

Medicines, drugs, alcohol and tobacco			
Y2 What do we put into and onto our bodies? Medicines and me	Y3 Tobacco is a drug	Y4 Making choices	Y6 Different influences Weighing up risk
<p>1. Pupils learn about what can go into bodies and how it can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to recognise that different things people put into bodies can make them feel good or not so good can identify whether a substance might be harmful to take in know how to ask for help if they are unsure about whether something should go into the body 	<p>1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define what is meant by the word 'drug' can identify when a drug might be harmful recognise that tobacco is a drug 	<p>1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>Pupils</p> <ul style="list-style-type: none"> are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used can identify why a person may choose to use or not use a drug are able to state some alternatives to using drugs 	<p>1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the possible effects and risks of different drugs know that some drugs are restricted or that it is illegal to own, use and supply them to others understand why and when people might use drugs
<p>2. Pupils learn about what can go on to bodies and how it can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> know that substances can be absorbed through the skin are able to recognise that different things that people put on to bodies can make them feel good or not so good can state some basic safety rules for things that go onto the body 	<p>2. Pupils learn about the effects and risks of smoking tobacco and secondhand smoke</p> <p>Pupils</p> <ul style="list-style-type: none"> know the effects and risks of smoking and of secondhand smoke on the body can express what they think are the most important benefits of remaining smoke free recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke 	<p>2. Pupils learn about the effects and risks of drinking alcohol</p> <p>Pupils</p> <ul style="list-style-type: none"> know how alcohol can affect the body explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed know that there are laws and guidelines related to the consumption of alcohol 	<p>2. Pupils learn about assessing the level of risk in different situations involving drug use</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with can identify risks within a given scenario involving drug use understand what would need to change to reduce the level of risk
<p>3. Pupils learn why medicines are taken</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill know that medicines come in different forms recognise that each medicine has a specific use 	<p>3. Pupils learn about the help available for people to remain smoke free or stop smoking</p> <p>Pupils</p> <ul style="list-style-type: none"> know about some of the support and medicines that people might use to help them stop smoking can explain what they might say or do to help someone who wants to stop smoking understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started 	<p>3. Pupils learn about different patterns of behaviour that are related to drug use</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain what is meant by the terms 'habit' and 'addiction' can identify different behaviours that are related to drug use know where they can go for help if they are concerned about someone's use of drugs 	<p>3. Pupils learn about ways to manage risk in situations involving drug use</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify situations where drug use may occur know some ways of reducing risk in situations involving drug use know where to get help, advice and support regarding drug use
<p>4. Pupils learn where medicines come from</p> <p>Pupils</p> <ul style="list-style-type: none"> know that medicines can be prescribed by a doctor or bought from a shop or pharmacy know when medicines might be used and who decides which medicine is used understand there are alternatives to taking medicines, and when these might be helpful 	<p>4. Pupils learn about asthma.</p> <p>Pupils</p> <ul style="list-style-type: none"> know that medicines can be used to manage and treat medical conditions such as asthma. 	<p>4. Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe some strategies that people can use if they feel under pressure in relation to drug use can demonstrate some ways to respond to pressure concerning drug use recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it 	
<p>5. Pupils learn about keeping themselves safe around medicines</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that medicines come with instructions to ensure they are used safely know some safety rules for using and storing medicines recognise that medicines can be harmful if not taken correctly 		 <ul style="list-style-type: none"> I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. 	