

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year/key stage	Term
PSHE Drugs, Alcohol and Substance misuse	Year 7/8/9 KS3	Autumn Term 2
Topic/s		
<ul style="list-style-type: none"> <li>• Knows that both prescription and illegal drugs/substances can be addictive.</li> <li>• Explains the impact of addiction on individuals/families.</li> <li>• Knows the law on sale/consumption of alcohol.</li> <li>• Understands the legal consequences of use/possession/supply of drugs.</li> <li>• Recognizes external influences on choices and decisions (including peer pressure).</li> </ul>		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Describes in basic terms, the physical effects on the body of alcohol and drugs.</li> <li>• Understands that drugs/alcohol/substances can be harmful to physical and mental health.</li> </ul>		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Separates facts and myths/misconceptions about the use of drugs and related laws.</li> <li>• Considers the benefits of drugs as medicine (including the stigma of drugs taken to support mental health)</li> <li>• Develops strategies to effectively manage peer pressure.</li> </ul>		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> <li>• Understands the personal and health risks relating to use/misuse of legal and illegal drugs.</li> <li>• Recognises how addiction happens and the impact it has on individuals, relationships, and lives.</li> <li>• Understands the laws related to drugs and alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Individual contribution and responses to group discussions.</li> <li>• End of session check in.</li> </ul>	
Skills	Formal Assessment	
<ul style="list-style-type: none"> <li>• Self-awareness (physical and mental health)</li> <li>• Social skills – peer pressure</li> <li>• Life skills – staying safe and understanding the law.</li> <li>• Access appropriate advice and support for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Onwards &amp; Upwards (teacher) judgement</li> <li>• Reports to next educational provider/other agencies as required.</li> <li>• AQA Unit Awards</li> </ul>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> <li>• Assess &amp; take risks without harming themselves or others.</li> <li>• Recognize peer pressure and appropriate strategies to manage this.</li> <li>• That there are people and places where they can get appropriate help when they need support.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post topic evaluation</li> <li>• Reach 2 Teach</li> </ul>	
How Can Families Help at Home?		

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Open and honest conversations

Explore websites to keep up to date on advice/information

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/drugs-and-alcohol/>

<https://www.thinkuknow.co.uk/>

<https://www.changegrowlive.org/advice-info/family-friends/parents-carers-drugs-alcohol-info>

## Helpful Further Reading/Discussion (including Reading and Vocabulary Lists)

Reading	Vocabulary Lists		
	Addiction	Alternative	Substance
	Anti-social	Dependency	Recreational
	Prescription	Over the counter	Medicinal
	Replacement	Therapy	
<a href="http://www.talkaboutalcohol.com">www.talkaboutalcohol.com</a>	Licence		
	Unit/volume		
	Street name	Perception	Myth
	Exploitation	Supply	Intent
	Exploitation	User	Rehabilitation