

Delivering effective alcohol and drug education in the classroom as part of a planned programme of PSHE

Self assessment examples:

This document outlines examples of how schools or practitioners may evidence meeting the first set of quality standards “Delivering effective alcohol and drug education in the classroom as part of a planned programme of PSHE”. The examples below are indicative and not prescriptive. They can be contextualised and amended to meet the school’s needs, if necessary.

Quality Standard 1: Clear and relevant learning objectives and learning outcomes are set and assessed

- a) Earlier learning is built on and links made between different statutory subjects, ensuring continuity

Basic	Good	Outstanding
<ul style="list-style-type: none"> • Each class begins with group forming activities/ introductory exercise to summarise/ reiterate topics covered in the previous session. 	<ul style="list-style-type: none"> • Each lesson is built on topics covered in previous sessions, with awareness of topics covered in other subjects. • Clear links and interactive activities to assess pupils’ understanding of continuity and connection are delivered consistently. • The programme ensures continuity and progression in pupils’ learning across all key stages. 	<ul style="list-style-type: none"> • Teachers meetings are used to discuss cross-curricular subjects and design programmes of study that ensure continuity and progression in pupils’ learning across all key stages and subjects: i.e. PSHE, science, maths, literature. • Discussions between external providers and the teacher / PSHE co-ordinator allow an understanding of how the session(s) will build on previous learning.

b) Learning objectives are shaped by needs assessment

Basic	Good	Outstanding
<ul style="list-style-type: none"> •Pupils' existing knowledge is assessed through basic programmes or interactive games/questionnaires. Draw and write activities are used in primary schools. Questionnaires and real life examples in secondary schools. 	<ul style="list-style-type: none"> •Pre and post programme learning needs assessment is carried out to understand pupils' existing knowledge and expectations and ensure continuity between different subjects of study. •Alcohol and drug education and PSHE provision are informed by sound and recent health behaviour data. 	<ul style="list-style-type: none"> •There is a whole school approach to assessing and recording pupils' needs and knowledge. •Alcohol and drug education and PSHE provision are informed by sound and recent health behaviour data. •New topics within PSHE are introduced with an exploration of what pupils' current understanding is.

c) Learning objectives encompass pupils' understanding, attitudes, communication, skills and confidence as well as their knowledge

Basic	Good	Outstanding
<ul style="list-style-type: none"> •Needs assessment is delivered with the pupils. Individual values, attitudes, skills and behaviours are assessed. •Pupils are aware of, and involved in, the programme planning and encouraged to outline personal expectations. 	<ul style="list-style-type: none"> •The needs of pupils are met through effective teaching methods. •Exploring personal skills, attitudes and social norms is at the centre of the programme. •Pupils' behaviours are explored through interactive classes and role playing exercises addressing social norms. 	<ul style="list-style-type: none"> •The needs of pupils are met through effective and highly responsive teaching methods. •There is an open and relaxed environment in the classroom. Each lesson is built on the need for an open relationship between the teacher and the pupils. •The teacher understands "what being a child/kid means". •Open understanding of pupils' lives, values, skills and confidence is used to build on and explore relevant topics, such as: decision making, self esteem, relationship building, dealing with dilemmas, exploring attitudes to drugs, social norms, avoiding risky behaviours, assertiveness and consent.

d) Pupils' learning is assessed against the objectives and outcomes.

Basic	Good	Outstanding
<ul style="list-style-type: none">• <i>Teachers are aware of their pupils' progression and share verbal feedback with them in the classroom.</i>• <i>Pupils are encouraged to reflect on their learning.</i>• <i>Pupils are also encouraged to share their own learning objectives.</i>	<ul style="list-style-type: none">• <i>Teachers have high expectations of pupils learning, which are communicated and assessed. Teachers support pupils improving their learning against objectives, and attainment is recognised.</i>• <i>Pupils self-assess at the end of lessons whether they are 'working towards', 'working at' or 'working beyond' the learning objectives.</i>• <i>Contribution to discussions and project outcomes (e.g. presentations, display board, video) are also considered in assessing learning.</i>	<ul style="list-style-type: none">• <i>There is a whole school approach towards assessing and recording pupils' learning.</i>• <i>Teachers have consistently high expectations of all pupils' learning and ensure that pupils have their progress and attainment recognised.</i>• <i>Teachers systematically check pupils' learning throughout lessons and anticipate potential gaps and interventions.</i>• <i>Pupils are involved in the assessment process and progress is referred to parents on a regular basis.</i>• <i>Self and peer assessment is used to assess pupils' learning. Peers make constructive judgement of each others' knowledge, understanding and skills. A safe learning environment and mutual trust are established in the classroom and enable positive discussions.</i>

Quality Standard 2: Learning is interactive

- a) Active learning strategies are used such as group discussions, problem solving, and pupil led research.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • Each session is either started or ended with a group discussion related to the topic/s that will be addressed to stimulate pupils' interest. 	<ul style="list-style-type: none"> • Teachers use a good range of stimulating resources and teaching methods. • Pupils are regularly asked to research specific topics, give presentations or to write stories (that can be personal or invented) about related topics or subjects they would like to explore. 	<ul style="list-style-type: none"> • Teachers use a wide range of imaginative and innovative resources and strategies. • Pupils are asked to suggest topics or subjects they would like to explore. • Pupils are presented with everyday life examples, issues and asked to reflect on them. • Problem solving and role playing is used to develop pupils' logic, confidence and positive attitudes.

- b) Pupils develop and practise personal and social skills.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • Each pupil is actively involved during the class. • Pupils are able to communicate their views with growing confidence 	<ul style="list-style-type: none"> • Development of pupils' confidence, assertiveness, resilience and consent occupy a considerable part of the alcohol and drug education programme. • Group discussions and open debates are used to improve pupils' personal and social skills. • Pupils demonstrate good levels of independence and critical thinking. 	<ul style="list-style-type: none"> • Development of pupils' confidence, assertiveness and consent are at the centre of classroom activities, which leave room for the discussion and implementation of personal and social skills through group tasks, role-play, and peer collaboration. • Teachers are able to develop pupils' resilience and ability to resist peer pressure very effectively. • Pupils demonstrate independence, they are able to think critically, evaluate, discern and challenge their own and others' views.

c) Pupils have the opportunity to think about their feelings, beliefs and values.

Basic	Good	Outstanding
<ul style="list-style-type: none">•All programme activities are aimed at provoking pupils' thoughts around their feelings beliefs and values in the class. Further support is available should individual pupils need it.	<ul style="list-style-type: none">•Each lesson leaves time for a final discussion, which gives pupils the opportunity to think about and express their feelings and values.•All teachers are aware of effective methods for creating a safe environment, where pupils can reflect about and share personal beliefs.•Pupils are also made aware of services provided by school nurses.	<ul style="list-style-type: none">•Pupils' feelings, beliefs and values are at the centre of each lesson. All programme activities were planned following an initial needs assessment and are designed to encourage pupils to think about and share their feelings and beliefs.•All teachers/providers are responsible for establishing an open and transparent relationship with the pupils, encouraging group discussions and individual reflections in each and every lesson.•There is a school policy that allocates specific members of staff and timings to pupils who may wish to discuss personal feelings and beliefs inside or outside the classroom.

d) Pupils have the opportunity to reflect on their learning

Basic	Good	Outstanding
<ul style="list-style-type: none">•Time is set aside at the end of every lesson for this.	<ul style="list-style-type: none">•At the beginning of each lesson pupils are encouraged to ask questions or comment on topics/concepts previously learnt.•Pupils' self-assessment is at the centre of the programme.	<ul style="list-style-type: none">•Additional time is dedicated to this at the end of each year to reflect on overall learning.•Self and peer assessment is also used throughout the whole year to leave pupils the opportunity to reflect on their own and each other's learning.

e) Each session is delivered to a small group of pupils, and annual events or class assemblies are only used to enhance the regular timetable.

Basic

- *Alcohol and drug education is delivered in the class on a regular basis to ensure pupils' contribution. Drop down days and topic assemblies are only used to support the wider programme of study.*

Good

- *Alcohol and drug education is delivered in the class on a regular basis. PSHE and alcohol and drug education are given central importance and a relevant timetable in the programme.*
- *Pupils' contribution and programme continuity is ensured.*

Outstanding

- *Alcohol and drug education is a regular subject of study and time allocated to it is relevant and consistent each term. It is delivered to the classroom ensuring pupils' equal participation, interactivity and programme continuity.*

Quality Standard 3: Positive social norms are reinforced

- a) **Misconceptions about how widespread and acceptable risky behaviours are among peers or older young people are identified and corrected.**

Basic	Good	Outstanding
<ul style="list-style-type: none">• <i>Accurate information and data around prevalence and acceptability of alcohol and drug use behaviours are provided in the classroom.</i>	<ul style="list-style-type: none">• <i>Pupils' knowledge and perceptions around risky behaviours and substance use among their peers are assessed through interactive workshops and activities, aimed at presenting real, accurate, up-to-date and relevant data.</i>	<ul style="list-style-type: none">• <i>Pupils' knowledge and perceptions around risky behaviours and substance use among their peers are assessed through interactive workshops and activities, aimed at presenting real, accurate, up-to-date and relevant data in regards.</i>• <i>Older pupils function as role model to correct false perceptions.</i>

- b) **Pupils have the opportunity to compare their feelings, beliefs and values with those of their peers.**

Basic	Good	Outstanding
<ul style="list-style-type: none">• <i>Group discussions in the classroom allow this.</i>	<ul style="list-style-type: none">• <i>Group discussions and workshops constitute the key part of the programme. Interactive learning activities enabling pupils to compare views, information and beliefs are given great importance throughout the year.</i>	<ul style="list-style-type: none">• <i>Group discussions and workshops allowing pupils to interact, share information, feelings and beliefs are given priority. There is an established understanding of the value of peer collaboration, discussion and social skills' development in learning.</i>• <i>Multi-class activities are also arranged to encourage interaction among pupils from different classrooms within the same year.</i>

Quality Standard 4: Resources are appropriate for their audience, providing accurate and relevant information.

a) Information given is factually accurate.

Basic	Good	Outstanding
<ul style="list-style-type: none">• Resources are reviewed on an annual basis.	<ul style="list-style-type: none">• The PSHE leader reviews the programme information on an annual basis. Direct links with the police and local services ensure information is kept up-to-date.	<ul style="list-style-type: none">• An annual meeting ensures all programmes' material are reviewed and enables collaboration with external supporters or information providers.

b) The main emphasis is on truth and not fear arousal.

Basic	Good	Outstanding
<ul style="list-style-type: none">• All teachers and members of staff are trained and aware of the lack of effectiveness of scare tactics and fear arousal. All teachers are able to recognise what fear arousal may be.	<ul style="list-style-type: none">• There is a focus on the likely immediate consequences of poor decision-making under the influence of alcohol and drugs, rather than longer-term, less statistically likely consequences (e.g. becoming a drug addict or alcoholic).	<ul style="list-style-type: none">• The alcohol and drug education policy outlines teaching methods to be avoided. This includes fear arousal and scare techniques.• This also includes criteria to select external providers.

c) The situations, language and images are appropriate for pupils' maturity, understanding and knowledge.

Basic	Good	Outstanding
<ul style="list-style-type: none">• Resources are reviewed for age-appropriateness, in the light of needs assessment.	<ul style="list-style-type: none">• Lessons are planned to address the needs of young people who are already taking risks and to help them manage situations more safely, while supporting the decisions of those who wish to delay their use of substances (generally alcohol).	<ul style="list-style-type: none">• The programme is flexible and regularly reviewed in light of needs assessment, assessment for learning and assessment as learning.• Pupils already taking risks are recognised and classes adapted to address their needs.

d) The situations, language and images are up-to-date and relevant to pupils, including consideration of cultural and religious diversity.

Basic	Good	Outstanding
<ul style="list-style-type: none">•Resources are adapted to be relevant to pupils' needs.	<ul style="list-style-type: none">•The school policy around equality and diversity informs alcohol education provision. Pupils' opinion is constantly assessed to respect diversity.	<ul style="list-style-type: none">•The school policy around equality and diversity informs PSHE provision.•Specialists are consulted and advice on equality and diversity is valued.•Pupils' opinion is constantly assessed to respect diversity

e) Special educational needs are taken into account.

Basic	Good	Outstanding
<ul style="list-style-type: none">•Supporting services are in place for pupils with SEN	<ul style="list-style-type: none">•Supporting services and specific programme activities are in place for pupils with SEN	<ul style="list-style-type: none">•Specialists monitor lessons on a regular basis to ensure pupils with SEN are thoroughly supported.

Quality Standard 5: Clear strategies are in place to ensure a safe classroom environment

- a) Ground rules are set out covering issues such as teachers' and pupils' right to privacy and respect, and the boundaries of discussion.

Basic	Good	Outstanding
<ul style="list-style-type: none"> •Ground rules are set by the teacher with pupils' agreement, in order to create a safe and constructive learning environment. These cover key principles (such as not asking personal questions). Teachers are responsible for ensuring respect of the rules. There is mutual respect between pupils and teachers in the classroom. 	<ul style="list-style-type: none"> •Ground rules are negotiated and generated by the whole class. All members of staff and all pupils are aware of ground rules and both are responsible for ensuring the respect of those. Any amendments or suggestions are discussed in the classroom with active involvement of pupils. 	<ul style="list-style-type: none"> •The school policy sets out ground rules around teachers' and pupils' right to privacy and respect. •Additional ground rules are negotiated and generated by the whole class, to create a safe and constructive learning environment. Both pupils and teachers are responsible for ensuring the respect of the rules. The rules are regularly reviewed and amended in accordance to pupils' feedback to ensure success and efficiency.

- b) Pupils are made aware of the school's confidentiality policy, and ways they can seek support.

Basic	Good	Outstanding
<ul style="list-style-type: none"> •Pupils are encouraged to share personal feelings, beliefs or concerns. Pupils are informed about the school's confidentiality policy and made aware of the limitations of confidentiality and disclosure of information. 	<ul style="list-style-type: none"> •All teachers are aware of effective methods for creating a safe environment, where pupils can reflect about and share personal beliefs. •The school's confidentiality policy is shared with the pupils on the induction day. The school board also has key information on the school's policy and ways to seek support. •School nurses have a key role in providing support. 	<ul style="list-style-type: none"> •Pupils' feelings, beliefs and values are at the centre of each lesson. •Pupils are reminded about the school's confidentiality policy and ways to seek support at the beginning of each lesson. Rules for a safe classroom environment are shared before each lesson and pupils are encouraged to express personal concerns. •The PSHE programme is planned and annually reviewed to cover confidentiality, disclosure of sensitive issues, policies and limitations.

c) Distancing techniques are employed when engaging pupils on sensitive issues.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • <i>Film clips and stories are used to discuss sensitive issues in alcohol and drug education.</i> 	<ul style="list-style-type: none"> • <i>Rules are set prior to each lesson in relation to sensitive issues. The alcohol and drug education programme is designed to cover sensitive issues through distancing tools, to avoid personal involvement from both the teachers and pupils.</i> 	<ul style="list-style-type: none"> • <i>There is a whole school approach outlining effective distancing techniques to use when dealing with sensitive topics in the classroom. These can include film clips, games and template stories. All teachers have received training on ways to create a safe environment in the classroom and how to deal with sensitive issues (see below).</i>

d) Staff are confident in discussing sensitive issues and dealing with difficult questions appropriately.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • <i>Staff members have received training on ways to deal with sensitive issues but not always are able to adhere to consistent ground rules to ensure emotional safety.</i> 	<ul style="list-style-type: none"> • <i>Staff members receive annual training and advice on ways to deal with sensitive issues.</i> • <i>Teachers are aware of strategies that create a safer learning environment and discussion is a strong feature of each lesson.</i> 	<ul style="list-style-type: none"> • <i>Staff members receive annual training and consistent support to deal with difficult or sensitive situations and topics. All teachers are confident and skilled in discussing controversial topics.</i> • <i>Controversial issues are seen as central part to alcohol and drug education. Teachers encourage pupils to express their concerns and are confident enough to answer them.</i> • <i>Pupils develop excellent critical skills and learn to make informed judgements over controversial issues.</i>

e) Clear policies are available to safely introduce relevant external specialists or experienced contributors to the classroom.

Basic	Good	Outstanding
<ul style="list-style-type: none">• <i>The school policy outlines criteria for selecting external contributors. All members of staff are aware of the required level of experience of external providers who may contribute to alcohol and drug education in the class.</i>	<ul style="list-style-type: none">• <i>There is a school policy outlining who should or should not be accepted in the classroom, outlining experience, credibility and quality of the service provided.</i>• <i>Pupils' and teachers' feedback is collected following the sessions.</i>	<ul style="list-style-type: none">• <i>There is a whole school approach in relation to external visitors. The school policy outlines who should or should not be accepted in the classroom.</i>• <i>Only appropriately skilled external contributors are involved and only when they supplement internal provision.</i>• <i>Each external visit is assessed and evaluated to ensure a safe environment and make a judgement for future visits.</i>

Quality Standard 6: Approaches are evaluated for effectiveness

- a) Data from initial needs assessment and assessment of learning are analysed to help understand which approaches are effective.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • A designated coordinator analyses data collected from needs assessment and assessment of learning to inform the planning of future programmes. 	<ul style="list-style-type: none"> • There is a planned detailed analysis of data collected from needs assessment and assessment of learning to measure pupils' expectations and learning against set objectives, to inform the planning of future programmes. 	<ul style="list-style-type: none"> • There is a whole school approach looking at analysing and evaluating data collected from needs assessment and assessment of learning. • The SMT meets weekly to improve teaching approaches (including alcohol and drug education) on the basis of pupils' needs, expectations and achievement.

- b) Delivery is monitored to assure teaching quality.

Basic	Good	Outstanding
<ul style="list-style-type: none"> • Teachers systematically monitor their teaching as well as pupils' learning. Pupils' feedback is also collected to evaluate teaching quality. 	<ul style="list-style-type: none"> • There is a regular and planned monitoring and evaluation process for alcohol and drug education and PSHE in general across the whole school. A designated coordinator is responsible for monitoring teaching quality across different classes. 	<ul style="list-style-type: none"> • There is a whole school approach to monitoring and evaluation, which includes monthly teachers meetings and actively involves pupils and parents. • Improvement of pupils' knowledge, skills or changes in their attitude is also assessed to assure teaching efficiency. • On the basis of this evaluation the programme is reviewed annually to ensure effectiveness and relevance.

c) Delivery is ideally based on a programme which has been formally evaluated, either for impact on behaviour or for intermediate outcomes such as skills or resilience. (NB fidelity to the original programme is important).

Basic

- *The head of PSHE or a designated coordinator is up-to-date about and aware of existing evidence-based programmes, which impact has been formally evaluated.*

Good

- *The SMT is up-to-date and aware of existing evidence-based programmes, which impact has been formally evaluated.*

Outstanding

- *The SMT and school governors are up-to-date and aware of existing evidence-based programmes, which impact has been formally evaluated and are involved in choosing the appropriate one for the school.*