

## **APPENDIX 4: Example of a Drugs Education Programme – Key Stages 1, 2, 3 and 4**

The following outline illustrates the topics that might be covered in a drugs education programme for all key stages. The outline is not intended to be definitive or prescriptive and there may be a degree of overlap in content between the key stages. Teachers will recognise that in this, as in other subjects of study, relationships exist between the development of knowledge and understanding, skills, attitudes and values. This outline is provided as a starting point for teachers' own thinking. The sequence in which ideas are presented is not intended to imply a prescriptive teaching order; that is a matter for teachers to determine according to the needs of their pupils.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	SKILLS, VALUES AND ATTITUDES
<b>Knowledge and Understanding</b>				
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.	All skills, attitudes and values should be inherent throughout the curriculum in all four years at Key Stage 1.
Safe and unsafe substances used in the home and school and simple safety rules.	Safe and unsafe substances used in the home and school and simple safety rules.	Safe and unsafe substances used in the home and school and simple safety rules.	Safe and unsafe substances used in the home and school and simple safety rules.	<b>Skills</b>
Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Medicines and tablets, the reasons people use them, simple safety rules and school rules.	Personal likes and dislikes.
People who can help pupils when they have questions and concerns.	People who can help pupils when they have questions and concerns.	People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers).	People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers).	Being friends with others.
		People who can help pupils when they have questions and concerns.	People who can help pupils when they have questions and concerns.	Communicating feelings and concerns about illness and taking medicines.
				Following simple safety instructions. For example, actions which pupils need to take to keep themselves and others safe.
				When and how to get help from adults.
				Knowing how and why to say "NO".
				<b>Attitudes and Values</b>
				Respect and caring for oneself and valuing the uniqueness of one's own body.
				Respect and caring for others.
				Realising that it is sometimes appropriate and important to say "NO".
				Realising that adults or older children are not always "friends".

YEAR 5	YEAR 6	YEAR 7	SKILLS, VALUES AND ATTITUDES
<b>Knowledge and Understanding</b>			
<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>Dangers from handling discarded drugs-related equipment.</p> <p>People who can help pupils when they have questions or concerns.</p>	<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>People who can help pupils when they have questions or concerns.</p> <p>Different types of medicines (prescribed and over-the-counter), the value and life-saving qualities of some drugs; safety procedures when using medicines.</p> <p>Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug-taking.</p> <p>Identifying and understanding pressures and influences.</p> <p>Simple first aid.</p>	<p>More detailed information about the body, how it works and how to keep it healthy.</p> <p>School rules relating to medicines, alcohol, tobacco, solvents and other drugs.</p> <p>People who can help pupils when they have questions or concerns.</p> <p>Different types of medicines (prescribed and over-the-counter), the value and life-saving qualities of some drugs; safety procedures when using medicines.</p> <p>Caffeine, alcohol, tobacco and other drugs pupils are likely to encounter, their general effects on the body and on behaviour, and the associated risks of drug-taking.</p> <p>Dangers from handling discarded drugs-related equipment.</p> <p>Introduction to the law relating to the use of legal and illegal drugs.</p> <p>People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.</p> <p>Consideration of why some people take drugs.</p> <p>Identifying and understanding pressures and influences.</p> <p>Simple first aid.</p>	<p>All skills, attitudes and values should be inherent throughout the curriculum in all three years at Key Stage 2.</p> <p><b>Skills</b></p> <p>Personal strengths and weaknesses.</p> <p>Handling social relationships.</p> <p>Expressing and communicating feelings and concerns about drugs and their use.</p> <p>Identifying risks.</p> <p>Coping with peer influences.</p> <p>Communicating with adults.</p> <p>Making informed and healthy choices and knowing the consequences of actions.</p> <p>Keeping safe; giving and getting help.</p> <p><b>Attitudes and Values</b></p> <p>Valuing oneself and other people.</p> <p>Attitudes towards the use of alcohol and tobacco within the home and the wider society.</p> <p>Parent'/guardians' and teachers' reactions to drugs and their use.</p> <p>Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them.</p> <p>Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.</p>

YEAR 8	YEAR 9	YEAR 10	SKILLS, VALUES AND ATTITUDES
<b>Knowledge and Understanding</b>			
<p>School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs, and responses to drugs-related incidents.</p> <p>Information about legal drugs (including prescribed and over-the-counter medicines) their effects and associated health risks.</p> <p>Identifying and understanding pressures and influences.</p> <p>Advice and support within the locality, national helplines and organisations.</p>	<p>Scientific terminology including the following words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.</p> <p>The effects of different levels of intake of alcohol.</p> <p>Advice and support within the locality, national helplines and organisations.</p> <p>Identifying and understanding pressures and influences.</p>	<p>Information about illegal drugs including misused prescribed and over-the-counter medicines their effects and associated health risks.</p> <p>Different categories of drugs, including stimulants, depressants, analgesics and hallucinogens.</p> <p>The law relating to drugs.</p> <p>The misuse of drugs in sport.</p> <p>Identifying and understanding pressures and influences.</p> <p>Advice and support within the locality, national helplines and organisations.</p>	<p>All skills, attitudes and values should be inherent throughout the curriculum in all three years at Key Stage 3.</p> <p><b>Skills</b></p> <p>Safety procedures when using medicines and other substances.</p> <p>Requesting advice and support.</p> <p>Identifying risks to health.</p> <p>Personal strengths and weaknesses.</p> <p>Handling social relationships.</p> <p>Communicating with peers, parents/guardians and professionals.</p> <p>Making choices and the consequences of actions.</p> <p>Decision-making and assertiveness in situations relating to drug misuse.</p> <p>Giving and securing help if needed.</p> <p><b>Attitudes and Values</b></p> <p>Attitudes and beliefs about drugs and drug users among different groups in society.</p> <p>Making choices and knowing the consequences of action.</p> <p>Impact of the media and advertising on young people's thinking.</p> <p>Attitudes towards drugs and laws relating to drugs.</p> <p>Recognition of oneself as a role model and acceptance of responsibility for one's actions.</p> <p>Taking responsibility for one's own, and other people's safety.</p> <p>Alternative social and leisure pursuits.</p>

YEAR 11	YEAR 12	SKILLS, VALUES AND ATTITUDES
<b>Knowledge and Understanding</b>  School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs, and responses to drugs-related incidents.  Information about drugs, including their legal status, effects and appearance, and the nature of addiction.  Personal, social, emotional, financial, biological, and psychological effects of drug misuse.  Identifying and understanding pressures and influences.  The services provided by local and national advice and support agencies.	  Patterns of drug misuse locally and nationally and the impact on the community and wider society.  Dangers associated with particular drugs, mixing of drugs, and specific environments and moods.  Government drug policy, including education, prevention, policing and legal aspects, penalties, treatment and rehabilitation.  Legal responsibilities and rights.  The services provided by local and national advice and support agencies	  All skills, attitudes and values should be inherent throughout the curriculum in all two years at Key Stage 4.  <b>Skills</b> Personal self-appraisal. Handling personal and social relationships. Identifying and assessing risks, including emotional and lifestyle consequences. Communicating with peers, parents/guardians and professionals. Making choices and knowing the consequences of actions. Decision-making and assertiveness in situations relating to drug use. Managing conflict and aggressive behaviour. Requesting advice and support; communicating drug advice to other young people. Giving and securing help in a variety of situations, including relevant first aid procedures.  <b>Attitudes and Values</b> Social and cultural influences on young people. Making choices and knowing the consequences of actions. Attitudes towards drugs, drug users and misusers, dealers, and laws in relation to drugs, including licensing and retailing laws. The role of the media in influencing attitudes towards drug use. Individual's responsibility for his or her own actions. Alternative social and leisure pursuits.

## Post-16

Drugs education should not stop at Key Stage 4. Schools will need to consider how the knowledge and understanding, attitudes and skills developed through earlier key stages can be reinforced and extended at Post 16.

With older students, the range of complex and frequently conflicting issues surrounding drug use should be considered.

### ***Such topics might include:***

- The conflict between individual responsibility for health choices and enjoyment, risk-taking and social acceptability;
- The rights of the individual in terms of non-smoking policies, health care, environmental and economic issues;
- The social mores which currently exist towards the acceptability of different drugs, such as alcohol and tobacco when compared with Ecstasy and cannabis;
- The legal/illegal debate and how it relates to the harm evidenced in the population. Health, employment, family, economic and environmental issues might be considered; and
- The position of government and government policies, for example, the sale of alcohol and tobacco, revenue from taxes, safe limits of alcohol, drink/driving strategies and national campaigns.