

# Drugs and Alcohol Skills Progression Document

## SCIB Banbury Partnership

### Primary Curriculum

Related Early Learning Goals	<ul style="list-style-type: none"> <li>• confidence to try new activities and say why they like some more than others.</li> <li>• say when they do or don't need help</li> <li>• talk about how they and others show feelings, and talk about behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>• they show sensitivity to others' needs and feelings, and form positive relationships with peers and adults.</li> <li>• they know know about similarities and differences between themselves and others, families and communities.</li> </ul>
Year Group	Key Skill
1	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health
	To recognise that choices can have good and not so good consequences
	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (including doctors and when it is okay to have medicine).
2	To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
	To understand that household products can be harmful if not used properly. <i>including medicines (where to find recommended dosage and the importance of sticking to this)</i>
	To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
3	To understand what is meant by the term 'habit' and why habits can be hard to change
	To be able to identify the physical effects of smoking.
	To understand how society responds to the impact of smoking and passive smoking.

4	To make informed choices and to begin to understand the concept of a 'balanced lifestyle'. <i>(including recognising that choices can have positive, neutral and negative consequences)</i>
	To understand what alcohol is and associated risks.
	To understand the phrase 'everything in moderation' and that there should be limits to drinking.
5	To recognise when they need help. To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
	To know which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <i>(including alcohol, tobacco and 'energy drinks')</i>
	To explore attitudes to drugs. To formulate their own opinion of drugs, based on statistical evidence.
6	To understand what positively and negatively affects their physical, mental and emotional health including addictions.
	To understand VSA (Volatile Substance Abuse) and Cannabis.
	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves and how children can react positively to peer pressure.

## Secondary Curriculum

Year Group	Key Skill
7	To learn factual information about legal and illegal substances including alcohol, volatile substances, new psycho active substances, tobacco, e- cigarettes, shisha, e-shisha and cannabis.
	To recognize and develop strategies to manage different influences, including peer influences and family influences regarding substance misuse.
	To understand the personal and social risks and consequences of substance use and misuse including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second hand smoke.
8	To learn the law relating to the supply, use and misuse of legal and illegal substances.
	To recognize and develop strategies to manage different influences, including peer, family and online influences regarding substance

	<p>misuse. To help them evaluate their decisions on the use of substances including clarifying and challenging their own perceptions, values and beliefs.</p> <p>To understand the risks and consequences of experimental and occasional substance use and the terms 'dependence' and 'addiction'.</p>
9	<p>To understand the risks and consequences of experimental and occasional substance use and the terms 'dependence' and 'addiction'.</p> <p>To recognize and develop strategies to manage different influences, including peer, family and online influences regarding substance misuse. To help them evaluate their decisions on the use of substances including clarifying and challenging their own perceptions, values and beliefs.</p> <p>To know how to access school services and other services of support if concerned about own or others substance misuse.</p>
KS4	<p>To know how to access services and other services of support if concerned about own or others substance misuse.</p> <p>To explore the wider risks and consequences of legal and illegal substance use, including on their personal safety, future career, relationships and future lifestyle.</p> <p>To understand the short and long term consequences of substance use and misuse for the health and mental and emotional well being of individuals, families and communities.</p>
KS5	<p><b>All of the above and:</b></p> <p>To understand personal safety and protection, how to reduce risk and minimize harm in social settings (including self care and care of others under the influence of legal and illegal substances)</p>