

# PCSHE Booklet – Year 10

## Topic 4 – Drugs and Alcohol

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Year 10 Curriculum Overview

Topic 1:	Topic 2:	Topic 3:	Topic 4: Exploring influence	Topic 5:	Topic 6:
Financial decision making	Mental health	Interactions	The influence and impact of drugs, and the media, drugs and the law, sources of support.	Addressing extremism and radicalisation	Democracy, Electoral Systems and the Law
The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Mental health stigma, common types of mental ill-health, strategies to promote wellbeing.	Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and revenge pornography		Communities, belonging and challenging extremism	Parliamentary democracy, executive legislature, judiciary, free press, electoral systems, forms of government, human rights, international law, UK legal system and community action.

### For further support...

- Safeguarding Team – Mr Ogden, Mrs Jones, Mrs Loveridge
- Pastoral Team – Mrs Hayward, Mrs Aston
- Tutor
- Family, Friends or Trusted Adult
- Childline — [www.childline.org.uk](http://www.childline.org.uk) Phone: 0800 1111
- Adfam – [adfam.org.uk](http://adfam.org.uk) – Information and support for friends and family of people with drug and alcohol problems.
- Talk to Frank — [www.talktofrank.com/get-help](http://www.talktofrank.com/get-help) Phone: 0300 123 6600 - Confidential advice and information about drugs, their effects and the law.
- Drugwise - [drugwise.org.uk](http://drugwise.org.uk)
- To get help in an emergency – Phone: 999
- To report a non-urgent crime – Phone: 101
- To anonymously report a crime: [www.fearless.org](http://www.fearless.org)

# Knowledge Organiser

## PCSHE – Year 10 Term 4 – Exploring Influence

<p><b>KPI1: Key words</b></p> <ul style="list-style-type: none"> <li><b>Substance:</b> Generic term involves alcohol and other drugs that may be illegal.</li> <li><b>Problematic use:</b> This describes use of a substance in which a person is dependent, or they use the substance recreationally (for fun) in a way that increases the risk of harm.</li> <li><b>Substance use disorder:</b> Substance use disorder is the clinical term referred to as addiction. It features a cluster of symptoms including the strong internal drive to use substances or impaired ability to control substance use</li> <li><b>Dependency:</b> A state in which a person relies upon a substance to feel or function as normal. This can be physical and/or psychological</li> <li><b>Cessation:</b> The process of reducing and stopping the use of a substance. This may be done independently or with the support of a cessation service</li> <li><b>Possession:</b> When a person is found with controlled drug for personal use. They don't have to be using it they just need to have it.</li> <li><b>Intent to supply:</b> When a person is planning to give controlled drugs to someone else including selling, sharing or giving for free.</li> <li><b>Supply:</b> When a person distributes or gives someone a controlled substance including selling, exchanging for reward or 'gifting'.</li> </ul>	<p><b>KPI2: Types of Influence</b></p> <ul style="list-style-type: none"> <li><b>Indirect:</b> When a person feels they <u>have</u> to join in even if no-one directly asks the person to do anything.</li> <li><b>Friendly:</b> Asked to do something by a friend, but it's okay to say no.</li> <li><b>Heavy:</b> Using/threatening violence or blackmailing.</li> <li><b>Teasing:</b> Calling people names to make them feel embarrassed.</li> <li><b>Internal:</b> Pressure from inside the person, e.g., wanting to look cool or be part of the group, or awareness of religious/cultural beliefs and expectations.</li> <li><b>Online:</b> Seeing things on social media/the internet that alters perception of substance use.</li> </ul> <p><b>KPI5: Maximum legal penalties for each drug classification</b></p> <p><b>Class A:</b></p> <ul style="list-style-type: none"> <li>- Possession – 7 years</li> <li>- (Intent to) supply – life sentence</li> </ul> <p><b>Class B:</b></p> <ul style="list-style-type: none"> <li>- Possession – 5 years</li> <li>- (Intent to) supply – life sentence</li> </ul> <p><b>Class C</b></p> <ul style="list-style-type: none"> <li>- Possession – 2 years</li> <li>- (Intent to) supply – 14 years</li> </ul> <p><b>Psychoactive substance</b></p> <ul style="list-style-type: none"> <li>- Possession – None unless in educational/custodial settings</li> <li>- (Intent to) supply – 7 years.</li> </ul>	<p><b>KPI3: Types of drugs</b></p> <ul style="list-style-type: none"> <li>- <b>Depressants:</b> Slows body systems; lowers cognitive abilities and slows reactions.</li> <li>- <b>Stimulants:</b> Speeds up body systems; cause pleasure and increase energy.</li> <li>- <b>Hallucinogens:</b> Alter perceptions or cause hallucinations; can cause anxiety or panic.</li> <li>- <b>Dissociatives:</b> Create feeling of relaxation, numbness or disconnect from the body.</li> <li>- <b>Opioids:</b> Cause pleasure or pain relief, can lead to loss of consciousness.</li> <li>- <b>Steroids:</b> Increase muscle mass and speed recovery from exercise, linked to paranoia.</li> <li>- <b>Cannabinoids:</b> Cause feelings of relaxation or giggliness, linked to paranoia and memory loss.</li> <li>- <b>Empathogens:</b> Cause feelings of being 'loved up' or wanting to move and dance, linked to anxiety after use.</li> </ul> <p><b>KPI4: Wider effects of the drug industry</b></p> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>• Poor working conditions or pay for individuals in the production process</li> <li>• Environmental impacts including the energy requirements for cultivation</li> </ul> <p><b>Importation</b></p> <ul style="list-style-type: none"> <li>• Disproportionate exploitation of individuals from a position of socio-economic disadvantage</li> <li>• Environmental impacts of transport.</li> </ul> <p><b>Supply:</b></p> <ul style="list-style-type: none"> <li>• Exploitation of vulnerable groups including children</li> <li>• Damage to the reputation of communities in which substances are sold.</li> <li>• Financing of other criminal activity.</li> </ul> <p><b>Use</b></p> <ul style="list-style-type: none"> <li>• Varying levels of harm to health and wellbeing, finances and employment, relationships and safety.</li> <li>• Legal consequences</li> <li>• Wider impacts upon legal and health services.</li> </ul> <p><b>For further support....</b></p> <ul style="list-style-type: none"> <li>• Safeguarding Team – Mr. Ogden, Mrs. Jones, Mrs. Loveridge</li> <li>• Pastoral Team – Mrs. Hayward, Mrs. Aston</li> <li>• Tutor</li> <li>• Family, Friends or Trusted Adult</li> <li>• Childline – <a href="http://www.childline.org.uk">www.childline.org.uk</a> Phone: 0800 1111</li> <li>• Adfam – <a href="http://adfam.org.uk">adfam.org.uk</a> – Information and support for friends and family of people with drug and alcohol problems.</li> <li>• Talk to Frank – <a href="http://www.talktofrank.com/get-help">www.talktofrank.com/get-help</a> Phone: 0300 123 6600 - Confidential advice and information about drugs, their effects and the law.</li> <li>• Drugwise - <a href="http://drugwise.org.uk">drugwise.org.uk</a></li> <li>• To get help in an emergency – Phone: 999</li> <li>• To report a non-urgent crime – Phone: 101</li> <li>• To anonymously report a crime: <a href="http://www.fearless.org">www.fearless.org</a></li> </ul>
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# Low Stake Quiz

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# Sliding Scale – Lesson 1

## Drugs and the Law

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I am able to describe the names, appearance and effects of a range of illegal drugs.



I am able to analyse the attitudes and beliefs about the prevalence of drug use amongst young people.

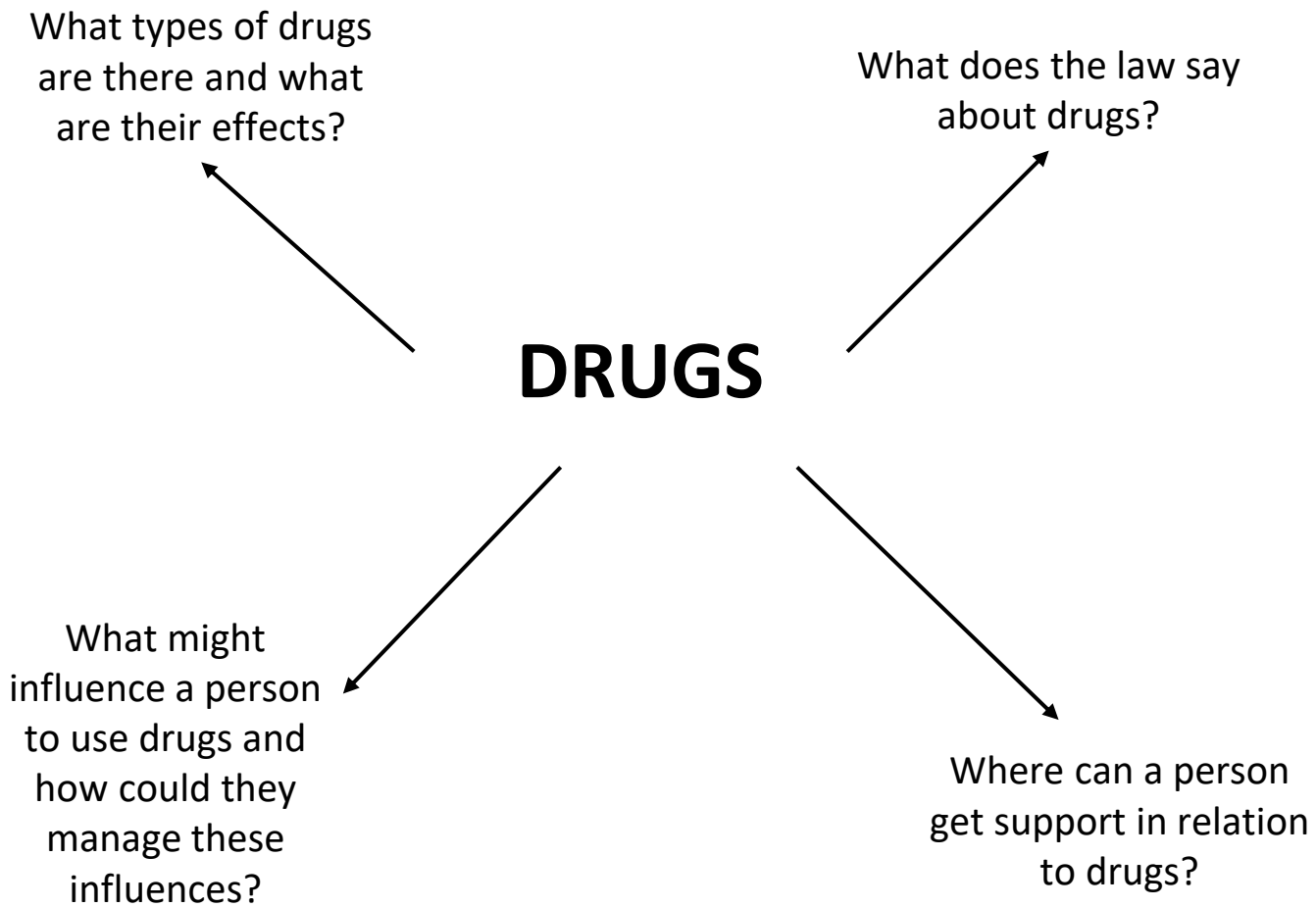


I am able to assess the reason why young people might choose to use or not use drugs.



**Key words:** Drugs, illegal, risk, social norms, hallucinogenic, stimulant

**Task:** Complete the mindmap individually to show what you already understand.



**Task:** Complete the quiz by guessing what the correct statistic is.

1. What percentage of 11 to 15-year-olds are 'regular smokers' (regular smokers means smoking at least one cigarette a week)?
1. What percentage of 11 to 15-year-olds have never had an alcoholic drink?
1. What percentage of 11 to 15-year-olds have tried cannabis?
1. What percentage of 11 to 15-year-olds have tried nitrous oxide (balloons)?
1. What percentage of 16 to 24-year-olds have used an illegal drug in the last year?

**Task:** Work in pairs to complete the table showing all of the reasons people might give for and against using drugs.

Reasons for drug use	Reasons against drug use

**Task:** Working in pairs, try to match two effects to each drug type by numbering them. One example has been done for you.

Drug Type		Effects of drugs
<b>1. Depressants</b> e.g. Alcohol or solvents		<ul style="list-style-type: none"> <li>Altered perception or hallucinations</li> <li>Anxiety and panic, impaired decision making, 'bad trips'</li> </ul>
<b>2. Stimulants</b> e.g. Amphetamine, MDMA or Cocaine		<ul style="list-style-type: none"> <li>Initial pleasure or confidence before risk of losing consciousness at higher doses</li> <li>Lowers cognitive abilities, slows reactions and risks blackouts</li> </ul>
<b>3. Hallucinogens</b> e.g. Magic mushrooms or LSD		<ul style="list-style-type: none"> <li>Increased energy, pleasure, dilated pupils and increased confidence</li> <li>People can experience a clenched jaw and/or racing heart which increases the risk of heart attack</li> </ul>
<b>4. Dissociatives</b> e.g. Ketamine or Nitrous oxide	4	<ul style="list-style-type: none"> <li>Disconnected from body, floaty, relaxed or numb</li> <li>Unable to move or protect self, unpleasant feeling of being detached from body</li> </ul>
<b>5. Opioids</b> e.g. Heroin		<ul style="list-style-type: none"> <li>Over repeated doses, increased muscle mass and quicker recovery from exercise</li> <li>Linked to paranoia and aggressive behaviour</li> </ul>
<b>6. Steroids</b> e.g. Anabolic steroids		<ul style="list-style-type: none"> <li>Feeling 'chilled out' or giggly</li> <li>Linked to paranoia, mood swings and loss of memory</li> </ul>
<b>7. Cannabinoids</b> e.g. Cannabis		<ul style="list-style-type: none"> <li>Pleasure, a sense of wellbeing, pain-relief and/or feeling invincible</li> <li>Sleepiness and loss of consciousness, risk of injury while less able to feel pain</li> </ul>
<b>8. Empathogens</b> e.g. MDMA		<ul style="list-style-type: none"> <li>Wanting to make new friends, wanting to move and dance, feeling sexually aroused or 'loved up'</li> <li>Afterwards people can experience lower mood, anxiety, isolation or a sense of emptiness</li> </ul>

**Task:** Read through the different statements. Decide on the class of drug and the type of offense shown (possession or intent to supply/supply and put the number in the right box.

	Possession	Intent to Supply/Supply (for which the penalties are the same)
Class A		
Class B		
Class C		
Psychoactive Substance		

1. Smoking some cannabis in the park (also known as weed, skunk, marijuana, green, hash, pot, puff, ganja, grass)
2. Selling anabolic steroids to a stranger (also known as roids, juice)
3. Having a small amount of cocaine in a plastic bag (also known as coke, Charlie, white, snow)
4. Picking up some magic mushrooms to drop off at a friend's house later. (also known as shrooms, mushies, magics, liberty caps)
5. Keeping a few ecstasy pills in a school locker (also known as pills, MDMA, E, Mandy, Molly, Superman)
6. Giving a friend some LSD for a bit of extra cash before a night out (also known as acid, Lucy, trips, tab)
7. Sharing some nitrous oxide balloons with friends at a house party (also known as laughing gas, nos, noz, balloons)
8. Giving some ketamine to a friend at a party. (also known as Special K, K, ket)



## Legal penalty decoder

Possession or intent to supply any of the substances below can result in an unlimited fine and/or a prison sentence. Maximum sentences are listed below.

	Possession	Intent to supply/Supply
Class A	Seven years	Life sentence
Class B	Five years	Life sentence
Class C	Two years (not including anabolic steroids)	Fourteen years
Psychoactive substance		Seven years

**Task:** Working in pairs, look at the two images. Discuss the following questions:

1. What risks are present?
2. Who is most at risk in the picture?
3. Without intervention from the police officer, what might happen next?



**Task:** Write down any consequences of having a criminal record for drug offences on each of these aspects of a person's life.

**Personal**

**Friends and Family**

**Career**

**Travel**

# Low Stake Quiz

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# Sliding Scale – Lesson 2

## Substance Use and Assessing Risk

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I am able to analyse how alcohol and other drugs affect decision making.



I am able to assess the risks of substance use when travelling or socialising.



I am able to explain ways to keep safe and support friends when socialising in situations involving alcohol or other drugs.



**Key words:** Effects, risk, influence, personal safety

**Task:** Based on your current knowledge, answer the questions below.

What are the short-term effects of using substances, including alcohol and other drugs ?



What are the risks of using alcohol and other drugs for an individual?



What are the long-term effects of using alcohol and other drugs?



What are the risks of using alcohol and other drugs for wider society?



**Task:** In pairs complete the table.

**Extension:** In your booklet, justify the reasons why you have ticked this box.

	Increase	Decrease	It depends	Reasons
1. Drinking a glass of water between alcoholic drinks.				
2. Mixing alcohol and other drugs				
3. 'Sleeping it off' after binge drinking too much alcohol				
4. Taking drugs or drinking alcohol with strangers				
5. Having a plan for getting home from a party/night out.				
6. Accepting alcohol or other drugs from a friend				
7. Buying drugs online or via a social media app				
8. Drinking alcohol or taking drugs in public places				
9. Eating a meal before alcohol				

**Task:** Read the scenario. Discuss and write down the different options Isla has, and the risks involved in each. Use the previous task to help.

Isla and Charlie have arranged a lift home from their classmate Marek's house party, with Charlie's older sister Beth. They agreed to be picked up at midnight, but after a couple of hours at the party, things start getting out of hand. Although they have had a couple of drinks themselves, a lot of people there seem very drunk and some have definitely been using something else on top of the alcohol! They have a sense that trouble's brewing, so they call Beth to ask to be picked up early and she tells them she will leave the pub to collect them now. When she arrives, it is clear she has had several drinks herself. Charlie jumps into the car, but Isla doesn't know what to do. The house is in an unfamiliar area and going with Beth seems like the only option.

Risks	Options

**Task:** Read the scenario. Discuss and write down the different options Oscar has, and the risks involved in each. Use the previous task to help.

Oscar and his friends are at their classmate Marek's house party. Marek lives in a rural area, so there aren't any other houses nearby, and this means they can play the music loudly and have some drinks and smoke without upsetting any neighbours. Everyone is having a great night. As the night goes on, Oscar notices he hasn't seen Marek in a while and goes looking for him. He finds Marek lying on the floor in another room and can't wake him up. He tells his friends, but they just laugh, saying Marek must be really drunk and needs to 'sleep it off'. Oscar doesn't know what to do.

Risks	Options

# Low Stake Quiz

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# Sliding Scale – Lesson 3

## Consequences and Support

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

### Sliding Scales

I am able to describe the wider physical and psychological consequences of substance use.



I am able to explain what addiction/dependency is and how it can affect individuals.



I am able to identify sources of support and how to seek help for substance use and addiction.



I am able to evaluate and challenge potential barriers to seeking support.



**Key words:** substance abuse disorder (commonly referred to as 'addiction'), dependency, trafficking, impact, cessation services.



**Task:** What signs might there be that someone needs support with substance use?

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**Task:** Discuss the following:

1. What these features might look like in an individual, e.g. how might a person show they are prioritising substance use?

1. What might withdrawal symptoms look like?

**Task:** Using the Road map, explore the journey of a drug, from production to use, by discussing the key questions at each stage about the different harms that may be caused by a substance.



**2. The drug is imported into the UK through organised criminal gangs or drug mules**

**Key questions:**

- a. Why might someone become a 'drug mule' (someone who transports illegal drugs)?
- b. What impact might the importation of drugs have on the environment?
- c. What might criminal gangs gain from this? What further impacts might this have?
- d. How can people get help if they are approached about or have become involved in gang activity?



**1. Drugs are often produced abroad**

**Key questions:**

- a. Who might be involved in producing drugs?
- b. How are they likely to be treated / paid?
- c. What impact might drug production have on the country?
- d. How can people reduce the impact of drug use on developing countries?



**3. The drug is bought and sold on the streets of the UK**

**Key questions:**

- a. Who might be selling or delivering the drugs?
- b. What impact might drug dealing have on the local community?
- c. How can people get help if they have become involved in this activity?



**4. An individual in the UK takes the drug.**

**Key questions:**

- a. What impact might this have on the individual?
- b. What impact might regular use of the drug have?
- c. Are there any further impacts on others from an individual's drug taking?



**Task:** Read the information sheets and the speech bubbles from each person. Decide what support might be most useful for each individual.



**1.** I have been smoking now for a couple of years, but recently have been thinking about quitting. The problem is, I have no idea where to start! My best friend smokes, so it's difficult to avoid and I don't think he'll give me the encouragement I need.

**2.** I am worried about a friend who has started taking drugs at the weekend. She started hanging around with some new people who I think are pressuring her into it - I'm not sure she even enjoys it that much!



**3.** We recently had a death in the family and my brother hasn't taken it very well. He won't talk about anything, but spends a lot of time alone in his room or out with his friends until late. I know he has been taking some pills - I saw them in his room - but I don't know if I should tell anyone.



**4.** I have been out partying a lot lately. I've always drunk alcohol and taken drugs, but lately I've been feeling jittery and my anxiety seems to be getting worse. Going out is a big part of my life though and I don't want to stop.



**5.** My parents have always enjoyed having a few drinks, but recently I've noticed that my Dad has been drinking a lot more before Mum gets home from work. He seems to start drinking earlier and earlier in the day and now when I get in from school he's usually already drunk.



**6.** I used to smoke weed sometimes with my friends, but have started doing it when I'm by myself too. It started as a way to relieve some stress, but now I feel like I need something when I wake up in the morning to help me get through the day. I want to get some help, but I'm too shy to speak about everything in front of others.



**Challenge:** Identify potential barriers to accessing these support services.

## TURNING POINT



Provides free support for young people who feel that their alcohol or other drug use is becoming a problem, and those who have some queries on their minds about substances.

Turning Point offers young people:

- Meetings where they feel comfortable.
- Advice and information about drugs and alcohol.
- Support for the changes the young person wants to make.
- Teaching new ways to cope.
- Helping the young person to cut down, quit and gain control.

## WE ARE WITH YOU



Provides confidential support with alcohol, drugs or mental health.

We are with you has 80 local services in England and Scotland (including young people's services).

Support is also available from the online team to help with drug or alcohol advice for a young person or to support a friend or relative.

## CHILDLINE



Can be contacted about anything – they are there to support young people and help them find ways to cope.

In addition to information and advice on a range of topics, they offer the following services:

- Anyone can call Childline free on 0800 1111 – it's confidential and the caller does not have to give their name if they don't want to.
- They offer a 1-2-1 online counsellor chat
- An email can be sent to them – they will try to reply within 24 hours.
- A person can get help from other young people on their message boards.

## NHS STOP SMOKING SERVICES



Local stop smoking services are free, friendly and can massively boost a person's chances of quitting for good.

These services, staffed by expert advisers, provide a range of proven methods to help people quit. They'll give accurate information and advice, as well as professional support, during the first few months of an individual stopping smoking.

An individual will normally be offered a one-to-one appointment with an adviser, but many areas also offer group and drop-in services as well. Depending on where the person lives, the venue could be a local GP surgery, pharmacy, high-street shop, or even a mobile bus clinic.

GPs can refer people, or they can phone their local stop smoking service themselves to make an appointment with an adviser.



## NACOA



The National Association for Children of Alcoholics ([www.nacoa.org.uk](http://www.nacoa.org.uk)) provides information, advice and support for everyone affected by a parent's drinking.

They can be contacted via their free confidential helpline (0800 358 3456), or via email, for information and ongoing support for all ages.

Additionally, their online message boards enable young people to share and discuss experiences with others.

## FAMILY MEMBER OR FRIEND



Could provide emotional support and guidance and could help someone access further services.

## GP



Can provide confidential medical advice and may refer someone for treatment or prescribe treatment options. Many GP surgeries host support services such as smoking cessation and mental wellbeing inputs.

## TEACHERS



Teachers/other staff members can help students to find appropriate further support.

They are available for students to raise their concerns with or to ask questions about drugs. Teachers can listen to concerns, but may also need to report this to the designated safeguarding lead if they are concerned about any student's safety (this is known as their safeguarding duty).

# Overcoming barriers

*A number of substances can be addictive, for example alcohol and nicotine.*

**Task:** Rank the barriers someone might face in seeking support for substance use from the most significant barrier (1) to the least (9).

