

Edward Peake C of E VC Middle School

PSHCE Planning



Subject: PSHCE	Unit: Health & Wellbeing	Term/Duration: Spring 2 / 6 Weeks	Year Group: 7
<p>Growing & Changing Substances</p> <ul style="list-style-type: none"> • Social norms regarding drugs, alcohol and tobacco • Myths and misconceptions • Influence and risks relating to substance use <p>PoS: H5, H23, H24, H25, H26, H27, H28, H29</p> <p>Keeping Safe</p> <ul style="list-style-type: none"> • How to identify risk and manage personal safety in situations 		<p>Key Vocabulary</p> <p>Caffeine, substances, medicines, side effects, controlled drugs, dependence, tobacco, nicotine, nicotine replacement therapy, e-cigarettes, vaping, shisha, water pipes, alcohol, decline</p> <p>Influences, long-term/short-term risks, gun attack, knife attack, RUN HIDE TELL, safety, suspicious, life-threatening situation, dangerous situation</p> <p>Coercive friendship, unsafe friendship, manipulation, imbalance of power, belonging, organised crime</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • assess and evaluate my prior knowledge, beliefs and attitudes regarding substance use • identify a range of risks related to tobacco and e-cigarette use • explain that most young people my age do not use alcohol and analyse the reasons why young people's alcohol use is declining • describe the effects of alcohol misuse • explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them • explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack • describe what makes a healthy, positive friendship and identify traits that would indicate that a friendship is unsafe or coercive • identify warning signs that might mean someone is being coerced into unsafe behaviour 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • describe the effects of caffeine consumption • explain the risks associated with caffeine consumption • analyse a range of potential influences on young people to smoke • describe strategies to manage influences on alcohol use • identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them • explain how the need to belong can influence young people's choices and behaviours 			

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Some pupils will be able to:

- evaluate strategies to reduce caffeine consumption
- demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes
- identify sources of support for alcohol misuse
- describe or demonstrate strategies to manage coercive friendships or social groups

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To learn about substance use and the risks and effects of caffeine consumption	<p>Re-visit Ground Rules: Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone. Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy. Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'. Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'. Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves. Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher. Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone. Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p> <p>Starter: <u>Baseline assessment</u> Working on their own without any discussion with neighbours, ask pupils to draw and write their responses to the following instructions:</p> <ul style="list-style-type: none"> • Draw someone who uses drugs • Now add the drugs they use • Draw or write what the drugs looks like and how they are used 	<p>Ask It Basket</p> <p>PSHE Association: KS3-4 Drug & Alcohol education Lesson 1: Understanding drugs (page 3)</p> <p>Resource 1: Caffeine scenario (page 59)</p> <p>Resource 2: Diamond 9 (page 60)</p> <p>Resource 3: Draw and write analysis (page 61)</p>	<p>I can assess and evaluate my prior knowledge, beliefs and attitudes regarding substance use</p> <p>I can describe the effects of caffeine consumption</p> <p>I can explain the risks associated with caffeine consumption</p> <p>I can evaluate strategies to reduce caffeine consumption</p>

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- Add any ideas you have about why this person uses them
 - Add any of the effects of taking the drugs
 - Add what the consequences might be for the person using the drugs
- As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed. Tell pupils that there is no 'right answer'; it does not matter if they don't know or are unsure about something; the accuracy of spelling and grammar (or artistic ability) is not important here either; and that slang terms may be used as well as the correct term (if they know it).
- Ask pupils to put these to one side as they will return to them later in the lesson.

Main:

Activity 1: Caffeine

Place four graffiti walls around the room with the following headings (one heading on each)

- What do you know or believe about caffeine?
- What do you want to know about caffeine?
- How is it the same or different from other drugs?
- How is caffeine advertised/marketed, including to young people?

Explain to pupils that, as a starting point to this series of lessons, they are going to explore caffeine consumption. Ask them to move around the room and add their knowledge, understanding, opinions and beliefs to the graffiti walls.

Briefly review these to gauge pupils' current understanding and beliefs.

Explain that caffeine is a stimulant often found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines. Energy drinks often contain high levels of caffeine and sugar, and may also contain other stimulants. They contain a higher amount of caffeine than many other beverages as they are aimed at boosting energy (caffeine causes a feeling of alertness).

However, this is normally very short-lived and a person often finds they feel the need for further caffeine to address the energy 'slump' they experience afterwards.

In small groups, ask pupils to read **Resource 1: Caffeine scenario** and discuss the questions.

1. Why is Jordan drinking energy drinks?
2. How do you think they are affecting his health?
3. What are the risks if he continues to consume them?
4. Are there any laws or recommendations on caffeine Jordan should be aware of?
5. What advice could you give Jordan to help him reduce/stop drinking energy drinks?

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	<p>Take feedback from the class, drawing out the key learning:</p> <ol style="list-style-type: none"> 1. <i>Jordan started to drink energy drinks because he thought consuming them might help him to play for the school sports team. However, due to continued use, his sleep suffered and he began to drink them to make him feel more alert in the day.</i> 2. <i>Effects to his health may include: anxiety, insomnia, headaches, stomach upset. Can lead to heart palpitations.</i> 3. <i>Social/environmental risks might include: impact on studies, school behaviour causing problems, knock-on impact on sports performance. There are up to 21 teaspoons of sugar in an energy drink (despite the maximum recommended daily guideline being six teaspoons). Regular use therefore carries additional health risks including obesity, dental health issues, acne and type 2 diabetes.</i> 4. <i>Caffeine carries fewer legal restrictions than other drugs, although supermarkets have banned the sale of energy drinks to children under 16 and the government has proposed introducing a legal ban. Some medicines which contain caffeine are only to be available on a doctor's prescription.</i> <p><i>Pupils may wonder what the difference is between energy drinks and sports drinks: the key ingredient difference in energy drinks is caffeine. Sports drinks contain carbohydrates and electrolytes which feed muscles and replace chemicals lost during sweating, possibly helping someone to sustain physical activity for long periods. They are specifically designed for athletes or those who do vigorous physical activity for a session longer than an hour. Sports drinks are not needed for day-to-day activity and it is best to have sports drinks occasionally, rather than every time someone engages in physical activity. Water is a healthier option as it helps keep people more hydrated and it does not contain sugar, sweeteners or preservatives that sports drinks will have. Young people tend to have higher levels of energy than an adult and therefore water and a balanced diet are generally sufficient.</i></p> <p>Support: Ask pupils to focus on answering questions 1, 2 and 5 Challenge: What other factors should be considered when selecting snacks and products to boost energy? <i>Other health considerations include sugar, salt and fat levels. Energy drinks contain high levels of sugar which, again, provide a temporary energy boost but disrupt energy levels over time. Foods such as porridge oats, nuts or fruit are more likely to provide energy in a sustained way.</i></p> <p><u>Activity 2: Caffeine reduction</u> Explain the guidelines around caffeine consumption to pupils:</p>		
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	<p><i>Based on current scientific opinions on the safety of caffeine, children and young people are advised to only consume caffeine in moderation. For a 10-year-old child weighing 30kg, this would work out to around 90 mg of caffeine, which is approximately the equivalent of one 250ml can of energy drink, or two to three cans of cola, or a mug of instant coffee. Stress that this is the maximum a young person should consume and not a recommendation.</i></p> <p><i>It is important to also bear in mind the additional health risks already discussed, including those associated with consuming the quantity of sugar contained in such drinks.</i></p> <p>Ask pupils to use Resource 2: Diamond 9 to evaluate the different strategies that could be used to help someone reduce their consumption of caffeine. The card at the top of the diamond should represent what they think the best strategy is and the card at the bottom of the diamond should represent what they think the least useful strategy is. The cards in the middle section are placed in rows that they think are 'equally important'.</p> <p>Ask each group to feedback their top idea, or any discussion points on a card they disagreed over, and explain that reduction in consumption might be achieved through a combination of strategies. Then, revisit the graffiti walls by placing them at the front of the room and reviewing whether all the pupils' questions have been answered and if pupils can now add anything new.</p> <p>Support: Provide pupils with 4 or 5 cards to create a smaller diamond Challenge: Ask pupils to script the opening to a conversation with Jordan, suggesting what he could do to reduce his caffeine intake in the future.</p> <p><u>Activity 3: Draw and write analysis</u></p> <p>Ask pupils to return to their draw and write activity from the start of the lesson. Explain that they should not add to, or change anything about their answers at this stage.</p> <p>Ask the class how many of them had included caffeine in their draw and writes and take feedback. Then, give each group Resource 3: Draw and Write analysis, which contains the following questions for the groups to discuss:</p> <ol style="list-style-type: none"> 1. What do your drawings have in common? 2. Is a wide range of people represented or have common stereotypes been used? 3. If people in your group have drawn stereotypical images of someone who uses drugs, does this mean that nobody else uses them? 4. What types of drugs have the group focused on? Are they mainly restricted or illegal drugs, or have you included medicinal drugs and other legal substances? Has everyone identified similar drugs, or is there variation? 5. What were the most common reasons given for the user taking drugs? 6. What drug effects have been identified in your group? 	
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		<p>7. Is there anything your group would like to know more about as a result of doing this activity?</p> <p>Take some feedback, identifying key similarities in attitudes, understanding and misconceptions across the class (for some misconceptions to listen for and how to address these, please read the 'addressing misconceptions' section of the teacher guidance), such as:</p> <ul style="list-style-type: none"> • Drugs only being used by certain groups of people – young people may have stereotyped ideas about what a 'drug-user' looks like (e.g. young, 'scruffy' male or high-profile celebrity) and may not recognise that many people will use a drug at some point in the form of caffeine, medicine, alcohol etc. • The idea that all drugs are illegal, or that only illegal substances can cause harm – young people may not recognise the damaging effects that caffeine, nicotine, medicines etc. can have. • Even widely available substances like energy drinks carry risks and can cause harm to an individual – while government guidelines and the law help us to assess risk, the effects of caffeine can still include mental as well as physical symptoms. <p>Use the insights from this to gauge pupils' current understanding, beliefs, attitudes, any misconceptions, gaps in knowledge, and stereotypes depicted, to adapt teaching throughout this series of lessons.</p> <p>Plenary: <u>Endpoint assessment and signposting support</u> On their own, ask pupils to use a different coloured pen to revisit their initial draw and write activity, changing or adding any key learning from this lesson to their work. Make pupils aware that further guidance or other trusted adult</p> <ul style="list-style-type: none"> • A tutor, head of year, parent or other trusted adult • Childline: www.childline.org.uk 0800 1111 • www.nhs.uk for further information on healthy choices 		
2	LO: To understand and manage influences relating to tobacco and	<p>Re-visit Ground Rules</p> <p>Starter: Hand out Resource 1: Attitude continuum, ask pupils to cut out each statement and the continuum and place the statements on the continuum</p> <p>Main:</p>	Ask It Basket Resource 1: Attitude continuum (1 per pupil)	I can identify a range of risks related to tobacco and e-cigarette use I can analyse a range of potential influences

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<p>nicotine product use</p>	<p><u>Activity 1: Values reflection</u> Take feedback from starter, ensuring the following key points are covered:</p> <ul style="list-style-type: none"> • A range of influences impact on substance use decisions – parents/family, other adults, peers, the media, industry and advertising, perceptions of public opinion. It is important to think about what we value most. Good health, positive relationships, fun and future aspirations are key considerations for many people but what those look like and the order of priority will be different for each person. • Medications are well researched but still carry risks – hence medical supervision is required for prescribed drugs, and over-the-counter drugs carry specific instructions on use which must be followed. Each person must make a decision based on their own health, values and understanding of the substance in question. • The data on illicit use of tobacco, alcohol and other drugs, shows use among young people is declining. To explore this further, ask pupils to write down their answers to the social norms quiz below, which uses data from the Smoking, Drinking and Drug Use Survey in England (SDDU) 2018. Go through the correct percentages after all the questions have been answered, rather than after each one, so that they do not influence pupils' subsequent answers. <ol style="list-style-type: none"> 1. What percentage of young people aged 11-13 have never tried smoking cigarettes? [92%] 2. What percentage of young people aged 11-13 say they are regular smokers? [0.4% - so 99.6% are not] 3. What percentage of young people aged 11-13 are regular users of e-cigarettes/vapes? [1% - so 99% are not] 4. What percentage of young people aged 11-13 said they had never taken drugs? [85%] <p>Pupils often overestimate their peers' engagement in unhealthy behaviours due to media messaging, interactions with only a small section of society which skews perceptions, and some young people claiming to have participated when they haven't. Correcting this perception of their peers' behaviour supports pupils to resist internal pressure to 'fit in'.</p> <p><u>Activity 2: Effects of using tobacco card sort</u> Ask pupils to discuss, then feedback what they think the difference is between nicotine and tobacco. Explain that nicotine is an addictive stimulant found in tobacco and other products such as e-cigarettes/vapes and nicotine replacement products such as patches and gum. Tobacco is a plant grown for its leaves and is used in cigarettes, pipes, cigars, chewing tobacco and shisha. When tobacco is manufactured for cigarettes, other substances are added to enhance the addictive properties of nicotine. While nicotine gets people 'hooked' on cigarettes, it's the thousands of other</p>	<p>Resource 2: Effects of using tobacco card sort (1 cut-up set per pair)</p> <p>Resource 2a: Effects of using tobacco card sort – answers</p> <p>Resource 3: Spotting influences statements (1 per pupil)</p> <p>Resource 3a: Spotting influences statements – support sheet (1 per pupil)</p> <p>Post-it notes</p>	<p>on young people to smoke</p> <p>I can demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes</p>
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	<p>chemicals in tobacco smoke, including tar and carbon monoxide, that cause almost all of the harm from smoking.</p> <p>Hand out Resource 2: Risks of using tobacco card sort and ask pupils to work in pairs to categorise the risks into physical, mental/emotional and social/legal effects of using tobacco.</p> <p>Use Resource 2a: Risks of using tobacco card sort – answers to check answers.</p> <p>Develop learning by asking pupils the following questions:</p> <ol style="list-style-type: none"> 1. Are there any risks that could fall under more than one category? 2. Are there any short-term risks that may lead to other longer-term risks? 3. Why do you think tobacco has a legally imposed age restriction? 4. Why do you think the number of young people who smoke cigarettes has decreased year on year for the last 30 years? <p>Take feedback, drawing out key learning:</p> <ol style="list-style-type: none"> 1. <i>Pupils may refer to the fact that bad breath, smelling of smoke, stained teeth, infertility and wrinkling of skin are physical risks that could have social impacts due to treatment by others, family life, etc. Physical illnesses or social risks could lead to mental health issues e.g. cigarette costs can lead to financial difficulties/limitations or being diagnosed with a serious illness could lead to depression.</i> 2. <i>Whilst pupils may identify that a person might become 'addicted' to a substance (e.g. when discussing 'wanting to smoke more frequently'), it may be useful to explore here what they mean by this, as the features of addiction have not been discussed in the lesson and they may have some misconceptions about this term.</i> <i>For example, do they mean that the person might experience withdrawal symptoms, feel cravings or that they might repeatedly prioritise buying cigarettes over other things they enjoy and miss out on these? When challenging pupils' stereotypes or misconceptions of addiction it may be helpful to share the features of the clinical diagnosis of substance use disorder (commonly referred to as 'addiction')</i> 3. <i>Pupils may refer to lung problems developing into cancer, or gum disease to mouth cancer. They may also draw links between second-hand smoke and physical health risks. Whilst the most serious harms associated with tobacco will emerge in the long-term (e.g. cancers) and so may be more easily discounted by pupils, short term use can also present problems which pupils might be concerned about – e.g. smell, expense, falling out with friends/family. Pupils could also be reminded that as smoking is so harmful, they shouldn't be subjecting their friends to pressure to smoke either.</i> 4. <i>It is important to reiterate that the minimum age of sale for tobacco products in the UK is 18 years. Police can confiscate cigarettes from someone under 16, and it is illegal for an adult to smoke in a vehicle with someone under 18 in it.</i> 		
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5. Pupils may refer to education, scientific research, other alternatives to smoking cigarettes (e.g. shisha, e-cigarettes/vapes), the impacts of banning advertising of tobacco and introducing standardised packs with no attractive branding.

Support: Pupils who need additional support can be given fewer cards to sort. Ensure the cards are selected to provide a range of effects across the three headings.

Challenge: Ask pupils to further sort the cards into short-term and long-term effects of tobacco use.

Activity 3: Spotting influences

Individually, pupils read through and discuss the influences on each character in **Resource 3: Spotting influences statements**. Ask pupils to annotate each statement with their ideas about what influences are acting on the characters.

Take feedback, drawing out the following influences and key points:

1. Curiosity, perception that e-cigarettes are not/less harmful, or smoking being normalised at home are possible influences. Reinforce that e-cigarettes are a replacement source of nicotine for those who want to quit smoking. If a non-smoker starts using e-cigarettes that contain nicotine, they risk developing a nicotine addiction. Remind pupils it is illegal in the UK to sell e-cigarettes/vapes to someone under the age of 18.

2. Peers can have a strong influence, particularly when the rest of the group have chosen to smoke.

3. Looking up to an 'older crowd', feeling intimidated or being concerned with impressing others can influence rational decision-making.

4. Perceptions of what is culturally 'normal' and the desire to fit in with this and be included, and the 'party atmosphere' would be strong influences. Shisha smoking is not a safe alternative as it still exposes users to carbon monoxide and many other toxins. It is also important to mention it is illegal to allow the smoking of shisha pipes inside enclosed cafes/bars due to the health risks related to second-hand smoke.

5. Role models and the media can influence decision-making. While vaping is far less harmful than smoking, it is not risk free. Both can be addictive mostly due to the presence of nicotine and the ease of which it can be taken and become part of someone's daily routine. Quitting therefore can be difficult, costly and require several attempts to be successful. There are a number of ways a person can get support to quit smoking and more information can be found at www.nhs.uk/smokefree

Support: Hand pupils a copy of **Resource 3a: Spotting influences** statements – support sheet which provides a range of suggestions pupils can use to annotate each character's statement.

Activity 4: Managing peer influences

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Remind the class that 'peer pressure' is when people feel pressurised by their peers to do something that they might not want to do. 'Peer influence' does not just refer to a peer pressurising someone to do something, but also includes internal pressures to fit in, or do what the person thinks is expected in a situation. Is it important to acknowledge that peer influence is part of growing up, and we are influenced in many different areas, e.g. the teams we support, the music we like, or the clothes we buy – but this can extend to substance use behaviours as well.

Split the class into small groups and assign each group one of the scenarios taken from the 'Spotting Influences' activity. Ask pupils to give the character advice about how they could manage the influence.

Collect some ideas from pupils.

Give each group three post-its and ask them to think carefully and creatively about how the character in statement 2 can say "no" in response to peer influence, using the strategies below (stress that it is always best to start with a polite, friendly but assertive 'No thanks'). Pupils then write their three quotes on individual post-it notes:

1. Giving an honest, open reason for saying no
2. Using humour
3. Using an excuse or telling a 'white lie'.

Pupils can choose to come up to the board (divided into three) and stick their suggestions into the relevant section of the board. Share some of the best suggestions.

If time allows, ask pupils to rehearse some responses.

Plenary:

In their books, pupils draw around their hand and write the following on each finger:

- Thumb: Something from today's lesson that helped you feel more confident.
- Index finger: Describe a strategy you learned today that you could use in the future.
- Middle Finger: An interesting fact you learned this lesson.
- Third Finger: Reflection on whether and how your opinion on smoking has changed. (If not, why not?)
- Little finger: One way you can support others to resist peer influence.

As this is a personal reflection, tell pupils they do not need to share their responses with the rest of the class, although some may choose to share their thoughts

Signpost support:

www.talktofrank.com

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3	<p>LO: To learn about the risks and consequences of alcohol use</p>	<p>Re-visit Ground Rules</p> <p>Starter: Indicate an imaginary line across the classroom with 0% at one end and 100% at the other. Read the questions below and ask a few pupils at a time to stand along the line to indicate what they think the correct percentage is in each case.</p> <ol style="list-style-type: none"> 1. said they have never tried alcohol? [71%] 2. said they had drunk alcohol in the last week? [4% — so 96% had not] 3. said they usually drank alcohol at least once a month? [9% — so 91% do not] 4. said they thought it was OK to drink alcohol once a week? [16% — so 84% said it was not] <p>Then ask them the following questions:</p> <ol style="list-style-type: none"> 1. Were the actual answers different from your guesses? How? 2. Were there any answers that surprised you? <p>As in lesson 2 when considering smoking, pupils are likely to have overestimated their peers' engagement in alcohol use due to media messaging, interactions with only a small section of society which skews perceptions, and some young people claiming to drink more alcohol than they actually do. Correcting this perception of their peers' behaviour supports pupils to resist internal pressure to 'fit in'.</p> <p>Main: Explain that some people will choose not to drink alcohol for religious or cultural reasons, but evidence from a number of surveys in recent years has shown a steady decline in young people's alcohol use generally across the population.</p> <p>In small groups, ask pupils to discuss why they think this is the case.</p> <p>Take feedback. Ensure the following points are covered:</p> <ul style="list-style-type: none"> • <i>It is difficult to be certain of the causes for this decline but researchers have suggested that reasons might include:</i> • <i>Drinking less alcohol could be part of a positive change in attitudes and behaviour amongst young people, in which many are adopting a healthier lifestyle, for example by eating less meat or becoming vegetarian/vegan, abstaining from substance use, and becoming more environmentally conscious.</i> 	<p>Ask It Basket</p> <p>PSHE Association: Drug and alcohol education – Lesson 3 (page 14)</p> <p>A3 paper and markers</p> <p>Baseline Activity from lesson 1</p> <p>Resource 1: Short and long term risks of alcohol (1 per pair)</p> <p>Resource 1a: Short and long term risks of alcohol – support sheet (1 per pupil)</p> <p>Resource 2: Diamond 9 card sort (1 cut-up per pair)</p>	<p>I can explain that most young people my age do not use alcohol and analyse the reasons why young people's alcohol use is declining</p> <p>I can describe the effects of alcohol misuse</p> <p>I can describe strategies to manage influences on alcohol use</p> <p>I can identify sources of support for alcohol misuse</p>
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- *Advances in digital technology and increased connectivity, give young people alternative opportunities to socialise that do not involve alcohol, and that reduce the importance of pubs and clubs for meeting people and building social relationships and networks.*
- *Social media and other online media, together with better health education can also increase knowledge about alcohol-related harms. Social media can also raise the visibility of online communities that support, celebrate and further normalise not drinking alcohol*
- *'Dry months' such as Dry January have become popular and increasingly familiar over recent years, normalising abstaining from alcohol as a positive lifestyle choice.*
- *Changes to alcohol-related policies/laws e.g. on alcohol pricing, making cheap alcohol less available to young people, and requiring proof of age (challenge 25).*
- *Economic factors can reduce the money young people have available to spend on alcohol.*
- *Changes in exposure to alcohol advertising and marketing activities*
- *Changes in parental practice, such as parental modelling, monitoring of children's behaviour, alcohol supply restriction (both in and out of the family home), and alcohol-specific rule setting. Studies have also demonstrated the importance of more general aspects of parenting on adolescent drinking such as open communication between parents and children general discipline and parental support on adolescent drinking.*

Activity 1: Short-term and long-term risks

Using **Resource 1: Short- and long-term risks of alcohol**, pupils work in pairs to suggest the short-term and long-term risks of alcohol misuse. They should write the short-term effects in the box closest to the image

and the long-term effects in the outer box.

Share answers as a class, ensuring pupils update their work with additional ideas.

Take feedback, drawing out key learning:

Short-term effects could include: dehydration, lack of inhibitions and feeling sociable – leading to 'out of character' behaviours, feeling sick, feeling drowsy, vomiting, headache, diarrhoea, dizziness and lack of coordination, loss of personal possessions, making poor decisions such as overspending, etc., being at greater risk in certain situations, accidents and injuries due to falling over, memory loss, a 'hangover' the following day and alcohol poisoning.

- *It is against the law to buy alcohol under 18 years old. 16 or 17 year olds accompanied by an adult can drink, but not buy, beer, wine or cider with a meal. Under 18s can be stopped, fined or arrested by police if caught drinking alcohol in public.*

- *Long-term effects of alcohol use (which can take many years to develop) include: health issues such as high blood pressure, stroke, cirrhosis/liver disease, effects on mood such as anxiety and depression, fertility issues,*

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	<p><i>cancers including liver, bowel, breast and mouth; alcohol dependency; fallout from unwise actions while drunk including relationship changes and feelings of regret, and serious injuries. There are also sugar-related concerns including obesity, dental health issues and acne.</i></p> <ul style="list-style-type: none"> <i>• Pupils who have completed the challenge task may have identified a range of ways short-term effects of alcohol can have long-term consequences, such as impaired decision-making leading to an accident resulting in long-term injuries, or lack of inhibitions and impaired decision-making leading to unsafe sex, which in turn could lead to unplanned pregnancy or STIs.</i> <p>Support: Use Resource 1a to make labels that pupils can use to add to Resource 1 Challenge: Ask pupils to give examples of how short-term effects of alcohol use can have long-term consequences</p> <p><u>Activity 2: Diamond 9 of influences</u> Pupils work in pairs or small groups to sort the cards in Resource 2: Diamond 9 card sort, ranking the different influences on young people’s alcohol use into a diamond shape. The influence they think is the most significant should be at the top of the diamond and the least significant at the bottom of the diamond shape. Cards placed next to each other in a row are equally significant. Explain to the class that there are no right or wrong answers and that this activity allows pupils to assess their own opinions. Share some of the answers as a class and ask those who did the challenge activity how answers might differ for adults and why.</p> <p>Support: Give pupils fewer cards to sort into a Diamond 5 Challenge: Pupils rearrange the reasons to show which are most to least likely to influence adults to drink alcohol.</p> <p><u>Activity 3: Managing influences</u> From the feedback to the diamond 9 activity, choose six influence cards that pupils have tended to place highest in their diamonds. Divide the class into six groups and allocate one of the influences to each group. Ask each group to imagine that someone who was being influenced in that way (e.g. someone who drinks alcohol to fit in with their peers, or to help with stress) had asked them their advice. Each group should discuss and then write their advice on a large sheet of paper. Ask someone from each group to stick their sheet on the wall and invite the class to look at all the sheets, adding to the other groups’ sheets:</p>		
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		<ul style="list-style-type: none"> • any additional advice they can think of • possible sources of support – people or organisations they could go to for help <p>Summarise key pieces of advice. Pupils might suggest some of the following:</p> <ul style="list-style-type: none"> • If you tell your friends you would prefer not to drink alcohol, some of them are likely to agree – they may only be drinking to 'fit in' too. • If you're feeling stressed, alcohol could make things worse. It would be more helpful to talk to a trusted adult about any problems or worries. • It is much healthier and safer to find other activities that help you feel happy and confident e.g. a hobby, taking part in a sport, or organising social events that don't involve alcohol. • There are lots of alcohol-free versions of popular drinks that taste much the same, so you can have the taste without the harmful effects. These are great for social events and celebrations too. <p>Plenary: Get pupils to go back to the baseline assessment activity they completed at the start of lesson 1 (Lesson 1 Resource 1: Substance use draw and write baseline activity). Ask pupils to think back over the last three lessons and now re-visit this draw and write activity, editing their initial ideas and adding any additional information in a different colour pen, to demonstrate their learning over the scheme of work. Their updated draw and write activity sheets can be used to inform future teaching and as evidence of progress over the scheme of work.</p>		
4	<p>LO: How and why to follow the 'RUN HIDE TELL' safety procedure in the event of a gun or knife attack</p>	<p>Re-visit ground rules</p> <p>Starter: Share the learning objectives and outcomes with pupils. Explain that today they will be thinking about how to respond in an emergency situation, in particular, learning about the police's advice to 'RUN HIDE TELL' in the event of a gun or knife attack. Remind pupils and reinforce the message throughout the lesson that while such attacks are rare, it is still important to know and understand the safety procedures that would best protect a person in this situation. It is important to avoid being alarmist and it may be useful to draw parallels with fire drills or other safety procedures at this stage: most of us will never be involved in a fire in school and yet it's really important that everyone knows exactly what to do if ever there was a fire. Explain to the class that they are going to watch a video about three characters; Nur, Edih and Llet, designed by the police to inform young people about important safety procedures. There are several 'pause points' during the video which will give an opportunity for them to discuss their ideas and to share responses with the class about the actions and choices of the characters.</p>	<p>Ask It Basket</p> <p>RUN HIDE TELL guidance</p> <p>Video – The story of Nur, Edih and Llet for ages 11-14: https://www.co.underterrorism.police.uk/resources/</p>	<p>I can explain the steps of 'RUN HIDE TELL' and when it would be appropriate to use them</p> <p>I can explain the importance of not using a mobile phone to take photos or film in the event of a gun or knife attack</p>

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	<p><u>Pause Point 1: Baseline assessment</u> Show the opening of the film up to Pause Point 1 (1.05). Pause the film while you gauge pupils' starting point in terms of their existing understanding by asking them to write down their initial ideas in response to the questions:</p> <ul style="list-style-type: none"> ■ What do you think is happening? ■ What do you think Nur and his friends should do next? ■ Is there anything they definitely should not do? <p>As this is a baseline assessment, allow time for pupils to write down their thoughts individually without conferring. Afterwards, invite feedback from pupils and record key ideas on the board to refer to throughout the lesson and to form a 'snapshot' of what the class already understand about how to respond in situations such as these. Return to the video and continue watching until pause point 2.</p> <p><i>During feedback, pupils may raise questions about who the attackers are. We have intentionally avoided showing the attacker(s) at any point throughout this video, or made any reference to them in the rest of the lesson. It is important to stress to pupils that the ethnicity, gender, faith or motivations of the attackers are not relevant to the learning in the lesson; the messages about how to stay safe remain the same regardless of who the attacker is. Clearly, comments that cause offense or demonstrate stereotypical views should be addressed by referencing the class's ground rules.</i></p> <p>Main: <u>Pause Point 2: Think/Pair/Share</u> (Timing: 1.20) Ask pupils to spend one minute thinking quietly to themselves (or writing down an answer) then spend one minute discussing with their partner, the choices made by each of the characters, and be ready to feedback their answers to the following questions:</p> <ol style="list-style-type: none"> 1. Did the characters behave how you expected? 2. Why do you think Edih wanted to film what was happening? 3. Why does Nur stop her from doing this? 4. How did Llet react? Was anything he did surprising? 5. Why do you think Nur dropped his shopping? <p>Take feedback from the class, and ensure that the following points are discussed:</p>	<p>Resource 1: 'HIDE' key messages – printed on A3 paper enough for one per small group</p> <p>Prepare 4 graffiti walls around the room. In the centre of each write one of the following:</p> <ul style="list-style-type: none"> - Suspicious behaviour? - Suspicious item? - What might stop someone reporting? - What would you advise? <p>Marker pens</p>	<p>I can identify what might be suspicious behaviour or a suspicious item and can explain the actions to take if I see them</p>
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1. The characters react quickly, consider their safest route and begin to run from danger, which is the best option in the event of an attack. This is likely to be similar to suggestions pupils have made at pause point 1, so use this question to emphasise that they identified the correct behaviour.
2. Edih may have wanted to film what was happening for various reasons, including to post online or show her friends later, to show the police as evidence, to send into a TV news channel, or to help identify the attackers. However, there is no reason that is worth risking her own safety - attacks of this nature often happen very quickly, and the opportunity to escape can be small. Wasting valuable seconds filming can severely risk the person's safety.
3. Nur is helping to protect his friend and wants her to move as quickly as possible away from the danger.
4. Llet was worried about his friends but still ran away from danger, even though he became separated from them. It is important to emphasise that he didn't waste time looking for them, which was the right decision. It does not mean that he was a bad friend [see additional notes in the accompanying teacher guidance]. Although it is good to try to get others to run too, this cannot be at the expense of personal safety - try to insist others run too but don't let them slow you down.
5. Nur left behind his shopping because it was likely to slow down his escape. This was the right thing to do.

Pause Point 3: Image analysis

(Timing: 2.42)

Divide the class into small groups and give each group Resource 1 - an image of the 'HIDE' scene. Ask them to annotate the picture, labelling everything that illustrates a key message, or correct thing to do and explaining why it's important to do this.

Take feedback, making sure the following points are identified:

- Turn phones to silent and turn off vibrate (it is important to be as quiet as possible whilst hiding and a phone ringing or even vibrating could alert attackers to someone's whereabouts)
- Barricade doors and windows (to prevent anyone from getting in)
- Keep away from windows and doors (to avoid injury if the doors or windows are broken)
- Choose somewhere to hide with solid walls if possible (to prevent entry and afford greater protection)
- Give first aid to anyone who is injured (it could take a long time for the emergency services to get to anyone hidden as the police must make the area safe first)
- Stay hidden until found, however long this takes (it is really important not to leave the hiding place even if it has been quiet for a long time as the attackers might still be in the area)

Pause Point 4: Continuum

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	<p>(Timing: 3.55) Present pupils with statements about this section of the film and ask them to vote “agree”, “disagree” or “not sure” for each statement. They could do this by holding up cards or moving to different parts of the room.</p> <ol style="list-style-type: none"> 1. Llet was the first person to phone the police. 2. It was important for Llet to make the phone call, whether he was the first person or not. 3. Llet should have phoned the police sooner. 4. The police told the people hiding to put their hands on their heads for their own safety. <p>Invite feedback after each statement. Ensure that the key learning points are drawn out:</p> <ol style="list-style-type: none"> 1. <i>It is hard to know whether Llet was the first person to phone the police or not, however it is likely that he wasn't (as we can hear sirens in the background)</i> 2. <i>Even if Llet wasn't the first person to call the police, it is still important that he did so. It doesn't matter if he was the first or the last person to phone, he still needed to report it. He may have been able to provide extra information to the police that they didn't have, such as who was still in the building.</i> 3. <i>If Llet had called the police before he was a safe distance away from danger, it would have slowed him down and put him in greater danger.</i> 4. <i>When the police arrived their first priority was to find the attacker and make the situation safe. The police had to be firm, move quickly and have everyone follow their instructions immediately when they found the people hiding in order to keep everyone safe. Initially, the police would not know who the attackers were, so they told everyone to put their hands on their heads and to avoid sudden movements until they were evacuated to safety. Edih and Nur did the right thing and followed the officer's instructions. In a fast moving and dangerous situation, officers do not have time to ask politely or explain reasons for their instructions, however it is crucial for everybody's safety to follow exactly what they say.</i> <p>Support: Pupils can arrange cards along a continuum line using separate cards.</p> <p><u>Pause Point 5: Graffiti wall</u> (Timing: 5.07)</p> <p>Ask pupils to come up to the prepared 'graffiti walls' (see Resources section) and write as many ideas as they can on each section as they circulate around the room, responding to the following questions (give a time limit and encourage pupils to write their ideas up quickly):</p> <ol style="list-style-type: none"> 1. What might count as suspicious behaviour and how could someone recognise it? 2. What might count as a suspicious item and how could someone recognise it? 3. What might stop someone from reporting something they thought was suspicious? 4. What advice would you give to someone who was anxious about reporting something suspicious? 		
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	<p>Invite feedback, ensure that the key learning points are drawn out:</p> <ol style="list-style-type: none"> 1. <i>It can be very difficult to identify suspicious behaviour, particularly in a crowded place. The police want people to use their gut feeling and common sense. In familiar places, people will instinctively know what looks odd or out of place; if that behaviour worries or concerns them, then we call that 'suspicious'. In this instance, the person was taking photographs of crowds, exits, security cameras etc. which aroused Aline's suspicions. The secretive nature of the photography was also a concern.</i> 2. <i>Suspicious items could be anything at all that looks strange, unattended or out of place. It could be a package somewhere where you wouldn't expect to see it, something that appears to have been hidden, or a bag that has been left unattended. Again, suspicious can mean anything that makes someone feel worried or anxious.</i> 3. <i>Someone might not want to report a suspicion because they don't want to cause trouble, because they hope someone else will do it, because they are afraid to contact the police, or because they think it will turn out to be nothing and they'll have wasted people's time.</i> 4. <i>People must not ignore something suspicious. All the police ask is that young people tell an adult. In many cases, an adult in a position of authority (such as the train station staff or fairground ride operator) would be an appropriate person to contact who can then contact the police themselves. Otherwise call 999, or use the online reporting tool that makes reporting easier without having to speak directly to the police.</i> <p>Support: Some pupils may need extra clarification about what the term 'suspicious' means. In the case of suspicious behaviour and suspicious items, this means anyone or anything that make us feel uneasy or worried Ask the class to suggest some examples of the sorts of actions they might find suspicious in everyday life before completing the activity. Pupils could go around the graffiti walls and "tick" the written comments that they agree with.</p> <p>Watch until the end of the film.</p> <p>Plenary: Ask pupils to reflect on all of the choices that the characters made throughout the film and to compare these to the suggestions they made during Pause Point 1's baseline assessment activity. They should now try to create a list of "Dos and Don'ts" about how to respond in a gun or knife attack.</p> <p>Remind pupils that the chances of someone ever being involved in an attack such as the one shown in the film are still small. Acknowledge that the lesson may have raised some questions or emotions that pupils would like to explore further, and that even though such an incident is unlikely to happen, it is valuable to</p>		
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		<p>know how to stay safe in the event of an emergency, as we saw from the characters in the film who made the right decisions and were unharmed.</p> <p>Ask pupils to reflect on the lesson and hand each pupil a post-it note. Ask pupils to write on the post-it note either a question or comment about today's learning and to put this in the anonymous question box. Be sure to read these and make time to follow up and address remaining questions or concerns, either individually where appropriate or in the next lesson.</p> <p>Remind pupils of the places that they can access support if they would like to discuss any concerns raised by today's lesson. This should include people they can talk to in school, such as members of the pastoral team, school councillor or designated safeguarding lead as well as phone lines or websites they can contact:</p> <ul style="list-style-type: none"> 📄 www.childline.org.uk 📄 www.nspcc.org.uk 📄 www.act.campaign.gov.uk 📄 https://www.met.police.uk/tell-us-about/possible-terrorist-activity/ (this is the online reporting tool for those who recognise suspicious behaviour) <p>Finally, to end the lesson on a lighter note, ask the pupils if anyone can tell you why the characters are called Nur, Edih and Llet and award a small prize/credit to anyone who spots that their names are Run, Hide and Tell backwards!</p>		
5	<p>LO: To learn about the risks associated with coercive or unsafe friendships</p>	<p>Re-visit Ground Rules</p> <p>Starter: Show pupils Resource 1: Image (either as a handout or projected on the whiteboard) and ask pupils to discuss in pairs the following questions</p> <ul style="list-style-type: none"> - What do you think is happening in the picture? - What might have happened before this picture was taken? - What might happen next? - What might each person be thinking and feeling? - What do you think each person should do? <p>Take feedback from the pairs to gauge pupils' initial understanding and identify any misconceptions or gaps in knowledge. Use this to inform teaching throughout the lesson.</p>	<p>Ask It Basket</p> <p>Home Office: Lesson 1 Preventing involvement in serious and organised crime</p> <p>Resource 1: image</p> <p>Resource 2: Friendship statements</p>	<p>I can describe what makes a healthy, positive friendship and identify traits that would indicate that a friendship is unsafe or coercive</p> <p>I can explain how the need to belong can influence young people's choices and behaviours</p> <p>I can identify warning signs that might</p>

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	<p>Introduce the learning objective and outcomes and explain that today's lesson will explore safe and risky or unsafe social groups. Ask pupils what they think the word 'coercive' means, and share the following definition: "Using force, blackmail or manipulation to persuade someone to do something they don't want to do."</p> <p>Main: <u>Activity 1: Healthy or unhealthy?</u> Still in pairs, hand pupils Resource 2: Friendship statements and ask them to decide whether they think each statement describes a healthy or an unhealthy friendship.</p> <p>Ask pupils to identify any of the characters they think might need help in their situation, and suggest what help might be suitable.</p> <p>Take feedback from pupils, highlighting key learning:</p> <p>Mitchell and Samaya, Nazifa, Archie are in healthy friendships. Joe, Rory and Pablo, Dani may be classified as 'not sure'. These characters are experiencing some difficulties in their friendships, however in most cases these should be overcome by a conversation with their friends about how they are feeling.</p> <p>The following relationships are unhealthy and potentially unsafe for the following reasons: Anya and Lisa – this is a very controlling relationship Mo – his friends are significantly older (e.g. 18) and therefore likely to be involved in behaviours that are inappropriate for an 11-year-old to be a part of Jamie – is having to prove himself to be accepted in the group and do things that make him feel unsafe or uncomfortable Milly – is being manipulated and emotionally blackmailed to keep the friendship a secret This is a safeguarding concern. Milly should talk to a trusted adult about her 'friend', such as a teacher or parent.</p> <p>Using the statements, then ask pupils to create a class list of the features of a healthy friendship. These might include: trust, forgiveness, respect, honesty, equal say and balance, shared interests, independence, etc.</p> <p>Support: Give pupils a reduced number of friendship statements Challenge: Rank the statements instead of sorting, from the most to the least healthy friendship</p> <p><u>Activity 2: Comic strip</u></p>	<p>Resource 3: Comic strip</p> <p>Resource 4: Speech bubble template</p>	<p>mean someone is being coerced into unsafe behaviour</p> <p>I can describe or demonstrate strategies to manage coercive friendships or social groups</p>
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As a class, read Resource 3: Comic strip. Ask pupils to raise a red card any time they hear something in the story that makes them worried for Hayden. This could be a concern for Hayden's safety, or concern that Hayden is unhappy.

Develop the learning further with the following questions:

1. Why did Hayden want to belong with his new friends?
2. How did John, Charlie and Zoe manipulate Hayden?
3. Why might this friendship be unsafe for Hayden?
4. What might be in the package?
5. When in the story could Hayden have made a different decision to avoid this situation?

Take feedback from pupils, highlighting the key learning:

1. Hayden wants to impress them because Charlie, John and Zoe are older, seem stronger and 'cooler'. Hayden hasn't felt that he belongs in his new school. He's being excluded and bullied by others.
2. Using a mixture of compliments and threats, they offered him protection, they made him feel included, they put pressure on him to smoke even though he didn't want to and knew he shouldn't.
3. There is a power imbalance: Hayden is much younger than them, he doesn't have equal say in the friendship, he feels obliged to do what they ask him, he is intimidated by them, there are more of them and he wants to fit in, he doesn't have other friends he can trust and rely on. They are likely to continue to push Hayden around and make him do things he is uncomfortable with or that are unhealthy for him.
4. Allow pupils to lead responses, however they might be aware that Charlie, John and Zoe are manipulating Hayden into doing something illegal. In organised crime groups, younger members are often recruited to hide or deliver weapons, drugs or money between other members.
5. When they asked if he wanted to hang out with them even though it might seem hard because they are nice and cool, Hayden could have said 'thanks for looking out for me but I need to get home', but once he has started to chat with them, it gets harder to walk away. When they offered him a cigarette, Hayden could have said no or left, when they started putting pressure on him he could have walked away. Emphasise that Hayden now has a choice, and even though it might seem hard he can still say no to hiding the package and walk away. This is a far safer choice than becoming involved in behaviours with these older people. Saying no can be really challenging, so

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		<p>Hayden must also speak to an adult (e.g. teacher, parent) about what has happened. They will be able to further support him.</p> <p>Support: Ask pupils to highlight parts of the comic strip where they think Hayden is at risk. Challenge: Ask pupils to list the possible consequences of Hayden agreeing to hide the package e.g. spending all weekend worrying about it, his parents finding out, realising he has broken the law, getting in trouble with John if he were to lose the package, etc.)</p> <p><u>Activity 3: Giving advice:</u> In pairs or small groups, ask pupils to imagine that Hayden has asked them for advice about what he should say and do now. Ask pupils to write their ideas on Resource 4: Speech bubble template. As a class, discuss and order the ideas based on which they think might be the most effective and useful, down to those which are less effective.</p> <p>Pupil ideas are likely to include:</p> <ul style="list-style-type: none"> - SAY: calmly and confidently say no, make a joke, give an excuse, start an argument, shout for help - DO: do what they want for an easy life, wait until later and ask advice from a friend or parent, hope they leave you alone, think carefully about the consequences, walk away, etc. <p>Plenary: Hand each pupil two post-it notes and ask them to write down one way they might recognise an unsafe friendship on one, and one strategy to manage an unsafe friendship on the other. Ask pupils to bring their post-it notes to stick up at the front of the room. Collate and share key feedback.</p> <p>Remind pupils that if they are worried about friendships, or anything else, they can access support at home, and both in school (through their form tutor, head of year, etc.) and out of school, through local and national organisations, for example:</p> <p>Childline – www.childline.org.uk Phone: 0800 1111</p>		
6	LO: To explore the impact of distractions on my behaviour	<p>Re-visit Ground Rules</p> <p>Starter:</p>	Ask It Basket	

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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.