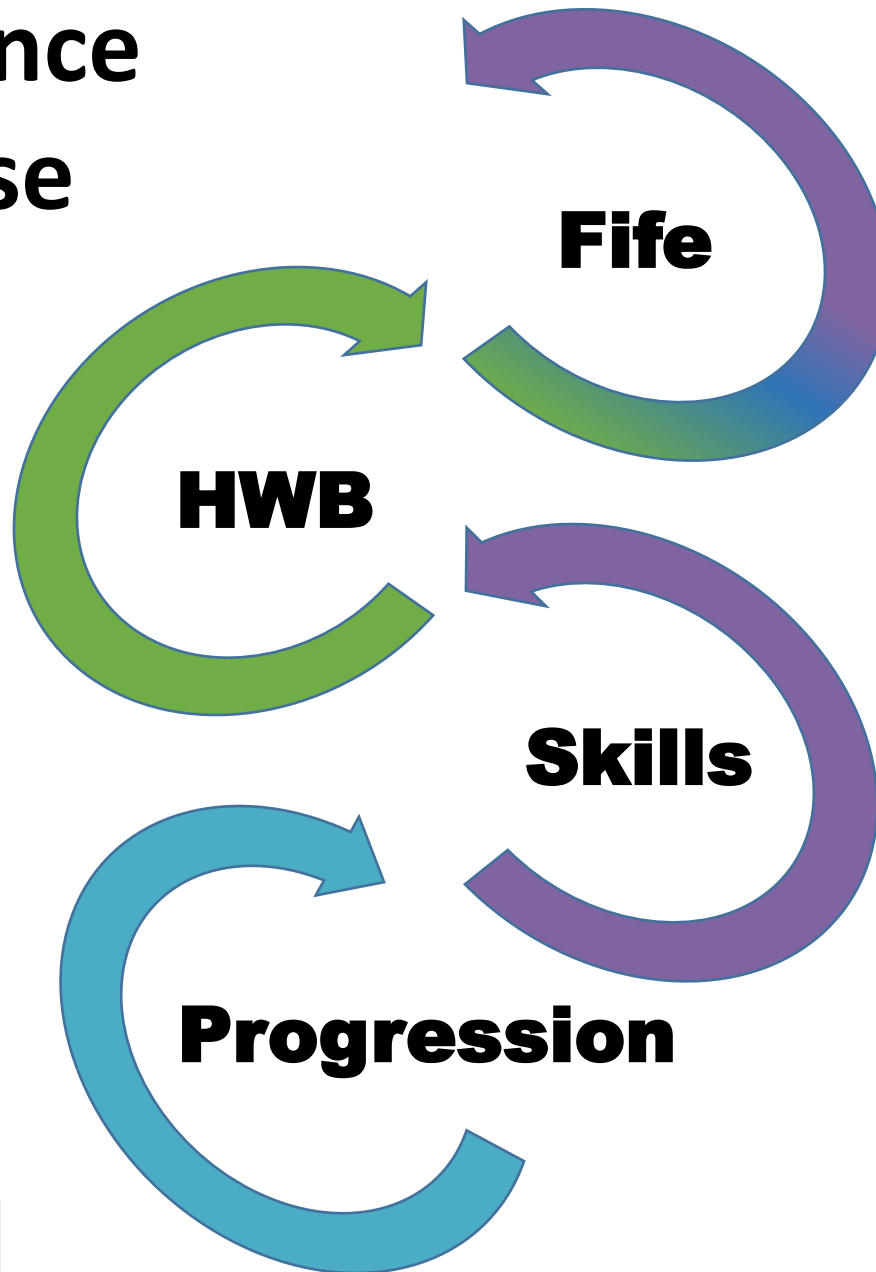


Substance Misuse



Copyright and Disclaimer	3
Acknowledgements	4
Introduction	5
HWB and the Four Capacities	9
How to use the Progression Pathways	10

Early Level Progression	12
--------------------------------	-----------

Progression Pathway

First Level Progression	13
--------------------------------	-----------

Progression Pathway

Second Level Progression	14
---------------------------------	-----------

Progression Pathway

Third Level Progression	16
--------------------------------	-----------

Progression Pathway

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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of Scotland's Curriculum for Excellence and Benchmarks set out by Education Scotland.

We would like to thank Local Authority Teams from Dundee City, West Lothian & Falkirk who have supported the development of this resource through sharing of good practice.

Finally, we would like to thank the Fife HWB Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present HWB & PSE skills as discrete, logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently.

The HWB pathway has, at same time, been designed to support practitioners to plan in a structured, progressive and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

Introduction

HWB Responsibility of All

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. (*Building the Curriculum 1*)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concentrated approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

GIRFEC & The Wellbeing Indicators

When planning & delivering the HWB curriculum, practitioners should take into account the GIRFEC principles, ensuring programmes are rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person's individual life circumstances. The Wellbeing Indicators should also be taken into account and run as a golden thread throughout each progression pathway, ensuring that they are context based.

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
Active	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Nurturing Approaches in Health & Wellbeing

Ensuring learners feel a sense of safety & belonging leads to better engagement with learning and final outcomes. A focus on nurturing approaches can enable practitioners to effectively support all children and young people. Engaging with Education Scotland's [Applying Nurture as a Whole School Approach](#) or Fife's How Nurturing Is Our School Toolkit offers information and a range of self-evaluation tools for settings to reflect upon. There are also a number of ways to gather feedback from learners about their social & emotional wellbeing. These include Fife's Wellbeing Questionnaire and Resilience Toolkit, Glasgow's Motivation and Wellbeing Profile & Stirling's Wellbeing Scale.

Learning in Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people.

Effective learning and teaching in Health and Wellbeing

Effective learning and teaching in health and wellbeing:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

In Fife, the [Our Minds Matter framework](#) underpins our learning and teaching across a continuum of universal, additional and intensive support. We also embed the 5 Ways to Wellbeing approach within the curriculum – learn, be active, connect, give and take notice. This encompasses both physical and emotional wellbeing.

Planning for Health and Wellbeing

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. Planning arrangements must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances, as necessary. It is expected that due to the nature of the health and wellbeing curriculum, the skills and knowledge embedded will be revisited regularly through both new and unfamiliar contexts whilst each individual learner is making progress appropriate to their circumstances.

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.

Some ELCs and Schools may already be recognised in this area by the Rights Respecting Schools award. For more information [click here](#)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities.

Though the delivery of a high-quality Health and Wellbeing curriculum, we can also support the drive towards achieving the 17 [Global Goals](#) by 2030 – with a particular focus on (3) Good Health & Wellbeing; (5) Gender Equality; (10) Reduced Inequalities and (16) Peace, Justice and Strong Institutions.

Whilst ensuring we promote positive Health and Wellbeing for all children and young people in our ELCs and school settings, we need to be aware of the specific needs of our care experienced learners, particularly regarding the topics of relationships and emotional wellbeing. [The Promise](#) was developed so that ALL children and young people grow up feeling loved, safe and respected.

Assessment in Health and Wellbeing

In Health and Wellbeing, assessment must take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.

Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Families

It's essential to recognise the important role of families in supporting the Health and Wellbeing of children and young people. This can be via the direct experiences at home and in the community but also through the discussions and interactions between children and young people and their carers. Early Learning and school settings should ensure that they work in partnership with families, promoting positive communication & reciprocal trust.

Impact of COVID/times of change & uncertainty on Health and Wellbeing

For many children and young people, the pandemic has resulted in lower levels of confidence and higher levels of anxiety.

Education Scotland recommend that schools and ELCs:

- Continue to prioritise the wellbeing of children, young people and staff as part of school improvement priorities.
- Improve further aspects of the health and wellbeing curriculum to equip children and young people with the skills and knowledge to respond to change and uncertainty.
- Build on existing arrangements to monitor and evaluate approaches to supporting wellbeing to ensure they are making a positive difference to learners.
- Maximise the contribution of partnerships, parents and the wider community to enhance staff, children and young people's wellbeing.
- Continue to support the attendance of children and young people.

As we continue through Covid recovery and beyond an increased focus on a school curriculum which supports learner skill development in achieving improved emotional wellbeing and resilience is essential.

IMPORTANT NOTE: It is essential to be aware & mindful of the range of life experiences of children & young people when discussing topics which may be sensitive to individuals.

HWB and the Four Capacities



With:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

And be able to:

- Use literacy and communication skills when presenting ideas to others
- Use knowledge of quality movement to develop physical skills
- Show confidence in expressing opinions and making choices
- Use technology for learning and to demonstrate knowledge of a concept
- Think creatively and independently when comparing and analysing different situations
- Work cooperatively with others, appreciating different viewpoints
- Make reasoned evaluations through complex investigations
- Apply what they have learned to real-life situations



With:

- Self-respect and sensitivity to others
- A sense of physical, mental, and emotional wellbeing
- Secure values and beliefs

And be able to:

- Understand self and others in relation to managing both physical and emotional wellbeing
- Assess risk and make informed decisions through examining a range of contexts
- Achieve success in developing informed attitudes and opinions
- Recognise the impact of good physical and emotional wellbeing on their life, the lives of others, the environment, and society
- Achieve success in different areas of activity
- Manage emotions in range of situations
- Develop and maintain positive relationships

Learning in HWB
will enable
learners to
become



With:

- Commitment to participate responsibly in political, economic, social, and cultural life
- Sensitivity for and understanding of all citizens in society regardless of culture, race, gender, religion, belief or orientation

And be able to:

- Develop knowledge and understanding of different ways to look after physical and emotional wellbeing.
- Understand the diversity of relationships.
- Make informed choices and decisions.
- Evaluate and reflect on the implications of choices made in relation to physical and emotional wellbeing
- Develop informed, ethical views of complex issues, dilemmas and choices
- Reflect upon local and national issues



With:

- An enterprising attitude, resilience and self-reliance

And be able to:

- Communicate arguments and ideas that are well informed by research
- Make informed decisions when planning and undertaking research
- Work in partnership and in teams to explore issues, dilemmas and choices
- Take the initiative and lead discussions about ways to promote physical and emotional wellbeing.
- Apply critical thinking about decisions and choices relating to physical and emotional wellbeing.
- Appreciate their role in their class, school and wider community and their ability to contribute to it.

How to use the Health and Wellbeing Progression Pathway

The Fife Health and Wellbeing (HWB) Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

Points to Consider

The Points to Consider section for each level provides some suggestions for pedagogical approaches that can be used to deliver the required learning.

The Progression Tiles

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning HWB so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an HWB curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

As the pathways illustrates, the interconnected nature of HWB means that learning can be embedded within the totality of the curriculum. Thus, the HWB curriculum should be designed to ensure that learners have opportunities to explore mental, social , emotional and physical wellbeing across the totality of the curriculum rather than as 'add-on' or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

Mental, Social and Emotional Wellbeing

As published in the Health & Wellbeing: Experiences and Outcomes, Mental, Social and Emotional Wellbeing has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression pathway for Mental, Social and Emotional Wellbeing. Rather, the Experiences and Outcomes for Mental, Social and Emotional Wellbeing are embedded within the progression tiles represented in this document. The Development of Mental, Social and Emotional Wellbeing can be considered a core thread that is intertwined with and underpins the entirety of the HWB curriculum.

Further Developments

The Fife HWB pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents will be provided in the near future.

Substance Misuse – Early Level Progression Tiles

E & O codes:

I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances. HWB 0-38a

I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a

Identifies which substances may be helpful and which may be harmful in given situations

Talk about how to get help when I feel unsafe.

Make a situation safe through a variety of play scenarios

Know that 999 is the emergency number

Begin to identify & name a few substances which are helpful or harmful substances. E.g. bleach, alcohol, milk, water etc.

Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult.

Identify and sort things that are safe or unsafe to eat/touch/drink/go in my mouth.

Talk about when I might need medicine or another substance to keep me healthy. e.g. antibiotics, allergy medication, inhalers.

Names the emergency services

Talk about and show through play who the emergency services are and how they can help us

Talk about why too much medicine is not good for me.

Understand that I should never use anyone else's medicine.

Begin to show awareness of who I should ask for help in different situations e.g. at home, in nursery/school, out in the community etc.

Begin to show awareness of substances or things that I should not touch.

Begin to show awareness that sometimes people need medicine to help them feel well.

Talk about and demonstrate through play the people who can help me

Substance Misuse - First Level Progression Tiles

E & O codes:

I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. HWB 1-38a

I know how to react in unsafe situations and emergencies. HWB 1-42a

Identifies why misusing medication can be harmful.

Links personal actions to health and wellbeing, using role play for example.

Make a safety plan of how and why I should react in an unsafe or emergency situation.

Describes when and how to contact emergency services

Identifies conditions which require medication and how it benefits health.

Identify and explain the differences/reasons between scenarios that are good for my health and wellbeing and ones that are not.

Shares key information about an emergency situation

Apply my knowledge to explain when and why I would take or use medicine or another substance in a safe way and say how it would help me.

Take part in role play to show how I can use medicines safely to help me.

Show through role play the effect that making good choices has on my health and wellbeing.

Identify how to share key information about a range of scenarios to the main emergency services e.g. who, what, when, etc.

Show through a variety of role play situations that I know how to get help in an emergency.

Name some medicines and answer questions about when I might need to take them.

Give examples of when calling 999 is or isn't appropriate.

Understand the importance of keeping myself safe when dealing with an emergency situation.

Talk about & give examples of when I or others might need medicine or another substance to improve health.

Talk about how to take or use medicine or another substance in a safe way.

Show examples of medicines that I might take to look after my health & wellbeing e.g. tablets, liquids, creams etc

Draw pictures and/or act out scenarios of good choices for my health and wellbeing.

Describe how to react & what to do in an unsafe or emergency situation.

Identify & discuss safe & unsafe situations.

Substance Misuse - Second Level Progression Tiles (Use of Substances & Informed Choices)

E & O codes:

I understand the effect that a range of substances including tobacco and alcohol can have on the body, HWB 2-38a.

I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions, HWB 2-39a.

Please note that second level progression pathways use 2 pages

Knows the recommended alcohol intake advice.

Talk about the recommended number of units of alcohol which are safe for different people.

Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol.

Investigate a range of substances, categorise and discuss the effects they have on the body over a lifetime.

Understand purity in relation to controlled and uncontrolled drugs.

Describe some of the effects that different substances have on the body.

Know that there are legal and illegal substances and the consequences of their misuse.

Understand that there are legal and illegal substances.

Define the meaning of the word 'drug'.

Evaluate differing influences that can affect my feelings and values and evidence with reasons why I am thinking this way.

Offer a personal response (how it makes me feel) about the way substances are promoted through popular culture.

Identify some of the factors that influence my choices, and the choices others make e.g. media, peers, family/ living environment.

Gives examples of how peer, media and other pressures can influence decision making.

Develop my opinions and understanding, by debating and challenging others, to help me to formulate informed choices.

Talk about the ways that substances are advertised or promoted through popular culture.

Discuss some of the non-health effects of using substances (e.g. smoking, vaping, alcohol etc) on people's lives e.g financial, personal hygiene (smelling of smoke).

Recognise, explain and evidence the ways my attitude and values may be influenced by popular culture including e.g. peer groups, media.

Recognise that my attitudes and values may be influenced by popular culture including e.g. peer groups, media.

Identify some of the key elements of lifestyle choices and suggest alternative ways to feel good e.g. exercise, leisure pursuits.

Exemplify my own influences and evidence the impact this has on myself and others.

Increasingly recognise my own influences and the resulting impact this may have on me and my actions.

Show an increasing awareness of the way my own influences can impact on me and my actions.

Substance Misuse - Second Level Progression Tiles (Risk Taking Behaviour & Action in Unsafe Situations)

E & O codes:

I know that alcohol and drugs can affect people's ability to make decisions, HWB 2-40a.

I can identify the different kinds of risks associated with the use and misuse of a range of substances, HWB 2-41a.

I understand the impact that misuse of substances can have on individuals, their families and friends, HWB 2-43a.

I know of actions I can take to help someone in an emergency, HWB 2-42a.

Please note that second level progression pathways use 2 pages

Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision

Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.

Explains how to contact the appropriate emergency services giving full details of the incident and location.

Discuss the impact of hoax / unnecessary calls to 999.

Justify with evidence and informed opinions why it is always best to make decisions with a clear mind.

Suggest examples/scenarios with supporting reasons about what might happen when people are under the influence of alcohol, drugs or other substances.

Assess, evaluate and share the kinds of risk associated with the use or misuse of a range of substances.

Carry out a mock emergency call – giving all important details about the location & the casualty.

Performs basic first aid procedures, for example, minor bleeding and burns, recovery position.

Discuss and compare different examples / scenarios / situations of decisions that may be made when people are under the influence of alcohol, drugs or other substances.

Explain my understanding by providing different possible outcomes for the impact that substance misuse can have on individuals, their families and/or friends.

Make a list of actions that I know I can take to help someone in an emergency.

Place someone in the recovery position.

Explain the importance of a clear mind in order to make informed decisions.

Say how people's decisions are affected if they have been using substances including alcohol.

Identify and explain different risks associated with the use and misuse of a range of substances.

Show my understanding by giving examples of the impact that substance misuse can have on individuals, their families and/or friends.

Sort and sequence actions that I know can be taken to help someone in an emergency.

Support with basic first aid

Talk about examples of times when people can think clearly and are able to make informed decisions.

Match examples of different types of risks associated with the use or misuse of a variety of substances.

Identify potential risks to myself when dealing with an emergency situation.

Understand aspects of basic first aid.

Substance Misuse - Third Level Progression Tiles (Use of Substances & Informed Choices)

E & O codes: Understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances, HWB 3-38a. I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions, HWB 3-39a. I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure, HWB 3-40a. I know how to access information and support for substance-related issues, HWB 3-40b.

Please note that third level progression pathways use 3 pages

Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.

Understand that different countries have different laws relating to restricted substances.

Explains how media and peer pressure might affect own attitudes and behaviour.

Describe and justify the legal consequences of the misuse of substances.

Through investigation, explain some of the mental, physical and social effects that different substances can have on the body providing evidence for my reasons.

Outline the legal consequences of involvement with illegal substances.

Form conclusions from the range of influences that can affect my feelings and values, reasoning why I think this way.

Form opinions to debate with others in order to make informed choices.

Provide examples of and answer questions about the social, mental and physical effects that a variety of substances could have on the body e.g. the impact of dependency/ addiction/anti-social behaviour.

Apply my understanding to making positive choices about substances.

Say how it makes me feel, and explain why, when I see substances being promoted through popular culture.

Recognise and discuss the ways that my thinking may be influenced by popular culture and the media.

Consider the points of view from a range of perspectives.

Explains the benefits of substances in supporting good health, for example, prescribed medication.

Identify and talk about the ways substances are advertised / promoted through popular culture and the media.

Identify who/what influences me and my choices.

Identify and categorise a variety of different legal and illegal substances and describe their positive and negative uses to support a healthy lifestyle .

Identify some of the social, mental and physical effects that different substances can have on the body to keep me and others safe.

Discuss the wider implications of substance use – e.g. family relationships, community & environment.

Substance Misuse - Third Level Progression Tiles (Risk Taking Behaviour & Action in Unsafe Situations)

E & O codes:

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions, HWB 3-41a.

I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health, HWB 3-41b.

Please note that third level progression pathways use 3 pages

Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences.

Apply my knowledge to evaluate situations and make positive decisions about relationships and sexual health.

Understand that being under the influence of substances can affect responsible, respectful decisions around relationships and sexual health.

Discuss the impact alcohol and drugs have on the ability to give consent.

Weights up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling

Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness.

Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to friend / adult, physical activity.

Discuss and explain the skills required when making responsible decisions.

Research and share what happens in the brain, particularly the teenage brain, when making decisions and how differing environment may impact this.

Identify safe and unsafe behaviours and actions.

Provide ideas and opportunities to overcome barriers to access.

Discuss factors which may influence your decision making ability e.g. feeling included, peer group, family influence, parenting approach, use of alcohol and substances, social media, information/knowledge, financial pressures etc.

Investigate and evaluate the effects of substance use to justify informed, responsible decisions.

Identify different strategies to use and evaluate why they can help to make informed decisions.

Describe different strategies I could use to make informed decisions to keep myself and others safe.

Knows how to access local support services.

Evidence, providing examples, how local and national agencies and different people in various roles can provide support.

Name and know how to access specific agencies or people for support.

Give examples of some of the agencies that I can contact for local support to help me stay safe & healthy.

Discuss and reason some of the barriers to accessing help and support.

Show that I need to know facts about substance use before I can make an informed decision to support a safe & healthy lifestyle.

Talk about the different strategies I could use to help me make informed, responsible decisions.

Substance Misuse - Third Level Progression Tiles (Risk Taking Behaviour & Action in Unsafe Situations)

E & O codes:

I know the action I should take in the management of incidents and emergencies related to substance misuse, HWB 3-42a.

I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options, HWB 3-43a.

Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed, HWB 3-43b

Please note that third level progression pathways use 3 pages

Identifies local substance misuse issues and how they are being addressed.

Identify and discuss some examples of issues around substance misuse in my local community (anti-social behaviour, violence, vandalism, underage drinking, fear of crime).

Evaluate the effect of substance misuse in my local community and reflect on the specific issues and how they are being addressed locally and beyond e.g. stigma, drugs deaths, use of naloxone, safe consumption rooms.

Discuss & evaluate the effectiveness of harm reduction strategies, e.g. being with people you trust, link to other dangers – water, railway, roads, driving/being a passenger under the influence, clean needle exchange programmes, and examine the cost versus the benefits of such strategies.

Know actions to be taken in an emergency relating to substance misuse.

Identifies potential impact of short and long term substance use.

Evaluate and assess the impact substance misuse can have on my health, future life choices and options.

Make appropriate decisions to keep myself healthy, safe and my future life choices and options open.

State what I believe constitutes responsible use of alcohol – reflect on influence of family, friends, age of use and how this may impact brain development.

Justify how to best manage an emergency situation.

Demonstrate the ability to assess and manage an emergency.

Discuss the long and short term effects of substance use on health, future life choices and options to achieve e.g. Legal implications, relationships, finances etc.

Show that I understand the impact of substance use in my local community e.g. antisocial behaviour, violence, vandalism, underage drinking, fear of crime etc.

Analyse societal perceptions of substance misuse, the stigma attached.

Show an awareness of the actions that I can take to manage an emergency related to substance use.

Third Level Progression – Substance Misuse