

Drug, Alcohol and Tobacco Education (DATE) Whole School Overview 2024-25

	<u>1A</u>	<u>1B</u>	<u>2A</u>	<u>2B</u>	<u>3A</u>	<u>3B</u>
<u>Year 1</u>		<p><u>Lesson: Valuing Themselves and Others 1</u></p> <p>H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>R1. To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p><u>Lesson: Valuing Themselves and Others 2</u></p> <p>H4. About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>H5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p><u>Lesson: Feeling Healthy and Feeling Ill</u></p> <p>H1. What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health and to recognise that choices can have good and not so good consequences.</p>	<p><u>Lesson: Feeling Healthy and Feeling Ill – Medicines</u></p> <p>H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>R9. To identify their special people (family, friends, carers) what makes them special and how special people should care for one another.</p> <p>L10. About the special people in their community who are responsible for looking after them and protecting them; how people</p>	<p><u>Lesson: The Human Body</u></p> <p>H1. What constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices have good and not so good consequences.</p>

					contact those special people when they help including dialling 999 in an emergency.	
<u>Year 2</u>		<p><u>Lesson: Making Decisions 1</u> H2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices have good and not so good consequences. R8. To identify and respect the differences between people. R2. To recognise their behaviour can affect other people. L8. Ways in which they are all unique; understand that there has never been and never</p>	<p><u>Lesson: Making Decisions 2</u> R2. To recognise that their behaviour can affect other people. R12. To recognise when people are being unkind either to them or to others, how to respond, who to tell and what to say. R14. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p><u>Lesson: Keeping Safe</u> H11. That household products, including medicines can be harmful if not used properly. H14. About the ways that pupils can help the people who look after them to more easily protect them. H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no' and 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p>	<p><u>Lesson: Who will keep us safe?</u> H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention R1. To communicate their feelings to others, to recognise how others show feelings and how to respond. L10. About the special people who work in their community and who are responsible for looking after them and protecting them; how people contact those</p>	<p><u>Lesson: Who Can We Trust – Asking For Help?</u> H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention H15. 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 L10. About the 'special people' who work in their community and who are responsible for</p>

		will be another 'them'			special people when they need their help, including dialling 999 in an emergency	looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency
<u>Year 3</u>	<u>Lesson: Valuing Themselves and Others 1</u> H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others R1. To recognise and respond appropriately to a wider range of feelings in others			<u>Lesson: Valuing Themselves and Others 2</u> H1. What positively and negatively affects their physical, mental and emotional health H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. To recognise that they may experience		

				conflicting emotions and when they might need to listen to, or overcome these		
<u>Year 4</u>	<p><u>Lesson: What do I know about drugs?</u> H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco, and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations</p>		<p><u>Lesson: Understanding Drug and Alcohol Use and Exploring Attitudes</u> H1. What positively and negatively affects their physical, mental and emotional health H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>		<p><u>Lesson: Making Decisions and Positive Choices</u> H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H10. To recognise, predict and assess risks in different situations and decide how to</p>	

	to appropriate people				manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	
<u>Year 5</u>	<u>Lesson: Assessing Risk</u> H2. How to make informed choices (including recognising that choices can have		<u>Lesson: Peer Influence and Media Influence</u> H7. To recognise that they may experience conflicting		<u>Lesson: Perceptions about Drugs and Drug Users</u> H17. Which, why and how, commonly	<u>Lesson: Considering Consequences</u> H13. How pressure to behave in unacceptable,

	<p>positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>R15. To recognise and manage 'dares'</p>		<p>emotions and when they might need to listen to, or overcome these</p> <p>H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14. To recognise when they need help and to develop the skills to ask for 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</p> <p>R15. To recognise and manage 'dares'</p>		<p>available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>R1. To recognise and respond appropriately to a wider range of feelings in others</p> <p>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in</p>	<p>unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>
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					the Equality Act 2010)	
<u>Year 6</u>	<p><u>Lesson: Finding Satisfaction p.53</u> H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>				<p><u>Lesson: Understanding Drugs and Alcohol Use and Exploring Attitudes p.70</u> H1. What positively and negatively affects their physical, mental and emotional health H16. What is meant by the term 'habit' and why habits can be hard to change H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to</p>	<p><u>Lesson: From Primary to Secondary – Transition</u> H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. To recognise how their increasing independence</p>

	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships				own, use and give to others R11. To work collaboratively towards shared goals L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	brings increased responsibility to keep themselves and others safe
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