Year Group: 6
Term: Summer 2
Subject: PSHCE (What is this?)
PSHCE / Science: Healthy Lifestyles

Our ground rules for PSHCE at Haslingden Primary School

- We treat each other with respect.
- We use kind words and kind actions.
- We can pass if we want to.
- We use the correct names for things.
- We don't share personal stories about ourselves, our family or our friends.
- We don't ask our friends or teachers to share personal stories or opinions.

We all stick to the rules!

Lesson One

Lesson 1

P.S.H.E.

Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

Daily Review

Vocabulary

New information (reading)

Guided/ independent tasks

Checking for understanding

Lesson 1

Review

P.S.H.E.

1. Last unit: What is the role of a magistrate?

2. Last term: What are the qualities that enable a relationship to flourish?

3. Last year: What is the difference between a risk, hazard and danger?

Lesson 1

Vocabulary

P.S.H.E.

drugs

health

substance

well-being

Key words

vaccination

prescription

insulin

EpiPen

asthma

allergy

drug	a substance that affects the way our body or mind work
prescription	medicine given by a doctor or pharmacist
side-effect	an unexpected or unwanted change, caused by a substance
effect	when our body or mind is changed by a substance
motivation	the reason why someone does something

Independent Task

What can we do to manage...?

P.S.H.E.

Make a mind map independently of things you already know we can do to manage problems with our health such as the ones listed below. We are not going to talk about examples just yet, if you don't have much to add to your mind map at the moment, don't worry, we will be learning about it this lesson and this task is to find out what you already know and think. It is important that your ideas are your own and not to work with others yet.

New information

P.S.H.E.

Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

The use of medicine depends on the type of disease or illness someone has. Medicines can:

- help someone feel better and relieve pain, such as from a headache
- help the body recover from illness
- help someone manage an ongoing health condition, such as asthma or diabetes
- prevent someone from becoming ill or stop a disease from spreading.

New information

P.S.H.E.

Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

Medicine: Flu vaccine

Some diseases are caused by viruses, such as measles and the flu.

To keep them under control, people can be given a vaccine so that they become immune to it, even if others around them have the virus.

To successfully stop a virus from spreading, nearly all people in the population need to have the vaccine. Vaccinations for lots of diseases are available from a doctor or nurse. Most are given to babies or children so that they develop immunity early on and some to other adults, or those who are more at risk, who may need extra protection from diseases like flu.

New information

P.S.H.E.

Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

Medicine: Flu vaccine

In some cases, a vaccinated person may still be affected by an illness they have been vaccinated against, but the vaccine can lessen the severity of the illness. Vaccine boosters may also be required.

Generally, when a new virus occurs, it can take some time for scientists to create and test a vaccine that they know is safe and will protect people.

Group Task

What can we do to manage...?

P.S.H.E.

Work in pairs / groups to decide which medicines and drugs would be used to manage illnesses, allergies or infectious diseases - then we will review.

illness

Medicine: Inhaler

Medicine: Allergy tablets

allergies

Medicine: EpiPen

Medicine: Flu vaccine

infectious diseases

Medicine: Insulin

Medicine: Paracetamol

Task Review

P.S.H.E.

What can we do to manage...?

illness

Medicine: Inhaler

Medicine: Insulin

Medicine: Paracetamol

Task

P.S.H.E.

What can we do to manage...?

illness

allergies

infectious diseases

Medicine: EpiPen

Task

What can we do to manage...?

P.S.H.E.

illness

allergies

infectious diseases

Medicine: Flu vaccine

Task

P.S.H.E.

We are going to discuss some case studies to help us in answering these questions:

- What is the medicine?
- Why is it used?
- How is it used?
- Is it used for every day/sometimes, for emergencies, or both (if both, explain how)?

What?
Why?
How?
How often? every day / emergency / both

Task

P.S.H.E.

We are going to discuss some case studies:

The possibilities of medicines are here:

Possible ways to manage:

Blue inhaler

Medicine: Inhaler

Liquid pain and fever medicine

EpiPen

Medicine: EpiPen

Medicated cream

Insulin

Medicine: Insulin

Tablets prescribed by the doctor.

I do

Possible ways to manage:
Blue inhaler, liquid pain and fever medicine, EpiPen, medicated cream, insulin, tablets prescribed by the doctor.

Story

Alex sometimes feels tight in the chest when running or playing sports. Alex keeps a small blue inhaler in their school bag and the teacher knows where it is.

What? A blue inhaler
Why? To breathe more easily
How? Puffing into the mouth and breathing it in
How often? every day / emergency / both

We do

Story

Sam had a sore throat and a fever. The doctor gave Sam some tablets to take at home for one week, even after Sam started feeling better.

What? Tablets prescribed by the doctor
Why? To fight an infection
How? Swallowed with water at the same time every day
How often? Every day until the course is finished.

We do

Story

Riley has diabetes. Every day, Riley uses a special pen to give a small injection before meals.

What? Insulin
Why? To control blood sugar levels
How? Injection pen
Every day / emergency / both

We do – TTYP

Story

Jamie gets itchy, dry skin on their arms. A doctor gave Jamie a cream to put on the sore areas.

What? Medicated cream
Why? Calm itchy or sore skin
How? Gently rub onto the skin
How often? Sometimes when the skin flares up

We do - TTYP

Story

Taylor has a serious allergy to nuts. Taylor carries an EpiPen at school and adults know how to help if it is needed.

What? EpiPen
Why? Severe allergic reaction
How? Injected into the leg by an adult
How often? Emergency

You do

Story

When Morgan has a high temperature, a grown-up gives Morgan liquid medicine at home.

What? Liquid pain and fever medicine
Why? Reduce pain or fever
How? Measured with spoon or syringe
How often? Sometimes when child is unwell

New information

P.S.H.E.

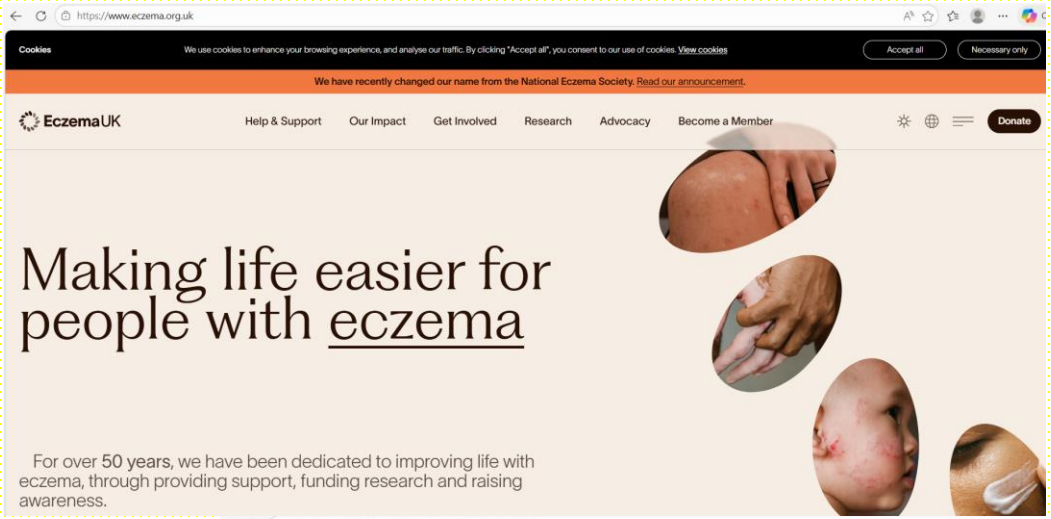
Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

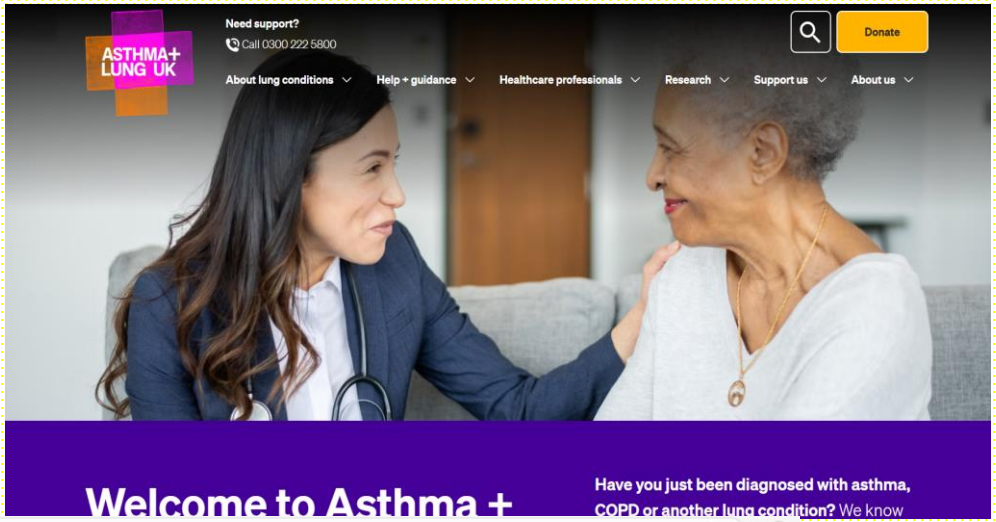
People use medicines differently depending on the type of illness they have. Some young people, such as those with diabetes and asthma, live with their health conditions every day and have been trained by a doctor or nurse to be able to take their medicines on their own.

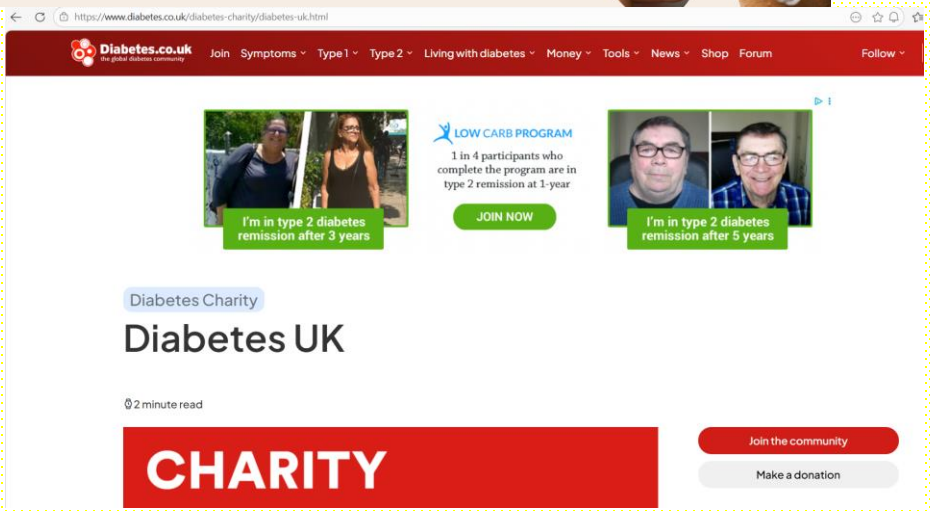
Medicines are helpful for health but only if used correctly and stored disposed of safely. Adults should administer medicines to children (with the exception of those mentioned above).

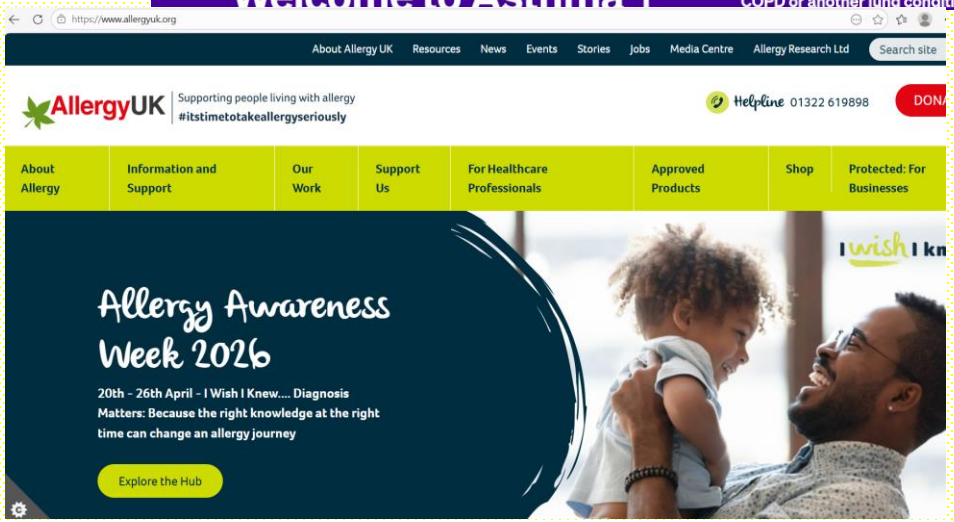
You can get further support:

National Eczema Society, Asthma UK, Diabetes UK and Allergy UK.









New information

P.S.H.E.

Purpose: To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing.

If you are ever unsure about a medicine, you should ask a trusted adult.

If you are ever in an emergency situation and a trusted adult is not available, then you should call the emergency services on 999.

Independent Task

What can we do to manage...?

P.S.H.E.

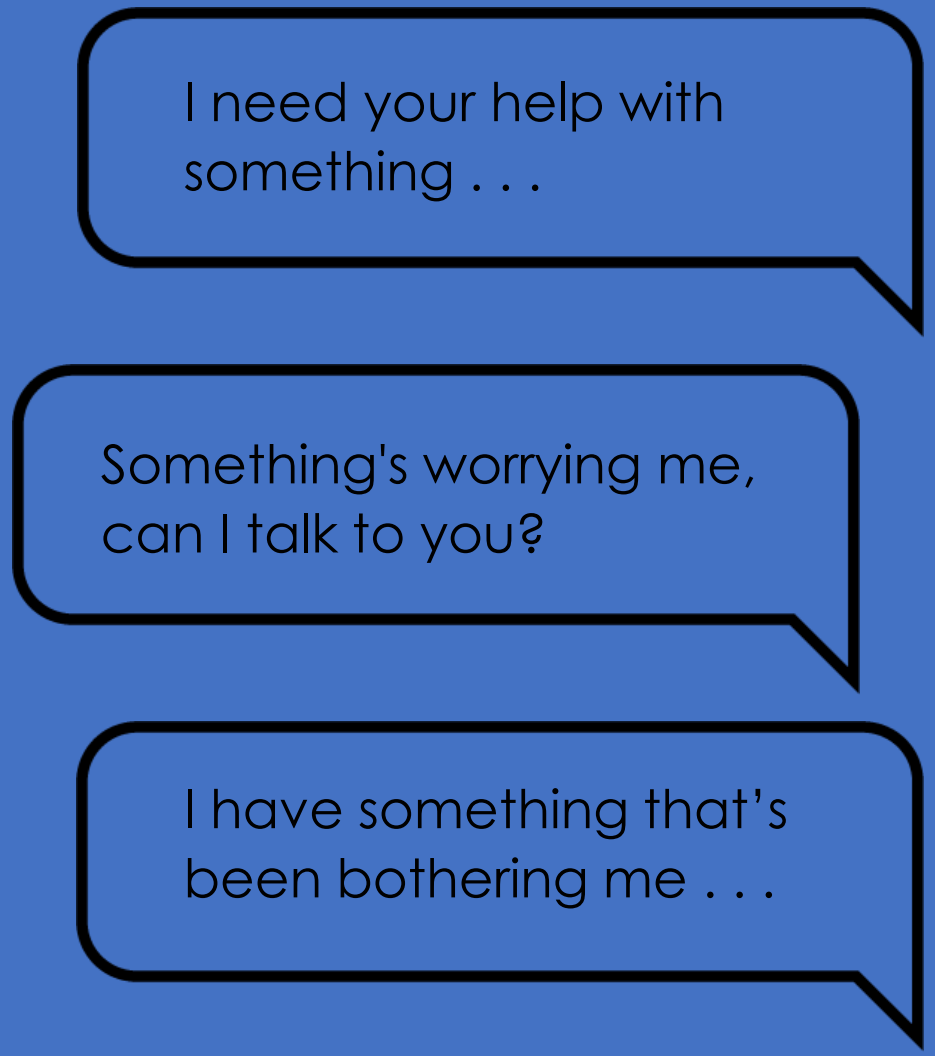
Return to your mind map, use your green pen to add what you have learnt this lesson about what can be done to manage illness, allergies or infectious disease.

Who can help?

If you have any concerns of worries you can…

- speak to an adult in school – a teacher or a helper
- speak to an adult at home - someone that you feel comfortable talking to.

ChildLine Tel: 0800 1111
www.childline.org.uk/kids



© PSHE Association 2023

Lesson 1

Checking for Understanding

P.S.H.E.

1. Describe how medicines (when used responsibly) can support health and wellbeing.

2. Explain how preventative medicines such as vaccinations can stop disease from spreading.

3. Explain the safe use of medicines to help manage illness and allergies.

4. Where can you get extra support?

Lesson Two

Lesson 2

Purpose: To learn about some of the risks and effects of legal and illegal drug use.

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 2

Review

P.S.H.E.

1. Describe how medicines (when used responsibly) can support health and wellbeing.

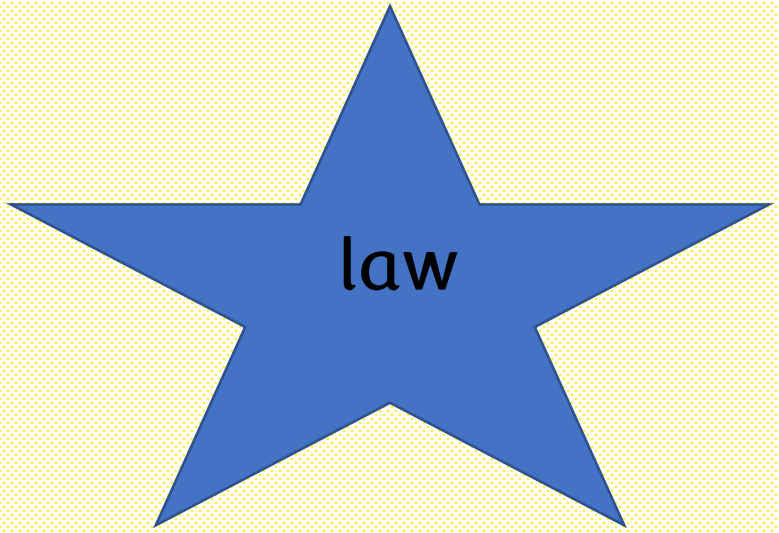
2. Explain how preventative medicines such as vaccinations can stop disease from spreading.

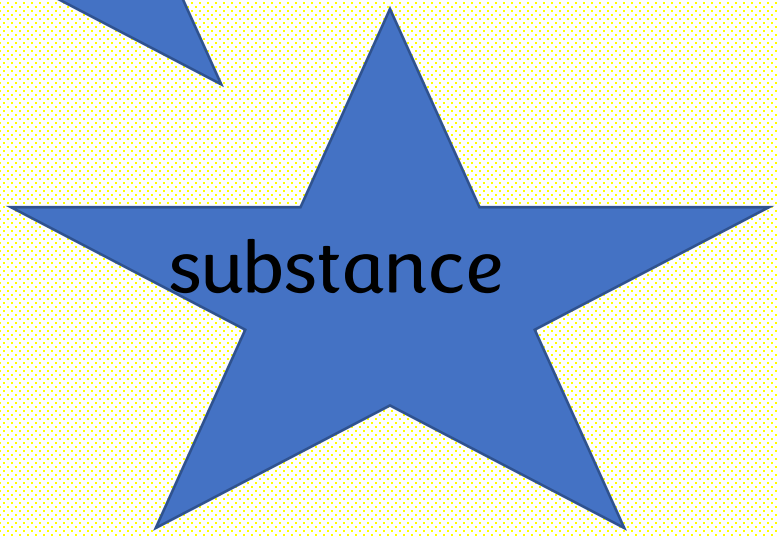
3. Explain the safe use of medicines to help manage illness and allergies.

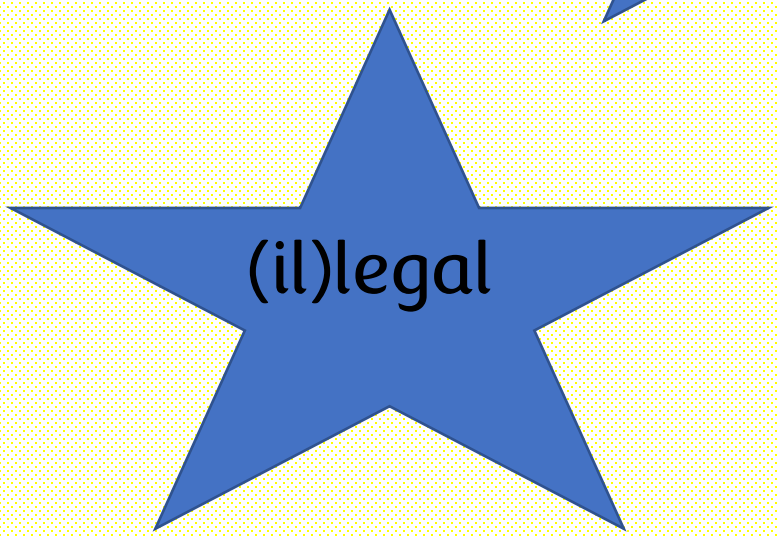
4. Where can you get extra support?

Lesson 2

Vocabulary







Key words

drug	substance
law	habit
legal	illegal

Effects – a change as a result of something
Risks – a situation which may involve danger (risk, hazard, danger)

Drug	Something a person can take to change the way they think, feel or behave.
Substance	This term includes alcohol and other drugs that may be legal or illegal.
Legal drug	Substances such as caffeine, alcohol or over-the-counter medication, these may have age-restrictions.
Illegal drug	Substances that a person can be charged for if they possess it, intend to supply, or do supply it to someone else. These are not subject to quality controls so it is hard to know what is in each batch of a drug, which can increase risk.

TTYP

Purpose: To learn about some of the risks and effects of legal and illegal drug use.

P.S.H.E.

WW: What is a drug?

Task

What might happen to a person who uses a drug?

Effect	Risk
Feels happier	Can become addicted

[The facts about drugs KS2 | Y6 RSHE (PSHE) Lesson Resources | Oak National Academy]

The facts about drugs

Task A: What effect do drugs have?

Sort these **effects** of illegal **drugs** into depressants or stimulants.

depressants	stimulants

brain is more alert

memory loss

poor coordination

loss of appetite

slower breathing

feel anxious/paranoid

Fill in the blanks using the words below:

Drugs can impact mental _____and cause the breakdown of_____ .

People might become_____ on **drugs**. This is when their body relies on **drugs** to feel alright.

People might get _____ to **drugs**. This means they cannot stop using **drugs**, even though it harms them.

dependent relationships addicted health

Task

Purpose: To learn about some of the risks and effects of legal and illegal drug use.

P.S.H.E.

Use the fact files to sort the cut and stick activity, this will create a large class copy of effects and risks of some drugs.

cannabis	vapes	alcohol
cocaine	MDMA/ecstasy	speed (amphetamine)
tobacco	nitrous oxide	caffeine

dizziness or blurred vision	more willing to take risks	feeling relaxed and happy	chatty and sociable
thoughts and feelings intensified	hallucinations (seeing or hearing things that are not really there)	raised heart rate and temperature	feeling confident
awake and alert	feeling anxious or irritable	giggly and silly	sleepiness or drowsiness

injuries from falls or accidents	long term illness or disease	sickness
lethargy - no energy - tiredness	difficulty concentrating or remembering things	fainting or breathing difficulties
becoming dependent on the drug	risk of heart attack	mental health problems
overheating or dehydration	money worries or problems	affects a person's looks
risk of criminal record, fine or prison	confusion, panic or paranoia	unable to know how strong the drug is
difficulty sleeping or relaxing	harm to others or the environment	increased risk of illness such as colds or flu

Alcohol

Alcohol is found in drinks such as beer, wine and spirits. Some alcoholic drinks are stronger than others (such as spirits, e.g. gin, vodka, rum or whisky) – these usually include high levels of alcohol and so are drunk in smaller amounts or 'mixed' with non-alcoholic drinks).

The amount of alcohol found in drinks is measured in units. Adults who choose to drink are advised to drink no more than 14 units a week, over a week (this is equivalent to approximately 6 pints of beer or 6 glasses of wine) and advised to have several alcohol-free days a week.

Children should not drink alcohol*

Effects

The effect on mood will depend on how the person was feeling before drinking alcohol – alcohol is likely to heighten that mood or feeling, for example:

- Some people feel more relaxed or sociable
- Some people will feel more angry
- Some people will feel more withdrawn or lonely
- Feeling more or less self-conscious
- More willing to take risks
- People absorb alcohol at different rates so some may become 'drunk' (feel effects more strongly) more quickly than others – this might include a lack of co-ordination, blurred vision and slurred speech
- The more alcohol that is consumed, the stronger the effects

Risks

- Too much alcohol can lead to sickness, dizziness, falling over or fainting, memory loss
- Inability to control own behaviour
- Aggressive behaviour
- Injury or accidents may occur – it is dangerous to drive or operate machinery after drinking alcohol
- Feeling ill (e.g. tiredness, headaches and sickness) the next day is common if someone drinks too much the day before
- Drinking a lot or often over time can become an unhealthy habit - leading to feelings of agitation and anxiety - and people can become dependent on alcohol
- Drinking more than the recommended guidelines can cause damage to the brain and body, illnesses such as cancer, strokes, liver disease and depression

Laws

- It is illegal to give a child under 5 alcohol
- It is illegal for anyone under the age of 18 to buy alcohol
- Even if someone is over 18, shops can refuse to sell alcohol to someone under the age of 21 (Challenge 21)
- The police can confiscate alcohol from someone they suspect to be under 18 in a public place
- It is illegal for an adult to buy alcohol for someone under 18 (except where that person buys beer, wine or cider for someone aged 16 or 17 to be drunk with a table meal, while accompanied by a person over 18)
- It is illegal to sell to, or purchase, alcohol for someone who is already drunk
- Drink driving is illegal - it is safest for someone not to drink any alcohol if driving

*The UK Chief Medical Officers advise an alcohol-free childhood. If a young person (aged 15-17) does drink alcohol, it should only be rarely and with guidance from a parent or carer, in a supervised environment (such as at home) and even then, only a small amount should be consumed

Caffeine

Caffeine is found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines. Energy drinks often contain high levels of caffeine, sugar and may also contain other stimulants.

Effects

- Caffeine is a 'stimulant' meaning it can temporarily make people feel like they have lots of energy, more alert or less tired
- Can make the body produce urine more quickly
- Caffeine can affect some people more than others and its effects can depend on how much is consumed – usually the more caffeine consumed, the stronger the effects

Risks

- For most adults, tea and coffee can be consumed in moderation, as part of a balanced diet, without detrimental health effects
- However, drinking lots of caffeine or stimulants can lead to restlessness or an inability to relax and difficulties sleeping
- Caffeinated drinks often also include high levels of sugar or flavoured syrups which can cause weight gain and tooth decay
- Caffeinated drinks are not suitable for toddlers and young children
- Pregnant women should also reduce their intake of caffeine

Laws

- There are no legal restrictions on the sale or use of caffeine in food and drink, although some medicines which contain caffeine may only be available on a doctor's prescription
- Some shops and supermarkets have chosen to only sell highly-caffeinated products to people aged 16 and over

Cannabis

Cannabis is a drug that comes from the Cannabis plant. It can be smoked, eaten or vaped. It usually comes in the form of dried herbal material including dried flowers, leaves, and stems, or as an oil, or solid material. It is often mixed with tobacco when smoked. Some types of cannabis are stronger than others.

Effects

Changes how the brain works:

- Some people feel relaxed and happy
- Some people feel chatty and giggly
- Some people feel very tired
- Can make people hungry
- Some people have a sense of time slowing down
- Thoughts and feelings may become much more heightened or experienced more deeply
- Hallucinations (seeing or hearing things that are not really there)

Risks

- Sickness, dizziness or fainting
- Difficulty concentrating and remembering things
- Confusion or anxiety, paranoia
- Disturbed sleep
- Mood swings, depression
- Lethargy – no motivation to do things
- People can become dependent on cannabis (they feel they need it all the time)
- Injury or accidents – dangerous to drive or operate machinery after using cannabis
- **If Cannabis is smoked with tobacco, all the risks associated with tobacco also apply** (see Tobacco fact sheet)
- Cannabis may also be mixed with other chemicals (which may be unknown) and which can also be harmful to the body

Laws

- Cannabis is illegal to possess, give away or sell (class B drug)
- Possessing cannabis could mean receiving a police warning or on the spot fine (£90) but could also lead to a criminal record* or up to 5 years in prison, an unlimited fine, or both
- Supplying (selling or giving away) cannabis, even to friends, could mean up to 14 years in prison, an unlimited fine or both
- Driving after using cannabis is illegal and can lead to a fine, driving ban or prison

*Having a criminal record can affect a person's ability to apply for certain jobs or travel to different countries, such as United States of America (USA).

Cocaine

Cocaine is an illegal drug. It is derived from the leaves of the coca plant. It comes as a white powder (coke) and is snorted through the nose or in small rocks (crack cocaine) which are smoked.

Effects

- Can make someone feel happy and excited; alert and wide awake; confident and chatty; more animated; overconfident; arrogant; restless; unable to relax
- Increases heart rate (makes the heart beat faster)
- Raises body temperature, so someone might feel hot

Risks

- Sickness
- Anxiety and panic
- Regular use can lead to depression and/or paranoia and other mental health issues
- Can be fatal – risk of heart attack or stroke and increased risk for people with heart conditions
- Snorting causes damage to the nose and smoking causes breathing problems and chest pains
- Addictive – people can become dependent on cocaine (they feel they need it all the time)
- Increased risks to personal safety as may be more likely to do something dangerous

Laws

- Cocaine is illegal to possess, give away or sell (class A)
- Possessing cocaine can mean up to 7 years in prison, an unlimited fine or both, and a criminal record*
- Supplying (selling or giving away) cocaine, even to friends, can mean up to life in prison, an unlimited fine or both
- Driving after using cocaine is illegal and can lead to a fine, driving ban or prison

*Having a criminal record can affect a person's ability to apply for certain jobs or travel to different countries, such as the USA.

Nitrous Oxide

A colourless gas that is stored in a small metal canister and inhaled, sometimes from balloons. It is also called laughing gas or balloons.

Effects

- Feelings of calm and relaxation
- Euphoria (extreme happiness)
- Giggles and laughter
- Dizziness
- Slows down the brain and the body's responses

Risks

- Severe headache or feeling sick
- Inability to 'think straight'
- Risk of accidents from dizziness, from taking too much or using it in a dangerous place
- Short but intense feelings of paranoia
- Lack of oxygen – inability to breathe properly
- Fainting or unconsciousness
- If used in large doses a person might see or hear something that is not really there (hallucinations)
- Regular use can lead to loss of vitamin B12 and low white blood cells in the body, causing illness such as anaemia and nerve damage (numbness in fingers and toes)
- Can affect the nervous system, heart, reproductive health and lung health
- Inhaling any gas direct from a canister is very dangerous because it is under such high pressure – it can cause spasms of the throat, cause someone to stop breathing and can be fatal

Laws

- Nitrous oxide is a class C drug that is illegal to possess, give away or sell, if it is not being used for medical or dental purposes
- Supplying (selling or giving away) or producing nitrous oxide can lead to 14 years in prison, an unlimited fine or both and a criminal record
- Unlawful possession can lead to either an unlimited fine, a visible community punishment or a caution - which would appear on a criminal record
- Repeated misuse can lead to up to 2 years in prison, an unlimited fine or both
- Driving after using nitrous oxide is illegal and can lead to a fine, driving ban or prison

*Having a criminal record can affect a person's ability to apply for certain jobs or travel to different countries, such as the USA.

Speed (amphetamine)

An illegal drug. It usually comes in an off-white or pink powder that sometimes looks like small crystals, which is dabbed onto gums, snorted or swallowed.

Effects

- It can make people feel excited, alert and energised or wide awake for long periods of time
- Some people can become very chatty or talkative
- Some people can feel agitated, irritated or aggressive
- It can reduce appetite
- Speeds up the heart rate

Risks

- Difficulties sleeping or relaxing
- It can cause confusion, anxiety or panic
- Increases mental health problems
- It puts a strain on the heart leading to high blood pressure or heart problems and heart attack
- Using speed regularly can lead to problems with learning and concentration
- For days after use people can feel very tired, lethargic, sad or depressed
- Taking a lot can affect the immune system so there is an increased risk of colds and flu
- In high doses it can create hallucinations - seeing or hearing things that are not really there
- Regular use can make someone feel dependent on the drug, meaning they want more
- It may be 'mixed' with other dangerous drugs or chemicals which may be unknown
- Injury or accidents - dangerous to drive or operate machinery after using the drug

Laws

- Speed is illegal to possess, give away or sell (class B)
- Possessing speed can mean up to 5 years in prison, an unlimited fine or both, and a criminal record*
- Supplying (selling or giving away) speed, even to friends, can mean up to 14 years in prison, an unlimited fine or both
- Driving after using speed is illegal and can lead to a fine, driving ban or prison

*Having a criminal record can affect a person's ability to apply for certain jobs or travel to different countries, such as the USA.

Vapes (e-cigarettes)

A vape is a device that allows someone to inhale vapour (rather than smoke). They work by heating a liquid that contains chemicals and some (but not all) contain nicotine. There are different types: some look like cigarettes, a small tube or pen, and others are small pots of liquid.

Effects

- Vapes often contain nicotine which raises blood pressure and increases heart rate
- When nicotine enters the body, it can make people feel relaxed and calm, or increase alertness depending upon how the person is feeling beforehand
- Cravings for nicotine can make someone feel anxious or irritable
- When combined with face-face support from a smoking cessation or medical professional, vapes or e-cigarettes can help people to quit smoking – by helping them to manage and reduce the amount of nicotine they are taking in
- There is currently no evidence that vaping causes harm to others (like second-hand smoke from cigarettes)

Risks

- Vapes are not risk free, and more research is needed to understand any potential long-term harms, but use carries less risk than smoking cigarettes
- Although vapes don't contain tobacco or produce carbon monoxide (two of the most damaging elements in tobacco smoke) the liquid and vapour do contain potentially harmful chemicals (although in much lower levels than cigarettes)
- Vapes contain nicotine which is addictive and causes a craving for the user to smoke more
- Vapes must be used with care (such as using the correct charger) to ensure they do not pose an increased risk of causing fire

Laws

- Someone must be aged 18 years and over to buy vapes/e-cigarettes
- It's illegal for an adult to buy vapes for someone under the age of age 18
- Vaping is not allowed on buses, planes, trains or at train stations
- It is up to the owner of other public places to decide if vaping is allowed (for example in bars, restaurants or cafes)

MDMA (Ecstasy)

An illegal drug that usually comes in pills or tablets, a powder or white/grey crystals. It is swallowed, dabbed onto gums or sometimes snorted through the nose.

Effects

- Can make people feel happy and chatty, energised and alert
- Can make people feel confident and sociable
- Feelings and surroundings, or music, or colours can become more intense
- Raises body temperature
- Increases heart rate
- Some people feel tingles or tightening of muscles

Risks

- Difficult to know what is in the drug – it may be 'mixed' with other dangerous drugs or chemicals
- Difficult to know how strong the drug is or how much the drug will affect someone
- Sickness
- Can cause anxiety, confusion, panic or paranoia
- Body can dangerously overheat or dehydrate – can be fatal
- This can also lead to accidents where people try to cool down or drink too much water to rehydrate
- Liver, kidney and heart problems (people with asthma, epilepsy or heart conditions can have a dangerous reaction)
- People can become dependent or want to take more to get more of a 'buzz'
- Long term use, when used in higher amounts can cause memory problems or depression
- Increased chance of colds and sore throats
- Injury or accidents - dangerous to drive or operate machinery after using MDMA

Laws

- MDMA is illegal to have, give away or sell (class A)
- Possessing MDMA can mean up to 7 years in prison, an unlimited fine or both, and a criminal record*
- Supplying (selling or giving away) MDMA, even to friends, can mean life in prison, an unlimited fine or both
- Driving after using MDMA is illegal and can lead to a fine, driving ban or prison

*Having a criminal record can affect a person's ability to apply for certain jobs or travel to different countries, such as the USA.

Tobacco

Tobacco is a plant. The leaves are dried and shredded and sold as factory-made cigarettes, rolled tobacco (roll-ups) or shisha which is smoked through a water pipe (hookah). The drug in tobacco is nicotine, but cigarettes also contain other chemicals that harm the body.

Effects

- Contains nicotine which raises heart rate and blood pressure
- Many smokers believe that smoking helps them relax but nicotine interferes with the chemicals in the brain meaning when they haven't smoked for a while they have a craving to do so. They may feel irritable and anxious until they can smoke. These feelings are temporarily relieved when they smoke again

Risks

- Sickness and dizziness (particularly for first time smokers)
- Breath, hair and clothes smell
- Nicotine in tobacco is addictive
- Increased anxiety, tension, irritability and possibly depression over time
- Tar in tobacco smoke can lead to stained teeth and nails
- Stops oxygen getting to the skin which can lead to a dull complexion and premature ageing (wrinkles)
- Tobacco smoke contains harmful chemicals which damage most of the body's organs and can lead to long term or life-threatening disease (such as lung disease, heart disease, diabetes and different types of cancer)
- Second-hand smoke means other people are also at risk of these diseases (particularly children as they have less developed lungs, airways and immune systems).
- Causes weak and brittle bones (arthritis)
- Reduces fertility (ability to make a baby) in both men and women
- If a pregnant woman smokes it can harm the unborn baby
- If shisha is smoked, more smoke is inhaled (so, smoking shisha for 20-minutes is equivalent to smoking approximately 25 cigarettes)
- Risk of accidental fire

Laws

- It is illegal to smoke in all public enclosed areas and workplaces (including restaurants, bars and pubs or vehicles used for work purposes)
- Smoking in a car with someone under the age of 18 is against the law
- Illegal for shops to sell cigarettes to anyone under the age of 18
- Illegal for an adult to buy cigarettes for someone under the age of 18

Drug risks (Slides 16-17, 15 mins)

Explain that drugs may not affect every person in the same way. Risk depends on the drug (what it is, how strong it is); the person (their age, their mood, their general health); where they are and the situation they are in, and that we can think of this as the 'risk' triangle:

- What is the drug? What do we (and don't we) know about the drug?
- Who is the person? What do we know about them?
- What is the situation they are in?

In pairs, ask pupils to read **Resource 4: Drugs and risk scenarios** and, using the information given, identify what is causing the risk, analyse how risky they think the scenario is (high, medium or low), and record their explanations on the sheet.

Take feedback from the class asking pupils to explain and justify their ideas. Are there any characters who are taking a risk with their own health or the health and wellbeing of those around them?

Changing scenario	How does this change the level of risk?
Jim, 51, drinks four pints of beer most days of the week.	
Jenny's cousin Jay says he has got some cannabis for them to try and it will be fun. They are 17.	
Indie, 15, is having meal with her family to celebrate Gran's birthday. Indie's mum says that Indie can have a small glass of wine.	
Dawn, 45, has smoked cigarettes for 25 years. Dawn has decided to stop smoking cigarettes and try vapes instead.	
At a party, Alba, 19, buys a tablet from someone, because they have heard it will help them have an even better time.	
Mo, 14, skips breakfast every day and drinks three cans of energy drinks on the way to school instead.	
Shanise, 16, meets up with friends by the canal. She notices some of them are inhaling something from a cannister.	

Scenario	Who is involved?	What is the drug? (May be 'unknown')	Identify at least one potential risk
Jim, 51, drinks four pints of beer most days of the week.			
Jenny's cousin Jay says he has some cannabis for them to try and it will be fun. They are 17.			
Indie, 15, is having meal with her family to celebrate Gran's birthday. Indie's mum says that Indie can have a small glass of wine.			
Dawn, 45, has smoked cigarettes for 25 years. Dawn has decided to stop smoking cigarettes and try vapes instead.			
At a party, Mo, 19, buys a tablet from someone, because they have heard it will help them have an even better time.			
Alba, 14, skips breakfast every day and drinks three cans of energy drinks on the way to school instead.			
Shanise, 16, meets up with friends by the canal. Some of them are inhaling something from a cannister.			

Changing scenario	How does this change the level of risk?
Jim cuts down to drinking two pints of beer, only on three days a week.	
Jenny and Jay also drink beer whilst smoking the cannabis.	
After drinking the wine, Indie sneaks off to the kitchen and drinks more glasses of wine.	
Dawn stops smoking cigarettes and vaping completely.	
Alba decides not to take the tablet.	
Mo really likes the energy drinks and starts drinking them on the way home from school too.	
Shanise decides not to join in or meet up with her friends.	

Suggestions might include:

- *Jim – Higher risk because he is drinking over the recommended amount.*
- *Jenny and Jay – Higher risk because cannabis is an illegal drug and by giving it to Jenny, Jay is supplying her with the drug, the strength of the drug is unknown, and they do not know how it will affect them.*
- *Indie – Medium or lower risk because although alcohol is not recommended for people aged 15, she is with her family and only drinking a very small amount.*
- *Dawn – Lower risk because vapes(e-cigarettes) are much less harmful than tobacco cigarettes when used by adults to help them stop smoking, as recommended by NHS and Public Health England. Vapes should not be used by children, as they can cause harm.*
- *Mo – Medium risk because although it is not an illegal drug, it sounds like it is affecting their balanced diet which is important to keep healthy and may affect their concentration and sleep.*
- *Alba – Higher risk because they cannot be sure what the drug is, how strong it is or how it will affect them, also it sounds like it is an illegal drug, which means they could face a criminal charge for having the drug.*
- *Shanise – Higher risk because she does not know what the drug is, inhaling anything from a canister is very dangerous and being near water is not a safe place when there is a higher likelihood of accidents from drug use.*

Support: Ask pupils to work in pairs or as a group to complete an adapted version of the activity using **Resource 4a: Drugs and risk scenarios – support** with scaffolded responses. You may prefer to make these separate cards so there are fewer scenarios.

Challenge: After completing **Resource 4: Drugs and risk scenarios**, give pupils **Resource 4b: Drugs and risk scenarios – challenge**. Ask them to discuss whether the change in the scenario would increase or decrease the risk and record their responses on the sheet.

You can get further support:

Provide some examples of organisations where people can get further advice such as: www.childline.co.uk – 0800 1111 (information and advice for young people about drugs, alcohol and smoking) and that if they need urgent help if someone is seriously ill, scared or unsafe they should call 999.

Adults can contact:

- www.nhs.co.uk – advice and support with drugs, alcohol and tobacco use
- NHS Better Health Quit Smoking- support to quit smoking
- www.drinkaware.co.uk – alcohol support services

TTYP

Purpose: To learn about some of the risks and effects of legal and illegal drug use.

P.S.H.E.

WW: What is a drug?

This can be completed following the lesson if necessary. Pupils return to their spider-gram baseline assessment and – in a different colour - add to or amend the information in light of their learning about the risks and effects of different drugs. This should be a general reflection of the different risks and effects of drug use and not specific to a particular drug.

For example: Drugs can be different strengths – if it is an illegal drug people cannot always tell how strong it is. People can react differently to different drugs. Most drugs, including medicines, can cause harm and damage the body if they are not used correctly. All drugs come with risks.

Challenge

Extension activity

Drugs and risks (Slide 20)

Ask pupils to choose one of the drugs from **Resource 1: Drugs cards** (make sure that only the drugs discussed in the lesson are used) and discuss the following questions:

- What (if anything) would reduce the risk of using the drug? *For example - tobacco: cutting down on the number of cigarettes smoked, trying to quit, not using the drug in the first place*
- What would increase the risk of using the drug? *For example - tobacco: smoking every day for a long time, smoking around others/in the car*
- What could someone do if they were worried about the risk? *For example – tobacco: Get in touch with an organisation who can give advice and help such as* NHS Better Health Quit Smoking

Lesson 3

Checking for Understanding

P.S.H.E.

1. Name three effects of drugs.

2. Name three risks of drugs.

3. What does the word illegal mean?

4. Where can you get further support?

Lesson Three

Lesson 3

Purpose: To learn about the reasons why people use drugs and how to manage peer influence.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 3

Review

P.S.H.E.

1. Name three effects of drugs.

2. Name three risks of drugs.

3. What does the word illegal mean?

4. Where can you get further support?

Lesson 3

Vocabulary

P.S.H.E.

influence

passive

pressure

peer

aggressive

assertive

Key words

influence

pressure

peer

passive

aggressive

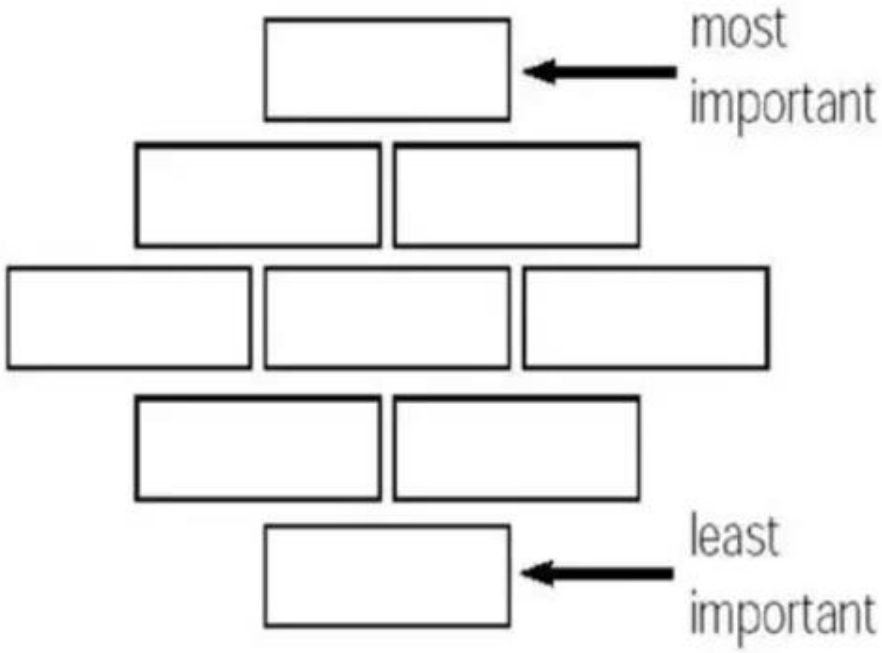
assertive

Task

Purpose: To learn about the reasons why people use drugs and how to manage peer influence.

Discuss: people, places and things that influence people to take drugs.

You are going to make a diamond nine .



family	friends	online gamer/ influencer
religion/beliefs	health advice (e.g. from a doctor/nurse)	the situation
feelings/emotions (mental health)	physical health	money

Pupil responses at the top of the diamond 9 might include:

- *Friends - people might feel more pressure to use a drug if their friends are also doing so.*
- *Situation - if the person is in a situation where the drug is readily available, or in which they feel nervous.*
- *Online gamer/influencer - if someone they look up to online is shown using the drug too.*

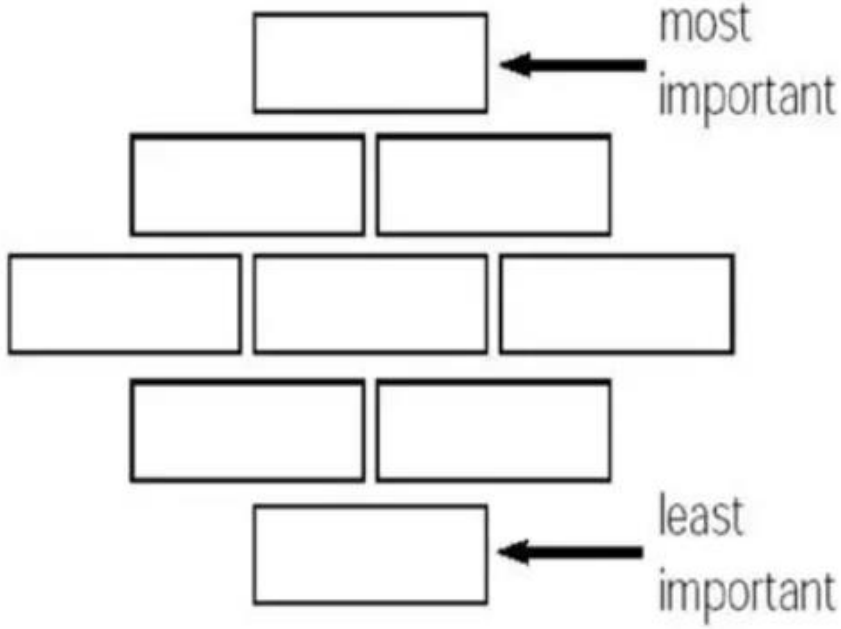
Other influences pupils might highlight could include magazine/news articles or the person's own beliefs on whether it is right or wrong to use the drug.

Extension Activity

Purpose: To learn about the reasons why people use drugs and how to manage peer influence.

Discuss: people, places and things that influence people not to take drugs.

You are going to make another diamond nine.
Compare this one to your first diamond nine.



New information

Purpose: To learn about the reasons why people use drugs and how to manage peer influence.

P.S.H.E.

- **Passive:** accepting or allowing what happens or what others do, without actively responding
- **Aggressive**: being ready or likely to confront or attack others or what others do
- **Assertive:** standing up for oneself or someone else, calmly and positively, or getting a point across without causing upset

Show and read aloud one of the scenarios from **Resource 3: Pressure scenario cards**. Working in pairs, ask pupils to identify who or what the character is being influenced by and whether they are feeling pressure, including peer pressure (pressure from those around them).

Then, ask pupils to consider the different ways the character could respond:

- What would be an example of a passive response? *For example, joining in with the group to feel included*
- What would be an example of an aggressive response? *For example, shouting "no" and being rude to others*
- What would be an example of an assertive response? *For example, saying a calm, firm but polite "no thanks"*

Bailey is meeting a group of older friends in the park. After a while, some of the group start smoking cannabis. It is being passed around the group and they all smoke it. Bailey is offered the cannabis too.

Dee is going to a friend's birthday party. When she arrives, there are no adults around. Most people seem to be drinking alcohol from bottles and dancing together. Dee's religion does not permit drinking alcohol. She sees her friend who passes her an open bottle of beer andvsays, "Come on, have a drink and dance with me!"

Mich sees an advert online of their favourite gamer promoting vapes. A new vape shop has opened nearby too. Mich has heard that vaping is much safer than cigarettes. Mich sees an advert for vaping on their way to work and thinks they will try vaping too.

Pip's mum always has a cigarette with a cup of coffee in the morning but at the moment she is trying not to smoke. It's really hard. She sees a packet of cigarettes that Dad has left on the table. Then, her friend comes around for coffee and says, "Aren't we going outside for a cigarette too?"

Jamie's cousin says that later that day he will give Jamie a packet to deliver to an address across the estate. He tells Jamie not to tell anyone because in the packet are some illegal drugs, but not to worry as no one will know what he is doing anyway.

What are the risks for the character?
Who or what are they being influenced by? (There could be more than one in each situation)
Are they feeling pressure and if yes, what/who from?
In what ways can they manage the situation?
What would be an example of an assertive response?

Possible responses could include:

Think about the reasons why they are being encouraged to try it	Get cross, shout, criticise or insult the other person/people involved
Dare the other person/people to do it first	Feel they don't want to, but join in anyway
Just say 'no thanks'	Try the drug and then feel worried

Walk away / leave the situation	Give a reason for not wanting to use the drug
Suggest doing something else instead	Talk to/text a helpline
Talk to a trusted adult	Something else?

You can get further support:

- Talk to a trusted adult at home or school
- Contact a children's advice line such as ChildLine 0800 1111
- Contact the police 101 or emergency services if someone is in immediate danger 999.

Challenge

P.S.H.E.

Ask pupils to draw a cartoon to depict one of the scenarios they have discussed, adding speech and thought bubbles. They should focus on depicting the character demonstrating an assertive response to the situation that will help them to stay healthy and safe.

Lesson 4

Checking for Understanding

P.S.H.E.

1. Give two reasons why someone might take drugs.

2. Name two influences that might stop someone taking drugs.

3. Give two strategies for managing peer influences.

4. Where can you get further support?

Lesson Four

Lesson 4

Purpose: To learn how mixed messages about drug use in the media can influence opinions and decisions.

P.S.H.E.

- Daily Review
- Vocabulary
- New information (reading)
- Guided/ independent tasks
- Checking for understanding

Lesson 4

Review

P.S.H.E.

1. Give two reasons why someone might take drugs.

2. Name two influences that might stop someone taking drugs.

3. Give two strategies for managing peer influences.

4. Where can you get further support?

Lesson 4

Vocabulary

P.S.H.E.

media

social media

marketing

advertising

messages

Discuss: Are there mixed messages about tobacco, vapes and alcohol?

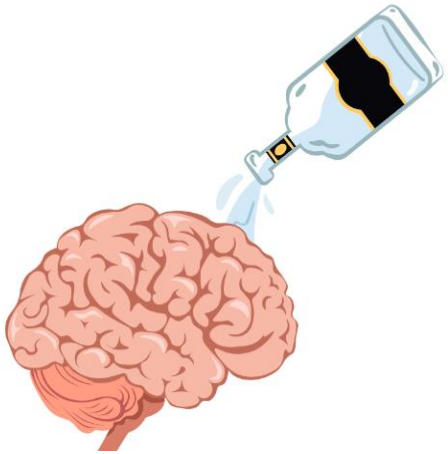
P.S.H.E.

Is it worth it?

Don't be chained to smoking

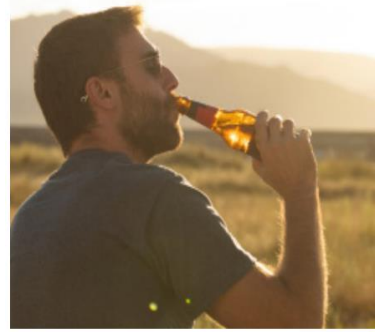
break the habit...

DRINKING affects your thinking!



So many ways to vape

IF YOU'RE TOUGH.



DRINK BEER

Time to...

relax

for fun

to party!

Every vape is a knock to good health

Task

Purpose: To learn how mixed messages about drug use in the media can influence opinions and decisions.

Think

Feel

Do/want to do

Imagine a young person looking at one of the posters, what would it make them feel, think or do?

Task

Purpose: To learn how mixed messages about drug use in the media can influence opinions and decisions.

Think

Feel

Do/want to do

Highlight the following positive social norms:

- The number of young people in England (aged 11-15) who smoke tobacco regularly (smoking at least one cigarette a week) is very low at 1%.
- Some people might think that lots of people use vapes but actually only 4% of young people (aged 11-15) use them regularly (at least once a week).
- We might think that lots of teenagers drink alcohol, but actually 63% of young people (aged 11-15) say they have never drunk alcohol.

Reference: Smoking, drinking and drug use among young people in England 2023 (NHS)

Task

P.S.H.E.

Rank from most reliable to least reliable.

advert on social media

friend

TV documentary

story in a film/book

www.nhs.uk/live-well

news story

parent/carer

teacher/PSHE lesson

Task

P.S.H.E.

Imagine you are giving advice to the young person looking at the advert. Use the sentence starters below to write them a message

- You might think that...
- But this might not be reliable because...
- Some facts about the effects of tobacco/vaping/drinking alcohol are...
- Somewhere you could get more information is...

You can get further support:

Remind pupils that if they have any worries or concerns about drugs, tobacco (e.g. in cigarettes), vapes, or alcohol, they should talk to a trusted adult at home or in school. They can also contact Childline on 0800 1111.

Lesson 4

Checking for Understanding

P.S.H.E.

1. What are the mixed messages in the media?

2. What are the key messages and who are they targeted at?

3. How might the messages affect a person's thoughts, feelings and actions?

4. Where can you get further support?