**crest**

**ST CHARLES’ CATHOLIC PRIMARY SCHOOL**

**PSHE MEDIUM TERM PLANNING**

**crest**

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|  | **AUTUMN** | **SPRING** | **SUMMER** |
| **EYFS** | **Relationships**  *Families and friendships:*  Children are able to describe:  • Special people (e.g. parents, carers, friends) and what makes them special  • The importance of the nuclear family and of the wider  • The importance of being close to and trusting of ‘special people’ and telling them is something is troubling them  -To know that all families are different.  *Safe relationships:*  • How their behaviour affects other people and that there is appropriate and inappropriate behaviour  -The characteristics of positive and negative relationships  • About different types of teasing and that all bullying is wrong and unacceptable  - To know that everyone is different in my class, and I can make friends with anyone.  *Respecting ourselves and others:*  • To recognise when they have been unkind to others and say sorry.  • That when we are unkind, we hurt God and should say sorry.  • To recognise when people are being unkind to them and others and how to respond.  • That we should forgive like Jesus forgives. | **Living in the wider community**  *Belonging to the community:*  Children can express:  • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community  • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.  • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)  • About what harms and what improves the world in which they live  *Media literacy and digital resilience:*  -To use opportunities to observe and explore  -To find out about technology  *Money and work:*  -My friends can like different things to me, and I know that we can still be friends.  -I can tell you the things I like and I can make my own mind up and I can ask others what they think.  - That there are lots of jobs designed to help us | **Health and wellbeing**  *Physical Health and mental wellbeing:*  Children can express:  • That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)  • That it is natural for us to relate to and trust one another  • A language to describe their feelings  • An understanding that everyone experiences feelings, both good and bad  • Simple strategies for managing feelings  • Simple strategies for managing emotions and behaviour  • That we have choices and these choices can impact how we feel and respond.  • We can say sorry and forgive like Jesus  *Growing and changing:*  Children can express that:  • We are each unique, with individual gifts, talents and skills  • Whilst we all have similarities because we are made in God’s image, difference is part of God’s plan  • That their bodies are good and made by God  • The names of the parts of the body (not genitalia)  • That our bodies are good and we need to look after them  • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene  • That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult.  *Keeping safe:*  Children can explain:  • About safe and unsafe situations indoors and outdoors, including online |
| **YEAR 1** | **Relationships**  *Families and friendships:*  Know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers  • the role these different people play in children’s lives and how they care for them  • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.  • about the importance of telling someone — and how to tell them — if they are worried about something in their family  *Safe relationships:*  To know about situations when someone’s body or feelings might be hurt and whom to go to for help  • about what it means to keep something private, including parts of the body that are private  • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)  • how to respond if being touched makes them feel uncomfortable or unsafe  • when it is important to ask for permission to touch others  • how to ask for and give/not give permission  *Respecting ourselves and others:*  • what kind and unkind behaviour mean in and out  school  • how kind and unkind behaviour can make people feel  • about what respect means  • about class rules, being polite to others, sharing and  taking turns | **Living in the wider community**  *Belonging to the community:*  • about examples of rules in different situations, e.g. class rules, rules at home, rules outside  • how we care for people, animals and other living  things in different ways  • how they can look after the environment, e.g.  recycling  To celebrate ways that God loves and cares for us.  *Media literacy and digital resilience:*  • how and why people use the internet  • the benefits of using the internet and digital devices  • how people find things out and communicate safely  with others online  *Money and work:*  • that everyone has different strengths, in and out of  school  • about how different strengths and interests are needed  to do different jobs  • about people whose job it is to help us in the  community  • about different jobs and the work people do | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • what it means to be healthy and why it is  important  • ways to take care of themselves on a daily basis  • about basic hygiene routines, e.g. hand washing  • about healthy and unhealthy foods, including  sugar intake  • about physical activity and how it keeps people  healthy  • about different types of play, including  balancing indoor, outdoor and screen-based  play  • about people who can help them to stay healthy,  such as parents, doctors, nurses, dentists, lunch  supervisors  • how to keep safe in the sun  • how to help keep themselves safe at home in  relation to electrical appliances, fire safety and  medicines/household products  *Growing and changing:*  • to recognise what makes them special and  unique including their likes, dislikes and  what they are good at  • how to manage and whom to tell when finding  things difficult, or when things go  wrong  • how they are the same and different to others  • about different kinds of feelings  • how to recognise feelings in themselves and  others  • how feelings can affect how people behave.  To recognise how I am cared for and kept safe in  my family.  *Keeping safe:*  • how rules can help to keep us safe  • why some things have age restrictions, e.g. TV  and film, games, toys or play areas  • basic rules for keeping safe online  • whom to tell if they see something online that  makes them feel unhappy, worried, or  scared |
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| **YEAR 2** | **Relationships**  *Families and friendships:*  • how to be a good friend, e.g. kindness, listening,  honesty  • about different ways that people meet and make  friends  • strategies for positive play with friends, e.g. joining  in, including others, etc.  • about what causes arguments between friends  • how to positively resolve arguments between friends  • how to recognise, and ask for help, when they are  feeling lonely or unhappy or to help someone else  *Safe relationships:*  • how to recognise hurtful behaviour, including online  • what to do and whom to tell if they see or experience  hurtful behaviour, including online  • about what bullying is and different types of bullying  • how someone may feel if they are being bullied  • about the difference between happy surprises and  secrets that make them feel uncomfortable or worried,  and how to get help  • how to resist pressure to do something that feels  uncomfortable or unsafe  • how to ask for help if they feel unsafe or worried and  what vocabulary to use  *Respecting ourselves and others:*  about the things they have in common with their  friends, classmates, and other  people  • how friends can have both similarities and differences  • how to play and work cooperatively in different  groups and situations  • how to share their ideas and listen to others, take part  in discussions, and give reasons for their views | **Living in the wider community**  *Belonging to the community:*  • about being a part of different groups, and the  role they play in these groups e.g. class, teams,  faith groups  • about different rights and responsibilities that  they have in school and the wider community  • about how a community can help people from  different groups to feel included  • to recognise that they are all equal, and ways in  which they are the same and different to others in  their community  *Media literacy and digital resilience:*  • the ways in which people can access the internet  e.g. phones, tablets, computers  • to recognise the purpose and value of the  internet in everyday life  • to recognise that some content on the internet is  factual and some is for entertainment e.g. news,  games, videos  • that information online might not always be true  *Money and work:*  • about what money is and its different forms e.g.  coins, notes, and ways of paying for things e.g.  debit cards, electronic payments  • how money can be kept and looked after  • about getting, keeping and spending money  • that people are paid money for the job they do  • how to recognise the difference between needs  and wants  • how people make choices about spending  money, including thinking about needs and wants | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • about routines and habits for maintaining good  physical and mental health  • why sleep and rest are important for growing  and keeping healthy  • that medicines, including vaccinations and  immunisations, can help people stay healthy and  manage allergies  • the importance of, and routines for, brushing  teeth and visiting the dentist  • about food and drink that affect dental health  • how to describe and share a range of feelings  • ways to feel good, calm down or change their  mood e.g. playing outside, listening to music,  spending time with others  • how to manage big feelings including those  associated with change, loss and bereavement  • when and how to ask for help, and how to help  others, with their feelings  *Growing and changing:*  • about the human life cycle and how people  grow from young to old  • how our needs and bodies change as we grow  up  • to identify and name the main parts of the  body including external genitalia (e.g. vulva,  vagina, penis, testicles)  • about change as people grow up, including  new opportunities and responsibilities  • preparing to move to a new class and setting  goals for next year  *Keeping safe:*  • how to recognise risk in everyday situations,  e.g. road, water and rail safety, medicines  • how to help keep themselves safe in familiar  and unfamiliar environments, such as in school,  online and ‘out and about’ • to identify potential unsafe situations, who is  responsible for keeping them safe in these  situations, and steps they can take to avoid or  remove themselves from danger  • how to help keep themselves safe at home in  relation to electrical appliances, fire safety and  medicines/household products  • about things that people can put into their  body or onto their skin (e.g. medicines and  creams) and how these can affect how people  feel  • how to respond if there is an accident and  someone is hurt  • about whose job it is to keep us safe and how  to get help in an emergency, including how to  dial 999 and what to say |
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| **YEAR 3** | **Relationships**  *Families and friendships:*  • to recognise and respect that there are different types of  families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive  parents  • that being part of a family provides support, stability and  love  • about the positive aspects of being part of a family, such as  spending time together and caring for each other  • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty  • to identify if/when something in a family might make  someone upset or worried  • what to do and whom to tell if family relationships are  making them feel unhappy or unsafe  *Safe relationships:*  • What is appropriate to share with friends, classmates, family and wider social groups including online  • about what privacy and personal boundaries are, including  online  • basic strategies to help keep themselves safe online e.g.  passwords, using trusted sites and adult supervision  • that bullying and hurtful behaviour is unacceptable in any  situation  • about the effects and consequences of bullying for the people involved  • about bullying online, and the similarities and differences to  face-to-face bullying  • what to do and whom to tell if they see or experience  bullying or hurtful behaviour  *Respecting ourselves and others:*  • to recognise respectful behaviours e.g. helping or including others, being responsible  • how to model respectful behaviour in different situations e.g. at home, at school, online  • the importance of self-respect and their right to be treated respectfully by others  • what it means to treat others, and be treated, politely  • the ways in which people show respect and courtesy in different cultures and in wider society | **Living in the wider community**  *Belonging to the community:*  • the reasons for rules and laws in wider society  • the importance of abiding by the law and what might happen if rules and laws are broken  • what human rights are and how they protect people  • to identify basic examples of human rights including the  rights of children  • about how they have rights and also responsibilities  • that with every right there is also a responsibility e.g. the  right to an education and the responsibility to learn  *Media literacy and digital resilience:*  • how the internet can be used positively for leisure, for school and for work  • to recognise that images and information online can be  altered or adapted and the reasons for why this happens  • strategies to recognise whether something they see online is true or accurate  • to evaluate whether a game is suitable to play or a website is appropriate for their age-group  • to make safe, reliable choices from search results  • how to report something seen or experienced online that  concerns them e.g. images or content that worry them, unkind or inappropriate communication  *Money and work:*  • about jobs that people may have from different sectors e.g. teachers, business people, charity work  • that people can have more than one job at once or over their lifetime  • about common myths and gender stereotypes related to work  • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM  • about some of the skills needed to do a job, such as  teamwork and decision-making  • to recognise their interests, skills and achievements and how these might link to future jobs  • how to set goals that they would like to achieve this year e.g. learn a new hobby | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • about the choices that people make in daily  life that could affect their health  • to identify healthy and unhealthy choices (e.g.  in relation to food, exercise, sleep)  • what can help people to make healthy choices  and what might negatively influence them  • about habits and that sometimes they can be  maintained, changed or stopped  • the positive and negative effects of habits, such  as regular exercise or eating too much sugar, on a healthy lifestyle  • what is meant by a healthy, balanced diet  including what foods should be eaten regularly or just occasionally  • that regular exercise such as walking or cycling has positive benefits for their mental and physical health  • about the things that affect feelings both positively and negatively  • strategies to identify and talk about their feelings  • about some of the different ways people express feelings e.g. words, actions, body language  • to recognise how feelings can change overtime and become more or less powerful  *Growing and changing:*  • that everyone is an individual and has unique and valuable contributions to make  • to recognise how strengths and interests form part of a person’s identity  • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)  • to recognise common challenges to self -worth  e.g. finding school work difficult, friendship issues  • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback,  remembering what they are good at, trying again.  *Keeping safe:*  • how to identify typical hazards at home and in  school  • how to predict, assess and manage risk in  everyday situations e.g. crossing the road,  running in the playground, in the kitchen  • about fire safety at home including the need  for smoke alarms  • the importance of following safety rules from  parents and other adults  • how to help keep themselves safe in the local  environment or unfamiliar places, including  road, water and firework safety. |
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| **YEAR 4** | **Relationships**  *Families and friendships:*  • about the features of positive healthy friendships such as  mutual respect, trust and sharing interests  • strategies to build positive friendships  • how to seek support with relationships if they feel lonely or  excluded  • how to communicate respectfully with friends when using  digital devices  • how knowing someone online differs from knowing  someone face to face and that there are risks in  communicating with someone they don’t know  • what to do or whom to tell if they are worried about any  contact online  *Safe relationships:*  • to differentiate between playful teasing, hurtful behaviour  and bullying, including online  • how to respond if they witness or experience hurtful  behaviour or bullying, including online  • recognise the difference between ‘playful dares’ and dares  which put someone under pressure, at risk, or make them feel uncomfortable  • how to manage pressures associated with dares  • when it is right to keep or break a confidence or share a  secret  • how to recognise risks online such as harmful content or  contact  • how people may behave differently online including  pretending to be someone they are not  • how to report concerns and seek help if worried or  uncomfortable about someone’s behaviour, including online  *Respecting ourselves and others:*  • to recognise differences between people such as gender, race, faith  • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations  • about the importance of respecting the differences and similarities between people  • a vocabulary to sensitively discuss difference and include everyone | **Living in the wider community**  *Belonging to the community:*  • the meaning and benefits of living in a community  • to recognise that they belong to different communities  as well as the school community  • about the different groups that make up and contribute  to a community  • about the individuals and groups that help the local  community, including through volunteering and work  • how to show compassion towards others in need and  the shared responsibilities of caring for them.  *Media literacy and digital resilience:*  • that everything shared online has a digital footprint  • that organisations can use personal information to  encourage people to buy things  • to recognise what online adverts look like  • to compare content shared for factual purposes and  for advertising  • why people might choose to buy or not buy  something online e.g. from seeing an advert  • that search results are ordered based on the popularity  of the website and that this can affect what information  people access  *Money and work:*  • how people make different spending decisions based  on their budget, values and needs  • how to keep track of money and why it is important to  know how much is being spent  • about different ways to pay for things such as cash,  cards, e-payment and the reasons for using them  • that how people spend money can have positive or  negative effects on others e.g. charities, single use  plastics | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • to identify a wide range of factors that maintain a  balanced, healthy lifestyle, physically and mentally  • what good physical health means and how to  recognise early signs of physical illness  • that common illnesses can be quickly and easily  treated with the right care e.g. visiting the doctor when necessary  • how to maintain oral hygiene and dental health, including how to brush and floss correctly  • the importance of regular visits to the dentist and  the effects of different foods, drinks and substances on dental health.  *Growing and changing:*  • how we should treat others as we would like to be  treated.  • That we are different: physically, mentally, culturally, biologically, ethically and in religious beliefs.  *Keeping safe:*  • the importance of taking medicines correctly and  using household products safely  • to recognise what is meant by a ‘drug’  • that drugs common to everyday life (e.g. cigarettes,  e-cigarettes/vaping, alcohol and  medicines) can affect health and wellbeing  • to identify some of the effects related to different  drugs and that all drugs, including medicines, may have side effects  • to identify some of the risks associated with drugs  common to everyday life  • that for some people using drugs can become a  habit which is difficult to break  • how to ask for help or advice |
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| **YEAR 5** | **Relationships**  *Families and friendships:*  • what makes a healthy friendship and how they make  people feel included  • strategies to help someone feel included  • about peer influence and how it can make people feel or  behave  • that it is common for friendships to experience  challenges  • strategies to positively resolve disputes and reconcile  differences in friendships  • that friendships can change over time and the benefits  of having new and different types of friends  • when and how to seek support in relation to friendships  *Safe relationships:*  • to identify what physical touch is acceptable, unacceptable,  wanted or unwanted in different situations  • how to ask for, give and not give permission for physical  contact  • how it feels in a person’s mind and body when they are  uncomfortable  • that it is never someone’s fault if they have experienced  unacceptable contact  • how to respond to unwanted or unacceptable physical contact  • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about  • whom to tell if they are concerned about unwanted physical  contact  *Respecting ourselves and others:*  • to recognise that everyone should be treated equally  • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  • what discrimination means and different types of  discrimination e.g. racism, sexism, homophobia  • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment | **Living in the wider community**  *Belonging to the community:*  • the importance of protecting the environment and how everyday actions can either support or damage it  • how to show compassion for the environment, animals and other living things  • to express their own opinions about their responsibility towards the environment  *Media literacy and digital resilience:*  • to identify different types of media and their  different purposes e.g. to entertain, inform, persuade or advertise  • basic strategies to assess whether content online  (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased  • to recognise unsafe or suspicious content online  • The difference between harmful and harmless videos and their impact.  • Ways to combat and deal with viewing harmful videos.  *Money and work:*  • to identify jobs that they might like to do in the future  • about the role ambition can play in achieving a future  career  • how or why someone might choose a certain career  • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values  • the importance of diversity and inclusion to promote  people’s career opportunities  • about stereotyping in the workplace, its impact and  how to challenge it  • that there is a variety of routes into work e.g. college,  apprenticeships, university, training | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • how sleep contributes to a healthy lifestyle  • healthy sleep strategies and how to maintain them  • about the benefits of being outdoors and in the sun for physical and mental health  • how to manage risk in relation to sun exposure, including skin damage and heat Stroke  • how medicines can contribute to health and how allergies can be managed  • that some diseases can be prevented by vaccinations and immunisations  • that bacteria and viruses can affect health  • how they can prevent the spread of bacteria and viruses with everyday hygiene routines  • to recognise the shared responsibility of keeping a clean environment  *Growing and changing:*  • how to identify external genitalia and  reproductive organs  • about the physical and emotional changes  during puberty  • key facts about the menstrual cycle and  menstrual wellbeing, erections and wet dreams  • strategies to manage the changes during puberty including menstruation  • the importance of personal hygiene routines  during puberty including washing regularly and using deodorant  • how to discuss the challenges of puberty with a trusted adult  • how to get information, help and advice about puberty.  *Keeping safe:*  • to identify when situations are becoming risky, unsafe or an emergency  • to identify occasions where they can help take responsibility for their own safety  • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour  • how to deal with common injuries using basic first aid techniques  • how to respond in an emergency, including  when and how to contact different emergency services |
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| **YEAR 6** | **Relationships**  *Families and friendships:*  • what it means to be attracted to someone and different kinds of loving relationships  • that people who love each other can be of any gender, ethnicity or faith  • the difference between gender identity and sexual orientation and everyone’s right to be loved  • about the qualities of healthy relationships that help individuals flourish  • what marriage and civil partnership mean e.g. a legal  declaration of commitment made by two adults  • that people have the right to choose whom they marry or  whether to get married  *Safe relationships:*  • to compare the features of a healthy and unhealthy friendship  • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong  • strategies to respond to pressure from friends including online  • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or  uncomfortable  • how to get advice and report concerns about personal safety, including online  • what consent means and how to seek and give/not give  permission in different situations  *Respecting ourselves and others:*  • about the link between values and behaviour and how to be a positive role model  • how to discuss issues respectfully  • how to listen to and respect other points of view  • how to constructively challenge points of view they disagree  with | **Living in the wider community**  *Belonging to the community:*  • what prejudice means  • to differentiate between prejudice and discrimination  • how to recognise acts of discrimination  • strategies to safely respond to and challenge  discrimination  • how to recognise stereotypes in different contexts and  the influence they have on attitudes and understanding  of different groups  • how stereotypes are perpetuated and how to challenge  this  *Media literacy and digital resilience:*  -about the benefits of safe internet use e.g. learning,  connecting and communicating  • how and why images online might be manipulated,  altered, or faked  • how to recognise when images might have been  altered  • why people choose to communicate through social  media and some of the risks and challenges of doing so  • that social media sites have age restrictions and  regulations for use  • the reasons why some media and online content is not  appropriate for children  • how online content can be designed to manipulate  people’s emotions and encourage them to read or share  things  • about sharing things online, including rules and laws  relating to this  • how to recognise what is appropriate to share online  • how to report inappropriate online content or contact  *Money and work:*  • about the role that money plays in people’s lives,  attitudes towards it and what influences decisions about  money  • about value for money and how to judge if something  is value for money • how companies encourage customers to buy things  and why it is important to be a critical consumer  • how having or not having money can impact on a  person’s emotions, health and wellbeing  • about common risks associated with money, including  debt, fraud and gambling  • how money can be gained or lost e.g. stolen, through  scams or gambling and how these put people at financial risk  • how to get help if they are concerned about gambling  or other financial risks | **Health and wellbeing**  *Physical Health and mental wellbeing:*  • that mental health is just as important as physical  health and that both need looking after  • to recognise that anyone can be affected by mental  ill-health and that difficulties can be resolved with  help and support  • how negative experiences such as being bullied or  feeling lonely can affect mental wellbeing  • positive strategies for managing feelings  • that there are situations when someone may  experience mixed or conflicting feelings  • to recognise that if someone experiences feelings  that are not so good (most or all of the time) – help  and support is available  • identify where they and others can ask for help and  support with mental wellbeing in and outside school  • the importance of asking for support from a trusted  adult  • about the changes that may occur in life including  death, and how these can cause conflicting feelings  • that changes can mean people experience feelings  of loss or grief  • about the process of grieving and how grief can be  Expressed  • about strategies that can help someone cope with  the feelings associated with change or loss  • to identify how to ask for help and support with  loss, grief or other aspects of change  • how balancing time online with other activities  helps to maintain their health and wellbeing  • strategies to manage time spent online and foster  positive habits e.g. switching phone off at night  • what to do and whom to tell if they are frightened or  worried about something they have seen online.  *Growing and changing:*  • to recognise some of the changes as they grow  up e.g. increasing independence  • about what being more independent might be  like, including how it may feel  • about the transition to secondary school and  how this may affect their feelings  • about how relationships may change as they  grow up or move to secondary school  • practical strategies that can help to manage  times of change and transition e.g. practising the  bus route to secondary school  • identify the links between love, committed  relationships and conception  • what sexual intercourse is, and how it can be  one part of an intimate relationship between consenting adults  • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into  the lining of the womb  *Keeping safe:*  • how to protect personal information online  • to identify potential risks of personal information being misused  • strategies for dealing with requests for personal information or images of themselves  • to identify types of images that are appropriate to share with others and those which might not be appropriate  • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be  • what to do if they take, share or come across  an image which may upset, hurt or embarrass  them or others  • how to report the misuse of personal  information or sharing of upsetting content/ images online  • about the different age rating systems for social media, T.V, films, games and online gaming  • why age restrictions are important and how they help people make safe decisions about what to watch, use or play  • about the risks and effects of different drugs  • about the laws relating to drugs common to everyday life and illegal drugs  • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs  • how to ask for help if they have concerns about drug use  • about mixed messages in the media relating to drug use and how they might influence opinions and decisions |
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