**Unit of Learning: Following the Law, Staying Safe and Overcoming Peer Pressure**

PSHE Association Theme: Health and Well-Being

**Year Group: 2/4/6**

The principal aim of this unit of learning is to recognise what is legal and illegal. To understand how peer pressure may feel but that we have take responsibility for our choices and actions.

**Learning Outcomes:**

•To reflect on what peer pressure is and how to manage this: both online and offline

•To understand what is legal and illegal: with consideration for the Rule of Law

•To broaden knowledge of the lasting impact of drugs, alcohol, vaping and smoking

**Ideas and Content for Learning:**

•Organising different types of medicines

•Differentiating safe and unsafe drugs

•Recognising the impact of smoking and vaping

•Understanding the dangers of knives

•Recognising the difference in use and misuse

•Knowing what to do if you know of illegal activity

**Understand the Impact:**

• Sharing strategies for overcoming peer pressure in the online and offline world

•Considering how to make own choices which are safe and legal

•Reflecting on the consequences of our actions

**Making Connections**

•Recognising the long-term effects of tobacco, vaping, alcohol and drugs

•Recognising the impact of illegal choices on victims, their families and loved one

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y2**Lesson 1Discussion: remember a time when you felt unwell. How did you feel? Did you take medicine? Who gave you the medicines? Is it safe to take medicines when you are not ill? Show a range of empty medicine boxes (with labels still on) e.g. Calpol, Junior Aspirin, asthma inhaler, tissues, etc.Pairs/group work: on an outline of the human body, children decide whether the medicines they have discussed go inside or on the outside of the body, then write or stick pictures of them in the appropriate place. Role play: being at the hospital.Lesson 2Thought shower: range of substances kept in the home e.g. bleach, glue, cleaning fluids, aspirin, toiletries etc. Bring in empty containers with labels still on or show pictures. Discuss what they are used for and that can be harmful if not used properly.Sorting activity: divide into 3 piles – safe to touch, unsafe to touch, don’t know.Discuss which substances should be locked away or used only by adults. Explain labels and warning signs. Explain what to do if there is an accident with one of these substances and where is safe storage.Pairs work: write a story or role-play a situation where a younger child has found a household substance. They explain its purpose and safe use.Lesson 3Thought shower: show pupils an empty cigarette packet. Ask pupils to think of how they feel when someone they know smokes/vapes? Ask pupils why they think people smoke even when they know it is not healthy? Introduce the idea of being dependent on something and the idea of a habit.Group work: make a ‘say no to smoking’ poster.Lesson 4Thought shower: using a range of empty bottles (but with labels still on) of beer, wine, alco-pops, lemonade, water, soft drinks etc.Ask which contain alcohol and group into alcoholic and non-alcoholic drinks. Ask what happens to people when they drink alcohol? When might people drink alcohol? What does it do to the body if someone drinks too much alcohol? Consider hospital admissions.Lesson 5Individual activity: draw pictures and label things they feel or know they have to keep safe from e.g. ghosts, bullies, the dark, cars, strangers. Thought shower some ideas and feelings first.Sharing drawings as a class: why are these things scary or dangerous.Group work: role play a scary situation and practicing key messages e.g. Not wandering off with older children or people they don’t know, saying ‘no’ or ‘please help me’, telling a safe adult.Lesson 6Whole school assembly – link to theme of National Anti-bullying WeekSchool awards for being a good friend, being kind to someone, refusing to join in with unkind behaviour.Pre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger). | **Y4**Lesson 1Thought shower: examples of risks that children have taken recently and the consequences. Categorise e.g. health, safety, belongings. Opinion islands activity: give children a list of general risks e.g. trying new food, lending a possession, not brushing teeth, drinking alcohol etc. and ask them to place themselves in one of the opinion islands marked ‘very risky’ or ‘slightly risky’. Give reasons.Group/pairs work: consider scenarios of risk-taking behaviour e.g. a girl who eats sweets and chocolate all the time. Make a balance sheet – 2 columns ‘what I’d gain from taking this risk’ and ‘what I’d lose from taking this risk’ – and discuss whether the risk is worth taking.Individual work: children set a goal to change their behaviour/improve their physical health and mental health.Lesson 2Explain what a drug is i.e. any substance that alters the way in which the body functions. Some medicines are drugs but not all drugs are medicines. All drugs can be dangerous if not used properly.Group work: provide large sheet of paper with word ‘DRUGS’ in middle. Children write all the words or names they know associated with the word. Each group to feedback. Summarise key points. What further information would they like to know? Write questions or concerns on a separate sheet of paper and put in question box for next session.Children write about what they’ve learnt and what they didn’t know in a personal note book. Ask children to stand on an imaginary line to indicate how much they have learnt in this lesson.Lesson 3Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking/vaping and in previous years PSHE.Groups/pairs work: write down three reasons why they think people start to smoke /vape and why it is hard to stop. Put up two posters – ‘agree’ and ‘disagree’ – at opposite ends of the room. Each group/pair reads out one of their suggestions and the rest of the class stand by the relevant poster. Ask for reasons why they are standing there.Role play – what would you do if someone offered you a cigarette/vape? Practice saying no.Lesson 4Thought shower: favourite drinks and names of alcoholic drinks. Why do some people choose to drink alcohol? What are some of the positive and negative effects? Do children know the legal age for buying alcohol? Explore concept of use and misuse. Consider when a hospital visit and admission happens due to alcohol misuse. Group/pairs work: make an information leaflet recording the short and long-term effects of drinking alcohol, the effects on the body, health, feelings and behaviour.Lesson 5Thought shower; what different groups do we belong to? What’s the difference between a ‘group’ and a ‘gang’? Why do people join gangs? Do all gangs bully?Group work/role play different situations where one person is under pressure from a gang or a group to do something they do not want to do e.g. stealing, giving away a possession. As appropriate, consider county lines.Lesson 6Whole school assembly – link to theme of National Anti-bullying Week. School awards for being a good friend, beingkind to someone, refusing to join in with unkind behaviourPre-assembly work: what is bullying? Key messages: bullying is wrong; bullying is ongoing (doesn’t just happen once), is deliberate (not an accident), is unfair (the bully is more powerful or stronger) | **Y6**Lesson 1Thought shower: examples of risks that children have taken recently and the consequences. Read a well-known story in which the character took a risk which had negative consequences e.g. Little Red Riding Hood, Three Billy Goats Gruff and Rumpelstiltskin. Explore the pressures and influences the character was under. Where does pressure come from? Variety of sources –TV, advertising, friends.Individual activity: make a story board or cartoon strip about a time when they felt pressurised into doing something they did not want to do. Share work with a partner and discuss how to respond to pressure from others. Role- play a scenario where someone else is under pressure and they help them cope.Lesson 2Recap on what a drug is (see Yrs. 3 and 4). Thought shower: words or names for drugs. Identify legal and illegal drugs. Why are laws made to restrict the use of drugs?Group work: decide whether a new drug e.g. A medicine or something that goes in a drink should be legal or illegal. Describe the drug – what it looks like, how it is taken, how it makes people feel, long and short-term effects etc.Class debate: each group says why their drug should be totally banned or whether there should be laws to regulate the drugs’ use or sale, punishments for breaking the law etc. Class vote.Individual activity: reflect on what they have learnt about drugs, write down any further questions to go in the question box.Lesson 3Recap on learning from previous session. Answer questions from question box. Discuss what has been learnt in Science about smoking and in previous years PSHE. Thought shower: why do people start smoking?Pairs work; write a letter to an agony aunt about the pressure to smoke/vape – pressure from friends to join in, pressure to look more ‘grown up’, belief that smoking will help stress, curiosity etc. Present to class and discuss ways of resisting pressure.Lesson 4Recap on previous learning about alcohol. Discuss reasons for drinking or not drinking – social, religious. Explore measures and concept of drinking responsibly, recommended daily units for men and women, what binge drinking means. Explore how excessive alcohol results in hospital admissions, procedures and potentially long-term health impacts. Group work: devise a story or role-play to explore what happens when group of friends go out, some of whom drink. Show why some people want to drink and some don’t, how to resist pressure from others, feelings and reactions involved, how the drinker feels after the event. Present to class and discuss ways of resisting pressure.Lesson 5Thought shower: in which jobs would you use knives? Explain the purpose of using knives in the workplace – to make the job easier. Knives carried for any other reason can only cause havoc. It is illegal to carry a knife.Group discussion: why would someone want to carry a knife? How is it risky? What are the possible consequences to – the self, to the school, to family, to friends? Each group to come up with excuses why someone caught carrying a knife has done so. Discuss: what do you need to do if you thought or knew someone had a knife at school without putting yourself at risk? What other strategies are there for staying safe?Lesson 6Whole school assembly – link to theme of National Anti-bullying Week. 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