

APPENDIX 5A: Audit of Drugs Education Programme

Knowledge and Understanding	YR1	YR2	YR3	YR4	TERM1	TERM2	TERM3
Basic information about how the body works, what goes onto and into the body, and ways of looking after the body.							
Safe and unsafe substances used in the home and school, and simple safety rules.							
Medicines and tablets, the reasons people use them, simple safety rules and school rules.							
People who through their work handle medicines and drugs, (for example, health professionals, chemists, shopkeepers).							
People who can help pupils when they have questions and concerns.							
Introduction to the drugs which pupils may encounter & an understanding that all drugs can be harmful if not used properly.							
Skills							
Personal likes and dislikes.							
Being friends with others.							
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 to say "NO".							
Attitudes							
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".							

Knowledge and Understanding	YR5	YR6	YR7	TERM1	TERM2	TERM3
More detailed information about the body, how it works and how to keep it healthy.						
Different types of medicines (prescribed and over-the-counter), the value and life-saving qualities of some drugs; safety procedures when using medicines.						
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.						
School rules relating to medicines, alcohol, tobacco, solvents and other drugs.						
Consideration of why some people take drugs.						
People who might persuade pupils to take drugs, including friends, known adults, peers, older children, stereotypical images.						
Identifying and understanding pressures and influences.						
Dangers from handling discarded drugs-related equipment.						
Simple first aid.						
People who can help pupils when they have questions or concerns.						
Introduction to the law relating to the use of legal and illegal drugs.						
Skills						
Personal strengths and weaknesses.						
Handling social relationships.						
Expressing and communicating feelings and concerns about drugs and their use.						
Identifying risks.						
Coping with peer influences.						
Communicating with adults.						
Making choices and knowing the consequences of actions.						
Keeping safe; giving and getting help.						
Attitudes						
Valuing oneself and other people.						
Attitudes towards the use of alcohol and tobacco within the home and the wider society.						
Parents' / guardians' and teachers' reactions to drugs and their use.						
Attitudes and beliefs about different drugs, the people who use/misuse them, and why they use them.						
Responses to media and advertising presentations of medicines, alcohol, tobacco and other legal drugs.						

Knowledge and Understanding	YR8	YR9	YR10	TERM1	TERM2	TERM3
School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs, and responses to drugs-related incidents.						
Information about legal drugs (including prescribed and over-the-counter medicines) and illegal drugs, their effects and associated health risks.						
Scientific terminology including the following words: use, misuse, abuse, addiction, tolerance, dependence, overdose, withdrawal and adulteration.						
Different categories of drugs, including stimulants, depressants, analgesics and hallucinogens.						
The law relating to drugs.						
The misuse of drugs in sport.						
The effects of different levels of intake of alcohol.						
Identifying and understanding pressures and influences.						
Advice and support within the locality, national helplines and organisations.						
Skills						
Personal strengths and weaknesses.						
Handling social relationships.						
Identifying risks to health.						
Communicating with peers, parents/guardians and professionals.						
Making choices and the consequences of actions.						
Decision-making and assertiveness in situations relating to drug misuse.						
Requesting advice and support.						
Giving and securing help if needed (for example, placing someone in the "recovery position").						
Safety procedures when using medicines and other substances.						
Attitudes						
Attitudes and beliefs about drugs and drug users among different groups in society.						
Making choices and knowing the consequences of action.						
Impact of the media and advertising on young people's thinking.						
Attitudes towards drugs and laws relating to drugs.						
Recognition of oneself as a role model and acceptance of responsibility for one's actions.						
Taking responsibility for one's own, and other people's safety.						
Alternative social and leisure pursuits.						

Knowledge and Understanding	YR11	YR12	TERM1	TERM2	TERM3
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.					
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.					
Drug policy in this country, 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.					
Skills					
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.					
Attitudes					
Social and cultural influences on young people.					
Making choices and knowing the consequences of actions.					
Attitudes towards drugs, drug users and misusers, drug 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.					

APPENDIX 5B: Audit of Drugs Education Resources

Name of resource: _____

Type of resource (please tick):

- ☐ Book ☐ DVD ☐ Audio-tape ☐ Recorded programme
☐ Pack ☐ Website ☐ Helpline
☐ CD-ROM ☐ Video ☐ Presenter ☐ Other _____
(please state)

Suitability Indicators	Evidence	Comment
School ethos	Is the approach: <ul style="list-style-type: none"> • Harm reduction • Prevention • Lifeskills • Other 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Demands on teacher	Time Skills Knowledge Audio-visual resources Classroom organisation Support	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Structure	Series of lesson plans Clearly defined outcomes Progression Differentiation Inclusive	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Interactive methodology	Discussion Stand-point Group work Practical activities Role-play Presentation	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Suitability Indicators	Evidence	Comment
Context	Follows curriculum guidelines NI context - legalities Culturally sensitive	
Target group	Age appropriate Language Drug experiences Developmental needs	
Monitoring/ evaluation	Proformas for <ul style="list-style-type: none"> • Co-ordinator & Teacher input • Pupil input • Parental input 	
User Friendly	Easy to follow Well presented Inspiring	
Cost	Purchase price Site licence Training implications Availability	