

KS4 PSHCE- Medicines and Medication: safe and unsafe drugs

<p>Subject curriculum intent:</p>	<ul style="list-style-type: none"> • PSHCE education helps to prepare our pupils to live as independently as they can and supports them in making informed and safe choices about their lives. • This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies. • Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. 	
<p>End of Key stage intent/outcome</p>		
<p>End of KS3</p>	<p>End of KS4</p>	
<p>At the end of Key Stage 3, pupils in our curriculum will be able to navigate illness and the safe use of medicines. They will understand ways to identify when they are unwell by recognising signs and symptoms. Moreover, they will be able to identify the appropriate people who can help them. Additionally, they will be equipped with knowledge on simple ways to treat someone who is unwell or experiencing pain. They will also be able to describe the different forms medicines can take and who is responsible for administering them. Importantly, children will recognise ways to stay safe when taking medicines.</p>	<p>In this unit pupils will develop their understanding of drugs and harmful substances. Pupils will develop their legal understanding of drugs and the positive and negative effects of drugs linked to the safe use and misuse of them. Pupils will develop their understanding and ability to manage harmful substances. Pupils will use this knowledge to develop appropriate skills in order to manage their use of drugs and harmful substances within their own lives.</p>	
<p>Intent for this topic:</p>	<p>In this topic, we will focus on staying safe in relation to medicines and medication. We will explore the differences between safe and unsafe drugs, and learn about harmful substances. One key aspect will be understanding the safe use of medicines and drugs, including dosage and following medical advice. We will also examine the consequences of misusing drugs, both legally and health-wise. By the end of this topic, students will possess a comprehensive understanding of the importance of staying safe and making informed choices regarding medication and drugs.</p>	

UNICEF Rights of The Child	<p>RRS Articles: This unit of work is linked Articles 19 and 24 of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to be protected from harm or abuse and to have healthy lifestyle during this unit.</p> <p>See the link for a summary of the Rights Of the Child.</p> <p>https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</p>
Core vocabulary needed for this subject/topic:	Drugs, alcohol, risk, consequence, physical, social/emotional, legal, substance, pressure, peer, influence, peer pressure,
Vocabulary pupils will have accessed in other topics or subject areas:	Physical, health, legal, medicines, mental, emotion, drugs, alcohol
Big Questions	<p>Why might people take medicines/ drugs?</p> <p>What does dose mean?</p> <p>How do you safely take medicines?</p> <p>What does prescribed mean?</p> <p>What is peer pressure?</p> <p>What should you do... ? (scenario based)</p> <p>What are the consequences of drug misuse?</p> <p>What does legal mean?</p> <p>What is legal?</p>

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	PSHCE	Healthy lifestyles - healthy diet and safe use of medicines	Spring 1 Year 1	Ways to stay healthy, how to recognise if you are unwell, what you can do if you are unwell, what are safe medicines.
3	Science	<u>Biology:</u> My body:	Autumn 1, Year 1	Different body parts, why people may need medicines
3	Science	<u>Biology:</u> Healthy lifestyles: Food & digestion	Autumn 2 Year 2	Ways to keep healthy and why it is important, the consequences of not staying healthy
3	PSHCE	Keeping safe: being a good friend, staying safe online and at home.	Spring 2 Year 2	Ways to stay safe around harmful substances in the home
3	PSHCE	The world's largest lesson- Global issues: Goal 3 - health and wellbeing	Spring 1 Year 3	What are medicines, how do we get them, availability of medicines around the world

4	Science	The Human Body	Autumn Year 1	How the body works, how it can become unwell
4	PSHCE	The world's largest lesson - Global Issues (UNICEF) Goal 3 good health and well-being. Article 19 & 24	Spring 1 Year 2	How to keep yourself healthy how and why people may need medicines

Links to other subjects: Science, PE, Maths

Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.

	<u>B2P Step 5-6</u>	<u>B2P Step 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>
Theme-How to stay safe around harmful substances.					
<u>Key learning focus</u>	<p>Is able to identify common household substances that are safe and unsafe to drink (shampoo, washing up liquid etc).</p> <p>Is able to identify where these substances are usually found within a house.</p>	<p>Is able to identify harmful household substances that are safe and unsafe to drink.</p> <p>Is able to identify where these substances are usually found within a house.</p> <p>Is able to state what each substance is used for and is able to discuss safe use and storage.</p>	<p>Is able to identify common symbols /key words on packaging used to denote harmful substance (bleach medicine etc).</p> <p>Is able to identify an appropriate response to the misuse of harmful substances.</p>	<p>Is able to identify common symbols /key words on packaging used to denote harmful substance (bleach medicine etc).</p> <p>Is able to identify how safe and unsafe substances are presented within a shop, school and workplace and understand the reasoning behind this.</p>	<p>Is able to identify a wide range of safe and unsafe substances. Is able to discuss what each product is used for.</p> <p>Is able to understand how H&S rules applies to the use of unsafe substances within a workplace / school.</p>

				Understands the concept of H&S / basic rules. Is able to identify an appropriate response to the misuse of harmful substances.	Is able to identify a range of appropriate responses to the misuse of harmful substances.
Key skills	Is able to put common household substances in an appropriate place within the home. Is able to identify what each substance is used for.	Is able to put common household substances in an appropriate place within the home. Is able to respond to a scenario, i.e. David needs to shower, what items does he need, where will they be and how will he use them safely?	Is able to look at a range of substances and state if it is safe or unsafe. Is able to justify their answer by relating it to the specific packaging. Is able to respond appropriately to a given scenario, i.e. Debbie has accidentally swallowed a small amount of shampoo and is feeling sick, what should she do now?	Can use the above information to make informed personal choices: i.e.-is able to look at a range of substances and state if it is safe or unsafe / what it is used for. Is able to justify their answer by relating it to the specific packaging. Is able to apply basic / more complex H&S rules to a scenario and identify correct and incorrect practice. Is able to select an appropriate response to a scenario involving the misuse of a harmful substance.	
Theme-How to make safe use of drugs and the consequences of the misuse of drugs.					
Key learning focus	Is able to identify common injuries / complaints and identify reasons why they may have occurred (i.e. cold, stomach upset).	Is able to link common injuries / ailments to seasons, activities and poor self-management. Is able to identify basic first aid equipment and state how and why it would be used (i.e. plaster, bandage, ointment).	Understands the concept of legal and illegal. Understands why certain drugs are legal and some illegal. Understands that drugs can be: <i>Legal and harmful (tobacco / alcohol) and understand age requirements.</i> <i>Legal and beneficial (medicines).</i> <i>Illegal and harmful (i.e. steroids and cannabis).</i>	Develops knowledge of different types of illegal drugs. Understands the preventative work that is being done around the misuse of drugs (inc alcohol and tobacco) and why this is being done. Understands the legal framework for purchasing alcohol and tobacco and consequences of not adhering to this. Is able to identify common problems related to the misuse of alcohol and tobacco.	Understands the drug classification system used within the UK. Is able to discuss the personal (medical and legal) and social negative effects of the misuse of drugs. Is able to recognise strategies to deal with the drug culture / peer group pressure.

<p>Key skills</p>	<p>Is able to seek help from appropriate adults.</p> <p>Is able to select appropriate responses (i.e. drink water for a headache).</p> <p>Is able to use appropriate language to ask for help and explain problem.</p> <p>Is able to use a body map to identify areas of pain and name body parts.</p>	<p>Is able to state ways of preventing the above injuries and ailments.</p> <p>Is able to sequence simple first aid (i.e. putting on a plaster).</p> <p>Is able to link medical support to illness / ailment (i.e. do you need to go to hospital with a cold?)</p>	<p>Is able to apply the above knowledge in order to decide if an individual is following the law or is breaking the law within a set scenario.</p> <p>I.e. David is an adult and he wants to drink a pint of beer. Will David break the law if he does this? Please justify your answer.</p>	<p>Is able to apply the above knowledge in order to decide if an individual is following the law or is breaking the law within a set scenario. Is able to extend their answer to include sensible and misuse of legal drugs.</p> <p>I.e. David is an adult and he wants to drink 6 pints of strong beer. Will David break the law if he does this? Please justify your answer. Do you think drinking 6 pints of strong beer is a sensible use or misuse of alcohol? Please justify your answer.</p>	<p>Is able to apply the above knowledge in order to decide if an individual is following the law or is breaking the law within a set scenario.</p> <p>Is able to extend their answer to identify sensible and misuse of legal drugs / potential short and long term negative effects of continued misuse.</p> <p>Is able to state appropriate responses to the potential misuse of drugs (i.e. friends asking you to get drunk with them).</p>
<p>Personal development</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>	<p>Team work</p> <p>Problem solving</p> <p>Communication skills</p> <p>Self-belief</p> <p>Self-management</p>

Suggested activities

B2P Step 5-8

Sort pictures or medicines/drugs and everyday objects and/or food
 Explore where medicines or drugs come from - who should you take drugs from?
 Talk from professionals
 Start to prepare a booklet or wall display on the chosen services using photographs of the service, building, the people who run them and information about the medical problems they deal with.
 Look at different health problems and match to appropriate medicines.

B2 Step 1 - 3

Use articles from local and national newspapers, teenage magazines, videoed TV programmes, websites, leaflets and booklets to highlight the dangers of specific drug abuse in the following three categories:
 smoking
 drinking alcohol
 drugs misuse

Cut out articles and pictures and create a wall display.

Discuss with the students the dangers of the different forms of drug abuse

Secure the support of the experts to come into school to talk to the students, whenever possible.

Produce a video which demonstrates the dangers of smoking, drinking alcohol and drug misuse.

Online resources

<https://www.twinkl.co.uk/resources/internationalprimarycurriculum-ipc/ipc-milepost-3/ipc-milepost-3-drugs-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence>

<https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/>

<https://www.youtube.com/watch?v=uUqeKg0OH0s>

<https://www.tes.com/teaching-resource/teachers-tv-ks3-4-pshe-drugs-breaking-the-habit-6044030>