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**Charles Darwin Community Primary School**

**Progression in Drug and Alcohol Education**

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|  | **Lesson title and summary** | **PSHE education Programme of Study** | **DfE statutory guidance** |
| **Y1** | **Lesson 1: Keeping safe**  To learn about things that go into bodies and onto skin and how they can make people feel. | **Healthy lifestyles**  **H1.** About what keeping healthy means; different ways to keep healthy  **H6:** that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  **H10.** About the people who help us to stay physically healthy  **Keeping safe**  **H29.** to recognise risk in simple everyday situations and what action to take to minimise harm  **H31.** That household products  (including medicines) can be harmful if not used correctly  **H33.** About the people whose job it is to help keep us safe  **Drugs, alcohol and tobacco**  **H37.** About things that people can put into their body or on their skin; how these can affect how people feel | **Physical health and fitness**  **•** how and when to seek support including which adults to speak to in school if they are worried about their health  **Health and prevention**  **•** about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  **Drugs, alcohol and tobacco**  **•** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking |
| **Y2** | **Lesson 2: Keeping healthy**  To learn about medicines, and the people who help someone to stay healthy.    **Lesson 3: Medicines and household products**  To learn about keeping safe around medicines and other household products. |
| Y3 | **Lesson 1: Medicines and household products**  To learn about the safe use of medicines and household products. | **Healthy lifestyles (physical wellbeing)**  **H1**. how to make informed decisions about health  **H3.** about choices that support a healthy lifestyle, and recognise what might influence these  **H4**. how to recognise that habits can have both positive and negative effects on a healthy lifestyle |
| Y4 | **Lesson 2: Smoking, vaping and alcohol**  To learn that caffeine, cigarettes, vaping  (e-cigarettes) and alcohol can affect people’s health**.** |
| **Y5** | **Lesson 1: Medicines**  To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.  **Lesson 2:** Legal and illegal drugs  To learn about some of the risks and effects of legal and illegal drug use. | **Keeping safe**  **H10**. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **H40**. about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)  **Drugs, alcohol and tobacco**  **H46**. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  **H47**. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  **H48**. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)  **H49**. about the mixed messages in the media about drugs, including alcohol and smoking/vaping  **H50**. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns  **Safe relationships**  **R28**. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  **Shared responsibilities**  **L1**. to recognise reasons for rules and laws; consequences of not adhering to rules and laws |
| Y6 | **Lesson 3: Influences and pressure**  To learn about the reasons why people use drugs, and how to manage peer influence.  **Lesson 4: Tobacco, vaping and alcohol in the media**  To learn how mixed messages about drug use in the media can influence opinions and decisions. |

**Planning for children with SEND**

**Using and adapting the lesson plans**

The lesson plans are designed to be used flexibly, and are adapted in order to meet the needs and abilities of all pupils. Each lesson plan provides four main activities which are based on four progression stages outlined in the PSHE Association’s [Planning Framework for Pupils with SEND](https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-planning-framework-pupils-send-key):

* **Core:** fundamental learning elements
* **Development:** increasing understanding of learning
* **Enrichment:** deepening of application of learning
* **Enhancement:** applying learning in different contexts.

The learning outcomes begin at the ‘Core’ stage, as pupils working at ‘Encountering’ or ‘Foundation’ stage are likely to be taught through sensory experiences and interactions.

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| Core | Development | Enrichment | Enhancement |
| KEY STAGES 1 & 2: HEALTHY LIVING | | | |
| Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them. | Explain why it is important not to touch, taste or take medicines without a trusted adult being with us. | Describe how smoking and drinking alcohol can affect people’s health.  Identify whom we can to talk to if we are worried about health. | Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.  Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).  Explain that noone should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.  Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance. |
| KEY STAGES 1 & 2: SELF-CARE, SUPPORT AND SAFETY | | | |
|  |  | Identify some different responsibilities we have to keep ourselves and others safe. | Evaluate ways to keep safe in a variety of relevant situations and identify possible risks and hazards.  Describe some simple strategies for keeping physically safe in situations where we might feel afraid.  Describe or demonstrate strategies to resist pressure or behave in inappropriate ways.  Demonstrate what we can say or do and where to get help if we have been pressurised or seen someone else being pressurised to do something risky. |