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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **TBQ: What is the difference between drugs and medicines?** Learning Sequence Begin the lesson by engaging students in a short discussion about what they think of when they hear the words 'drugs' and 'medicine'. Ask for a few volunteers to share their thoughts. Use this as a springboard to introduce the lesson's key vocabulary.  Divide the class into small groups of 5 students each. Give each group a selection of cards with examples of substances (e.g., aspirin, candy, antibiotics, illegal drugs, vitamins). Ask them to sort the cards into two categories: drugs and medicine. After sorting, each group will explain their reasoning to the class. This helps to promote discussion and critical thinking.  Bring everyone back together and invite groups to share their findings. Facilitate a discussion on why certain substances are considered medicines and others as drugs. Highlight the concepts of prescription and over-the-counter medicines, discussing safety and the importance of using medications responsibly.  Hand out a worksheet that contains a simple matching activity where students can draw lines between terms and their definitions or examples. Include scenarios where students must decide if a substance is a drug or medicine based on what they have learned. Circulate the room to offer support and encouragement.  Conclude the lesson by asking students to reflect on what they have learned. A few students can share how they will apply this knowledge in real life. Encourage them to think about the importance of using medicine safely and the difference between medicine prescribed by a doctor and other substances. | H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  **Key Vocabulary:**  Health, medicine, drug, vaccination, treatment, illness, disease, prescription | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. According to the National Curriculum, students should be taught about how to develop a healthy lifestyle and to have an awareness of how to keep themselves safe. This lesson will help students understand the difference between legal and illegal drugs as well as the importance and benefit of vaccinations. |
| 2 | **TBQ: What are medicines?**  Learning Objective: Students will understand what a medicine is and why it is important for our health. Learning Sequence: Begin the lesson by asking the students what they think 'medicine' means. Facilitate a short discussion to draw out prior knowledge. Write their responses on the board. Then, introduce the learning objective for the lesson. Introduce the key vocabulary words. Display each word on the board and discuss its meaning with the class. Encourage students to think of examples or situations where they have heard these words used. Use visual aids where applicable.  Prepare a set of images depicting different types of medicine (e.g., tablets, syrups, ointments) and images of health-related scenarios (e.g., a person with a cold, someone with a headache). Divide the class into small groups. Each group will receive a set of images and will sort them into two categories: 'Medicine' and 'Not Medicine'.  After the sorting activity, explain why medicines are important. Use examples to talk about how they help treat illnesses and maintain health. Discuss the concept of a prescription and the role of doctors in medicine. Open the floor for questions and encourage students to share any personal experiences they have had with medicine.  Wrap up the lesson by summarising key points. Ask students to reflect on what they learned today. They can share one thing they find most interesting about medicine. Optionally, students could draw a picture of a type of medicine or a situation where medicine helps someone feel better. Collect these for display later. | H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  **Key Vocabulary:**  Medicine, health, illness, prescription, medical, doctor, nurse, hospital | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. This lesson will help students understand the difference between drugs and medicines. |
| 3 | **TBQ: Why are some drugs illegals?** Learning Objective: Students will understand why some drugs are illegal.Learning Sequence: Begin the lesson with a brief introduction to the topic. Ask students if they know what drugs are and if they can name any. Write their responses on the board. Introduce key vocabulary items by writing them on the board and giving definitions. Engage the students with a question, “Why do you think some drugs are allowed and some are not?” Divide the class into small groups of 5-6 students. Provide each group with a scenario card that describes different substances (e.g., medicine, alcohol, illegal drugs, herbal remedies). Ask them to discuss whether they think each substance is legal or illegal and why. Each group should be encouraged to provide reasons for their views.  Bring the class back together. Have each group share their thoughts about their scenarios. As they present, write down key points on the board. Clarify any misconceptions and explain why certain drugs are illegal, linking this to health risks and the law. Address questions and encourage further discussion among students.  Give each student a worksheet with the headings “Legal and Illegal Drugs” and space below each heading to list examples they have learned in class. Students will fill this out individually to reinforce their understanding of the legal status of various substances.  Independent task: create a poster to raise awareness of illegal drugs. | H37. about things that people can put into their body or on their skin; how these can affect how people feel.  **Key Vocabulary**:  Drug, illegal, law, health, substance | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. In this lesson, students will understand why some drugs are illegal to buy and own. |
| 4 | **TBQ: What are safe drug practices?** Learning Objective: Students will be able to identify trusted adults in their lives and understand safe practices when it comes to taking medicine.Learning Sequence: Begin the lesson by introducing the topic of medicines and why they are important. Ask students what they know about medicine and who gives it to them. Encourage students to share their thoughts, reinforcing the concept of trust. Ask students to list at least three trusted adults in their lives who can give them medicine. Guide the discussion by prompting questions like, “What makes someone a trusted adult?” and “Why is it important to trust the person giving you medicine?”  In small groups, have students create a 'Trust Circle' on a large piece of paper, where they draw or write the names of trusted adults and the reasons they trust them. After 10 minutes, have each group share their Trust Circle with the class, fostering discussion about different trusted adults and their roles.  Introduce safe practices when taking medicine. Discuss the importance of only taking medicine under adult supervision, the need for consent, and checking with the adult if the medicine is right for them. Use scenarios and ask the class how to respond safely to each situation. Encourage students to ask questions and participate in hypothetical role-play about asking a trusted adult for medicine.  Wrap up the lesson by asking students to reflect on what they have learned about trusted adults and safe practices with medicines. Invite a few students to share their thoughts, and remind them of the importance of trust and safety in health-related matters. | H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.  H33. about the people whose job it is to help keep us safe  **Key Vocabulary:** medicine, trust, safety, adult, prescription, consent | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. This lesson in particular, will help students understand safe practices of drugs and medicines. They will also discuss who their trusted adults are who can administer drugs/medicines. |
| 5 | **TBQ: How can I use medicine safely and responsibly?** Learning Objective: Students will know how to use medicine responsibly.Learning Sequence: Begin with a brief discussion on what medicine is and why it is important for our health. Prompt students with questions such as, "What do we use medicine for?" and "Can you name any medicines you know?" Highlight the importance of using medicine responsibly. Introduce the key vocabulary words. Divide the class into small groups (10-12 students each). Provide each group with a set of different types of medicine (pictures/labels), including prescription and over-the-counter examples. Have them discuss the following:   * + What types of medicine do we see?   + Which ones require a prescription?   + How do we know the right dosage?   Each group will present their findings back to the class.  Lead a discussion on the responsible use of medicine. Write onto the board the phrases 'Responsible Use' and 'Irresponsible Use' and ask students to brainstorm behaviours that fit each category. Encourage them to think about overdose, sharing medicine, and following instructions. Reinforce the importance of discussing with an adult before taking any medication.  Present scenarios related to medicine use. Ask students to identify whether the action depicted is responsible or irresponsible and to circle the appropriate symbol (a smiley face for responsible and a sad face for irresponsible). Walk around and provide support to students who may struggle.  Gather the students back in a circle. Ask them to share one new thing they learned about medicine today. Reinforce the importance of responsible choices when it comes to medication and remind them to always speak to a trusted adult. | H31. that household products (including medicines) can be harmful if not used correctly.  **Key Vocabulary:**  Medicine, prescription, dosage, health, side-effect, responsible | This lesson plan aligns with the 2014 National Curriculum for PSHE, specifically focusing on the topic of drugs and medicines. In this lesson, children will discuss how they can use medicine safely and responsibly. |
| 6 | Assessment: Children to create a leaflet on what they have learnt about drugs and medicines.  All About Medicines - KS1/Year 2 – EC ... | As above |  |