

Introduction

The resources

These lesson activities have been designed for use with young people of all abilities aged 11- 16 (years 7 – 11). They are intended to be used as part of a planned PSHE programme which links with the Every Child Matters outcomes of Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Well-being, and Helping Every Child Achieve More.

The lessons aim to enable young people to:

- ❖ increase their knowledge of drugs and alcohol
- ❖ explore attitudes and values associated with drug and alcohol use and misuse
- ❖ develop the skills required to make informed choices

Good Practice in Drug Education

The materials have been developed by a group of Local Authority PSHE / Drug Education Leads in the South West. They contain tried and tested activities which we hope will engage and motivate students and which reflect best practice in drug education, including:-being given accurate and balanced information

- ❖ being encouraged to challenge stereotypes
- ❖ being given information to challenge myths (e.g. about numbers of young people using drugs)
- ❖ the development of a range of personal and social skills (e.g. self esteem, managing risk, finding help and advice, focussing on other positive aspects of their lives)
- ❖ being able to make an informed decision about their own / other people's drug use.

They reflect local and national policy and should be used in conjunction with Drugs Guidance for Schools (DFES 2004) which includes sections on the Context for Drug Education, the Planning and Teaching of Drug Education, Good management of Drugs within the School Community, Responding to Drug-related Incidents and the School Drug Policy. See: <http://education.gov.uk/publications/standard/publicationDetail/Page1/DFES%200092%202004> *At the time of publication we are waiting for information on an up-date/refresh to this guidance.*

Focus/suspended timetable days

In Ofsted's triennial report of July 2010 on PSHE in Primary and Secondary Schools, inspectors reported that the most effective curriculum model seen was one in which discrete, regularly taught PSHE lessons were supplemented with cross-curricular activities.

The report states that *"many of the secondary schools visited failed to provide discrete curriculum time for PSHE education. In these schools it was taught only through tutorial time by form tutors or through 'suspended timetable' days. This teaching lacked continuity and did not cover some aspects of the subject in sufficient depth."*

It should be recognized that whilst some schools use "suspended timetable days" believing that other professionals can deliver up to date and accurate information, which tutors or specialist PSHE teachers may not have access to, generally this is not considered to be best practice for the reasons given below.

- ❖ The success of whole school focus days is limited because they do not connect with pupils' prior experiences or meet their needs and there is no effective follow- up, although they can be used to "enhance" pupils learning
- ❖ The problem with PSHE suspended timetable days is that there is little time for pupils and staff to digest their learning and reflect on it
- ❖ Where pupils can choose between activities on one day, not all pupils will receive the same experiences.
- ❖ If a pupil is absent then it is likely that an important part of their curriculum will be missed completely
- ❖ The use of external agencies can present difficulties for self, peer and teacher assessment
- ❖ Outside speakers should only be used where they 'add value' to the pupils learning experience.

What the resource contains

The main themes of the Scheme of Work are based around the National Curriculum's End of Key Stage Statements for Personal Well-being. These cover Personal Identity, Healthy Lifestyles, Diversity, Relationships, Getting Help & Risk. We have provided six lesson plans for each year group, (including an assessment lesson). At the front there is an overview of the resource, showing the main topic areas for each unit for each year group. At the end of each unit of work there is an evaluation sheet which, together with the assessment lesson, can help inform future planning.

Each lesson plan contains a series of activities which teachers can select according to the needs, learning style and ability of the young people in the group. The whole programme has been designed to give teachers a term of lessons in every year group. We are aware that some PSHE programmes do not allow for six drug education sessions for each year group so teachers will need to be selective! We do, however feel that schools should aspire to providing a progressive curriculum of Drug Education that delivers lessons to every year group and revisits this area of learning every year in a planned programme of study. We hope we have helped by providing you with such a programme.

We have deliberately not included timings, as activities will take longer with some groups than with others.

There is also a stand-alone lesson called 'Early Signs of Psychosis', a section of which is referred to in Year 9, lesson 5 (Getting Help/Risk). This can be used, as appropriate, with Years 9, 10 or 11 or with groups of vulnerable young people. An assessment task is also included in this lesson.

Using the Pack

The pack comes in both paper and electronic formats. Some of the exercises refer to photos, illustrations, audio clips or worksheets, all of which are included, along with a copy of every lesson plan, on the CD-ROM. Some of the lessons require multiple copies of items such as quiz sheets, photos etc., Before using the pack, schools should consider the following:

- ❖ Training for teams delivering the pack. This can be provided by the contacts below
- ❖ School policies (e.g. on Drugs, Confidentiality, Safeguarding) should be adhered to at all times
- ❖ Negotiation with other colleagues, visitors in school (e.g. school nurse, drug worker, police officer etc.) to inform them of the contents of the pack. Some authorities have written a guidance document for this. A planning sheet for use when planning with an outside visitor is included in the Appendix.

Acknowledgements

We would like to thank the following people and organisations for their support in putting this pack together:

- ❖ Jayne Chaplin Wyatt- Administration Assistant. Bristol Children and Young Peoples Service.
- ❖ Young People and Staff from Project 28 in Bath.
- ❖ Rosie Dill, B&NES Young People Commissioner.
- ❖ Martin Hember, Bristol Early Interventions Team.
- ❖ Claire Whiter, B&NES Early Interventions Team.
- ❖ B&NES School Improvement Service.
- ❖ Bristol School Improvement Service.
- ❖ Somerset Healthy Schools Team.
- ❖ South Gloucestershire Healthy Schools Team.
- ❖ Swindon Healthy Schools Service.
- ❖ Wiltshire Personal Development Education Team.
- ❖ Terry Williams for the drawings.
- ❖ Tillie Holmes for the divider design.
- ❖ Somerset Crimebeat.

Resource working party and local contacts for drug education

Julie Coulthard (Bristol)
PSHE/Drug Education Consultant
julie.coulthard@bristol.gov.uk
Tel: 0117 377 3218

Kate Murphy (B&NES)
PSHE/Drug Education Consultant
kate_murphy@bathnes.gov.uk
Tel: 01225 394502

Delia Cromey-Hawke (Somerset)
Lead for PSHE/Drugs
deliacromeyhawke@gmail.com
Tel: 01458 210163 or 07977 057139

Lyn Fisher (Somerset)
Health Promotion Manager – Drugs and Alcohol
lyn.fisher@somerset.nhs.uk
Tel: 01935 385067

Laura Holmes (Swindon)
Drug & Alcohol Education Adviser
LHolmes@swindon.gov.uk
Tel: 01793 464624

Nick Bolton (Wiltshire)
Personal Development Education Adviser for Drugs
nick.bolton@wiltshire.gov.uk
Tel: 01225 898433

Young People's Drug & Alcohol Service (South Gloucestershire)
Tel: 01454 868763

South Gloucestershire schools can also access information and guidance at:
www.learningwithsouthglos.org.uk/wellbeing

