ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: Wellbeing UNIT: ill met by moon light CONCEPT: Conflict YEAR:5

BIG QUESTION	What influences people to use or not use drugs?	
END OF UNIT OUTCOME	To be confident in knowing types of drugs and their effects as well as how to respond to peer pressure	
NC OBJECTIVES	• how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs	
WEEK		**RESOURCES**
1	**What is a vaccination?**	
RICH TASKS	Pupils write down what they know already about what can be done to manage illness, allergies or infectious diseases, by writing their ideas around these words. Play the virus game- split class into 6 groups. Give each group a scenario. Children cut up cards and turn them all over except red card. Children take it in turns to turn over a card and see if they will become infected V=vaccinated). What percentage of your population got infected?	Vaccination game

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2	**Why do we use medicine?**	
RICH TASKS	Split class into groups. Each group has a case study. Children to read and discuss – what is the medicine?, why is it used?, and how is it used? Children then share what they think with class and allow others to add their thoughts.	Case studies
3	**What are the effects and risks of drugs?**	
RICH TASKS	Collect pupil's thoughts on - what is a drug? How does it make people feel? Split class into groups and give each group a drug name. Give each group an effects and risk sheet. Group cuts out the effects and risks, which they think match their drugs. Children use answer sheets to see if they were right Children share with rest of class.	Affects and risks sheets Drug names Answer sheets
4	**Why and how do the risks of drugs vary?**	
RICH TASKS	Explore the different scenarios as a class. What are the risks factors for these people? Why do the risks differ between each person? What advice/support could we give these people? What could they do to reduce their risks?	scenarios
5	**Peer pressure**	
RICH TASKS	Split class into groups. Give each group a pressure scenario. How would you respond? Children discuss and share.	Pressure scenarios
6	Revision of key knowledge	

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END OF UNIT OUTCOME	Discuss the different people, places or things that might influence someone to use a drug. Give out the diamond sheets – children work in a partner to order these from most influence to least influence on them using drugs. Why might someone choose not to use drugs? Q&A – Use the end of unit for children to ask any questions about drugs that they are unsure about – use the answer sheets from lesson 3.