



**BARNDALE SCHOOL**

# **Barndale House School**

What I learn today, prepares me for tomorrow

## **DRUGS POLICY 2025-2026**

<b>Policy Location:</b>	<b>Written:</b>	<b>Review Due:</b>	<b>Person Responsible:</b>
Staff Share -> Policy Library	December 2025	December 2026	Mark Phillips James Brady- PSHE Lead

## **Introduction**

This policy was developed in consultation with governors, senior management team, teaching staff, non-teaching staff, students and Northumberland County Council.

The policy was developed through consultation to ensure that all teaching is appropriate, progressive and spirals through the students' school career and that the school rules and protocols agreed for managing an incident are consistent.

This policy reflects national guidance and priorities as outlined in [DfE and ACPO drug advice for schools \(2012\)](#), [HM Government 2017 Drug Strategy](#), [Screening, searching and confiscation – Advice for head teachers, staff and governing bodies DfE \(2018\)](#).

This policy relates to the school's Safeguarding and Child Protection Policy, Confidentiality Policy, Supporting Self-regulation Policy, Health and Safety Policy, Educational Visits Policy and Visitors in School Guidelines.

A copy of this policy is made available for each member of staff (teaching and non-teaching) and each member of the governing body. Reference copies are available from the school office for parents/carers and all other persons who come into contact with the students. There is also a copy on the school website which will be updated in line with current school policy.

## **Definition – What is a drug?**

A drug is any substance that affects the way in which the body functions physically, emotionally or mentally. Where this document refers to drugs, this includes alcohol, tobacco/nicotine (including vaping devices), illegal drugs, medicines (prescribed and over the counter when used for purposes other than those for which they were intended), new psychoactive substances (NPS) and volatile substances, unless otherwise specified.

## **The Purpose of the Policy**

The aim of this policy is to clarify the school's role in drug education and prevention and to provide information about procedures in response to any drug related incident for all staff, students, parents/carers, governors and visitors on to the school site.

## **Rationale**

"As part of the statutory duty on schools to promote students' wellbeing, we recognise that we have a clear role to play in preventing drug misuse as part of our pastoral responsibilities." – [DfE and ACPO drug advice for schools 2012](#)

This school is committed to the health and safety of all students and staff and will work together with parents/carers and the local community to enable students to make informed healthy choices and discourage the misuse of drugs by providing a balanced drug education programme, containing accurate and up to date information alongside the development of life-skills.

## **To Whom Does the Policy Apply?**

This policy applies to school students, all staff, governors, parents/carers and all visitors on site.

## **Where Does the Policy Apply?**

This policy applies at all times when staff are acting in loco parentis, this includes educational visits in line with the School's Educational Visits Policy / [Northumberland County Council Educational Off-site Visits Code of Conduct](#).

The policy applies to students travelling to and from school and during break and lunchtimes. It also affects the use of school premises after normal school hours. Organisers of any after school events should be made aware of the policy and their responsibility to implement it.

## **Roles and Responsibilities**

- **Headteacher**

The head teacher takes overall responsibility for providing a safe place of work for all staff and students and as such takes responsibility for this policy, its implementation and for liaison with the governing body, parents/carers, LA, media and appropriate outside agencies in the event of a drug related incident.

Students who are suspected of being at risk from drug misuse will be supported with assistance from relevant agencies; including [SORTED the Northumberland Young People's Substance Misuse Service](#)

- **Governors**

As part of their general responsibilities for the management of the school the governors play a key role in the implementation of the school's policy for drug education and prevention (as referenced in [DfE and ACPO drug advice for schools 2012](#)). They will continue their involvement through regular evaluation of the policy.

The named lead Governor with responsibility for this policy is Hannah Moeini.

- **All Staff**

Drug prevention is a whole school issue. All staff, both teaching and non-teaching should be aware of the policy and how it relates to them should they have to deal with a drug related incident. This includes the admin, catering and cleaning staff. If they have any queries or training requirements these should be made known to the head teacher/PSHE coordinator.

- **Caretaker**

The caretaker regularly checks the school site and premises - any drugs or drug paraphernalia found will be recorded and reported to the head teacher and dealt with in accordance with this policy.

- **Parents/Carers**

Parents and carers are encouraged to support the school's drug education programme and have access to this policy. They are responsible for ensuring that the guidelines relating to medication in schools are followed. Parents/carers have the right to be informed of any incident that could result in potential harm to their child. This can be a very sensitive issue for parents/carers, and therefore, it will be handled with care and consideration. The head teacher will consider if there are any special circumstances, which may temper this right, including any safeguarding concerns.

- **Others within school – e.g., therapists, peripatetic-teachers volunteers, parent helpers etc.**

Drug prevention is a whole school issue. Visitors working on the school site should be aware of the policy and how it relates to the

## **Drug Education**

### **Aims and Objectives**

The aim of drug education is to provide opportunities for pupils to develop knowledge, skills and attitudes about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.

The main aims of our drug education are:

- To help protect children and young people from becoming vulnerable to criminal exploitation
- To equip students with the knowledge, understanding and skills that enable them to make informed social and moral choices.
- To promote positive attitudes towards healthy lifestyles and help children to become more confident and responsible young people
- To give children the opportunity to develop their abilities to communicate their concerns
- To provide accurate information about substances
- To increase understanding about the implications and possible consequences of use and misuse
- To let children know what they should do if they come across drugs, or are aware of other people misusing drugs

All students will follow an integrated drug education programme that is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the existing curriculum, mainly science and PSHE. (See Appendix A for PSHE Overview)

The school recognises that the majority of students are likely to know something about drugs, although this knowledge may be inaccurate, incomplete or based on myth. The school will strive to use students existing knowledge, beliefs, experiences and their views on what should be included in their drug education as a baseline for the development of the programme. Inclusion of this information ensures that the content is contextual, credible and relevant and it provides a baseline against which the programme can be evaluated. Existing knowledge and understanding will be identified and assessed through draw and write activities, circle time, questionnaires and through discussion in class and school councils.

The school acknowledges that special consideration must be given to particular groups of young people, including students whose parents/carers or relatives use drugs, students who have missed substantial amounts of schooling, students vulnerable to drug misuse and those vulnerable to criminal exploitation. The school will ensure an appropriate focus is placed on drug education for these groups and where appropriate will provide targeted interventions that may involve the use of external agencies to enhance delivery.

## ***Methodology and Resources***

Drug education within the school shares the features expected in any other subject area delivered within the school, it will be taught within a safe, secure and supportive learning environment and will be delivered using a variety of interactive and participatory teaching methods and a range of opportunities for learning will be provided.

Teachers will always maintain responsibility for the overall drug education programme and external contributors will be used to enhance lessons not as a substitute teacher. When using external contributors, the school will ensure that the sessions are pre planned and that the school will adhere to **their visitor guidelines and the [DfE statutory guidance - Keeping Children Safe in Education](#)**

**A teacher will be present at all times when external contributors are delivering sessions.**

## **Staff Support and Training**

It is essential that all school staff (teaching and non-teaching) have a general drug awareness and a good understanding of the policy, including an understanding of how to manage drug incidents. New staff to the school will be able to access training as part of their induction.

Drug education is more effective when taught by teachers who have the necessary subject knowledge and the school will strive to provide or access appropriate training for all staff (including EFTs, new staff). The school's senior management team will support access to CPD and any member of staff wishing to attend training should contact the head teacher.

## ***Assessment, Monitoring, Evaluation and Review***

The elements of drug education delivered as part of the science curriculum will be assessed in accordance with National Curriculum requirements. The learning from other elements of drug education will be assessed as part of overall PSHE provision. The school will use a variety of methods to assess drug education including student evaluation of lessons, and will not concentrate solely on the knowledge gained.

The quality, relevance and effectiveness of the school's drug education programme will be reviewed regularly by the PSHE Coordinator – Helen Hemsley and this process will be integral to the planning and development of the PSHE programme of study.

## **Managing a Drug Incident in School**

This section of the policy provides the framework of procedures for dealing with an incident, in line with the [DfE and ACPO drug advice for schools \(2012\)](#). The primary concern of the school is the care and welfare of the students and, as such will seek to balance the safety and security of the school with the needs of students.

The members of staff responsible for coordinating the school's response to drug incidents are Mark Phillips, Headteacher and Katrina Green, Head of Residential Care / Medication Coordinator.

Searching and Confiscation – Advice on searching and confiscations can be found in [Screening, searching and confiscation; advice for head teachers, staff and governing bodies \(2018\)](#).

Following a search, whether or not anything is found, the school is advised to make a record of the person searched, the reason for the search, the time and the place, who was present and note the outcomes and any follow-up action.

General power to confiscate – Schools' general power to discipline, as set out in [Section 91 of the Education and Inspections Act 2006](#), enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This may include electronic cigarettes and other vaporising devices. If staff are unable to identify the legal status of a drug, it should be treated as a controlled drug.

Involving parents/carers and dealing with complaints – Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. We would normally inform the individual student's parents/carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal school complaints procedure.

Legal drugs – The police will not normally need to be involved in incidents involving legal drugs, but schools are advised to inform [trading standards](#) or police about the inappropriate sale or supply of age restricted products such as tobacco, alcohol and volatile substances to students in the local area. Trading Standards can be contacted on 01670 623870 and information may be left anonymously.

The NPS Act which came into force on 26th May 2016 has made all Novel Psychoactive Substances (NPS) illegal to produce, supply, offer to supply or possess with intent to supply.

Controlled drugs – In taking temporary possession and disposing of suspected controlled drugs we aim to

- Ensure that a second adult witness is present throughout
- Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present
- Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff
- Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols – see section entitled '*Northumberland - A Positive Approach- protocols for managing drug related incidents*'. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken.
- Record full details of the incident
- Inform parents/carers, unless this is deemed not to be in the best interests of the student(s)
- Identify any safeguarding concerns and develop a support and disciplinary response.

**Drug Dogs and Drug Testing** – The Association of Chief Police Officers (ACPO) recommends that drug dogs and drug testing should not be used for searches where there is no evidence for the presence of drugs on school premises.

**The school rules for the drugs named in this policy are:** (these rules also apply to all school visits)

**Medicines** – All pupil medicines will be handled and stored in accordance with the Supporting Pupils With Medical Conditions Policy.

Teaching and non-teaching staff are responsible for the safekeeping of any drugs/prescription medicines they have in their possession. All personal medications should be stored securely.

**Tobacco** – the school and all its grounds are smoke free. Smoking will not be tolerated anywhere on the school site in line with school's Smoke Free Policy.

**Alcohol** – the possession or consumption of alcohol is banned on school premises during the course of a normal school day.

**Solvents** – the school will ensure that potentially harmful substances, including aerosols, are stored safely and students supervised carefully in the event of them being used in the course of the school day.

**Illegal Substances** – no illegal or illicit substances should be brought to school or used on school premises.

**Unauthorised Substances** – such as e-cigarettes, vaporisers or other 'vaping' devices, should not be brought to school or used on school premises.

**Northumberland advice for managing drug, alcohol, volatile substance related incidents in schools.**

In the event of a drug related incident occurring on school premises, the school will follow the guidelines recommended by Northumberland LA; A Protocol for Managing Drug, Alcohol, and Volatile Substance Related Incidents in School.

**Student suspected of involvement in drug incident on school premises (including school grounds):**

- If required telephone appropriate agency to seek advice: Drug Education Consultant 01670534441 / SORTED 01670 536400.
- Complete Drug Incident Information form and return it to the Headteacher.
- Co-ordinate any in-school follow up, if required, by telephoning appropriate agency to seek further advice.

**Students (identified/not identified) suspected/reported of involvement in drugs incidents off school premises but during the school day:**

- If required telephone appropriate agency to seek advice. See above
- Complete safeguarding concern for children involved.
- Co-ordinate any in-school follow up.

**Student presenting intoxicated on school premises – alcohol/volatile substances/medicines:**

- Seek medical advice where necessary.
- Contact parent/carer to remove student on health and safety grounds. If student displays threatening or disorderly behaviour and police support is required urgently, ring 999 and report incident.
- Complete safeguarding concern for children involved.
- Take action to offer relevant support e.g., SORTED 01670 536400

Student presenting intoxicated on school premises – drugs classified in the Misuse of Drugs Act 1971 and New Psychoactive Substances (NPS):

- Seek medical advice where necessary.
- Contact parents/carers to remove student on health and safety grounds. If student displays threatening or disorderly behaviour and police support is required urgently, ring 999 and report incident.
- Complete safeguarding concern for children involved.
- Take action to offer relevant support e.g., SORTED 01670 536400.
- Contact local police to dispose of the substance.

Student found in possession and/or supplying drugs on school premises:

- Students should be encouraged to hand over drugs in their possession. Where at all possible take possession of the drugs involved and store securely in a drug suitable container.
- **Police action required due to potential criminal offence.** Contact police on 101 to report incident. Schools do not have to report the identity of the student.
- Seek co-operation from student to remain on school premises. If they refuse, update police on 101 using incident number or call 999 in an emergency. Police will attend incident at school and remove drug from premises (this is unlikely to require an immediate response from police).
- Schools should make a referral to SORTED 01670 536400.

Staff member or visitor suspected of involvement in drug incident on school premises:

- Drug legislation and school policy applies to all school staff, governors and visitors, including parents/carers.
- In relation to school staff involved in a drug related incident, school can apply the school's staff code of conduct and/or [Northumberland County Council Code of Conduct](#). If a visitor presents safeguarding issues, disorder or violent behaviour contact police immediately.

Dealing with parents/carers under the influence of drugs on the school premises:

- When staff are at all concerned, they should maintain a calm atmosphere whilst attempting to continue discussion with the parent/carer. If they are there to take a student home staff will discuss alternative arrangements to ensure the student will remain safe. **The safety of the student should be the key focus at all times.**
- Any such incidents must be recorded and if they occur repeatedly or if the parent becomes abusive or violent the school will invoke safeguarding children procedures and may inform the police.

**Sanctions**

Decisions about potential sanctions will be made on an individual basis.

The school acknowledges that any response taken to deal with drug related issues must balance the needs of the individual with those of the wider school community. Information regarding young people's needs in relation to drug use will come from a variety of sources not just as a response to an incident. The school will carefully examine all evidence before proceeding with any action and will take a wide range of responses into consideration.

When considering disciplinary actions for students involved in substance misuse, it is important to recognise that students on fixed term exclusions are more likely to become vulnerable to criminal exploitation including county lines. Northumberland County Council would encourage schools to avoid fixed term exclusions for drug related incidents where possible and consider alternative disciplinary action. Any action taken should support student safeguarding and keep students safe from criminal exploitation.

Schools are a primary safety factor in protecting children and young people from criminal exploitation. Any student involved in a drug related incident, and/or being considered for exclusion due to substance misuse should be referred to SORTED 536400, the Northumberland young people's substance misuse service.

### **Pastoral Support**

The school acknowledges the importance of its pastoral role and will support all concerned in ensuring the wellbeing of students and will take into consideration the increased risk of criminal exploitation of students who are excluded from school. To reinforce this, any actions taken will be in line with the Supporting Self-Regulation policy.

Where appropriate the school will consider the use of an Early Help Assessment (EHA) to assess the needs of the young person and to access multi-agency support where required. In all cases involving drugs, the student and their family will be offered help and support from the school and a referral will be made to SORTED 01670 536400.

### **Limits of Confidentiality**

Where a member of staff is questioning a student, no guarantee of confidentiality can be given. This should be made clear to the student at the outset of the conversation. Information regarding a student's involvement in a drug related incident might be pertinent to other agencies involved in the student's care e.g., Youth Offending Service, Northumberland Children and Young People's Service (CYPS) Northumberland Adolescent Service, Education Support for Looked After Children (ESLAC) Team. Information should be shared in line with existing information sharing protocols

Any disclosures will be dealt with in line with the school's Confidentiality Policy.

### **Dealing with the Media**

This policy is made available to the wider school community – parents/carers, students, governors and staff.

Any requests by the media for information regarding drug related incidents should be directed via the head teacher to the Northumberland Communications Team – 01670 622428

### **Reviewing the Policy**

The policy will be reviewed every two years by the head teacher, governors, all staff, students and outside agencies. This will include evaluation of teaching and learning activities, resources, staff training requirements and the use of outside visitors. Evaluation tools could include discussion groups and feedback from external inspection.

The policy will also be revisited and reviewed at any time the school has to address an incident involving illegal or illicit drug use.

## Jigsaw PSHE 3 -11/12 Content Overview



Where drugs education is taught

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Aspirations	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

# Snapshot Jigsaw PSHE 11-16

(Updated September 2023)

Shows the subject content in each Puzzle (unit)

Where drugs education is taught



Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and change, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

Year 10 (14-15)	<p>Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement.</p> <p>Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships</p>	<p>Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.</p>	<p>Impact of physical health in reaching goals, realtionships and reaching goals. Resilience, work-life balance, connections and impact of mental health.</p> <p>Balanced diet, vital organs, blood donation, benefits of helping others.</p> <p>Online profile and impact on future goals and employability.</p>	<p>Improving health, mental health, sexual health, blood-borne infections, self examination.</p> <p>Diet and long term health, misuse of prescription drugs, sunstances and the body.</p> <p>Common mental health disorders, positive impact of volunteering.</p> <p>Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells</p>	<p>Sustaining long-term realtionships, intimacy, healthy relationship with self, attraction, love, lust.</p> <p>Realtionship choices, ending relationships safely, consequences of realtionships ending e.g bullying, child on child abuse, revenge porn, grief cycle, impact on family. Understanding love, fake news, pornography.</p>	<p>Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Desicion-making, sexual identity, gender, spectrum of sexuality.</p> <p>Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources to support.</p>
Year 11 (15-16)	<p>Becoming an adult. Age limits and the law, relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010.</p> <p>The law on internet use and pornography, social media concerns, sexting keeping safe.</p> <p>Emergency situations, key advice, first aid, scenarios and consequences</p>		<p>Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, realtionships.</p> <p>Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options.</p> <p>Long term relationship dresms and goals, parenting skills and challenges.</p> <p>Resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stess, exam pressure, concentration strategies, work-life balance.</p> <p>Sexual health, hygiene, self examination.</p> <p>STIs, sexual pressure, fertility issues, contraceptpion, consent.</p> <p>Pregnancy choices including; adoption, abortion, bringing up a baby, financial implications.</p> <p>Identiyiing a nrange of risks including rape and strategies for staying safe.</p> <p>Expectations in relationships</p>	<p>Stages of intimate realtionships, positive and negative connotations of sex.</p> <p>Spectrum of gender and sexuality, LGBT right and protention under the Equality Act, coming out challenges, LGBT media sterotypes.</p> <p>Child on child abuse, power control and sexual experimtation.</p> <p>Forced marraige, honour based violence, FGM and other abuses, hate crime, sources of support.</p>	