Take part in a debate, offering reasons for their views</li> <li>• Understand that there are laws restricting the sale of drugs and drug use and offer some reasons for having laws</li> <li>• Identify some situations where drug use can have bad consequences</li> <li>• Begin to recognise that legal substances can be harmful to health</li> </ul>	<p>PSHCE Speaking and listening Literacy</p>

NB Throughout programme of work, role play situations should be encouraged to reinforce key messages from previous years relating to self-esteem, friendships, peer-pressure, saying "NO!" etc.