



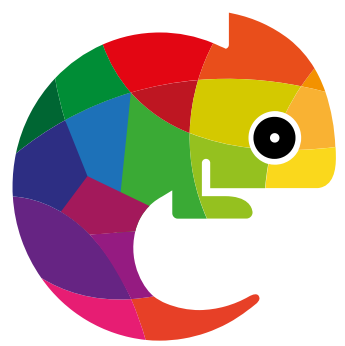
# Smoking, vaping, cannabis

## What do you know?

[www.chameleonnpe.com](http://www.chameleonnpe.com)

[info@chameleonnpe.com](mailto:info@chameleonnpe.com)





# **Smoking, vaping & cannabis Subject Leadership CPD 2024/25**

Welcome to this training session.

It's designed for PSHE/PD leads to cascade to teams.

Slides and your certificate can be downloaded when you complete the training.

# We'll cover...



- What we know about prevalence of smoking, vaping & cannabis use in young people
- Expectations about what should be delivered in school
- Strategies for delivering relevant and impactful lessons
- What next?



# Chameleon PDE your trusted PSHE experts

## The Chameleon Team

- Decades of experience in PSHE development, training and consultancy
- Public health specialist expertise
- Industry experience
- Development of national & regional training programmes
- Authors of award-winning materials and training



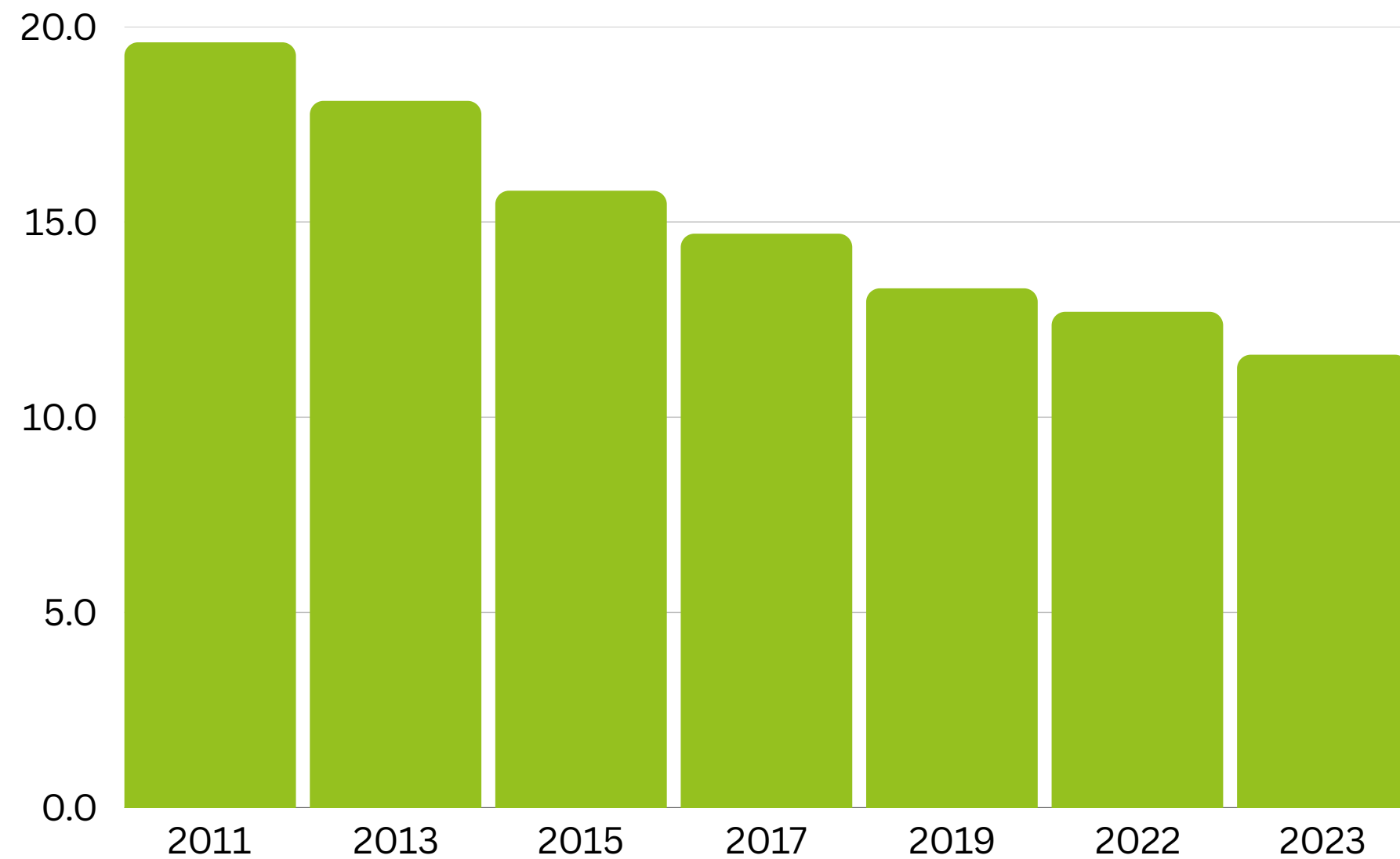


# Smoking - what we know

- Number of adults smoking has fallen dramatically in the UK. (11.9%, 2023)
- The age group most likely to smoke are 25-34 year olds (16.3%).
- Men are more likely to smoke than women - 14.6% compared to (16.3%).
- Smoking rates in England as a whole are slightly lower than Scotland, Wales and Northern Ireland.
- There are regional variations with some areas reporting smoking prevalence at over 20%.



# Smoking prevalence 2011-2023 (England adults)



Source: ONS.gov.uk

# What has led to the change?



Legislation  
Indoor smoking  
In vehicles  
Advertising ban



Pricing  
Tax increases



Point of sale  
Hidden from sight  
Plain packaging



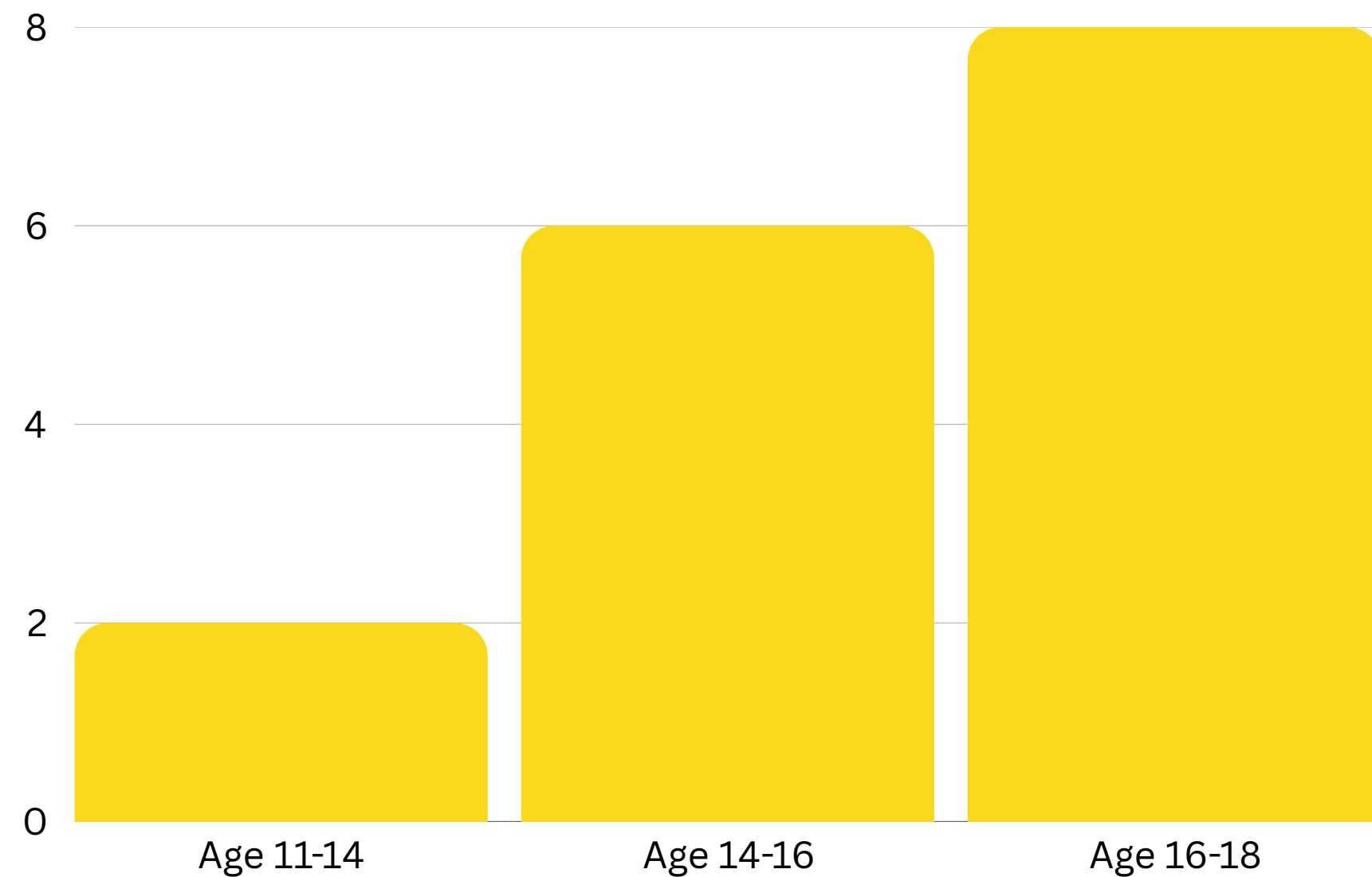
Local Authority  
Tobacco  
Control  
Strategies



Viewed as  
socially  
unacceptable  
behaviour?

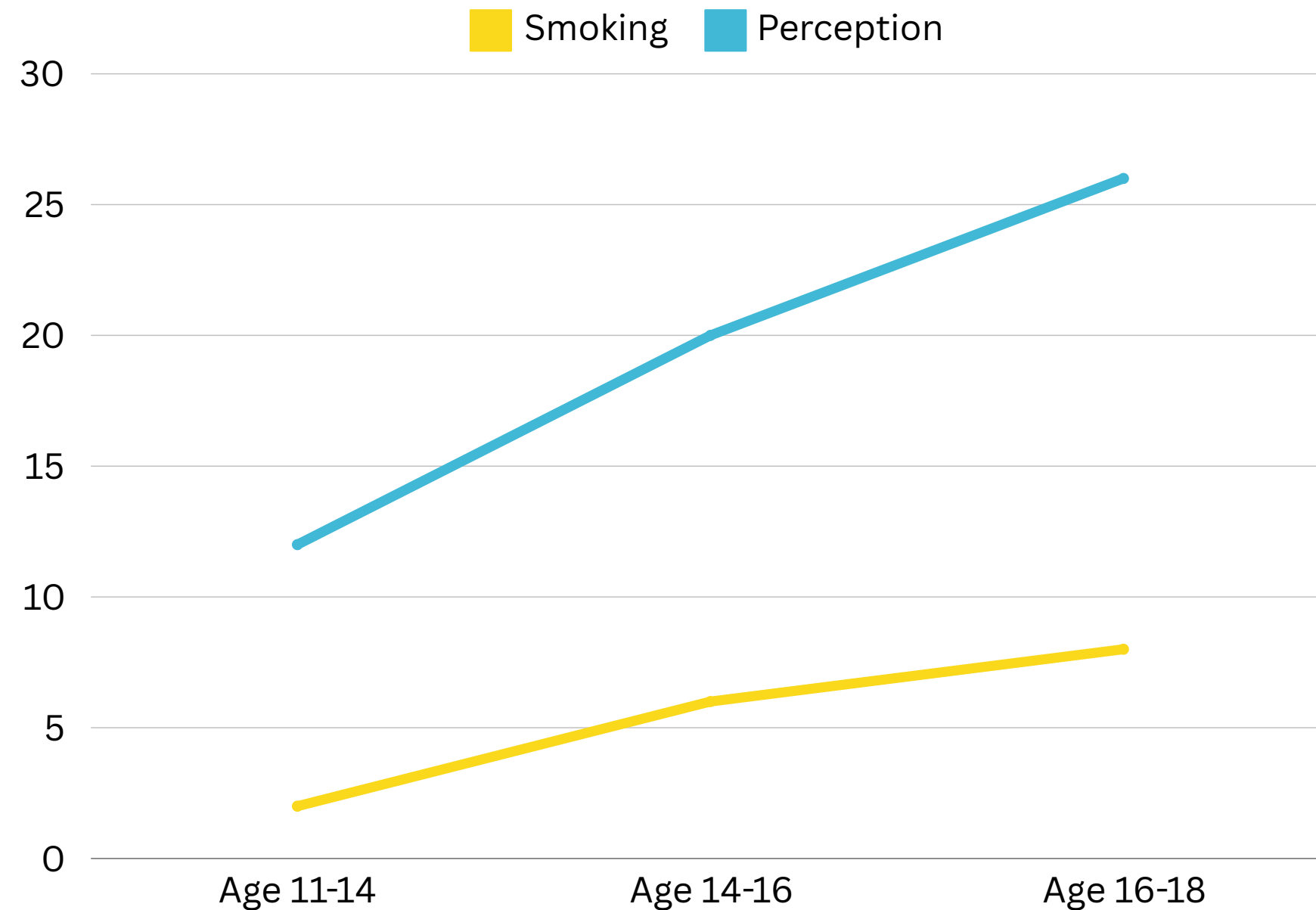


# Young people smoking 11-18 years academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)

# Young people smoking 11-18 years academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)



# Success story?

- Cigarettes remain the most dangerous consumer product.
- 2 out of 3 lifelong smokers likely to die as a result of smoking.
- 500,000 smoking related hospital admissions per year.
- 17 cancers, 8 respiratory conditions and cardiovascular disease directly linked to smoking.

Source: [www.gov.uk](http://www.gov.uk), RCP 'Hiding in plain sight'



# Should more be done?



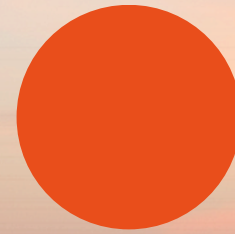
- The Tobacco and Vapes bill aims to make it illegal to sell tobacco products to anyone born on or after January 1st 2009.
- New Zealand was due to implement this, however, a change of government resulted in a u-turn on this piece of legislation.



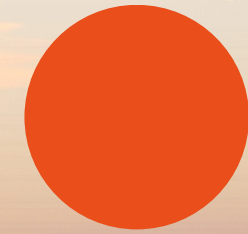
# Time for reflection...



Is tobacco education included  
in your PSHE provision?  
Is there enough? Too much?



Are you aware of  
smoking prevalence  
in your local  
community?



How might tobacco  
education in PSHE  
affect students'  
overall life-chances?



# Vaping - what we know

- Around 9.1%% of adults in England vape
- Over half of adults who vape a former smokers
- Around 37% of smokers also vape
- Former smokers are more likely to vape than use other types of nicotine replacement products
- 31% of adult smokers vape to help them quit smoking
- 50% use tank models (not single use disposable vapes)
- Nearly 3 million people have quit smoking cigarettes using vapes



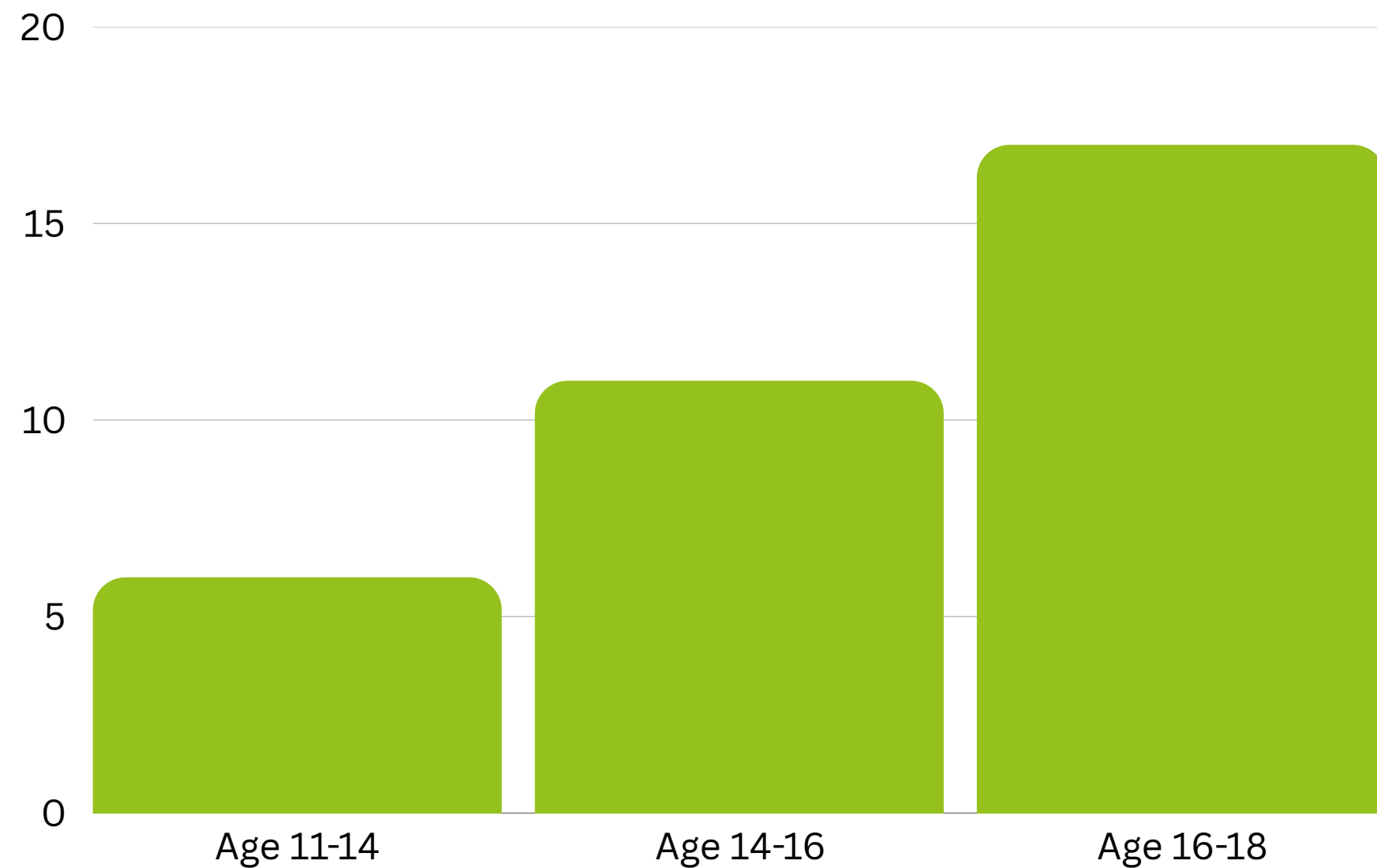




# Vaping - what we know so far

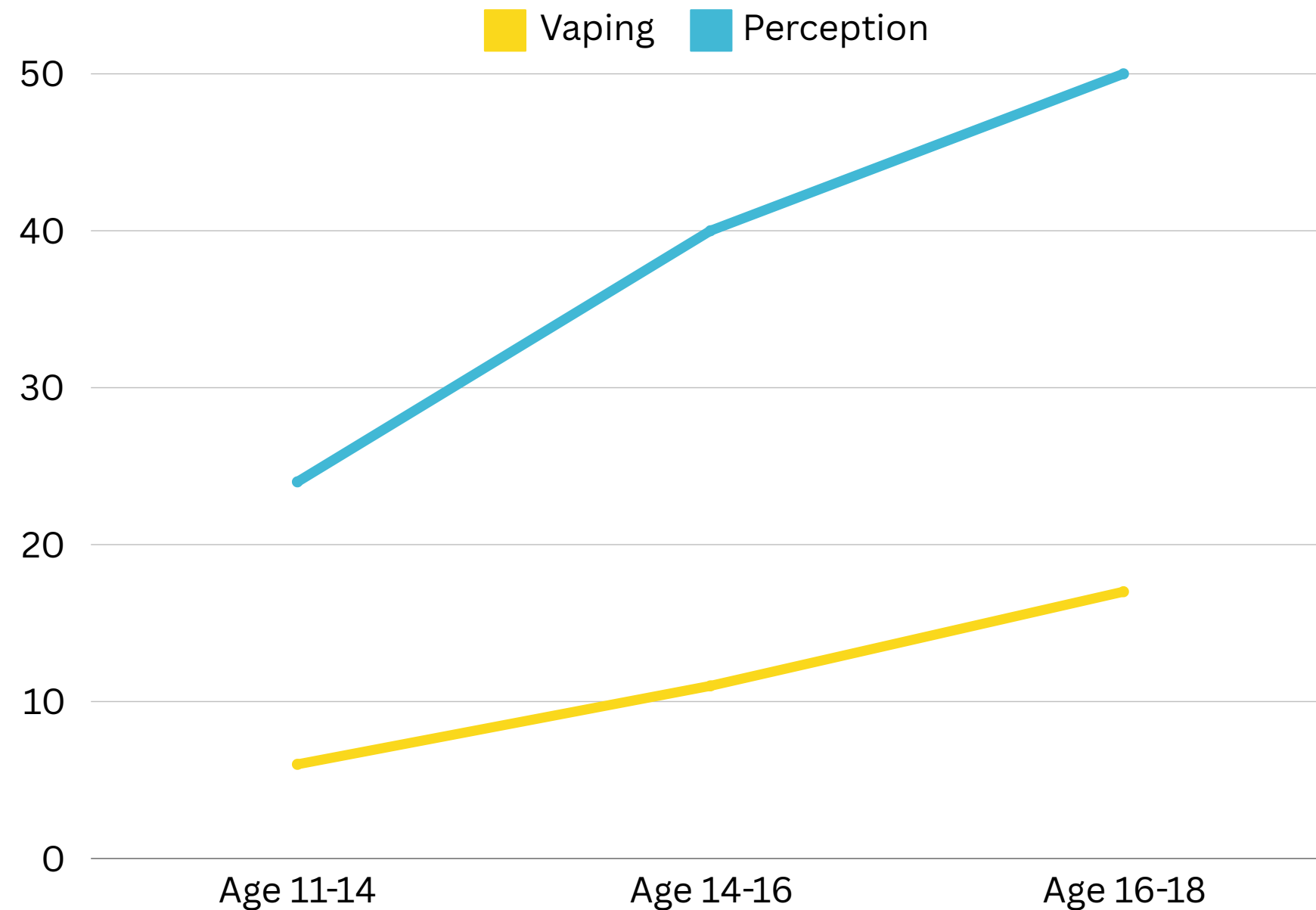
- Relatively new phenomenon so, very little research on long term impact on health.
- Best available evidence shows that e-cigarettes are far less harmful than smoking.
- No evidence that second-hand vapour is harmful to bystanders.
- Research is mixed on whether vaping is a gateway to smoking for young people
- Should discourage those who have never smoked from vaping.

# 11-18-year-olds who report they have vaped - academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)

# Perception vs reality - vaping 11-18 years academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)



# Young people and vaping - the headlines

**‘Students can’t make it through a lesson without needing to vape’**

**‘My son is addicted to vapes’**

**‘E-cigarettes ruined my daughter’s life’**

**‘Children as young as 10 buying single-use vapes’**

**‘Looming health disaster as more children take up e-cigarettes’**

**‘Vaping killed my daughter’**



# Young people and vaping - the headlines

**‘One in 6 vapes confiscated at English schools spiked with ‘zombie’ drug. (July 2024)**



- 38 schools included in sample
- In 28 schools drugs were found in a confiscated vape
- i.e. nearly 100 out of 596 contained spice
- Mainly refillable vapes as opposed to disposable vapes
- Students thought the vapes contained THC or nicotine

# Young people and vaping - the headlines

**‘One in 6 vapes confiscated at English schools spiked with ‘zombie’ drug. (July 2024)**

$$28 \times 1054 = 29,512$$

Assuming the 100 vapes containing spice each belonged to 1 student.

Assuming this is a representative sample, what % of students are using vapes containing drugs?

$$100/29512 \times 100 = 0.3\%$$

Meaning, 99.7% of students don't use vapes containing drugs, with most not using vapes at all.







# Should more be done?

The Tobacco and Vapes bill aims to also put measures in place to restrict the access to and attractiveness of vapes to young people including:

- Advertising/marketing restrictions
- Reduced range of flavours
- Ban disposable vapes
- Introduce vape free areas

Belgium was the first country to ban disposable vape on 1st January 2025



# The facts - young people & vaping

Most 11-18 year olds do NOT vape

Vaping more common than smoking

Big increase in use of single-use, disposable vapes

Fruit flavours most popular

If vapes contain nicotine they can be addictive (but less so than cigarettes)



# What could potentially reduce young people choosing to vape?

1

Legislation?  
E.g., prescription  
only Australian  
type model?

2

Pricing?  
Tax on vaping  
products.  
Currently under  
consideration.

3

Ban single-use  
disposable vapes.  
Ban vape shops?  
Ban flavours  
attractive to  
young people?

4

Local Authority  
Tobacco  
Control  
Strategy - more  
focus of vaping

5

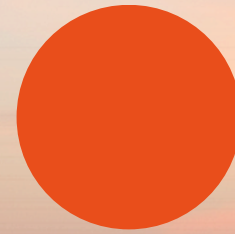
Education  
Change  
perceptions  
Highlight  
manipulation of  
young people by  
big tobacco?



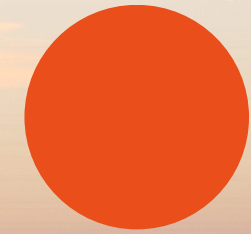
# Time for reflection...



Do you currently include lessons about vaping in your 11-14 years PSHE programme?  
Is there enough? Too much?



Has there been an increase in young people vaping in your local community?



How might education on vaping impact your students? What is relevant to them?



# Cannabis - what we know

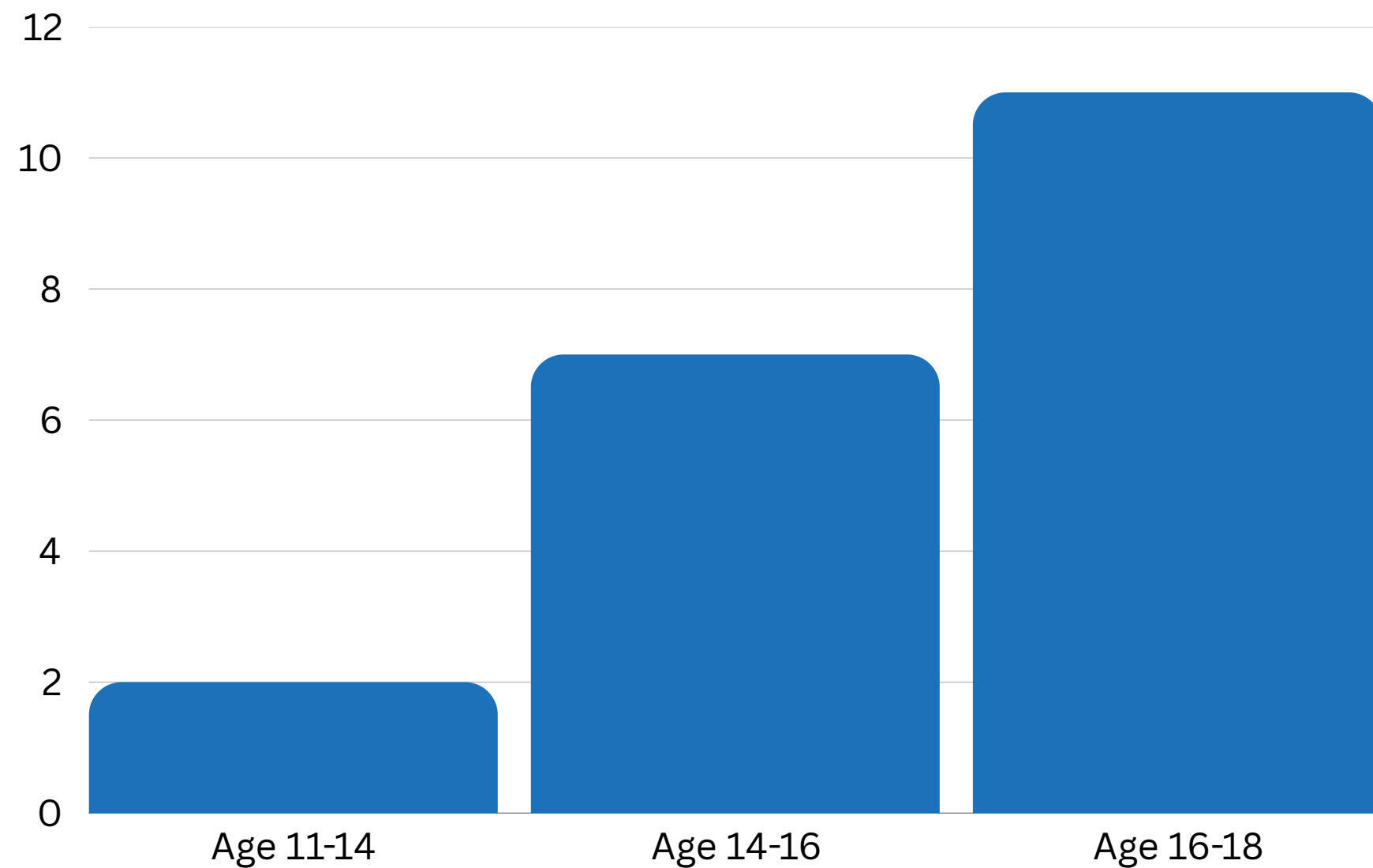
- Most commonly used recreational drug in the UK
- 1 in 11 adults (age 16-59) reported drug use in the year to June 2022. This represents 9.2% of the adult population (England and Wales).
- 2.6% report being frequent drug users (once per month or more)
- Cannabis used by 7.4% of 16-59 year olds and 16.2% of 11-24 year olds.
- Use has been consistent over a number of years
- Link between drug use and personal wellbeing. Those feeling less satisfied with life more likely to use illicit drugs.
- Decrease in Ecstasy and nitrous oxide use linked to less socialising during pandemic.



Source: ONS.gov.uk Dec 2022

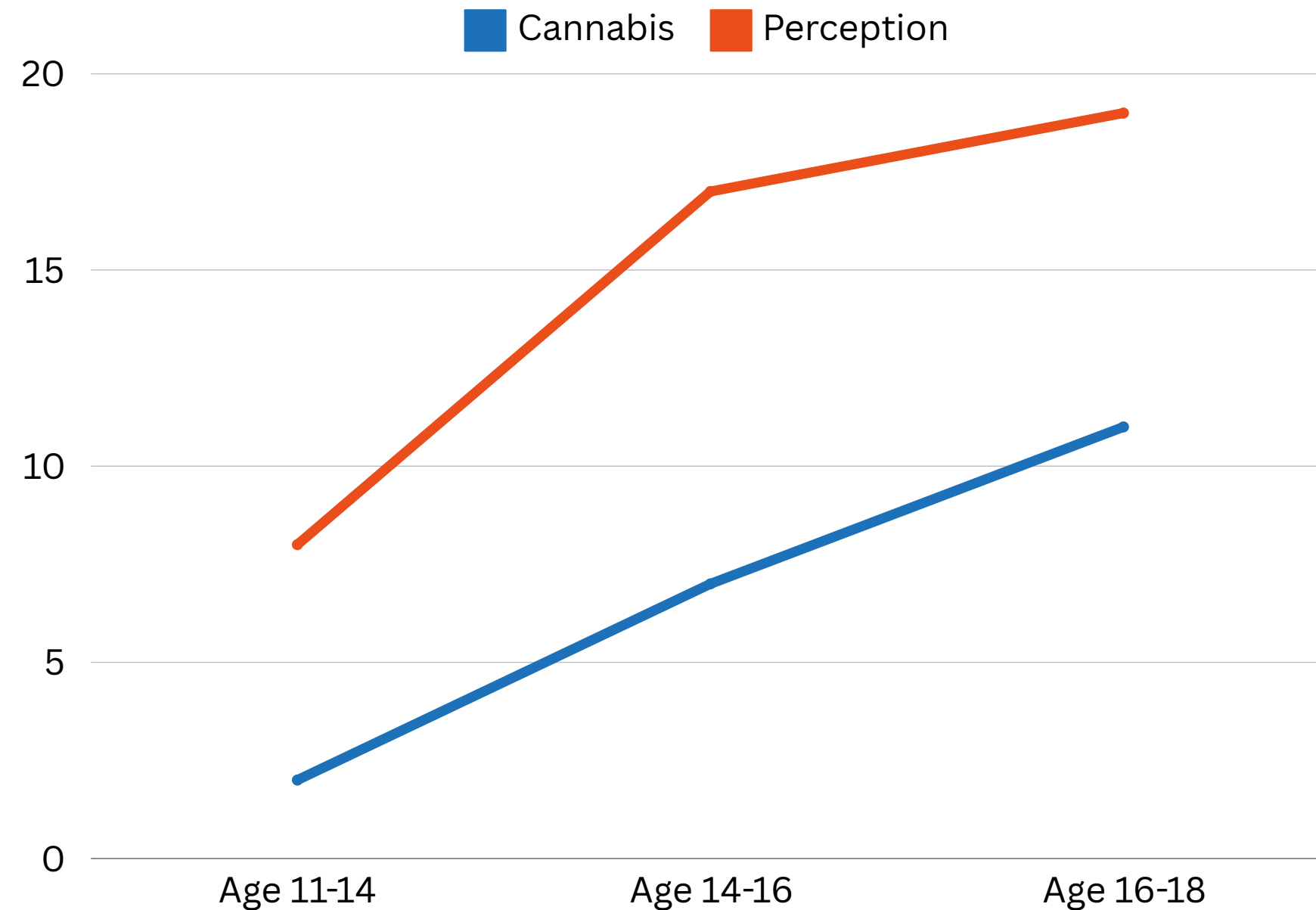


# 11-18-year-olds who report they have used cannabis- academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)

# Perception vs reality - cannabis use 11-18 years academic year, 2023/24



Source: 'How Are You? [www.chameleonpde.com](http://www.chameleonpde.com)

# The facts - young people & cannabis

Most 11-18 year olds do NOT use cannabis

Cannabis use is more common than smoking, but less than vaping

Little change in prevalence over recent years

Very rare in under 14 age group

Some confusion around legality of cannabis since introduction of products for medical use

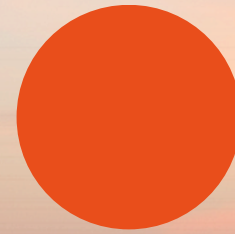




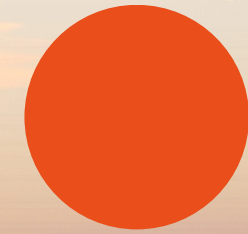
# Time for reflection...



Is education about cannabis  
included in your PSHE  
provision for 11-14 year olds?  
Is there enough? Too much?



Are you aware of  
cannabis use in your  
local community?



How might cannabis  
education in PSHE  
affect students'  
overall life-chances?

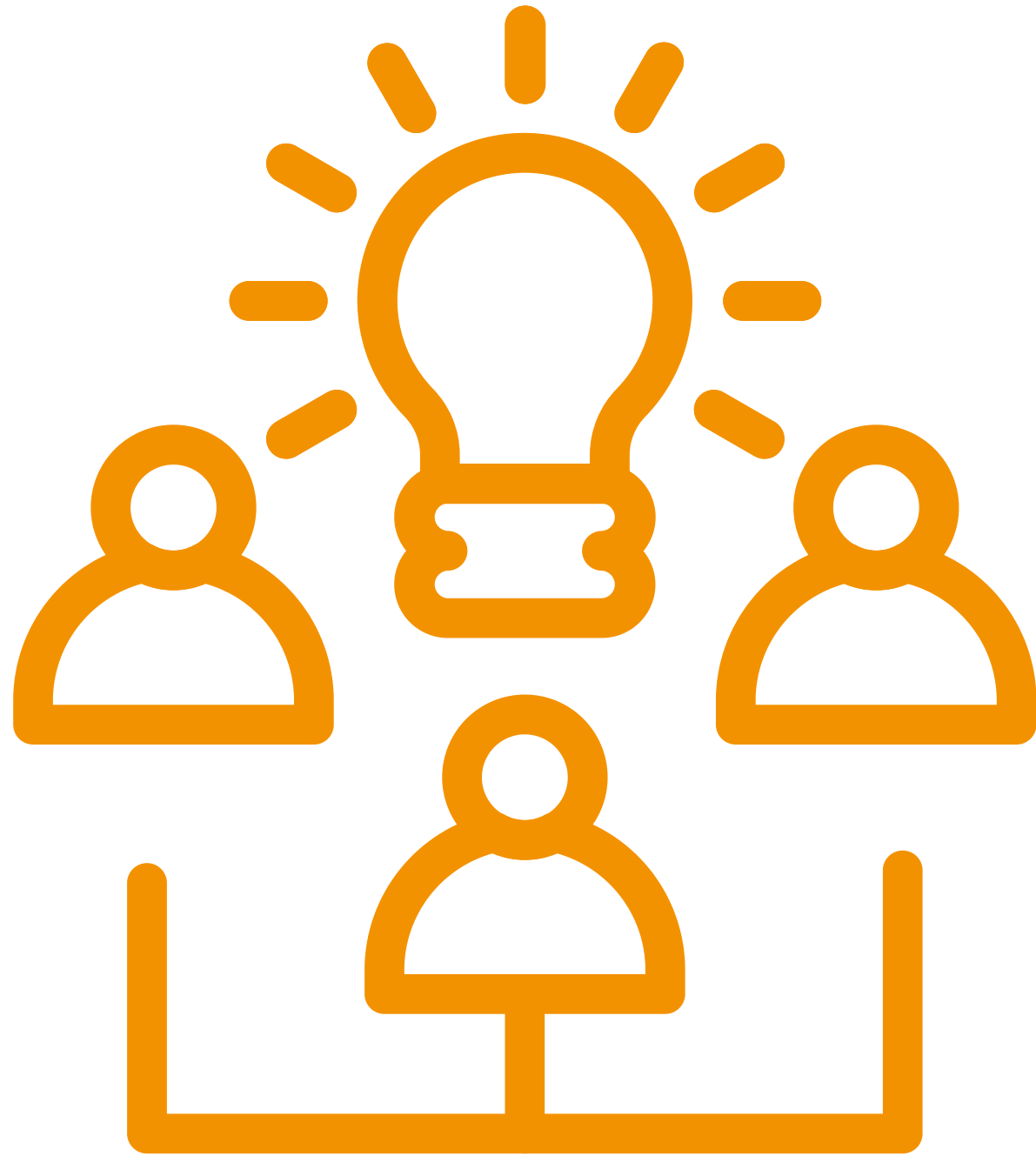


## Part 2

- What should be delivered in school?
- When? - age appropriateness?
- How?
- Frequency?



# Substance education in PSHE/PD/HWB



Substance education has been part of PSHE/PD, Health and wellbeing for many years.

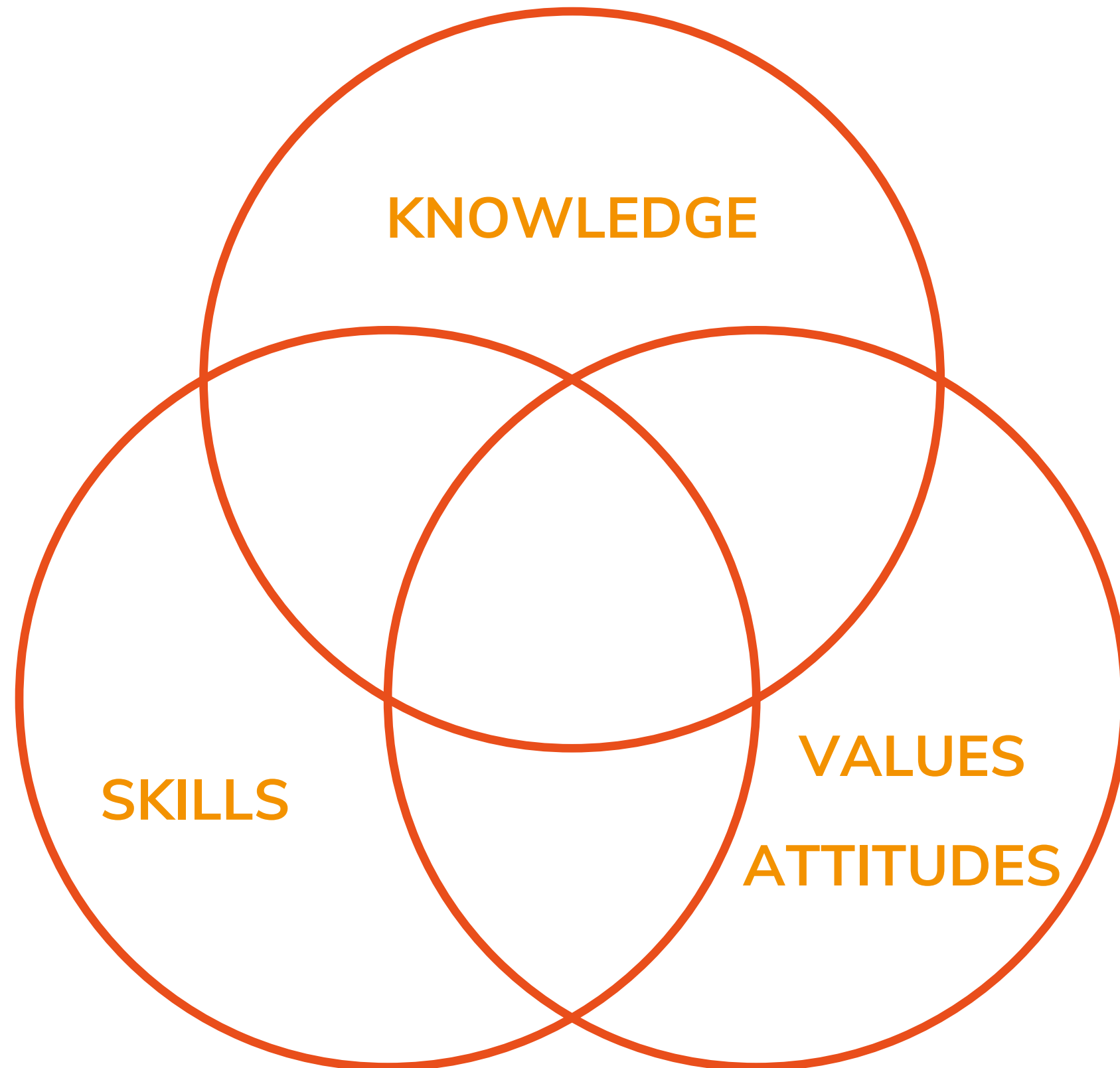
Vaping/E-cigarettes is a fairly new phenomenon, particularly amongst young people and is an area that has been less well resourced in PSHE.

The fast-pace of change in relation to many areas in PSHE is one of the most challenging aspects of effective delivery.

Knowing the issues that affect your students via regular consultation is the best way to ensure your programme is reactive/responsive and relevant.



# Effective PSHE is the interplay between...



Can you suggest examples of each of these components for smoking, vaping and cannabis education?



# Delivering effective tobacco, vaping & cannabis education...

- Safe learning environment
- Test knowledge
- Relevant & meaningful
- Interactive & engaging
- Challenge misperceptions
- Opportunity for discussion and debate
- Practise skills and consider values and attitudes

# Safe learning environment



## Rules of Engagement

- I have the right to share my opinion and be listened to
- I have the right to pass
- I have the right to be respected and valued
- I have the right to keep what I discuss confidential \*
- I have the right not to feel judged
- I have the right not to answer personal questions

\*unless what I say is causing concern and needs to be shared

Ensuring a safe learning environment is a crucial element of PSHE/PD. Ground rules should be agreed and regularly referred to, particularly when covering sensitive topics.



# Test knowlege

How many students your age do  
you think smoke?

A: 1%

B: 2%

C: 5%

D: 10%

It is always useful to  
have a baseline  
indicating what students  
already know and short  
quizzes are one option  
that can be used for this.

# Test knowlege

2

Join at [menti.com](https://menti.com) use code 6850 0048

How many students around your age (11-14 years) smoke?

Mentimeter

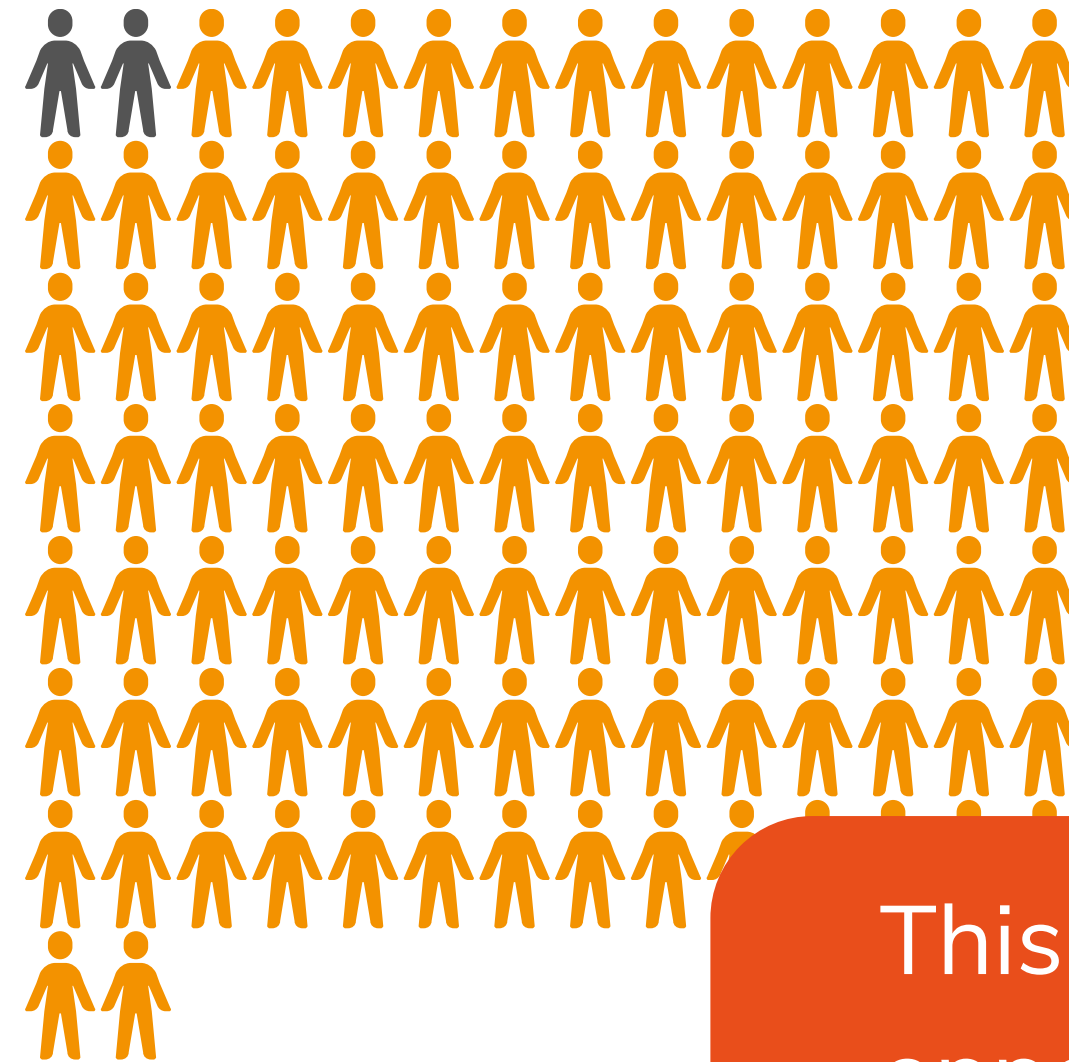
Interactive platforms  
e.g., mentimeter or  
Kahoot can be an  
engaging option.



# Provide feedback & positive messages

The number of young people smoking is very low. For your age group (11-14 year olds) just 2 students in every 100 choose to smoke.

You really are the 'smoke-free' generation.



This is also an opportunity to challenge misperceptions.



# Relevant & honest

The number of young people using cannabis is very low. For your age group (11-14-year-olds) just 2 students in every 100 choose to use cannabis.

It's a little higher in older students but still rare.



# Relevant

When asked via our 'How Are You?' survey what students want their PSHE lessons to look like, they regularly tell us that they want them to be more 'relevant' and about 'real life' situations.

Using student's own data in lessons is ideal if you have this available.



3



# Interactive

4

Priya comes home to find that the new puppy has been in her bedroom and chewed up some things including a mango flavoured vape she'd hidden under her bed. She doesn't know if the liquid is dangerous to dogs. The puppy seems fine...

©  Chameleon PDE



What should she do?

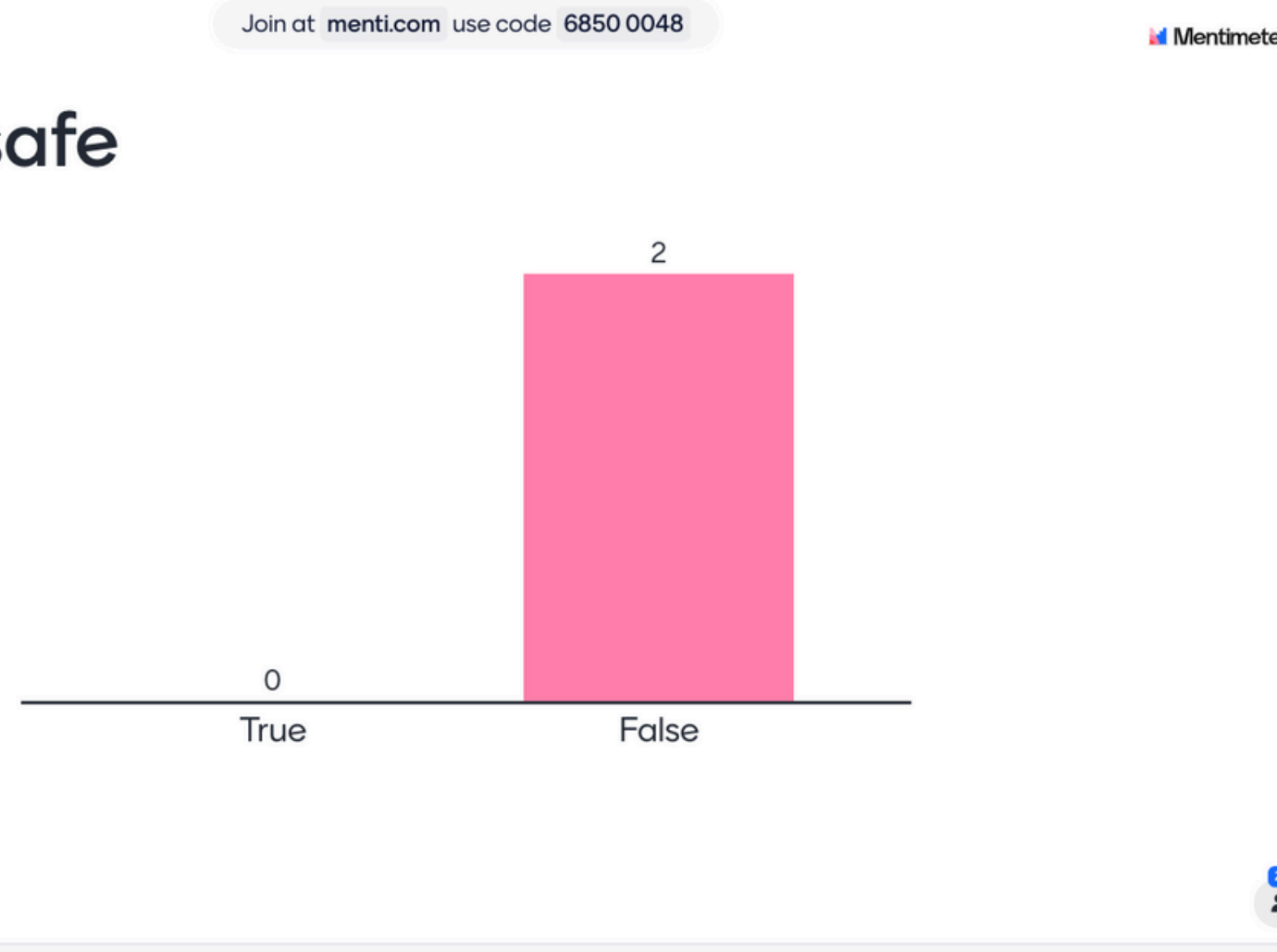
Scenarios and case studies give students an opportunity to interact with each other using a distancing technique. Also encourages discussion and problem solving skills.



# Challenge misperceptions

5

Vaping is safe



Students often over-estimate peer group behaviour and this can also be discussed. True/false can be useful to encourage discussion.

# Opportunity for discussion and debate

6



**Listen up everyone, across Europe tobacco sales are down...**

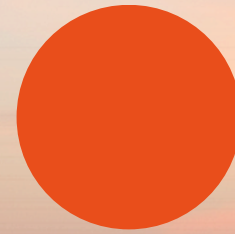
Short videos are another 'distanced' approach that can be used to stimulate discussion and extend thinking about the topic being delivered.



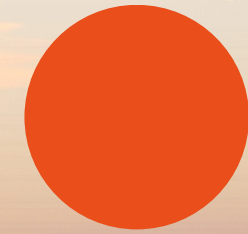
# Time for reflection...



Do you feel confident to deliver sessions to your students using the types of activities suggested?



Have you used student voice to gain a better understanding of student needs?



Do you have measures in place to assess the effectiveness of your PSHE programme?



# Consolidating learning...



- One workshop, assembly or lesson is unlikely to be enough to provide your students with the knowledge, skills and values that will help them understand the risks and pressures associated with substance use.
- A progressive, spiral PSHE/PD programme that revisits topics in a different way or includes some of the messaging alongside other topics will be much more effective. (CONNECTED LEARNING)
- You will also want to monitor progress.





# What else can you do?

- Ensure you have lessons built into your curriculum that are relevant/age appropriate.
- Chameleon PDE partner schools can search their resource library for lesson packs.
- Consult with students to ensure you are delivering sessions that meet their needs. Our unique 'How Are You?' survey is a great way to do this.
- Build in some simple assessment to measure progress. We have a comprehensive assessment framework to help schools do this.



# Search the resource library...



## 7 Resources matching "cannabis"

### **Ages 11-12 : Tobacco, vaping and cannabis**

This pack contains activities which build on primary drug education and will expand pupil knowledge specifically around tobacco, vaping and cannabis. Vaping is included as there is a growing misperception among some young people that it is a risk ...

[View details](#)

### **Ages 9-11 : Cannabis**

This pack is very factual and the activities deal with cannabis age-appropriately. As with all Chameleon Explore library packs, the learning is covered in 30 minutes meaning easier integration into busy primary timetables. Our comprehensive teache...

[View details](#)

### **Ages 14-16 : Impact of substance misuse on family & community**

As the pack title infers these activities help students reflect on the wider implications and impacts of substance misuse. The pack contains the following activity choices: Substances list Help for substance abuse...

[View details](#)

### **Ages 13-14 : What affects mental health?**

The 120 minutes of activity choices in these resources asks students to reflect on what can trigger emotional and mental health issues, alongside



# Multiple opportunities to re-visit...

- Tobacco, cannabis and vaping and other substances can connect to other topics.
- For example, if looking at child exploitation (criminal or sexual), substances are regularly used as part of the grooming process.
- When considering safety, first aid etc., there's a relationship with substance misuse.
- Mental and emotional health also considers the role of substances in some lesson packs.





# Consult with students...



## How Are You?

School: Example school  
Date: September 2023  
Age group: Year 8

Number of respondents: 111  
Male: 42%    Female: 55%  
Prefer not to say: 3%

Your headline data is listed on the left hand side and the right compares your results to our amalgamated data for the same age group. This allows you to compare to the 'average' for the 2022/23 cohort.

### The number of respondents who choose NOT to...

	Your headline data	Amalgamated data
Smoke	100%	99%
Vape	96%	94%
Cannabis	N/A	98%
Use alcohol	90%	93%
Upload image	98%	95%
View porn	N/A	86%
Carry a knife	98%	98%



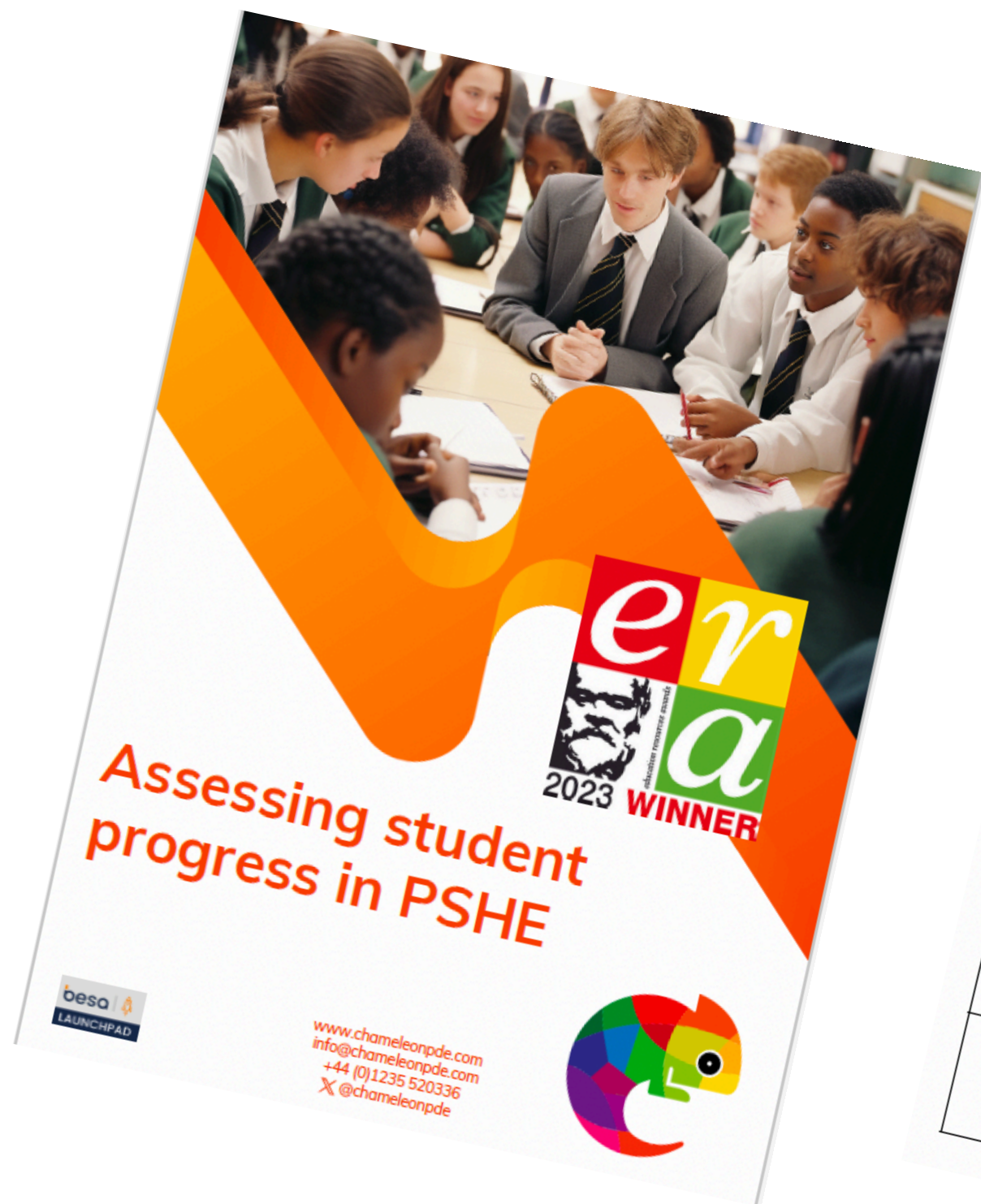
7. For each group below: How many do you think use cannabis (weed)?  
Move the slider to the % that you think use cannabis. For example do you think it's hardly any (0-5%) around half (50%) or nearly everyone (close to 100%)?

If you think none of your friends use cannabis, do not move the slider \*





# Monitor progress...



**Using the assessment opportunities already in Chameleon's library packs**

We launched Chameleon PDE just prior to the pandemic after many years working as PSHE advisors for Local Authorities and independent consultants. As a result, we included elements of remote or 'home learning' in many of our library packs. This included 'Home Learning' worksheets that could be completed by students independently, and/or 'Homework Questions'. The homework questions tend to ask students to recall knowledge or reflect on their learning so are applicable for assessment.

Thankfully, the pandemic is now over but we have chosen to keep the remote learning elements in our resources as some of our partner schools find them useful for assessment, particularly the homework questions that can be used at the end of a lesson or topic to provide some focused student reflection. These questions can be used in school or set as homework. As we move on to explain our proposed model of assessment, you may find the homework questions in the packs useful when considering your assessment programme.

**Overview of the Chameleon PDE model of assessment**

We have based the model on 6 x half-terms that make up an academic year in the UK, although the model works for any system or number of terms. Each half-term's assessment follows the same set pattern. This means that staff and students can quickly become familiar with the structure, but you can vary the content of the assessment so it does not become repetitive or dull.

	Introduce Learning Focus	Teacher provides a 3-minute overview of what's being covered this half-term.
	Baseline Assessment Part 1	A short learning task that allows the teacher to assess students' current knowledge, skills and understanding of the topic to be taught.
	Baseline Assessment Part 2	As the half-terms progress you will incorporate deep learning into the baseline assessment by asking students to reflect on prior learning.
	Teacher Assessment 1 No comments needed on student work	Collects student books/folders and makes a note of any misconceptions/ questions the students need addressing in this half-term. Reviews up-coming lessons and amends planning accordingly.

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# Bringing it all together

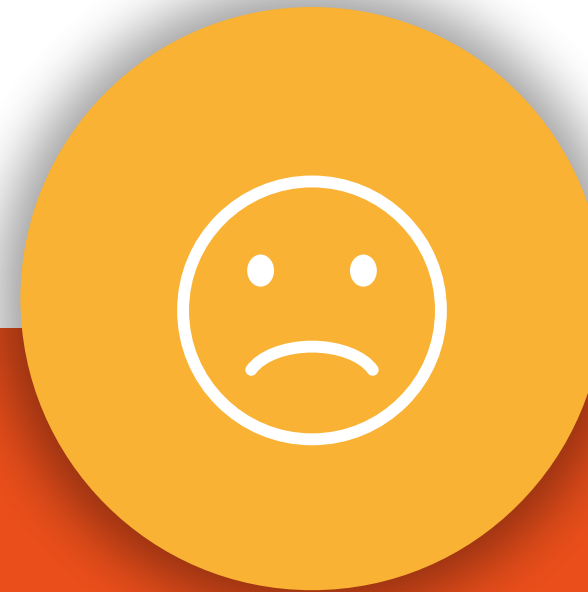


- ① Student needs
- ② Statutory requirements
- ③ Safeguarding considerations
- ④ Spiral & progressive
- ⑤ Assessment processes
- ⑥ Monitoring, evaluation & review cycle

# Assessment - the challenges



Pupil personal development is **PERSONAL**, not always linear or age-related



It's another subject for staff to 'mark' - and could result in 'push-back' or disengagement



Much learning is PSHE is discussion, group and whole-class work



# Assessment - the benefits



Part of the ongoing monitoring of your programme to ensure 'appropriateness' and relevance



Helps ensure your PSHE curriculum time is used effectively in all classes



You can't do adaptive learning & teaching without it!

# What's the best assessment model?



## IPSATIVE ASSESSMENT

Baseline is taken at the start of a topic or even an individual lesson

Lesson(s) adapted accordingly (if necessary)

End of topic/lesson assessment





# Your own wellbeing



- PSHE has its own unique challenges to consider, but it can also be exciting, interesting and a great opportunity to get to know students better.
- If you are passionate, well-organised and a good role model for students they will enjoy and gain a lot from lessons.
- Planning an effective needs-driven PSHE programme will not happen overnight.
- Taking things a step at a time to avoid getting overwhelmed is always a better approach.



**Move onto part 3 and  
test your knowledge to  
complete this CPD**

**Thank You**

**[www.chameleonpde.com](http://www.chameleonpde.com)  
[info@chameleonpde.com](mailto:info@chameleonpde.com)**