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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **TBQ: What is the difference between drugs and medicines?** Learning Sequence Begin the lesson by engaging students in a short discussion about what they think of when they hear the words 'drugs' and 'medicine'. Ask for a few volunteers to share their thoughts. Use this as a springboard to introduce the lesson's key vocabulary.  Divide the class into small groups of 5 students each. Give each group a selection of cards with examples of substances (e.g., aspirin, candy, antibiotics, illegal drugs, vitamins). Ask them to sort the cards into two categories: drugs and medicine. After sorting, each group will explain their reasoning to the class. This helps to promote discussion and critical thinking.  Bring everyone back together and invite groups to share their findings. Facilitate a discussion on why certain substances are considered medicines and others as drugs. Highlight the concepts of prescription and over-the-counter medicines, discussing safety and the importance of using medications responsibly.  Hand out a worksheet that contains a simple matching activity where students can draw lines between terms and their definitions or examples. Include scenarios where students must decide if a substance is a drug or medicine based on what they have learned. Circulate the room to offer support and encouragement.  Conclude the lesson by asking students to reflect on what they have learned. A few students can share how they will apply this knowledge in real life. Encourage them to think about the importance of using medicine safely and the difference between medicine prescribed by a doctor and other substances. | H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **Key Vocabulary:**  Health, medicine, drug, vaccination, treatment, illness, disease, prescription | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and to have an awareness of how to keep themselves safe. This lesson will help students understand the difference between legal and illegal drugs as well as the importance and benefit of vaccinations. |
| 2 | **TBQ: How do drugs affect the body?**  Learning Objective: To understand how drugs affect the body and mind, and recognise the importance of making safe choices regarding drug use. **Learning Sequence:** Begin with a brief class discussion about what students know regarding drugs. Ask questions like, "What are drugs?" and "Can you think of any examples of drugs?". Write down key points on the whiteboard. Introduce key vocabulary and check for understanding by asking students to share definitions in their own words. Divide the class into pairs. Each pair will be given a scenario involving a drug (e.g., coffee, medicine, alcohol) and asked how they think it might affect a person’s body and mind. After discussing in pairs, each group will share their thoughts with the class. Highlight how some substances are used responsibly while others can be harmful.  Provide a short presentation on how different drugs affect the body and mind. Use simple diagrams or images to illustrate these effects. Focus on both legal (like caffeine and prescribed medication) and illegal drugs (such as cannabis). Emphasise the importance of making safe choices and discussing any side effects or risks involved with different drugs.  Ask students to write what they learned regarding the effects of drugs on the body and mind. They should include one responsible choice they can make when it comes to drug use. Encourage them to think critically about the information shared in class.  Wrap up the lesson by reviewing the main points discussed. Open the floor to any questions students may have about the topic. Reinforce the learning by asking students to share their reflections from the individual task. Make sure to stress the importance of talking to trusted adults about questions related to drugs. | H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **Key Vocabulary:**  Drugs, mind, body, choices, addiction | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. This lesson will help students understand the how drugs affect a person’s body and mind. |
| 3 | **TBQ: What are safe drug practices?** Learning Objective: Students will be able to identify trusted adults in their lives and understand safe practices when it comes to taking medicine.Learning Sequence: Begin the lesson by introducing the topic of medicines and why they are important. Ask students what they know about medicine and who gives it to them. Encourage students to share their thoughts, reinforcing the concept of trust. Ask students to list at least three trusted adults in their lives who can give them medicine. Guide the discussion by prompting questions like, “What makes someone a trusted adult?” and “Why is it important to trust the person giving you medicine?”  In small groups, have students create a 'Trust Circle' on a large piece of paper, where they draw or write the names of trusted adults and the reasons they trust them. After 10 minutes, have each group share their Trust Circle with the class, fostering discussion about different trusted adults and their roles.  Introduce safe practices when taking medicine. Discuss the importance of only taking medicine under adult supervision, the need for consent, and checking with the adult if the medicine is right for them. Use scenarios and ask the class how to respond safely to each situation. Encourage students to ask questions and participate in hypothetical role-play about asking a trusted adult for medicine.  Wrap up the lesson by asking students to reflect on what they have learned about trusted adults and safe practices with medicines. Invite a few students to share their thoughts, and remind them of the importance of trust and safety in health-related matters. | H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  H33. about the people whose job it is to help keep us safe  **Key Vocabulary:** medicine, trust, safety, adult, prescription, consent | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. This lesson in particular, will help students understand safe practices of drugs and medicines. They will also discuss who their trusted adults are who can administer drugs/medicines. |
| 4 | **TBQ: How can drugs affect relationships and responsibilities?** Learning Objective: To understand how drugs can affect relationships and responsibilities in our everyday lives.**Learning Sequence:** Begin with a quick class discussion: “What do you think of when you hear the word 'drugs'?” - Write students’ responses on the board. - Introduce the lesson objective and explain the focus on relationships and responsibilities. Divide students into small groups of 5. - Provide each group with scenario cards that depict various situations where drugs might affect relationships (e.g., a friend using drugs, a family member struggling with addiction). - Ask each group to discuss their scenario and come up with how it affects relationships and responsibilities. Reconvene and have each group share their scenario and findings. - Prompt further discussion by asking: “How could this situation be handled responsibly?” - Write key ideas on the board.  Distribute a “Reflective Journal” template with prompts about personal feelings towards drugs, relationship values, and responsibilities. - Give students time to reflect and write. Encourage them to focus on how drugs can impact their lives and the lives of those around them.  Bring everyone together and summarise the key points discussed throughout the lesson. - Reinforce the impact of drugs on relationships and draw attention to the importance of making responsible choices. - Allow time for questions. | H31. that household products (including medicines) can be harmful if not used correctly.  **Key Vocabulary:**  Drugs, responsibility, relationships, addiction, health | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. In this lesson, children will discuss how drugs can affect an individual’s relationship and responsibilities. |
| 5 | **TBQ: How can drugs affect communities?** Learning Objective: Students will understand how drugs can affect communities, looking at both positive and negative impacts.Learning Sequence: The teacher will introduce the topic by asking students what they think of when they hear the word 'drugs'. Students will be encouraged to share their thoughts in pairs before discussing as a class. The teacher will clarify the difference between legal drugs (like medicines) and illegal drugs, providing age-appropriate examples.  The class will be divided into small groups of 5, and each group will discuss how drugs can impact their own community. They should consider both positive and negative effects. After 10 minutes of group work, each group will share one idea with the class. The teacher will write down key points on the board to form a mind map of community effects.  The teacher will present a scenario where a new shop selling herbal remedies opens in the community. Students will work in pairs to list potential positive and negative effects of this shop on the community. After 10 minutes, they will share their findings with another pair. The teacher will circulate to provide support and clarification as needed.  Students will individually write a short paragraph on how they can contribute to a healthy community, considering the role of support systems (family, friends, community help). They will be encouraged to think about ways they can help others make healthy choices and discuss their thoughts with the class.  The teacher will summarise the key points discussed in the lesson, reminding students of the importance of making healthy choices and supporting others. Students will be invited to ask questions or share final thoughts. The teacher will explain that future lessons will further explore how communities can aid individuals affected by drug use. | H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.  **Key Vocabulary:**  Drugs, negative, impact, addiction, crime, addiction | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. In this lesson, children will discuss how drugs can affect a community. |
| 6 | Assessment: children will each create a poster or leaflet explaining the affects of drugs on everyday lives. | As above |  |