



Key Stage 1: Drug Education Audit

1) Know some of the risks and effects on body of medicines and household substances		
2) Know the names of commonly used medicines (with focus on most relevant)		
3) Be able to identify helpful and harmful substances in the home		
4) Be able to identify sources of information and help and access them confidently		
5) Be able to recognise when something is not safe or information may be untrue		
6) Demonstrate relevant understanding of risk prevention strategies in familiar contexts including safe storage and handling of household substances and solvents		
7) Know things around the home and beyond that contain drugs		
8) Know the benefits of healthy choices		
9) Develop peer relationship skills – helping each other stay safe and healthy		
10) Demonstrate strategies to resist or avoid peer influence in age-relevant settings		
11) Recognise when influences may be good or bad, why people get influenced to do things that are risky and the possible 'payoff'		
Is there anything you would like to raise in relation to delivering drug and alcohol education?		

Key Stage 1: Drug Education Training Audit

Tick any areas below that you feel you need training for:

Creating a safe learning environment for all (contracts / confidentiality / disclosures / information sharing)	
Discussing sensitive issues with young people (such as parental use)	
Collecting baseline data about young peoples knowledge, skills and attitudes about drugs/alcohol (EG using D-Vibe survey online)	
Using a variety of active teaching and learning styles eg. drama and role play, managing discussions and attitude continuums	
Making an impact on the attitudes and beliefs of young people re drugs/alcohol	
Discussing the impact of drug/alcohol use on families / young people	
Discussing the impact of drug/alcohol use on communities	
Knowledge of relevant agencies and support services for young people	
The current laws relating to legal and illegal drugs	
The effects and risks associated with legal and illegal drug misuse/alcohol use	
Risk taking behaviour (including links between drug/alcohol use and social / sexual behaviour)	
Responding to questions of a sensitive nature	
Knowledge of school's drug and alcohol policy and procedures for concerns	



Key Stage 2: Drug Education Audit

1) Know the names of drugs (with focus on most relevant), things that contain drugs		
2) Know the effects and risks of smoking / alcohol including addiction		
3) Know the most common physical and social/emotional risks and costs of drug / alcohol use (including sexual behaviours, accidents, assault, criminal involvement)		
4) Have access to local data / facts and realities about the drugs they discuss		
5) The law on supply, purchase and use of drugs , alcohol and tobacco		
6) Understand how advertising / peers / culture seek(s) to influence choices		
7) Sources of information, support and help		
8) Recognise when something is not safe or information may be untrue		
9) Demonstrate strategies to resist or avoid peer influence in age-relevant settings and understand risk prevention strategies in familiar contexts		
10) Communicate with confidence around substances and be able to transfer those skills to a range of situations		
11) Demonstrate the ability to recognise some risks and consequences of unhealthy choices		
12) Communicate with confidence around substances and be able to transfer those skills to a range of situations		
13) Demonstrate the ability to recognise some risks and consequences of unhealthy choices		
Is there anything you would like to raise in relation to delivering drug and alcohol education?		

Key Stage 2: Drug Education Training Audit

Tick any areas below that you feel you need training for:	
Creating a safe learning environment for all (contracts / confidentiality / disclosures / information sharing)	
Discussing sensitive issues with young people (such as parental use)	
Collecting baseline data about young peoples knowledge, skills and attitudes about drugs/alcohol (EG using D-Vibe survey online)	
Using a variety of active teaching and learning styles eg. drama and role play, managing discussions and attitude continuums	
Making an impact on the attitudes and beliefs of young people re drugs/alcohol	
Discussing the impact of drug/alcohol use on families / young people	
Discussing the impact of drug/alcohol use on communities	
Knowledge of relevant agencies and support services for young people	
The current laws relating to legal and illegal drugs	
The effects and risks associated with legal and illegal drug misuse/alcohol use	
Risk taking behaviour (including links between drug/alcohol use and social / sexual behaviour)	
Responding to questions of a sensitive nature	
Knowledge of school's drug and alcohol policy and procedures for concerns	