

# PSHCE and Drug Education: Support for Schools



A comprehensive guide to  
Life Education Centres  
and its work with schools

Edition 2 revised to include  
QCA guidance 2003





## Preface

This document provides a comprehensive guide to Life Education Centres' work in helping children achieve their full potential, particularly in making positive decisions about their health.

It is designed for use as a reference document for Drug Action Teams, Local Education and Health Authorities, Health Action Zones, practitioners in health and education, and our many other partners.

It is an essential reference tool for schools, explaining how our programmes support key objectives within the National PSHE and Citizenship Curriculum\* and apply best practice in drug prevention education as set out in the documents 'The Substance of Young Needs' (Health Advisory Service Review, 2001) and 'Guidelines for Drug Prevention: Consultation Draft' (Department of Health, 2001).

Through a detailed process of peer review and consultation our programmes have been revised and improved to ensure appropriate learning objectives are being fully met.

Life Education Centres is extremely grateful for the expert opinion and advice received during this exciting period of development from many leading health and drug education practitioners and for those who participated in the consultation process (see Appendix 1).

\* Our programmes are designed to support the National Curriculum for England and Wales and are used in Scotland and Northern Ireland where the main objectives are transferable.

Edition 2 revised 30/01/03



# Acknowledgements

Life Education Centres is extremely grateful to all those who kindly offered support, advice and guidance during the development of our new programmes.

We wish particularly to acknowledge the contributions from:

**Dr Steve Ball**, Head of Arts for Birmingham City Council. Steve founded well established theatre companies, Language Alive! and Catalyst Theatre in Health Education; he has worked as a writer producer for BBC Education, taught at universities in the UK and published widely on drama, health and education.

**Dr Val Besag**, education psychologist and former teacher, Val is recognised as an international expert on bullying in schools. She has conducted lecture tours worldwide, especially in Australia and New Zealand. She was recently awarded a Churchill Fellowship to carry out a global study of peer support systems in place to counter bullying in a variety of cultural settings and is the author and contributor to many publications.

**Professor Helen Cowie**, Research Professor in The School of Psychology and Therapeutic Studies at the Roehampton University of Surrey. Professor Cowie has written widely about bullying and social exclusion in school and the workplace and provided guidance and advice on peer dynamics.

**Sue Jenner B.Sc., M.Phil., M.A.E., M.E., W.I., Dip. CFS** is an Independent Consultant Clinical Psychologist and has for twenty years worked with families using the Parent/Child Game. Her book of the same name was written specifically for parents.



**Ruth Joyce, OBE** was a teacher prior to becoming Head of Prevention and Education at the Standing Conference on Drug Abuse (SCODA). She now works at the Home Office where she is leading a project to establish the effectiveness of integrated school and community based education programmes in reducing substance use by young people.

**Dr Mark McKergow, MBA**, Principal, Mark McKergow Associates. Mark provided invaluable assistance in the application of accelerated learning techniques and is an international consultant specialising in accelerated learning and positive change. He has presented in the USA, Europe, and South Africa and is co-author of 'The Solutions Focus: The SIMPLE way to Positive Change'.

**Jacki Rowley**, a former primary school teacher who now works as a freelance Drama-in-Education consultant. Based in Sheffield, Jacki works throughout the country, directly delivering workshops in schools and youth groups, and working with teachers, educational organisations and theatre groups.

**Sonia Sharp** is assistant Director of Education in Birmingham. Sonia was previously Principal Research Fellow on the DfES funded project at Sheffield University to identify practical strategy in bullying in schools. She has written widely about bullying, behaviour and social exclusion in schools.



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# Life Education Centres

## Our Vision

For all children and young people to have a positive self-awareness and the skills, knowledge and self-confidence that empower them to make healthy choices.

## Our Values

We believe that if children are given the appropriate information and skills, they are able to make their own positive choices about their health.

## Our Aim

To assist in the achievement of learning outcomes for health promotion, drug education and citizenship through delivery of exemplary programmes that support recognised best practice in primary drug education and as an integral part of the national drug prevention strategy.

## Our Objectives are to:

- Work with communities to reduce the risks of drug misuse by young people.
- Help children develop their ability to make positive choices about their health.
- Provide age appropriate facts to help children make informed decisions.
- Empower children with skills and self-confidence to put their decisions into practice.

To achieve these objectives the Life Education Centres' programmes are regularly evaluated and measured by professional internal and external assessors against specific learning targets.



# Background to Life Education Centres

Providing holistic health education programmes to support healthy lifestyles

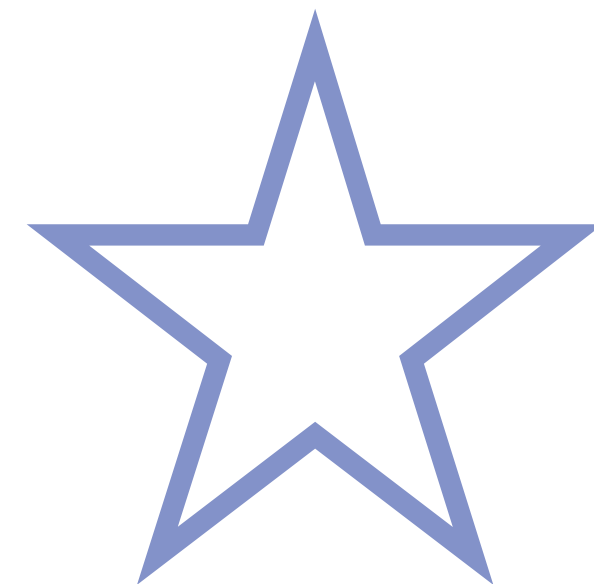


Life Education Centres provides drug education programmes that specifically support schools in fulfilling the aims of the Government's strategy for drug and health education, as defined in the PSHE and Citizenship section of Curriculum 2000, and which closely follow recommended best practice as set out in recent Department for Health and Department of Education and Skills publications.

*We define a drug as any substance that changes the way the way a body normally works. This therefore includes: legal drugs such as alcohol and tobacco, all illegal drugs, volatile substances and over-the-counter and prescription medications.*

The holistic health education programmes provided by our charity encourage children to develop the knowledge, skills and attitudes needed to make choices that support healthy lifestyles and therefore also support key objectives of the National Healthy School Standard.

One of our greatest strengths lies in a proven ability to bring together ranges of public and private interests across the community in tackling drug misuse. We already have significant experience in the relatively new area of developing Public Private Partnerships, which are encouraged by Government. Operating through an extensive network of locally managed groups has the great benefit of enabling each of these groups to match the services provided to the particular needs of the communities they serve.



# Positive teaching techniques

Helping children develop the confidence and thinking skills needed to make informed health choices.



Life Education Centres' educational programmes take place in a specially designed mobile classroom, which is equipped to provide a stimulating and exciting learning environment. This is combined with the use of highly trained 'Educators' - teachers who use a wide range of positive techniques and strategies designed to enable children to develop the confidence and thinking skills needed to make informed health choices.

The programmes provide age-appropriate material exploring a wide range of health-related issues, beginning with hygiene and healthy eating in the Foundation years and building steadily to include themes such as managing emotions and keeping safe. This leads, in the junior years, to an in-depth exploration of drugs, their use and effects, reasons why people use them and the risks and consequences of use. Strategies for recognising and managing influences are explored and skills to assist the development of assertiveness are practised.

Within the programmes, different teaching techniques are used to support the development of positive attitudes, communication and assertiveness skills, in

addition to knowledge and understanding of the human body and how different substances can affect it. These techniques draw from the fundamental principles of best practice in the use of:

- ★ **Positive behaviour management strategies**
- ★ **Circle Time**
- ★ **Accelerated Learning**
- ★ **Theatre-in-Education strategies, such as role-play and hot-seating**
- ★ **Puppets, electronic body models and a variety of audio/visual materials.**

The mobile classroom is carefully designed to give the children a very positive and memorable experience, that will remain with them long after the visit has taken place. In addition to a comfortable carpeted space, the classroom features a number of electronic devices, such as a fibre optic ceiling that imitates a starry sky, an interactive 'talking brain' and specially designed audio/visual materials. With the skills of the 'Educator', these facilities combine to reinforce the sense of awe and wonder about the human body that the programmes inspire.



# Trained Educational Practitioners

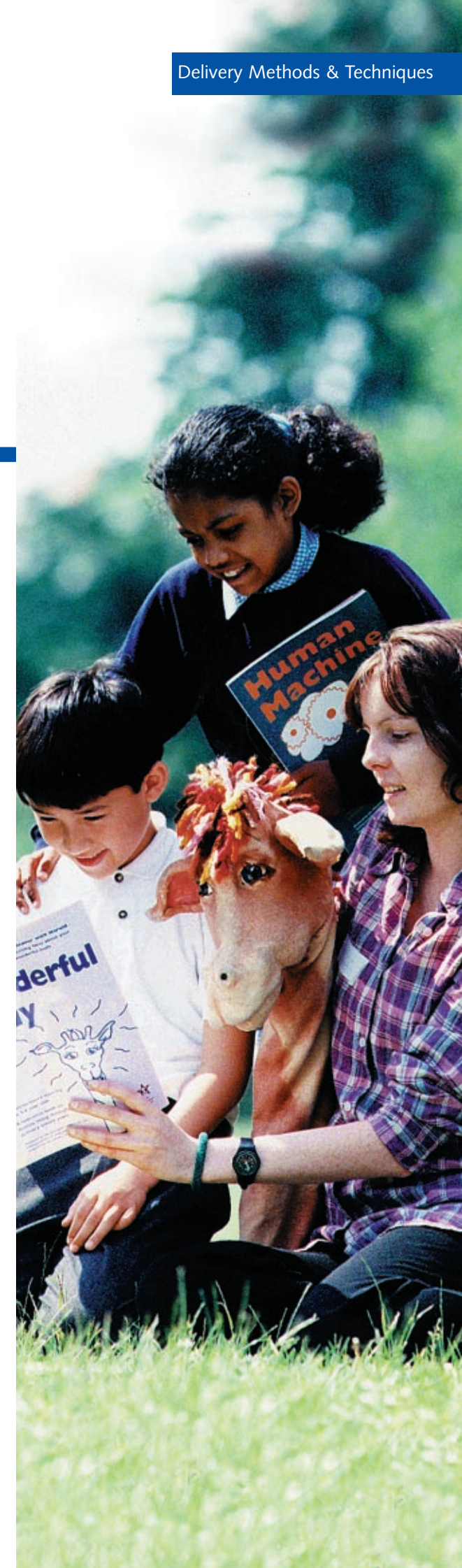
Demonstrating effective methods of delivery

Programmes are delivered by Educators who have been carefully selected based on their proven experience in modern educational techniques and who demonstrate a particular empathy with the health and social needs of children and young people. They are intensively trained in a range of positive teaching techniques and behaviour management strategies, which have been refined over many years in close consultation with expert educational practitioners from a variety of backgrounds including Child Psychology, Accelerated Learning, Circle Time and Theatre-in-Health-Education. At the end of the twelve-week training period a wide range of quality standards have to be demonstrably met before they gain fully-qualified Educator status (see appendix 3).

The varied and interactive strategies used by all Life Education Centres' Educators reflect the Government's model of good practice as set out in the document 'Protecting Young People' (DfEE, 1998) where recommendations are made for the inclusion of:

- ★ Role-play, discussion and feedback
- ★ Group work
- ★ Structured games
- ★ Audio/visual aids
- ★ Active learning techniques.

Our programmes contain a balance of these elements.



# Supporting the National Healthy Schools Standard



## Developing quality standards and coherence within curriculum content and policy development.

Since the Government's 10-year strategy 'Tackling Drugs To Build A Better Britain' was launched in 1998 a number of documents have been produced to assist schools in their delivery of effective drugs education and to develop quality standards and coherence within curriculum content and policy development.

More recently, partnerships between Education and Health have been strengthened resulting in the development of the **Health Promoting School**. Through the **National Healthy Schools Standard** there is a stronger focus on the importance of a holistic approach to health and drug education. These factors, together with the recent launch of new PSHCE guidelines have emphasised the importance of the key principles on which our programmes and their delivery are based. Drug education has always had a place within PSHCE but the more recent guidelines have highlighted this connection and placed much needed emphasis on the methods and teaching strategies that Life Education Centres has developed over a number of years.

The Ofsted report 'Drug Education in Schools: and Update' (Ofsted September 2000), states:

*"It is unrealistic to expect all teachers...to keep up to date with the complex and changing state of play on the use of drugs" and that "Effective teaching about drugs ensures that all pupils are fully involved in the lesson. For example, considerable use is made of discussion and other methods that give pupils opportunities to explore their ideas and to improve their understanding as well as helping them to develop skills and explore attitudes"*

In the light of these observations and recommendations, and greater emphasis being placed on evaluation of PSHCE by Ofsted, we recognise that schools benefit from increased support in planning and delivering effective drug education. Our programmes have been developed to meet this challenge. Consequently, a visit from Life Education Centres assists schools in achieving targets required for accreditation by the National Healthy Schools Standard.



# Our Support of School Work

Integrating our resources within existing PSHCE and drug education curriculum



To ensure that schools are able to plan for the visit and to help integrate effectively our resources within existing PSHCE and drug education curriculum, we offer the following range of services:

### ★ Preliminary planning meeting:

An initial meeting with the head teacher and PSHCE co-ordinator to help identify the school's needs decide the scope of the support we can offer and make initial plans. At this meeting the Educator and head teacher will work through our Service Level Agreement (see Appendix 2) in order to ensure that the responsibilities, of both parties are clarified and recorded. This also provides an essential opportunity to assess the children's prior learning and experiences so that programmes can be tailored appropriately to meet their developing needs. At this meeting it will be possible to draw up a schedule for the visit. The Educator will use this opportunity to plan and make appropriate provisions for children with special educational needs.

### ★ Staff INSET session:

**Objective:**  
To familiarise staff with the content of the programmes. This session includes a variety of activities designed to give staff an opportunity to:

#### **Aims:**

- ★ Develop their understanding of the need for drug education
- ★ Address any concerns they have about delivering drug education within the primary age range
- ★ Develop a clear picture of the overall content of our programmes and specific themes developed within them
- ★ Familiarise themselves with the range of follow-up materials available from the charity.

At one of the pre-visit meetings the Educator will check the site in order to ensure the smooth running of the visit. This will include checking access to the site and locating an appropriate electricity supply. These details are also covered in the Service Level Agreement (see Appendix 2).

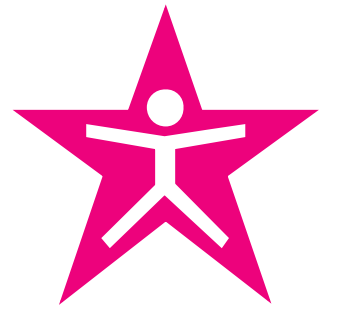


# Support for Teachers



Help in providing meaningful education about healthy lifestyles including drugs and their use.

# Involving Parents\*



How parents can help their children to make healthy choices.



## ★ Teacher Participation

The teacher accompanies their class for the duration of the programme. This adds value to the visit by ensuring that follow-up work carried out will be informed by the children's reactions and responses during the programme. It also helps ensure that any disclosures made by any of the children are noted by the class teacher and are dealt with appropriately, in accordance with the school's Child Protection policy.

Since our Educators are fully trained, we invite teachers who will be attending to:

- ★ Observe the positive teaching techniques used
- ★ Observe how the class reacts and responds to the questioning techniques used
- ★ Note the reactions of individual children and, if desired, use the time in the mobile classroom as an assessment opportunity
- ★ Relax and enjoy the session – the Educator will lead the whole session and only in exceptional circumstances ask for intervention by the teacher
- ★ Complete an evaluation, if asked, after the programme.

Educating children about drugs and their use is a community issue and cannot be seen as solely the responsibility of the school and Educators. Where school, family and community viewpoints are shared, progress will be made towards achieving healthy lifestyles. Involvement of parents helps children understand the reasons some young people use drugs and gives opportunities to look at practical ways they can help them avoid use that may be harmful to them.

Each time Life Education Centres visits a school, a programme designed specifically for parents is available. This usually takes place in the mobile classroom. Alternatively, a school may wish to host a special event where an Educator works alongside other Health professionals and Community Police officers to offer parents a broad-based drugs awareness session.

Additional Services which may be available from your local Educator

*Life Education Centres is developing a range of additional services. These include the further development of our follow-up materials, and work with parents to build their own confidence in knowledge and skills around developing healthy lifestyles for the benefit of children and young people.*

Through these various approaches, we provide the broad range of resources and training required by schools and parents to support them as fully as possible in their task of providing meaningful education about healthy lifestyles including drugs and their use.

\*The word parent is used to refer to all parent figures/carers

# Links with PSHE and Citizenship

The following pages give details of:

- ★ The key learning objectives and main activities by which these are met in each of our programmes
- ★ Precise links between the PSHCE guidelines and the Life Education Centres' programmes.

(Please note that for Foundation stage, links with early learning goals are shown).

Quick reference guide:

## Foundation stage

Nursery	page 14-15
Reception	page 16-17

## Key stage 1

Year 1	page 18-19
Year 2	page 20-21

## Key stage 2

Year 3	page 22-23
Year 4	page 24-25
Year 5	page 26-27
Year 6	page 28-29



## Nursery

## Taking Care of Myself

Nursery Programme - 30 minutes

### Learning Objectives

To give the children the opportunity to:

- Explore the body: how it works; what it needs; how to look after it
- Begin to understand the need for personal responsibility towards body and health with an emphasis on personal hygiene
- Begin to explore attitudes towards themselves, their bodies and other people.

To provide an opportunity to:

- Promote extra-curricular and alternative supervised activities
- Value and promote positive relationships with family and others.

### Activities

- Sing and exercise to 'Heads and shoulders, knees and toes'
- Sam's Day [audio/visual]
- Harold's wash bag
- Sleeping under the stars
- Harold sings about how special we are, keeping happy and healthy and the people who look after us

### National Curriculum Foundation Stage area of learning: End of foundation stage early learning goal addressed

#### PSHCE

*NB statements inside square brackets are not addressed by LEC learning objectives*

- [Dress and undress independently and] manage their own personal hygiene.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

#### Physical development

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

#### Knowledge and understanding of the world

- Find out and identify some features of living things.

#### Communication, Language and Literacy

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment and, respond to stories, songs and other music, rhymes and poems.

### Mobile Classroom Activities and Delivery Strategies

- Body knowledge activities: body feel, song that identifies body parts, educator led discussion
- Exercise to music
- Sleeping under the star ceiling
- Harold's song
- Sam's day AV, discussion and activities
- Positive teaching strategies including positive behaviour management strategies
- Range of activities to account for different learning styles to promote involvement of all children
- Body activities: body promoted through discussion and activities as unique, special and worth taking care of.

Reception

# All About Me

Reception Programme - 45 minutes

## Learning Objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; how to look after it
- discuss medicines; why we use them; safety issues; who can help with medicines
- begin to understand the need for personal responsibility towards body and health
- recognise, name and deal with feelings in a positive way.

To provide an opportunity to:

- promote extra-curricular and alternative supervised activities
- value and promote positive relationships with family and others.

## Activities

- TAM [Transparent Anatomical Mannequin]
- Harold's Visit [audio/visual]
- Harold's overnight bag
- Helping Harold drama
- Exercise to music
- Sleeping under the stars
- Harold sings about what to do when we feel lonely or sad and also when we need to look after our bodies.

## National Curriculum Foundation Stage area of learning: End of foundation stage early learning goal addressed

### PSHCE

*NB statements inside square brackets are not addressed by LEC learning objectives*

- [Dress and undress independently and] manage their own personal hygiene
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs views and feelings of others.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong, and why.
- Consider the consequences of their words and actions for themselves and others.

### Physical development

- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Move with confidence, imagination and in safety.

### Knowledge and understanding of the world

- Find out and identify some features of living things.

### Communication, Language and Literacy

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Listen with enjoyment and, respond to stories, songs and other music, rhymes and poems

## Mobile Classroom Activities and Delivery Strategies

- Body knowledge activities: body feel, educator led discussion, TAM
- Exercise to music
- Sleeping under the star ceiling
- Harold's song
- Harold's wash bag
- Harold's visit to his grandparents AV
- Harold's phone call and feelings discussion
- Positive teaching strategies including positive behaviour management strategies.
- Range of activities to account for different learning styles to promote involvement of all children.
- Body activities: body promoted through discussion and activities as unique, special and worth taking care of.

# My Wonderful Body

Year One Programme - 1 Hour

## Learning Objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; how to look after it; focus on balanced diet, medicine safety and personal hygiene
- deepen understanding of the concept of choice and the effects of choices on health, especially on what we put into our body
- explore attitudes towards themselves, their bodies and other people
- explore relationships, feelings within relationships and the affects of teasing and name-calling.

To provide an opportunity to:

- Promote extra-curricular and alternative supervised activities
- Value and promote positive relationships with family and others and also promote individual achievements.

## Activities

- TAM [Transparent Anatomical Mannequin]
- Harold's picnic [audio/visual and drama activity]
- Different foods do different jobs song
- Harold getting ready and photo album [audio/visual]
- Musical journey to the picnic and medicine activity
- Sleeping under the stars
- Visit with baby animal puppets
- Harold sings about how we can help look after our friends, families and also our bodies.

## National Curriculum PSHCE learning objective

*NB statements inside square brackets are not addressed by LEC learning objectives*

## Mobile Classroom Activities and Delivery Strategies

### Developing confidence and responsibility and making the most of their abilities

- 1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong
- 1c to recognise, name [and deal with their] feelings in a positive way
- 1d to think about themselves, learn from their experiences and recognise what they are good at.

Positive teaching strategies  
Range of activities to promote involvement of all children  
Harold's photo album AV and discussion

### Preparing to play an active role as citizens

- 2a to take part in discussions with one other person and the whole class
- 2c to recognise choices that they can make, and recognise the difference between right and wrong
- 2f that they belong to various groups and communities such as family and school.

Friendship and name-calling  
AV and discussion

### Developing a healthy safer life style

- 3a how to make simple choices that improve their health and well-being
- 3b to maintain personal hygiene
- 3c how some diseases spread and can be controlled
- 3e the names of the main parts of the body
- 3f that all household products, including medicines can be harmful if not used properly
- 3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.

Body knowledge activities: discussion and TAM  
Journey to picnic (exercise)  
Food groups discussion and song  
Sleeping under the stars  
Harold audio and mime  
Medicine discussion  
Harold song

### Developing good relationships and respecting the difference between people

- 4a to recognise how their behaviour affects other people
- 4b to listen to other people, and play and work co-operatively
- 4d that family and friends should care for each other
- 4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.

Friendship and name-calling  
AV and discussion  
Harold song

# Feelings Year Two Programme - 1 Hour

## Learning Objectives

To give the children the opportunity to:

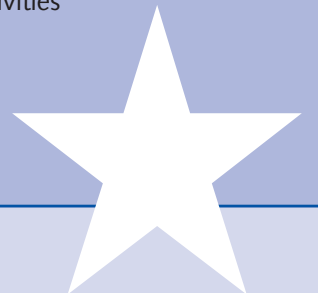
- explore the body: how it works; what it needs
- understand why we use medicines; how to follow simple safety instructions; when and how to get help from adults
- recognise, name and begin to understand how to deal with feelings
- understand that there are different types of teasing and bullying; that bullying is unacceptable; how to get help
- discuss the importance of relationships especially within the peer group
- explore attitudes towards themselves, their bodies and other people.

## Activities

- TAM [Transparent Anatomical Mannequin]
- Brenda and her friends [audio/visual and drama]
- Harold feels ill – medicine discussion
- Feelings activity and discussion
- Exercise to music
- Harold sings about the importance of friends



National Curriculum PSHCE learning objective <i>NB statements inside square brackets are not addressed by LEC learning objectives</i>	Mobile Classroom Activities and Delivery Strategies
<p><b>Developing confidence and responsibility and making the most of their abilities</b></p> <p>1a to recognise what they like and dislike, what is fair and unfair and what is right and wrong</p> <p>1c to recognise, name and deal with their feelings in a positive way</p> <p>1d to think about themselves, learn from their experiences and recognise what they are good at.</p>	<p>Positive teaching strategies</p> <p>Range of activities to promote involvement of all children</p> <p>Brenda bullying AV and activities</p> <p>Feelings discussion and activity</p>
<p><b>Preparing to play an active role as citizens</b></p> <p>2a to take part in discussions with one other person and the whole class</p> <p>2c to recognise choices that they can make, and recognise the difference between right and wrong</p> <p>2f that they belong to various groups and communities such as family and school</p> <p>2h to contribute to the life of the class and school.</p>	<p>Brenda bullying AV and activities</p> <p>Harold song</p> <p>Medicine activity</p>
<p><b>Developing a healthy safer life style</b></p> <p>3a how to make simple choices that improve their health and well-being</p> <p>3e the names of the main parts of the body</p> <p>3f that all household products, including medicines can be harmful if not used properly</p> <p>3g rules for, and ways of, keeping safe, [including basic road safety], and about people who can help them to stay safe.</p>	<p>Body knowledge activities: discussion and TAM</p> <p>Exercise to music</p> <p>Medicine discussion and giving advice to Harold</p>
<p><b>Developing good relationships and respecting the difference between people</b></p> <p>4a to recognise how their behaviour affects other people</p> <p>4b to listen to other people, and play and work co-operatively</p> <p>4d that family and friends should care for each other</p> <p>4e that there are different types of bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>Harold's song</p> <p>Brenda bullying AV and activities</p>



Year  
3

## Meet the Brain

Year Three Programme - 1 Hour

### Learning Objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; functions of the brain and nervous system
- understand that medicines are drugs; safety issues for medicine use
- understand that nicotine and alcohol are drugs and begin to explore their effects on the body
- reflect on and value friendship; understand that their actions affect others; understand and begin to develop skills needed to be effective in relationships with peers
- explore attitudes towards themselves, their bodies, personality, individuality, other people, choices and decisions.

### Activities

- TAM [Transparent Anatomical Mannequin]
- Nervous system electronic module
- Brain chain game [exploring function of the nervous system]
- Sam in the Supermarket [audio/visual and activities]
- Qualities of friendship activity and discussion
- Harold sings about his achievements and his friends

### National Curriculum PSHCE learning objective

*NB statements inside square brackets are not addressed by LEC learning objectives*

### Mobile Classroom Activities and Delivery Strategies

#### Developing confidence and responsibility and making the most of their abilities

- 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society
- 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

Positive teaching strategies  
Range of activities to promote involvement of all children  
Body activities: discussion and TAM  
Friendship and group entry skills discussion and activities  
Harold's song

#### Preparing to play an active role as citizens

- 2a to [research,] discuss and debate topical issues, problems and events
- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals [and communities]
- 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices

Sam in the Supermarket drug knowledge AV

#### Developing a healthy safer life style

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, [what affects mental health], and how to make informed choices
- 3d [which] commonly available [substances and] drugs [are legal and illegal], their effects and risks
- 3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable]

Body knowledge activities:  
Body activities: discussion and TAM  
Brain dialogue and Brain Chain game  
Medicine, cigarettes and alcohol discussion & activities

#### Developing good relationships and respecting the difference between people

- 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view
- 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships.
- 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- 4g where individuals [,families and groups] can get help and support.

Friendship and group entry skills discussion and activities

## It's Great to be Me

Year Four Programme - 1 1/4 Hours

### Learning Objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; functions of the digestive, nervous, circulatory systems
- understand that all medicines are drugs but not all drugs are medicines; there are different types of drugs; discussion of cigarettes and alcohol, their effects and associated risks
- identify risks; identify and understand peer influences; identify and practise decision-making in relation to health
- explore attitudes towards themselves, their bodies and other people, the use of alcohol and cigarettes
- recognise the need to take responsibility for their own safety and behaviour

### Activities

- TAM [Transparent Anatomical Mannequin]
- Body systems light modules
- Effects of alcohol and nicotine on the body [discussion and space themed audio/visual]
- Circle games, activities and a trip through space to Conformatron to explore being different and making choices
- Helping Harold to be assertive and make choices about the use of alcohol and cigarettes

### National Curriculum PSHCE learning objective

*NB statements inside square brackets are not addressed by LEC learning objectives*

### Mobile Classroom Activities and Delivery Strategies

#### Developing confidence and responsibility and making the most of their abilities

- 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society
- 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]

Positive teaching strategies

Range of activities to promote involvement of all children

Body activities: discussion, modules and TAM

Drug discussion

#### Preparing to play an active role as citizens

- 2a to [research,] discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules]
- 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences
- 2f to [resolve differences by] look(ing) at alternatives, making decisions and explaining choices.

Drug discussion & activities

Animated space theme drug knowledge AV

Harold/Educator in role drugs dilemma

Conformatron AV

Circle activities

#### Developing a healthy Safer Life Style

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- 3d which commonly available substances and drugs are legal [and illegal], their effects and risks
- 3e to recognise the different risks in different situations [and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable or unacceptable]
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

Body activities: discussion, modules and TAM

Animated space theme body knowledge AV

Drug discussion & activities

Harold/Educator in role drugs dilemma

#### Developing good relationships and respecting the difference between people

- 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

Harold/Educator in role drugs dilemma

Circle activities

## Friends

Year Five Programme - 1 1/2 - 2 Hours

### Learning objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; functions of the digestive, nervous, circulatory systems
- deepen their knowledge about cigarettes and alcohol: their effects and associated risks
- explore attitudes towards themselves, their bodies and other people; the use of cigarettes and alcohol
- practise identifying risks; identifying and understanding peer influence
- understand assertiveness and apply it to situations related to drug use
- recognise emotional as well as physical needs, including the need to take responsibility for their own safety and behaviour.

### Activities

- TAM [Transparent Anatomical Mannequin]
- Body systems electronic modules
- Effects of drugs on the body, particularly the brain and nervous system [discussion and audio visual]
- Diamond Nine activity to explore emotional needs
- Assertiveness audio/visual and activities
- Peer influence audio
- Role-play and drama strategies

### National Curriculum PSHCE learning objective

*NB statements inside square brackets are not addressed by LEC learning objectives*

#### Developing confidence and responsibility and making the most of their abilities

- 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society
- 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

#### Preparing to play an active role as citizens

- 2a to [research,] discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules]
- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices.

#### Developing a healthy safer life style

- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- 3d which commonly available substances and drugs are legal and illegal, their effects and risks
- 3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable]
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

#### Developing good relationships and respecting the difference between people

- 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view.
- 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships.
- 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

### Mobile Classroom Activities and Delivery Strategies

Positive teaching strategies  
Range of activities to promote involvement of all children  
Body activities: discussion, modules and TAM  
Emotional needs diamond nine activity  
Steve and his bike AV and assertiveness activities  
Peer influences audio and activities  
Drug discussion

Drug discussion & activities  
Animated aliens drug knowledge AV  
Emotional needs diamond nine activity  
Steve and his bike AV and assertiveness activities  
Peer influences audio and activities

Body activities: discussion, modules and TAM  
Drug discussion & activities  
Peer influences audio and activities

Steve and his bike AV and assertiveness activities  
Peer influences audio and activities

Year  
6

## Decisions

Year Six Programme - 1 1/2 - 2 Hours

### Learning Objectives

To give the children the opportunity to:

- explore the body: how it works; what it needs; functions of the digestive, respiratory, circulatory and nervous systems
- deepen knowledge of legal and illegal drugs, in particular cigarettes, alcohol, cannabis and volatile substances; reasons why people use them, their effects and associated risks
- explore attitudes towards themselves, their bodies, other people, their place in the world, different drugs and people who might use them
- develop an understanding of group dynamics and discuss skills needed to function more effectively in peer-group situations.

### Activities

- 'On The Spot' Game Show [body knowledge audio/visual]
- Body knowledge activities
- Drug discussion
- Drug knowledge quiz
- Audio/visual, drama activities and discussion exploring peer dynamics
- Alternatives to drug use audio/visual

### National Curriculum PSHE learning objective

*NB statements inside square brackets are not addressed by LEC learning objectives*

#### Developing confidence and responsibility and making the most of their abilities

- 1a to talk and write about their opinions, and explain their views on issues that affect themselves and society
- 1b to recognise their worth as individuals [by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals]
- 1c to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

### Mobile Classroom Activities and Delivery Strategies

Positive teaching strategies  
Range of activities to promote involvement of all children  
Body activities: discussion, modules and TAM  
Drug discussion  
Boys in the kitchen AV & activities

#### Preparing to play an active role as citizens

- 2a to [research,] discuss and debate topical issues, problems and events
- 2b why and how rules and laws are made and enforced, why different rules are needed in different situations [and how to take part in making and changing rules]
- 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying [and racism,] on individuals and communities
- 2e to reflect on [spiritual,] moral, social, and cultural issues, using imagination to understand other people's experiences
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices
- 2k to explore how the media present information.

Boys in the kitchen AV & activities  
Drug discussion & activities  
Drug quiz AV  
Alternatives to drug use AV

#### Developing a healthy Safer Life Style


- 3a what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- 3d which commonly available substances and drugs are legal and illegal, their effects and risks
- 3e to recognise the different risks in different situations and then decide how to behave responsibly [including sensible road use and judging what kind of physical contact is acceptable or unacceptable]
- 3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, [and how to ask for help and use basic techniques for resisting pressure to do wrong]

Body activities: discussion, modules and TAM  
Body knowledge Game Show AV  
Boys in the kitchen AV & activities  
Drug discussion & activities

#### Developing good relationships and respecting the difference between people

- 4a that their actions affect themselves and others, to care about other people's feeling and to try to see things from their points of view
- 4c to be aware of different types of relationship, [including marriage] and those between friends and families, and to develop the skills to be effective in relationships
- 4d to realise the nature and consequences of [racism,] teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- 4g where individuals [,families and groups] can get help and support.

Boys in the kitchen AV & activities



# Drug, Alcohol and Tobacco Education: QCA\* guidance 2003

The Life Education programmes address or meet the following learning objectives outlined in the QCA Drug, Alcohol and Tobacco Education Guidance 2003

## Key stage 1

### Unit A

#### Keeping ourselves and others safe

Children learn:

##### Rules are important

- that rules are important for keeping safe
- about different rules for different places, eg *keeping safe in the classroom, playground and at home*
- how to identify people who can help keep them safe
- that actions have consequences

##### Feeling unwell and the role of medicines

- about the different roles of medicines and how they are taken
- that medicines affect the body
- how medicines can be harmful if not used properly
- about people who can give different types of medicine
- how to identify and describe feelings associated with being unwell or injured
- about rules that apply to medicines

##### How medicines can be harmful

- that medicines can be harmful if not used properly
- ways to stay safe around medicines



## Key stage 2

### Unit B

#### Risk taking and dealing with pressure

Children learn:

##### Taking a risk

- about different sorts of risk-taking activity
- that choices can be made in any situation involving risk
- how to identify risk and forecast some potential consequences of risk-taking
- that risk-taking may have both positive and negative outcomes
- about some reasons why people take risks

##### Weighing up the pros and cons of taking risks

- about the differences between the short- and long-term consequences of taking a risk
- skills for weighing up the choices involved in, and the reasons for and against, taking a risk
- ways to resist unhelpful pressure to take risks with their health

##### Why take risks? The pressures and influences on us

- about some reasons why people take risks
- about unhelpful influences on us
- That pressure comes in different forms, eg *what we think people expect of us*
- that it is important to recognise the unhelpful pressures we might be putting on each other
- that talking with people we trust can be helpful in dealing with risks and choices

##### Smoking-weighing up the risks

- about the long- and short-term risks associated with smoking
- about the reasons why people smoke
- about their own values and attitudes towards smoking
- that risky situations involve making choices

##### Resisting unhelpful pressure or influences

- ways to deal with unhelpful pressures to smoke
- that they have the right to feel safe and secure at all times
- about valuing each other and respecting differences of opinion
- that it is helpful to talk about risks and choices with people we trust
- how to access sources of help, support and advice

### Unit C

#### Building knowledge and understanding about drugs and alcohol – practising skills to deal with situations

Children learn:

##### What do we already know and understand about drugs?

- that the term 'drugs' covers a range of legal and illegal substances
- about the effects and risks of using drugs
- to talk with others who can provide information

##### Learning about alcohol

- about the effects and risks of drinking alcohol
- about children and young people and the law with respect to alcohol
- about how alcohol can affect people differently
- that alcohol is measured in units
- to participate in group activities and discussions

##### Attitudes to drinking alcohol

- about different reasons why people do or do not drink alcohol
- to reflect on the impact of one's behaviour on others
- to participate in a group activity

##### Debating a topic

- about the laws for drugs, alcohol and tobacco and about reasons for having such laws
- to consider other people's opinions and a range of relevant factors when making a decision

\* The QCA Guidance is in draft at the time of going to print. 30/01/03



# Links with other National Curriculum subjects

# Drug education: curriculum guidance for schools SCAA

## Science Curriculum (Life processes and living things)

The Life Education programmes address or meet the following National curriculum learning objectives:

*NB statements inside square brackets are not addressed by Life Education Centres' learning objectives*

### Key stage 1

Pupils should be taught:

- 1b that animals, including humans, move, feed, grow, use their senses [and reproduce]
- 2a to recognise [and compare] the main external parts of the bodies of humans
- 2b that humans [and animals] need food and water to stay alive
- 2c that taking exercise and eating the right types and amounts of food help humans to keep healthy
- 2d about the role of drugs as medicines
- 2g about the senses that enable humans [and other animals] to be aware of the world around them
- 4a to recognise similarities and differences between themselves and others and to treat others with sensitivity

### Key stage 2

Pupils should be taught:

- 1a that the life processes common to humans [and other animals] include nutrition, movement, growth, [and reproduction]
- 2b about the need for food for activity and growth, and about the importance of an adequate and varied diet for health
- 2c that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- 2e that humans [and some other animals] have skeletons and muscles to support and protect their bodies and to help them to move
- 2g about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- 2h about the importance of exercise for good health.

## Physical Education Curriculum

### Key stage 1

Pupils should be taught:

- 4a how important it is to be active.
- 4b to recognise and describe how their bodies feel during different activities.

### Key stage 2

Pupils should be taught:

- 4a how exercise affects the body in the short term.
- 4c why physical activity is good for their health and well-being

The Life Education Centres' programmes address or meet all of the learning objectives at Key stages 1 and 2 (except the two referring to school rules) outlined in the following Government recommended example of a drug education programme. The full content is as follows:

	KEY STAGE 1	KEY STAGE 2
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>● School rules relating to medicines.</li> <li>● Basic information about how the body works and ways of looking after the body.</li> <li>● The role of medicines (both prescribed and over-the-counter) in promoting health and the reasons people use them.</li> <li>● Understanding that all drugs can be harmful if not used properly.</li> <li>● Simple safety rules about medicines and other substances used in the home, including solvents.</li> <li>● Consideration of alcohol and tobacco, their general effects on the body and on behaviour.</li> <li>● People who are involved with medicines (such as health professionals, pharmacists, shopkeepers).</li> <li>● People who can help children when they have questions or concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● School rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.</li> <li>● More detailed information about the body, how it works and how to take care of it.</li> <li>● Different types of medicines (both prescribed and over-the-counter), legal and illegal drugs including their form, their effects and their associated risks.</li> <li>● Introduction to the law relating to the use of legal and illegal drugs.</li> <li>● People who can help children when they have questions or concerns.</li> <li>● Dangers from handling discarded syringes and needles.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Communicating feelings such as concerns about illness and taking medicines.</li> <li>● Following simple safety instructions.</li> <li>● When and how to get help from adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying risks.</li> <li>● Coping with peer influences.</li> <li>● Communicating with adults.</li> <li>● Decision-making and assertiveness in situations relating to drug use.</li> <li>● Giving and getting help.</li> <li>● Safety procedures when using medicines.</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>● Valuing one's body and recognising its uniqueness.</li> <li>● Attitudes towards medicines, health professionals and hospitals.</li> <li>● Attitudes towards the use of alcohol and cigarettes.</li> <li>● Responses to media and advertising presentations of medicines, alcohol and smoking.</li> </ul>	<ul style="list-style-type: none"> <li>● Valuing oneself and other people.</li> <li>● Attitudes and beliefs about different drugs and people who may use or misuse them.</li> <li>● Responses to media and advertising presentations of alcohol, tobacco and other legal drugs.</li> <li>● Taking responsibility for one's own safety and behaviour.</li> </ul>

Source: Drug Education: Curriculum Guidance for Schools SCAA DFE 1995

# Understanding protective and risk factors

The Life Education Centres' programmes address factors cited in a number of drug education publications as key indicators of the risk of future drug misuse by children and young people, and also general factors that have been identified as protecting against future drug misuse.

## At Foundation Stage

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Value and promote positive relationships with family and others.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities

## At Key stage 1

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.
- Develop skills to acquire strong and supportive networks.
- Develop good social skills.
- Develop skills to respond positively to challenges (academic and social).
- Develop knowledge of how to access help and information.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities.
- Challenge attitudes towards drug use (including opportunities for peers to challenge each other).
- Consider the place of peer selection in the curriculum.

## At Key stage 2

Protective factor addressed:

- Develop good knowledge of general health and how to ensure good mental health.
- Promote supportive and safe relationships.
- Develop realistic self-knowledge and esteem.
- Develop knowledge of how to access help and information.
- Understand the need for rules.
- Value and promote positive relationships with family and others.
- Develop skills to acquire strong and supportive networks.
- Develop good social skills.
- Develop skills to respond positively to challenges (academic and social).
- Develop knowledge of how to access help and information.
- Develop a good knowledge of legal and illegal drugs, their effects and their risks.
- Develop the ability to cope well with [academic and] social demands at school.

Risk factor intervention considered

- Encourage participation in extra-curriculum and activities.
- Challenge attitudes towards drug use (including opportunities for peers to challenge each other).
- Consider the place of peer selection in the curriculum.
- Strengthen drug education input at Key Stage 2/ensure drug education adequately addresses alcohol and tobacco at Key Stage 2.

# Appendix 1 Consultation process

During the development of new programmes, Life Education Centres sought the views of a large number of leading PSHCE, Drug Education, and Educational experts.

We are extremely grateful for the support and advice of all those who took part in the consultation process.

Those invited to participate in this consultation process include:

**Chris Anderson**, PSHE & Citizenship Adviser  
**Tony Ayers**, Birmingham City Drug Education Co-ordinator  
**James Barrett**, JB Consulting  
**John Battersby**, Teacher Adviser – Drug Education/PSHE  
**John Bennett**, Health, Citizenship and Community Education Director, Birmingham Advisory Support Service  
**Joanne Butcher**, Drug Misuse Team, Department of Health  
**Jan Campbell**, Principal Officer, Citizenship and PSHE, QCA  
**Louise Crompton**, Drug Education Forum  
**Brian Dobson**, Independent Consultant NSCOPSE  
**Martin Donovan**, School Service Manager, Birmingham  
**Vivienne Evans**, DrugScope  
**Katie Farrington**, DfES  
**Gill Frances**, Manager of Children's Personal Development Unit, NCB  
**Monica Golding**, Kids Club Network  
**Peter Griffiths**, HM Inspector of Schools  
**Roger Howard**, DrugScope  
**Jackie Hughes**  
**Sue Jenner**, Clinical Psychologist  
**Ruth Joyce OBE**, Blue Print Manager  
**Nick Lawrence**, Head of Young Peoples Policy, TYLDU  
**Jane Lees**  
**Kay Lord**, School Development Officer for PSHE  
**Mark McKergow**, Mark McKergow Associates

**Gill Morris**, Advisory Teacher for PSHCE, Camden LEA  
**Phil Mythen**, Project Leader Drugs, Health Promotion England  
**Louise O'Connor**, Senior Research Fellow and Course Tutor  
**Christine Owens**, Head of Tobacco Control, Roy Castle Lung Cancer Foundation  
**Nicola Sinclair**, Alcohol Concern  
**Sue Siner**, Senior Adviser School & Community Partnership  
**Marilyn Toft**, National Healthy School Standard Co-ordinator  
**Mrs J Wardle**, Coleshill C E Primary School  
**Andi Whitwham**, Drug Education Consultant

Life Education Centres is also indebted to a large number of its own staff including Senior Management Team members, Educators Trustees and administrative staff for their hard work, support, and dedication throughout the process of programme development.

Special thanks to:

**Jan Forshaw**, Educational Services Director  
**Mandy Kirkpatrick**, Project Manager

Project Team Members:

**Louise Davies**  
**Mai Kennedy**  
**Sybillie Latcham**

Working Party Members:

**Maggie Bonsall**  
**Gill Brown**  
**Mary Collins**  
**Sarah Davey**  
**Leona Earey**  
**Mark Fisher**  
**Mita Gandhi**  
**Sheila Gaukroger**  
**Zoë Harvey**  
**Jenny Hicks**  
**Katharine Hill**  
**Peter Kirby**  
**Lynn Mansell**  
**Liz O'Rourke**  
**Marilyn Payne**  
**Ruth Spackman**

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# Appendix 2

## Life Education Centres Service Level Agreement

### Purpose

This Service Level Agreement has been developed in order to ensure the effective use of the Life Education Centres' resource.

Working together through the agreement will enable both LEC Educator and school staff to clarify:

- ★ details and range of provision
- ★ responsibilities of school

The agreement will be a useful tool for identifying best practice and planning appropriate support.

INFORMATION & PRACTICAL DETAILS		
LEC'S CONTRIBUTION	SCHOOLS CONTRIBUTION	SPECIFIC DETAILS ARISING (Issues for school/when, who, what etc.)
Educator will provide: <ul style="list-style-type: none"> <li>★ Details of programme content ^ synopsis booklet</li> <li>★ Dates and schedules for visit</li> <li>★ Teacher resource pack /follow-up materials</li> </ul>	School will provide: <ul style="list-style-type: none"> <li>★ Details of classes</li> </ul>	
Practicalities. Educator will liaise with contact person to ensure: <ul style="list-style-type: none"> <li>★ Level site with access to two domestic power points</li> <li>★ Appropriate access to the identified site</li> </ul>	School will provide: <ul style="list-style-type: none"> <li>★ Details of site available for positioning of mobile centre</li> <li>★ Access to 2 domestic power points</li> <li>★ Appropriate information about pupils with special needs (e.g. wheelchair access)</li> </ul>	
Security: <ul style="list-style-type: none"> <li>★ Details for security requirements of mobile classroom</li> </ul>	<ul style="list-style-type: none"> <li>★ Details of person who will be identified as CEfirst response, in the event of alarm being activated</li> </ul>	
Cost of Visit <ul style="list-style-type: none"> <li>★ Educator will provide details of cost of the visit</li> </ul>	<ul style="list-style-type: none"> <li>★ School will agree to this when signing this form</li> </ul>	



### PLANNING, REVIEW & STAFF DEVELOPMENT/TRAINING

LEC'S CONTRIBUTION	SCHOOLS CONTRIBUTION	SPECIFIC DETAILS ARISING (Issues for school/when, who, what etc.)
In advance of the visit, the Educator will provide: <ul style="list-style-type: none"> <li>★ Support for the ongoing review and development of drug policy through either:               <ul style="list-style-type: none"> <li>★ Directly providing that support</li> <li>★ Identifying appropriate people who can provide the support</li> </ul> </li> <li>★ Copies of relevant and up-to-dates supporting documents which provide information and advice on Drug Education</li> <li>★ Opportunities for staff training as follows according to the needs of the school. These may include a range of training options such as Drugs Awareness, Positive Teaching Techniques etc.</li> </ul>	School will provide: <ul style="list-style-type: none"> <li>★ Name of PSHCE co-coordinator and Governor</li> <li>★ Copy of existing Drugs policy</li> <li>★ Copy of existing PSHCE policy</li> </ul> Evidence of ability to integrate the visit through: <ul style="list-style-type: none"> <li>★ A working PSHCE Policy</li> <li>★ A scheme of work for PSHCE</li> <li>★ Identifying training needs, if required</li> <li>★ Provide an appropriate venue where training (if requested) can take place</li> <li>★ Provide appropriate information about children with special educational needs and their particular requirements</li> </ul>	
In the Mobile Classroom: <ul style="list-style-type: none"> <li>★ Educator will model positive teaching and behaviour management strategies which demonstrate recognised as good practice in the effective delivery of drug education.</li> <li>★ Educator will take into account the requirements of children with special educational needs</li> </ul>	<ul style="list-style-type: none"> <li>★ School will ensure that class teacher is present during their class, programme</li> <li>★ School will undertake to follow up, as deemed appropriate, any disclosures.</li> </ul>	
<ul style="list-style-type: none"> <li>★ Educator will provide evaluation forms, as appropriate, in order to modify and improve the service in the future</li> </ul>	<ul style="list-style-type: none"> <li>★ The school will complete evaluation forms and return them to the Educator at end of the visit</li> </ul>	



# Educator-in-Training Final Assessment:

Details of the quality standards which Educators-in-Training need to meet in order to become a fully qualified Educator

PARENTS & COMMUNITY		
LEC'S CONTRIBUTION	SCHOOLS CONTRIBUTION	SPECIFIC DETAILS ARISING (Issues for school/when, who, what etc.)
<p>Opportunities will be provided for parents' sessions focusing on the LEC visit. These sessions will aim to:</p> <ul style="list-style-type: none"> <li>★ Provide information about the programmes</li> <li>★ Raise awareness of issues around effective drug education</li> <li>★ Provide opportunities for parents to discuss concerns and identify other support agencies</li> </ul>	<p>School will:</p> <ul style="list-style-type: none"> <li>★ Agree with LEC staff the scope of this session</li> <li>★ Inform parents/carers of the details of this visit (date, time, venue, duration of session)</li> <li>★ Encourage attendance in ways previously effective for the school</li> </ul>	
<ul style="list-style-type: none"> <li>★ Educator will suggest appropriate inter-agency representatives who may be interested in learning about the work of LEC (e.g. School Nurse, Community Police, school governors)</li> </ul>	<ul style="list-style-type: none"> <li>★ School will seek to secure the attendance of visitors</li> </ul>	

## Standards to be met.

The assessment of Educators-in-training is divided into three areas:

- ★ Content. This includes programme knowledge, pathways, links, body knowledge and drugs knowledge.
- ★ Teaching techniques. This includes positive teaching techniques and behaviour management strategies.
- ★ Environment. This includes the management of the technical equipment, including puppets and audio/visual equipment in the mobile classroom.

## Body knowledge

Knows and is able to identify/express:

- 12 Age appropriate facts
- 13 Sound anatomy and physiology

## Drugs Knowledge

Knows and is able to identify/express:

- 14 Sound knowledge about the physiological effects of drugs
- 15 A clear, progressive and sound pathway through the drugs discussion
- 16 Can manage questions about drugs in an age-appropriate way

## Standards to be met by Educators-in-Training

### 1. Content of programmes

To ascertain that the Educator is appropriately informed, and can pass on information in an age-appropriate manner, according to the needs of the particular group.

#### Programme knowledge

Knows and is able to identify and express the learning outcomes of the following

1. The programme
2. The welcome and recap
3. The body feel
4. Pathway for use of TAM transparent anatomical model
5. Audio/visual content
6. Drugs discussion elements
7. Use of puppet
8. Role-play sections
9. Electronic modules
10. Links between programmes section

### 2. Teaching Techniques

#### Positive language

- 17 Can effectively use a range of questioning forms and techniques to achieve objectives (e.g. open questions)
- 18 Uses the strategy of referring to a child's previous response to add value to it
- 19 Uses a range of positive responses, delivered genuinely, to children's contributions
- 20 Uses children's responses to further discussion
- 21 Uses age appropriate language
- 22 Uses neutral, non-judgemental and inclusive language
- 23 Encourages the participation of all pupils (by choosing children for tasks effectively)
- 24 Competent in avoiding repeating pupils answers
- 25 Is sensitive to cultural, ethnic, racial and gender issues in use of language

### Body language

- 26 Uses open gestures and postures
- 27 Modulates voice tone, pace and pitch effectively
- 28 Makes and keeps appropriate eye contact and eye level including holding eye contact when giving praise
- 29 Respects body space
- 30 Uses safe and appropriate strategies for moving the class around within the mobile classroom

### Behaviour management

- 31 Anticipates and manages potential behaviour problems and, where possible, pre-empts them
- 32 Sets a contract, where appropriate
- 33 Reinforces desirable behaviour in a positive way
- 34 Deals with undesirable behaviour positively using, when necessary, a progressive range of steps
- 35 Aims to engage and maintain the interest and motivation of all pupils

### Teaching strategies

- 36 Uses and manages group and pair work where appropriate
- 37 Sets clear guidelines for activities
- 38 Manages activities competently
- 39 Maintains a safe and secure atmosphere for all pupils
- 40 Asks, uses and learns pupils' names
- 41 Uses silence, stillness, low and high status posture as appropriate
- 42 Is aware of and can manage time effectively through appropriate pacing of programme delivery
- 43 Manages the adults present effectively (i.e. Teachers, Support staff, other visitors)

### 3. Environment

Competently and appropriately manages:

- 44 Lighting effects and electronic equipment
- 45 Puppets
- 46 Air-conditioning system (in order to maintain a comfortable temperature)
- 47 Health and safety of children entering and leaving the mobile classroom
- 48 Health and safety of children whilst inside the mobile classroom
- 49 Health and safety of children in relation to the siting of the mobile classroom
- 50 Operational issues including maintenance checks and managing technical problems.

### Additional Training Tasks

In addition to meeting these 50 standards, Educators-in-training are also required to complete a number of assignments related to PSHCE, drug education and related fields. These include:

- Drug education and prevention theory and practice
- Understanding the broader context of drug education within the PSHCE curriculum and developing skills and competency in delivering training to schools in order to assist them in developing policies and schemes of work
- Specific actions of different drugs on the brain
- A broad knowledge and understanding of human anatomy, particularly in relation to creating and maintaining health
- Analysing the different approaches and methods in the field of drug intervention strategies (tertiary prevention)
- Developing and practising presentation skills
- Completion of a Continuing Professional Development log (CPD)

### Visit our website

For your nearest local Life Education Centres' operating or development group visit our website [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk) and click on the index button 'Your Local Area', or call **0870 770 2455**

### Other Usefull websites

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) [www.drugeducation.org.uk](http://www.drugeducation.org.uk)  
[www.dfes.gov.uk](http://www.dfes.gov.uk) [www.doh.gov.uk/drugs](http://www.doh.gov.uk/drugs)  
[www.drugs.gov.uk](http://www.drugs.gov.uk) [www.dpas.gov.uk](http://www.dpas.gov.uk)  
[www.drugscope.org.uk](http://www.drugscope.org.uk) [www.ndh.org.uk](http://www.ndh.org.uk)



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