



Lower Key Stage 2 Drug Education

Theme: Health and Wellbeing: H4, H10, H38, H39, H40, H41, H44, H46

H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.

H10. Understanding how medicines, when used responsibly, contribute to health.

H38. Identifying how to predict, assess and manage risk.

H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.

H40. Understanding the importance of taking medicines correctly and using household products safely.

H41. Identifying strategies for keeping safe.

H44. How to respond and react in an emergency situation.

H46. Learning about the risks and effects of legal drugs common to everyday life.

Activities

- Discuss and explore the difference between having to and choosing to take medicines? Explore with the children characters that have particular conditions and discuss how these characters may feel or do a freeze frame to show the feeling:
 1. Jamal has allergies to dogs and peanuts. Her allergy is very serious and if she even comes into slight contact with peanuts it can cause a serious reaction.
 2. Jessica has diabetes and has to have insulin three times a day. She has to constantly monitor her sugar levels and think very carefully about what she eats.
 3. Alek has asthma and has to use his inhaler throughout the day particularly during and after exercise.Choose a character from above and create a spider diagram to demonstrate how friends/teachers/family members/community could support them.
(H4, H10)

- **Quiz:** Show pictures of objects such as an empty medicine bottle, inhaler, cleaning agents, lighter fluid, super glue etc. Can the children guess what the object is and how it is used.
Read: A Day in the Life of the Grech Family. Resource 2: Page 70.
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-lesson-plans>
Highlight all the medicine/household products. Discuss:
 1. How do they help us?
 2. Are there any risks from using these products?
 3. What could help reduce the risks?**(H40)**
- Provide a continuum (see page 142) safe at one end and harmful at the other end of the continuum - discuss what this represents. Provide the children with the names of the objects used in the previous activity. Using all their knowledge gained in pairs, ask them to place the objects on the continuum. Emphasise that discussion and thinking time is important before making a decision. Model the process first.
Share/compare with another group.
What have you found out? Do we always have the same attitude? Does this affect people's choices in the future?
(H38)
- Using the story 'George's Marvellous Medicine' by Roald Dahl, discuss how George misused medicine. Discuss the importance of rules and the possible risks and dangers if not followed.
How should we use medicines safely?
What advice would you give to George?
Write George a short letter.
(H4, H40)
- Discuss the meaning of a 'consequence' and the difference between positive and negative consequences. Develop scenario cards.
The scenarios could include:
 1. What might happen if Robbie gave Sian some of his medicine?
 2. What might happen if Sian tried a cigarette?
 3. What might happen if Robbie drank lots of energy drinks?
 4. What might happen if Sian played around with lighter fluid?
 5. What might happen if Robbie's dog kept breathing in second-hand smoke?Roll an on-line dice. <https://freeonlinedice.com/>
In pairs think of as many possible consequences (positive and negative) as it shows on the dice.

Warm Up and End Game

Memory Move

Think of 6 different moves to represent each number on a dice. Whichever number it lands on the children perform that move.

For example... What might happen if you gave someone your medicine?

A 3 is rolled -

1. They become ill.
2. They feel better.
3. You get into trouble.

Ask the children to record their responses to achieve points.

Work through the lists created and highlight in two different colours whether the consequences are positive or negative. Today I have learnt that... I enjoyed...

(H4, H39, H46)

- Without any input ask the children to draw two things they consider to be a risk. Using these examples try and define the term risk. Complete the sentence stem together:

A risk is...

Give the children a traffic light outline (see page 143).

Red represents high risk, Orange represents medium risk and Green represents low risk. Provide the children with risk statements and a counter each. Statements may include: walking over a pond when it is frozen, taking the wrong amount of medicine, drinking an energy drink, walking to the park alone, not sharing a big worry, riding a bike without a helmet, smoking, jumping into a puddle, talking to strangers online.

Ask the children to place the risk cards face down and to take it in turns to choose and read out a statement. Once the statement has been read out the players have about 10 seconds of thinking time before they place their counter on Red, Orange or Green.

After each card get the children to discuss their reasons.

Manage the discussion by timing two minutes.

Model this activity first.

Did everyone always think the same?

What does this tell us about other people's attitudes?

Today I have learnt that...

(H10)

- Choose three risks from the previous activity and for each one ask the children to explain how they could manage this risk, giving reasons. For example, 'Not sharing a big worry' - I could tell someone so that I don't have to deal

with it on my own. Record their responses.

Question: If you are faced with risks or difficult choices who could you ask for help?

Create a circle of support (see page 145). Include people who you could ask for help for example, friends, family, school, community, helplines etc.

How would you ask for help if you needed to?

Role play asking for help to practise communicating ideas clearly.

(H41)

- Two friends were playing in the park. One of the boys fell and landed on a glass bottle that had been smashed and cut his knee open. Role play what might happen next?

What advice would you give to the people who had decided to smash their bottles near a play area.

(H44)

Assessment Suggestion

Baseline:

Provide the children with Resource 1: Page 51.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-and-alcohol-education-%E2%80%94-lesson-plans>

What things are good for the body? What things are not good for the body?

Summative:

Ask the children to draw round their hand and write down five safety rules they could share with younger children about what they have learnt.

PSHE Matters Passport Idea

Managing risks matters because...