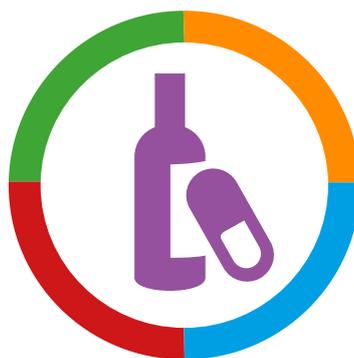


TEACHER GUIDANCE



PSHE
Association

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

KS2-4

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*Please read and consider this guidance first, before teaching the lessons.

Introduction

This guidance accompanies the PSHE Association lessons for pupils with SEND, developed for Public Health England. Please read this guidance carefully before teaching any of the lessons.

The Department for Education (DfE)'s statutory guidance for Health Education at primary phase requires that pupils be taught the facts and risks associated with alcohol, tobacco and other drugs. At key stages 3 and 4 this extends to the facts, laws, risks and consequences associated with drug, alcohol and tobacco use and the dangers of drugs that are prescribed, but still present serious health risks.

Alongside the statutory requirements, teaching about how to manage social influence, pressure and risk is vital in promoting pupils' ability to navigate the situations in which they may encounter substances. It also contributes to safeguarding, by providing pupils with knowledge, understanding, attributes, skills and strategies to help keep themselves healthy and safe.

Teaching about drugs and alcohol should be integrated within a planned PSHE education curriculum, where it will enhance – and be enhanced by – teaching in other topic areas. For example, lessons on mental health and emotional wellbeing will include teaching healthy coping mechanisms and

the importance of seeking support and help, which will feed into lessons on alcohol and other drugs and vice versa. Equally, lessons on alcohol and other drugs may feed into lessons on staying safe in the home with different household substances. Similarly, the learning might be reinforced outside PSHE education lessons, for example when pupils are given medication.

All children and young people have a right to effective drug and alcohol education that not only teaches them the facts about substances and their effects, but also equips them with the skills, strategies and attributes to manage their lives in a substance-using society. For some children and young people this might mean the additional challenge of balancing religious or cultural beliefs or expectations that prohibit drug and alcohol use with different societal norms and influences. All PSHE education teaching should be inclusive and accessible for all, so it is important to be sensitive to this throughout these lessons, allowing space for discussion, and avoiding approaches or language that imply that all young people will use alcohol or other drugs at some point, or that fail to recognise the importance of religious or cultural beliefs and expectations for many young people in relation to substance use.

¹ Department for Education, 2019. *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for Governing Bodies, Proprietors, Head Teachers, Principals, Senior Leadership Teams, Teachers.*

Using and adapting the lesson plans

The lesson plans are designed to be used flexibly, and you are encouraged to adapt them in order to meet the needs and abilities of your pupils. Each lesson plan provides four main activities for you to choose from, which are based on four progression stages outlined in the PSHE Association’s [Planning Framework for Pupils with SEND](#):

- **Core:** fundamental learning elements
- **Development:** increasing understanding of learning
- **Enrichment:** deepening of application of learning
- **Enhancement:** applying learning in different contexts.

The learning outcomes begin at the ‘Core’ stage, as pupils working at ‘Encountering’ or ‘Foundation’ stage are likely to be taught through sensory experiences and interactions. For pupils working at these first stages, please refer to the Planning Framework for Pupils with SEND:

KEY STAGES 1 & 2: SELF-CARE, SUPPORT AND SAFETY

	Encountering	Foundation
Self-care, support and safety 3: Trust	<p>Respond to stimuli about the different ways we can communicate with adults in school.</p> <p>Respond to stimuli about ways of asking for help.</p>	<p>Identify trusted adults in school.</p> <p>Identify someone who can help us if we are afraid or worried</p>

KEY STAGES 3 & 4: HEALTHY LIFESTYLES

	Encountering	Foundation
Healthy Living 7: Drugs, alcohol and tobacco	<p>Respond to stimuli about taking care of our body.</p>	<p>Identify some substances people might swallow, drink or inhale that could be harmful to their health.</p> <p>Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p>

For pupils working at Encountering or Foundation progression stages, choose the best approaches for individuals to meet the relevant learning outcomes, which may include adapting activities from the lesson plans where appropriate. For example, KS3-4 Foundation could be addressed using the activities in KS2 lesson 1.

In the lesson plans, each progression stage builds on the one before, and each has its own learning outcome and activity. The timings given are for guidance and can be adapted to meet pupils' needs.

All pupils should complete the introduction, baseline assessment, signposting support and endpoint assessment activities in each lesson, and then you should select the relevant main activity depending on the progression stage of each pupil.

A list of resources is provided for each progression stage activity, but you know your pupils best and may wish to adapt these to meet their individual needs. Key vocabulary is listed on each lesson plan but you may choose to use additional visual or symbolic images to support pupils' understanding, for example, Widget images to support written content. Some pupils might benefit from physical objects in place of pictures, and for others it may be more helpful to project a resource on a screen, rather than provide a paper copy. Please adapt and add to the given resources as necessary.

Similarly, further differentiation and adaptation of the lessons may be required,

depending on the specific needs of your pupils. While distancing the learning in PSHE education is important, some pupils with SEND may need a more personalised approach that draws on their own interactions and experiences.

Safeguarding

Pupils will have a range of experience and understanding of legal and illegal drugs, and some may have families that have been affected by substance use. Always prepare for and teach all lessons on the basis that there may be at least one member of the class who is personally affected by the lesson content. Making the lesson safe for that pupil will help to ensure the learning is safe for everyone.

Safeguards to put in place include:

- Alerting relevant pastoral and safeguarding staff about the topic you will be covering and encouraging them to discuss the lesson content with any pupils who are accessing support for related issues. It is best practice to inform parents too, in case pupils come home with questions or wish to discuss these issues further.
- Giving the pupil(s) a chance to withdraw from the lesson if appropriate (without being asked to justify their absence to their peers). Consider how to follow up the missed lesson with the pupil(s), as this learning may be especially relevant to them.
- Signposting appropriate sources of support before, during and after the lesson.

Creating a safe learning environment

A safe learning environment helps pupils feel comfortable with sharing their ideas without attracting negative feedback, and avoids possible distress and disclosures in a public setting. It also helps teachers to manage discussions on sensitive issues confidently. These should reflect, but may be in addition to, their current class rules, worded appropriately for pupils and if necessary, visually depicted.

It is good practice to:

- work with pupils to establish ground rules about how they will behave in PSHE education lessons, such as;
 - ◇ Everyone has the right to be heard and respected.
 - ◇ We will use language that won't offend or upset other people.
 - ◇ We will comment on what was said, not the person who said it.
 - ◇ We won't share our own, or anyone else's, personal experiences.
 - ◇ We won't put anyone on the spot and we have a right to pass.
 - ◇ We won't judge or make assumptions about anyone.
- make a box or envelope ('ask-it-basket' or 'talk-to-the-teacher') available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class
- where appropriate for pupils' stage of

development, provide balanced information and differing views to help pupils clarify their own opinions, being mindful of cultural and religious sensitivities

- where possible/appropriate, distance the learning from pupils to keep the learning environment safe and to discourage personal disclosures in the classroom
- manage any role play used during class activities carefully. Pupils should be given the opportunity to opt in and should only enact and practise positive behaviour strategies, therefore they should never be placed in the role of the antagonist. It is important that pupils 'de-role' following the activity, for example by shaking their hands, feet, heads or whole bodies to 'shake off' the character.
- make pupils aware of sources of support, both inside and outside the school
- link PSHE education into the whole school approach to supporting pupil wellbeing
- always work within the school's policies on confidentiality, safeguarding and child protection – be aware of the procedures you should follow if a pupil confides in you or gives you cause for concern. Do not promise confidentiality if information is disclosed which suggests a pupil is at risk.

Signposting

Although it is important that pupils make personal disclosures in an appropriate, safe setting and not during the course of the lesson, appropriate support must be signposted in the lesson. This means:

- being familiar with (and, where appropriate, sharing relevant parts of) the school's safeguarding, child protection, or other relevant policies, such as the school drug and alcohol policy. Before doing this, ensure that the policy is up to date – see our [evidence briefing](#) for further guidance on policies as part of a whole-school approach to alcohol and other drugs.
- reassuring pupils that they will always be taken seriously, listened to and never judged, if they make a disclosure.
- making sure pupils know how to access support for themselves and others, and what they might say to someone to get the help they, or someone else, might need.

For further guidance for pupils on alcohol, tobacco and other drugs, visit:

www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs

www.nhs.uk/live-well/alcohol-support

www.nhs.uk/smokefree

www.nacoa.org.uk

www.talktofrank.com

Always check the appropriateness of a website for individual pupils before directing them to it.

Effective planning in drug and alcohol education

The knowledge, understanding, skills, strategies and attributes needed to stay healthy and safe, and to manage situations involving alcohol and other drugs should

be developed throughout the PSHE education programme. These lessons have been designed to enhance this learning by addressing the explicit drug and alcohol education included in the PSHE Association [Planning Framework for Pupils with SEND](#) and the DfE [statutory guidance](#) for Relationships Education/ Relationships and Sex Education (RSE) and Health Education. Teachers must feel confident in teaching about alcohol and other drugs and should be supported in accessing training. It may also be beneficial for teachers to agree shared responses to particular questions prior to teaching the lessons, for example if pupils pose questions about teachers' own substance use.

For **further information and guidance** on the following topics, please refer to the [Drug and Alcohol Education Teacher Guidance and Evidence Review](#):

- Identifying and addressing common misconceptions about substances
- Using 'visitors' in the classroom to support teaching about substances
- Building teaching about drugs and alcohol into a planned PSHE education programme

The tables below map the lesson plans against the relevant learning outcomes from the PSHE Association Planning Framework for pupils with SEND progression stages, which are met by these lessons. They also identify where content from the DfE statutory guidance for Relationships Education/ RSE and Health Education is addressed through the lessons.

Learning outcomes from the [PSHE Education Planning Framework for Pupils with SEND](#) (key stages 1 and 2) addressed in these lessons

KEY STAGES 1 & 2: HEALTHY LIVING

	Core	Development	Enrichment	Enhancement
Healthy Living 3: Keeping well	Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.	Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.	Describe how smoking and drinking alcohol can affect people's health. Identify whom we can to talk to if we are worried about health.	Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are. Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol). Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no. Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.

KEY STAGES 1 & 2: SELF-CARE, SUPPORT AND SAFETY

	Core	Development	Enrichment	Enhancement
Self-care, support and safety 2: Keeping safe	-	-	Identify some different responsibilities we have to keep ourselves and others safe.	Evaluate ways to keep safe in a variety of relevant situations and identify possible risks and hazards. Describe some simple strategies for keeping physically safe in situations where we might feel afraid.
Self-care, support and safety 3: Trust	-	-	-	Describe or demonstrate strategies to resist pressure or behave in inappropriate ways. Demonstrate what we can say or do and where to get help if we have been pressurised or seen someone else being pressurised to do something risky.

Content for key stages 1 and 2 from the Department for Education’s statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

Topic: Caring friendships

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Topic: Being safe

- where to get advice e.g. family, school and/or other sources

Topic: Physical health and fitness

- how and when to seek support including which adults to speak to in school if they are worried about their health

Topic: Drugs, alcohol and tobacco

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

Learning outcomes from the [PSHE Education Planning Framework for Pupils with SEND](#) (key stages 3 and 4) addressed in these lessons

KEY STAGES 3 & 4: HEALTHY LIFESTYLES

	Core	Development	Enrichment	Enhancement
Healthy Living 7: Drugs, alcohol and tobacco	<p>Identify some common legal drugs e.g. nicotine and alcohol.</p> <p>Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p>Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p> <p>Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p>	<p>Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.</p> <p>Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p> <p>Identify when, why and how to ask for help in relation to drugs and alcohol.</p>	<p>Explain how drugs/ alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.</p> <p>Describe how pressure to use substances can come from a variety of sources, including people we know.</p> <p>Explain why we might put ourselves under pressure to try substances such as smoking and drinking e.g. to fit in or not to feel left out.</p> <p>Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p>	<p>Explain long term personal and social risks of substance misuse.</p> <p>Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p>

Content for key stages 3 and 4 from the Department for Education’s statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

Topic: 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
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 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.