

SAFE day planning resources for school staff

Important note:

These sessions have been designed for different year groups: 7 and 8, 9 to 11, and sixth form. Please ensure school staff use the correct one for the students they are with.

Note: These sessions may include topics which some students and staff may find difficult due to their personal experiences (particularly the content for the older year groups). Please go through the content carefully and make any adjustments or preparations to ensure it doesn't cause trauma or concern to any individuals, and that everyone knows where to go for support if needed.

Session overview




Year	Topic	Objectives: by the end of the session, students will
7-8	Social media, vaping, talking to adults about drugs	<ul style="list-style-type: none"> • Understand that social media can be a negative influence that causes feelings of discomfort • Know why vaping was invented and what the risks can be, particularly for young people • Be aware of vaping rates among their age group • Be aware of sources of advice and support, including local services, and trusted adults at school and at home
9-11	Cannabis, decision making and peer pressure, seeking help	<ul style="list-style-type: none"> • Appreciate the challenges of making decisions when friends are around them • Know some ways to manage peer pressure, including to support their friends • Be aware of the harms of cannabis and rates of use • Be aware of sources of advice and support, including local services, and trusted adults at school and at home
12-13	Adolescent brain development, cannabis, the potential longer term impact of decisions, raising concerns	<ul style="list-style-type: none"> • Appreciate that decision making during adolescence can be tricky • Know about the potential impacts of cannabis use • Understand reasons why people do and don't take drugs – and that most don't • Be aware of sources of advice and support, including local services, and trusted adults at school and at home

An online training session is being held after school on Feb 29th to support teachers in delivering these sessions with their students on SAFE day on March 4th.

Thank you for supporting SAFE day with your students!





SAFE day planning resources for school staff

SAFE day lesson for Year 7 and 8 students

<p>Objectives: by the end of the session, students will</p> <ul style="list-style-type: none"> • Understand that social media can be a negative influence that causes feelings of discomfort • Know why vaping was invented and what the risks can be, particularly for young people • Be aware of vaping rates among their age group • Be aware of sources of advice and support, including local services, and trusted adults at school and at home 	
<p> 5 Slides 1-4</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Explain that the session is being run as part of SAFE day (Substance Advice For Everyone) which is reaching everyone associated with a school in the boroughs of Richmond and Kingston including students, staff and caregivers such as parents • Set ground rules for session and emphasise availability of support in school for anyone who needs it • Show Sara’s story – hover at bottom of slide and click play button • What did they think? Did any of it feel familiar?
<p> 5 Slides 5-8</p>	<p>Vaping</p> <ul style="list-style-type: none"> • If time, ask what students know about vaping, then go through facts on slides 5-7. Does anything surprise them? • How many 11-15 years olds have never vaped? Give multi-choice options then show answer. Note that this figure is from a survey carried out each year by Action on Smoking and Health – these are from July 2023 and because the data is gathered anonymously (and therefore nobody needs to lie), it is considered reliable and accurate.
<p> 10 Slides 9-11</p>	<p>Helping each other and yourself</p> <ul style="list-style-type: none"> • Outline scenario involving Sara (same name as in the film) – what would they advise her? Can do in pairs or small groups and feed back, or as a whole group. Who else would they advise she speak to other than her friends? Hoping to pull out that trusted adults would be considered reliable sources of information as well as having the person’s best interests at heart. • Show signposting information • Take away facts and task – encourage to speak to parents or caregivers that evening as they will have had a SAFE day short film so have a way into a conversation about drugs which can otherwise feel really tricky.




SAFE day planning resources for school staff

SAFE day lesson for Year 9, 10 and 11 students

<p>Objectives: by the end of the session, students will</p> <ul style="list-style-type: none"> • Appreciate the challenges of making decisions when friends are around them • Know some ways to manage peer pressure, including to support their friends • Be aware of the harms of cannabis and rates of use • Be aware of sources of advice and support, including local services, and trusted adults at school and at home 	
 5 Slides 1-4	<p>Introduction</p> <ul style="list-style-type: none"> • Explain that the session is being run as part of SAFE day (Substance Advice For Everyone) which is reaching everyone associated with a school in the boroughs of Richmond and Kingston including students, staff and caregivers • Set ground rules for session and emphasise availability of support in school for anyone who needs it • Show Jay's story – hover at bottom of slide and click play button • What did they think? Did any of it feel familiar?
 5 Slides 5-7	<p>Decision making and peer influence</p> <ul style="list-style-type: none"> • Read out scenario, and ask their thoughts on where pressure comes from (others, but also his own head around how he would be perceived if he said no), how easy peer pressure is to resist (explain how it can be subtle – if people think others know or are doing something, even if it isn't true, for example, it can move someone's position without them realising). • Explore peer pressure tips they can think of, then run through slides, inc positive influence – if they feel unsure, probably someone else does too.
 5 Slides 8-9	<p>Cannabis</p> <ul style="list-style-type: none"> • Describe effects and risks of cannabis. Note that strength refers to THC content which has increased hugely since around 2010, and has led to it becoming a much riskier drug, increasing the risk of mental health disorders such as anxiety, depression and psychosis, and being the biggest reason why young people seek help for their drug use. • What percentage of 11-15 year olds do they think have tried cannabis? Give options then show answer – from NHS Digital survey of nearly 9,000 11-15 year olds asked a whole series of questions of anonymously, and hence considered a reliable and accurate figure.
 5 Slides 10-12	<p>Helping each other and yourself</p> <ul style="list-style-type: none"> • Outline scenario involving Jay (same name as in the film) – Where could he turn – highlight trusted adults as having the person's best interests at heart. • Show signposting information • Take away facts and task – encourage to speak to parents or caregivers that evening as they will have had a SAFE day short film so have a way into a conversation about drugs which can otherwise feel really tricky (and parents will always have their child's best interests at heart).

SAFE day planning resources for school staff

SAFE day lesson for Year 12 and 13 students

<p>Objectives: by the end of the session, students will</p> <ul style="list-style-type: none"> • Appreciate that decision making during adolescence can be tricky • Know about the potential impacts of cannabis use • Understand reasons why people do and don't take drugs – and that most don't • Be aware of sources of advice and support, including local services, and trusted adults at school and at home 	
<p> 5 Slides 1-4</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Explain that the session is being run as part of SAFE day (Substance Advice For Everyone) which is reaching everyone associated with a school in the boroughs of Richmond and Kingston including students, staff and caregivers such as parents • Set ground rules for session and emphasise availability of support in school for anyone who needs it • Show Meg's story – hover at bottom of slide and click play button • What did they think? Did any of it resonate?
<p> 10 Slides 5-7</p>	<p>Adolescent brain development and impacts of choices</p> <ul style="list-style-type: none"> • Describe the changes that occur in the brain during adolescence and how this combines with external factors to make decision making tricky, particularly when among peers and when risk is involved • Cannabis facts – graph shows how strength has increased as does headline from KCL. Show mental health stats, and emphasise that putting a drug (which changes the brain) into a brain that is already changing (as is the case during adolescence) means the changes are likely to be more profound and longlasting than would otherwise be the case. Can also highlight that someone who uses a drug as a coping strategy is more likely to become addicted to it because they develop a psychological attachment to that behaviour – and addiction and mental health conditions increase the risk of the other.
<p> 5 Slides 8-11</p>	<p>Motivations and seeking help</p> <ul style="list-style-type: none"> • What reasons can they think of why people take drugs? What about why they don't? Run through lists and emphasise that more people choose not to – this is backed up in multiple reference sources, even though they may perceive it to not be the case. • Show signposting information • Take away facts and task – encourage to speak to parents or caregivers that evening as they will have had a SAFE day short film so have a way into a conversation about drugs which can otherwise feel really tricky (and parents will always have their child's best interests at heart).

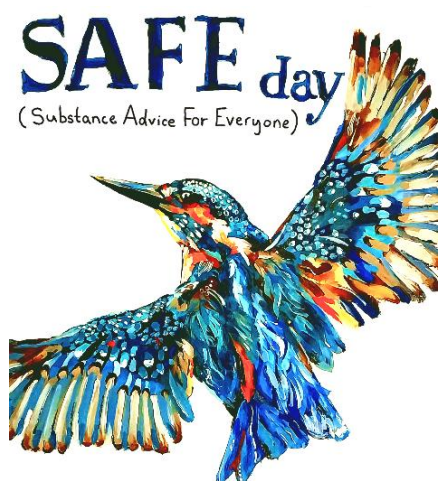
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These resources were developed for SAFE day by Kingston and Richmond Safeguarding Children Partnership and the Daniel Spargo-Mabbs Foundation. An online training session is being held after school on Feb 29th to support teachers in delivering these sessions with their students on SAFE day on March 4th.

The DSM Foundation is a drug and alcohol education charity founded in 2014, working with young people, parents, carers, teachers and other education professionals, to support young people to make safer choices about drugs. Dan died when he was sixteen having taken an accidental overdose of ecstasy, and the Foundation was set up by his parents, Tim and Fiona, in order to try to prevent any harm happening to other young people from drugs.

The DSM Foundation provides a range of evidence-based¹ resources and support for schools, colleges and community organisations across the UK:

- **Making Safer Choices:** A spiral curriculum of evidence-based planning and resources for teachers to deliver drug education in PSHE for each year group from year 7 to sixth form.
- Interactive drug education **workshops for students.**
- **Training** for teachers and school/ college staff.
- **Workshops and webinars for parents and carers** about young people, drugs and decisions.
- A **Youth Ambassador** programme.
- Theatre in Education tours of Mark Wheeler's play about Dan, **'I Love You, Mum – I Promise I Won't Die'** (Methuen Drama, 2017 and Eduqas GCSE Drama set text).



To find out more about the DSM Foundation visit www.dsmfoundation.org.uk