



Hyde High School Year 9 drugs and alcohol education

2021-2022

The drugs education programme at Hyde High School is designed to teach resilience, decision making and drugs education whilst still maintaining links to RE and developing a positive sense of self in relation to the values of RE. The SOW is detailed below:

Module 1: What is a drug?

Drugs quiz to establish what students know already about drugs. Discussions around what the definition of a drug is and development into legal and illegal drugs.

List of drugs and classification. It is vital that students are aware of the different classification of each drug and what this actually means e.g. danger level, legal consequences of possession or supplying etc.

Module 2 : Addiction and dangers

Drug effects table: Discussion around the use of illicit drugs. Students work in groups and research the different drugs they have been allocated.

Drug classification and drug categories:

- Depressants
- Stimulants
- Hallucinogens
- Multi-action

Issues for discuss:

- Which drugs fall into which category
- Street or slang names
- Physical and mental effects
- Impact on user and family
- Methods of taking drugs
- Statistics

Module 3: Drugs in the UK and the law (computer research – FRANK)

Independent research task building on student's knowledge from the last lesson. Students will access the FRANK website to research the effects, risks and the law surrounding of different drugs in the UK.

Module 4: Organisations responding to addiction/rehabilitation

As study into the different charities and religious organisations that support people with addictions. This topic links to the mid- point assessment when we look at rehabilitation and how this links to religious views.

MIND, Addaction, Frank, NHS, AA with emphasis on the impact they have on individuals, their families and broader society.

Module 6: Alcohol: Is alcohol the most dangerous drug?

This module is designed to help students on how to cope better socially and emotionally and resist peer influences to engage in the use of alcohol. It is also important to help students to develop less favourable attitudes towards alcohol and binge drinking.

Students to study the case study on Australia and alcohol and the article on a teenager's brain and alcohol. There are 2 video clips to support the delivery of this module.

Areas for development:

- Physical effects – liver, heart.
- Relationships – relationship problems with family, friends and partners, associated with intoxication.
- Law/legal – Criminal and civil proceedings for actions whilst under the influence of alcohol
- Livelihood/lifestyle – work, career, education, income.
- Alcohol as the silent killer

This is a risk assessment exercise that provides students not only with an insight into consequences but also an opportunity to challenge misconceptions

Tips for reducing risk: development around the advice given to reduce the risks of intoxication and ensuring that students have the tools to manage potential harm e.g. getting home from parties, misuse of social media, unplanned sexual behavior.

Module 7: Smoking and vaping

- Harms of smoking: physical, emotional and financial

Areas to develop:

- Do young people think about the impacts that tobacco can have on their life?
- How can young people find out about the impacts?
- Would a person experiencing difficult issue be more at risk?
- Impacts in the long term
- Are the physical harms different from cannabis?

Students to produce an anti-tobacco campaign aimed at young people – this can be in any format.

Students to explore the similarities between conventional cigarettes and e-cigarettes:

- Chemicals they produce
- Addiction (even for people who have never smoked)
- Legality – liquid tobacco is classes as poison
- Harms

Module 8: Religious attitudes to Smoking

Students will explore the question of if smoking is allowed in Islam. They will explore quotes from the Quran and use them to understand conflicting attitudes within the Muslim community.

The skills that will be practiced in this lesson will help students use the knowledge they have gained and apply it to the GCSE course content.

Module 9: Cannabis laws and should the drug be legalised?

Key concepts:

- Cannabis like all drugs, has the potential to cause harm
- Synthetic cannabis use, because of its unknown plant products and research chemicals, is dangerous and can have serious physical hams such as heart attack and death
- Smoking cannabis using a bong or shisha in not a safe alternative to cigarette smoking.

Development:

- Students search the internet for sources of reliable and accurate cannabis information
- Students identify sites relevant to different aspects of cannabis use

Students to complete scenario cards and practice strategies for managing cannabis-related situations.

Module 10 – Sources of authority

A look into the different religious texts and contradictions surrounding alcohol. Where can religious believers look for moral advice when holy books do not provide clear answers?

End of Unit Assessment and MAD time

