PSHE: Drug Education Teaching & Learning Resource, Early Years Foundation Stage (EYFS) to Key Stage 5 (KS5)

Updated 2026

Surrey Healthy Schools

SURREY COUNTY COUNCIL

Contents

	Page
Acknowledgements	3
Facilitating high-quality, effective Drug Education	4
Mapping documents	8
Teaching and learning resources – Year R to Year 6 – with assessment grids	56
Teaching and learning resources – Year 7 to Year 13 – with assessment grids	141

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Facilitating high-quality, effective Drug Education

Welcome to the Drug Education suite of teaching and learning resources for EYFS to KS5.

This suite of resources has been developed by Surrey Healthy Schools and is offered to all Surrey schools for free. Please use these lessons as part of your PSHE scheme of work.

Lesson format

Each lesson in the Drug Education teaching and learning resource pack consists of the same format:

- Lesson title
- Key stage and year group information
- PSHE Association Learning Opportunities from the Programme of Study and DfE statutory guidance statements that are pertinent to the lesson
- Time required to teach the lesson
- Resources required for the lesson – mostly for the teacher to source, with the understanding that substitutes can be made to make it easier for the teacher
- Key vocabulary covered in the lesson
- Learning outcomes
- Introduction and baseline assessment; this is a chance to start where children are and to be mindful of what children might bring to the lesson, in terms of their own experiences and expectations
- Introductory activity to start the lesson
- Main activities of the lesson
- Plenary, including summative assessment opportunity; this is a chance to see what progress children have made since the start of the lesson (or over a longer period of time); children are able to share their learning and experiences, and in some lessons, this is where they can find out more outside the classroom (signposting).

Accessibility

All lessons have been designed in a way that is accessible. An accessible document is a document created to be as easily readable by a low-vision or non-sighted reader as a sighted reader. All of the lesson plans should be screen reader-friendly and Dyslexia- and colour-blindness friendly.

Before teaching the lessons

Teachers need to check all lesson plans, activities and resources to ensure that they are suitable to support their PSHE curriculum and the needs of pupils, and that they are ready to teach the lessons.

Signposting at the end of each lesson

A vital part of effective PSHE practice is to signpost pupils to support that exists outside the classroom, after the PSHE lesson has finished. This might be in-school support, local support or national support – or all three.

In many of the lessons, particularly for the KS3-5 lessons, there are opportunities for pupils to find out more via signposting information. Please feel free to add your school's support to the information so that pupils know where they can source support immediately as well as in the wider community (or nationally).

Mapping documents

Each lesson features on a mapping grid that shows the lesson title, the learning outcomes, which social and emotional skills are practised in the lesson, how the lesson links to the PSHE Association Programme of Study and the DfE guidance about the statutory elements of PSHE (including health education, where the majority of Drug Education sits). This will help teachers and PSHE leads to see progression over each year group and across the key stages, and to know what pupils will have learnt previously and will learn in the future.

Assessment

There is an assessment grid for pupils to use in self-assessing, and for teachers to use in assessing pupil progress, at the end of each lesson. The assessment is based on how well the learning outcomes have been met in each lesson. A simple three-point assessment method is used in the form of faces: a smiley face for when outcomes have been met, a neutral face for when outcomes might not have been met fully, and a sad face for when outcomes have not been met. The assessment tool can be used at the end of each lesson. There is also space for pupils and teachers to write comments in addition to their rating using the faces.

Top tips for facilitating high-quality, effective Drug Education as part of your school's PSHE curriculum

In order to get the best out of these Drug Education teaching materials, here are some top tips.

1. Ensure you look at the lesson plan well before you teach it, so that:
    a. You can make cross-curricular links, where relevant. Speak to colleagues about how you can make links across your fields and use their expertise to help you.
    b. You will feel more confident and comfortable teaching the lesson.
    c. You will be better able to facilitate more relevant discussions with pupils.
2. Occasionally, there are resources in the lesson that will enhance teaching and pupil learning, so check in advance that you have these ready for the lesson.
3. Make the most of the signposting opportunities. You can, of course, add local information as appropriate.
4. If you wish to add information to the lesson slides, feel free to do so, at your discretion, ensuring you maintain the tone and ethos of the resources.
5. These resources have been written as an off-the-shelf programme that can be dropped into your PSHE programme. If your pupils require differentiation, you are best placed to do this to meet their needs.
6. Take time in each lesson to remind pupils about how to build and nurture successful relationships with themselves and others, and how to seek help if and when they need it.
7. The best results in PSHE lessons come from authentic delivery and positive role-modelling from well-trained and confident staff.

8. Double-check that any video clips featured in the lesson plan work, are appropriate for your pupils, and can be adapted in length to suit your needs (for instance, cut out adverts).
9. If a pupil asks you a question and you don't know the answer, acknowledge their question and let them know you will find out the answer and respond at an agreed time.
10. Remember that Drug Education does not mean that you as the teacher need to know all about drugs and their effects: it is more about facilitating a well-rounded and thoughtful lesson where pupils feel supported and understood.

It is worth adding that Drug Education can often be viewed from an adult's perspective. It can be so easy to place an adult perspective on pupils' questions and comments, allowing our brains to fill up with all the possible horrors that a question or comment could be about, when actually a pupil just wants (and needs) a very simple, matter-of-act answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed.

The suggestion is always to respond calmly. Try not to react immediately if you are asked a question that momentarily throws you. Give yourself time to respond by asking an open question like, "What do you think that means?" or "Why do you ask?" And if you need more time to answer, say that you will need to think about it and that you will get back to that pupil later (and make sure you do).

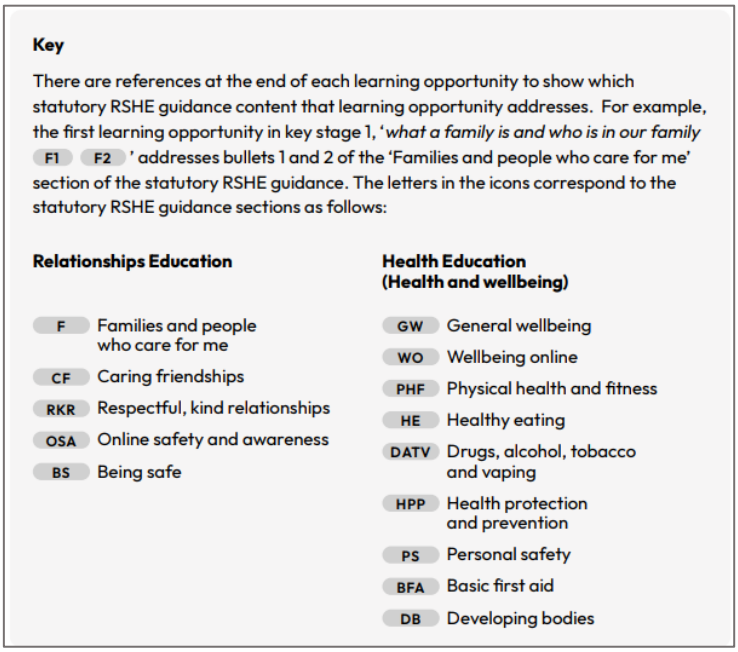
In PSHE and Drug Education in particular, it makes more sense to see things from a child's perspective through their lens and can help us as adults manage seemingly tricky situations much more appropriately.

For many teachers/facilitators who are also parents/carers, there can be a tendency to try to protect pupils from information about mental health and mental illness with the reasoning that 'my child/ren didn't learn about this until they were older', often with the rationale that 'it didn't do them any harm'. However, best practice and the evidence base state that pupils need to receive accurate, consistent information from trustworthy sources – so that their knowledge is not riddled with myths, misunderstood notions and fear.

Teachers need to respond to pupil need. Their lives are very different from five years ago, let alone 25 years ago. Therefore, the education they receive needs to reflect this. Adults might like to 'protect' pupils from the world today, but that can do them an injustice. Research shows us that children and young people want and need health-related education that is age- and stage-appropriate, that teaches them about health, relationships and emotions, and that is returned to consistently throughout their education. With this in mind, effective Drug Education can delay certain risky activities, it can ensure pupils feel safer and it can empower them to make healthier choices now and in the future.

PSHE Association Programme of Study key for KS1 and KS2

In every lesson plan, there are references at the end of each learning opportunity to show which statutory DfE guidance content the learning opportunity addresses.



Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, '*what a family is and who is in our family* F1 F2 ' addresses bullets 1 and 2 of the 'Families and people who care for me' section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

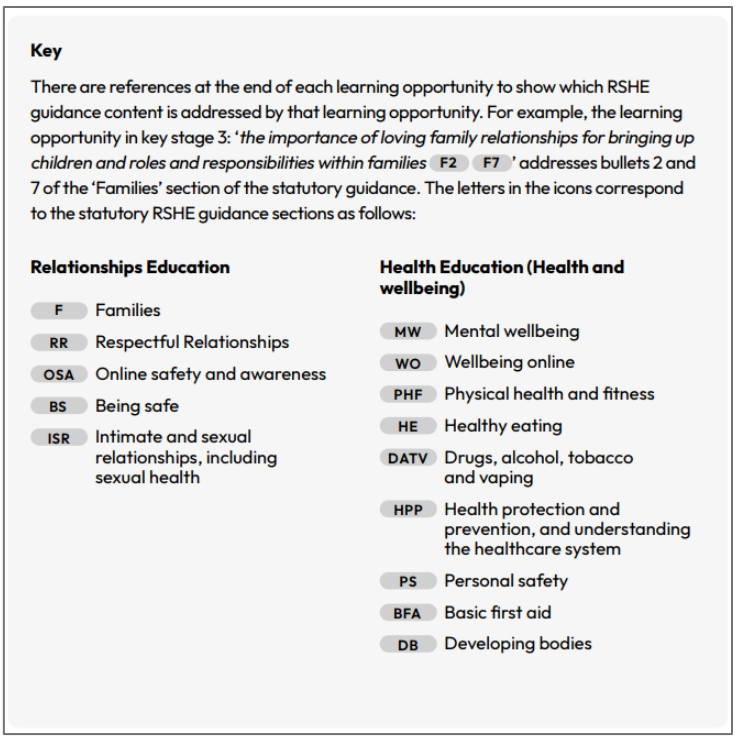
- F Families and people who care for me
- CF Caring friendships
- RKR Respectful, kind relationships
- OSA Online safety and awareness
- BS Being safe

Health Education (Health and wellbeing)

- GW General wellbeing
- WO Wellbeing online
- PHF Physical health and fitness
- HE Healthy eating
- DATV Drugs, alcohol, tobacco and vaping
- HPP Health protection and prevention
- PS Personal safety
- BFA Basic first aid
- DB Developing bodies

PSHE Association Programme of Study key for KS3 and KS4

In every lesson plan, there are references at the end of each learning opportunity to show which statutory DfE guidance content the learning opportunity addresses.



Key

There are references at the end of each learning opportunity to show which RSHE guidance content is addressed by that learning opportunity. For example, the learning opportunity in key stage 3: '*the importance of loving family relationships for bringing up children and roles and responsibilities within families* F2 F7 ' addresses bullets 2 and 7 of the 'Families' section of the statutory guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F Families
- RR Respectful Relationships
- OSA Online safety and awareness
- BS Being safe
- ISR Intimate and sexual relationships, including sexual health

Health Education (Health and wellbeing)

- MW Mental wellbeing
- WO Wellbeing online
- PHF Physical health and fitness
- HE Healthy eating
- DATV Drugs, alcohol, tobacco and vaping
- HPP Health protection and prevention, and understanding the healthcare system
- PS Personal safety
- BFA Basic first aid
- DB Developing bodies

Mapping documents – Year R to Year 6

Year R

Lesson title	Fun in the Sun!	Where in my home?	Squeaky clean!
Learning outcomes	• To name different ways to keep safe when outside in the sun • To be able to explain why wearing suncream is important	• To be able to recognise and know who to ask for help (a trusted adult) when needed • To be able to explain the difference between products that can be used for washing our bodies and products that can be used to clean things found in the home	• To be able to explain why it is important to wash your hands • To be able to name from whom they can ask for help if they feel unwell
Social and emotional skills	Self-awareness Motivation	Self-awareness Motivation Social skills	Self-awareness Motivation Social skills
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	(KS1) what being healthy means and how physical activity helps people to stay healthy PHF1 how to keep safe and well in the sun and protect skin from sun damage HPP2	to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1 people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4	people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4 how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5 simple hygiene routines that can stop germs from spreading HPP5

Lesson title	Fun in the Sun!	Where in my home?	Squeaky clean!
DfE statutory guidance	• ELG Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice. • ELG Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	• ELG Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice	• ELG Managing Self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice. • ELG Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Year 1

Lesson title	A visit to the hospital	Standing out makes you, you!	It might help…
Learning outcomes	• To be able to identify some medicines that can help when children feel unwell • To be able to name who can help when you might feel unwell • To be able to describe how you feel, using a range of different emotions	• To recognise and label a range of feelings, including worried, nervous, frightened, uncomfortable, and scared • To know how to say no, as their right, for when something makes them feel unsafe, worried or uncomfortable	• To name a range of people who can help in different emergency situations • To describe what a trusted adult is and how they can help • To be able to use a range of words to describe feelings
Social and emotional skills	Self-awareness Empathy Social skills	Self-awareness Empathy Managing feelings	Self-awareness Empathy Managing feelings
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	that medicines can help people to stay healthy or feel better if they are unwell HPP6 that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3 people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4	that medicines can help people to stay healthy or feel better if they are unwell HPP6 that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3 people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4	how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5 that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1 to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products

Lesson title	A visit to the hospital	Standing out makes you, you!	It might help…
	about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7 to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1 that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1 how families show love and care, and different ways they can spend time together and share each other's lives F2 F4	to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1 that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1 how families show love and care, and different ways they can spend time together and share each other's lives F2 F4	that might be in the home; what to do and who to tell if they think they are at risk DATV1 who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping**: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other	**General wellbeing:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect	**General wellbeing:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect

Lesson title	A visit to the hospital	Standing out makes you, you!	It might help…
	nicotine products such as nicotine pouches.	everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. **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.	everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. **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.
Book list	Paddington goes to hospital by Michael Bond and Karen Jankel	Only One You by Linda Kranz	A Superhero Like You by Dr Ranj

Year 2

Lesson title	Symptoms and medicine	Actions and reactions	Helpful or Harmful?
Learning outcomes	• To be able to explain what medicines do (i.e. they may help to treat, cure, prevent and ease health conditions) • To develop an awareness of how people may feel when experiencing a health condition • To explain what a symptom is	• To be able to explain how and why all choices have consequences (both positive and negative) • To be able to name different things that go into bodies and explain how these things may pose a risk to some people • To be able to explain what to do in an emergency situation and help is needed	• To be able to explain why something helpful (such as medicine) could become harmful when not used properly • To be able to name different things that go into or onto a person's body and explain how these things may have a risk to some people • To be able to explain who they could speak to, or what they could do, if they are worried
Social and emotional skills	Self-awareness Empathy Social skills Managing feelings	Self-awareness Motivation Managing feelings Social skills	Self-awareness Managing feelings Social skills Empathy
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	that medicines can help people to stay healthy or feel better if they are unwell HPP6 people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4	what being healthy means and how physical activity helps people to stay healthy PHF1 how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1	what being healthy means and how physical activity helps people to stay healthy PHF1 that medicines can help people to stay healthy or feel better if they are unwell HPP6

Lesson title	Symptoms and medicine	Actions and reactions	Helpful or Harmful?
	that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3	how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1 that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1	about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7 that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1 that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1
DfE statutory guidance	**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:** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	**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:** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. **Basic first aid:** how to make a clear and efficient call to	**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.

Lesson title	Symptoms and medicine	Actions and reactions	Helpful or Harmful?
		emergency services if necessary, including the importance of reporting incidents rather than filming them.	
Book list			Bear Feels Sick by Karma Wilson

Year 3

Lesson title	All about me	Helping each other	It's good to be kind
Learning outcomes	• To be able to describe what is meant by living a healthy, balanced lifestyle • To be able to explain what age restrictions are intended to do and where they can be found • To describe some of the risks that cigarettes, e-cigarettes and alcohol can have on health	• To be able to explain what a vaccine/vaccination is • To be able to identify the different ways to avoid spreading a virus • To understand ways to keep myself healthy and well	• To be able to explain what is meant by a long-term health condition • To be able to empathise with someone who may have a long-term condition
Social and emotional skills	Self-awareness Empathy Social skills Managing feelings	Self-awareness Empathy Social skills Motivation	Self-awareness Empathy Social skills
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1 about the role of rules and laws in keeping people safe PS1 PS2 to recognise that there are laws surrounding the use of legal drugs and that some drugs are	how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise	what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1 how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5

Lesson title	All about me	Helping each other	It's good to be kind
	illegal to own, use and give to others DATV1 the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1	that drug use can become a habit which is difficult to break DATV1 how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7	when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Lesson title	All about me	Helping each other	It's good to be kind
	Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle.	**Health and prevention:** the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	
Book list			The Hospital Dog by Julia Donaldson

Year 4

Lesson title	Making an informed decision	Happy, healthy hearts	Looking after me
Learning outcomes	• To be able to talk about the importance of making an informed decision • To be able to describe the benefits of making an informed decision • To be able to list the risks of vaping on physical health	• To be able to explain what the risk of smoking has on a person's physical health • To be able to describe the different ways of living a healthy, balanced lifestyle, including ways to look after the heart • To be able to empathise with someone who may be finding it difficult to stop smoking	• To be able to explain what prescription medicine is and why some people need it • To be able to explain why some people need to take legal drugs (known as medicines) regularly
Social and emotional skills	Self-awareness Social skills Managing feelings	Self-awareness Social skills Managing feelings Motivation	Self-awareness Empathy Managing feelings Motivation
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1	about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1	about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1

Lesson title	Making an informed decision	Happy, healthy hearts	Looking after me
	the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1	the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1 the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1	the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1 how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6 how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other

Lesson title	Making an informed decision	Happy, healthy hearts	Looking after me
	nicotine products such as nicotine pouches. **General wellbeing:** where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	nicotine products such as nicotine pouches. **Physical health and fitness:** the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	nicotine products such as nicotine pouches.
Book list			Wee Granny's Magic Bag by Elizabeth McKay

Year 5

Lesson title	Expressing emotions	Did you know…?	Filling your own cup
Learning outcomes	• To be able to explain the different effects drinking alcohol can have on a person (i.e. on their mood and behaviour) • To be able to know how to recognise our own emotions • To know about the different ways to manage and express emotions	• To be able to feel confident to ask a question when unsure about something • To know how to seek the truth and differentiate fact from fiction	• To be able to explain what caffeine is • To be able to describe the risks associated with caffeine • To be able to list a range of healthy ways to boost energy levels
Social and emotional skills	Self-awareness Social skills Managing feelings Motivation	Self-awareness Managing feelings Motivation	Self-awareness Managing feelings Motivation Empathy
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in	the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried	about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 how sleep quality and quantity support a healthy lifestyle; the

Lesson title	Expressing emotions	Did you know…?	Filling your own cup
	community groups, doing things for others, time with family and friends) GW1 how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5 the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1	about people they know DATV1 GW9 about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2 how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10 how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9	effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3 about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10 reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5 where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6 the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-

Lesson title	Expressing emotions	Did you know…?	Filling your own cup
			counter and prescription medicines) DATV1 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1 about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **General wellbeing:** the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	**General wellbeing:** the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. **Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and

Lesson title	Expressing emotions	Did you know…?	Filling your own cup
	might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. **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.		associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **Health protection and prevention:** the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

Year 6

Lesson title	Good to be me	It's OK to say no	Rules
Learning outcomes	• To be able to explain what dependency is • To recognise why some people may become dependent on drugs and/or alcohol • To be able to name a range of strategies to seek support if needed	• To describe what is meant by peer pressure or peer influence • To know how to say no using a range of strategies • To know how and where to seek support	• To describe what a drug is • To describe possible effects and risks of taking a drug • To be able to name how and where to seek support for themselves or someone else if they are concerned about their health
Social and emotional skills	Self-awareness Managing feelings Motivation	Self-awareness Managing feelings Motivation	Self-awareness Managing feelings Motivation Social skills
PSHE Association Programme of study statements Pupils should have the opportunity to learn…	how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling	that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9 strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2	what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1 about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3 the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol,

Lesson title	Good to be me	It's OK to say no	Rules
	lonely, worried or sad GW3 GW6 CF3 if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10 when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10 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 DATV1 what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1	how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF	caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1 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 DATV1 that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

Lesson title	Good to be me	It's OK to say no	Rules
	that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9		
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **General wellbeing:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **General wellbeing:** The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	**Drugs, alcohol, tobacco and vaping:** the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. **General wellbeing:** That it is common to experience mental health problems, and early support can help. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing

Lesson title	Good to be me	It's OK to say no	Rules
	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. **Health protection and prevention:** the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. **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.	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. **General wellbeing:** That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	or ability to control their emotions (including issues arising online).

Mapping documents – Year 7 to Year 13

KS3

Year 7

	Medicines and drugs	A smoke-free life	What do we think about alcohol?
Learning outcomes	• To recognise the role that medicines play in our society and the importance of maintaining healthier lifestyles • To know and understand some of the benefits of immunisation • To identify benefits, effects and risks of drug use (including medicines) to health • To recognise personal responsibility for decisions about using drugs and medicines	• To understand how smoking/passive smoking affects the body • To consider the physical, mental and emotional 'cost' of smoking	• To be aware of myths, misconceptions and stereotypes linked with alcohol use • To recognise when pressure from others threatens personal safety and wellbeing, and to develop effective ways to resist pressure, including where and when to seek help • To show an awareness and an ability to deal with the emotional responses of self and others
Social and emotional skills	Self-awareness Motivation Social skills	Self-awareness Motivation Social skills	Self-awareness Empathy Social skills
PSHE Association Programme of Study statements Pupils should have the	the importance of taking prescription and over-the-counter medicines correctly DATV5 skills to predict, assess and manage risk in the context of increasing independence BS4 PS1	to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage pressure to vape; the risks associated with non-	to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choice (Careers education: aspirations, learning and work)

	Medicines and drugs	A smoke-free life	What do we think about alcohol?
opportunity to learn…		smokers using vapes, including the risks of illicit vapes containing drugs DATV7 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4 about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9	how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know RR2 RR5 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4 about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9 that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know,

	Medicines and drugs	A smoke-free life	What do we think about alcohol?
			including managing personal information, privacy and location settings OSA2 OSA4 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. **Health protection and prevention and understanding the healthcare system:** The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and	**Drugs, alcohol, tobacco and vaping:** The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

	Medicines and drugs	A smoke-free life	What do we think about alcohol?
	immunisation should be aligned with when vaccinations are offered to pupils.	benefits of quitting and how to access support to do so. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.	

Year 8

	Alcohol in today's society	Substances and their effects	Smoking and vaping
Learning outcomes	• To know some of the reasons why people might use alcohol • To recognise some of the cultural norms in society, including a range of lifestyles and relationships • To consider social and moral dilemmas	• To know some of the basic facts about substances including their health risks, effects and relevant legislation • To understand about the different categories of drugs including stimulants, depressants, analgesics and hallucinogens • To communicate confidently with their peers and adults • To consider the physical, mental and emotional 'cost' of drug use on people and societies	• To understand the nature of being dependent on nicotine • To develop critical appraisal skills about the advertising and promotion of products to young people, and to be able to apply this to tobacco and e-cigarettes products
Social and emotional skills	Self-awareness Social skills Managing feelings	Self-awareness Motivation Managing feelings Social skills	Self-awareness Motivation Managing feelings
PSHE Association Programme of Study statements Pupils should have the	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety,	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety,	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety,

	Alcohol in today's society	Substances and their effects	Smoking and vaping
opportunity to learn…	tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7 to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7 the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3	tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7 how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4 about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1 about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting,	tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7 how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4 about different values and attitudes relating to finance, including debt

	Alcohol in today's society	Substances and their effects	Smoking and vaping
		and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9	how to manage emotions in relation to money (KS3 Economic wellbeing)
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	**Drugs, alcohol, tobacco and vaping:** The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. The law relating to the supply and possession of illegal substances.	**Drugs, alcohol, tobacco and vaping:** The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit. **Wellbeing online:** The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have. How advertising and information is targeted at them and how to be a

	Alcohol in today's society	Substances and their effects	Smoking and vaping
			discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

Year 9

	The effects of alcohol on the brain and the body	Substance use and mental health	Substances and the law
Learning outcomes	• To understand the basic facts about alcohol, including health risks, effects and relevant legislation • To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles • To be able to compare values and beliefs held by self and others belonging to different groups and identify common ground	• To know scientific terminology including use, misuse, abuse, tolerance, dependence, overdose, withdrawal and adulteration • To be aware of myths, misconceptions and stereotypes linked with substance use • To recognise the effects of stereotyping, prejudice and discrimination and to develop strategies to help challenge them assertively	• To know about the legal and human rights underpinning society, basic aspects of the criminal justice system and how both relate to young people • To understand about some of the laws about drug use, misuse and supply • To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles
Social and emotional skills	Self-awareness Motivation Managing feelings	Self-awareness Motivation Empathy Managing feelings	Self-awareness Motivation Empathy
PSHE Association Programme of Study statements Pupils should have the	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable	how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 to develop a healthy relationship with themself; ways to develop self-worth, self-respect, personal interests and	how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7 how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable

	The effects of alcohol on the brain and the body	Substance use and mental health	Substances and the law
opportunity to learn…	feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7 how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5 to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage a range of influences, including peer influence, on drug use; about problematic and	independence; to clarify personal values in relation to friendships and intimate relationships RR3 how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5 the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3 skills to predict, assess and manage risk in the context of increasing independence BS4 PS1	feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7 how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1 the importance of taking prescription and over-the-counter medicines correctly DATV5 about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1 to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3 strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful

	The effects of alcohol on the brain and the body	Substance use and mental health	Substances and the law
	harmful drug use, including sources of help and support DATV1 DATV4		drug use, including sources of help and support DATV1 DATV
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. **Mental wellbeing:** how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	**Drugs, alcohol, tobacco and vaping:** The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health. The law relating to the supply and possession of illegal substances.

KS4

Year 10

	Mental health and substances	Drugs in society	Alcohol use – what is 'safe'?
Learning outcomes	• To recognise some of the personal, social, financial, biological, and psychological effects of drug use and misuse • To know some of the dangers associated with particular drugs, mixing of drugs, and specific environments and moods • To know about the services provided by local and national advice and support agencies • To analyse knowledge and experience about themselves and drugs in a variety of situations to reduce risks where appropriate	• To understand that we live in a drug-taking society • To recognise that there are long- and short-term effects of drug use, and that there are different patterns of use and their effects • To understand the actual drug-related behaviours of peers – comparing statistics of actual drug use, compared with possible perceived drug use • To demonstrate an awareness of the use and misuse of statistics when analysing information from different sources, including IT-based sources	• To analyse levels of intake (e.g. alcohol consumption, understanding units) • To compare values and beliefs held by themselves and others belonging to different cultures and groups and identify similarities and differences • To appreciate the benefits of a positive attitude towards health
Social and emotional skills	Self-awareness Motivation Empathy	Self-awareness Motivation Managing feelings	Self-awareness Motivation Empathy Managing feelings
PSHE Association Programme of	to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to	to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to	the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other

	Mental health and substances	Drugs in society	Alcohol use – what is 'safe'?
Study statements Pupils should have the opportunity to learn…	living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7 how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9 the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1 the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other	living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7 how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9 the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1	drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9 about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or

	Mental health and substances	Drugs in society	Alcohol use – what is 'safe'?
	drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10	ways to identify risk and manage personal safety in new environments, social settings and workplaces PS1 strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12	someone else may need help with addictive behaviours MW8 MW why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7 to identify and access help for problematic and harmful substance use, including alcohol dependency DATV4 DATV6
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.	**Drugs, alcohol, tobacco and vaping:** The dangers of the misuse of prescribed and over-the-counter medicines. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning

	Mental health and substances	Drugs in society	Alcohol use – what is 'safe'?
		potential health harms, including the link to poor mental health.	from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Year 11

	Social expectations around alcohol use	The effects of alcohol on the brain and the body	Making healthier decisions
Learning outcomes	• To recognise patterns of alcohol use and misuse nationally and the impact on the community and wider society • To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from peers to use alcohol • To recognise and take responsibility for personal influence on others	• To know about alcohol, including its legal status and effects • To recognise and follow health and safety requirements • To develop skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques	• To know some of the health risks of alcohol, tobacco and other drug use and about making safer choices • To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from friends to use drugs/alcohol • To show an awareness and an ability to deal with the emotional responses of themselves and others
Social and emotional skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills
PSHE Association Programme of Study statements	the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking	the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking	about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else

	Social expectations around alcohol use	The effects of alcohol on the brain and the body	Making healthier decisions
Pupils should have the opportunity to learn…	behaviour and sexual activity DATV4 ISR10 to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping DATV4 DATV6 to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media PS2 BS2 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9	behaviour and sexual activity DATV4 ISR10 strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers DATV3 to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9 how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary	may need help with addictive behaviours MW8 MW9 how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness MW1 MW3 to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7 why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7

	Social expectations around alcohol use	The effects of alcohol on the brain and the body	Making healthier decisions
	why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7	resuscitation (CPR) and the use of defibrillators BFA1 BFA2 BFA3	ways to identify risk and manage personal safety in new environments, social settings and workplaces PS1
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The physical and psychological consequences of problem-use of alcohol, including alcohol dependency. **Physical health and fitness**: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. That physical activity can promote wellbeing and combat stress.	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. **Physical health and fitness**: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight,

	Social expectations around alcohol use	The effects of alcohol on the brain and the body	Making healthier decisions
			including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health. That physical activity can promote wellbeing and combat stress.

KS5

Year 12

	Lifestyle choices	Supporting myself, supporting others	Life goals
Learning outcomes	• To recognise the personal, social, financial, biological, and psychological effects of drug and alcohol use and misuse • To be aware of local and national trends about young people and their choices • To demonstrate an ability to assess self in order to take appropriate personal decisions and actions and assess relative risks • To explore their own and other people's attitudes towards drugs, drug use, drug users and relationships	• To know about the importance of mental health for good overall health and be aware of and understand strategies to support good mental health, as well as physical health • To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques • To challenge stereotypes assertively and without aggression	• To know school/college rules relating to medicines and legal and illegal drugs • To demonstrate an ability to self-assess in order to take appropriate personal decisions and actions and evaluate relative risks • To consider influences on personal behaviour and actions
Social and emotional skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills
PSHE Association Programme of	assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual	a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with	how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage

	Lifestyle choices	Supporting myself, supporting others	Life goals
Study statements Pupils should have the opportunity to learn…	consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education) how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education) about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education) to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others (KS5 Mental health and wellbeing)	others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing) how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse, and when they, or others, need support; how to seek reliable, accurate and safe advice and support (KS5 Mental health and wellbeing) how to perform first aid and when to call emergency services, even when there may be legal implications (e.g. situations involving alcohol, drugs, weapons or other criminal activity) (KS5 Managing risk and personal safety) how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including	increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing) a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing) to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others (KS5 Mental health and wellbeing) about common mental health issues, such as anxiety and depression, and strategies to manage these (including when and how to seek professional

	Lifestyle choices	Supporting myself, supporting others	Life goals
		emotional responses to change or loss (KS5 Mental health and wellbeing) how to respond to situations involving aggression, conflict, violence, or weapons; the importance of prioritising personal safety and reporting incidents (KS5 Managing risk and personal safety)	advice and support) (KS5 Mental health and wellbeing) how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse, and when they, or others, need support; how to seek reliable, accurate and safe advice and support (KS5 Mental health and wellbeing) about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education) how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education)
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and	The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and	**Drugs, alcohol, tobacco and vaping:** The law relating to the supply and possession of illegal substances.

	Lifestyle choices	Supporting myself, supporting others	Life goals
	counterfeit medicines, and the potential health harms, including the link to poor mental health.	counterfeit medicines, and the potential health harms, including the link to poor mental health.	

Year 13

	Life in balance	Keeping myself safe	Skills for life
Learning outcomes	• To know about drug policy in this country, including education, prevention (e.g. Customs & Excise), policing and legal aspects, penalties, treatment and rehabilitation • To negotiate, decide and take part responsibly in activities • To consider the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems	• To understand that different attitudes and mindsets can affect how some people make health-related decisions • To communicate with others in order to take joint decisions and actions • To explore media and social influences	• To know about the importance of mental health for good overall health and be aware of and understand strategies to support good mental health, as well as physical health • To be able to positively address peer influence/pressure
Social and emotional skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills	Self-awareness Motivation Empathy Managing feelings Social skills
PSHE Association Programme of Study statements	how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including	how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or	a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-

	Life in balance	Keeping myself safe	Skills for life
Pupils should have the opportunity to learn…	emotional responses to change or loss (KS5 Mental health and wellbeing) to recognise dependency or signs of a substance use disorder in themselves or others; how to access appropriate sources of support (KS5 Drug education) how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education) assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education)	loss (KS5 Mental health and wellbeing) a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing) about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education) assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education) how different influences can affect decision making related to alcohol	regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing) how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing) assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education) how to identify when something they are being encouraged or pressured to do is illegal (KS5 Managing risk and personal safety) what is meant by, and the importance of, professional conduct; about workplace cultures and expectations in different industries and organisations; to understand and appreciate the importance of workplace policies and protocols, including health and safety, confidentiality, cyber-security and data

	Life in balance	Keeping myself safe	Skills for life
		and other drugs, and how to manage them (KS5 Drug education)	protection (KS5 Careers education: aspirations, learning and work)
DfE statutory guidance	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	**Drugs, alcohol, tobacco and vaping:** The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Year R

Lesson Title – Fun in the Sun!

Key Stage: EYFS – Reception (Age 4-5)

PSHE Association Learning Opportunity

- what being healthy means and how physical activity helps people to stay healthy PHF1
- how to keep safe and well in the sun and protect skin from sun damage HPP2

DFE Statutory framework for the early years foundation stage

- ELG Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice.
- ELG Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Time required

30 to 45 minutes

Resources

- Bag of objects comprising sun hat, sun cream, water bottle, sunglasses, long-sleeved t-shirt
- Construction paper (dark colours, one piece per child)
- A bottle of suncream
- Paintbrushes (one per child)
- Empty paint pot (four of five, enough for one between a small group)

Key Vocabulary**:**

- Safety
- Shade
- Sun cream or sun lotion
- Protect
- Sweaty

Learning Outcomes:

- To name different ways to keep safe when outside in the sun
- To be able to explain why wearing suncream is important

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Teacher note: this lesson involves the use of suncream; be aware of any children who have skin sensitivities and use alternative activities suggested.

Introduction and Baseline Assessment

Introduction:

Begin the session by sitting the children in a circle.

Show the children your special pre-prepared bag of items (see resource list).

Invite a child to choose an item out of the bag. Explore what it is, whether they have seen it before and what it might be used for. Pass the item around the circle and let the children explore it further.

Main Activities

Ask the children: do you like to play outside? What games do you like to play?

Explain that it can be lots of fun to play outside, especially when it is sunny.

Ask: how does the sun make you feel? Whilst exploring positive feelings, talk about how the sun can sometimes make you feel hot, sweaty, tired and thirsty. Explain that the shade is a great place to have a rest and take a break from the sun.

Show the children a bottle of sun cream and explain that it helps to protect your skin from the sun; note that the effects of the sun can still be experienced when it is cloudy. (**Teacher note**: avoid asking the children if they have ever worn this, as they may have skin sensitives and limited experience with this product.)

Introduce the painting activity. Invite the children to paint a picture using suncream. Encourage the children to be creative but ensure they leave space around their picture.

Place the pictures outside in direct sunlight for two to three hours. Once the paintings are dry, look at their artwork together. Notice how the paper that was covered in the sun cream is the same colour, whilst the rest of the paper has become a different colour. (**Note**: the paper will probably fade in colour, while skin usually becomes darker in the sun. Ensure children understand the difference between their skin and the paper and that this activity is included to demonstrate what the sun can do.)

Explain that this is similar to how suncream can help to protect the skin from getting sunburn. Suncream helps to protect the skin from sun damage, preventing it from going red. Care should still be taken in the sun.

Plenary (Including summative assessment opportunity)

Ask the circle to sit in a circle again, asking them if they can remember all of the items in the bag; recap on all of the things that can be used to help protect our bodies when in the sun.

In talk partners, invite children to discuss three different ways they can stay safe in the sun and why wearing suncream is important. Then select two or three pairs to share their feedback with the class.

Share the painting with families by asking the children to take them home, to help share the important message of applying suncream with families.

EYFS		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Fun in the Sun!	• To name different ways to keep safe when outside in the sun • To be able to explain why wearing suncream is important						

Comments

Lesson Title – Where in my home?

Key Stage: EYFS – Reception (Age 4-5)

PSHE Association Learning Opportunity

- to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1
- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4

DFE Statutory framework for the early years foundation stage

- ELG Managing self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice

Time required

30 to 45 minutes

Resources

- Empty and washed packaging (or photos) of household products and medicines i.e., body wash, hand soap, dish soap, laundry detergent, spray bottle, medicine bottle, tablet packet, sun cream, skin cream or moisturiser
- Teddy bear
- "Down in the Jungle" song – Children's BBC Radio: www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw

Key Vocabulary**:**

- Hygiene
- Products
- Medicine
- Body
- Germs

Learning Outcomes:

- To be able to recognise and know who to ask for help (a trusted adult) when needed
- To be able to explain the difference between products that can be used for washing our bodies and products that can be used to clean things found in the home

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the session by arranging the children into a circle.

Sing the song, 'Down in the Jungle' – a song all about animals washing different parts of their body. Invite the children to choose the different animal and body parts when repeating the song. Ask the children to use body percussion such as clapping hands and tapping knees. This song can be found on Children's BBC Radio: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw

Song lyrics:

'Down in the jungle where nobody goes, there's a great big _____ washing his _____,
With a rub-a-dub here and a rub-a-dub there, that's the way he washes his _____'.

Main Activities

Begin a discussion about washing and cleaning.

Ask the children: why do we wash and what can we wash? Ensure they mention our bodies, our homes, clothes, etc. Explain that this is to keep our bodies healthy and to remove dirt. Introduce the word hygiene. Talk about the things we might use to help keep our bodies clean. Explain that cleaning products for our homes can be used to try to remove germs and keep things clean in the home (ensure children know these products are not for use on the body). This helps us to stay healthy.

Show a Teddy and explain that it has been shopping and would like to show the children what is inside the bag. In advance, prepare a bag of empty (and washed) packaging (or photos – see resource list for ideas).

Discuss each item one at a time, noting what the different products do to help with washing and cleaning. Explore where in the house it might be used (i.e., kitchen, bathroom, toilet, etc.) and what job it can do. Enable an open discussion with the children, asking: have you ever seen these products before? Who uses them? What might it be used for? When might it be used?

Explain that some products are for our bodies and some are not. Explain that cleaning products are great at removing germs and keeping the home clean and they contain strong ingredients. Teach the importance of asking for help from an adult because some products can be harmful to our bodies. Show children warning labels that show hazardous ingredients.

Plenary (Including summative assessment opportunity)

In talk partners, invite children to discuss the difference between products suitable for our bodies and products suitable for use in the home. Then, select a couple of pairs and ask them to help Teddy sort between products suitable for our bodies and products used in the home. Share with the children that sometimes we can use some products on our bodies as they help with our hygiene or to care for our skin, like soaps and creams.

If time, sing the song 'Down in the jungle' again, adding your own animals and activities for variety.

EYFS		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Where in my home?	• To be able to recognise and know who to ask for help (a trusted adult) when needed • To be able to explain the difference between products that can be used for washing our bodies and products that can be used to clean things found in the home						

Comments

Lesson Title – Squeaky clean!

Key Stage: EYFS – Reception (Age 4-5)

PSHE Association Learning Opportunity

- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5
- simple hygiene routines that can stop germs from spreading HPP5

DFE Statutory framework for the early years foundation stage

- ELG Managing Self: manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choice.
- ELG Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Time required

30 to 45 minutes

Resources

- Bubble mixture and bubble wand
- Song: 'The Bubble House' – CBeebies House website: www.bbc.co.uk/cbeebies/watch/cbeebies-house-bubble-song
- A transparent bowl
- Pepper
- Water
- Laminated A4 photo of hands
- Hand soap
- NHS video: how to wash your hands video: https://www.nhs.uk/live-well/best-way-to-wash-your-hands/

Key Vocabulary**:**

- Soap
- Wash
- Germs
- Spread
- Poorly

Learning Outcomes:

- To be able to explain why it is important to wash your hands
- To be able to name from whom they can ask for help if they feel unwell

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise. Be mindful of any child who may have skin sensitives to bubbles and/or pepper before using these resources in the lesson. Ensure that the tone in this lesson is light and does not inadvertently encourage children to become fastidious about hand-washing.

Introduction and Baseline Assessment

Introduction:

Begin the session by asking the children to sit in a circle.

Show the children a bubble mixture and have fun blowing them. You may like to also play some music whilst you do this, such as 'The Bubble Song', which can be found on the CBeebies House website (see resources).

If space permits, you may like to encourage the children to dance along and enjoy moving to the music whilst catching and popping bubbles. Alternatively, you could use this activity as a mindful moment by asking the children to stay seated and watch as the bubbles float in and around the circle. They could then catch or pop a bubble as it comes near.

Main Activities

Ask the children to think about the different places where they may have seen bubbles. For example, in the bath, in the sink, in a play water tray, when washing their hands, etc. Ask if anybody knows what bubbles are made from. Explain that bubbles are made from soapy water. Soap is great for lots of things; ask, what else can we use soap for?

Soap is used to clean our bodies and it can help to remove germs too. Germs can make us and other people poorly. Explain that even though we can't see germs, they are still there and they can spread to other people. This is why it is important to wash our hands to prevent us from catching or spreading germs that might be on our hands.

Ask: when should we wash our hands? Explore all the different times and why it is important. For example, before eating, after using the toilet, after blowing your nose or after touching an animal, etc. Explain also about the importance of using tissues to cough/sneeze into and throwing them away afterwards, then washing their hands; also note that people can cough/sneeze into their elbow if they don't have a tissue to hand.

Even if we wash our hands, we can still catch germs and this can make us poorly. How might it feel if we are poorly? Explore the language i.e., upset, sore tummy, headache, cold or hot, tired, etc. Discuss how it is important to tell a trusted adult if you feel unwell. Explain that we can use some of these words to describe how we are feeling. Ask: who could you tell?

As a class, demonstrate the magic water experiment. (This experiment aims to help children see the impact of soap and how it is good at removing germs.)

Magic water experiment:
Place a laminated picture of hands underneath a transparent bowl. Pour water into a bowl and lightly sprinkle some pepper. Explain that the pepper represents the germ in this experiment. Model putting a little bit of soap on your finger, then dipping it into the water. Explore what happens. (The pepper will move away from the soap, and this represents the soap cleaning away the germs.)

After doing this activity as a class, you may like to repeat it again in small groups so that each child can experience dipping their own finger into the water and seeing this happen up close.

Plenary (Including summative assessment opportunity)

Show the children the 'How to Wash Your Hands' video on the NHS website, or demonstrate it yourself. Explore what the children have learned in the session by asking them to discuss in pairs (talk partners) why it is important to wash their hands. Ask them to think about why it is important to wash their hands and what could happen if they did catch a germ. Take feedback from two or three pairs of children.

Emphasise the importance of telling an adult if you feel unwell and explore who this adult could be. In pairs, children discuss two people in school who they can tell if they feel unwell. Take feedback from two or three pairs of children. Remind the children of the adults in school for when they are not at home.

EYFS		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Squeaky clean!	• To be able to explain why it is important to wash your hands • To be able to name from whom they can ask for help if they feel unwell						

Comments

Year 1

Lesson Title – A visit to the hospital

Key Stage: KS1 – Year 1 (Age 5-6)

PSHE Association Learning Opportunity

- that medicines can help people to stay healthy or feel better if they are unwell HPP6
- that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3
- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
- about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7
- to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1
- how families show love and care, and different ways they can spend time together and share each other's lives F2 F4

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance content

Drugs, alcohol, tobacco and vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Time required

30 to 45 minutes

Resources

- Book: 'Paddington Goes To Hospital'
- Selection of teddy bears (one between a group of three to four children)
- First aid kit with empty packaging (oral syringe, medicine spoon, small measuring cup, tablet packet or box, cream bottle/tube)
- Paper
- Pencils
- Clipboards (one between a group of three to four children)

Key Vocabulary**:**

- Patient
- Hospital
- Medicine
- Treatment

Learning Outcomes:

- To be able to identify some medicines that can help when children feel unwell
- To be able to name who can help when you might feel unwell
- To be able to describe how you feel using a range of different emotions

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

(**Teacher Note**: This lesson includes a discussion about visiting a hospital. Be mindful of children's experiences of hospital and any concerns or worries they may have. For example, their personal experience or that of a friend, relative or family member.)

Introduction:

Begin the lesson by showing the front cover of the story 'Paddington Goes To Hospital' – Michael Bond. Ask the children to talk with a partner about what they see or notice in the picture. Read the story, stopping at relevant points to talk and share thoughts about the book.

After reading the story, have a class discussion about what happened to Paddington. Ask: how was he feeling when he visited the hospital? Discuss the range of feelings he or someone else might have about going to a hospital (i.e. scared, nervous, worried, excited, curious).

Main Activities

Explain that Paddington was a patient in the hospital and he was given medicine to feel better. Ask the children what they already know about medicine.

Explain that medicine can help you feel better if you are unwell. There are lots of different types of medicines: liquid, tablets, injections, capsules, creams, etc.

Explore the book further. Paddington had pink liquid. Ask the children if they have any ideas about what it was. Explain that it is medicine. Medicines can help us feel better when we are ill.

Remind the children that Paddington asked for more medicine. Ask: is it okay to have more than one spoonful of medicine? (Briefly explore quantity of medicine.) Then, look through a first aid box: explore what a first aid kit contains; look at the packaging for different types of medicine (oral syringe, medicine spoon, small measuring cup, tablet box).

In the classroom or, if you have space, in the outdoors, invite children to role-play hospitals in small groups using teddy bears as patients. Provide a clipboard, paper and pencils. The children may like to create their own notes about what medicines or treatments they will give

their teddy bear. If outside, children can use resources found in nature as props to play imaginatively, such as sticks, leaves, and stones.

*Remind the children that this is an opportunity to play imaginatively and not to put anything in their mouths.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session.

In talk partners, invite children to discuss some medicines that can help when children feel unwell and who they can ask for help if they need it. Then ask for a couple of pairs to share their ideas with the class.

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the ‘3, 2, 1’ triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next; note down what children would like to learn next and return to that another time.

Remind the children of their learning experience; ask them to think about their teddy bear and what they did to help it feel better. How did their teddy bear feel before and after having some medicine? Explore the range of feelings and emphasise the vocabulary discussed by asking children to think of one or two feelings and share them with the class. If time, return to the story about Paddington and ask the children what fun things they think he did once he was fully better.

Year 1		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
A visit to the hospital	• To be able to identify some medicines that can help when children feel unwell • To be able to name who can help when you might feel unwell • To be able to describe how you feel, using a range of different emotions						

Comments

Lesson Title – Standing out makes you, you!

Key Stage: KS1 – Year 1 (Age 5-6)

PSHE Association Learning Opportunity

- that medicines can help people to stay healthy or feel better if they are unwell HPP6
- that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3
- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
- to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1
- how families show love and care, and different ways they can spend time together and share each other's lives F2 F4

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

General wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

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.

Time required

30 to 45 minutes

Resources

- Book: 'Only One You – Linda Kranz'
- A4 paper
- Felt tips/crayons/pencil crayons
- Scissors
- Sellotape
- Lolly pop sticks
- Worries of a Little Fish – scenario cards (see wording below)
- Box or bag (for the scenario cards)

Key Vocabulary**:**

- Wisdom
- Advice
- Choices
- Unique
- Comfortable
- Uncomfortable
- Safe

Learning Outcomes:

- To recognise and label a range of feelings, including worried, nervous, frightened, uncomfortable, and scared
- To know how to say no when something makes them feel unsafe, worried or uncomfortable

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the session by showing the front cover of the book ‘Only One You – Linda Kranz’. Ask: how are the fish the same, yet different? What do you notice?

Read the book, pausing at relevant points to discuss or answer any questions as they arise.

Main Activities

Explain that the story, Only One You, shared lots of words of wisdom (good advice). Ask the children to think about what these different phrases mean.

- Stand out when you have the chance
- Find your own way
- You don’t have to follow the crowd
- If you make a wrong turn, circle back
- Set aside some quiet time to relax and reflect every day

Share the ‘Worries of a Little Fish’ cards. You can prepare these cards in advance using the scenarios below and put them in a small box or bag.

‘Worries of a Little Fish’ scenarios:

- A seahorse tells Little Fish to swim into a dark cave. Little Fish feels frightened.
- Though they are not allowed to leave the coral reef, the other fish tell Little Fish to go beyond the coral reef…

- The sea creatures are eating something that Little Fish hasn't tried before, and they tell Little Fish to try some. Little Fish isn't sure…

Invite a child to choose one from the box and read it aloud to the class.

Discuss the scenario and explore the different feelings the fish may have. Emphasise the language of feelings: worried, nervous, frightened, uncomfortable, and scared.

Decide what words of wisdom they could give the fish. They could choose to use the ones suggested in the book or think of their own. Share the phrases 'No, thank you' and 'Ask an adult for help'. Explain that it is OK to just say no if something makes you feel uncomfortable, worried or unsafe.

Invite the children to create a little fish paper puppet using craft materials. On the back, ask the children to write one word of wisdom or one phrase of good advice that they would like to remember from the story or from the class discussion. Invite the children to show their fish to the rest of the class, reading out the chosen words of wisdom. Remember that children have the right to pass.

Encourage the children to share their ideas about how their fish is unique to them. Explain that we are all unique and we can all make choices that feel right for us.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session.

In talk partners, ask children how they recognise and label a range of feelings; you could ask them what the feelings feel like in their bodies and what they might look like on their faces. Invite two or three pairs of children to share their ideas with the rest of the class. Remind the children of their right to say no when something makes them feel uncomfortable and ask some children for their ideas. Talk about trusted adults in and outside of school who they could speak to if they were worried.

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down their ideas for what they would like to explore next and ensure this is covered in a subsequent lesson.

Year 1		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Standing out makes you, you!	• To recognise and label a range of feelings, including worried, nervous, frightened, uncomfortable, and scared • To know how to say no when something makes them feel unsafe, worried or uncomfortable						

Comments

Lesson Title – It Might Help…

Key Stage: KS1 – Year 1 (Age 5-6)

PSHE Association Learning Opportunity

- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly GW3 GW4 GW5
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1
- to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk DATV1
- who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help GW9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

General wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

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.

Time required

30 to 45 minutes

Resources

- Book: 'A Superhero Like You – Dr Ranj'
- Three teddies
- 'It Might Help' cards (teacher to produce A5 images of: water bottle, plaster, a medicine bottle, sleep, fresh air, an adult, a nurse in uniform, a doctor in uniform)

Key Vocabulary**:**

- Emergencies
- Trusted adult
- Nurse
- Doctor
- Police officer
- Paramedic
- Feelings: sad, worried, nervous, frightened, angry

- Pain
- Uncomfortable
- Unwell

Learning Outcomes:

- To name a range of people who can help in different emergency situations
- To describe what a trusted adult is and how they can help
- To be able to use a range of words to describe feelings

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the session by asking the children to sit in a circle.

Share the front cover of the book, 'A Superhero Like You – Dr Ranj'.
Say to the children: 'I wonder what this book could be about… and I wonder what it means to be a superhero.'

Read the book, pausing at relevant points to discuss or answer any questions as they arise.

Main Activities

Begin a discussion around what the children learnt, noticed or heard from having listened the story, 'A Superhero Like You'. Ask the children:

- Can you name the different types of 'superheroes' in the story?
- Why do you think the characters were called superheroes?

Explore the language of superheroes. Emphasise that superheroes from stories are often thought of as being helpful, kind and caring fictional characters who come to help others often in emergencies. Ask: can you think of a kind, helpful and caring person? Explore with the children in a gentle way about what an emergency is.

Ask the children to think about the type of person they might need help from if they ever felt unwell. Ask: who might be a 'superhero' to you? Does it always have to be in an emergency situation? What other situations might it be helpful to have someone to help us?

Explain that if a child is feeling unwell, a trusted adult can help. A trusted adult could include someone who loves and cares for you, or it could be a professional person like a doctor, nurse, teacher, etc. Explore who a trusted adult could be for different children, ensuring you distance the learning and depersonalise this question. Explain that we can act like superheroes towards each other too: if we notice that someone is feeling unwell, we can offer help or find help.

Explore with the children how there are lots of different things that we can do to feel better when we feel unwell. We can begin by noticing that we may need to ask for help. It is also helpful to think about our feelings. There are lots of different words we can use to describe how we feel. Usually, if a person is feeling unwell, and possibly needs help from a trusted adult or medical help, then they may be feeling a difficult or uncomfortable emotion. This could include sad, worried, upset, frightened, angry, etc. Invite the children to think about why it may be a difficult or uncomfortable feeling. Explore the words pain, uncomfortable, poorly, and unwell.

We can ask for help when we need it so that a trusted adult understands that we need support. A trusted adult can help to make us feel better. They may also give us something which might also help too.

Show the children three teddies. You might like to give each teddy a name to help identify them, rather than using A, B and C here.

- Teddy A has a runny nose and a cough.
- Teddy B feels tired.
- Teddy C has fallen over and cut its knee.

Explore different options for what each Teddy could do. Include trusted adults and ideas of things that could help. This could include: asking for help, sleep, fresh air, tissue, water, medicine, a hug, plaster, antiseptic cream, etc.

Ask the children to think about how these different things might make the teddies feel.

In pairs, ask the children to play the ‘It Might Help’ game.

Provide the ‘It Might Help’ cards (see resources). Explain that this game is important to take in turns. Place all of the picture cards face down so that the pictures cannot be seen. One at a time, the guessing player will take a card and show it to their pair but without looking at it themselves. Ensure the children understand this key step. The other child has to provide clues about the picture without telling the guessing player what it is.
For example, if it is an image of water, the children may give clues like: you wash your hands in it, you can drink it, it is clear, etc. The guessing player can ask questions to help if they find it tricky.

The aim of the game is to encourage children to explore the different things that may help if they are feeling unwell, whilst identifying who can help too.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session.

In pairs, invite children to discuss with their talk partner the people who can help in different emergency situations and what a trusted adult is and how they can help. Ask two or three pairs to share their ideas with the rest of the class.

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the ‘3, 2, 1’ triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have

learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 1		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
It might help…	• To name a range of people who can help in different emergency situations • To describe what a trusted adult is and how they can help • To be able to use a range of words to describe feelings						

Comments

Year 2

Lesson Title – Symptoms and medicine

Key Stage: KS1 – Year 2 (Age 6-7)

PSHE Association Learning Opportunity

- that medicines can help people to stay healthy or feel better if they are unwell HPP6
- people who help us stay healthy and who can help if feeling unwell or hurt HPP1 PHF4
- that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses GW5 RKR3

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

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: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Time required

45 minutes to an hour

Resources

- A potted, unwell plant (or a photograph)
- Large ball
- Watering can and water

Key Vocabulary**:**

- Healthy
- Physical change
- Symptoms
- Medicine
- Drug
- Treat
- Cure
- Treatment
- Heal

Learning Outcomes:

- To be able to explain what medicines do (i.e. they help to treat, cure, prevent and ease health conditions)
- To develop an awareness of how people may feel when experiencing a health condition
- To explain what a symptom is

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

(**Teacher Note**: this lesson requires a plant which shows signs of wilting/discolouration and/or drooping leaves. Alternatively, a photograph could be used instead – teacher to source.)

Introduction:

Begin the lesson by showing the children a potted (unwell) plant.

Explain that you have noticed a change in its appearance and feel concerned. Ask the children, in pairs, to discuss what they can see and/or notice. Invite the children to share their ideas as a class.

Describe the physical changes that may be noticed such as drooping, limp leaves and discolouration.

Main Activities

Explain that the plant is showing symptoms of being unwell. Explain that human health can be understood in a similar way and we can become unwell too. Sometimes, when people become physically unwell, they may show or feel physical symptoms. Ask the children if they know what is meant by a symptom. A symptom can be a sign of an illness or when something feels wrong in the body.

If you have a cold, you may show physical symptoms such as a runny nose, a cough or a raised temperature. It may also affect the way you feel, such as feeling tired or upset. Everyone will experience symptoms differently though there are some common symptoms that many people share when they feel unwell; for example, a common symptom of having a cold is having a runny nose.

Medicine (drugs) can be used as a form of treatment to ease and/or get rid of illnesses. Children might have heard that medicines and drugs can cure or treat illnesses. Explain that it depends on the symptoms as to which medicine you might use. Sometimes, we can get better without medicine through rest and sleep. A trusted adult, such as someone who cares for you, will help with deciding on the use of a medicine.

Play ‘symptom ping-pong’. Ask the children to arrange themselves into a circle. Using a ball, invite the children to pass, roll or throw a ball. The first person names a body part, then passes to a peer who names a symptom someone might experience in this part of the body. For example, mouth – sore throat, head – headache, and so on. Remind the children that they can pass the ball onto another peer if they are unsure (they have the right to pass). Keep the game going until children run out of ideas.

Use the plant as a long-term, shared-class experiment to observe the impact of treatment over time. Explain that the treatment the class decides on will vary, depending on what the plant needs. Just like medicine, it will always depend on what symptoms are being treated. Time and patience are needed, just like when taking medicine (drug).

Ask the children to consider how they could change the plant's conditions to improve its health. This may include placing it in sunlight, removing leaves or watering more frequently or more consistently. (The conditions will vary depending on what plant it is.) Ask the children to think about how this might be similar to how medicine is used to treat an illness.

Plenary (Including summative assessment opportunity)

Gather the children and invite them to talk with a partner about what medicines do; encourage them to discuss how they help to treat, cure, prevent and ease health conditions and how they can ease symptoms. Ask two or three pairs to share their ideas with the rest of the class.

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 2		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Symptoms and medicine	• To be able to explain what medicines do (i.e. they may help to treat, cure, prevent and ease health conditions) • To develop an awareness of how people may feel when experiencing a health condition • To explain what a symptom is						

Comments

Lesson Title – Actions and reactions

Key Stage: KS1 – Year 2 (Age 6-7)

PSHE Association Learning Opportunity

- what being healthy means and how physical activity helps people to stay healthy PHF1
- how to recognise potentially harmful or hazardous situations in everyday life, including at home PS1
- how to dial 999 in an emergency (including from a locked mobile phone), and what to say BFA1
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

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: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Basic first aid: how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

Time required

30 to 45 minutes

Resources

- Bean bags (a mixture of colours)
- A small box or bag
- Pick-up sticks (a collection of coloured sticks, paper straws or pipe cleaners, enough for a collection to be used in a partner/small group)

Key Vocabulary**:**

- Vitamin
- Supplement
- Balanced diet
- Healthy
- Allergies (allergy)
- Reaction
- Intolerance
- Emergency services

Learning Outcomes:

- To be able to explain how and why all choices have consequences (both positive and negative)
- To be able to name different things that go into bodies and explain how these things may pose a risk to some people
- To be able to explain what to do if in an emergency situation and need help

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking the children to sit in a circle to play the game ‘colour-match’. Show the children a box (or bag) with a selection of different coloured bean bags in it. Invite a child to choose one from the box. The colour selected will be the focus colour for the round of the game. Pass the bean bag around, naming as many different things that they can think of associated with this colour. For example, the colour brown: chocolate, potato, acorn, peanut, dog, eyes, etc.

Main Activities

After playing the game, talk about the ideas shared. Ask: which of the ideas were good or not good for our bodies. After a suggestion is made, ask: how do you know?

Discuss how foods are great for our bodies. Food gives our bodies the energy and nutrients that we need to grow and develop. Vitamins and minerals keep us healthy and the best way to get them is through eating a wide and varied diet. Fruits and vegetables contain lots of vitamins. Talk about how we can make choices about the things that we put inside our bodies, to support a healthy balanced diet and lifestyle; our actions have reactions which can be a positive thing to support a healthy lifestyle.

Explain some things, such as foods, may be good for most people’s bodies, but they may not be positive for everyone. This could be because a person may have an allergy or an intolerance to something. Explain that this means a person may become unwell if they have contact with something that is not suitable for them; this is called a reaction. The reaction can develop after touching, swallowing, tasting, eating or breathing in something.

If a person with an allergy or intolerance had a reaction, they may need to take a medicine to help them feel better. Emphasise how medicines are unique to individuals and just because they are good at helping one person with something, they may not be suitable for another. Emphasise that everyone is different and that we should always speak to a trusted adult if we are unsure. Remind children to think about who the trusted adults are in school and at home.

Explore what you could do if a person had a negative reaction to something. Discuss how to ask for help and what to do in an emergency situation. Explain that in an emergency, if you are worried about yourself or another person's health, and a trusted adult is not available, it is important to call 999. Ask the children if they know what it means to call 999 and ask for help. Emphasise that this is a phone number which should only ever be used in an emergency situation. Explain that the person on the other end of the phone is a trusted adult who can help.

Ask the children to find a partner to play a game of 'Pick-Up Sticks'. The sticks could be either sets of coloured sticks, pipe cleaners or paper straws.

The aim of this game is to teach children that all actions have reactions and how they can think carefully about choices that are safe and comfortable for them, whilst also looking out for other people.

This game can be played in pairs. Gather the sticks and drop them down into a pile. The game involves taking one stick without making another stick move. If successful, the player can continue to collect as many sticks as they can. The children could suggest one colour from their selection which must be avoided as an 'allergen' to increase the difficulty of the game.

Gather the children to reflect on the session.

Ask the children to think about why it is important to be mindful of the choices that we make both for ourselves and when we are around other people. Remind the children of the process of using the emergency services. Discuss why it is important to speak to a trusted adult if they are ever unsure.

Plenary (Including summative assessment opportunity)

Gather the children together and ask them to discuss with their talk partner to name different things that go into bodies and explain how these things may pose a risk to some people. Ask two or three pairs to share their ideas with the rest of the class. Discuss as a class how and why all choices have consequences. If time, ask pairs of children to talk about then share what to do in an emergency (children can select the emergency).

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 2		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Actions and reactions	• To be able to explain how and why all choices have consequences (both positive and negative) • To be able to name different things that go into bodies and explain how these things may pose a risk to some people • To be able to explain what to do in an emergency situation and help is needed						

Comments

Lesson Title – Helpful or Harmful?

Key Stage: KS1 – Year 2 (Age 6-7)

PSHE Association Learning Opportunity

- what being healthy means and how physical activity helps people to stay healthy PHF1
- that medicines can help people to stay healthy or feel better if they are unwell HPP6
- about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency BS4 BS7
- that some things that go into or onto bodies can be harmful and how we might know if something is harmful DATV1
- that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things RKR1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

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.

Time required

45 to 60 minutes

Resources

- Song: 'The Hokey Cokey' www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-hokey-cokey/zrcnmfr
- Post-it notes
- Pencils (one per child)
- Four sheets of flipchart paper
- Two large sorting hoops
- Book: 'Bear Feels Sick – Karma Wilson'
- Empty medicine packaging which shows the dosage

Key Vocabulary**:**

- Helpful
- Harmful
- Into/onto our body
- Dosage
- Illness
- Treatment

Learning Outcomes:

- To be able to explain why something helpful (such as medicine) could become harmful when not used properly
- To be able to name different things that go into or onto a person's body and explain how these things may have a risk to some people
- To be able to explain who they could speak to, or what they could do, if they are worried

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise. Be mindful of any children who may have disabilities and/or impairments as this lesson discusses the different functions of the body. Adults should feel confident to amend the lesson where necessary to ensure it is inclusive and does not make any child feel uncomfortable.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking the children to stand in a circle. Play the song 'The Hokey Cokey", which can be found on BBC Teach School Radio website or by following the link in the resources.

Encourage the children to follow the actions of the song, inviting them to have fun and enjoy the movement by engaging different parts of their body by following the instructions in the song.

Ask the children if they can remember which body parts were included in the song. How many can they remember?

Main Activities

Begin a conversation around the function of different parts of our bodies. For example, we smell with our noses, we hear with our ears, our eyes help us to see, etc.

Ask the children to think about all of the different things that might go into or onto a person's body. Emphasise the difference between the language of 'into' and 'onto', ensuring the children understand the terminology.

Split the class into four groups. On four tables, place a piece of flipchart paper with these words in the centre: eyes, nose, mouth and skin. Ask the children to generate ideas by writing on post-it notes things that go into or onto these body parts. When they have finished at one table, the groups carousel to the next table, and so on.

Encourage the children to think about whether these things are helpful or harmful to the body. Ask one person from each group to bring the flipchart paper to the front. As a class, sort the notes into two hoops labelled 'helpful' and 'harmful'. Ensure the hoops overlap in the

middle. Ask: can something be both helpful and harmful at the same time? For example, a drink of orange juice could be helpful for hydration, but it can also be harmful to our teeth.

Explore whether a particular idea can change from being helpful to harmful when there is ‘too much’ or’ not enough’ of something. For example, is it helpful to have a medicine if you are unwell? Can it become harmful if you have too much?

Encourage the children to think of other examples and to consider how they would know whether something is helpful or harmful. Ask: who could you ask for help to if you were unsure?

Read the fiction book ‘Bear feels sick – Karma Wilson’.

After reading, emphasise that Bear was feeling sick. Ask the children about the things that the Bear, or other animals, did to help. Explore which of these treatments went into and onto Bear’s body. For example, the animals used a cool wet cloth, a blanket, made some broth and gave Bear water.

Ask the children to think about whether the treatments were helpful. Could they have become harmful to Bear at any point?

Remind the children that whilst something positive can seem really helpful, if we have too much or equally not enough of something, it may not be good for our bodies. This is especially important if we ever need to take a medicine because they will always have a recommended dosage. A dosage tells you how much of a medicine you should take and how often. It is important to always speak to a trusted adult if children are ever unsure.

Show the children empty packaging and look at where this guidance is written. This advice is always provided on the packaging or given by a doctor/nurse. It can be harmful to our bodies if we do not follow the recommended guidance. Remind the children how important it is to speak to a trusted adult if they are unsure, as it is their job to keep children safe.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session. In talk partners, invite children to discuss why something helpful (such as medicine) could become harmful when not used properly. Ask two or three pairs of children to share their ideas with the rest of the class.

As a shared discussion, ask the children to think about what they have learnt in the lesson today using the ‘3, 2, 1’ triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 2		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Helpful or Harmful?	• To be able to explain why something helpful (such as medicine) could become harmful when not used properly • To be able to name different things that go into or onto a person's body and explain how these things may have a risk to some people • To be able to explain who they could speak to, or what they could do, if they are worried						

Comments

Year 3

Lesson Title – All about me

Key Stage: KS2 – Year 3 (Age 7-8)

PSHE Association Learning Opportunity

- what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
- about the role of rules and laws in keeping people safe PS1 PS2
- 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 DATV1
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle.

Time required

45 minutes to an hour

Resources

- Image of the sign ‘No ID, No Sale’
- Selection of products with age restrictions (i.e. tobacco, alcohol, e-cigarettes and e-liquids)
- Amory’s story (featured below)
- Craft materials: A5 card (one per child), pencil crayons, felt tip pens

Key Vocabulary**:**

- Healthy
- Cigarette, e-cigarette, vape
- Alcohol
- Age restriction
- Addictive
- Nicotine
- Substance

Learning Outcomes:

- To be able to describe what is meant by living a healthy, balanced lifestyle
- To be able to explain what age restrictions are intended to do and where they can be found
- To describe some of the risks that cigarettes, e-cigarettes and alcohol can have on health

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking the children what is meant by a healthy lifestyle. Encourage a brief discussion, including the mention of a balanced and varied diet and regular exercise, which can contribute towards a healthy lifestyle.

Read the story about Amory.

Story

On Saturday, Amory and their Grandma walked to the shop to buy ingredients for lunch. Grandma asked Amory to choose a treat. After some time, Amory decided on a favourite packet of sweets. Amory loved the fizzy, sour flavours! Whilst Grandma continued to tick items off the shopping list, she encouraged Amory to count the money and pay for the sweets. As Amory approached the counter to pay, they felt their body freeze. There was a large capitalised sign that read ‘NO ID, NO SALE’. Feeling panicky, Amory left the queue and hurried to find their Grandma.

Share an image of a similar sign. Pause and invite the children to discuss what they think might be happening in the story.

Main Activities

Explain that some items have age restrictions. These might include cigarettes, e-cigarettes, vapes and alcohol. An ID card or document is a way to prove your age. Explain that in the UK, you must be over 18 to buy these items. If you feel it is appropriate for the children in the class, you might like to share a selection of images of items which require age identification and ask if anyone has seen these before.

Continue reading the story:

Amory’s Grandma explained that the sign was referring to age-restricted items such as cigarettes and alcohol and reassured Amory that sweets are a treat, as part of a healthy, balanced diet, and it is fine for children to buy occasionally. Grandma explained that you

have to be aged 18 and over to buy some items, such as alcohol, cigarettes, e-cigarettes and e-liquid (to vape).

Alcohol and cigarettes can be harmful to our health and wellbeing and therefore there are age restrictions and laws linked to them to keep children safe from harm. Explain that cigarettes contain a substance called nicotine which is very addictive and can become a habit which is hard to break. The chemicals found in cigarettes are known to be harmful to health.

Ask the children to think about all of the things that they like to do that contribute to a healthy lifestyle. This could include food, hobbies and sports that they enjoy. Ask the children to create their own ID cards in an all-about-me style, drawing a self-portrait and writing about the things that they enjoy.

Invite the children to show and tell their all-about-me cards with their peers. Ask the children to think about the positive impact leading a healthy lifestyle can have on their bodies and on the way that they feel. Encourage the children to listen and respond to their peer's work – potentially being inspired to try new food, a hobby or sporting activity mentioned by someone else.

Plenary (Including summative assessment opportunity)

In talk partners, ask children to discuss what is meant by living a healthy, balanced lifestyle. Then ask them to discuss what age restrictions are intended to do and where they can be found. Invite two or three pairs to share their ideas with the rest of the class.

If you have time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 3		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
All about me	• To be able to describe what is meant by living a healthy, balanced lifestyle • To be able to explain what age restrictions are intended to do and where they can be found • To describe some of the risks that cigarettes, e-cigarettes and alcohol can have on health						

Comments

Lesson Title – Helping each other

Key Stage: KS2 – Year 3 (Age 7-8)

PSHE Association Learning Opportunity

- how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
- how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own RKR5 RKR7

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and prevention: the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Time required

45 minutes to 1 hour

Resources

- Three opaque tubs containing two sets of coloured balls with a cover over each tub; a tub such as a shoe box with a lid is ideal. Put 10 red balls in Tub One; Tub Two has five red balls and five yellow balls; Tub Three has one red ball and nine yellow balls.
- An A4 template with a body outline (one per child)
- Scissors
- Felt-tip pens and pencil crayons

Key Vocabulary**:**

- Vaccine (vaccination, vaccinated)
- Virus
- Spread
- Infected
- Diseases
- Community immunity

Learning Outcomes:

- To be able to explain what a vaccine/vaccination is
- To be able to identify the different ways to avoid spreading a virus
- To understand ways to keep myself healthy and well

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings. This lesson discusses vaccinations and immunisations. It is important that all children are respected and valued, particularly if their opinions differ. Therefore, it is important to emphasise that whilst having a vaccination or immunisation is useful for creating herd immunity, some people are unable to have certain vaccines because of their age or medical condition; other people may have religious, personal or cultural reasons that make them unsure that vaccinations are right for them.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Ask the children to sit in a large circle to play a game of ‘Pass the parcel’ using the pre-prepared tubs. Place two hoops in the middle of the circle to sort the balls into. Explain that in the session today, we are learning about viruses. Explain that in the tubs there are two different coloured balls and that we are looking for the yellow ones (explain why after).

Begin by passing Tub One around the circle. Play some music and when the music stops, invite the child it stops on to take a ball out. Ask them to place it into one of the hoops, sorting by colour. Continue passing the box around until it is empty.

Continue to play with Tub Two and then Tub Three. After playing, explore what the children noticed; ask them which tub had the most red and which had the most yellow balls.

Main Activities

Explain that the ‘pass the parcel’ game was to help the children learn about viruses and herd immunity. For the purposes of the game, explain that the yellow balls had been ‘vaccinated’, whereas the red balls were at risk of being infected by a virus as they had not been vaccinated. Emphasise that not being vaccinated puts a person at more risk of getting a certain virus, but does not necessarily mean that they will. Ask the children if they have ever heard of the words virus, vaccine or vaccination.

Explain that a vaccine protects people against harmful diseases, often caused by viruses. It can also be called a vaccination. Some of the children may have already received vaccinations from a doctor, nurse or health professional. (This could have been a ‘flu vaccination or similar.)

Refer back to the game, and look at the probability of how many of the balls could be at risk versus being protected from a virus. Reiterate that the red balls were unvaccinated and the yellow balls were vaccinated.

Teach the children about herd immunity (community immunity) by explaining that if there are enough people vaccinated, then the spread of a virus can be prevented and can protect people who have not been vaccinated too. Explain that vaccinations are usually given by a medical professional such as a doctor or a nurse, and that some people are not able to be vaccinated, such as babies, and people who have health conditions or it may be because of religion, culture or choice. Emphasise the importance of not making an assumption or judgement about somebody who may or may not have had a vaccination, particularly if we don't know the reason behind the decision.

Community immunity is like being part of a team, working together, being mindful of others and doing what you can to support other people. Explain that the children are part of a class community and that they can do things both in and out of school to prevent the spread of some viruses. This includes covering your nose and mouth if you cough and sneeze, disposing of tissues in a bin and washing hands for at least twenty seconds.

Give each child a printed A4 body outline template so that they can draw an image of themselves, creating a 'mini me'. Encourage them to spend some time creating a likeness to themselves. Then ask them to think about the different things that they can do to support or help others. On the back of their design, ask them to write their thoughts. This could include how they like to support their community, their friends, their family or even themselves. It may be useful to discuss this as a class to generate ideas. It may also be a great way to inspire the children to think of things they would like to do now or in the future to help others too.

Ask the children to cut it out and then as a class, display all of them together to represent the class community.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session. Collect all of the mini-me pieces of work and display them together, to represent the class community.

In talk partners, invite children to discuss what a vaccine/vaccination is and one way to avoid spreading a virus. Invite two or three pairs of children to share their ideas with the rest of the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 3		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Helping each other	• To be able to explain what a vaccine/vaccination is • To be able to identify the different ways to avoid spreading a virus • To understand ways to keep myself healthy and well						

Comments

Lesson Title – It's good to be kind

Key Stage: KS2 – Year 3 (Age 7-8)

PSHE Association Learning Opportunity

- what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
- when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Time required

30 to 45 minutes

Resources

- Book: 'The Hospital Dog – Julia Donaldson'
- Photos of an inhaler, eczema cream
- A5 circle template (one per child)
- Scissors (one between two)
- Felt tip pens

Key Vocabulary**:**

- Feelings
- Health
- Long-term condition
- Illness
- Medicine
- Drugs
- Treatment
- Medical professionals

Learning Outcomes:

- To be able to explain what is meant by a long-term health condition
- To be able to empathise with someone who may have a long-term condition

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise. Be aware and mindful of any children who may have a long-term health condition; you might like to speak to them before this lesson and ask how they might like to be included.

Introduction and Baseline Assessment

Introduction:

Read the story 'Hospital Dog – Julia Donaldson'. As you read the story, stop and explore what is happening. Encourage the children to think about what they see and notice from the illustrations. This may include how the characters are feeling and what might be happening.

After reading the story, explain that Hospital Dog was trying to spread joy and help the children to feel happy. Emphasise that the characters in the story like dogs, although different things make people happy.

Main Activities

When going to the hospital, some people may stay overnight, for an extended period, or maybe just for the day. Discuss the fact that everyone's experience and reasons for going will be different. The treatment and medicines will also be different too.

Explain that some children and adults have long-term conditions or illnesses, and may need to visit a hospital more frequently than others. A long-term condition is when a person has an illness or set of symptoms for a long time, or it goes away but keeps coming back. Explain that there are different types of long-term conditions and they have different medicines and treatments to help the person to feel better.

Depending on what the health condition is, different medicines (drugs) can be given in different ways.

For example, an inhaler (show the photo) is a type of medication used by people to make breathing easier. A person using an inhaler may have a health condition called asthma.

Some creams (show the photo) are another type of medication used by or given to people who may have skin irritations or sensitivities, such as eczema.

Explain to the children that all medicines are drugs, but not all drugs are medicines. You might like to display this sentence during the lesson so that children can absorb the important message.

In this lesson, we are looking at how some drugs that are prescribed by medical professionals are used as medicine to help people with long-term conditions.

People may feel differently about hospitals. Some people may feel nervous, scared, worried, happy or excited. Sometimes taking medicine might make a person worried, scared or reassured. It is OK to feel scared and it is OK to cry, because sometimes it can be sore or

uncomfortable. Doctors, nurses and trusted adults are there to help people feel better and take care of them.

It can be difficult to be brave at times, even if a person tries hard to be. It is good to be caring and show kindness to others. It is also good to talk about your feelings to someone you trust.

Ask: how could you show kindness to someone who may be poorly or have a long-term condition or illness? Explore the importance of showing kindness to everyone, and emphasise that you never know what someone else might be experiencing or how they might be feeling. It is important to be kind to others.

Introduce the idea of a pocket hug, which is a little way to show that you care about someone important to you. Explain that the children can create and give a pocket hug to anyone of their choice as a way to spread kindness.

To make a pocket hug: provide the children with a circle template and invite them to decorate it in any way that they like. They can write a special message on their circle or design it in a way that they think another person would like. Ask them to think about what it means to be kind. Explain that we can show kindness through our words, behaviour and actions.

Plenary (Including summative assessment opportunity)

Reflect on how being kind can make you and someone else feel. The children may like to keep their pocket hugs personal, although provide an opportunity for anyone to share if they feel comfortable doing so.

Invite the children to discuss with their talk partner what is meant by a long-term health condition and what it might be like for someone to experience a long-term health condition. Invite two or three pairs to share their ideas with the class.

If time in pairs, ask the children to think about what they have learnt in the lesson today using the ‘3, 2, 1’ triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 3		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
It's good to be kind	• To be able to explain what is meant by a long-term health condition • To be able to empathise with someone who may have a long-term condition						

Comments

Year 4

Lesson Title – Making an informed decision

Key Stage: KS2 – Year 4 (Age 8-9)

PSHE Association Learning Opportunity

- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

General wellbeing: where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Time required

45 minutes to an hour

Resources

- An assortment of images of an e-cigarette (different colours, styles and shapes)
- Amory's story (text below)

Key Vocabulary**:**

- Choice
- Options
- Informed choice
- Decision
- Risk
- Consequence
- E-cigarette (vaping, vape, e-cigarette, vape-pen and e-cig)
- Addictive
- Nicotine

Learning Outcomes:

- To be able to talk about the importance of making an informed decision
- To be able to describe the benefits of making an informed decision
- To be able to list the risks of vaping on physical health

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the session by playing a game of 'Would you rather…?'

Invite the children to stand in a circle. Explain that there will be two options that they can decide between. Invite them to step into the circle for Option A and step back for Option B. If they are unable to decide (or do not feel comfortable to) they can remain in their place. Play the first few scenarios with a time limit of 10 seconds to decide.

Would you rather…

- Eat ice cream or chocolate?
- Slide on a rainbow or jump on a cloud?
- It rained or snowed?
- Play indoors or outdoors?

Continue playing but increase the decision-making time to 30 seconds and invite a few children to share their reason for their choice. Ask the children if anyone wants to change their mind after listening to their peers' viewpoints.

Would you rather…

- Be a superhero or a magician?
- Lose your homework or your lunch box?
- Climb a mountain or run a half-marathon?
- Be invisible or be able to fly?

After playing the game, discuss how it felt to make a quick decision. Ask: how did it feel to decide without having the opportunity to consider the impact it may have? Explain that all decisions come with a consequence, and that may be positive or negative.

Discuss how being rushed to make a decision, without having the chance to think, consider or reflect felt. Ask: were you able to make a decision that felt right? Is it OK to change your mind?

Main Activities

Show the children a selection of images showing a variation of e-cigarettes. Explore the different terminology associated (vape, vaping, e-cigarette, vape-pen and e-cig). A vape is an electronic cigarette which some people choose to smoke.

Read the scenario about Amory.

Amory is at the park with a friend, Cam. Cam asks if Amory likes strawberries. After Amory replies yes, Cam shows Amory a new strawberry-flavoured vape pen and excitedly says, “Here, try my new strawberry-flavour vape!” Cam offers Amory the e-cigarette. Amory is not sure, having heard Mum talking about vaping with Amory’s older brother a few weeks ago; she sounded concerned and Amory remembered hearing her talk about some risks. Amory also remembered her talking about something called nicotine but didn’t know what that was and couldn’t be sure exactly. Amory tells Cam, “I don’t smoke.” Cam says it is not a cigarette so says it is fine and tells Amory not to be a chicken. Amory feels very uneasy.

Explore the scenario with the children. Why do you think Cam called Amory a chicken? Ask them to ponder why Amory feels uneasy.

Explain that some vapes or e-cigarettes include nicotine, which is a highly addictive substance added to vapes/e-cigarettes, and this makes it very hard to stop once someone starts using it. Vaping is not the same as smoking a cigarette, but it does still expose a person to some toxins, which can cause health risks. Side effects may also include a headache, mouth and throat irritation, and coughing. In the UK, e-cigarettes are legal for adults, and it is illegal to sell nicotine vaping products to anyone under 18 or for adults to buy them on behalf of under-18s (NHS. Correct at time of writing in March 2024. Please update this information if it changes.)

Ask the children to consider Amory’s options. Then ask them to think what elements of the game they played earlier could be similar to what Amory is experiencing. Amory is being asked to make a decision without time to think fully and without realising the consequences of that choice. Amory has not had the chance to consider all options.

It is important for Amory to make an informed choice, before making a decision which might be regretted later. An informed choice enables a person to understand the consequences of a decision. Can the children help Amory to navigate the situation positively in order to achieve the healthiest option?

Invite the children to play the game ‘Would you rather…?’ again. This time, invite the children to explore the choices, ask questions or to talk to a peer before making a decision. Introduce more age and stage thought-provoking options and discuss the consequences, both positive and negative associated with them.

You might like to use these ideas or come up with you own.

Would you rather…

- Travel back in time or travel into the future?
- Be the best in the world at one thing or be quite good at absolutely everything?
- Give up your favourite drink or your favourite food forever?

Plenary (Including summative assessment opportunity)

Reflect on the different ways that you can make an informed decision and the importance of this before making a decision.

Invite the children to discuss with their talk partner why it is important to make an informed decision and what the benefits of this might be. Invite two or three pairs to share their ideas with the class.

Remind children of the sources of support available to them in school, if they feel unsure or worried about something. They can also be made aware of national sources of support, such as ChildLine.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. After giving the children time to talk with a peer, ask them to share their thoughts with the rest of the class. Note down what they would like to explore next and return to it in another lesson.

Year 4		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Making an informed decision	• To be able to talk about the importance of making an informed decision • To be able to describe the benefits of making an informed decision • To be able to list the risks of vaping on physical health						

Comments

Lesson Title – Happy, healthy hearts

Key Stage: KS2 – Year 4 (Age 8-9)

PSHE Association Learning Opportunity

- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Physical health and fitness: the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

Time required

30 to 45 minutes

Resources

- Stopwatch
- A3 paper (one between a group of two to four)
- Felt tip pens
- Bean bags (one between a group of two to four)

Key Vocabulary**:**

- Heart
- Lifestyle choices
- Substance
- Decision
- Risk
- Cigarette
- Vaping (vape)
- Chemical

Learning Outcomes:

- To be able to explain what the risk of smoking has on a person's physical health
- To be able to describe the different ways of living a healthy, balanced lifestyle, including ways to look after the heart
- To be able to empathise with someone who may be finding it difficult to stop smoking

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking the children what they know about the heart and if they know where it is in the body.

Explain that a heart is a muscle that is located in the chest, to the left of the centre. It is between the lungs and is protected by the rib cage. The heart pumps blood around the body. Explain that we can look after our hearts by making healthy lifestyle choices. This includes the way we treat our bodies by exercising regularly, by moving well and by eating a balanced diet containing lots of fruit and vegetables, as well as some protein, fat and carbohydrate too.

Tell the children that it is possible to feel and check your own heart rate. You can do this by taking a pulse and counting how many times your heart beats in one minute (60 seconds). Ask the children to find the pulse in their wrists or neck. Set a timer of 60 seconds and ask the children to count the pulse in their heads. (The purpose of this is to give the children an opportunity to experience the sensation of their pulse, rather than obtaining a pulse reading. However, this could be explored with the children, if appropriate.)

Main Activities

Explain that some people choose to smoke cigarettes. Explain that some adults choose to use them, and they are not meant for children. They contain many chemicals that are harmful to the body and unhealthy for the heart; some of these chemicals are known to cause cancer and other diseases. Smoking cigarettes has lots of different effects on other parts of the body, including skin, blood, bones, lungs and other vital organs. Ensure children are aware that out bodies are not designed to smoke and therefore our bodies react negatively if smoking happens.

Explain that once somebody chooses to use a cigarette, they may find it hard to stop because of an addictive chemical in cigarettes called nicotine. This means that, the more a chemical is used, the more the body wants it and depends on it.

Explain that help is available for people who want to stop smoking. Some people choose to use electronic cigarettes instead of a cigarette. They are designed to help people to stop

smoking cigarettes, but they also usually contain nicotine which is addictive and harmful to the body.

Emphasise that children are not responsible for adults' choices about their health. Ensure that the children know that if they are feeling worried about someone they know or live with who uses cigarettes, they can talk to a trusted adult about this. Explain that it is important to understand how they can make choices about how to look after their health now and in the future.

Ask the children to work in small groups to create a 'happy, healthy heart' movement game. Explain that movement is a good way for people to take care of their hearts. Using a piece of paper, ask the children to draw a three-by-three grid. In each segment, the children can draw or write a simple exercise such as jumping, hopping, star jumps, stretching, etc.

Once the children have created their games, invite them to play them by throwing a bean bag onto the grid to select an exercise. Whichever it lands on, their group can practise the movement for 10 seconds. Give the children five to 10 minutes to play the game. If time, the children could swap their boards with different groups to experiment with different forms of movement.

Invite the children to take their pulse again after having played the movement games. Ask them to see if they can notice a change in the way their pulse feels. Explain that your pulse increases when you are exercising because the heart is working harder to pump blood around the body.

Plenary (Including summative assessment opportunity)

Reflect on how movement and exercise made them feel before, during and after. Talk about how movement and exercise are really good ways to look after your body and keep the heart healthy. Emphasise the importance of making choices that can support a healthy lifestyle. Remind the children to speak to a trusted adult if they are worried or have any questions or concerns. They can be reminded about who can help them in school, as well as external/national sources of support, including ChildLine.

Invite the children to discuss with their talk partner about the risks of smoking and the effect that smoking has on a person's physical health and why giving up might feel difficult. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 4		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Happy, healthy hearts	• To be able to explain what the risk of smoking has on a person's physical health • To be able to describe the different ways of living a healthy, balanced lifestyle, including ways to look after the heart • To be able to empathise with **someone** who may be finding it difficult to stop smoking						

Comments

Lesson Title – Looking after me

Key Stage: KS2 – Year 4 (Age 8-9)

PSHE Association Learning Opportunity

- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends GW1
- the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1
- how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Time required

45 minutes to an hour

Resources

- Book: 'Wee Granny's Magic Bag – Elizabeth McKay'
- Photos of an inhaler, an injection (including a needle), an auto-injector

Key Vocabulary**:**

- Long-term health condition/illness
- Inhaler
- Injection (needle)
- Auto-injector (often referred to as an Epi-Pen)
- Epilepsy
- Diabetes
- Allergies
- Medications

Learning Outcomes:

- To be able to explain what prescription medicine is and why some people need it
- To be able to explain why some people need to take legal drugs (known as medicines) regularly

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings. This lesson explores the topic of why some people need to take medicines regularly to be healthy. This lesson is not about dependency, as this is introduced later on in older year groups, but it does include some discussion around taking medications safely following the advice of a professional.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Share the fictional book 'Wee Granny's Magic Bag – Elizabeth McKay'.

After reading, discuss the storyline. The main character, Granny, carried a bag around with her which had everything that she possibly needed to help her solve problems.

Ask: how do you think it would feel to have everything you need with you at all times? Is it essential for Granny to have all of these things? Ask children to wonder if there are some essential things that some people may need to carry on them at all times.

Main Activities

Facilitate a whole class discussion about long-term health conditions.

(**Note:** Long-term health conditions and illnesses have been introduced in a previous lesson. This session builds upon the knowledge and understanding by introducing medicines that use sharps as another form of medication for long-term illnesses/conditions.)

Explain that some people have long-term health conditions that require them to take medicines to treat the symptoms of their condition. Some people take medications through their mouth through liquid, tablet or through a device such as an inhaler (show photos). There are other types of medications. Sharps (see photo), also known as a needle or an injection, are quick ways for the body to receive a drug.

Some long-term conditions such as epilepsy, diabetes or allergies can require medication urgently, in emergency situations. This is because a person's body may react quickly and an injection provides a drug/medicine that responds in a fast and effective way to treat the symptoms.

Explain that some long-term health conditions can be triggered without warning. For example, a person with an allergy to nuts may touch a surface or consume something with a nut without knowing. This may cause a sudden reaction which may need treatment in the moment. It is really important for people with long-term health conditions to follow the advice from their doctor or a trusted adult on how to use their medicine. This may include taking their medication with them when they travel from home. A person may not have time to go home and get it in an emergency. For example, a person with a severe nut allergy may need their medication instantly to help their body recover quickly; this medication is delivered via an auto-injector, which might be referred to as an Epi-Pen (show photo). If a child is at school, they might keep it themselves or a trusted adult might keep it in a safe place, ready

to use if and when it is needed (please refer to your own school policy for the storage of medicines and auto-injectors).

Some people with long-term health conditions may also need to regularly take certain medications to treat their condition. For example, some people with diabetes may need daily medication in the form of an injection. It is really important for a person with this condition to take their medication as prescribed.

Ask: we know that some people have to take medication daily, but is it OK for everyone to take medication daily? Will taking a medicine every day make a person healthier? Make it clear to children that there is a difference between being unwell for a short amount of time (like having a cough or cold) and having a long-term health condition. Ensure the children understand that taking medication as prescribed by a medical professional helps to care for a person with a long-term condition, therefore helping them to be healthier. A person without a long-term condition who takes a drug regularly and without following the instructions or dosage may be making an unhealthy choice and this can lead to other problems.

Share the scenario below.

Jesse has Type 1 Diabetes. Before lunch, Jesse has to take insulin before eating to control their blood sugar levels. It is important to do this because eating can trigger a reaction to sugar levels. Jesse's friend, Alex, also has Type 1 Diabetes and has forgotten to bring their insulin. Jesse offers Alex to take theirs instead and says it will be fine because they both have diabetes.

Explore this scenario with the children. Split the class into small groups to discuss what Alex could do. Share the following options:

- Alex should take the insulin; Alex and Jesse have the same health condition after all.
- Alex should skip lunch and eat later instead.
- Alex should speak to a trusted adult and ask for help.

After the children have had the opportunity to discuss the scenario in small groups, ask them to feed back on their thoughts and ideas. Emphasise the important of speaking to a trusted adult and asking for help. Make it clear to the children that Alex should not do the first or second options in the list above.

Reiterate the message that medicine is unique to everyone. Even if two people have the same health condition, their medication and treatment may vary. You should never share medicines. Help from a trusted adult should be sought. Remind children where they can find support in school, and where they can source support outside of school, from organisations like ChildLine.

Plenary (Including summative assessment opportunity)

Gather the children to reflect on the session.

Invite the children to discuss with their talk partner about what prescription medicine is and why some people need it; they can also discuss why some people need to take legal drugs (known as medicines) regularly. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 4		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Looking after me	• To be able to explain what prescription medicine is and why some people need it • To be able to explain why some people need to take legal drugs (known as medicines) regularly						

Comments

Year 5

Lesson Title – Expressing emotions

Key Stage: KS2 – Year 5 (Age 9-10)

PSHE Association Learning Opportunity

- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1
- how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

General wellbeing: the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

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.

Time required

45 minutes to an hour

Resources

- Ball
- Selection of drawing materials (pencils, pencil crayons, felt tip pens)
- A4 paper (one piece per child)

Key Vocabulary**:**

- Alcohol
- Substance
- Consume
- Mood
- Emotions
- Excessive
- Misuse
- Verbalise

Learning Outcomes:

- To be able to explain the different effects drinking alcohol can have on a person (i.e. on their mood and behaviour)
- To know how to recognise our own emotions
- To know about the different ways to manage and express emotions

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by inviting the children to sit in a circle. Ask the children to think about something that makes them feel a positive emotion, i.e. happy, excited, relaxed, cheerful.

Pass a ball around the circle, inviting the children to share their thoughts. Highlight how the ideas are all varied and are linked to individual interests and preferences, such as favourite foods, sports, activities and hobbies, and so on.

Explain that this lesson is about the different things that we can choose to do that may have an impact on our mood and how the things we do can affect the way we feel, both positively and negatively.

Main Activities

(**Teacher note**: it is important that children do not become fearful or worried about adult alcohol use from this lesson, as many children may have experiences of people who drink alcohol around them either socially or culturally. The lesson focuses on alcohol misuse and the side effects it can have on your emotional wellbeing.)

Ask the children to think of their favourite food and drink. Ask: how does eating/drinking it make you feel? How would it feel if you had too much? Explore the different effects, both physical and emotional.

Explain that some people choose to drink alcohol, a substance which is legal for people aged over 18 years old to buy. This may include beer, wine or spirits. Alcohol affects the way that people feel and behave. These effects vary from person to person and vary depending on how much is consumed.

Alcohol may make a person feel sociable, chatty, relaxed and/or anxious, aggressive or confused. Drinking too much can also affect a person's speech, vision and their balance/coordination. Drinking alcohol can be unsafe and a lot or too much alcohol can have negative effects.

Share with the children that there are lots of reasons why people may choose to drink alcohol. Explain that this lesson will focus on why some people choose to drink alcohol to alter their emotions. Sometimes, it can be difficult to express how you feel, and some people choose to drink alcohol to alter how they are feeling, for example, nervous to confident, stressed to relaxed.

Some people find it challenging to express how they are feeling. Sometimes people may struggle to know what to do when they want to improve their mood. Explore the different emotions that someone may feel if they are not feeling their best. Explore words such as stressed, tense, worried, upset, frustrated, etc.

In this session, we are going to experience expressive art as a method to explore our emotions. Invite the children to doodle, scribble or draw whatever comes to mind. They could choose colours which they feel drawn to; this may represent their feelings. They may find that by drawing simple lines, loops and waves they create pictures from this. It is not about creating perfect drawings. Provide a wide selection of art materials to encourage free choice. Colour can also be used as a form of emotional expression.

Once all of the children have had an opportunity to draw, ask them to put their pencils and other drawing materials down and spend a few moments just looking at and reflecting on their work. This part of the lesson could include listening to some quiet, instrumental music. Some children may like to close their eyes, while visualising their drawings and thinking more about what they've drawn, how they are feeling and anything else that comes to mind.

Discuss how colours are often associated with different moods, feelings and emotions. Explain that colours are unique to individuals. Some people may perceive the colour yellow as a happy, energising colour whereas someone else may perceive green as a better choice for these emotions. Ask the children to reflect on the colour choices they have made.

Ask the children to talk with a partner about their drawings. Sharing their thoughts and ideas. Remind the children of the word bank that they made earlier in the session. Invite the children to wonder if they notice any of these emotions in their drawings. Explain that the children can share their thoughts with the class, or a partner, if they feel comfortable too.

Remind children where they can find support in school if they need it, and where they can find support outside of school, with organisations like ChildLine.

Plenary (Including summative assessment opportunity)

As a class, explore how expressive art made them feel both before, during and after the session. Explain that some people find this a useful way to identify feelings which may be tricky to verbalise. It may help with focus, concentration or relaxation. Explore how consistent use of expressive art can help people manage their feelings well, over time.

Invite the children to discuss with their talk partner about the different effects drinking alcohol can have on a person; they might also like to discuss different ways to express and manage emotions. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 5		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Expressing emotions	• To be able to explain the different effects drinking alcohol can have on a person (i.e. on their mood and behaviour) • To know how to recognise our own emotions • To know about the different ways to manage and express emotions						

Comments

Lesson Title – Did you know…?

Key Stage: KS2 – Year 5 (Age 9-10)

PSHE Association Learning Opportunity

- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9
- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2
- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10
- how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Time required

45 minutes to 1 hour

Resources

- A selection of current advertisements (be mindful of choosing appropriate posters to share with children and avoiding inappropriate images and language).
- A4 paper
- Felt tip pens, crayons and pencils

Key Vocabulary**:**

- Alcohol
- Smoking
- Influence
- Social media
- Emotions

Learning Outcomes:

- To be able to feel confident to ask a question when unsure about something
- To know how to seek the truth and differentiate fact from fiction

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking the children to sit in a circle. Play a quick game of 'Pass the message'. The teacher begins by whispering a message to the person on their right, who then passes it on, all the way around the circle. The message could be something like:

A hungry brown bear chased Billy through the dark forest and into a hedge before dusk.

The last person says aloud what they heard and the teacher can share the original message.

Main Activities

Ask the children to consider the purpose of the game. Explain that not everything we hear, see or read is always true. Sometimes, messages can be confused, misheard or misunderstood. Explain that this is also true of things we may see online, particularly from adverts, campaigns and social media.

Explain that many adverts that we see on television, billboards, posters and other forms of social media usually include celebrities and/or influencers who are paid to advertise a product. Often what we see online is designed to persuade us to think or feel a certain way, and the aim is to sell something. This could make it difficult to tell the difference between whether the person advertising it supports the product and the message that is being shared with it or whether they may be being paid to promote it and may not like or even use the product being shared.

Share a selection of adverts (see resources list). Invite the children to adopt a questioning attitude, exploring the answers to some of these questions:

- What is the message?
- What do advertisers want people to think about this advert? How will the people who make the product benefit from people buying it?
- How could it make someone of a similar age to you feel?
- How might it affect how someone of a similar age to you may act or behave?
- What skills did you use to make an assessment of this advert?

Ask the children how these adverts could influence someone to think a certain way or make a choice. Remind the children of the importance of making an informed choice (taught in a

previous lesson). Encourage the children to use their questioning attitudes, by asking questions to their peers. Discuss bias with the children – how there may be a tendency to believe that some people, ideas, etc., are better than others. This can result in treating some people unfairly, sometimes as a result of advertising.

In groups, ask the children to create their own set of 'Did you know…?' matching cards. Using a piece of A4 paper, ask the children to divide it into 12 equal rectangles. From this, they will be able to create a set of six pairs. They will need to include facts only about making healthy lifestyle choices. Invite the children to use accurate sources of information to research what living a healthy lifestyle includes by using non-fiction books and trustworthy websites such as NHS and CBBC. On one card, ask the children to draw a picture which will match a fact on another card. For example, a drawing of someone sleeping and then a fact which matches it such as 'sleeping is good for your body because it helps you to rest, grow and recharge.'

Once the cards have been made, the children can use them to play a memory game. Ask them to mix their cards up, turn them over and then try to find a matching pair.

Plenary (Including summative assessment opportunity)

As a class, explore the learning that there can be mixed messages about alcohol and smoking through the media. Talk about how the internet can be a positive and negative space.

Emphasise how the internet can be a useful way to research and learn. Discuss how it is important to ask questions and make informed choices by using trusted sources of information and not assuming that everything you read, see or hear is a fact.

Invite the children to discuss with their talk partner about how they can seek the truth and differentiate fact from fiction, and how they can help themselves feel confident to ask a question when unsure about something. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 5		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Did you know…?	• To be able to feel confident to ask a question when unsure about something • To know how to seek the truth and differentiate fact from fiction						

Comments

Lesson Title – Filling your own cup

Key Stage: KS2 – Year 5 (Age 9-10)

PSHE Association Learning Opportunity

- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1
- how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3
- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10
- reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
- where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

General wellbeing: the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention: the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

Time required

45 minutes to an hour

Resources

- Music to play musical statues
- A water bottle and water
- Multi-link cubes

Key Vocabulary**:**

- Caffeine
- Moderation
- Energy
- Consumption
- Harmful
- Addiction
- Hydrated
- Dehydrated

Learning Outcomes:

- To be able to explain what caffeine is
- To be able to describe the risks associated with caffeine
- To be able to list a range of healthy ways to boost energy levels

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by inviting the children to play a game of musical statues. Explain the rules of the game: when you hear the music play, move your body. When the music stops, stand as still as possible. This version of the game does not eliminate moving players; when the music stops, instead ask these children to stand on one leg!

After playing the game, ask the children to notice how they feel. Are they hot? Thirsty? Tired? Ask the children what drinks they like.

Then ask children to think of any other drinks they know about, not necessarily ones that they have drunk. Go round the class to elicit as many different examples as possible.

Invite children to discuss in a pair what drinks they think have caffeine in.

Main Activities

Explain that caffeine is a chemical and a legal drug; it stimulates (increases the activity of) a person’s nervous system and brain. It is found in many drinks including tea, coffee, energy drinks and some fizzy drinks. Caffeine can boost a person's energy levels and some

research suggests it has some health benefits for adults when used in moderation; this means doing something in a reasonable way and not drinking lots and lots. However, caffeine is not recommended for children and young people.

Some adults choose to have drinks with caffeine in them to help them feel more alert and awake. There are risks to caffeine consumption for both children and adults and it can be harmful to a person's body. It can make a person feel irritable, have an increased heart rate and have difficulty sleeping. Some people want to keep consuming these drinks because of their short-term feel-good side effects, which can lead to dependency. This means a person may want to keep drinking them over time.

Using multi-link cubes as a visual aid, demonstrate how much caffeine is in different drinks. As an approximate, explain that 1 cube represents 5mg. (If you are using different drinks, look at the ingredients on the label to ensure you are sharing accurate information.)

Coca-Cola Can (330ml): 35mg of caffeine

Monster Energy (500ml): 160mg of caffeine

Red Bull Energy (250ml): 80mg of caffeine

Prime Energy (330ml): 140mg of caffeine

Water (500ml – or any amount): 0mg of caffeine

After sharing this information with the class, ask the children to talk in small groups about what they noticed, learnt or may have been surprised by. Invite children to ask any questions or share their thoughts.

Discuss different ways in which you can boost energy levels that don't include using caffeine. Ask the children to discuss in small groups and then share their ideas with the class. As a class, create a mind map of ideas. Discuss the importance of rest, relaxation, exercise, healthy foods, sleep and drinking water.

Emphasise that drinking water is the healthiest choice. Water is great at helping a person to stay hydrated. Being hydrated is important for our health. Becoming dehydrated can lead to a person becoming unwell. It is recommended that people should aim to drink six to eight cups/glasses of fluid a day. Some people may need more if they have been exercising, in a hot environment or if they are unwell.

Ask the children to create their own water chart and use it as an experiment to track how much and how often they are drinking. This is a great way for children to become mindful and aware of their healthy choices. Sometimes we may think we are drinking a lot of fluids, when we actually haven't had as much as we think.

The children could list the days of the week along the side and then draw six to eight cups next to each day. Encourage the children to take responsibility for tracking their own water consumption.

Ask the children to think about the different ways that they can make healthy choices to boost their energy levels. Explain that some people use the analogy of 'filling a cup' when it

comes to feeling energised. What could you fill your cup with to help you feel energised? Remind the children of all the different healthier choices they could make.

You could refer back to the water hydration charts in another lesson to reflect on any differences the children have noticed from trying to stay hydrated.

Plenary (Including summative assessment opportunity)

Gather the children and ask them to discuss with their talk partner the effects of caffeine on the body, and what might be a suitable alternative if someone is lacking in energy or is feeling sleepy. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 5		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Filling your own cup	• To be able to explain what caffeine is • To be able to describe the risks associated with caffeine • To be able to list a range of healthy ways to boost energy levels						

Comments

Year 6

Lesson Title – Good to be me

Key Stage: KS2 – Year 6 (Age 10-11)

PSHE Association Learning Opportunity

- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5
- that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3
- if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10
- when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10
- 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 DATV1
- what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

General wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

Health protection and prevention: the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

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.

Time required

45 minutes to an hour (alternatively, this lesson could be taught over several sessions and the main content of the lesson could be returned to and built upon)

Resources

- A selection of wind-up toys (optional)
- Flipchart paper and pens
- A5 paper (one per child) and pencils
- Plain square-shaped paper (one per child)
- Colouring pencils
- Teacher's own pre-prepared 'good to be me' origami craft (see below)

Note: the plain squared paper will be used to create individual origami models (sometimes called a chatterbox). This lesson will refer to it as a 'good to be me' origami craft. A set of instructions on how to assemble it is included within the lesson plan or visual instructions can be found by watching a video using YouTube. The 'Good to be me' origami is designed to support children with making healthy choices if they are feeling unhappy. Therefore, on each segment, write a feeling and underneath, write an idea of something you could do to improve this feeling. For example, stressed – go for a walk, worried – talk to a friend, etc.

Key Vocabulary:

- Run down
- Energy
- Alcohol
- Drugs
- Cigarette
- Dependent
- Dependency

Learning Outcomes:

- To be able to explain what dependency is
- To recognise why some people may become dependent on drugs and/or alcohol
- To be able to name a range of strategies to seek support if needed

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise. This lesson discusses the topic of dependency, which some children may find difficult if they have experienced this within their family or community. The lesson includes dependence on alcohol, drugs and/or cigarettes. For ease of reading all terms are introduced at the beginning but only referred to as drugs throughout the rest of the lesson plan.

Introduction and Baseline Assessment

Introduction:

Role-play ‘Wind-up toys’ Ask the children to find a space in the room, pretending to be a toy that has just been wound up. Ask them to move around the space until their mechanisms run down. Teacher to provide a 10-second count down to indicate the toy winding down. Repeat this a few times. Show a selection of wind-up toys (optional).

Gather the children back together and ask them to think about how our bodies work similarly. Following a rested night, most people begin the day with a good level of energy. However, during the day, our energy levels decrease. Ask them to think about how it feels as our energy levels reduce. Explore what they do when they begin to ‘run out of charge’ like in the game. How does it feel to be ‘run down’? Emphasise the things that we seek, depending on our needs, for example, hungry – food, tired – rest, etc.

Main Activities

We all have needs that are crucial for survival, such as the need for food, water, shelter, clothing and sleep. Beyond our basic needs, we also have emotional needs such as belonging, friendships, love and safety. Explore the range of emotions that someone may feel when they experience these needs being met. Discuss how someone might feel if their needs are not met.

Using drugs, cigarettes and/or alcohol provide side effects. Sometimes, the side effects can make a person feel a certain way; this could be a temporary feeling of excitement, relaxation or happiness. Usually, the side effects are temporary. Sometimes, some people choose to take or use drugs, alcohol and/or cigarettes to experience these temporary, positive emotions. Sometimes, people choose to take them as a way of avoiding or blocking out a negative or uncomfortable feeling. Emphasise that the reasons people choose to take drugs, alcohol and/or cigarettes vary. It is important not to judge or make an assumption about someone.

Explain that once the perceived positive side effects from the drug wear off, the person who has taken the drug may want to experience the positive side effects again and choose to take the drug and/or alcohol again. This can lead to dependency.

Ask: what helps children to feel good? Help children to identify how they or people their age might be feeling. Explore what they need and who can help them to meet that need. Discuss the things that usually work or help them to feel better. As a whole class, create a bubble-up of ideas. Start with a circle in the centre labelled: ‘If I don’t feel good about myself, I can…’. Offer each child an individual piece of paper to note any ideas that they would like to remember or refer to later on in this later, or for another time.

Show the children your pre-prepared ‘Good to be me’ origami (see resources for more information). Share with the children how it works. Emphasise how each segment inside is a different colour. Explain that this helps to offer an idea to improve mood, linked to that feeling. For example, if feeling stressed it might help to go for a walk, whereas if you are feeling upset, it might be more helpful to you to listen to some music.

Ask the children to create their own ‘good to be me’ origami craft. Model how to fold the paper to create the template or Google ‘origami chatterbox’ to show the children a visual set of instructions.

1) Begin by folding diagonally a plain piece of square paper from the bottom left corner to the upper right corner, then unfold.
2) Repeat by folding the bottom right corner to the upper left corner, then unfold.
3) Fold the paper in half by folding the bottom edge to the top edge, then unfold (the paper should have a star-shaped design showing from the folds).
4) Fold the paper in half again by folding the left edge to the right edge, then unfold it again.
5) Fold all four corners to the centre.
6) Turn the paper over.
7) Once again, fold all four corners to the centre.
8) Write on each segment a different emotion, inviting the children to use words explored in the session.
9) Underneath the words, ask the children to write an idea to help with this emotion. Remind the children that they can use the ideas shared as a class.

Once the origami has been made, fold the bottom half to the top. Show the children where to tuck their thumbs and forefingers in the four openings to make their origami move.

Plenary (Including summative assessment opportunity)

Talk through all of the ideas shared and discuss how they may help in different situations. Share the different school support systems and local services; you might also like to mention national services like ChildLine.

As a class, you could continue to add ideas to the mind map and keep it displayed in the classroom for the children to return to later on.

Invite the children to share their origami with a partner, taking turns to explore their own ideas.

Ask children to discuss with their talk partner what dependency is and why some people may become dependent on drugs and/or alcohol. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the ‘3, 2, 1’ triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Note for the teacher: the website Talk to Frank might be a useful resource for you if children ask questions to which you might not know the answer: https://www.talktofrank.com/.

Year 6		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Good to be me	• To be able to explain what dependency is • To recognise why some people may become dependent on drugs and/or alcohol • To be able to name a range of strategies to seek support if needed						

Comments

Lesson Title – It's OK to say no

Key Stage: KS2 – Year 6 (Age10-11)

PSHE Association Learning Opportunity

- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9
- strategies for recognising and managing peer influence and the desire for peer approval in friendships CF2
- how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that BS5 CF7

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

General wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

General wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Time required

30 to 45 minutes

Resources

- Talking stick
- A pack of post-it notes
- Pencils – one per child
- Role-play scenarios
- Flipchart paper and pens

Key Vocabulary:

- Peer pressure
- Peer influence
- Alcohol
- Drugs
- Cigarettes

Learning Outcomes:

- To describe what is meant by peer pressure or peer influence
- To know how to say no using a range of strategies
- To know how and where to seek support

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise. This lesson discusses the topic of dependency, which some children may find difficult if they have experienced this within their family or community. The lesson includes dependence on alcohol, drugs and/or cigarettes. For ease of reading, all terms are introduced at the beginning but only referred to as drugs throughout the rest of the lesson plan.

Introduction and Baseline Assessment

Introduction:

Ask the children to stand in a circle. Play a game of 'I like…'

Choose one focus for each round of the game, for example, your favourite sport, colour or food. The first person begins by holding the talking stick and saying "I like… strawberries." They then pass the talking stick to the person on their right. If they also agree and like this, they continue the word (even if they like something better, they should continue the word). If the word reaches a person who does not like it, they can change the word whilst continuing the same theme.

After playing this game, explore how it felt for those who changed the word and the emotions associated with this. Emphasise that it can make some people feel uncomfortable to 'stand out from the crowd', and it may not concern others.

Main Activities

Ask the children to explore the phrases 'peer pressure' and 'peer influence'. Give each child a post-it note and ask them to discuss it with a partner and jot down their thoughts. After two to three minutes, ask all of the children to bring their notes to the front. The teacher can look at these and address any myths and/or misconceptions.

Explain that peer pressure or peer influence can be a positive or negative experience. Sometimes, it happens because someone wants you to do something that you are not

currently doing, which could be positive or negative. Explain that peer pressure or peer influence can come from media, friends, peers and family.

Sometimes, peer pressure and influence can lead to doing things that are unsafe, against the law and/or unhealthy, for example, using alcohol, cigarettes and/or drugs.

You may wish to play the video 'how to deal with peer pressure with Eman' on BBC Own It: www.bbc.com/ownit/the-basics/eman-peer-pressure.

As a class, create a list of the different ways you can respond to peer pressure. Encourage the children to contribute their ideas. This could include giving yourself time to think, asking a question, talking to someone you trust and saying 'no'. Explain that sometimes we may feel pressure to do something that is unfamiliar but does not make us feel uncomfortable and therefore we may want to say 'yes'. Positive peer pressure may come from a peer influencing a person to do something that they have not done before. For example, this could provide an opportunity to learn a new skill or try something different.

In small groups, ask the children to role-play the suggested scenarios, stepping into the shoes and character of someone of a similar age to themselves. Remind the children to refer to the class list to use as options to resist the peer pressure or influence. **Note**: the pupils must work to help ensure a 'positive/healthier' outcome for the person being pressured. Can the children work together to navigate the situations positively to achieve the healthiest option?

Suggested role-play scenarios:

1) Robin is having dinner at Sam's house. Sam dares Robin to drink some wine from the bottle left at the dinner table. Sam laughs at Robin because they don't want to do it. Robin knows that this could cause trouble and it could be dangerous.

2) Jordan is at a party. There are some older teenagers who they have not met before. The older teenagers are putting 'sweets' into their mouths, but it doesn't look like a sweet Jordan has seen before. The packet is passed around. Jordan doesn't want to take one, but one of the older teenagers put the packet into Jordan's hand and said it is tasty, fun and 'just to try it'. Jordan begins to feel sweaty, with a racing heart.

3) Charlie arrives at school and notices their friends hiding behind the bushes. Charlie thought it was a little unusual as class was about to start. Charlie's friend, Rowan, calls over and excitedly shows a cigarette. Rowan explains that it has been taken from Rowan's older brother's bag. Rowan's brother said it is really cool and that they are likely to become more popular, as they think the older students at school always smoke. Charlie feels uncomfortable, as they are best friends, but Charlie doesn't want to try smoking. Charlie remembers the dangers of smoking from class and feels under pressure from friends to try smoking.

After role-playing, invite the children to talk amongst their groups about how it felt to role-play the scenarios. Ask them to discuss their thoughts and feelings, ensuring they are aware that the characters they played do not necessarily reflect how they would be in situations.

As a class, ask the children to think about how it felt to role-play the different characters and how it felt to see the situation from another perspective. Explore the following questions:

How did it feel to be the character who was pressuring someone else?
How did it feel to be the character experiencing peer pressure or peer influence?

Discuss the different emotions associated with each perspective.

Ask: do you think the characters who were pressuring their friend were aware of how it was making them feel? Explore how it felt to say no. How did it feel to hear the word no, as the person who was pressuring? Invite the children to wonder whether a true friend would pressure someone into doing something that they don't want to do.

Plenary (Including summative assessment opportunity)

In talk partners, invite children to explore how it felt to be in the shoes of someone who may be experiencing peer pressure or peer influence. Emphasise that people who care and support you will accept you saying no to things that make you feel uncomfortable. Ask them to discuss what is meant by peer pressure or peer influence. Invite two or three pairs to share their ideas with the class.

Share the different school support systems and local/national services for children to speak to if they are worried or concerned.

If time, you might like to return to the class list and ask if the children would like to add to it, now or later on.

Teacher note

In the next lesson, there is an activity that can be used as a baseline assessment. Alternatively, this activity can also be done in this lesson so that the teacher has a chance to look at the results before teaching the next lesson. This activity will act as a baseline assessment to help the teacher understand what the children may already know about drugs. This may also alleviate the pressure on the teacher to answer queries immediately and to consider how to respond to any difficult questions. The drugs discussed in this lesson can therefore be explored further by the teacher using a trusted resource such as the Talk to Frank website.

The activity is:

Ask children to think about drugs. Give the children time to talk to a partner. Ask the children to write down their thoughts on a post-it note and put it into a class anonymous box to act as a distancing tool so that the children feel comfortable sharing their thoughts in a depersonalised way. Explain to children that they will learn more about drugs in the following lesson.

Year 6		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
It's OK to say no	• To describe what is meant by peer pressure or peer influence • To know how to say no using a range of strategies • To know how and where to seek support						

Comments

Lesson Title – Rules

Key Stage: KS2 – Year 6 (Age 10-11)

PSHE Association Learning Opportunity

- what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
- about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3
- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
- 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 DATV1
- that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Drugs, alcohol, tobacco and vaping: the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

General wellbeing: That it is common to experience mental health problems, and early support can help.

Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Time required

45 minutes to an hour

Resources

- Connect Four Game or interactive version (www.cbc.ca/kids/games/all/connect-4) (**note**: ensure this game is set up in advance and displayed in full-screen mode to limit distractions)
- A pack of post-it notes
- Pencils – one per child
- Strips of paper approximately 1" wide by 8" long
- Glue stick

Key Vocabulary:

- Drugs
- Illegal
- Legal
- Law
- Consequence
- Strategies
- Support

Learning Outcomes:

- To describe what a drug is
- To describe possible effects and risks of taking a drug
- To be able to name how and where to seek support for themselves or someone else if they are concerned about their health

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Play a whole class game of ‘Connect Four’. This could be played interactively by searching the title of this game on a web browser, or following the link in the resources. You could play as teacher vs class or split the class into two teams.

Explain the rules of the game. The aim of the game is to create a line of four matching colours diagonally or horizontally by taking turns to choose where to place a counter.

After playing the game, ask the children to think about the skills involved. Focus on the skills of problem-solving, thinking, patience and following rules. Explain that this game also involved choice. It provided an opportunity for a player to think about where they wanted to place their counter from different options, this provided possible consequences dependent on where it was placed.

Ask: what is a consequence?

Explain that a consequence is a result of a choice or action. A consequence is what happens following an action that we have made. For example, if we choose to play a game, the consequence of this is that we may win, or we may lose. Consequences can be both positive and negative. Ask: what were the possible consequences of placing a counter in different places on the game board?

Main Activities

Invite the children to think about how life is full of choices. All choices lead to actions. Some choices are more difficult than others. Remind the children that all actions have

consequences, which can be positive or negative. Sometimes, people are faced with difficult choices that may make them feel uncomfortable. Taking the time to consider their thoughts and feelings before acting on impulse is a good way to consider options. Remind the children that this is called making an informed decision.

Begin a discussion about drugs. Explain that some people choose to take drugs.

Ask children to think about drugs. Give the children time to talk to a partner. Ask the children to write down their thoughts on a post-it note and put it into a class anonymous box to act as a distancing tool so that the children feel comfortable sharing their thoughts in a depersonalised way. (**Note**: this activity will act as a baseline assessment to help the teacher understand what the children may already know about drugs. This may also alleviate the pressure on the teacher to answer queries immediately and to consider how to respond to any difficult questions. The drugs discussed in this session can therefore be explored further using a trusted resource such as the Talk to Frank website. The teacher may choose to do this activity in the previous lesson.)

Explain that there are laws surrounding the use of legal drugs, such as cigarettes (including e-cigarettes), alcohol and medicines. Remind children that all medicines are drugs, but not all drugs are medicines. There are laws in place to protect children and young people because these drugs pose risks to our health. These can be both short-term and long-term effects. Remind the children of their prior learning about risks to health.

The terminology ‘drugs’ refers to all drugs, including legal, illegal, prescription medicines and over the counter medicines. Remember, all medicines are drugs, but not all drugs are medicines. Drugs can change the way people feel, think or behave.

All drugs, including medicines, come with a risk if they are not used correctly. Remind the children of their prior learning about why some people choose to use drugs and ensure that a respectful environment is maintained. It is important not to make an assumption or judgment about another person and what they choose to do.

Explain that some drugs are illegal to own, use and give to others. Some drugs are classified into categories A, B and C. They are categorised into these groups based on their level of risk to health and how harmful they can be to a person’s body. (**Note**: if appropriate, it may be useful to discuss a particular drug’s effects and risks using a trusted source like the Talk To Frank website if a drug has been mentioned several times in the anonymous box.)

Explain briefly that there are penalties to owning, using and giving/supplying illegal drugs to others. This means that someone can get a fine or prison sentence if they:

- take drugs
- carry drugs
- make drugs
- sell, deal or share drugs (also called ‘supplying’ them)

The penalties depend on the type or ‘class’ of drug or substance, the amount someone has, and whether they are also dealing or producing it.

Ask: what does it mean if something is illegal? Why do you think some drugs are illegal? Explore the reasons for this.

When something is illegal, it means that a rule has been made. People are encouraged to follow rules, especially when they have been set by the law. Rules are in place to protect people from harm and to protect themselves and others. When something is illegal, it tells us

that there are significant risks and consequences involved. Reinforce that laws are in place to keep people safe.

It can be very difficult for a person who chooses to use any drug to stop. This is because of the risk of dependency (remind the children of their prior learning).

Ask the children to think about what they could do if they were concerned about their own, or another person's health in relation to drugs. Give each child a strip of paper, asking them to think about what they could do if they ever felt worried and needed to speak to someone about anything that concerns or worries them. Who could they turn to? Ask each child to consider who their trusted adult is. Ask them to write a sentence about what they could do if they needed to seek support for themselves or another person. Attach the strips of paper together by creating a chain.

Explain that this is like a support network; it is OK to ask for help. Emphasise the important message that even if a person has made the choice to use a drug, they can still ask for help. Display the chain of support in the classroom to serve as a reminder that there is always support available.

Plenary (Including summative assessment opportunity)

Share the different school support systems and local services for children to speak to if they are worried or concerned; remind children about ChildLine and how they can provide support.

You can return to the game Connect Four to ensure the lesson finishes on a more positive note.

Ask children to discuss with their talk partner what a drug is and the possible effects and risks of taking a drug. As part of this discussion, encourage them to talk about how and where to seek support for themselves or someone else if they are concerned about their health. Invite two or three pairs to share their ideas with the class.

If time, in pairs, ask the children to think about what they have learnt in the lesson today using the '3, 2, 1' triangle of reflection. Ask the children to name three keywords (this could be from the vocabulary list or other vocabulary discussed), two things that they have learnt or enjoyed and one question, thought or idea that they want to explore next. Note down what they would like to explore next and return to it in another lesson.

Year 6		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Rules	• To describe what a drug is • To describe possible effects and risks of taking a drug • To be able to name how and where to seek support for themselves or someone else if they are concerned about their health						

Comments

Year 7

Lesson Title – Medicines and drugs

Key Stage: KS3, Year 7, Age 11-12

PSHE Association Learning Opportunity

- the importance of taking prescription and over-the-counter medicines correctly DATV5
- skills to predict, assess and manage risk in the context of increasing independence BS4 PS1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

Health protection and prevention and understanding the healthcare system: The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Time required

Approximately 1 hour

Resources

- Ailments and medicines/remedies activity printed on paper or made into individual cards for matching
- WHO video (https://www.youtube.com/watch?v=zoHOigIp94Q) and a means of showing it
- Six pieces of flipchart paper
- Six different colour marker pens
- Interactive whiteboard to display information

Key Vocabulary**:**

- Medicines
- Drug use
- Immunisation
- Personal responsibility

Learning Outcomes:

- To recognise some of the roles that medicines play in our society and the importance of maintaining healthier lifestyles
- To know and understand some of the benefits of immunisation
- To identify benefits, effects and risks of drug use (including medicines) to health
- To recognise personal responsibility for decisions about using drugs and medicines

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by giving pairs of pupils a list of ailments and a list of medicines/remedies. They can be printed out into individual cards or on one piece of paper, so pupils can draw a connecting line between the ailment and the medicine/remedy.

Ask them to match the ailment to the medicine/remedy that could be considered the most appropriate for an apparently healthy person (i.e. this person does not have any underlying conditions or illnesses).

Ailments

- Headache
- Cold
- Dry cough
- Chesty cough
- Diarrhoea
- Grazed skin
- Sore throat
- Hay fever

Medicine/remedy

- Hot lemon and honey drink
- Paracetamol
- Antiseptic lozenge
- Antihistamine
- Antiseptic cream
- Cough medicine
- Rehydration powders
- Steam inhalation

Go through the answers with pupils:

Ailments

- Headache
- Cold
- Dry cough
- Chesty cough
- Diarrhoea
- Grazed skin
- Sore throat
- Hay fever

Medicine/remedy

- Paracetamol
- Hot lemon and honey drink
- Cough medicine
- Steam inhalation
- Rehydration powders
- Antiseptic cream
- Antiseptic lozenge
- Antihistamine

Ask pupils whether they have heard of other medicines/remedies to help with these ailments. For example, in some cultures, the use of chicken broth for colds and coughs is common.

Ensure pupils understand that some ailments do not need to be treated with medicines; for example, a dry cough will usually stop by itself after a few days and cough medicines mask only the symptoms, not the cause.

Explain also that some ailments can often be as a result of tiredness, hunger or thirst, so addressing the underlying cause (by getting more sleep, eating a balanced diet and drinking enough fluids – maintaining a healthier lifestyle) may be more effective in the longer term. Explain also that not everyone might agree with their ideas.

Main Activities

Many people choose to take medicines for minor ailments so they can get on with daily life and not be troubled by symptoms too much. Explain that major ailments or illnesses need a different approach.

Display these illnesses on the board and ask pupils what connects them:

1. Polio
2. Diphtheria
3. Tuberculosis (TB)
4. Smallpox
5. Measles

Reveal that the connection is that they are all very serious communicable diseases that can be prevented with vaccines. The only one to have been eradicated is smallpox, which happened because of a global campaign to vaccinate everyone (and the vaccine is no longer needed routinely for anyone).

Ask: Why are all the other vaccine-preventable diseases listed still potentially a problem for us today?

Share with pupils that it is because none of them have been eradicated (been wiped out), and although successful vaccination programmes in the UK mean they were nearly eliminated, falling vaccination rates here and in many countries means that the viruses are still able to take hold in unvaccinated communities. Diseases like diphtheria and polio are rare in the UK but are more common in other countries, especially those where vaccination programmes are not as efficient; and with increased travel and movement around the world, people with the disease can pass it on to people who haven't been vaccinated. TB vaccinations had all but finished as the disease became very rare in the UK, but this is now changing and reflects the changing demographic of the UK.

Ask pupils to talk in a pair and discuss what they have heard about immunisations and vaccinations. After a few minutes, invite their feedback. Be aware of any myths or misconceptions and correct them where necessary. Ensure they are aware that there is some mis- and disinformation circulating, especially online and in social media, and that everything they see online might not be true.

Share the WHO video about vaccinations: https://www.youtube.com/watch?v=zoHOigIp94Q.

Explain that a vaccination is a simple, safe, and effective way of protecting you against harmful diseases, before you come into contact with them. It uses your body's natural defences to build resistance to specific infections and makes your immune system stronger.

Vaccines train your immune system to create antibodies, just as it does when it's exposed to a disease. However, because vaccines contain only killed or weakened forms of germs like viruses or bacteria, they do not cause the disease or put you at risk of its complications. Most vaccines are given by an injection, but some are given orally (by mouth) or sprayed into the nose (World Health Organization).

Reinforce that vaccines are a type of medicine. They are an example of prescribed medicines – that is, medicines that a medical professional (doctor, nurse) will prescribe. They cannot be bought over the counter, like antihistamines or cough medicine. Explore with pupils what antibiotics are and how they help to treat bacterial infections.

Display this information on the board and read through it with pupils:

Over-the-counter medicines

- Can be sold directly without a prescription (usually for people over 12)
- Provide relief of symptoms for colds, headaches, pain

Prescribed medicines

- Prescription-only medicines, such as antibiotics, must be prescribed by a qualified health professional
- Vaccinations (to immunise people)
- Medicines like asthma inhalers, autoinjectors, and insulin for Type I Diabetes

Ask pupils if they have any questions.

Next, place a piece of flipchart paper and a marker pen on six tables around the room. Pupils work in groups. Assign each group a number from one to six. Group 1 will answer Question 1; Group 2 will answer Question 2, and so on.

Display these questions on the board. Ask pupils to work in groups to consider the following questions. They might not know the answers but the aim of this activity is for them to discuss their ideas and thoughts:

1. What are some of the benefits of prescribed and over-the-counter medicines?
2. What could be some of the drawbacks of prescribed and over-the-counter medicines to someone's health?
3. What are the benefits of vaccinations and being immunised?
4. What does it mean to use prescribed and over-the-counter medicines safely?
5. What is the difference between a medicine and a drug?
6. What might it be like if we didn't have medicines?

Pupils have six minutes to answer their initial question. After the six minutes is up, move the pieces of paper around (carousel), while the groups stay where they are. Each group now adds to the answer already written on the piece of paper (they don't need to repeat what is already written); they have five minutes to do so then the paper moves on. Then the

carousel continues again for four minutes, then moves on; this keeps going until there is nothing else to write on the paper and the time is up. If starting with six minutes feels too long, cut it down.

Display the pieces of paper around the room. Invite pupils to place themselves next to their original piece of paper. Ask each group for feedback about what has been written on their piece of paper. If time is short, ask them for three key points they want to share.

Draw the activity to a close. Ask pupils to discuss in a pair who is responsible for making decisions about medicines in their lives and how that might change as they get older.

Briefly share with pupils information about The Yellow Card Scheme – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based guide for pupils and teachers on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate. They might also like to state what else they would like to know.

Year 7		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Medicines and drugs	• To recognise some of the roles that medicines play in our society and the importance of maintaining healthier lifestyles • To know and understand some of the benefits of immunisation • To identify benefits, effects and risks of drug use (including medicines) to health • To recognise personal responsibility for decisions about using drugs and medicines						

Comments

Lesson Title – A smoke-free life

Key Stage: KS3, Year 7, Age 11-12

PSHE Association Learning Opportunity

- to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
- strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4
- about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard to display facts and statistics
- Credible sources of information about smoking, including www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/ and www.nhs.uk/better-health/quit-smoking/; for Surrey-specific data, see www.surreyi.gov.uk/jsna/jsna-smoking-vaping-and-tobacco-control/.
- Resources for the final main activity – paper, pens, art/craft equipment, technology

Key Vocabulary**:**

- Smoking
- Passive smoking
- Quitting

Learning Outcomes:

- To understand how smoking/passive smoking affects the body
- To consider the physical, mental and emotional 'cost' of smoking

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils to discuss in pairs these questions:

- Why do some people smoke?
- How many people actually smoke?

Select a few pairs to share their answers with the class. Then reveal that this lesson will explore how smoking affects people and how they can give up (quit).

Main Activities

Show pupils this short list of facts about smoking from the Office of National Statistics:

- In the UK in 2022, 12.9% of people aged 18 years and over, or around 6.4 million people, smoked cigarettes.
- In the UK, 14.6% of men smoked compared with 11.2% of women.
- People aged 25 to 34 years had the highest proportion of current smokers in the UK (16.3%); those aged 65 years and over had the lowest (8.3%) in 2022.

Ask: what do you think about this data? Does any of it surprise you? Did you think the percentages would be lower or higher? Why? Allow some time for discussion and for pupils to share their thoughts.

Note: if you would like to show pupils data about Surrey's smoking prevalence, this can be found here: www.surreyi.gov.uk/jsna/jsna-smoking-vaping-and-tobacco-control/.

Then show pupils the data for Surrey's young people, from the Health-Related Behaviour Questionnaire (2022):

- 1% of secondary-aged pupils responded that they smoke 'regularly'.
- 36% of these pupils said they would like to give up.

(**Note for the teacher**: please update this data when the next HRBQ results are published, using this link: Surrey Healthy Schools Wellbeing Survey | Surrey-i (surreyi.gov.uk).)

Ask: what do you think about this data? Does any of it surprise you? Did you think the percentages would be lower or higher? Why? What does this tell you about young people and their choices? Allow some time for discussion so pupils can appreciate how there might

be different opinions and perspectives in the class, even when faced with the same information.

Explain that smoking poses many risks for people. There are lots of health risks that research has revealed, including these facts from the NHS, to share with pupils:

- Smoking is one of the biggest causes of death and illness in the UK.
- Every year around 76,000 people in the UK die from smoking, with many more living with debilitating smoking-related illnesses.
- Smoking increases the risk of developing more than 50 serious health conditions.
- Some may be fatal, and others can cause irreversible long-term damage to health.
- You can become ill:
    - if you smoke yourself
    - if people around you smoke (passive smoking)

Pause here and encourage pupils to consider if people who smoke might be aware of these facts. Ask whether they think knowing facts has an influence on why someone might smoke. Invite some discussion; if time, you might like to ask them about health-related messages they have heard about and whether they think people adhere to those messages (e.g. five a day: eating five or more pieces of fruit or vegetable every day). Acknowledge that there will be different reasons why people smoke (and when discussing this with pupils, ensure everyone talks in a sensitive, non-judgemental way; for people who smoke, there may be a variety of reasons why, and some might not be obvious to the outsider).

Then share with them this information from the NHS. (There is a lot of information here, so please select that which is most relevant to your class; you might like to show it on the board, or make it into a short, printed leaflet.)

- Smoking causes around 7 out of every 10 cases of lung cancer (70%).
- It also causes cancer in many other parts of the body, including the mouth, throat, voice box, oesophagus, bladder, bowel, cervix, kidney, liver, stomach, and pancreas.
- Smoking damages the heart and blood circulation, increasing the risk of developing conditions such as:
    - coronary heart disease
    - heart attack
    - stroke
    - peripheral vascular disease (damaged blood vessels)
    - cerebrovascular disease (damaged arteries that supply blood to your brain)
- Tobacco smoke contains:
    - nicotine
    - carbon monoxide
    - tar
    - toxic chemicals such as benzene, arsenic and formaldehyde
- Nicotine is a very addictive substance so it keeps people smoking. The carbon monoxide, tar and other toxic chemicals in tobacco smoke cause serious damage to health.
- Adults who already smoke might use a vape to help them quit smoking. Children should not vape but if adults want to quit smoking tobacco, then a vape can be an effective quit aid.

Ensure pupils are also aware of the health risks of passive smoking by sharing this information from the NHS with them:

- Second-hand smoke comes from the tip of a lit cigarette and the smoke that the smoker breathes out.
- Breathing in second-hand smoke, also known as passive smoking, increases the risk of getting the same health conditions as smokers.
- Children and young people who are from smoking households are up to three times more likely to become smokers themselves compared to their peers who come from smokefree households.

Emphasise to pupils that this information can feel overwhelming, scary or alarming. Ensure they know that anyone who quits/stops smoking will start to experience lots of benefits immediately and over the longer term.

Share with pupils some information about how to stop smoking, including national and local organisations who can help. Ensure you include how a GP can help, as can the NHS Smokefree website; and highlight the Healthy Surrey Stopping Smoking Webpages: Stop smoking support | Healthy Surrey, which is available for people from 12 years of age upwards. You might like to display this information at the end of the lesson so it is not overwhelming for pupils.

If you feel it is relevant and helpful, show pupils this data, also from the Surrey Healthy Schools Wellbeing Survey (2022):

- 20% of pupils responded that their parents/carers smoke.
- 5% of pupils responded that someone smokes indoors at home in rooms that they use.
- 6% of pupils responded that someone smokes in a car when they are in it too.

Share this information with pupils about the benefits of giving up smoking:

- After 48 hours, the body's sense of smell and taste will start improving.
- After 72 hours, breathing will be better and the body will have more energy.
- By quitting, someone would save around £38 per week, and almost £2000 a year.
- After 28 days of being smoke-free, someone is five times more likely to quit for good.
- From three months, coughing and breathing problems will start improving.

With this information in mind, their task is to work in groups to consider how they would support someone who is older than them who wants to stop smoking and how they can get help. Encourage them to use the information they have learned in this lesson. They can create something to support others on paper, they could act it out or tell a story, do something using technology, or similar. Ensure they offer encouragement for anyone who smokes to choose the healthier option; try to ensure that pupils do not use scare tactics as part of their supportive approach – as scaring people into making healthier choices doesn't work and serves only to upset people. Offer pupils plenty of time to share their creations with the rest of the class.

To extend this activity, ask pupils to devise a rating system for how effective they think each group's efforts are to support someone to quit smoking. Measures of effectiveness might include whether it was accurate, informative, supportive, entertaining and encouraging.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate, and what else they might like to know or explore.

Year 7		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
A smoke-free life	• To understand how smoking/passive smoking affects the body • To consider the physical, mental and emotional 'cost' of smoking						

Comments

Lesson Title – What do we think about alcohol?

Key Stage: KS3, Year 7, Age 11-12

PSHE Association Learning Opportunity

- to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choice (Careers education: aspirations, learning and work)
- how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know RR2 RR5
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4
- about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9
- that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings OSA2 OSA4
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard to display provided information about alcohol
- Piece of A4 paper and pen for all pupils
- Teacher information about the draw and write technique

Key Vocabulary**:**

- Alcohol use
- Peer pressure and influence
- Resist pressure
- Personal responsibility

Learning Outcomes:

- To be aware of some myths, misconceptions and stereotypes linked with alcohol use
- To recognise when pressure from others threatens personal safety and wellbeing, and to develop effective ways to resist pressure, including where and when to seek help
- To show an awareness and an ability to deal with the emotional responses of self and others

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils to guess the missing number in this statement:

'In a survey in 2022, **xx%** of secondary-aged pupils in Surrey said that they never drink alcohol.'

Invite guesses from pupils. Then reveal the answer:

'In a survey in 2022, **57%** of secondary-aged pupils in Surrey said that they never drink alcohol.'

Ask pupils for their reactions to this fact. Draw out from them that this figure is over half of all secondary-aged pupils. Encourage them to notice how high this percentage is.

In pairs, invite pupils to discuss one myth and one stereotype about alcohol use. If they need some help to get started, suggest one stereotypical view – that some adults think that young people get drunk all the time; or a myth – that alcohol makes people happy. Invite pairs to share their ideas and note these down on the board.

Main Activities

Next, invite pupils to participate in a draw and write activity (see Teacher information about draw and write technique **below**). Give each pupil a piece of A4 paper and a pen. Ask them to draw and/or write about someone their age who is being encouraged by peers to drink alcohol. What is the person their age thinking, saying and feeling? Ask pupils to turn their paper over or cover it with something, as it will be returned to later.

Show pupils some information about alcohol (from kidshealth.org). You might like to divide this information up over several slides, or make it into an information sheet; if there is too much information included here, please use only the sections that are most useful for your pupils and disregard the rest.

> Alcohol is created when grains, fruits, or vegetables are fermented. Fermentation is a process that uses yeast or bacteria to change the sugars in the food into alcohol.
>
> Fermentation is used to produce many necessary items — everything from cheese to medicines.
>
> Alcohol has different forms and can be used as a cleaner, an antiseptic, or a sedative.
>
> Alcohol is a depressant, which means it slows the function of the central nervous system. Alcohol actually blocks some of the messages trying to get to the brain. This alters a person's perceptions, emotions, movement, vision, and hearing.
>
> When people drink alcohol, it's absorbed into their bloodstream. From there, it affects the central nervous system (the brain and spinal cord), which controls virtually all body functions.
>
> In very small amounts, alcohol can help a person feel more relaxed or less anxious.
>
> More alcohol causes greater changes in the brain, resulting in intoxication. People who have overused alcohol may stagger, lose their coordination, and slur their speech. They will probably be confused and disorientated.
>
> Depending on the person, intoxication can make someone very friendly and talkative or very aggressive and angry.
>
> Reaction times are slowed dramatically — which is why people are told not to drink and drive.

Ask pupils if any of the myths and misconceptions they thought of earlier have been covered by these facts, and if they have any questions about what they have seen.

In pairs, ask pupils to list some reasons about why they think people use alcohol. Then ask pairs to join up with another pair to share their ideas together. Invite some discussion as a class about why people might use alcohol. Ensure the following reasons are included:

- Curiosity
- To feel better
- To affect emotions
- To fit in
- To appear more mature to others

Ask pupils if peer pressure and peer influence might be why some people use alcohol. Support pupils to define the difference between pressure and influence; explain that peer pressure is when someone else tries to force you to do something, while peer influence might be more subtle – when you choose to do something you wouldn't otherwise do

because you want to feel accepted and valued by friends. Invite students to work in pairs and think about what each might look like and feel like. If pairs of pupils want to feed back to the class, they are welcome to, ensuring they adhere to the group agreement/ground rules.

In pairs, ask pupils to think of and note down some ways that someone their age could resist peer pressure and peer influence. Ensure pupils understand that people should not be pressured into engaging in less healthy behaviour. They can use these headings to help:

- What could someone say or do to resist peer pressure or peer influence?
- Who could help? Think of a trusted adult…
- What else could someone do if they didn't want to use alcohol?
- How can someone keep themselves safe in situations where others are trying to influence them or pressure them?
- What skills might this person need?

Then, working individually, pupils return to their draw and write activity and, perhaps using another colour pen, draw and/or write how the person in their drawing could resist peer pressure and peer influence. They can focus on the skills needed, and notice that these skills can be useful in a range of situations, not only those related to alcohol use. If pupils are happy to share their creations, spend some time looking at their work and sharing appropriate ideas with the rest of the class.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Information for teachers about draw and write technique

'Draw and write' has become widely used by practitioners and researchers to 'start where children are' in their understanding of health and health-related behaviours – which forms the basis of high-quality PSHE provision and facilitation. Concepts underpinning health are often abstract and complex. It is easy to assume that children know little about health, or that what they know is 'wrong'.

The draw and write technique can illuminate what sense children and young people make of constructs such as 'health' and 'risk' as well as their understanding of causes of ill health such as cancer and asthma. The findings can be used to plan and evaluate health education and promotion interventions which meet the needs of children. It is important not to guide children in what to draw or write, nor offer them too much introductory detail. but let them decide. The results of children's work will demonstrate to them and to teaching staff their true ideas, not the ones they believe others wish them to show.

Year 7		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
What do we think about alcohol?	• To be aware of some myths, misconceptions and stereotypes linked with alcohol use • To recognise when pressure from others threatens personal safety and wellbeing, and to develop effective ways to resist pressure, including where and when to seek help • To show an awareness and an ability to deal with the emotional responses of self and others						

Comments

Year 8

Lesson Title – Alcohol in today's society

Key Stage: KS3, Year 8, Age 12-13

PSHE Association Learning Opportunity

- how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
- to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
- strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7
- the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Time required

Approximately 1 hour

Resources

- 15 Post-it notes per group (maximum 90 in total)
- Pens
- Dilemmas about alcohol templates, one printed copy per group

Key Vocabulary**:**

- Alcohol use
- Cultural norms
- Dilemma
- Self-image

Learning Outcomes:

- To know some of the reasons why people might use alcohol
- To recognise some of the cultural norms in society, including a range of lifestyles and relationships
- To consider social and moral dilemmas

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

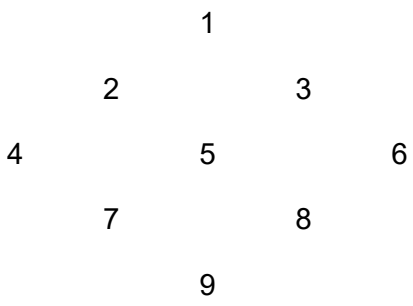
Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils to get into groups of five or six. You may want to have groupings pre-prepared. Give each group 15 Post-it notes and a pen. Ask each group to assign a scribe who will write on the Post-it notes. Their task is to think of the most important cultural norms to people of their age group.

Explain that cultural norms are rules or expectations of behaviour and thoughts based on shared beliefs within a specific cultural or social group. They are the things that are expected in society and help it function smoothly; they can be described as standards that society lives by. Some examples might be being on time, queueing politely, giving up your seat on public transport for someone who needs it more than you, or wearing certain clothes in particular settings. Explain that many behaviours (cultural norms) are founded upon values that people believe to be important, such as respect, honesty, equality, etc.

Give pupils enough time to write up to 15 cultural norms, one per Post-it note. Then ask them to rank them in order, from most to least important. They might like to select nine of the most important ones to them and arrange them in a Diamond-9 formation:



Invite pupils to share their most important cultural norms for people their age. You might like to ask each group to tell the rest of the class about their number one norm and why they have chosen it. Debrief by saying that cultural norms often mould or shape the choices people make in their lives, and this can be related to the theme of this lesson, which is on alcohol in today's society.

Main Activities

Divide pupils into groups of four. Each group is given a template (below) and they fill in their answers to Questions one to four only. After that, they pass their template onto another group, who completes it by answering Question five.

Explain that they are going to invent a character who is in a dilemma about alcohol. Explain that dilemmas can be social or moral in nature. Once they have set the scene and given enough detail (by answering Questions one to four), their scenario is passed onto another group, who then try to suggest ways to help the character manage their dilemma and come up with a positive solution. To give them some ideas, the dilemmas could be that someone wants to 'fit in' with a group of friends who drink alcohol frequently but they don't want to drink very much or at all; or it could be that they want to celebrate their birthday at a party by drinking alcohol, but their family members who are at the party don't drink alcohol because of their religious beliefs. Ensure pupils explore a range of scenarios about why people use alcohol and how this can be linked to cultural norms.

Template

Use this template to create a character who is in a dilemma about alcohol.

1. What is the name of your character?

2. How old is your character?

3. What is your character's dilemma about alcohol? Give as many details as possible.

4. What might your character think, feel and say?

5. What could help this character manage their dilemma and have a positive solution?

Once Question five has been answered by another group, the template is returned to its original group, who then review the suggestions made. Some criteria they might find helpful to review the suggestions could include:

- Are they realistic?
- Are they supportive of the character's needs?
- Are they in the character's best interests?
- Are they positive and simple?

They can add their own ideas to the other group's suggestions. Ensure all suggestions are compassionate and proportionate. Reinforce that there is no place for alarmist or shocking information and ideas to be shared in this lesson, as the focus needs to be on a positive, strengths-based approach.

Invite one or two groups to share briefly their character's dilemma and some suggestions to help them. Ask the class to identify the skills that are important for every character to hone, no matter their dilemma. Ensure they mention skills akin to resilience, negotiation, assertiveness, and self-assuredness. Invite students to comment briefly how these skills can be practised in other ways and situations.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 8		**Pupil self-assessment**			**Teacher assessment**		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Alcohol in today's society	• To know some of the reasons why people might use alcohol • To recognise some of the cultural norms in society, including a range of lifestyles and relationships • To consider social and moral dilemmas						

Comments

Lesson Title – Substances and their effects

Key Stage: KS3, Year 8, Age 12-13

PSHE Association Learning Opportunity

- how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
- strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4
- about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1
- about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping DATV6 MW9

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

The law relating to the supply and possession of illegal substances.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard to display provided information about drugs
- Talk to Frank website: www.talktofrank.com/

Key Vocabulary**:**

- Stimulants
- Depressants
- Analgesics
- Hallucinogens

Learning Outcomes:

- To know some of the basic facts about substances including their health risks, effects and relevant legislation
- To understand about the different categories of drugs including stimulants, depressants, analgesics and hallucinogens
- To communicate confidently with their peers and adults
- To consider the physical, mental and emotional 'cost' of drug use on people and societies

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by explaining that there are four types of drugs. Display their names on the board:

- Stimulants
- Depressants
- Analgesics
- Hallucinogens

In pairs, invite pupils to discuss what they think the effects of these drugs are on the body. After a few minutes, ask some pairs for their ideas. Reassure students that they aren't expected to know all the correct answers, as this lesson will explain things in more detail.

Main Activities

Share the information about each type of drug and the effects on the body (display on the board):

Stimulants are a type of drug that speed up messages travelling between the brain and body. They can make a person feel more awake, alert, confident or energetic.

Depressants are a type of drug that reduce arousal and stimulation. They affect the central nervous system, slowing down the messages between the brain and body.

Analgesics, also called painkillers, are drugs that relieve different types of pain.

Hallucinogens are drugs that can potentially change the way people see, hear, taste, smell or feel, and also affect mood and thought.

Then share some information about examples of each type of drug and more specific effects of use. You might like to display this over several slides, or create an information sheet.

Stimulants include caffeine, nicotine, amphetamines and cocaine. Large doses can cause over-stimulation, resulting in anxiety, panic, seizures, headaches, stomach cramps, aggression and paranoia. Long-term use of strong stimulants can have adverse effects. Some of these drugs are illegal.

Depressants include alcohol and sedatives. They can affect concentration and coordination and slow down a person's ability to respond to unexpected situations. In small doses, they can cause a person to feel more relaxed and less inhibited.

Analgesics include anti-inflammatory analgesics to reduce inflammation, and opioid analgesics to change the way the brain perceives pain. Some analgesics can be bought over the counter; others require a prescription. In recommended doses, these are usually safe, but if too many are taken it can cause damage to internal organs and mental health problems.

Hallucinogens include LSD, mescaline, psilocybin, cannabis, ecstasy, and ketamine. They affect the brain and body by disrupting regular communication between neurons responsible for certain functions and can affect mood, emotions, sleep, body temperature and the senses. Many of these drugs are illegal.

(Information from Talk to Frank.)

Offer pupils time to ask any questions: this can be done individually or in pairs; pupils might like to write their questions on a piece of paper to remain anonymous. If you do not know the answer to these questions, find out the answer for them and respond to them another time; if appropriate, pupils could research the answer themselves using the Talk to Frank website.

Explain that the effects of drug use are not just physical: they can be emotional and mental too. Ask pupils what they think this means and invite them to share their ideas. Explain that there can be 'costs' to using drugs. This means that the effects of drugs extend beyond just the body of the person taking them. For example, if someone misuses alcohol (drinks too much), it often has a negative effect on their mental health, and on the people around them; it might even have an effect on wider society – through driving under the influence of alcohol, through crime and through injury.

Divide the class into six groups. Prepare them to participate in a debate about drug use. One side of the debate will argue for the motion and the other side will argue against it; explain carefully that pupils might be asked to represent a side of the debate that doesn't reflect their own views, just for the purposes of the activity.

The motion is: The 'cost' of drugs to society is too high so all drugs should be banned.

Three of the six groups prepare an argument FOR the motion, and three of the six groups prepare an argument AGAINST the motion. Once the groups have had a few minutes to prepare, they each nominate one person to be their spokesperson. The FOR spokespeople join up and prepare their collective arguments (with the teacher checking their content before it is shared with the class), and the AGAINST spokespeople do the same. In the meantime, the remaining pupils devise a scoring system and a voting system to help them decide who will win the debate. This could be a score out of 10 for how well an argument was reasoned, how well each group responded to the other group's arguments, or how articulate or

enthusiastic the arguments were. (**Note for the teacher**: you can look up online for guidance about how to run a classroom debate if you would like to do it differently from this suggestion. You may decide to pre-prepare the scoring system and provide a template for the groups.)

Spokespeople from each group present their arguments in turn until all the arguments or points have been shared and explained. The remaining pupils take notes on the points that are relevant and pertinent to the debate. Once the debate is completed, the scoring is added up and the vote is taken. The winning side is decided upon as the group who presented the most coherent, structured and clear arguments about the 'cost' of drugs to society.

Invite pupils to share how they felt about participating in the debate and debrief how it is a contentious area – and there might not be an absolute or binary answer to the motion. If tensions in the class remain after the debate has concluded, invite pupils to reflect on their feelings and note down (in words or drawings) how they feel, what they are thinking, and what they would still like to say. Pupils can share this with the teacher if there is time and space to do so.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 8		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Substances and their effects	• To know some of the basic facts about substances including their health risks, effects and relevant legislation • To understand about the different categories of drugs including stimulants, depressants, analgesics and hallucinogens • To communicate confidently with their peers and adults • To consider the physical, mental and emotional 'cost' of drug use on people and societies						

Comments

Lesson Title – Smoking and vaping

Key Stage: KS3, Year 8, Age 12-13

PSHE Association Learning Opportunity

- how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
- to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
- strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs DATV7
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4
- about different values and attitudes relating to finance, including debt
- how to manage emotions in relation to money (KS3 Economic wellbeing)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.

The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Wellbeing online: The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.

How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard to display provided information about smoking/vaping
- Talk to Frank website: www.talktofrank.com/drug/nicotine
- Pupil access to the internet to search for a variety of current adverts directed towards young people OR teacher to provide printed copies of current examples of adverts for products directed towards young people that are **NOT** drug-, vaping- or alcohol-related (i.e. focus on clothing, products like shampoo or deodorant, recreation equipment, etc. This lesson focuses on the skill of discernment and it needs to be rehearsed using examples that are suitable for pupils in Year 8.)
- Other useful websites, for reference: www.catch-22.org.uk/resources/vaping-a-guide-for-young-people/, and www.oneyousurrey.org.uk/stop-smoking for smoking cessation support for people aged 12+.

Key Vocabulary**:**

- Nicotine
- Smoking
- Vaping
- Manipulation
- Discernment

Learning Outcomes:

- To understand the nature of being dependent on nicotine
- To develop critical appraisal skills about the advertising and promotion of products to young people, and to be able to apply this to tobacco and e-cigarettes products

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by showing on the board these statements:

- Human skin regenerates every week.
- Pineapples grow on trees.
- Every country in the world has a rectangular flag.
- The letter T is the most common in the English language.
- French fries originated in France.

Invite pupils to think to themselves (they don't need to share) about whether they seem believable or plausible.

Introduce the term ‘discernment’ to pupils and explain how this word relates to a skill of being able to judge well. Explain that they had just been employing the skill of discernment when they were deciding whether the statements on the board were believable or plausible.

Explain that in this lesson pupils will be practising their discernment skills about the advertising and promotion of tobacco and e-cigarettes (vapes) to young people.

Share the correct statements on the board:

- Human skin regenerates every month.
- Pineapples grow in the ground.
- Every country in the world has a rectangular flag, except Nepal, which has a flag that combines two pennant shapes.
- The letter E is the most common in the English language.
- French fries originated in Belgium.

Main Activities

Share information on the board (or in another way that is appropriate for your pupils) about nicotine and how addictive it is.

> Nicotine is a stimulant found in tobacco and most vaping products.
>
> When nicotine is inhaled, it releases adrenaline in the body. It causes blood pressure and heart rate to increase, and makes breathing faster.
>
> Nicotine also activates areas of the brain that are involved in producing feelings of pleasure and reward.
>
> Nicotine is an addictive substance which can be hard to stop using.
>
> Nicotine may be riskier for young people than for adults. There’s some evidence that in adolescence the brain is more sensitive to its effects.
>
> Nicotine is a toxin and poisoning can happen if larger doses are taken. Symptoms are usually quite mild and include nausea and vomiting, headaches and stomach pains, but in more severe cases it can lead to convulsions, depressed breathing and heart rate, and even death.

(Information from Talk to Frank.)

Invite pupils to imagine to themselves what it might feel like for someone to be dependent on nicotine. Then ask them to use their discerning skills to judge whether they think nicotine is a healthier or less healthy choice.

Explain that if people are dependent on nicotine, it means their bodies will crave more of it, so they continue to smoke/vape. This ensures people continue to buy cigarettes/vapes and the smoking and vaping industry continues to make money.

In pairs or small groups, pupils look at current advertising of products aimed at young people (see examples in Resources list) to help them to recognise (to discern) the techniques used to encourage them to buy something or do something. Pupils can create a checklist of the

most common techniques used by advertisers that might include how colourful an advert is, and the words used to make something sound more appealing.

Once pupils have had time to explore, draw their conclusions together as a class and encourage them to notice any emerging themes. Next, invite pupils to consider how some of the techniques used in the adverts they have seen might be applied to other products.

In their pairs or small groups, pupils create a list of ways to recognise and manage influences on decision-making for young people. They might like to do this in a variety of creative ways. Pupils can think of ways to counter the influences of the advertising industry with questions or statements for people their age to consider in response to adverts in order to practise becoming more discerning. Offer pupils time to share their findings with the whole class and note the themes that emerged in their discussions.

Debrief this activity by ensuring that pupils understand about and can recognise some of the techniques used by advertisers to entice people to buy products, including those products that are less healthy (such as tobacco and e-cigarettes products). Ensure pupils understand that their knowledge about advertising techniques equips them with skills to make informed decisions about which products they may or may not use.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 8		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Smoking and vaping	• To understand the nature of being dependent on nicotine • To develop critical appraisal skills about the advertising and promotion of products to young people, and to be able to apply this to tobacco and e-cigarettes products						

Comments

Year 9

Lesson Title – The effects of alcohol on the brain and the body

Key Stage: KS3, Year 9, Age 13-14

PSHE Association Learning Opportunity

- how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
- how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5
- to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV4

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.

Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

Time required

Approximately 1 hour

Resources

- Continuum statements printed on large pieces of paper
- Marker pens or sticky dots
- Interactive whiteboard to display provided information about alcohol
- NHS recovery position video: www.nhs.uk/conditions/first-aid/recovery-position/
- Equipment for final activity (optional)

Key Vocabulary**:**

- Alcohol
- Health risks
- Legislation
- Recovery position

Learning Outcomes:

- To understand the basic facts about alcohol, including health risks, effects and relevant legislation
- To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles
- To be able to compare values and beliefs held by self and others belonging to different groups and identify common ground

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by displaying a series of continuum statements around the room. The following statements are printed, one on each large piece of paper, with a clear line printed below each statement with the word ‘Agree’ at one end and the word ‘Disagree’ at the other end of the line.

- Drinking alcohol can make it very difficult to control impulses and make healthy choices
- Drinking alcohol affects the ability to sense danger
- The more alcohol a person consumes, the more significant their memory impairment
- Drinking alcohol causes reductions in the size of the frontal lobe area of the brain (involved in planning and decision-making) in young people
- Drinking alcohol in adolescence may have significant effects on brain function

Give each pupil five sticky dots or a marker pen. Pupils visit each statement and invite them to read each statement and notice their gut reaction; without discussing it with anyone else, they put their dot or mark on the continuum line beneath each statement. When pupils have completed the task, ask them to review the class’s general trends. Do most people agree or disagree with each statement? Share with pupils that each of the statements is true and explain that in this lesson they will be learning some more about alcohol.

(**For teacher information:** statements are from the National Institute on Alcohol Abuse and Alcoholism.)

Main Activities

Share some information about the legislation around alcohol and young people (information from www.gov.uk/alcohol-young-people-law). You can display this over several slides or on an information sheet.

> Someone under 18 can be stopped, fined or arrested by police if drinking alcohol in public.
>
> If someone is under 18, it's against the law:
>
> - for someone else to sell them alcohol
> - to buy or try to buy alcohol
> - for an adult to buy or try to buy alcohol for them
> - to drink alcohol in licensed premises (such as a pub or restaurant)
>
> However, if someone is 16 or 17 and accompanied by an adult, they can drink (but not buy) beer, wine or cider with a meal.
>
> If someone is 16 or under, they may be able to go to a pub (or premises primarily used to sell alcohol) if they are accompanied by an adult. However, this isn't always the case. It can also depend on the specific conditions for that premises.
>
> It's illegal to give alcohol to children under 5.

In pairs, invite pupils to discuss why laws are in place about alcohol use and young people. Then ask for some of their ideas and share them with the class. Ensure they understand that laws about alcohol are in place to keep young people safe.

If needed, share on the board some more information about alcohol and young people to ensure pupils recognise the link between the legislation and the effects of alcohol on young people – and how it is important for young people's short- and long-term health to not drink alcohol:

> Alcohol use, especially at a young age, increases the risk of experiencing mental health issues, including depression and anxiety. For people who experience mental health issues, drinking alcohol can make symptoms worse.
>
> Alcohol can also interact with over the counter and prescription medication, including anti-depressants.
>
> Young people who start drinking alcohol at an early age are more likely to have problems with alcohol later in life, such as binge drinking and becoming dependent on alcohol.
>
> The later that young people delay their first alcoholic drink, the less likely they will drink alcohol regularly and the less likely they will experience issues with alcohol as an adult. Even in adulthood, regularly drinking alcohol (even at low levels) causes damage to the body and can lead to serious diseases, including cancer and stroke.

If a young person uses insulin or other diabetes medication (such as sulphonylureas) and drinks alcohol, they are more likely to have a ‘hypo’, where blood sugar levels become too low.

If a young person has epilepsy, heavy drinking of alcohol can also increase the risk of having a seizure.

(**Note for the teacher**: these last two statements are from www.diabetes.org.uk/guide-to-diabetes/Alcohol and Diabetes and www.epilepsy.org.uk/living/daily-life/information-on-alcohol-and-epilepsy respectively.)

Return to the statements from the introduction. Divide pupils into five groups and give each group one of the statements. On the back of the piece of paper, ask pupils to write or draw some of the possible consequences of the statement. For example, for the statement ‘Drinking alcohol affects the ability to sense danger’, a consequence could be ‘Which could mean that someone might behave in an unsafe way and something they wouldn’t normally do’. Encourage pupils to keep their vocabulary neutral and without alarm. Pupils are welcome to extend their consequence into an appropriate scenario. Invite pupils to share their ideas with the rest of the class.

Explain to pupils that alcohol inhibits people’s sense of danger, which means that might choose to behave in a less safe way – which could lead to them needing medical support. One of the ways to help someone until medical support arrives is to put them in the recovery position. Show pupils the NHS recovery position video: www.nhs.uk/conditions/first-aid/recovery-position/. If time and space allow, offer pupils the opportunity to practise putting each other in the recovery position.

If time, invite pupils to use the learning from this lesson to design a way to share some of this information with people their age. Using supportive messages, encourage them to look after themselves, to take care of their health (particularly their brain) and to manage their feelings in other, more appropriate ways – for example, by talking to a trusted adult, by asking for some specific help from a school counsellor or similar, and by looking after their bodies and minds through exercise, nutrition, sleep and relaxation.

Ensure pupils are aware that their values and beliefs might be different to others, particularly those who belong to different groups, and part of the activity is about identifying common ground.

Pupils can work individually, in pairs or small groups. They are welcome to share their ideas and designs once they are completed. Their designs could be displayed around the school.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson’s learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate. They might like to consider what else they would like to know or explore.

Year 9		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
The effects of alcohol on the brain and the body	• To understand the basic facts about alcohol, including health risks, effects and relevant legislation • To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles • To be able to compare values and beliefs held by self and others belonging to different groups and identify common ground						

Comments

Lesson Title – Substance use and mental health

Key Stage: KS3, Year 9, Age 13-14

PSHE Association Learning Opportunity

- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
- to develop a healthy relationship with themself; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships RR3
- how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations MW1 MW4 MW5
- the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing MW8 MW9 DATV3
- skills to predict, assess and manage risk in the context of increasing independence BS4 PS1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Mental wellbeing: how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard to display provided information about substance use, and mental health
- Paper and other materials for the campaign activity

Key Vocabulary**:**

- Substance use, misuse, tolerance, dependence, overdose, withdrawal and adulteration
- Responsibility
- Empathy
- Compassion
- Stereotypes

Learning Outcomes:

- To know scientific terminology including use, misuse, tolerance, dependence, overdose, withdrawal and adulteration
- To be aware of myths, misconceptions and stereotypes linked with substance use
- To recognise the effects of stereotyping, prejudice and discrimination and to develop strategies to help challenge them assertively

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by explaining briefly to pupils that this lesson is about substance use and mental health. Then split the class into seven groups; each group is assigned a word from the list on the board (below). Each group attempts to define their word in terms of substances (so substance use, substance dependence, etc.).

- Use
- Misuse
- Tolerance
- Dependence
- Overdose
- Withdrawal
- Adulteration

Ask pupils for feedback about their definitions. Ask how they found doing that activity – whether it was easy to define their word or whether they found it difficult, or something else.

Main Activities

Then share with them this information:

- Use: to take a substance, like a drug or a medicine.
- Misuse: to take a substance, like a drug, in a way it is not meant to be used.
- Tolerance: a person's diminished response to a substance, which occurs when the substance is used repeatedly and the body adapts to the continued presence of it.
- Dependence: use of a substance that continues even when significant problems related to its use have developed.

- Overdose: taking more than the recommended or tolerated amount of a substance.
- Withdrawal: the process the body goes through when the substance is no longer taken.
- Adulteration: additives to substances that increase how potent or strong they are.

(**Note for the teacher**: the terms ‘abuse’ and ‘addiction’ are not used here as these terms can promote stigma and can, in some instances, be considered negative terms. The terms that feature in this lesson are words that are currently preferred in the prevention world, and come from the NHS, so please ensure that you use them and not any other words. This is what the current research base recommends and may go against your understanding of drug wording, and it may be different from what you have taught previously.)

Ask pupils if they have any questions about the definitions and answer them now if you can; if you can’t answer them, ask pupils to write their questions down and give them to you to research, so you can report back next lesson. Teachers can access information about drugs from the Talk to Frank website.

In pairs, invite pupils to consider the question: why do some people use substances like drugs and alcohol? After a few minutes of pair discussion, go round as many pairs as want to share something and ask for their answers; keep going round the pairs until all ideas have been exhausted.

Share this sentence on the board: ‘All medicines are drugs but not all drugs are medicines.’ Ensure pupils acknowledge that this distinction exists. Ask for their response to this statement.

Then share this information from the Mental Health Foundation:

> People take drugs for many different reasons. They may begin out of curiosity, rebelliousness, or because their friends take them. They may enjoy taking them and want to repeat the experience.
>
> They may take drugs when they are unhappy, stressed or trying to cope with problems in their life. If they have a mental health diagnosis, they may use drugs to help them cope with the symptoms.
>
> Drugs can act as a temporary prop to get people through difficult times. However, drugs can make difficult feelings and emotions even worse. And in the long term, any feelings of relief won’t last.
>
> Someone may find themselves using more and more drugs to deal with their problems and risk becoming dependent on them – which can create new problems for them.

Next, ask pupils to work in the same pairs as previously to consider any myths, misconceptions and stereotypes linked with substance use that they might have heard of. For example, one myth might be that people who misuse alcohol (are dependent on alcohol) have no self-control; a stereotype might be that all homeless people misuse drugs; a misconception might be that people can’t get addicted to prescribed drugs. Ask pairs to share their ideas. Then explore as a class how these myths, misconceptions and

stereotypes linked with substance use might affect people who use substances – for whatever reason. Reinforce clearly that

Then introduce the idea of a school-based campaign to challenge stereotypes, prejudice and discrimination linked to substance use. In groups of three or four, pupils work collaboratively to design a paper-based campaign that can be displayed around school to positively and assertively challenge stereotypes, prejudice and discrimination. This could be an image-based slogan, a mission statement, a vision statement, a poster, or similar. Note that this activity can be linked to drug use but you may wish to encourage pupils to widen their scope beyond drugs, in case you feel there is a risk of pupils not fully understanding the task and inadvertently encouraging others to embrace drug use whenever they feel uncomfortable feelings.

Ensure they mention where to find help if people need it by signposting to appropriate sources of support in school, in the local area and nationally, so that all pupils in school are aware of sources of support.

For drug-related and other support:

Catch 22: www.catch-22.org.uk/find-services/surrey-young-peoples-substance-use/

OneYou Surrey: https://oneyousurrey.org.uk/

Mindworks: https://www.mindworks-surrey.org/

School Nursing service confidential texting service: 07507 329 951

Childline: www.childline.org.uk

Encourage them to use the language of emotional intelligence and offer a compassionate, non-judgemental approach, and to hold at the same time the awareness of taking responsibility for people's actions (particularly around substances) with empathy. Offer pupils time to share their campaigns once completed. Ask what themes emerged in all the campaigns. Ensure pupils are aware that this is a complex area that there is not one singular way to tackle it.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 9		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Substance use and mental health	• To know scientific terminology including use, misuse, abuse, tolerance, dependence, overdose, withdrawal and adulteration • To be aware of myths, misconceptions and stereotypes linked with substance use • To recognise the effects of stereotyping, prejudice and discrimination and to develop strategies to help challenge them assertively						

Comments

Lesson Title – Substances and the law

Key Stage: KS3, Year 9, Age 13-14

PSHE Association Learning Opportunity

- how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed MW4 MW7
- how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing MW7
- how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary MW1
- the importance of taking prescription and over-the-counter medicines correctly DATV5
- about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit DATV1
- to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption DATV3
- strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support DATV1 DATV

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

The law relating to the supply and possession of illegal substances.

Time required

Approximately 1 hour

Resources

- Matching game (see below)
- Interactive whiteboard to display provided information about substances and the law
- Case studies, one printed per group

Key Vocabulary**:**

- Substances
- Legislation
- Criminal justice system
- Personal responsibility

Learning Outcomes:

- To know about some aspects of the legal and human rights underpinning society, some basic aspects of the criminal justice system and how both relate to young people
- To understand about some of the laws about drug use, misuse and supply
- To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by inviting pupils to complete a matching game. They can work in pairs or small groups. Pupils match the two parts of the sentence together. Ensure that pupils are aware that that this activity will share a range of knowledge and understanding about some legal and human rights aspects of the justice system, explain that it is helpful for us all to be aware of the justice system so we are informed and recognise how it is there to help to keep people safe. (**Teacher note**: be aware that some pupils may have no prior knowledge and some may have more knowledge and experience of the justice system, so be mindful of their differences and create a safe learning environment for them, using the ground rules/learning agreement.)

Once all matching is completed, share the correct answers on the board with pupils. Ask the pupils for their feedback on this activity: how much did they already know about this topic? Did they find it easy or difficult to match the parts of the sentences?

These sentences below can be printed and pupils draw lines between the matching sections; alternatively, pupils can match the number to the letter (e.g., 2A, 3F, and so on).

First half of sentence:

1. The age of criminal responsibility in England and Wales…
2. Children between 10 and 17…
3. The identity of a child aged between 10 and 17 charged with a crime…
4. The Youth Court is a type of magistrates' court which…
5. If young offenders are 16 or under…
6. The 'Young Witness Initiative' means that…

Second half of the sentence:

A. … deals with young people.
B. … cases for the under-10s are fast-tracked to trial.
C. … is 10 years old.
D. … their parents, guardians or carers must attend court.
E. … will not be disclosed outside the court.
F. … can be arrested and taken to court if they commit a crime.

Full sentences read:

- The age of criminal responsibility in England and Wales is 10 years old. (1C)
- Children between 10 and 17 can be arrested and taken to court if they commit a crime. (2F)
- The identity of a child aged between 10 and 17 charged with a crime will not be disclosed outside the court. (3E)
- The Youth Court is a type of magistrates' court which deals with young people. (4A)
- If young offenders are 16 or under their parents, guardians or carers must attend court. (5D)
- The 'Young Witness Initiative' means that cases for the under-10s are fast-tracked to trial. (6B)

(Information from Crown Prosecution Service.)

Debrief this activity with pupils and ask for their feedback: what do they think about the information in this activity? Ask if they have any questions. Then, share with pupils that this lesson is about substances and the law – and how it can be relevant to young people.

Main Activities

Share some information on the board about the laws related to substance use. If you feel it would be helpful for pupils, print this information out for them too.

Note: please ensure that this information is shared ONLY if it is relevant to your class and their needs; if you think that some of this information will not be helpful for pupils, or it will upset them, please do not share it with them. You might like to speak to them prior to the lesson in order to be able to deliver the learning safely.

> There are a number of different criminal offences which restrict the supply and use of harmful substances.
>
> It is illegal to possess, supply and produce controlled drugs. Controlled drugs are drugs that are subject to high levels of regulation as a result of government decisions about those drugs that are especially addictive and harmful.
>
> It is also illegal to import or export drugs, or to allow your premises to be used for drug production.
>
> Controlled drugs fall into three different categories, Class A, B or C, according to their danger or how harmful they are. The sentences for drug offences are different for each class of drugs.

Class A drugs are the most harmful, and will lead to a greater sentence.

Possession of drugs: Carrying controlled drugs is illegal and you can be charged even if you did not know what you had was a controlled drug or if the drugs are yours or not.

Supply of drugs: An offence has been committed if you have sold or are found sharing drugs with others, even if they did not pay you for them.

Possession of drugs with intent to supply: If you are in possession of controlled drugs, and either there is evidence that you were intending to supply those drugs, or you have more drugs than is consistent with personal use, an offence of possession with intent to supply could be committed.

Importing drugs: Importing or exporting drugs is illegal. Any person who possesses restricted drugs with intent to import or export drugs is committing a criminal offence.

Drug production: If you are involved in the production of a controlled drug, can be linked to the production process, for example providing premises or equipment, and can be proved to have known a controlled drug was being produced, you can be charged with production of drugs.

Growing cannabis plants amounts to “producing” cannabis, even if this is for your own personal use.

When these drugs are prepared and ready for onward distribution, you may also be charged with possession with intent to supply. This may depend on the quantity and location of the drugs as well as the steps taken to make it ready for onward supply.

(Information from Crown Prosecution Service.)

In pairs, ask pupils to discuss reasons why someone might use, misuse, possess, supply or produce substances like drugs. After a few minutes, invite them to share their ideas, using a stem sentence: “Someone might use/misuse/possess/supply/produce substances because…” Ensure pupils distance and depersonalise what they say. Ensure any discrepancies/misconceptions are corrected swiftly.

Next, pupils work in groups and examine their case study, then complete the questions below. (**Note for the teacher**: there are three case studies. More than one group can work on a case study at a time.) Information about drugs is from the Talk to Frank website.

Case study 1

Alex is studying hard for exams and is having trouble staying awake to revise. Someone where Alex works part-time has offered some speed (another name for amphetamine, a drug that makes people feel alert and awake for a while, then makes it difficult to sleep; is a Class B drug, which means it's illegal to have for yourself, give away or sell.). Alex is tempted to take it.

- What might Alex be thinking, feeling and saying here?
- What could Alex do to ensure better safety in this situation?
- What tips could you offer Alex for an alternative and healthier approach?
- Does everyone in your group agree about what a healthier approach means? Why/why not?

Case study 2

Terri is out with a new group of friends, and they use NOS (nitrous oxide, or NOS, is a colourless gas sold in canisters; it is a Class C drug, which means it's illegal to have for yourself, give away or sell.). Terri wants to fit in but knows that NOS can be unsafe: nitrous oxide can make you faint, lose consciousness, or suffocate.

- What might Terri be thinking, feeling and saying here?
- What could Terri do to ensure better safety in this situation?
- What tips could you offer Terri for an alternative and healthier approach?
- Does everyone in your group agree about what a healthier approach means? Why/why not?

Case study 3

Jez has a new boyfriend who smokes cannabis and wants Jez to use it too so they can have a 'shared interest'. Jez knows that cannabis can affect your mental health, especially if you take a lot, and it's a Class B drug, which means it's illegal to have for yourself, give away or sell. Jez isn't sure what to do.

- What might Jez be thinking, feeling and saying here?
- What could Jez do to ensure better safety in this situation?
- What tips could you offer Jez for an alternative and healthier approach?
- Does everyone in your group agree about what a healthier approach means? Why/why not?

After groups have completed the activity, invite their feedback for each case study. How have they responded to each of the questions? Are there similarities and differences between their approaches?

Debrief pupils by sharing where they can find support in school and in the local area if they are concerned about anything covered in this lesson to do with substance use and the law. They can contact Catch-22 in Surrey (www.catch-22.org.uk/find-services/surrey-young-peoples-substance-misuse/), look at the Talk to Frank website (www.talktofrank.com/), or contact Childline (www.childline.org.uk/).

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 9		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Substances and the law	• To know about some aspects of the legal and human rights underpinning society, some basic aspects of the criminal justice system and how both relate to young people • To understand about some of the laws about drug use, misuse and supply • To be able to analyse and assess situations in terms of safety and be able to take positive action about healthier lifestyles						

Comments

Year 10

Lesson Title – Mental health and substances

Key Stage: KS4, Year 10, Age 14-15

PSHE Association Learning Opportunity

- to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7
- how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9
- the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1
- the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

Time required

Approximately 1 hour

Resources

- Paper and pen for each pupil
- Interactive whiteboard to display provided information about substances and mental health
- Printed templates, one per group
- Access for pupils to Talk to Frank website: www.talktofrank.com/

Key Vocabulary**:**

- Substances
- Mental health
- Mental illness
- Self-efficacy

Learning Outcomes:

- To recognise some of the personal, social, financial, biological, and psychological effects of drug use and misuse
- To know some of the dangers associated with particular drugs, mixing of drugs, and specific environments and moods
- To know about the services provided by local and national advice and support agencies
- To analyse knowledge and experience about themselves and drugs in a variety of situations to reduce risks where appropriate

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

The information shared in this lesson may feel shocking or uncomfortable for some pupils. Reassure pupils that it is helpful for us all to be aware of the some of the dangers associated with substance misuse so we are informed and recognise how we can better maintain healthier behaviours.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by inviting pupils to work individually to complete stem sentences about themselves. This part of the lesson allows pupils to form more positive self-image and sets the context for the rest of the lesson. Give each pupil a piece of paper and a pen.

Stem sentences:

> I can…
>
> I like…
>
> I still…

Encourage pupils to complete these stem sentences with as many ideas as they can muster. To get them started, offer a few ideas, such as:

> I can play a musical instrument/play hockey/understand complex ideas/ask for help
>
> I like reading/sleeping well/watching engrossing TV/looking after myself
>
> I still want to learn how to do a back flip/want to learn how to make decent cakes/wonder what job I'll do when I'm older/enjoy playing board games with my family

Ensure pupils focus on how they can care for themselves and choose the healthier option (that is, so that they feel that they do not have any need for using drugs, etc.).

Pupils are not meant to share these ideas with anyone; they can keep them for themselves and return to them at the end of the lesson.

Main Activities

Explain that this lesson is about mental health, how to promote it and how some things can have a negative effect on it. Ask pupils to work in pairs to come up with two things that can promote or support mental health, and one thing that could have a negative effect on mental health. Examples to support mental health include exercise, enough sleep, a balanced diet, talking to people about problems, laughter; examples that can make mental health worse include poor sleep, lack of connection to others, certain drugs, and alcohol. Ask for feedback from pairs of pupils, ensuring any discrepancies or misunderstandings are corrected.

Share these two statements with pupils:

> One in four people will have some kind of mental health concern during their life.
>
> Most people do not misuse or take illegal drugs.

Then share information on the board about how substances can affect mental health.

> All illegal drugs can have an effect on mental health.
>
> Illegal drugs can affect the way people see and experience things, mood and behaviour.
>
> The effects of illegal drugs might feel pleasant or unpleasant. They may last for a short time or a longer period. Some effects may continue after the drug itself has worn off.
>
> How a person reacts to illegal drugs is likely to depend on what they take, how they take it, and how they feel at the time.
>
> (Information from Mind.)

Ensure pupils understand these concepts before you move on. Then share this information on the board.

> Regular cannabis use can increase the risk of anxiety or depression. There's also a link between using stronger cannabis and developing psychosis or schizophrenia.
>
> Stimulant drugs can make someone feel depressed, anxious and paranoid. Cocaine – a type of stimulant – can make previous mental health problems recur and trigger psychosis and schizophrenia. Ecstasy users can experience memory problems.
>
> Hallucinogenic drugs such as magic mushrooms can make any mental health issues worse. They can make someone feel detached from their surroundings and cause flashbacks, which can be frightening or distressing.
>
> (Information from Mental Health Foundation.)

Share with pupils that the effects of using illegal drugs/substances can extend to other parts of life too, not just mental health. Explain that they will now explore a few of the personal, social, financial, biological, and psychological effects of illegal drug/substance use.

Pupils work in pairs or small groups (that have been assigned by the teacher to ensure appropriateness of grouping), and have access to the Talk to Frank website. They research information about a specific type of substance and they explore how using/misusing that substance could have an effect on different aspects of life. Groups can use the template below to help them. Pupils will need guidance from the teacher on which substances to choose so provide a list of substances on the board, or assign each pair/group with a specific substance to ensure there isn't too much overlap.

Template

Substance name

Possible substance effects on the body

Possible substance effects on mental health

What could longer-term use of this substance mean for a person's personal, social, financial, biological, and psychological wellbeing?

What are some sources of support for anyone who uses this substance?

What can people do to support their mental health rather than use substances?

Ensure pupils are clear about their task and what the template vocabulary means, then provide enough time for them to complete the template. Also ensure that pupils stick to well-researched facts rather than conjecture and alarmist language.

Once completed, ask pupils to share their findings. Ensure pupils have a clear understanding about substance use/misuse and the possible effects on many areas of life, and where people can get help if they need it. Pupils can contact Catch-22 in Surrey (www.catch-22.org.uk/), look at the Talk to Frank website (www.talktofrank.com/), or contact Childline (www.childline.org.uk/).

Return to the stem statements from the beginning of the lesson. Offer pupils time to continue to complete their statements, adding other things that might have occurred to them in the lesson, perhaps as a result of their discussions. Gently direct pupils to recognise the link between taking care of oneself and the reduced attraction to hazardous substances.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 10		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Mental health and substances	• To recognise some of the personal, social, financial, biological, and psychological effects of drug use and misuse • To know some of the dangers associated with particular drugs, mixing of drugs, and specific environments and moods • To know about the services provided by local and national advice and support agencies • To analyse knowledge and experience about themselves and drugs in a variety of situations to reduce risks where appropriate						

Comments

Lesson Title – Drugs in society

Key Stage: KS4, Year 10, Age 14-15

PSHE Association Learning Opportunity

- to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7
- how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing MW4 MW6 MW7
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9
- the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society DATV1
- ways to identify risk and manage personal safety in new environments, social settings and workplaces PS1
- strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative AI OSA3 OSA12

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The dangers of the misuse of prescribed and over-the-counter medicines.

The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard
- Printed template, and pens, one per pupil
- Surreyi website: Surrey Healthy Schools Wellbeing Survey | Surrey-i and download the document Growing Up in Surrey in 2022 Summary
- Printed drug data fact sheet, one per group
- Paper and pens for group work
- Access for pupils to Talk to Frank website: www.talktofrank.com/

Key Vocabulary**:**

- Drug-related behaviour
- Discernment
- Statistics/data

Learning Outcomes:

- To understand that we live in a drug-taking society
- To recognise that there are long- and short-term effects of drug use, and that there are different patterns of use and their effects
- To understand the actual drug-related behaviours of peers – comparing statistics of actual drug use, compared with possible perceived drug use
- To demonstrate an awareness of the use and misuse of statistics when analysing information from different sources, including IT-based sources

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by showing this statement on the board:

> All medicines are drugs but not all drugs are medicines.

Ask pupils to discuss this statement in pairs; invite them to come up with an example of a drug that is a medicine, and a drug that isn't a medicine. Invite them to share their examples with the class. Ensure any misconceptions are corrected.

Main Activities

Explain that this lesson will focus on the use of drugs in society and what the statistics tell us.

Hand out the template below. Ask pupils to complete the first column only. They will return to the other columns later.

Template

Guess the % of people your age who…	Column 1	Column 2	Difference
• Had an alcoholic drink in the past week			
• Were drunk in the past week			
• Smoke regularly			
• Have never vaped			
• Have taken drugs to get high			
• Have taken a drug in the past month			

Reveal the answers below and ask pupils to write these answers in column 2.

Answers

Guess the % of people your age who…	Column 1	Column 2	Difference
• Had an alcoholic drink in the past week		13%	
• Were drunk in the past week		3%	
• Smoke regularly		1%	
• Have tried vaping		25%	
• Have taken drugs to get high		10%	
• Have used a drug in the past month		5%	

(Figures from the Surrey Healthy Schools Wellbeing Survey in Surrey, 2022. NB: teacher to update when latest figures are released every other year.)

Then ask pupils to calculate the difference between their percentage estimation and the actual percentage. Did pupils over- or under-estimate the percentages? Ask pupils what they think of this information and their realisations.

Next, ask pupils to reframe the information: for example, if 1% of pupils their age smoke regularly, 99% of people their age do not smoke. You might like to display these figures on the board.

- Had not had an alcoholic drink in the past week 87%
- Were not drunk in the past week 97%
- Do not smoke regularly 99%
- Have never vaped/not tried vaping 75%
- Have not taken drugs to get high 90%
- Have not used a drug in the past month 95%

Ask pupils for their feedback about these statistics. What do they think this data tells us about young people's behaviour? How might some people, perhaps in the media, use these figures to portray young people in a particular way?

Ask pupils what can happen if people don't find out the facts and make decisions based on perception alone. Draw out from them that often we might think that people our age are doing things when they are not. Ensure they understand that some media outlets believe they will sell more products (e.g. newspapers – print and digital) if they tell stories that

portray young people in a poor or derogatory light. Reinforce how important it is to understand the actual drug-related behaviours of peers by comparing statistics of actual drug use with perceived drug use.

Next, explain that we live in a drug-taking society (remind them that this includes medicines too) and there are long- and short-term effects of drug use. In pairs, give pupils two minutes to list a few of the long- and short-term effects of drug use that they can recall from previous lessons. Invite them to share them with the class. Ensure any misconceptions are corrected.

Explore some current patterns about drug use. Invite pupils to work in small groups to examine the fact sheet below (print one per group). They then write a series of distanced/depersonalised questions that can be both open (questions with more than a yes or no response, often starting with Why or How) and closed (true or false, yes or no answers) in nature, for another group in the class to answer.

If pupils need some support with questions, offer them these examples:

- Why might some drug use remain the same over time?
- How might this data be manipulated by the media and others?
- Why might some drug use figures decrease over time?
- What might younger pupils think of this information?
- Why might there be a reduction in cannabis use?

Fact sheet

Drug misuse in England and Wales: year ending March 2023, from the Office of National Statistics

There are about 60.2 million adults in England and Wales.

In the year ending March 2023, an estimated 9.5% of people aged 16 to 59 years (approximately 3.1 million people) reported using an illegal drug in the last 12 months; 7.6% reported using cannabis (around 2.5 million people) and 3.3% reported using a Class A drug (around 1.1 million people).

Since 2020, the prevalence of hallucinogen use increased from 0.7% to 1%, ecstasy use fell from 1.4% to 1.1% and nitrous oxide use fell from 2.4% to 1.3%.

The prevalence of illegal drug use was higher in people aged 16 to 24 years, with 17.6% (around one million people) reporting any illegal drug use, a decrease compared with the year ending March 2020 (21.0%); this was largely a result of falls in cannabis use (from 18.7% to 15.4%) in this age group.

Overall, 2.3% (approximately 777,000) of people were frequent illegal drug users (they had taken a drug more than once a month in the last year) similar to the year ending March 2020 (2.1%).

(Information from ONS. See https://www.ons.gov.uk/releases/drugmisuseinenglandandwalesyearendingmarch2023 for details and for any published updates, so that the teacher can update the data when necessary).

Invite pupils to pass their questions to another group in the class and give everyone time to answer the questions. If time, give the answers back to the original groups for them to add to with their own ideas. Ask groups to share one question/answer with the rest of the class and identify any emerging themes. If pupils have not been able to answer any questions, offer them some pointers about how they could answer, or explore further about why it was not answered.

Ensure pupils are aware that often we might think that people our age are doing things when they are not, so it is important to know about the data shared in this lesson.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 10		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Drugs in society	• To understand that we live in a drug-taking society • To recognise that there are long- and short-term effects of drug use, and that there are different patterns of use and their effects • To understand the actual drug-related behaviours of peers – comparing statistics of actual drug use, compared with possible perceived drug use • To demonstrate an awareness of the use and misuse of statistics when analysing information from different sources, including IT-based sources						

Comments

Lesson Title – Alcohol use – what is ‘safe’?

Key Stage: KS4, Year 10, Age 14-15

PSHE Association Learning Opportunity

- the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else’s safety or wellbeing MW6 MW9
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else’s safety or wellbeing MW6 MW9
- about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours MW8 MW
- why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7
- to identify and access help for problematic and harmful substance use, including alcohol dependency DATV4 DATV6

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Time required

Approximately 1 hour

Resources

- Small pieces of paper and pens, one per pupil
- Box (to put pieces of paper in)
- Interactive whiteboard
- Printed Alcohol units quiz, one per pair
- Optional: images of a selection of drink labels
- Access for pupils to Talk to Frank website: www.talktofrank.com/

Key Vocabulary**:**

- Alcohol intake
- Discernment
- Values
- Healthier choices

Learning Outcomes:

- To analyse levels of alcohol intake (e.g. alcohol consumption, understanding units)
- To compare values and beliefs held by themselves and others belonging to different cultures and groups and identify similarities and difference
- To appreciate the benefits of a positive attitude towards health

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils what they understand by the term ‘safe’. They can discuss their ideas in pairs before answering. Draw out from them all the different meanings; display on the board the dictionary definition if useful:

> **Safe**:
>
> **Adjective** – protected from or not exposed to danger or risk; not likely to be harmed or lost.
>
> **Noun** – a strong fireproof cabinet with a complex lock, used for the storage of valuables.

Give each pupil a small piece of paper and ask them to write either safe or unsafe in response to this question (which you read out):

> Do you think alcohol is safe or unsafe?

Ask pupils to fold up their piece of paper and place it in a box that you supply. Close the box for now. While pupils are working on their debate preparation later, count up the number of safe and unsafe votes and note down the answer.

Main Activities

Explain that this lesson will focus on alcohol and what is thought of as safe.

Share the information below on the board:

> The idea of counting alcohol units was first introduced in the UK in 1987 to help adults keep track of their drinking.
>
> Units are a simple way of expressing the quantity of pure alcohol in a drink.
>
> One unit equals 10ml or 8g of pure alcohol, which is around the amount of alcohol the average adult can process in an hour.
>
> This means that within an hour there should be, in theory, little or no alcohol left in the blood of an adult, although this will vary from person to person.
>
> The number of units in a drink is based on the size of the drink, as well as its alcohol strength.
>
> Guidance from the NHS states:
>
> Adults who drink alcohol are advised not to drink more than 14 units a week on a regular basis.
>
> Adults who drink alcohol should spread their drinking over 3 or more days if they regularly drink as much as 14 units a week.
>
> 14 units is equivalent to 6 pints of average-strength beer or 10 small glasses of lower-strength wine.
>
> (Information from the NHS.)

Ask pupils to work in pairs to answer these questions that you can also display on the board:

- What is an ‘average adult’?
- Are all alcoholic drinks the same size/volume?
- How easy might adults find it to keep track of how many units of alcohol they have drunk?
- What might a healthier view of alcohol look like for an adult?

Invite pupils to share their thoughts and encourage them to be discerning about the theory versus the practice of drinking alcohol.

Next, give each pair this quiz for them to complete. Ensure they read the information about alcohol units before they write their answer next to the drink.

Alcohol Units Quiz

Read this first:

- Using units is a simpler way of representing a drink's alcohol content – usually expressed by the standard measure alcohol by volume (ABV).
- ABV is a measure of the amount of pure alcohol as a percentage of the total volume of liquid in a drink.
- The ABV is on the labels of cans and bottles, sometimes written as "vol" or "alcohol volume".
- For example, wine that says "12% ABV" or "alcohol volume 12%" means 12% of the volume of that drink is pure alcohol.

(**Teacher note**: for this next activity, you may need to differentiate the task and/or provide more support for some pupils.)

How many units do you think could be in these drinks? Look closely at the amount of drink (ml) before you answer. Take a guess if you are unsure.

1. Single small shot of spirits (25ml, ABV 40%)
2. Alcopop (275ml, ABV 5.5%)
3. Small glass of red/white/rosé wine (125ml, ABV 12%)
4. Bottle of lager/beer/cider (330ml, ABV 5%)
5. Can of lager/beer/cider (440ml, ABV 5.5%)
6. Pint of lower-strength lager/beer/cider (ABV 3.6%)
7. Standard glass of red/white/rosé wine (175ml, ABV 12%)
8. Pint of higher-strength lager/beer/cider (ABV 5.2%)
9. Large glass of red/white/rosé wine (250ml, ABV 12%)

(Information from the NHS.)

(**Teacher note**: you might like to have this website to hand: https://www.drinkaware.co.uk/tools/unit-and-calorie-calculator.)

Once each pair has written their answers, ask them to join another pair to compare their answers. Ask if they want to amend any of their answers before they come up with a group response. Then share the answers with pupils, below, which you can put on the board:

Answers

Single small shot of spirits (25ml, ABV 40%)	**1 unit**
Alcopop (275ml, ABV 5.5%)	**1.5 units**
Small glass of red/white/rosé wine (125ml, ABV 12%)	**1.5 units**
Bottle of lager/beer/cider (330ml, ABV 5%)	**1.7 units**
Can of lager/beer/cider (440ml, ABV 5.5%)	**2.4 units**
Pint of lower-strength lager/beer/cider (ABV 3.6%)	**2 units**
Standard glass of red/white/rosé wine (175ml, ABV 12%)	**2.1 units**
Pint of higher-strength lager/beer/cider (ABV 5.2%)	**3 units**
Large glass of red/white/rosé wine (250ml, ABV 12%)	**3 units**

Ask pupils how they found completing the quiz.

Hold a short class discussion about the usefulness of knowing about units: how might this information be useful? Do they think adults who drink alcohol would take notice of units? If so, why?

Next, divide the class into six groups. Prepare them to participate in a debate about alcohol use. One side of the debate will argue for the motion and the other side will argue against it. Reinforce that, for the purposes of this activity, pupils may be arguing for/against a view that isn't their own.

The motion is: Alcohol is a welcome part of society.

Three of the six groups prepare an argument FOR the motion, and three of the six groups prepare an argument AGAINST the motion. Encourage pupils to think about the values and beliefs held by those belonging to different cultures and groups in relation to alcohol.

Once the groups have had a few minutes to prepare, they each nominate one person to be their spokesperson. The FOR spokespeople join up and prepare their collective arguments, and the AGAINST spokespeople do the same. In the meantime, the remaining pupils devise a scoring system and a voting system to help them decide who will win the debate. (**Note for the teacher**: you can look up online for guidance about how to run a classroom debate if you would like to do it differently from this suggestion. You may decide to pre-prepare the scoring system and provide a template for the groups.)

Spokespeople from each group present their arguments in turn. The remaining pupils take notes on the valid points. Once the debate is completed, the scoring is added up and the vote is taken. The winning side is announced. Invite pupils to share how they felt about participating in the debate and debrief how it is a contentious area – and there might not be an absolute answer to the motion.

Finally, give pupils a second piece of paper and ask them to write either safe or unsafe in response to the same question (which you read out): Do you think alcohol is safe or unsafe?

Ask pupils to fold up their piece of paper and place it in the box. Count up the number of safe and unsafe votes and compare the answer to the start of the lesson. What is the difference, if any?

Note for the teacher: ensure pupils retain their anonymity during both opportunities for voting safe or unsafe. They should not share how they voted with anyone else.

Teachers may like to liaise with their English departments, as debate and public speaking is part of the GCSE course, to help with ideas, or for the students to see the relevance and how PSHE aligns and helps with other subjects.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 10		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Alcohol use – what is 'safe'?	• To analyse levels of alcohol intake (e.g. alcohol consumption, understanding units) • To compare values and beliefs held by themselves and others belonging to different cultures and groups and identify similarities and difference • To appreciate the benefits of a positive attitude towards health						

Comments

Year 11

Lesson Title – Social expectations around alcohol use

Key Stage: KS4, Year 11, Age 15-16

PSHE Association Learning Opportunity

- the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10
- to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping DATV4 DATV6
- to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media PS2 BS2
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9
- why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Physical health and fitness: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.

That physical activity can promote wellbeing and combat stress.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard
- Materials for influence activity, including access to websites like www.nhs.uk/live-well/alcohol-advice/alcohol-support/ and www.youngminds.org.uk/young-person/coping-with-life/drugs-and-alcohol/, and local support websites in your area

Key Vocabulary**:**

- Alcohol use
- Discernment
- Expectations
- Social Learning Theory
- Influence
- Healthier choices

Learning Outcomes:

- To recognise patterns of alcohol use and misuse nationally and the impact on the community and wider society
- To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from peers to use alcohol
- To recognise and take responsibility for personal influence on others

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Be aware of the different levels of experience and comfort in the classroom when learning about and talking about alcohol; every pupil will arrive with their own experiences and values surrounding alcohol, so be aware of how to keep this lesson as distanced as possible, and that no one is asked to nor expected to share their own experiences.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils to fill in the blanks in the following paragraph that can be displayed on the board:

> The total value of the alcohol market overall (on and offline) in the UK was worth £_____ in 2022.
>
> Looking at the revenue per type of alcoholic drink, _____ remains to be the leader, making up almost _____% of total revenue.

Reveal the answers:

> The total value of the alcohol market overall (on and offline) in the UK was worth **£45.61 billion** in 2022.
>
> Looking at the revenue per type of alcoholic drink, **beer** remains to be the leader, making up almost **38%** of total revenue.

(Information from Statista. See www.statista.com/outlook/cmo/alcoholic-drinks/united-kingdom#:~:text=Alcoholic%20Drinks%20%2D%20United%20Kingdom&text=Revenue%20in%20the%20Alcoholic%20Drinks,4%2C272.0m%20L%20by%202028 to update this data when necessary.)

Ask pupils for their feedback about this activity. Did they get any answer correct? Are they surprised at any of the figures? What does this tell us about the alcohol industry in the UK? Take their feedback and explain that this lesson will focus on alcohol and the social expectations around its use.

Main Activities

Explore briefly Social Learning Theory. Display this information below on the board and share it with pupils:

> According to Social Learning Theory (Bandura, 1977), people learn from personal experiences and are influenced by behaviour that they witness or are exposed to in other formats, such as films, television, music, social media, media (newspapers and magazines), and adverts.

Ask pupils to work in groups to consider the various ways that alcohol is portrayed in popular culture. Invite pupils to discuss how alcohol is mentioned in popular music (lyrics and videos), in TV and films, and in the media, including social media; ask them to consider particular times of year too, like Christmas and other cultural celebrations.

Invite their feedback by way of a class discussion. Highlight any emerging and recurring themes and note them on the board. What do they notice? What might be the impact on society of these influences?

Share this information from the UK's Advertising Standards Authority (ASA) on the board:

> The rules that apply to adverts across all media place a particular emphasis on protecting young people.
>
> Alcohol adverts must not be directed at people under 18 or contain anything that is likely to appeal to them by reflecting youth culture.
>
> Any individuals that feature in alcohol adverts must be 25 years old or over, and look it.
>
> There are also strict controls around the placement of alcohol adverts and they are currently banned from appearing in and around programmes targeted at audiences below the age of 18 and programmes likely to appeal particularly to this age group.

Ask pupils to discuss in pairs whether they think the adverts they might be aware of adhere to these rules.

Then share these general rules from the ASA:

> The more general rules in place to protect consumers of all ages include:
>
> - Not linking the consumption of alcohol to increased popularity, sexual success, confidence, sporting achievements or mental performance

- Not portraying drinking alcohol as a challenge or with tough or daring behaviour
- Not encouraging people to adopt an unwise style of drinking such as binge drinking or showing it being served irresponsibly
- Not suggesting alcohol has therapeutic qualities or can help you overcome your problems.

Ask pupils to discuss in pairs their responses to these questions: Do pupils think that advertisers might be having an influence on consumer and potential consumers of alcohol? What do they think about that? Encourage pupils to share their thoughts.

Next, share these statistics about alcohol consumption:

- In England, there are an estimated 602,391 dependent drinkers (out of about 40.5 million people). Only 18% of dependent drinker are receiving treatment.
- 24% of adults in England and Scotland regularly drink over the Chief Medical Officer's low-risk guidelines.
- 27% of drinkers in Great Britain binge drink on their heaviest drinking days (over 8 units for men and over 6 units for women).
- In the UK in 2020, there were 8,974 alcohol-specific deaths (around 14 per 100,000 people). This is a 18.6% increase in deaths from 2019.
- Alcohol misuse is the biggest risk factor for death, ill-health and disability among 15–49-year-olds in the UK, and the fifth biggest risk factor across all ages.
- Alcohol is a causal factor in more than 60 medical conditions, including: mouth, throat, stomach, liver and breast cancers; high blood pressure, cirrhosis of the liver; and depression.

(Information from Alcohol Change UK and Office of National Statistics that can be updated by the teacher when necessary.)

In pairs, pupils discuss what they think the impact of these statistics might be on their local community and the wider society. Take their feedback. Then share this fact:

Since 2005, the overall amount of alcohol consumed in the UK, the proportion of people reporting drinking, and the amount drinkers report consuming have all **fallen**. This trend is especially pronounced among younger drinkers.

Ask pupils to discuss in their pairs what they think about the trends of alcohol use in the UK, particularly among younger people. Ask for their feedback. Encourage pupils to look at these statistics from different angles and to recognise that there may be several reasons behind the trends.

Explain to pupils that this lesson has examined how human behaviour can be influenced. Their task now is to devise a way to support younger pupils in their school/setting to manage the effects of influence – from peers, advertisers, and others – to make healthier choices. Ensure they understand that influence is not necessarily negative, such as the influence of parents/carers to keep children safe and well. Also, reinforce that simply telling younger people not to try alcohol is not effective: the evidence is very clear, that prohibition and scare-tactics do not work, so pupils can ensure they create something in a more strengths-based and positive way.

Pupils work in small groups (or individually if they would prefer) to create a means of supporting younger pupils to manage the influences in their lives more successfully and with a sense of discernment (being able to make good judgements); they might like to research Social Learning Theory and use that in their approach; and ensure pupils include how and where to access appropriate support. This can include local sources of support: Catch-22 and Healthy Surrey.

This activity could be on paper, using technology, as a role play, or similar. Ensure pupils have plenty of time to prepare their work, then offer them an opportunity to share their efforts with the class.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 11		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Social expectations around alcohol use	• To recognise patterns of alcohol use and misuse nationally and the impact on the community and wider society • To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from peers to use alcohol • To recognise and take responsibility for personal influence on others						

Comments

Lesson Title – The effects of alcohol on the brain and the body

Key Stage: KS4, Year 11, Age 15-16

PSHE Association Learning Opportunity

- the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making, risk-taking behaviour and sexual activity DATV4 ISR10
- strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers DATV3
- to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing MW6 MW9
- how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators BFA1 BFA2 BFA3

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Time required

Approximately 1 hour

Resources

- Post-it notes, about 20 per group
- Headings displayed around the room (see Introduction activity)
- Interactive whiteboard
- Websites such as:
    - www.drinkaware.co.uk/advice-and-support/underage-drinking/teenage-drinking
    - www.nhs.uk/common-health-questions/childrens-health/should-my-child-drink-alcohol/
    - www.who.int/health-topics/alcohol#tab=tab_1
    - www.nhs.uk/live-well/alcohol-advice/alcohol-support/
    - www.youngminds.org.uk/young-person/coping-with-life/drugs-and-alcohol/

- www.talktofrank.com/get-help/what-to-do-in-an-emergency
- Local support websites specific to your area including Catch-22 www.catch-22.org.uk/find-services/surrey-young-peoples-substance-misuse/ and Healthy Surrey www.healthysurrey.org.uk/drugs-and-alcohol

Key Vocabulary**:**

- Alcohol use
- Discernment
- CPR (cardiopulmonary resuscitation)
- Healthier choices

Learning Outcomes:

- To know about alcohol, including its legal status and effects
- To recognise and follow health and safety requirements
- To develop skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils to work in groups. Using the Post-it notes, they write one effect of alcohol that they know about per Post-it note. Then, ask them to put them up around the room under headings you have displayed already, including Effects on the body, Effects on the brain, Effects on other people, and Other effects. Depending on what pupils have listed, other headings may be needed, like Decision-making, Crime, Accidents, Sexual behaviour, and so on. Encourage pupils to notice where most of their answers are listed (i.e., under which heading). As the lesson progresses, encourage pupils to notice other ideas and/or headings to add, and return to this activity in the Plenary.

Main Activities

Explain that this lesson is about the effects of alcohol on the body and the brain, particularly in young people.

Share this statement on the board:

> The effects of alcohol on young people are not the same as they are on adults.

Ask pupils to work in pairs to discuss why this might be. Then show them this information on the board:

> Because young people's bodies are still growing, alcohol can interfere with their development. This makes young people particularly vulnerable to the long-term damage caused by alcohol.
>
> Alcohol is used to make wine, beer, spirits and liqueurs.
>
> It is a legal, sedative drug. It can cause addiction or dependency for people who drink too much.
>
> Alcohol can change behaviour.

Divide pupils into groups. Assign each group one of the headings from the Introduction task and ask pupils to research two things: the heading itself (facts, statistics) and ideas for young people to hone the skills needed to keep themselves safe in light of the information they discover. State clearly that, while not all young people will try or use alcohol, some will, and it is important that everyone knows how to keep themselves safe and healthy – and where to find help if they need it. Ensure they have access to reliable and accurate sources of support, like www.drinkaware.co.uk/advice-and-support/underage-drinking/teenage-drinking, www.nhs.uk/common-health-questions/childrens-health/should-my-child-drink-alcohol/ and www.who.int/health-topics/alcohol#tab=tab_1. Assign a time limit to this task so pupils can manage their time well.

After groups of pupils have completed their research, ask them to share some of their findings with the class, focusing on how young people can keep themselves safe and healthy, and where they can find support and guidance if they need it.

Next, explain that it is useful to understand how to manage emergency situations where alcohol has been involved – perhaps when someone has consumed too much alcohol, or if there has been an accident because of alcohol consumption. Share this information from the Talk to Frank website (www.talktofrank.com/get-help/what-to-do-in-an-emergency).

> If you're with someone who needs medical help, call an ambulance and tell the crew everything you know about the drugs/alcohol taken, it could save their life.
>
> Most people don't use drugs or drink alcohol to dangerous levels and even among those that do, emergencies are rare. But no one can be certain how drugs and alcohol will affect them so there's always the risk they'll have a bad time, fall ill, hurt themselves or worse.

Ask pupils to discuss in a pair some of the important things they know to do already when it comes to emergency situations like this. Take some feedback if they are happy to share it. Then show them this information from Talk to Frank:

The first things you should do are:

- Call 999 immediately and ask for an ambulance
- Stay calm
- Reassure the person and don't shout at them
- Try to find out how much they have had to drink and if they have taken any drugs or medication
- Don't let them drink any more alcohol
- Stay with the person until the ambulance arrives and watch them carefully

If the person is unconscious

- Call the ambulance immediately
- Place the person on their side with their ear to the ground with a cushion under their head – in the recovery position.
- Stay with the person until the ambulance arrives and watch them carefully
- When the ambulance crew arrives, tell them what you know about how much the person has had to drink and their condition. If they have also taken drugs, tell the ambulance crew everything you know about the drugs taken it might them get the right treatment faster

(Information from Talk to Frank.)

Next, share a video about how to put someone in the recovery position, using a video from a credible source, like www.youtube.com/watch?v=TRQePNmR66w. If time and space allow and pupils would like to try (they have the right to pass), they can practise the recovery position in the classroom, or in another room with more space.

Debrief the lesson and reinforce that most people don't use drugs or drink alcohol to dangerous levels and even among those that do, emergencies are rare – and it is important to know what to do in emergency situations.

Plenary (Including summative assessment opportunity)

Return to the Post-it note activity and invite pupils to add to and/or amend any of their group's contributions. If time, pupils can discuss in pairs some ways to keep themselves safe and healthy.

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 11		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
The effects of alcohol on the brain and the body	• To know about alcohol, including its legal status and effects • To recognise and follow health and safety requirements • To develop skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques						

Comments

Lesson Title – Making healthier decisions

Key Stage: KS4, Year 11, Age 15-16

PSHE Association Learning Opportunity

- about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours MW8 MW9
- how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness MW1 MW3
- to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension MW4 MW6 MW7
- why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources MW6 WO7
- ways to identify risk and manage personal safety in new environments, social settings and workplaces PS1

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England.
Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

Physical health and fitness: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.

That physical activity can promote wellbeing and combat stress.

Time required

Approximately 1 hour

Resources

- Large pieces of paper with situations printed on
- Interactive whiteboard
- Printable feelings wheel emotions wheel – teacher to source online (example: www.brainframe-kids.com/emotions/printables/c-emotion-wheel-younger.htm), printed, one per pupil
- Printed template, one per pupil

Key Vocabulary**:**

- Health risks
- Discernment
- Resilience
- Self-awareness
- Safer and healthier choices

Learning Outcomes:

- To know some of the health risks of alcohol, tobacco and other drug use and about making safer choices
- To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from friends to use drugs/alcohol
- To show an awareness and an ability to deal with the emotional responses of themselves and others

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by displaying a range of situations that could pose a health risk printed on large pieces of paper around the room. Some examples could include:

- Drinking alcohol
- Taking illegal drugs
- Misusing medicines
- Smoking
- Vaping
- Having sex too soon
- Eating an unbalanced, less healthy diet
- Getting insufficient sleep
- Sedentary lifestyle
- Sunbathing/using sunbeds

Using Post-it notes, pupils work in pairs to write ways to stay safe and healthy in each of the situations. They can write more than one idea per situation. Once pupils have exhausted all their ideas, ask them to notice the similarities that feature across all the Post-it notes – that their ideas about how to keep safe and healthy can usually be applied to a range of situations, and the skills that feature are usually universal.

Main Activities

Explain that this lesson is about making healthier choices and the skills and feelings associated with those choices.

Give each pupil a printed feelings wheel and explain that the feelings wheel helps people to identify and understand a full range of emotions; once people can identify and understand emotions, they usually find it easier to manage their emotions, rather than have their emotions take over. Ask pupils to discuss in pairs why understanding and managing emotions is an important part in healthier lifestyles and choices. Invite their answers and discuss as a class the experience of making health-related decisions based on emotions.

Next, explain that there are two options for the next part of the lesson: pupils can complete a template or participate in a role play.

Explain that the template (below) helps people to identify some difficult situations, what might feel difficult about a situation, and the strong feelings associated with that situation. They can use their feelings wheels to help.

Template

Difficult situation and strong feelings

Think about a difficult situation for someone your age. You can use your own example or an example from this list:

- Drinking alcohol
- Taking illegal drugs
- Misusing medicines
- Smoking
- Vaping
- Having sex too soon
- Eating an unbalanced diet
- Sunbathing/using sunbeds

You might choose to combine some of these situations into one.

Then imagine a short scenario about a character or characters involved in this situation. You can draw and write about the character(s) involved in the situation. Bring the character(s) to life. Then draw/write about what they might say, think and feel when in this situation. Use the feelings wheel to help you. What strong feelings might the character(s) experience?

Next, suggest some ways that the character(s) can cope with their strong feelings. How can they manage things well? And how might managing feelings more successfully change the outcome of the situation? Draw/write your thoughts down. Examples might be: talking to a trusted adult, doing some exercise (going for a walk or a run), writing feelings down in a journal, drawing, or similar.

Role play

The role play option involves pupils working in groups. They choose some difficult situations (much like in the Introduction activity, or their own). They consider what might feel difficult about a situation, and demonstrate some of the strong feelings associated with that situation – by acting it out to the rest of the class. Again, they can use their feelings wheels to help. If they choose, they can involve the audience by pausing the role play (freeze-frame) and ask what strong emotions are being exhibited in each situation.

Teacher note: ensure that any role play activity is conducted in a safe and positive manner, that the ground rules/ group agreement are adhered to, that pupils are involved only if they wish to be, and that the situation is resolved peaceably (so that pupils can feel reassured that an appropriate resolution is possible).

Debrief both activities (if both activities have been done) and reinforce that making safer and healthier choices is often about understanding and managing emotions in the moment. It is a skill that they can continue to hone with practice as they grow up.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 11		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Making healthier decisions	• To know some of the health risks of alcohol, tobacco and other drug use and about making safer choices • To continue to practise strategies for coping with difficult situations and strong feelings, including pressure from friends to use drugs/alcohol • To show an awareness and an ability to deal with the emotional responses of themselves and others						

Comments

Year 12

Lesson Title – Lifestyle choices

Key Stage: KS5, Year 12, Age 16-17

PSHE Association Learning Opportunity

- assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education)
- how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education)
- about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education)
- to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others (KS5 Mental health and wellbeing)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping:
The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard
- Materials for Main activities, including online statistical data (Health-Related Behaviour Questionnaire for Surrey, Office for National Statistics, Child and Material Health – OHID)

Key Vocabulary**:**

- Health risks
- Discernment
- Safer and healthier choices

Learning Outcomes:

- To recognise the personal, social, financial, biological, and psychological effects of drug and alcohol use and misuse
- To be aware of local and national trends about young people and their choices
- To demonstrate an ability to assess self in order to take appropriate personal decisions and actions and assess relative risks
- To explore their own and other people's attitudes towards drugs, drug use, drug users and relationships

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Begin the lesson by asking pupils about health-related behaviour (actions, beliefs, and habits that affect a person's health status, either positively or negatively): what factors influence people and the choices they make about their health? Pupils discuss in pairs and share their ideas with the class. Go round the class and list as many reasons as possible.

Then share with pupils some information about social determinants of health, from the World Health Organization (WHO):

> The social determinants of health (SDH) are the non-medical factors that influence health outcomes.
>
> They are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life.
>
> These forces and systems include economic policies and systems, development agendas, social norms, social policies and political systems.

Ask pupils to consider what some of the determinants of health might be. Ask for their ideas, then share this list of determinants with them:

- Income and social protection (these are systems that provide support to people who cannot earn their income or face additional needs, for instance, because of unemployment, parental responsibilities, sickness, disability or old age)
- Education
- Unemployment and job insecurity
- Working life conditions
- Food insecurity
- Housing, basic amenities and the environment

- Early childhood development
- Social inclusion and non-discrimination
- Structural conflict (whether resources are evenly distributed throughout society)
- Access to affordable health services of decent quality.

Invite pupils to discuss in pairs how each of these determinants can affect someone's health. Explain that this will be useful when completing the Main activities (below).

Main Activities

Explain that this lesson is about lifestyle choices. There are options for pupils to choose in this lesson, depending on their needs. Pupils can work in pairs or small groups. The teacher might want to assign groupings in advance.

Share the learning outcomes for this lesson with pupils to ensure they are aware that they will need to focus on the areas of drug and alcohol use and misuse in whatever option they choose. They will need to research local and national data to inform their direction. This can be found online (see Resources list).

Option 1: In groups, plan a health and wellbeing event for pupils in your year group/key stage to prepare them for the next part of their lives. Think about:

- Who to invite
- What the clear purpose is
- When it could happen
- Where it could be held
- Why people would come (guests and hosts)
- How it can be a success (how people will know if it has been successful).

Draw and write about your event, ready to share with others. Ensure you explain how young people can access support when they need it.

Option 2: Create a peer education programme about healthier lifestyle for pupils in KS4. Pick a topic that is related to drug and alcohol use and misuse and is most relevant to young people in KS4 and design a way of encouraging them to make healthier choices. Ensure you explain how young people can access support when they need it. Think about:

- How you will share this information
- What skills you want to promote
- How you can be encouraging and develop resilience
- Where to find credible information (use www.talktofrank.com and www.catch-22.org.uk/find-services/surrey-young-peoples-substance-misuse/).

Option 3: Research issues that affect young people's health and wellbeing in the local community and propose ways to make improvements. For example, if there are limited places and/or poor public transport options to enjoy the outdoors and participate in physical activity in the local area, devise changes that could be made to make improvements that tackle the barriers to participation. Ensure you explain how young people can access support when they need it. Be prepared to share your findings and suggestions for improvement.

Offer pupils plenty of time to complete the activity of their choice. Then ask them to share their work with the rest of the class. Pupils may wish to peer-assess the work of each group, so it is important to devise an appropriate system for doing so related to the lesson outcomes above. This could be a scoring system (out of 5 or 10) or similar – and pupils may come up with more inventive ways to do this.

If there is time, return to the determinants of health and invite pupils to rank these from most to least important according to the area they live in.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 12		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Lifestyle choices	• To recognise the personal, social, financial, biological, and psychological effects of drug and alcohol use and misuse • To be aware of local and national trends about young people and their choices • To demonstrate an ability to assess self in order to take appropriate personal decisions and actions and assess relative risks • To explore their own and other people's attitudes towards drugs, drug use, drug users and relationships						

Comments

Lesson Title – Supporting myself, supporting others

Key Stage: KS5, Year 12, Age 16-17

PSHE Association Learning Opportunity

- a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing)
- how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse, and when they, or others, need support; how to seek reliable, accurate and safe advice and support (KS5 Mental health and wellbeing)
- how to perform first aid and when to call emergency services, even when there may be legal implications (e.g. situations involving alcohol, drugs, weapons or other criminal activity) (KS5 Managing risk and personal safety)
- how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing)
- how to respond to situations involving aggression, conflict, violence, or weapons; the importance of prioritising personal safety and reporting incidents (KS5 Managing risk and personal safety)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.

Time required

Approximately 1 hour

Resources

- Paper and pens for Introduction activity
- Interactive whiteboard
- Internet access for group activity
- Printed scenarios, one per group (four scenarios in total)

Key Vocabulary**:**

- Health risks
- Discernment
- Safer and healthier choices

Learning Outcomes:

- To know about the importance of mental health for good overall health and be aware of and understand strategies to support good mental health, as well as physical health
- To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques
- To challenge stereotypes assertively and without aggression

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Explain that this lesson is about mental health, staying safe and doing what feels right for individuals.

Begin the lesson by asking pupils to work individually and draw and write on a piece of paper what good mental health looks and feels like. Give them a few minutes to create their representations. Then ask them to consider the links between good mental health and overall health, including physical health. Invite pupils to share some of their ideas about good health with the class.

Main Activities

On the back of the piece of paper pupils already have, invite them to draw and write about a stereotypical young person and what they think, feel and say about mental health. Invite pupils to consider stereotypical views that some people in society might hold about young people and their health. In pairs, ask pupils to share their stereotypical views with each other; then ask them to think of ways to counter or challenge gently and clearly these stereotypical views. Invite pupils to discuss as a class some of their ideas. What are some of the common responses or themes that are mentioned?

Next, explain to pupils that this lesson will cover some potentially difficult topics, particularly about alcohol use and misuse. Remind everyone of the group agreement/ground rules. Reassure pupils that the learning will be distanced and depersonalised throughout.

Explain that pupils will work in one of four groups. Each group will investigate a topic and how people of their age can manage it as successfully as possible. They can also consider how a situation could be avoided or the outcome changed by making different choices earlier on.

Give each group their scenario.

Group 1

Things have got a bit out of hand at a party and some people your age have had too much alcohol to drink; a couple of other people have used illegal drugs and aren't feeling well.

- What first aid measures can be carried out to help these people?
- When is it a good idea to call for the emergency services?
- How else could the situation play out where everyone remained safe?
- How could more thorough planning have helped keep people safer?

Group 2

A group of friends is out in a local city and all of them are drinking alcohol. One of them says they want to leave early and go home alone. Another thinks that their drink has been spiked (when someone else puts alcohol or drugs into a person's drink without that person's knowledge or permission).

- What first aid measures can be carried out to help these people?
- When is it a good idea to call for the emergency services?
- How else could the situation play out where everyone remained safe?
- How could more thorough planning have helped keep people safer?

Group 3

A 17-year-old has recently passed their driving test and is driving a group of friends home after a night out. The passengers are worried that the driver has had some alcohol to drink and they don't feel safe in the car.

- What can be done to help these people in the scenario?
- What first aid measures can be carried out to help these people?
- When is it a good idea to call for the emergency services?
- How else could the situation play out where everyone remained safe?
- How could more thorough planning have helped keep people safer?

Group 4

A group of work colleagues have been out for a Christmas party and come into work the next day hungover; one of them thinks that drinking more alcohol will help with the symptoms of a hangover, so has another alcoholic drink. This person then starts to operate some heavy machinery near a group of colleagues.

- What can be done to help these people in the scenario?
- What first aid measures can be carried out to help these people?
- When is it a good idea to call for the emergency services?
- How else could the situation play out where everyone remained safe?
- How could more thorough planning have helped keep people safer?

Pupils can design their own scenario in line with the learning outcomes and Programme of Study learning opportunity if they prefer, ensuring the ground rules/group agreements are adhered to at all times.

Bring the class back together and ask for a spokesperson from each group to share their scenario and their answers to the questions. Facilitate a discussion about the skills that are useful in each of the situations. Ask pupils whether there is always a suitable turning point (where decisions are made before a situation turns awry) in every situation and what skills they need to identify such an opportunity. Focus on skills that will support better mental health, like discernment, resilience and self-awareness, along with assertiveness and the ability to negotiate.

Plenary (Including summative assessment opportunity)

Pupils return to their original representation of what good mental health looks and feels like. Invite pupils to add to their ideas with how they can use skills to make healthier decisions and maintain their health and welfare.

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 12		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Supporting myself, supporting others	• To know about the importance of mental health for good overall health and be aware of and understand strategies to support good mental health, as well as physical health • To recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques • To challenge stereotypes assertively and without aggression						

Comments

Lesson Title – Life goals

Key Stage: KS5, Year 12, Age 16-17

PSHE Association Learning Opportunity

- how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing)
- a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing)
- to analyse and evaluate sources of support available to manage mental health and wellbeing; to assess the reliability of information online, including information provided by AI or shared on social media; how and when to access support for self or others (KS5 Mental health and wellbeing)
- about common mental health issues, such as anxiety and depression, and strategies to manage these (including when and how to seek professional advice and support) (KS5 Mental health and wellbeing)
- how to recognise signs of disordered eating, self-harm, and alcohol or other substance misuse, and when they, or others, need support; how to seek reliable, accurate and safe advice and support (KS5 Mental health and wellbeing)
- about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education)
- how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The law relating to the supply and possession of illegal substances.

Time required

Approximately 1 hour

Resources

- Large pieces of paper and pens, one per group
- Access to school/setting rules/guidance on medicines and legal and illegal drugs
- Access to the internet for data about young people (including Health-Related Behaviour Questionnaire for Surrey, Office for National Statistics, Child and Material Health – OHID)

Key Vocabulary**:**

- Health risks
- Discernment
- Self-awareness
- External influences

Learning Outcomes:

- To know school/college rules relating to medicines and legal and illegal drugs
- To demonstrate an ability to self-assess in order to take appropriate personal decisions and actions and evaluate relative risks
- To consider influences on personal behaviour and actions

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Explain that this lesson is all about influences and how they affect our ability to make decisions, now and in the future. Ask pupils to work in pairs to come up with a list of the things that can have an influence on someone their age. Collate all lists from pairs and write them up on the board. Highlight that influences may be both positive and/or negative.

Main Activities

Pupils work in small groups. Each group has a large piece of paper and a pen. In the centre, they draw a person their age. Around the person, they draw a range of concentric circles. (**Teacher note**: you may need to demonstrate this on the board.) Explain that in each concentric circle, pupils will write about the type of external influence that affects the person in the centre. The closer the circle to the person, the more influence it has on them; the furthest concentric circle denotes the person/place/thing that has the least influence over the person. Invite pupils to leave their work on their table and travel around the room to look at what other people have written. Do they agree with other groups' ideas? Explain that this activity will be returned to at the end of the lesson and was meant to extend their thinking about internal and external influences.

Next, explain to pupils that they are tasked with reviewing the school/setting rules or guidance about medicines and legal and illegal drugs. They can rate it on the following measures, or measures of their choosing:

- Is it based on correct data/statistics for the local area?
- Does it support pupils to make healthier choices?
- Does it support pupil mental and physical health?
- Are appropriate means of support mentioned throughout, so people know where to go for help? What other support could be offered in addition or instead?

- Is it fair for all? How is fairness defined?
- What legal language is used and is it understood easily by those who need to use it?
- Is it inclusive?
- Does it challenge any stereotypes appropriately?
- Who influences this document and why?
- What are its benefits?
- Would you change anything, and if so, what, how and why?

Ask pupils to share their findings with the class. Ask what they would like to do with their findings, and whether their investigations revealed anything that school/setting leaders need to be aware of.

Finally, invite pupils to return to their image of the person in the circles. Ask them to identify the influences which they welcome and the influences that they don't enjoy. Invite them to think of three skills that they can employ to help amplify the influences they welcome, and three skills to minimise the influences they don't enjoy.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 12		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Life goals	• To know school/college rules relating to medicines and legal and illegal drugs • To demonstrate an ability to self-assess in order to take appropriate personal decisions and actions and evaluate relative risks • To consider influences on personal behaviour and actions						

Comments

Year 13

Lesson Title – Life in balance

Key Stage: KS5, Year 13, Age 17-18

PSHE Association Learning Opportunity

- how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing)
- to recognise dependency or signs of a substance use disorder in themselves or others; how to access appropriate sources of support (KS5 Drug education)
- how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education)
- assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

Time required

Approximately 1 hour

Resources

- Interactive whiteboard
- A selection of current news reports about drug and alcohol use in the UK/locally
- Access to the internet for investigation activity
- Materials for investigation activity

Key Vocabulary**:**

- Balance
- Discrepancy
- Self-awareness
- Human rights
- Responsibilities
- Criminal/civil justice systems

Learning Outcomes:

- To know some key facts about drug policy in this country, including education, prevention (e.g. Customs & Excise), policing and legal aspects, penalties, treatment and rehabilitation
- To negotiate, decide and take part responsibly in activities
- To consider the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Start the lesson by asking pupils to consider what a balanced lifestyle can be like and what it includes; you might like to offer them some ideas to get the conversation going – sleep, movement, food, rest, work, relaxation, friends, money, relationships, hobbies, family. Pupils discuss in pairs then feed back to the class with their ideas. Encourage pupils to couch their answers in positive rather than negative or deficit language. Collate their ideas on the board. You will come back to this at the end of the lesson.

Explain that this lesson is all about finding a balanced view or approach to life and noticing where balance will be of benefit to society.

Main Activities

Ask pupils to think about how drugs and alcohol are portrayed in the news and in adverts. In pairs, ask them to discuss briefly their recollections and opinions, then share some of their ideas.

Next, show them some current ‘messages’ in the news about drugs, alcohol, smoking and vaping in the UK or more locally. Ask pupils about what they notice about these messages and whether there is a balance of messages. Encourage them to notice if there are any mixed messages and ask what they think about that. Then invite them to consider what a more balanced approach might be like. For example, if alcohol misuse figures are high, it would make sense to limit or change the way alcoholic products are advertised.

Explain that the class will now split into two groups and investigate two different elements of society. Offer them whatever materials and equipment you have available to support them in this task, e.g., paper, pens, technology.

Group 1 will investigate UK drug policy, including drug-related education, prevention (including how Customs & Excise operates), policing and legal aspects, penalties, treatment and rehabilitation. Group members can divide these elements among them to ensure the task is manageable. They will present their findings at the end of the lesson.

Useful website to use:

- https://www.cps.gov.uk/crime-info/drug-offences

Group 2 will investigate legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems. This is a vast area to investigate so ensure the group's parameters align with drug- and alcohol-related issues in particular. Group members can divide the elements among them to ensure the task is manageable. They will present their findings at the end of the lesson.

Useful website to use:

- https://www.equalityhumanrights.com/human-rights/human-rights-act

Both groups will apply a 'filter' of balance, and they will need to define that in their groups. For example, how balanced do they think UK penalties for drug possession are, or how balanced is drug-related education as a whole? If pupils need some guidance on what balance means in this context, they can think about it from a perspective of who is affected by drugs, the use of drugs, the law and those who try to educate others about drugs.

Both groups will need to work in a collaborative and coordinated way. You might like to offer them some ideas of how they can do this, such as assigning group roles to different people – spokesperson, researcher, writer, contributor, challenger, and so on.

Pupils present their findings to each other. Once both groups have shared their findings, facilitate a class discussion about balance: how balanced do they think the UK is in its approach to drugs and alcohol? What might they change if they could, and why? Close the discussion by asking how this activity could help them in the longer term, perhaps if they choose to work or study in some of the fields mentioned, or if the skills they employed and practised today will support them later in life.

Plenary (Including summative assessment opportunity)

Return to the list created at the start of the lesson and ask pupils if they have anything else that they want to add to it, and why they believe it's important to add it.

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class. Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 13		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Life in balance	• To know about drug policy in this country, including education, prevention (e.g. Customs & Excise), policing and legal aspects, penalties, treatment and rehabilitation • To negotiate, decide and take part responsibly in activities • To consider the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems						

Comments

Lesson Title – Keeping myself safe

Key Stage: KS5, Year 13, Age 17-18

PSHE Association Learning Opportunity

- how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing)
- a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing)
- about the risks and consequences of alcohol and other drug use; how to make safe decisions related to alcohol and other drugs in contexts where young people are independent, including abroad (KS5 Drug education)
- assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education)
- how different influences can affect decision making related to alcohol and other drugs, and how to manage them (KS5 Drug education)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

Time required

Approximately 1 hour

Resources

- Printed copied of quiz, one per pupil
- Interactive whiteboard
- Printed copy of template, one per pair

Key Vocabulary**:**

- Locus of control
- Discernment
- Self-awareness

Learning Outcomes:

- To understand that different attitudes and mindsets can affect how some people make health-related decisions
- To communicate with others in order to take joint decisions and actions
- To explore media and social influences

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Start the lesson by asking pupils to take part in a quiz, which they complete individually. Pupils circle the answer that most reflects or is closest to their thinking.

Quiz

Question 1.

A. Many of the unhappy things in people's lives are partly due to bad luck.

B. People's misfortunes result from the mistakes they make.

Question 2.

A. One of the major reasons why we have wars is because people don't take enough interest in politics.

B. There will always be wars, no matter how hard people try to prevent them.

Question 3.

A. In the long run, people get the respect they deserve in this world.

B. Unfortunately, an individual's worth often passes unrecognised no matter how hard they try.

Question 4.

A. The idea that teachers are unfair to students is nonsense.

B. Most students don't realise the extent to which their grades are influenced by accidental happenings.

Question 5.

A. Without the right breaks, one cannot be an effective leader.

B. Capable people who fail to become leaders have not taken advantage of their opportunities.

Question 6.

A. No matter how hard you try, some people just don't like you.

B. Those who can't get others to like them don't understand how to get along with peopl

Question 7.

A. I have often found that what is going to happen will happen.

B. Leaving things up to fate has never turned out as well for me as has making a decision to take a definite course of action.

Question 8.

A. In the case of the well-prepared student, there is rarely, if ever, such a thing as an unfair test.

B. Many times exam questions tend to be so unrelated to course work that studying is really useless.

Question 9.

A. Becoming a success is a matter of hard work; luck has little or nothing to do with it.

B. Getting a good job depends mainly on being in the right place at the right time.

Question 10.

A. The average citizen can have an influence in government decisions.

B. This world is run by the few people in power, and there is not much the ordinary person can do about it.

Question 11.

A. When I make plans, I am almost certain that I can make them work.

B. It is not always wise to plan too far ahead because many things turn out to be a matter of luck anyway.

Question 12.

A. In my case, getting what I want has little or nothing to do with luck.

B. Many times we might just as well decide what to do by flipping a coin.

Question 13.

A. What happens to me is my own doing.

B. Sometimes I feel that I don't have enough control over the direction my life is taking.

Ask pupils to hold onto their quiz papers for now.

Main Activities

Explain about the locus of control theory (Rotter, 1966) and display this information on the board.

> Locus of control describes the degree to which individuals perceive that outcomes result from their own behaviour, or from forces that are external to themselves. This produces a continuum with external control at one end and internal control at the other.
>
> People who develop an internal locus of control believe that they are responsible for their own success. Those with an external locus of control believe that external forces, like luck, determine their outcomes.
>
> People with an internal locus of control tend to work harder and persevere longer in order to get what they want.
>
> This is not to say that having an external locus of control is always bad: there are some situations where this approach can work well.
>
> What is important for your own personal development is to understand your natural tendency and then adapt it to the situations you are faced with.

Ask pupils where they think they sit on the locus of control continuum – more internal or more external. Ask how they think their locus of control position could have an impact on or influence their life choices. Do they think their position can change? If so, what might cause that change?

Display on the board the internal locus of control responses in the quiz.

1 B	6 B	11 A
2 A	7 B	12 A
3 A	8 A	13 A
4 A	9 A	
5 B	10 A	

Ask pupils to note their internal and external locus of control scores. What do they think about the quiz results? They can share their results with the class if they like. Remind students that quizzes like this are interesting from a theoretical perspective and do not necessarily determine someone's life choices in practice.

Next, display on the board a range of activities in which young people (or people of any age) might participate. Ask pupils to add to this list if necessary.

- Drinking alcohol
- Taking drugs
- Misusing medicines
- Smoking
- Vaping
- Having sex too soon
- Eating an unbalanced diet
- Getting insufficient sleep
- Sedentary lifestyle
- Sunbathing/using sunbeds

Invite pupils to work in pairs to complete the template below, to guide their ideas.

In order to support pupils with this activity, show this worked example on the board:

> Activity: drinking alcohol
>
> Internal locus of control: ‘I understand that I am responsible for myself if I choose to consume alcohol.’
>
> External locus of control: ‘Other people are always trying to get me to drink alcohol so they are to blame if things go wrong for me.’

Template

Next to each activity, explain how an internal and an external locus of control position influences choices. How do you think each locus of control position could have an impact on or influence life choices?

Also, discuss what other influences might exist for a young person making decisions, including those from society and the media.

Activity	**Internal**	**External**
Drinking alcohol		
Taking illegal drugs		
Misusing medicines		
Smoking		
Vaping		
Having sex too soon		

Eating an unbalanced diet

Getting insufficient sleep

Sedentary lifestyle

Sunbathing/using sunbeds

Once this task is complete, ask each pair to pick an activity and explain to the class how the two positions on the locus of control might approach that activity, and what other influences might play a role in making decisions and life choices. Ensure all activities are explored. Conclude the activity by asking pupils to reflect on the influences on their lives now and how these might change in the future; they do not need to share these thoughts with anyone.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 13		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
Keeping myself safe	• To understand that different attitudes and mindsets can affect how some people make health-related decisions • To communicate with others in order to take joint decisions and actions • To explore media and social influences						

Comments

Lesson Title – Skills for life

Key Stage: KS5, Year 13, Age 17-18

PSHE Association Learning Opportunity

- a range of strategies for building, maintaining and promoting positive mental health (e.g. connecting with others, spending time in nature, pursuing hobbies and interests, using self-regulation strategies and problem-solving skills) (KS5 Mental health and wellbeing)
- how to recognise and respond to changes in wellbeing; skills and strategies to confidently manage increasing independence and transitional life phases, including emotional responses to change or loss (KS5 Mental health and wellbeing)
- assess how alcohol and drug use can affect decision making, consent and personal safety, including sexual consent, safe travel, drink spiking and the importance of looking out for friends (KS5 Drug education)
- how to identify when something they are being encouraged or pressured to do is illegal (KS5 Managing risk and personal safety)
- what is meant by, and the importance of, professional conduct; about workplace cultures and expectations in different industries and organisations; to understand and appreciate the importance of workplace policies and protocols, including health and safety, confidentiality, cyber-security and data protection (KS5 Careers education: aspirations, learning and work)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

Drugs, alcohol, tobacco and vaping: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.

The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.

Time required

Approximately 1 hour

Resources

- Large pieces of paper and coloured pens for timelines
- Interactive whiteboard

Key Vocabulary**:**

- Skills for life
- Discernment
- Self-awareness
- Strategies
- Peer influence/pressure

- Mitigation
- Stereotyping

Learning Outcomes:

- To know about the importance of mental health for good overall health and be aware of and understand strategies to support good mental health, as well as physical health
- To be able to positively address peer influence/pressure

Important: Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

Introduction and Baseline Assessment

Introduction:

Start the lesson by asking pupils to draw their ideal life timeline – to include all the things that they would like to happen and at roughly what age. If they need inspiration for this activity, suggest that they might like to have 'age' along the x axis and activity/achievement along the y axis. Alternatively, they can come up with their own ideas to portray their ideal life timeline. Ensure they leave space on it to add to later in the lesson.

Give them sufficient time to do this in some detail. Then ask why they think they have been asked to do this activity and take some of their feedback.

Main Activities

Explain to pupils that this lesson is about identifying the skills, attitudes and values that may benefit them over their lifetime. Acknowledge that they cannot know how their lives will pan out but it can be useful to have an idea of the direction they want to go in, without focusing on the end goals only. Give pupils an example of a skill, an attitude and a value that has helped you in your life, or distance it and talk more generally about skills, attitudes and values and how they can support people. If you decide to use a well-known person as an example, ensure that the person you choose has some relevance to your pupils.

Next, ask pupils to work in pairs to discuss an activity/achievement that they consider will demonstrate success. Consider what skills, attitudes and values help to achieve this activity successfully. Ask them to note down additional activities on their paper and a definition of success for each of them. Pupils can share their ideas with the class if they choose; they might wish to keep their ideas to themselves.

Then, invite pupils to return to their timeline and answer the questions displayed (below) on the board:

1. What skills, attitudes and values do you already have that can help you in the future?
2. What strategies could be useful to you to help you find success?
3. How is mental health important in your life now and in the future?

They can make notes or draw their answers to the questions on or around their timeline. They can discuss in pairs or small groups, or work individually.

Next, in pairs, ask pupils to consider some of the things they would like to achieve or fulfil in their lives; they can add these to their timeline if not already featured. With these in mind, pupils think about how the influence of others could have either a positive or negative effect on them and their choices. Ensure the terms peer influence and peer pressure are considered. Pupils think about how they can mitigate possible negative influences. Explain to pupils that to mitigate means to make something negative less severe or serious. Give them time to add to their timelines.

(**Note for the teacher**: while is it is important for pupils to design their own timelines with the things that are important to them, ensure pupils are aware of some ways in which peer influence and pressure could affect them in terms of drug and alcohol use; note that not all pupils will be affected by peer influence and pressure so ensure pupils are clear about this.)

Ask pupils to make a note on their timeline (on the back if space is limited) about what they might still want to know about or how to do: what information or knowledge might they want to research, and what skills might they want to practise?

Invite pupils to review their timelines: to hold them at a distance and note what they look like. Is there anything they would like to change or add? Offer them time to make changes.

Finally, ask them to list all the things they can already do or know about that will support the success of their lives (their knowledge, skills, attitudes and values). Go round the class and ask each pupil to share one piece of knowledge or one skill that they already have that they believe will support them in the future.

Ensure pupils understand the importance of affirming ourselves, and that pupils are mutually supportive of each other. Refer to the ground rules or learning agreement to ensure everyone’s contribution is respected and respectful.

Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson’s learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate.

Year 13		Pupil self-assessment			Teacher assessment		
Lesson name	**Learning outcomes**	☺	😐	☹	☺	😐	☹
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Comments

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