

## Scheme of Work/Medium Term Plan – Template

### PSHE Scheme of Work

| Title of Unit: <b>Drug Education</b> |                                | Year Group: <b>7</b>  |   |   |
|--------------------------------------|--------------------------------|---|---|---|
| <b>Week/lesson</b>                   | <b>Lesson/session title</b>    | <b>Intended learning outcomes</b>   | <b>Methodologies</b>  | <b>Assessment for Learning strategies</b>                             |
| <b>1</b>                             | <b>Personal Identity</b>       | Have agreed how to talk about drugs in the classroom.<br>Considered the meaning of the word drugs.<br>Know the drugs pupils in the class are aware of.  | Individual – ‘Draw and Write’ activity.<br>Whole group discussion.  | ‘Draw and Write’ activity.<br>Questions in question box.              |
| <b>2</b>                             | <b>Healthy Lifestyles</b>      | Knowledge of the school rules relating to smoking, alcohol and drug use.<br>Knowledge of how the school drug policy may be applied to maintain a safe school community.<br>Develop consequential thinking skills and identify sources of support within the school community. | Whole group discussion.<br>Small group scenarios discussion.  | Outcomes of scenario discussions.                                     |
| <b>3</b>                             | <b>Diversity</b>               | Reflect on and discuss media images of drug users.<br>Challenge stereotypes of drug users.  | Group drawing exercise portraying drug users.<br>Whole group discussion.<br>Individual activity -continuum line.          | Group drawing exercise.<br>Discussion during continuum line activity. |
| <b>4</b>                             | <b>Relationships</b>           | To recognise where pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including when and how to get help.   | Paired work identifying assertiveness skills.<br>Paired work – Persuasion Activity.<br>Whole group – Conscience Activity. | Whole group Conscience Alley – identifying decision making dilemmas.  |
| <b>5</b>                             | <b>Risk and Getting Help</b>   | Understand that risks are both positive and negative.<br>Have strategies to resist unwanted influence and pressure.<br>Know where to get support in school.   | Group activity – identifying risks.<br>Small group activity – identifying risks.  | Small group activity – identifying risk.                              |
| <b>6</b>                             | <b>Assessment and Learning</b> | Record aspects of their learning throughout the terms programme.<br>Reflect, discuss and evaluate the terms programme.  | Snakes and Ladders paired activity.   | Evaluation sheet.   |