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| ***Lesson 1: Managing your feelings: talking about mental health*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * To explore how people express their feelings and understand how they may express them differently. * To understand that our responses to our feelings can affect others. * To recognise that it is good for our health to have friends and hobbies. * To understand that entering into text or prayer can be one way of understanding and expressing emotions. * To recognise that changing schools might make people have worries and concerns, and there are ways in which someone can manage such a move positively.   **Key words:**  Emotions, hobbies, health  **Key values**  Friendship, forgiveness, truthfulness, compassion  **Theology:**  God (Eternal), Fall (Frail), People of God (Expansive), Gospel (Included), Salvation (Forgiven), Kingdom of God (Faithful | It is recommended that staff read this guidance from the PSHE Association before beginning: <https://www.pshe-association.org.uk/system/files/Mental%20Health%20guidance%20online%20version%20%28Updated%20July%202019%29.pdf>  The PSHE association provides excellent materials for RSHE and the membership cost for a school is £125 pa. However, their materials on mental health and wellbeing were funded by a grant from the Government and are free to download (you don’t need to be a member).  These *Heart Smart* resources arehighly recommended – they address the emotional literacy of children and are written for Church Schools (as well as community schools).  There is a pricing structure for Primary Schools ranging from £195 - £395  [www.heartsmartprimary.com](http://www.heartsmartprimary.com)  **Recap and reinforce prior learning**  Ask children to mime three emotions. Describe when emotions can become too big and who you might ask for help. (You might help them by recalling Max the Alien - who they helped with his emotions in KS1)  Here are six lessons planned and well-resourced: three for Years 3/4 and three for Years 5/6. With careful planning, these lessons could be condensed into two lessons for LKS2 and two for UKS2. They will ensure that the end of KS2 outcomes are met.  <https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>  **Summary** Ask pupils why understanding their emotions will help their mental health and wellbeing. Why is your mental health and wellbeing as important as your physical health?  **Prayer and meditation: a strategy for observing, allowing, recognising and positively applying emotions** (Spiritual Development/English/RE)  [www.prayerspacesinschools.com](http://www.prayerspacesinschools.com) has many excellent creative ideas and can be a really helpful tool to help you offer variety and interest to the spiritual wellbeing in your school. Often members of local churches may be able to lead on this initiative and support your pupils’ emotional wellbeing through this service.  Reflection on emotions from biblical texts - these tasks can be used:  ------------------  **Garden of Gethsemane, the night before Jesus is arrested** How does Jesus manage his emotions? (Y5/6) This is taken from three different Gospel accounts:  Jesus and his disciples went to a garden called Gethsemane. It was getting late in the evening. Jesus was especially quiet, and walked a bit ahead of the rest of the group. He looked as if he was sad and upset about something. He stopped and whispered to some of the disciples, "Sit here while I pray."  Then, with Peter, James, and John, he walked just a little bit further and told them, "My heart feels heavy, and I feel very sad. Please stay here and keep watch, I need some company close by."  The disciples looked at each other; they had never seen Jesus like this before. Then Jesus walked a bit further by himself. Next to a big tree he knelt down with his face to the ground and began to talk to God. He prayed, "My Father, I know that I am about to go through some horrible things; I wish I wouldn't have to, I wish you would take them away from me but it doesn't matter what I want, I will do whatever you want."  Then an angel came to him from heaven to give him strength. In his anguish he prayed even more earnestly, and his sweat fell to the ground like great drops of blood. He rose from his sleep and went to his disciples…  **Possible Questions**  What are Jesus’ emotions at this time? Why do you think he is feeling this? How does he express his feelings? Are there any words used in this text you don’t know or that you think are powerful or interesting? Why do you think Luke, the Gospel writer, talks about an angel giving him strength? Why do you think he describes the sweat as being like drops of blood? Why do you think it helps some people to pray when they are full of strong emotion? Why might different people have different responses to fear or sadness?  ------------------  **The Agony in the Garden** <https://www.tate.org.uk/art/artworks/blake-the-agony-in-the-garden-n05894>Use this William Blake image as a stimulus. Ask pupils to write a 3-part piece of poetry/prose 3x5 lines  A) Jesus telling God / the Angel his pain and his fears about what is to come B) The Angel / God speaking to Jesus, giving him strength to carry on  C) Jesus after the Angel’s visitation, leaving the Garden to face his future - speaking to himself/God again. (Although not a focus of this lesson, it could be good to remind pupils of Christians’ belief in the following death and resurrection – that there is hope).  ------------------  **The Power of the Lament (Yrs 3/4)**  Throughout the Old Testament people communicate their pain, anger and confusion to God; they even blame God for their sorrow. They tell God their feelings in a lament. Do you think this is a practical strategy to help people? Why might different people write different laments?  ‘Personal affliction’ - look at Psalm 25 and write a lament to explore the kinds of emotions people might communicate with God. You can write your own words at the square brackets:  Look toward me, and have pity on me,  for I am [alone and afflicted].  Relieve the troubles of my heart,  and [bring me out of my distress].  Put an end to my affliction and my suffering,  and [take away all my sins].  Behold, my enemies are many,  and they [hate me violently].  Preserve my life, and [rescue me];  let me not be put to shame, for I [take refuge in you].  (Psalm 25:16-20)  ------------------  **Joy in nature**  Use Psalm 104 to inspire art and poetry that express joy for the natural world. The work of Hannah Dunnett or Mary Fleeson may be a good stimulus: <https://www.benandhannahdunnett.com/product-category/art-prints/psalms-prayers/>  <https://www.lindisfarne-scriptorium.co.uk/index.php?option=com_jcommerce&Itemid=413&pgn=product_info&cPath=15&products_id=72> | Emerging:   * Pupils can talk about how people express their emotions such as anger and fear. * Pupils can talk about what helps you have a good time with friends and can describe hobbies and interests.   Expected:   * Pupils can explain why feelings can affect the way people behave. * Pupils can describe strategies (including prayer) to manage feelings so that they do not have a negative impact on others. * Pupils can describe how managing to get on with friends can help your health. * Pupils can explain why having hobbies and interests might help to make for a content life. * Pupils can describe some helpful strategies to help someone moving schools who was feeling worried or concerned.   Exceeding:   * Pupils can offer suggestions as to why some people appear to show emotions differently, even when they have had the same experiences. |

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| ***Lesson 2: Looking after your body: exercise and healthy eating*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * To understand that all people are special and Christians believe that everyone is loved and made by God. * To know that exercising and being outdoors can make us feel happier and healthier. * To know how to plan a healthy diet and to understand risks of a poor one.   **Key words:**  Health, exercise diet, stewardship, sacred  **Key values:**  Thankfulness, courage, perseverance, respect, truthfulness  **Theology**  God (Eternal), Creation (Created), Fall (Frail), Salvation | **Exercise**  Choose one of the starter activities here (depending on the choice you may want to go outside): <https://campaignresources.phe.gov.uk/schools/resources/active-roleplay-lesson-starters>  Ask children how it feels when their body moves.  Recap the work from KS1 when they talked about Planet Healthy.  Why is exercise good for you? Which is their favourite movement? Why is it good to enjoy our moving bodies? What are we thankful for when we move?  Show this Bitesize clip (42 seconds): <https://www.bbc.co.uk/bitesize/clips/zwkc87h>  List all the exercise that you see. List any other types of exercise not shown that you can think of. Arrange different exercise stations round the room; you can just write the words or print the activity and energy cards from this link:<https://www.foodafactoflife.org.uk/7-11-years/healthy-eating/activity/> - walking, running, football, swimming, netball, hockey, cycling dance, martial arts, gym. Ask the class to spend 2 minutes putting a tick on all the exercise types in which they have participated in the last 2 weeks.  As a class, examine which are the most commonly enjoyed activities. Is it more enjoyable if it is done with others or outdoors, for example? What exercises are hard to do outdoors? What might be the extra benefits of being outdoors? How does exercise help you be healthy - what positive impact does it have?  Show one of these clips:  <https://www.youtube.com/watch?v=hmFQqjMF_f0> or <https://www.youtube.com/watch?v=wWGulLAa0O0>  Ask pupils to write down any words or ideas that come from watching these clips about how exercise can affect the body. You might like to offer headings such as heart, oxygen, brain and memory, happiness, being with friends, strength, preventing disease. They can make a very quick 15-minute poster with pictures and words giving their own slogan e.g. ‘Go exercise…’  **Healthy eating**  Talk through the Eatwell Guide with pupils: <https://dmbcwebstolive01.blob.core.windows.net/media/Tenant3/Resources/Eatwell_guide_colour.pdf>  Using the menu planner worksheet from this website, ask pupils to plan food and drinks for a day:  <https://www.foodafactoflife.org.uk/7-11-years/healthy-eating/eat-well/>  Alternatively, they could just plan a healthy packed lunch from this resource: <https://dmbcwebstolive01.blob.core.windows.net/media/Tenant3/Resources/Documents/Packed%20lunch%20guide%2022.11.17.pdf>  The Be Food Smart Resources are very good, but rather expensive and unecological to use if photocopying. There are so many to choose from, too. However, it is important to convey the idea of making smart food swaps to avoid high fat and sugar.  The PowerPoint and film available here are worth showing: <https://campaignresources.phe.gov.uk/schools/resources/Food-Detectives-KS2-Toolkit>  <https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-film-1>  Ask pupils to list 2 high-sugar breakfast items and the 2 possible replacements. Ask them to list 2 high-sugar after-school snacks and 2 possible replacements.  **Why do we need to look after our bodies? What is the point?**  **What makes me/us worth looking after?** (RE)  - A **Christian belief** is ‘I am precious because I am made in God’s image. God loves me whatever I do, so in response to God’s love and care for me, I try to take care of myself. This is good stewardship of God’s creation.’  - A **Sikh belief** is ‘I believe that Waheguru, the one God, put a divine spark into everyone, so all humans are sacred. Waheguru is ever-kind and sees everyone as equals. I need to honour the divine spark in me and in others, and look after myself and help others to look after themselves.’  - An **agnostic or atheist viewpoint** is ‘We evolved and I don’t think there is a God behind it all. However, nature and our physical bodies are incredibly inspiring. We probably only have this one life so we need to take very good care of the one body we have and make sure it lasts as long as possible.”  Ask pupils to discuss these views. Which ideas do they agree with and which do they find less appealing? Ask them to give reasons and write their own statement: **‘**Humans are worth looking after because…’  **Extension**  Ask pupils to respond to this scenario and answer the questions**: ‘**Harry is a Christian and thinks he should look after his body as it is made by God and is a gift to him. However, he finds he keeps spending all his pocket money on sweets and he spends most of his spare time watching TV.’ Why do you think Harry does this? Write a short letter (3 paragraphs) to Harry, kindly advising him as to what you think he should do.  *This last activity is adapted from* Love and Sex Matters: KS2 *(Salisbury Diocese, Bristol Diocese and Hope’s Place 2010*) | Emerging:   * Pupils can talk about and list different kinds of exercise. * Pupils can identify healthy food and food behaviours.   Expected:   * Pupils can explain the impact that exercise can have on the body and explain why exercise is good for your health. * Pupils can plan a healthy diet and describe the consequences of a poor diet. * Pupils can explain the reasons why some Christians and religious and non-religious people might be motivated by their beliefs to exercise and eat healthily.   Exceeding:   * Pupils can suggest reasons why some people find it easier to look after their bodies than others do. They can offer suggestions as to how those people could be helped or motivated. |

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| ***Lesson 3: Looking after yourself: Sleep, rest, spiritual practices, personal hygiene and helping others (2 or 3 lessons)*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * To understand that self-care for protection and hygiene are important. * To know that making time to be still, pray or meditate can help us. * To understand that helping others and volunteering or campaigning for a better world is good. * To know that good sleep and rest can help us have good health.   **Key words:**  Sleep, hygiene, meditation, prayer, volunteering  **Key values:**  Respect, compassion, service, thankfulness  **Theology:**  God (Eternal), Creation (Created), Kingdom of God (Faithful) | **Looking after your teeth (Years 3/4)**  Recap what was learnt in KS1: This PowerPoint from Change4Life will cover the learning outcomes for tooth care and builds on the learning from KS1. It does include an experiment with egg shells and different drinks, so will require preparation: <https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans> (Science)  If the school has links with a local dentist it might be good to invite them into school to talk about their work and the best way to look after your teeth. (Careers)  **Sun safety (Years 3/4)**  Watch this clip: <https://www.youtube.com/watch?v=NH3Mstnni1M>  What are the top tips you have learnt from this film? Ask each pupil to write them down.  As a class, try this quiz: <https://www.educationquizzes.com/ks2/personal-social-and-health-education/sun-safety/>  Beforehand, ask the pupils to add any new information they learn to the tips they have already made. Then ask pupils in pairs to decide what information is factually interesting and what information is *really* to keep people safe and make sure they keep healthy all their lives.    Ask pupils to write their final 5 tips for Sun Safety. Ask two pairs to read them out, then ask the class to moderate and explain whether they think they are right or not.  **Hand-washing, hygiene, food and public health safety (Years 3/4)**  Ask (think, pair, share): ‘What do you know about how and why it is important to wash your hands thoroughly with soap and water?’ (You can refer them to the Covid-19 pandemic.)  Ask pupils to watch this video and note what more they have learnt that they didn’t know before about handwashing: <https://www.bbc.co.uk/bitesize/clips/z78b4wx>  Ask pupils to describe a world where no one washed their hands; mime the outcome. Describe a world where everyone washed their hands thoroughly with soap and water; mime the outcome.  Person A: Tell someone who is not your partner why it is important to wash your hands with soap and water.  Person B: Tell your new partner the consequences of not washing your hands.  **Personal Hygiene (Years 5/6)**  The materials from RSHP Scotland about personal hygiene offer a good, simple PowerPoint and a clip about body odour changes at puberty. The PowerPoint includes good talking points and a summary task. This lesson may sit as well in Relationships education when looking at Puberty and links with Science: <https://rshp.scot/second-level/>  **Good sleep (Year 6 only)**  These ‘Rise Above’ materials about sleep for Year 6 are excellent; download them and use the lesson ideas and materials to meet the learning outcomes: <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview#sleep>  **Volunteering and helping others to benefit health**  Ask pupils ‘What does it mean to volunteer? What kinds of things can people volunteer to do? Do you know anyone who volunteers - how do they help others? Why do you think that people say that serving others and giving your time to try to make a better world can make people feel happy and well?’  Show pupils this cartoon (it is about KS3-age people and funded by the Welsh Government but the tone and narration is suitable for UKS2): <https://www.youtube.com/watch?v=nj9LNjB5i4Q>.  Ask pupils to note (a) the different types of volunteering mentioned, b) the reasons given for not volunteering and c) what Ahmed and Mair gain from volunteering.  As Year 5/6 pupils, you cannot volunteer easily like Ahmed and Mair. What ways can you volunteer to make your school and community a better place? List the things you can do.  Why do you think that volunteering and showing kindness to others is good for people’s health?  **Volunteering** (RE/CW and the value of service)  Why might Christians and people with other beliefs/worldviews be motivated to volunteer? If the community has a local food bank or another project run mainly by volunteers, a volunteer could be invited to come and speak about what they do and why they do it.  **Prayer and meditation: good for health (Years 5/6)**  As pupils in a CE/Methodist school, pupils will have been offered a diet of spiritual experiences, reflective activities, festival experiences, and meditation (e.g. <http://www.meditatio.co.uk/christian-meditation-with-children/>, whole school worship and class worship, stilling, guided fantasy, the ‘examen’ etc. (see KS1 Managing Feelings lesson).  Talk about pupils’ experience of prayer and meditation in school and at home. Make four columns. **Column 1**: list the different experiences; **Column 2**: ask pupils to identify their preferences, putting a star next to the three that have ‘worked’ best for them or that they have enjoyed, and putting a cross next to the ones that have not ‘worked’ for them; **Column 3**: give reasons next to the starred and crossed activities (e.g. ‘this meditation exercise did not work for me as it was too quiet and I don’t like the quiet’; **Column 4**: record the benefits to health and wellbeing of these experiences - offer pupils the following choices to select from: 1. brings someone closer to God; 2. increases self-knowledge and acceptance; 3. increases the desire to build community and be with others; 4. increases a sense of wellbeing and harmony; 5. can make people more considerate and loving; 6. can make people kinder to their friends; 7. calms people down and makes them less stressed; 8. can help people focus better afterwards and improves memory; 9. and 10. A benefit of the pupil’s own creation.  **Conclusion** Ask pupils to consider the following: why do some people prefer different spiritual activities to others? Does that matter? What are the biggest benefits to people’s health of prayer and meditation? Think, pair, share.  **Summary/extension**  Recap and list the aspects of healthcare covered in this strand: teeth-care, sun-safety, hand washing for food safety and public protection, personal hygiene, sleep, volunteering and caring for others, and prayer and meditation. Can you place these in a pyramid to show a hierarchy of importance? Do some rely on the others? Which would be the riskiest to leave out and why? | Emerging:   * Pupils can describe good sleep habits. * Pupils can describe how to clean their teeth and look after their skin in the sun. * Pupils can describe how to wash themselves and keep clean. * Pupils can explain what prayer or meditation is and say how it makes some people feel.   Expected:   * Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. * Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. * Pupils can explain why helping others, volunteering or campaigning for a better world might help someone’s health. * Pupils can demonstrate how to look after their teeth and their skin in the sun. * Pupils can talk about how to practice personal and food hygiene and can explain why it can be anti-social and risky to health not to do so.   Exceeding:   * Pupils can begin to hypothesise as to what the most important factors are for wellbeing (from sleep, spiritual practice, self-care hygiene and helping others) giving reasons for their choices. |

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| ***Lesson 4: Looking after your body: Knowing facts and avoiding risks - alcohol, smoking and drugs (Year 5/6)*** | | |
| **Learning objectives** | **Learning activities, ideas and resources** | **Learning outcomes** |
| * To understand the facts about smoking, alcohol and drug-taking. * To know that there are risks associated with drinking alcohol, smoking and taking drugs. * To understand the impact on health of smoking, drinking alcohol and taking some drugs, and to explore the reasons why some habits are hard to break. * To understand that there are reasons why people might start to use or choose not to use drugs, alcohol or tobacco. * To understand why some Christians (and those with other religious or non-religious worldviews) might believe it is good to avoid things that might harm the body, mind and soul. * To know that there are organisations to which people can go for support regarding nicotine, alcohol or other drugs.   **Key words:**  Smoking, e-cigarettes, vaping, alcohol, drugs and medicines, addiction, recovery  **Key values:**  Respect, compassion, truthfulness, courage  **Theology:**  God (Eternal) Creation (Created) Fall (Frail and Vulnerable) People of God (Expansive) Incarnation (Worthy) | PSHE Association recommends these resources for smoking, alcohol and drug education. However, they cost £200 to access: <https://cwpresources.co.uk/resources/order_form/items>  **Recap from other lessons:** How can we look after our bodies? Choosing good food, sleep, exercise, etc. Another way we can look after ourselves is by *not*doing certain things: avoiding them totally or only taking them in small measure. What are the risks we can avoid, to look after our bodies?  **Smoking**  **Starter question:** What do you know about smoking? What are the risks and why do people do it?  Show this clip: <https://www.bbc.co.uk/bitesize/clips/zrgvr82> Ask pupils to note and be able to talk about a) What lungs do for the body and b) How tobacco can damage that. (Science)  Complete the Quit Quick Quiz: <http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResourcePack.pdf>  **Smoking and the Law:**  1. You must be over 18 to buy cigarettes in the UK. If you’re under 16, the police have the right to confiscate your cigarettes.  It is illegal:  2. for shops to sell you cigarettes if you are underage;  3. for an adult to buy you cigarettes if you are under 18 (including e-cigarettes);  4. to smoke in a car with a child.  In pairs ask pupils to consider a) did they know this law? b) Do they understand why the Government think it is a good law? (Citizenship)  Watch this film: <https://kidshealth.org/en/kids/smoking.html> and stop before the end as it starts to say where people can go for help in their State (the film was made in America). You may need to play it twice so pupils can jot down the 7 reasons to be smoke free.    For children and young people in the UK, a good place to go for support if people are concerned about smoking is ChildLine 0800 1111 or <https://www.childline.org.uk/get-support/>  If a young person has started to smoke, this guide may help: <https://www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide/>  **Final task:** You have spotted someone in your class with a group of older children/young people who are smoking. You are worried that they might start to smoke. Write them an email explaining why you are worried, what the bad effects of smoking are, what the law is concerning smoking, and where they might be able to go for help.  **Alcohol**  Starter question: What do you know about alcohol? What are the risks and why do people drink it?  Watch: <https://www.youtube.com/watch?v=-oN2emCHMIg>  Working in pairs, see who can list as many of the facts about the effects that alcohol has on Michael as they can. Ask the pair with the biggest list to read it out first and ask other pupils to check off facts they also have on their lists. Ask pupils whether there are any remaining facts. The video speaks about different laws about alcohol in different countries.  These Drink Aware resources are free but you do have to register and order them and then they are immediately downloadable: [https://resources.drinkaware.co.uk/search?type=product&q=Primary\*](https://resources.drinkaware.co.uk/search?type=product&q=Primary*)  [*Primary Understanding the risks and harms associated with alcohol student information sheet*](https://resources.drinkaware.co.uk/products/student-information-sheet) - Ask pupils to focus on the section about alcohol and the Law. Ask pupils in groups of four to imagine that Michael from the video clip has decided to visit the UK. They will have 2 minutes to explain to him the law about alcohol in the UK. They should be able to give Michael the most important points first. Give pupils 10 minutes to prepare, then allow 2 minutes each for 2 pairs to show their explanation.  Using the [*Primary alcohol and handling pressure - Scenario Sheet*](https://resources.drinkaware.co.uk/products/scenario-sheet), give each group a scenario stuck onto a piece of A3. Ask pupils to write down a) who in the scenario is feeling pressured, b) why they are feeling pressured and c) what you think they should do. They then swap with the next group and add any further suggestions they might add to that scenario. Swap three times in total. Return the sheets to the first group. Quickly summarise people’s advice.  Final summary: Ask pupils to think about what ways there might be to stop people starting to misuse alcohol. List five as a class.  Please ensure that children know that if they have any concerns about alcohol abuse in their family that they can get support through NACOA (National Association for Children of Alcoholics: 0800 3583456 <https://www.nacoa.org.uk/children.html>) or Childline (0800 1111 or <https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/>).  **Drugs (Year 6 only)**  It may well be a contextual decision as to how much detail about drugs education you wish to offer pupils in KS2. DfE only expects pupils to be able to explain the law surrounding some drugs and the risks and impact on physical and mental health.  **Recap from last lessons:** Ask pupils: how did we say that people might make sure they did not start to misuse alcohol or start smoking?  This lesson is based on some of the materials written by NHS Greater Glasgow and Clyde <http://live.nhsggc.org.uk/about-us/professional-support-sites/substance-misuse-toolkit/drugs/substance-misuse-primary-education-lesson-plans/>  **Starter question:** What is a drug? What is a ‘substance’? Discuss and try to define. (Teachers notes on the above website will help - a currently commonly used substance is nitrous oxide (nos) would count as a substance and is worth including.) Keep definitions visible.  List all the drugs of which they can think (e.g. pair-share) and then define legal and illegal drugs.  a) Legal drugs  Using materials from Lesson 5 in the Glasgow materials: *What are drugs for? Part 1: How can medicines help your body?* Use the worksheet and discuss how good some drugs are for our wellbeing.  b) Illegal drugs  Use Lesson 6 in the Glasgow materials: *What are drugs for? Part 2.* Using the information grid, complete Activity Sheet 2. At this stage pupils don’t need to know the classification of illegal drugs, they just need to know that if you possess drugs that are illegal, you can end up in prison. If more information is needed, it can be found here: <https://www.drugwise.org.uk/what-are-the-uk-drug-laws/>*.* Depending on your local police force you may be able to invite a speaker to talk about drugs and the law, although they may prioritise visits to secondary schools.  **Summary:** Some drugs are legal and keep us well (name two); some drugs are illegal and are harmful (list two). Remind pupils that all drugs can affect the body and mind. Ask them to name a drug and its effect.  People take drugs for different reasons - ask them to list three reasons. With smoking, alcohol use and drug use, how might someone be able to make sure you can resist pressure to start? List three strategies.  Ask pupils to work in pairs to write a script and rehearse what someone might say if they had a family member or a friend they were worried about, so that they contacted Frank ( <https://www.talktofrank.com/contact-frank>) or We Are With You <https://www.wearewithyou.org.uk/>) or Childline ( <https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/> 0800 1111). Clarify which adults they might be able to speak to in school if they were worried.  What answers might a Christian give as to why our bodies and minds are worth protecting from risky behaviour? What alternative reason might someone from another worldview? Recap from previous lesson. (RE)  What might a Christian find helpful if they were tempted to join in with risky behaviours, like smoking, drinking or taking other substances? Talk about a Christian belief in prayer. Talk about Christian beliefs about God, including the belief in a God who loves them and wants the best for them, a God who will strengthen willpower and help them to resist temptation and a God who is with them when times are hard.  Ask pupils to consider why many Christians pray in The Lord’s Prayer ‘Lead us not into temptation; but deliver us from evil’. (It may be a good point to include the recent changes to the Lord’s prayer introduced by Pope Francis: <https://www.theguardian.com/world/2019/jun/06/led-not-into-temptation-pope-approves-change-to-lords-prayer>.Why do Christians feel they might need God’s help? How can God help them not fall into temptation? (Spiritual Development)  **Activity:** Chloe is a Christian and is worried about her friend Shanice who is hanging around with some older people who she knows are using some substances. What prayer might Chloe pray? What actions might she take? Where might she go for other help? | Emerging:   * Pupils can describe the facts and laws in the UK about alcohol, smoking and drugs. (Citizenship)   Expected:   * Pupils can explain the risks and impact on health of smoking, alcohol and some drugs. * Pupils can offer opinions given by some Christians and people with other worldviews as to why it is good to avoid taking substances that might harm the body, mind and soul. * Pupils can describe why it can be hard to break a habit. * Pupils can give reasons (e.g. peer pressure) why people might start to use risky substances and can describe effective strategies for resisting starting. * Pupils can describe where people can go for help and support.   Exceeding:   * Pupils can evaluate the best strategies for avoiding developing harmful behaviours. |