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**Choices for Life™**

**Third Level Curriculum for Excellence Framework  
Document – substance misuse.**

## Introduction

*Curriculum for Excellence* has an important role to play in promoting the health and wellbeing of children and young people as well as others connected to the educational establishments to which they belong.

### What are the main purposes of 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.

### How does substance misuse education fit into the health and wellbeing framework?

The curriculum framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos, relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

The statements of experiences and outcomes are then structured into the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- **Substance misuse**
- Relationships, sexual health and parenthood.

Some aspects of health and wellbeing are the 'responsibility of all' in schools. Some such aspects have a significant contribution to learning in substance misuse e.g. mental, emotional, social and physical wellbeing organiser and relationships aspect, sexual health and parenthood organiser. The health and wellbeing experiences and outcomes are designed to encourage links with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in **literacy** and **numeracy**.

Participation in **expressive arts** activities can make an important contribution to a child's or young person's sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning, for example through role play, can engage learners in issues such as bullying, in more accessible ways.

There are clear connections between **science** and several aspects of **health and wellbeing** e.g. between the social studies and the aspects relating to citizenship and participation.

In all of these cases staff have the scope to group experiences and outcomes together in different and imaginative ways which enrich, consolidate and enhance progression in learning.



Curriculum for Excellence encourages interdisciplinary learning across curricular areas. Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills, knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based.

**What is the purpose of substance misuse education?**

Substance misuse education should be part of a broad curriculum which supports the promotion of positive and healthy lifestyle choices. It should give children and young people accurate and credible information about a variety of substances, whoever facilitates the classroom activity. It should meet the needs of individual pupils, acknowledging that all children and young people have different experiences. Children and young people should gain knowledge of substances and their effects and learn and practice skills for decision making and coping strategies around risk taking behaviour.

**What do we mean by ‘substances’?**

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, illegal drugs, tobacco and solvents.

**Planning in partnership**

Children and young people’s learning in health and wellbeing benefits strongly from close involvement with their parents or carers as well as a wide range of community partners. Teachers should be able to call on the support of partners such as home link staff, health professionals, educational psychologists, police and local voluntary organisations. Such partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

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

### Key partnerships

Partnerships will vary in every establishment and should meet the needs of children and young people. This might include:

Within school	Local partners	National partners
<b>Pupils</b> <b>Parents and carers</b> <b>All school staff</b> <b>Local authority officers</b> <b>Community members</b> <b>Active schools co-ordinators</b> <b>Health and Wellbeing co-ordinators</b>	<b>Youth and community workers</b> <b>Leisure coaches</b> <b>Police</b> <b>Fire and rescue service</b> <b>Coastguard</b> <b>Alcohol and drug partnerships</b> <b>Children's reporter</b> <b>Social work</b> <b>Local employers</b> <b>Local media</b> <b>Voluntary organisations</b> <b>Child and adolescent mental health services</b> <b>NHS</b>	<b>Learning and Teaching Scotland</b> <b>Scottish Government</b> <b>HMle</b> <b>NHS Health Scotland</b> <b>Scottish Crime and Drug Enforcement Agency</b> <b>Re-solve</b> <b>Alcohol Focus Scotland</b> <b>Young Scot</b> <b>Scottish Prison Service</b> <b>Scottish Association of Care and Rehabilitation of offenders</b> <b>ACPOS</b>

### Important factors to consider when planning substance misuse education

The following factors should be considered when thinking about substance misuse education:

- Whole school approach to health and wellbeing, substance misuse is part of this
- Links with other risk taking behaviour
- Achievement
- Types of substances
- Building on consistent messages throughout school life
- Messages relevant to all children and young people
- Messages which take account of local circumstances
- Opportunities for children and young people to make, and practice making decisions
- Support for those children and young people who are affected by substance misuse, either parental or their own
- Values, attitudes and beliefs
- Myths and stereotypes
- Poly drug use
- Links with other policies e.g. child protection and management of incidents
- Protective factors based on evidence
- Influences on children and young people e.g. media, popular culture, peer pressure
- Evaluation of programmes
- CPD for staff

- Induction/Probationer training

**CHOICES FOR LIFE™ Building on the Level 3 Framework for Curriculum for Excellence**

CHOICES FOR LIFE™ - Building on the Level 3 Framework

Building on the successful work of Choices for Life Scottish Government has prioritised taking the key messages used within this programme to the young people in S1 and S2.

'Choices for Life' is a 2 hour multi media event to which all primary 7 children within Scotland are invited. An annual event, it takes place at venues across the country and aims to complement ongoing substance misuse education within schools and homes. In line with Curriculum for Excellence it supports positive healthy lifestyle choices. The event has live drama, video drama, and a quiz interspersed with live music. Supporting materials for use within the classroom pre and post event are also available through [www.choicesforlife.com](http://www.choicesforlife.com).

'Get Real' is currently a National Police resource, designed in 2006 to assist police when supporting substance misuse education within the school and community environment. Along with factual information there are a wide range of 'real life' stories, aimed at primary 7 upwards, available to play. The resource is currently under review so that its use as a CPD product can be extended within education, particularly for secondary age teachers, parents/carers and other community partners.

The following framework has been created under the auspices of CHOICES FOR LIFE™ to build on the architecture of Curriculum for Excellence and to assist those working with S1 and S2 pupils. It seeks to provide some links to other health and wellbeing organisers as well as other curricular areas. It should not be seen as prescriptive and is certainly not exhaustive.

<b><u>Substance Misuse Experiences and Outcomes (Level 3)</u></b>	<b><u>Links to other Health and Wellbeing Experiences and Outcomes</u></b>	<b><u>Curricular Areas that could contribute</u></b>	<b><u>Ideas and Opportunities to Develop Learning</u></b>
<p>I 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.</p> <p><b>HWB 3-38a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b> I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p><i>*Responsibility of all</i></p> <p><b>HWB 3-15a</b></p>	<p><b>Expressive arts</b> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p><b>EXA 3-14a</b></p> <p><b>Sciences</b> I have explored how the body defends itself against disease and can describe how vaccines can provide protection.</p> <p><b>SCN 3-13c</b></p>	<ul style="list-style-type: none"> <li>• Medicines – the science of medicine, the effects on the human body and the testing regime</li> <li>• Legal and Responsible Use of Alcohol – Discussion</li> <li>• Safety, welfare and personal risk – the consequences of using illegal and legal substances</li> <li>• Physiological effects on the body</li> <li>• Emphasis on coping and stress management</li> <li>• Facts and Myths</li> <li>• Legal and illegal substances defined</li> <li>• Creatively exploring the effect of illegal substances based on real life case studies</li> </ul>

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<p>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.</p> <p><b>HWB 3-39a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p><b>HWB 3-05a</b> *Responsibility of all</p> <p><b>Relationships, sexual health and parenthood</b></p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.</p> <p><b>HWB 3-46b</b></p>	<p><b>Expressive arts</b></p> <p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. <b>EXA 3-14a</b></p> <p><b>Literacy</b></p> <p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <p><b>LIT 3-08a</b> *Responsibility of all</p> <p>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 3-18a</b> *Responsibility of all</p>	<ul style="list-style-type: none"> <li>• Impact of Government strategies on public health – tobacco, alcohol and drugs</li> <li>• Exploring the value of targeted media campaigns</li> <li>• Development of a media campaign for use within a local community</li> <li>• Development of messages (about harm/prevention) through expressive arts and technologies</li> <li>• Exploring the local, national and international culture in relation to substance misuse and realising the norms within society</li> <li>• Explore the possibilities for peer learning</li> <li>• Develop and use the existing (school) media to emphasise positive messages for pupils, teachers and parents/carers</li> <li>• Use numeracy to analyse statistical evidence to support or challenge the messages about substance misuse portrayed in the media</li> </ul>

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		<p><b>Religious and moral education</b> I am developing respect for others and my understanding of their beliefs and values.</p> <p><b>RME 3-07a</b></p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.</p> <p><b>RME 3-08a</b></p> <p><b>Social Studies</b></p> <p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p><b>SOC 3-15a</b></p> <p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p><b>SOC 3-17b</b></p>	
<p>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.</p> <p><b>HWB 3-40a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p>	<p><b>Expressive arts</b> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p><b>EXA 3-14a</b></p> <p><b>Literacy</b> When I engage with others, I can make a</p>	<ul style="list-style-type: none"> <li>• Allow pupils to experience scenario based/interactive learning through drama, video and web based technologies</li> <li>• Assertiveness skills and decision making</li> <li>• Assessment of risk</li> <li>• Development of teamwork and sense of belonging</li> <li>• Exploring healthy alternatives – sports,</li> </ul>

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	<p><b>HWB 3-04a</b> - <i>*Responsibility of all</i></p> <p>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</p> <p><b>HWB 3-07a</b> - <i>*Responsibility of all</i></p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p><b>HWB 3-15a</b> - <i>*Responsibility of all</i></p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> <p><b>HWB 3-16a</b> - <i>*Responsibility of all</i></p> <p><b>Relationships, sexual health and parenthood</b></p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.</p> <p><b>HWB 3-46b</b></p>	<p>relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</p> <p>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</p> <p><b>LIT 3-02a</b>- <i>*Responsibility of all</i></p> <p>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p><b>LIT 3-10a</b> - <i>*Responsibility of all</i></p> <p><b>Religious and moral education</b></p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.</p> <p><b>RME 3-08a</b></p> <p><b>Social Studies</b></p> <p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p><b>SOC 3-17b</b></p>	<p>clubs, etc.</p> <ul style="list-style-type: none"> <li>• Health promotion on ongoing basis that discourages substance misuse and encourages positive healthy living</li> <li>• Opportunities for reflection through wide curricular as well as cross curricular work</li> </ul>

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<p>I know how to access information and support for substance-related issues.</p> <p><b>HWB 3-40b</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <p><b>HWB 3-03a- *Responsibility of all</b></p>	<p><b>Literacy</b> Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p><b>LIT 3-14a- *Responsibility of all</b></p> <p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</p> <p><b>LIT 3-15a- *Responsibility of all</b></p> <p>To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 3-18a- *Responsibility of all</b></p> <p><b>Numeracy</b> I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be</p>	<ul style="list-style-type: none"> <li>• Encourage learning about evaluating sources of information – fact or myth</li> <li>• Web search training opportunities</li> <li>• Invite external visitors to school to discuss their areas of work</li> <li>• Develop learning on accessing information from electronic sources, human information and paper or hard copy resources</li> </ul>

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		robust, vague or misleading.  <b>MNU 3-20a- *Responsibility of all</b>	
<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p><b>HWB 3-41a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p> <p><b>HWB 3-16a- *Responsibility of all</b></p> <p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p> <p><b>HWB 3-17a- *Responsibility of all</b></p>	<p><b>Expressive arts</b> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p><b>EXA 3-14a</b></p> <p><b>Social Studies</b> I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.</p> <p><b>SOC 3-17b</b></p>	<ul style="list-style-type: none"> <li>• Using case studies and drama to improve pupils' ability to recognise substance misuse affects behaviour and can impair decision making. Explain and encourage safe behaviours – safer communities</li> <li>• Exploring rights and responsibilities</li> <li>• Allow pupils to experience scenario based/interactive learning through drama, video and web based technologies</li> <li>• Creatively exploring the effect of illegal substances based on real life case studies</li> <li>• Development of a media campaign for use within a local community</li> <li>• Development of messages (about harm/prevention) through expressive arts and technologies</li> </ul>
<p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.</p> <p><b>HWB 3-41b</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p><b>HWB 3-05a- *Responsibility of all</b></p>	<p><b>Expressive arts</b> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p><b>EXA 3-14a</b></p> <p><b>Social Studies</b> I can discuss the extent to which my choices and decisions are influenced by</p>	<ul style="list-style-type: none"> <li>• Families and friendships – sustaining relationships; The effects of substances on relationships</li> <li>• Respect within school and community</li> <li>• Developing communication skills and respect</li> <li>• Explore the possibilities for peer learning</li> <li>• Develop and use the existing (school) media to emphasise positive messages for pupils, teachers and parents/carers</li> </ul>

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	<p><b>Relationships, sexual health and parenthood</b></p> <p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</p> <p><b>HWB 3-44b- <i>*Responsibility of all</i></b></p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively.</p> <p><b>HWB 3-45a</b></p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.</p> <p><b>HWB 3-46b</b></p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.</p> <p><b>HWB 3-46a</b></p> <p>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.</p>	<p>the ways in which I am informed.</p> <p><b>SOC 3-17b</b></p>	<ul style="list-style-type: none"> <li>• Assertiveness skills and decision making</li> </ul>

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	<p><b>HWB 3-47b</b></p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.</p> <p><b>HWB 3-49a</b></p>		
<p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p><b>HWB 3-42a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</p> <p><b>HWB 3-17a- *Responsibility of all</b></p>	<p><b>Expressive arts</b></p> <p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> <p><b>EXA 3-14a</b></p>	<ul style="list-style-type: none"> <li>• Allow pupils to experience scenario based/interactive learning through drama, video and web based technologies</li> <li>• Development of messages (about harm/prevention) through expressive arts and technologies</li> <li>• Working with community partners to develop understanding about how to deal with an emergency, critical or developing incident relating to substance misuse and how to take preventative action</li> </ul>
<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.</p> <p><b>HWB 3-43a</b></p>	<p><b>Mental Emotional Social and Physical Wellbeing</b></p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p> <p><b>HWB 3-04a- *Responsibility of all</b></p>	<p><b>Sciences</b></p> <p>I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life.</p> <p><b>SCN 3-12a</b></p> <p>I have explored the role of technology in</p>	<ul style="list-style-type: none"> <li>• Legal and Responsible Use of Substances – Discussion including elements of travel and tourism</li> <li>• Safety, welfare and personal risk – the consequences of using illegal and legal substances</li> <li>• Physiological effects on the body</li> <li>• Emphasis on coping and stress management</li> <li>• Creatively exploring the effect of illegal substances based on real life case studies</li> </ul>

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		monitoring health and improving the quality of life.  <b>SCN 3-12b</b>	<ul style="list-style-type: none"> <li>Developing opportunities and skills for positive choices, healthy lifestyles through drama and creative arts</li> </ul>
Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.  <b>HWB 3-43b</b>		<p><b>Numeracy</b> I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.</p> <p><b>MNU 3-20a- <i>*Responsibility of all</i></b></p> <p><b>Social Studies</b> I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p><b>SOC 3-15a</b></p> <p>I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed.</p> <p><b>SOC 3-16a</b></p>	<ul style="list-style-type: none"> <li>Facts and Myths</li> <li>Creatively exploring the effect of illegal substances based on real life case studies</li> <li>Exploring and developing healthy alternatives in the local community – sports, clubs, etc.</li> <li>Exploring the local, national and international culture in relation to substance misuse and realising the norms within society</li> <li>Explore the possibilities for peer learning</li> <li>Develop and use the existing (school) media to emphasise positive messages for pupils, teachers and parents/carers</li> </ul>

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