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

Year 2	Lesson: Making Decisions 1 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	Lesson: Making Decisions 2 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.	Lesson: Keeping Safe 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	contact those special people when they help including dialling 999 in an emergency. <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	Lesson: Who Can We Trust – Asking For Help? 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
	unique;		'I'll tell' including	looking after	'special people'
			-	contact those	responsible for

		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
Year 3	Lesson: Valuing Themselves and Others 1 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		Lesson: Valuing <u>Themselves and</u> <u>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	
Year 4 Lesson: What do I Lesson: Making	
know about Understanding Decisions and	
drugs? Drug and Alcohol Positive Choices	
H17. Which, why Use and H2. How to make	
and how, <u>Exploring</u> informed choices	
commonly <u>Attitudes</u> (including	
available H1. What recognising that	
substances and positively and choices can have	
drugs (including negatively affects positive, neutral	
alcohol, tobacco, their physical, and negative	
and 'energy mental and consequences)	
drinks') can emotional health and to begin to	
damage their H17. Which, why understand the	
immediate and and how, concept of a	
future health and commonly 'balanced	
safety; that some available lifestyle'	
are restricted and substances and H7. To recognise	
some are illegal to drugs (including that they may	
own, use and give alcohol, tobacco experience	
to others and 'energy conflicting	
L1. To research, drinks') can emotions and	
discuss and damage their when they might	
debate topical immediate and need to listen to,	
issues, problems future health and or overcome these	
and events that safety; that some H10. To	
are of concern to are restricted and recognise, predict	
them and offer some are illegal to and assess risks	
their own, use and give in different	
recommendations to others situations and	
decide how to	

	to appropriate			manage them	
	people			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	
Voon -	Lesson: Assessing	Lesson: Peer		Lesson:	Lesson:
<u>Year 5</u>	Risk	Influence and		Perceptions about	<u>Considering</u>
	H2. How to make	Media Influence		Drugs and Drug	Consequences
	informed choices	H7. To recognise		Users	H13. How
	(including	that they may		H17. Which, why	pressure to
	recognising that	experience		and how,	behave in
	choices can have	conflicting		commonly	unacceptable,
	choices can nave	connicuing	l	commonly	unacceptable,

positive, neutral	emotions and	available	unhealthy or risky
and negative	when they might	substances and	ways can come
consequences)	need to listen to,	drugs (including	from a variety of
and to begin to	or overcome these	alcohol, tobacco	sources, including
understand the	H13. How	and 'energy	people they know
concept of a	pressure to	drinks') can	and the media
'balanced	behave in	damage their	H17. Which, why
lifestyle'	unacceptable,	immediate and	and how,
H10. To	unhealthy or risky	future health and	commonly
recognise, predict	ways can come	safety; that some	available
and assess risks	from a variety of	are restricted and	substances and
in different	sources, including	some are illegal to	drugs (including
situations and	people they know	own, use and give	alcohol, tobacco
decide how to	and the media	to others	and 'energy
manage them	H14. To recognise	R1. To recognise	drinks') can
responsibly	when they need	and respond	damage their
(including	help and to	appropriately to a	immediate and
sensible road use	develop the skills	wider range of	future health and
and risks in their	to ask for help; to	feelings in others	safety; that some
local	use basic	R13. That	are restricted and
environment) and	techniques for	differences and	some are illegal to
to use this as an	resisting pressure	similarities	own, use and give
opportunity to	to do something	between people	to others
build resilience	dangerous,	arise from a	R9. The concept
H11. To recognise	unhealthy, that	number of	of 'keeping
how their	makes them	factors, including	something
increasing	uncomfortable or	family, cultural,	confidential or
independence	anxious or that	ethnic, racial and	secret', when they
brings increased	they think is	religious	should or should
responsibility to	wrong	diversity, age, sex,	not agree to this
keep themselves	R15. To recognise	gender identity,	and when it is
and others safe	and manage	sexual	right to 'break a
R15. To recognise	'dares'	orientation, and	confidence' or
and manage		disability (see	'share a secret'
'dares'		'protected	
		characteristics' in	

			the Equality Act	
			1 2	
			2010)	T
Year 6	Lesson: Finding		Lesson:	Lesson:
	Satisfaction p.53		<u>Understanding</u>	From Primary to
	H2. How to make		Drugs and	<u>Secondary –</u>
	informed choices		<u>Alcohol Use and</u>	Transition
	(including		<u>Exploring</u>	H8. About
	recognising that		<u>Attitudes p.70</u>	change, including
	choices can have		H1. What	transitions
	positive, neutral		positively and	(between key
	and negative		negatively affects	stages and
	consequences)		their physical,	schools), loss,
	and to begin to		mental and	separation,
	understand the		emotional health	divorce and
	concept of a		H16. What is	bereavement
	'balanced		meant by the	H10. To
	lifestyle'		term 'habit' and	recognise, predict
	H17. Which, why		why habits can be	and assess risks
	and how,		hard to change	in different
	commonly		H17. Which, why	situations and
	available		and how,	decide how to
	substances and		commonly	manage them
	drugs (including		available	responsibly
	alcohol, tobacco		substances and	(including
	and 'energy		drugs (including	sensible road use
	drinks') can		alcohol, tobacco	and risks in their
	damage their		and 'energy	local
	immediate and		drinks') can	environment) and
	future health and		damage their	to use this as an
	safety; that some		immediate and	opportunity to
	are restricted and		future health and	build resilience
	some are illegal to		safety; that some	H11. To recognise
	own, use and give		are restricted and	how their
	to others		some are illegal to	increasing
	to others		some are megai to	e
				independence

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	brings increased responsibility to keep themselves and others safe
	their recommendations to appropriate	
	people	