



Alcohol
Education Trust
Keeping young people
safe around alcohol

London
Drug &
Alcohol
Policy
Forum



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**Drugs and alcohol education within RSHE – exploring the
statutory framework and a public health perspective**



Public Health
England

Protecting and improving the nation's health

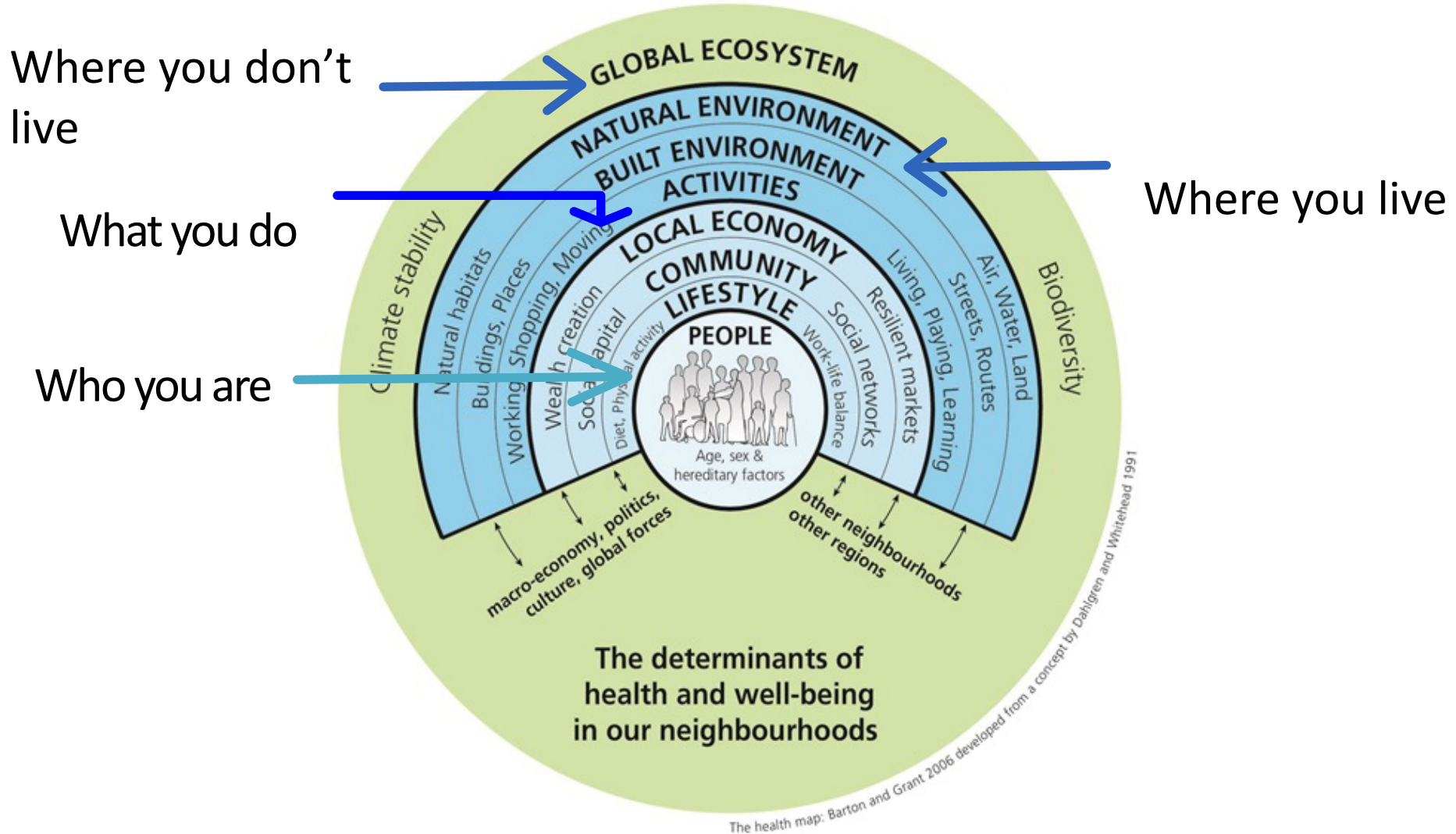
PSHE
Association

Drug and alcohol education within RSHE – exploring the statutory framework and a public health perspective

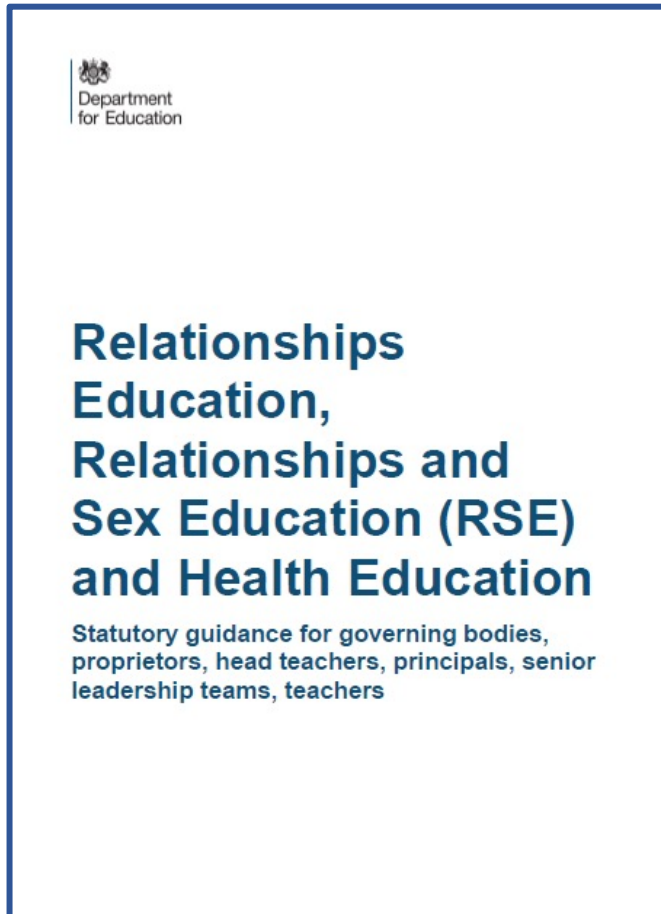
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The causes of the causes...

Your health is determined by:



Primary: What does the statutory guidance say?



HEALTH EDUCATION: **Drugs, alcohol and tobacco**

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Secondary: What does the statutory guidance say?

HEALTH EDUCATION:

Drugs, alcohol and tobacco

the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions

the law relating to the supply and possession of illegal substances

the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood

the physical and psychological consequences of addiction, including alcohol dependency

the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

awareness of the dangers of drugs which are prescribed but still present serious health risks

Why teach about alcohol and other drugs?

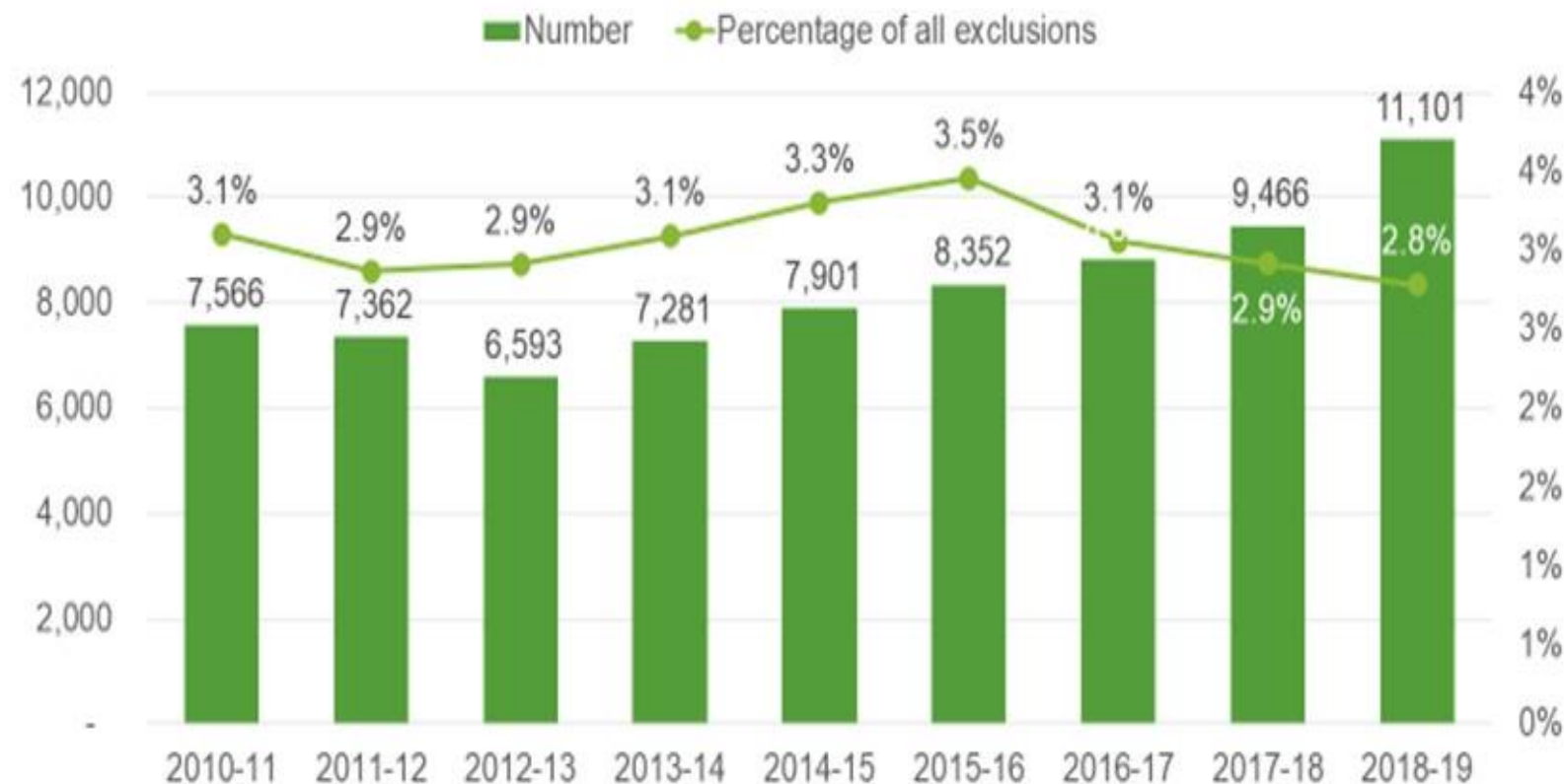
Statutory status ensures consistent high quality Relationships, RSE and Health Education for all children and young people in all schools.

Effective teaching about alcohol and other drugs through PSHE education is one key element of prevention work.



“Evidence shows that prevention and early intervention represent good value for money.”

Fixed term exclusions from state secondary schools in England where the reason recorded is drug or alcohol



<https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england>

In an average secondary school:

19 pupils

live with a parent with
an alcohol problem



6 pupils

live with a parent with
an opioid problem



9 pupils

experience domestic abuse and
parental severe mental health and
substance misuse problems
(alcohol, opioids, non-opioids)



Whole school approach

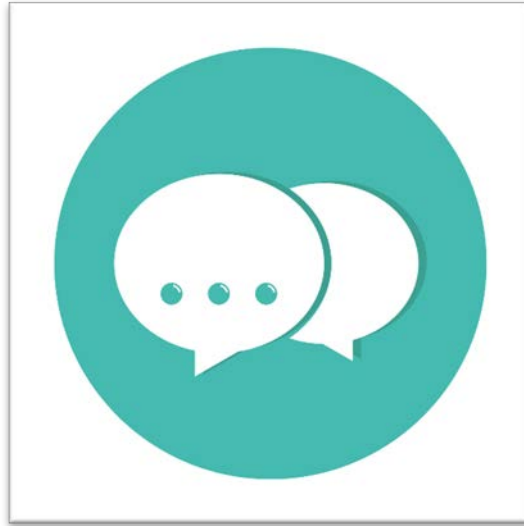


Evidence indicates that whole school organisational approaches are more likely to lead to sustained impact on health and education outcomes.

Navigating social situations: knowledge, skills, attributes



Being offered something
at a party



Overhearing an older sibling
talking about drugs and
feeling worried for them



Responding in a situation in
which someone needs
medical help

Connected topic areas



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance use, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship change	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Relationships Personal values, assertive communication (including negotiation to contraception and sexual health), relationship challenges and use	Independence Responsible health choices and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage, forced marriage and choosing relationships	

Year 10

Mental health

Mental health and ill health, stigma, safeguarding health, including during periods of transition or change

Healthy relationships

Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography

Exploring influence

The influence and impact of drugs, gangs, role models and the media

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy? ★	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe? ★	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe? ★	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places? ★
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health? ★	What jobs would we like?
Year 6	How can we keep healthy as we grow? ★		How can the media influence people? ★		What will change as we become more independent? How do friendships change as we grow?	



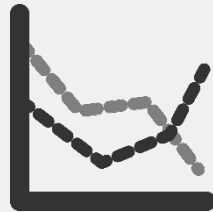
SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

		Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
11-12 years old	Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and M	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
12-13	Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
13-14	Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
14-15	Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
15-16	Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



Where do we start with our students?

National trends



Local insights

Student work



Materials: Key Stage 1-4



TEACHER GUIDANCE

Drug and alcohol education



EVIDENCE REVIEW

Effective drug and alcohol education

PODCAST



Drug and alcohol education



NEW!



POWERPOINT LESSON PLANS

Drug and alcohol education

KS1-4

Year 1-2 Drug and alcohol education

KNOWLEDGE ORGANISER



Safety rules

- ☒ Only use own prescribed medicine, don't share with other people or use medicine that is for others
- ☒ Any unused prescribed medicines should be taken to a pharmacy to be disposed of safely
- ☒ Follow the advice in instructions for medicines including that about side effects
- ☒ Wash grazes with water to make sure they're clean
- ☒ If any household products get on the skin, wash the area and let a trusted adult know if it's itchy or sore
- ☒ If any household products get in the eyes, ask a trusted adult for help to wash the product out
- ☒ Tell an adult about any spills from household products such as cleaning products to make sure it is cleaned up
- ☒ If a product has a hazard label on it, let adults use it and leave it alone

Types of medicines

Inhalers Can be used with a spacer to relieve asthma symptoms or prevent attacks	Insulin pens Can be used to manage diabetes to help the body use sugar for energy	Bath oils Can be used to manage skin conditions such as eczema	Skin creams Can be used to manage skin conditions such as eczema
Tablets or pills A range of medicines can be in tablet form including pain killers and prescribed medicines	Liquid medicines A range of medicines can be in liquid form including pain killers and prescribed medicines	Ear drops Can be used to relieve earache or loosen ear wax	Eye drops Can be used to relieve eye conditions, treat infections or help manage hay fever

Ways to keep healthy

- ☒ Taking medicines that are prescribed according to the instructions
- ☒ Eating a healthy, balanced diet
- ☒ Clean environment and clothes
- ☒ Going to check-ups at the doctors and dentist
- ☒ Talking about worries or feelings including telling someone if they feel ill

People who help us and where to ask for help

Speak to a **parent, carer or adult they trust** | Speak to a **teacher, assistant or school nurse** | Listen and talk to a **doctor, dentist or nurse**

Year 9 Drug and alcohol education

KNOWLEDGE ORGANISER



Subject-specific vocabulary

Substance	Dependency	Problematic use	Cessation	Possession	Intent to supply	Supply
This generic term includes alcohol and other drugs that may be legal or illegal.	A state in which a person relies upon a substance to feel or function as normal, this can be physical and/or psychological.	This describes use of a substance in which a person is dependent or they use the substance recreationally in a way that increases the risk of harm.	The process of reducing and stopping the use of a substance. This may be done independently or with the support of a cessation service.	When a person is found with a controlled drug for personal use. They don't have to be using it they just need to have it.	When a person is planning to give controlled drugs to someone else including selling, sharing or giving for free.	When a person distributes or gives someone a controlled substance including selling, exchanging for reward or 'gifting'.

External support services

FRANK
talktofrank.com
03001236600
Information, help and advice about drugs

NHS Smokefree
nhs.uk/smokefree
NHS smoking cessation support service

Nacoo
nacoo.org.uk 08003583456
Information and support for anyone affected by a parent's drinking

Turning Point
turningpoint.co.uk
Support service for a range of issues including substances and mental health

Childline
childline.org.uk 0800 1111
Confidential support service
CALLS DO NOT APPEAR ON PHONE BILL

We Are With You
wearewithyou.org.uk
Help and advice to reduce or stop the use of alcohol and other drugs

Fearless
fearless.org
To anonymously report a crime

Types of influence

Influence	Description
Indirect	When a person feels they have to join in even if no-one directly asks the person to do anything
Friendly	Asked to do something by a friend, but it's okay to say no
Heavy	Using threatening violence or blackmailing
Teasing	Calling people names to make them feel embarrassed
Internal	Pressure from inside the person, e.g. wanting to be part of a group or look cool, or awareness of religious/cultural beliefs and expectations
Online	Seeing things on social media/ the internet that alters perception of substance use

Substance-specific information

Substance	Information
Alcohol	<ul style="list-style-type: none"> found in drinks such as beer, wine and spirits amounts of alcohol are measured in units an alcohol-free childhood is the healthiest option risks include accidents or judgement errors; cancer; high blood pressure; harms to relationships the law states that alcohol cannot be sold to under-18s
Cannabis	<ul style="list-style-type: none"> a class B drug that is derived from a plant that can be smoked, eaten or vaped and can be a solid lump, oil or leaves varies in strength and effects due to differing levels of CBD and THC illegal to possess, grow, sell or give away cannabis-based medicines can be prescribed but these are tightly regulated and are produced by pharmaceutical companies

Types of drugs

Drug Type	Effects
Depressants	Slow body systems, lower cognitive abilities and slow reactions
Stimulants	Speed up body systems; cause pleasure and increase energy
Hallucinogens	Alter perceptions or cause hallucinations, can cause anxiety or panic
Dissociatives	Create feeling of relaxation, numbness or disconnect from the body
Opioids	Cause pleasure or pain relief, can lead to loss of consciousness
Steroids	Increase muscle mass and speed recovery from exercise, linked to paranoia
Cannabinoids	Cause feelings of relaxation or giggles, linked to paranoia and memory loss
Empathogens	Cause feelings of being 'loved up' or wanting to move and dance, linked to anxiety after use

Maximum legal penalties for each drug classification

	Class A	Class B	Class C	Psychoactive substances
Possession:	7 years	5 years	2 years	None unless in education/custodial settings
(Intent to supply)	Life sentence	Life sentence	14 years	7 years

Key Stage 1-2

Resource 1: Feel better scenarios

KS1 YEAR 1-2 LESSON 2

Scenario	What might help them to feel better?
Nico has a tummy ache and is feeling sick	
Cody has got a cold and a runny nose.	
Ash feels tired.	
Casey has a bruise on their leg.	
Tori has ear ache.	
Riley has a small cut on their finger.	

Resource 1: Benefits and risks list

KS2 YEAR 3-4 LESSON 1



How do these help us?	Are there any risks? What are the risks?	What would help reduce the risks?

Effects cards

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

Resource 3: Pressure scenario cards

KS2 YEAR 5-6 LESSON 3

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 and says, "Come on, have a drink and dance with me!"

Mich has noticed people vaping outside the cafes on the high street. A new vape shop has opened nearby too. Mich has heard that vaping is much better 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 hard 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?"



Key Stage 3-4

Resource 3: Spotting influences statements **KS3 YEAR 7-8 LESSON 2**

- 1

I've never smoked anything before but my dad used to smoke cigarettes and is trying to quit. The other day, I found one of his e-cigarettes and thought I might give it a try.
- 2


I've known for a while that a friend smokes. Yesterday they offered me a cigarette on our walk home from school. The rest of our group tried one and then it felt like it was my 'go'.
- 3

Last week, I was at my best friend's party and walked into his older sister's bedroom. The air was full of smoke and she and her friends were all sitting in a circle smoking. They invited me to join them.

Resource 4: Responding to influence **KS3 YEAR 9 LESSON 4**

- To Natasha:

Someone who wanted to help could say...


- To others putting pressure on Natasha:
- To a supportive adult (such as a parent or teacher):

Resource 1: Alcohol patterns **KS3 YEAR 9 LESSON 3**

In your pair, read and discuss the key information below regarding lower risk drinking.

i







Adults who drink no alcohol at all, or less than 14 units per week, are at lower risk of the following long-term effects:

- Liver disease and heart disease.
- Cancers such as mouth, throat and breast cancers.
- Damage to the brain or nervous system.

i

Alcohol free days and having only a few units a day, rather than a large number of units in a short time, reduces the risk of the following short-term effects:

- Accidents that result in injuries.
- Misjudging risks.
- Alcohol poisoning (which can include vomiting and losing consciousness.)

Alcoholic drink	Units	Alcoholic drink	Units
 1 pint of beer with 3.5% alcohol	2	 1 medium glass of wine with 12% alcohol	2
 1 can regular lager or cider with 4% alcohol	2	 1 single shot of a spirit with 40% alcohol	1
 1 pint of strong cider with 5% alcohol	3	 1 bottle of alcopop with 5% alcohol	1.5

Draw or write the number of alcoholic drinks that an **adult** could drink and be considered a 'lower-risk drinker.' Consider the type, quantity and frequency of drinks in your answer.


Mon	Tues	Weds	Thurs	Fri	Sat	Sun

Give three top-tips for lowering the risk related to alcohol consumption:

Resource 3: Getting home


Isla and Charlie have arranged a lift home from their classmate Marek's house party, with Charlie's older sister Beth. They agreed to be picked up at midnight, but after a couple of hours at the party, things start getting out of hand. Although they have had a couple of drinks themselves, a lot of people there seem very drunk and some have definitely been using something else on top of the alcohol! They have a sense that trouble's brewing, so they call Beth to ask to be picked up early and she tells them she will leave the pub to collect them now. When she arrives, it is clear she has had several drinks herself. Charlie jumps into the car, but Isla doesn't know what to do. The house is in an unfamiliar area and going with Beth seems like the only option.

Resource 1: Road map **KS4 YEAR 10-11 LESSON 3**




2. The drug is imported into the UK through organised criminal gangs or drug mules
Key questions:

- Why might someone become a 'drug mule' (someone who transports illegal drugs)?
- What impact might the importation of drugs have on the environment?
- What might criminal gangs gain from this? What further impacts might this have?
- How can people get help if they are approached about or have become involved in gang activity?




1. Drugs are often produced abroad
Key questions:

- Who might be involved in producing drugs?
- How are they likely to be treated / paid?
- What impact might drug production have on the country?
- How can people reduce the impact of drug use on developing countries?



3. The drug is bought and sold on the streets of the UK
Key questions:

- Who might be selling or delivering the drugs?
- What impact might drug dealing have on the local community?
- How can people get help if they have become involved in this activity?



4. An individual in the UK takes the drug.
Key questions:

- What impact might this have on the individual?
- What impact might regular use of the drug have?
- Are there any further impacts on others from an individual's drug taking?

SEND Resources: Key Stage 2-4

TEACHER GUIDANCE



Teaching pupils with **SEND** about alcohol and other drugs

KS2-4

SEND Lessons: Key Stage 2

RESOURCE 6 Social storyboards A (enrichment) – Smoking



Some friends are together in the park. They are chatting and laughing.



One of them starts smoking a cigarette.



They offer the others a cigarette.



The friends are not sure what to do.



A. Should they say they have something else to do and leave the situation?



B. Should they say they are going to tell their mum?



C. Should they suggest doing something else instead?



Kai thinks they might be sweets or medicine pills or something else?

RESOURCE 1 Photo cards



cake/sweets



vegetables



Vaping devices



cigarettes



fizzy drink



glass of water



toothpaste and mouthwash



alcohol – wine/beer

SEND Lessons: Key Stage 3-4

RESOURCE 2 How should Natasha respond?

1. Natasha has joined a new school. Josh has invited her to a party at his house. Natasha's really pleased.

2. Natasha tells Josh she does not drink alcohol, but would love to come.

3. There are lots of people at the party and Natasha is a bit nervous. Someone asks if she wants a drink.

4. A friend of Josh's asks if Natasha wants some of her drink.

5. Natasha cannot see Josh anywhere. The people she is with pass round a backpack with a small bag of white powder in. She thinks it might be drugs.

6. Natasha is on the dance floor.

7. Natasha is talking to a friend.

8. Natasha is sitting on a bench with friends.

RESOURCE 2 Scenarios



1. My religion says that people should not drink alcohol. But everyone else I know drinks it and nothing bad ever happens to them. If I decided not to drink it I'd be the 'odd one out'.



2. I was at a party last weekend and everyone was passing around pills of some sort and everyone was taking one. All my friends tried one and there were some older people from school there watching to see what I would do when they were passed to me.



3. Loads of people on social media post pictures where they are vaping or hanging out at shisha bars — it's just what friends do when they spend time together. Even celebrities post pictures of themselves smoking this stuff!



4. My friends and I were hanging out in a park last week when another group from school turned up and offered us bottles of alcohol that they had brought with them. All of my friends said no to having some.



5. A girl from school is having a party next week at her house. Her parents are going to go in another room while we are there to give us some privacy. Someone from our class said they'll bring some alcohol if anyone wants some.



dinner with my grandparents last night and they had a bottle of wine to have with dinner. My brother and I could have a glass if we wanted.

Effective drug and alcohol education:

- Is one key element of prevention work
- Should be part of a whole school approach
- Is age appropriate
- Starts from where pupils are
- Is embedded into a wider PSHE/RSHE curriculum
- Uses appropriate teaching strategies
- Uses national trends and local insights
- Balances knowledge, skills and attributes

