

Appendix 1: Content of and progression within drug education (from QCA (2003) *Drug Alcohol and Tobacco Education Curriculum Guidance for Schools at key stages 1 – 4*)

The table below shows how the statutory requirements of the science ('Sc') and citizenship ('Ct') programmes of study and the PSHE frameworks ('PSHE and Ct' and 'PSHE') can provide the basis for a drug, alcohol and tobacco education programme. It illustrates the opportunities for progression as pupils develop their knowledge, understanding, skills and attitudes.

TABLE 1

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Knowledge and understanding	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct to agree and follow rules for their group and classroom, and understand how rules help them [<i>eg simple safety rules</i>]* • Sc2 2d about the role of drugs as medicines • PSHE and Ct 3f that all household products, including medicines, can be harmful if not used properly • PSHE and Ct 3g rules for, and ways of, keeping safe, including basic road safety, [<i>eg rules for medicines</i>]*, and about people who can help them to stay safe [<i>eg the police, health professionals</i>]* 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • Sc2 2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health • PSHE and Ct 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices • PSHE and Ct 3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread • PSHE and Ct 3d which commonly available substances and drugs are legal and illegal, their effects and risks • PSHE and Ct 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • PSHE and Ct 3g school rules about health and safety, basic emergency aid procedures and where to get help • PSHE and Ct 4g where individuals, families and groups can get help and support 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Ct 1a about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people • Ct 1f about the work of community-based, national and international voluntary groups • PSHE 2b how to keep healthy and what influences health, including the media • PSHE 2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health • Sc2 2m that the abuse of alcohol, solvents and other drugs affects health • PSHE 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed [<i>and over-the-counter</i>]* medicines • PSHE 2h basic emergency aid procedures and where to get help and support <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE 4h find information and advice 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ct 1a 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 [<i>eg in relation to drug, alcohol and tobacco laws</i>]* • Ct 1c the work of Parliament, the Government and the courts in making and shaping the law [<i>eg laws on use, misuse and supply, the reclassification of substances, etc</i>]* • PSHE 2a to think about the alternatives and long-and short-term consequences when making decisions about personal health • Sc2 2m the effects of solvents, alcohol, tobacco and other drugs on body functions • PSHE 2e about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make • PSHE 3j to know about the statutory and voluntary organisations <i>that relate to drug, alcohol and tobacco use</i>*

* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

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	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Skills	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct 1b to share their opinions on things that matter to them and explain their views [<i>eg about illness and taking medicines</i>]* • PSHE and Ct 1c to recognise, name and deal with their feelings in a positive way • PSHE and Ct 2c to recognise choices they can make, and recognise the difference between right and wrong • PSHE and Ct 3a how to make simple choices that improve their health and well-being <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE and Ct 5a take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] • PSHE and Ct 5d make real choices • PSHE and Ct 5e meet and talk with people • PSHE and Ct 5h ask for help 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct 1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society • PSHE and Ct 2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • PSHE and Ct 3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable • PSHE and Ct 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong • PSHE and Ct 4e to recognise and challenge stereotypes <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE and Ct 5e meet and talk with people • PSHE and Ct 5h find information and advice [for example, through helplines; by understanding about welfare systems in society] 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel • PSHE 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help • PSHE 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively • PSHE 3d to recognise some of the cultural norms in society, including the range of lifestyles and relationships [<i>eg recognising that not all young people use drugs, alcohol or tobacco</i>]* • PSHE 3k to communicate confidently with their peers and adults <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE 4c participate [for example, in developing and putting into practice school policies <i>about drugs and alcohol</i>]* • PSHE 4e meet and work with people [for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers] • PSHE 4h find information and advice [<i>for example about drug misuse</i>]* 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE 1d to recognise influences, pressures and sources of help and respond to them appropriately <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Ct 2a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, showing an awareness of the use and abuse of statistics • PSHE 2b to use assertiveness skills to resist unhelpful pressure • PSHE 2g to seek professional advice confidently and find information about health • PSHE 2h 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 • Ct 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own • Ct 3b to negotiate, decide and take part responsibly in school and community-based activities • PSHE 3c to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE 4c participate [<i>eg in an initiative with local shopkeepers to highlight the law on selling tobacco to young people</i>]* • PSHE 4h find information and provide advice

* denotes examples (*in italics*) that are not included in the frameworks or national curriculum programmes of study

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TABLE 1 cont

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Attitudes	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct 2a to take part in discussions with one other person and the whole class <i>[eg by exploring attitudes to medicines and other substances]*</i> • 2b to take part in a simple debate about topical issues <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • 5b feel positive about themselves • 5c take part in discussions • 5g consider social and moral dilemmas that they come across in everyday life <i>[eg attitudes towards smoking and alcohol]*</i> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • PSHE and Ct 1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • 5a take responsibility • 5b feel positive about themselves • 5g consider social and moral dilemmas that they come across in life <i>[eg attitudes towards smoking and alcohol]*</i> 	<p>Pupils should be taught</p> <ul style="list-style-type: none"> • Ct 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people <i>[eg by considering attitudes towards law-breaking and the criminal justice system in relation to drugs, alcohol and tobacco]*</i> • PSHE 3b how to empathise with people different from themselves <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE 4b feel positive about themselves • PSHE 4g consider social and moral dilemmas 	<p>Pupils should be taught</p> <ul style="list-style-type: none"> • Ct 1a 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 <i>[eg by considering attitudes towards the law and the role of the criminal justice system in relation to drugs, in the UK and elsewhere]*</i> • Ct 2a research a topical political, spiritual, moral, social or cultural issue, problem or event <i>[eg young people's attitudes and values in relation to substance use]*</i> by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> • PSHE 4b feel positive about themselves • PSHE 4g consider social and moral dilemmas

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This table shows how knowledge and understanding, skills and attitudes are developed progressively across the key stages. Content relating to rules and laws about drugs, alcohol and tobacco has been extracted from table 1 to illustrate progression.

TABLE 2

	By the end of key stage 1, most children:	By the end of key stage 2, most children:	By the end of key stage 3, most pupils:	By the end of key stage 4, most pupils:
Knowledge and Understanding	<ul style="list-style-type: none"> PSHE and Ct 2d agree and follow rules for their group and classroom <i>[eg simple safety rules]*</i>, and understand how rules help them PSHE and Ct 3g know rules for, and ways of, keeping safe <i>[eg school rules for medicines; simple safety rules for medicines]*</i>, including basic road safety, and about people who can help them to stay safe 	<ul style="list-style-type: none"> PSHE and Ct 2b know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules PSHE and Ct 3g know school rules about health and safety <i>[including those relating to medicines, alcohol, tobacco, solvents and illegal drugs]*</i>, basic emergency aid procedures and where to get help 	<ul style="list-style-type: none"> Ct 1a know the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people PSHE 2d know basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed <i>[and over-the-counter]*</i> medicines 	<ul style="list-style-type: none"> Ct 1a know 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 <i>[eg in dealing with those who break the laws related to drugs, alcohol and tobacco]*</i> Ct 1c know the work of parliament, the government and the courts in making and shaping the law <i>[eg the law relating to drug use, misuse and supply, the reclassification of substances, etc]*</i>
Skills	<ul style="list-style-type: none"> PSHE and Ct 5a take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] 	<ul style="list-style-type: none"> PSHE and Ct 2b know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <i>[eg rules about medicines and other substances]*</i> 	<ul style="list-style-type: none"> PSHE Ct 3a know about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively PSHE Ct 3b know how to empathise with people different from themselves PSHE 4c participate [for example, in developing and putting into practice school policies <i>about drugs and alcohol]*</i> 	<ul style="list-style-type: none"> Ct 3a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own Ct 4c participate <i>[eg in an initiative with local shopkeepers to highlight the law on selling tobacco to young people]*</i>
Attitudes			<ul style="list-style-type: none"> Ct 1a know the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people <i>[eg by considering attitudes towards law-breaking and the criminal justice system in relation to drugs, alcohol and tobacco]*</i> 	<ul style="list-style-type: none"> Ct 1a know 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 <i>[eg by considering attitudes towards the law and the role of the criminal justice system as it relates to young people, for example in relation to drugs in the UK and elsewhere]*</i>

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