

# Drug Education News

## QCA launches the new secondary national curriculum

The new secondary curriculum has been [launched today](#). I thought it would be helpful to take a look at what that means for drug education and PSHE.

There are two documents, one for [Key Stage 3](#) and one for [Key Stage 4](#) that look like they will be critical for drug education.

### Key Stage 3

They say the study of personal wellbeing should include, amongst other things:

- . facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
- 0. ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations

In further explanatory notes they say:

**High-risk behaviours:** This includes risks associated with early sexual activity and links with work on drug use and misuse. Links could be made with citizenship on the impact of HIV/AIDS on whole communities/countries. This could also include other behaviours such as gambling.

**Drug, alcohol and tobacco use and misuse:** This should include medicines, alcohol, tobacco, volatile substances and illegal drugs. When planning work in relation to drugs, alcohol and tobacco, it is helpful to consider national and local data on their use and misuse as well as changes in legislation. This helps both planning and provision.

**In talking about the opportunities that should arise from this part of the curriculum they say:**

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community

- meet and work with people from the wider community both in school and through external visits
- use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- work as members of groups and teams, taking on different roles and responsibilities
- evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- identify sources of help and support and take responsibility for providing accurate information to others
- make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

**Amongst the detailed guidance they say:**

**Visits/visitors:** When planning visits or inviting external contributors to the classroom, it is important that the input is part of the overall planned learning objectives and that the messages are compatible with the school's values and policies.

**People from the wider community:** For example, community health professionals and drug advisers.

**Case studies, simulations, scenarios and drama:** These could be used as distancing techniques. They allow issues that are very sensitive and that may impact on young people personally to be explored and discussed without reference to young people's lives and family circumstances.

**Social and moral dilemmas:** Effective personal wellbeing teaching requires regular exploration of social and moral dilemmas that may be relevant to young people as they grow up. Pupils will need to learn skills and ground rules to ensure work is carried out showing sensitivity to those who may be affected by such issues.

**Links between personal wellbeing and work in other subjects and areas of the curriculum:** There are many ways in which links can be made between work in personal wellbeing and other subjects and areas of the curriculum. Examples include linking work on sex and relationships, drugs, alcohol and tobacco with work in science; and linking diversity, prejudice and discrimination with work in citizenship, history and RE. It is important that links are planned and coordinated and that young people have time to reflect on the sum of their experiences in order to maximise their learning and its impact on their lives.

SEAL, and similar personal development frameworks, are designed to be used across the whole curriculum. While they have a particular contribution to make to personal wellbeing, their use should not be limited to these programmes of study, but should extend across all subjects and areas of the curriculum and across the

school day.

## Key Stage 4

They say:

**Personal wellbeing:** The personal development of students is integral to the key stage 4 curriculum. This non-statutory programme of study for personal wellbeing is intended to support schools in developing coherent whole-school approaches to personal, social, health and economic wellbeing (PSHE). It provides a context for schools to fulfil their legal responsibilities to promote the wellbeing of students and provide sex and relationships and drugs education. It also provides schools with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL). The presentation and headings of this programme of study are the same as the programmes of study for other subjects to support cross-curricular planning.

The programme of study replaces the non-statutory framework for personal, social and health education. The content is based on the Every Child Matters outcomes and on the government's guidance on sex and relationships education.

**Personal development:** Personal wellbeing makes a significant contribution to young people's personal development and character. It creates a focus on the social and emotional aspects of effective learning, such as self-awareness, managing feelings, motivation, empathy and social skills. These five aspects of learning, identified within the SEAL framework, make an important contribution to personal wellbeing. Evidence of this, drawn from personal wellbeing provision, can contribute to schools' self-evaluation forms.

**Healthy lifestyles:** A person's ability to stay healthy is affected by physical, mental, emotional, social, environmental and economic circumstances. Students should learn that they need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others. This becomes important at key stage 4, when young people have increasing autonomy and often have more challenging decisions to make about their lifestyles. Links with the concept of risk continue to be important. For example, students should understand the dangers of dependency or addiction, in relation to substances and gambling.

They also talk about understanding risk.

The guidance says:

The study of personal wellbeing should include:

- the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- how the media portrays young people, body image and health issues
- the characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders

- the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities
- where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid

They go on to say:

**Substance use and misuse:** This should include benefits and risks of the use of alcohol and medicines as well as the risks associated with tobacco, volatile substances and illegal drugs.

The opportunities that pupils should have are:

- make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community
- form opinions and express viewpoints confidently to a range of audiences
- meet and work with people from the wider community both in school and through external visits
- use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them
- identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities.

In the detailed notes they say:

**Visits and visitors:** Students should take responsibility for arranging visits and inviting visitors, and checking that the input from external contributors meets the

planned learning objectives and is compatible with the school's values and policies.

**People from the wider community:** For example, community health professionals and drug advisers.

**Case studies, simulations, scenarios and drama:** These could be used as distancing techniques. They allow issues that are very sensitive and that may impact on young people personally to be explored and discussed without reference to young people's lives and family circumstances.

**Social and moral dilemmas:** Effective personal wellbeing teaching requires regular exploration of social and moral dilemmas that may relate to young people as they grow up. Students will need to revisit skills and ground rules to ensure work is carried out with sensitivity to those who may be affected by such issues.

**In a similar way to the guidance for Key Stage 3 they QCA say:**

**Links between personal wellbeing and work in other subjects and areas of the curriculum:** There are many ways in which links can be made between work in personal wellbeing and other subjects and areas of the curriculum. Examples include linking work on sex and relationships, drugs, alcohol and tobacco with work in science; and linking diversity, prejudice and discrimination with work in citizenship, history and RE. It is important that links are planned and coordinated and that young people have time to reflect on the sum of their experiences in order to maximise their learning and its impact on their lives.

SEAL, and similar personal development frameworks, are designed to be used across the whole curriculum. While they have a particular contribution to make to personal wellbeing, their use should not be limited to these programmes of study, but should extend across all subjects and areas of the curriculum and across the school day.