BLOOM WORLD ACADEMY

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BWA-26

Anti-Smoking and Drug Policy	
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Owner	Nicola Upham, Principal – Primo & Junior School and Well-being and Development (Whole School)
Reviewer	John Bell, Executive Principal 

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1. Policy Aim

Bloom World Academy (BWA) considers this policy to be:

- An essential part of the school
- Supportive to staff and students in managing certain situations
- An important framework that will ensure consistency in applying values and principles throughout the establishment
- A roadmap for day-to-day operations
- Compliant with laws and regulations, offering guidance for decision-making and streamlining internal processes
- Designed to influence and determine all major decisions, actions, and all activities taking place within defined boundaries
- Aligned to the school's guiding statements and strategic goals determined during leadership meetings

2. Statement of Intent

BWA believes this policy to be a living, working document that reflects our ethos, mission, and vision. It promotes consistency and high standards across the school and is aligned with current UAE legislation and educational best practice.

3. Scope

This policy applies to all stakeholders.

4. Unique Definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

Smoking	The act of inhaling and exhaling the smoke of tobacco or any other substance, including dokha.
Vaping	The act of inhaling and exhaling vapor produced by an electronic cigarette or similar device.
Tobacco Products	Includes cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, dokha, and only other product containing tobacco.
Electronic Smoking Devices (ESDs):	Devices that can be used to deliver nicotine or other substances to the person inhaling from the device, including electronic cigarettes, vaporizers, vape pens, and hookah pens.

Nitrous oxide cannisters (NOS)	Nitrous oxide, also known as laughing gas, is a colourless gas that is sometimes misused for its short-term feelings of euphoria. It is commonly sold in small metal cannisters, often called *whippits* or *NOS*.
Alcohol:	Any beverage or product containing ethanol, in the school context, this also covers food items, medicines, or other products that contain alcohol. Alcohol-containing medicines and products used appropriately for legitimate medical or educational purposes are managed through the school's medication and health procedures.
Prohibited substances	Illegal drugs, alcohol, tobacco products, e-cigarettes/vapes, shisha products, nicotine products, nitrous oxide (NOS) canisters, solvents, drug paraphernalia, and any other substance the school or UAE law prohibits.
Illegal drugs	Any drug or controlled substance that is unlawful to possess, use, supply or distribute under UAE law.
Psychotropic substances	Substances that affect the mind, mood, perception or behaviour. This includes controlled and prescription substances used without medical authorisation.
Solvents	Household or industrial substances that give off fumes and can be inhaled to cause intoxication. These can include glue, aerosols, paint thinners and lighter fuel.
School-related activities	Any activity organised by or linked to the school, including school transport, travel to and from school, educational visits, residential trips and extracurricular activities.
Reasonable grounds	A genuine, evidence-based reason to suspect a student has a prohibited item, such as a direct report, an observation or the smell of a substance.
CPOMS	The school's system for recording and monitoring safeguarding concerns.
KHDA	Knowledge and Human Development Authority, the education regulator in Dubai.
MOE	Ministry of Education (UAE).
PSHE / PHE	Personal, Social and Health Education, the programme that delivers drug and health education.
PERMAH	Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health, the wellbeing model used in lessons.

Policy Statement

At Bloom World Academy, we maintain a zero-tolerance approach to the possession, use, distribution and supply of prohibited substances on school premises and during school-related activities, in accordance with UAE law and KHDA/MOE regulations. The school is committed to promoting informed decision-making, prevention, and early intervention through education, awareness, and wellbeing support. Any concerns regarding substance misuse will be assessed in line with the school's safeguarding procedures and Behaviour for Learning Policy. Incidents will be managed on a case-by-case basis, with the safety and wellbeing of the student and wider school community as the primary consideration. Any incident involving

prohibited substances will be responded to in accordance with applicable UAE law, safeguarding requirements, and regulatory guidance.

Purpose of This Policy

The School recognises its duty to promote children and young people's wellbeing and is also required to promote students' spiritual, moral, social and cultural development. As part of this, the school has a responsibility to help young people manage risk, reducing the likelihood they may be harmed by use of legal and illegal drugs.

This policy reflects our dedication to creating an environment conducive to learning and personal development, free from the harmful effect of nicotine, tobacco and illegal drug use, including alcohol.
The aims of the school's drugs education curriculum is to:

- To ensure a safe, healthy, and supportive learning environment by preventing the use, possession, or distribution of drugs, psychotropic substances, alcohol, NOS cannisters, stimulants, and tobacco products - including electronic cigarettes (vapes) - on school property and during school-related within the school community and during school-related activities.
- Increase knowledge and understanding, clarifying misconceptions about the short and long-term effects of drugs, laws relating to drugs, the impact of drugs on families, communities, and personal behaviour, the prevalence and acceptability of drug use among peers, and the moral, social, and emotional issues surrounding drugs
- Develop young people's personal and social skills to make informed decisions to stay safe and healthy including finding information and advice and devising coping strategies
- Encourage students' in need of support to come forward and to educate others into acting and speaking in the best interests of those who might need help.

Clarification of School Stance Relating to Substance Misuse

Bloom World Academy is committed to maintaining a safe, healthy, and supportive learning environment for all students. In accordance with UAE Federal Law**,** KHDA regulations**,** and Ministry of Education (MOE) expectations**,** the school adopts a zero-tolerance approach to the possession, use, distribution, supply, promotion, or being under the influence of prohibited substances.

The possession, use, sharing, sale, distribution, or supply of illegal drugs, alcohol, tobacco products, e-cigarettes/vapes, shisha products, nicotine products, nitrous oxide (NOS) canisters, solvents, drug paraphernalia, or any other prohibited substances is strictly forbidden. This applies to all students whilst on school premises, travelling to and from school, participating in school transport, attending educational visits, residential trips, extracurricular activities, or any event organised by or associated with the school.

Any suspected or confirmed breach of this policy will be treated as a serious matter and managed in accordance with the school's safeguarding procedures, Behaviour for Learning Policy, and applicable UAE

legislation. Parents/carers will be informed, and where required, the school may seek guidance from, or make referrals to, external agencies and relevant authorities.

Response Protocol for Suspected or Actual Use

Any concern suggesting that a child may be at risk of harm must be reported immediately by staff, parents/carers, or other members of the school community in accordance with the Bloom World Academy Safeguarding Policy. The safety and wellbeing of the child will always be the school's primary consideration. Where there is an immediate concern regarding a child's welfare or safety, safeguarding procedures will take precedence over all other policies, and appropriate action will be taken without delay.

If a student is found to be using, carrying, or involved with harmful substances:

1. **Immediate referral** to the Senior Leadership team, supported by the school counsellors
2. **Timely parental notification** and involvement.
3. **Proper documentation and reporting** in line with KHDA and MOE regulations.
4. **Referral to health authorities or law enforcement** when required by law or in cases of serious concern (The school will report matters to Dubai Police and/or other relevant authorities where required by UAE law or where the circumstances warrant external intervention)
5. **Supportive interventions** will be prioritised, including counselling and behaviour support plans.

Where a decision is taken not to permanently exclude a student, a condition or conditions of reinstatement following a period of exclusion may be required in the part of the student and his/her parents.

Confiscation and disposal

Searches and confiscation will be conducted in accordance with BWA's Behaviour for Learning Policy, safeguarding procedures and applicable UAE legislation. Where there are reasonable grounds to suspect that a student is in possession of a prohibited item, an appropriately authorised member of staff may request or undertake a search in accordance with the school's approved procedures. Searches will be conducted respectfully, proportionately and with due regard to the student's dignity and privacy.

Any search of a student or their possessions will be conducted by appropriately authorised staff in accordance with the school's approved search procedures, including requirements relating to supervision, staff gender, recording and safeguarding.

Routine random searches of student belongings will not be undertaken unless specifically authorised under applicable legislation and BWA's approved procedures.

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Prescription medication

To prevent the illicit distribution or accidental misuse of prescription medication, this will be managed and administered in accordance with the school's Medication Policy and individual medical requirements. Students are strictly prohibited from carrying any medication in their bags. Medication should be stored securely in the clinic unless under circumstances where an agreed medical plan requires otherwise.

Awareness & Education- Student Programmes

The school aims to deter the abuse of all drug substances by means of a balanced and informative educational programme, rooted in the schools values and which places emphasis on the need and responsibility of young people to make informed decisions for themselves.

The school will organise age-appropriate awareness campaigns and workshops throughout the academic year.

These programmes will educate students on:

- The dangers of drug and tobacco use.
- The importance of making healthy lifestyle choices.
- Strategies for resisting peer pressure and making informed decisions.
- Help students to identify sources of appropriate personal support

Appendix 1 – table outlines how these key areas are delivered across the school.

Junior School Specifics

- Curriculum will be mapped across the Junior (Grade 1-5) Programme of Inquiry and will be integrated within their Wellbeing, PERMAH and PHE focuses in their class.
- Key aspects of the curriculum will be integrated where possible or will stand alone to be covered Students will be able to identify and explain the importance of keeping their bodies healthy and how substances can impact healthy bodies. Students will be taught the importance of making informed and independent choices, resisting negative peer influence, and confidently making decisions that support their health, safety, and wellbeing

Senior School and Nexus Specifics

Students in Senior School are supported to develop the knowledge, skills, and confidence to make safe, informed, and responsible decisions regarding their health and wellbeing, while understanding their responsibilities under UAE law and values.

- Develop an understanding of healthy lifestyle choices and the factors that influence physical, mental, and emotional wellbeing.

- Build the confidence to make positive, independent decisions that support personal health, safety, and wellbeing.
- Explore ethical decision-making, personal responsibility, and the importance of making choices that reflect positive values.
- Develop an awareness of UAE laws, expectations, and community values relating to health, safety, and personal conduct.
- Recognise and respond appropriately to situations involving peer influence, social pressure, and risk-taking behaviours.
- Learn strategies for maintaining positive wellbeing, managing challenges effectively, and seeking support when needed.
- Understand how lifestyle choices can impact physical health, emotional wellbeing, relationships, learning, and future opportunities.
- Promote a culture of respect, responsibility, resilience, and advocacy for healthy and safe choices within the school and wider community.

Parent Engagement

The school recognises that effective partnership with parents is essential in supporting young people to make healthy choices. To strengthen this partnership, the school will ensure parents are fully informed about Personal, Social and Health Education programmes and encouraged to engage with them.

It is important that parents are able and willing to support the school's policy.

Parents will be invited to dedicated workshops focused on:

- Recognising early signs of drug or tobacco use.
- Supporting their children through open communication and guidance.
- Understanding the school's reporting channels and intervention procedures.

Working with Outside Agencies

The School recognises that students often find visitors to school a useful and informative part of their learning, but equally we know that for visits to be successful there needs to be shared understanding about the nature and content of the session/s. As a result, the school will ensure the following measures are adhered to when using external agencies to deliver drugs education:

- negotiate content with the visitor to take account of class needs and ensure relevance
- ensure that visitors have a clear understanding about the aims and objectives of the session and that they have seen and understood the school's drug education policy
- ensure that visitors have been briefed on any particular sensitivities that there may be in the student group – these may include identified drug issues by particular students or their families – as well as any broader needs within the group.

- to ensure safeguarding procedures are followed to ensure the social and emotional needs of our students.
- follow up any unresolved issues and, whenever needed, extend the learning begun by the visitor, in a subsequent lesson
- be alert to any distress caused or concerns raised in the session and ensure that appropriate support is given.

Staff Training

All staff will receive annual training on:

- Early identification of substance use.
- Intervention and referral protocols.
- Legal and safeguarding responsibilities.

School Environment

- The school is a drug-free and smoke-free zone, including all forms of tobacco, vapes, NOS cannisters, psychotropic substances, and stimulants.
- Periodic inspections of school facilities will be conducted to ensure compliance with this policy.
- Posters will be displayed around school
- Safguarding site walks will be conducted and documented.
- The school counselling and safeguarding team will lead prevention efforts and provide support to at-risk students.

Roles and Responsibilities

With regard to implementation of this policy, roles and responsibilities are clearly stated below:

BWA Governing Board

- Ensure the policy is reviewed, understood, and aligned with UAE law and KHDA/MOE regulations.
- Provide oversight to confirm the policy is consistently implemented across the school.
- Support the Executive Principal in monitoring compliance and effectiveness.
- Hold leadership accountable for safeguarding standards linked to substance misuse.
- Approve strategic decisions regarding prevention, education, and intervention programmes.
- Champion the school's values, promoting a safe and healthy learning environment.

Executive Principal/Principal - Wellbeing and Development

- Lead on the implementation and enforcement of the policy across the whole school.
- Ensure all staff, students, and parents are aware of and comply with the policy.

- Oversee reporting, investigations, and communication with external agencies (KHDA, Dubai Police).
- Provide resources, training, and structures to support prevention and intervention.
- Monitor and evaluate the policy's impact, making adjustments when required.
- Report regularly to the Advisory Board on compliance and incidents.

Designated Safeguarding Lead (DSL)

- Manage incidents involving smoking, drugs, alcohol, and related safeguarding risks.
- Record and monitor concerns on CPOMS, escalating cases as appropriate.
- Liaise with parents, health authorities, and law enforcement where required.
- Deliver staff training on early identification and response procedures.
- Provide guidance and support for students referred through this policy.
- Ensure safeguarding responses are consistent and student-centred.

Pastoral Grade Leaders

- Promote student awareness of the risks of smoking, vaping, alcohol, and drugs.
- Monitor digital and physical behaviour, reporting concerns promptly to SLT/DSL.
- Support preventative education through assemblies and grade programmes.
- Act as the first point of contact for concerns raised by tutors, staff, or parents.
- Contribute to documentation, follow-up, and support plans for affected students.
- Reinforce positive choices and wellbeing initiatives within their grade.

School Counsellors

- Provide confidential support to students affected by substance misuse.
- Lead preventative wellbeing and awareness sessions.
- Work with the DSL on risk assessments and interventions.
- Engage parents to support their child's health and recovery where needed.
- Maintain safeguarding records and contribute to CPOMS logs.
- Promote resilience, coping strategies, and positive decision-making skills

Role of Staff

- Uphold and model the zero-tolerance stance on smoking, drugs, and alcohol.
- Remain vigilant for warning signs of misuse and report concerns immediately.
- Support the delivery of preventative education in lessons and activities.
- Apply the behaviour policy fairly in incidents of misuse.
- Reinforce healthy lifestyle messages through daily interactions.
- Participate in annual training on intervention and safeguarding protocols.

Role of Parents

- Support and reinforce the school's zero-tolerance stance at home.
- Engage with parent workshops and awareness sessions.
- Communicate openly with the school if concerns arise about their child.
- Monitor and guide their child's behaviour outside of school.
- Collaborate with staff during investigations or intervention plans.
- Model healthy behaviours and attitudes towards substances.

Role of Students

- Comply fully with the school's zero-tolerance expectations.
- Avoid possession, use, or distribution of tobacco, vapes, alcohol, or drugs.
- Report concerns or peer misuse to a trusted adult.
- Engage positively in PSHE and wellbeing programmes.
- Support peers by promoting safe, healthy choices.
- Respect school rules, understanding their role in protecting community wellbeing.

Monitoring and Review

This policy will be reviewed annually or as needed to reflect legal or procedural changes and ensure alignment with strategic objectives.

Associated Documentation

When implementing a policy, consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Safeguarding
- Behaviour for Learning

Training implications

This policy will be shared with all BWA academic and administrative staff. Staff will be trained and /or refreshed at the start of each academic year – during the annual BWA induction week. For new joiners they will be walked through the policy by the Principal during their induction period.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

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We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.

Review

This policy will be reviewed every year by the Principal – Well-being and Development. At every review, the policy will be shared with the BWA Advisory board. The review will be supported by an annual risk assessment that considers and reflects the risks students face. This is important because the risks and harms related to drug and substance abuse, evolve and change rapidly.

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Appendix

Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
Pre-KG	Integrated into daily classroom routines and Units of Inquiry under *Who We Are* Introduced through stories, songs, and role-play around eating fruit/vegetables, drinking water, washing hands, brushing teeth, and sleeping well. Visual charts and routines in class will reinforce "healthy choices."	Developing autonomy, early self-management, and positive friendships. **Decision-Making through Play:** Children are offered structured choices daily Building positive and healthy relationships **ATLs Focus:** *Self-Management Skills:* Developing independence in routines *Social Skills:* Learning to share, take turns, and communicate preferences respectfully. *Communication Skills:* Using simple language to express needs ("I don't like that," "Please stop").	Children will learn to identify "safe adults" (parents, teachers, assistants) and will practise asking for help if they feel worried, sick, or unsure. Circle-time discussions and puppets will be used to role-play "who helps us." **Modeling a Safe Community:** Teachers demonstrate partnership, collaboration, and fairness in their interactions. Students role-play being part of a safe and caring class team.	Not introduced directly at this age; instead, the foundation is laid by reinforcing "only safe things go into our bodies" (e.g., food, water, medicine from a trusted adult). Teachers will use simple messages like "Some things are safe for our bodies, and some things are not."

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
KG1	Explored within *Who We Are* "What does it mean to be healthy?" Students investigate connections between exercise, food, and wellbeing Supports Research Skills as children collect and sort data about "healthy" vs. "unhealthy" choices.	Building confidence to make safe, independent choices and understanding the influence of friends and peers. **Role-Play Scenarios:** Teachers set up simple peer-pressure situations in stories **Friendship Discussions:** Circle-time reflections on "What makes a good friend?" **Decision-Making Activities:** Voting in small groups, choosing storybooks, or selecting class activities. **ATLs Focus:** *Thinking Skills:* Considering consequences *Social Skills:* Respecting others' choices, negotiating during play. *Self-Management:* Recognising feelings and choosing strategies to regulate behaviour	Focused on identifying trusted adults both at school and home. Introduced through "people who keep me safe" (family, teachers, nurses). **Trust and Partnership:** Childr en are taught explicitly that they can trust adults in the school community and friends who show kindness and respect.	Not introduced directly at this age; instead, the foundation is laid by reinforcing "only safe things go into our bodies" (e.g., food, water, medicine from a trusted adult). Teachers will use simple messages like "Some things are safe for our bodies, and some things are not." Reinforced through picture books and class discussions that highlight healthy environments vs. harmful ones (e.g., fresh air vs. polluted air).

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
KG2	**Curriculum** - Identify basic needs for health (food, sleep, play, hygiene). - Recognise that our choices affect how we feel. **PERMAH:** Physical health, Positive emotions. **Implementation POI:** "My Healthy Body" inquiry under Who We Are – exploring how our bodies work and how we can care for them. **MSC:** Building early self-awareness and care routines. **ATL Skills:** **Self-Management Skills:** Practising daily routines, identifying feelings, making simple healthy choices. **Thinking Skills:** Identifying cause and effect (e.g., "When I sleep early, I feel happy.")	**Curriculum** - Learn to say "no" and express personal preferences respectfully. - Explore fairness, friendship, and kindness. **PERMAH:** Relationships, Positive emotion. **Implementation POI:** Circle time or social-emotional lessons using picture books (e.g., "Stand Tall, Molly Lou Melon"). **MSC:** Developing confidence to make independent choices. **ATL Skills** **Social Skills:** Practising saying "no," sharing and taking turns. **Communication Skills:** Expressing feelings respectfully ("I don't like that"). **Self-Management Skills:** Managing emotions when faced with pressure.	**Curriculum** - Identify trusted adults (family, teacher, nurse). - Understand that asking for help keeps us safe. **PERMAH:** Relationships, Meaning. **Implementation POI:** Who We Are – community helpers or safety unit. **MSC:** Recognising support systems. **ATL Skills** **Social Skills:** Identifying trusted adults and peers. **Communication Skills:** Naming feelings and needs. **Self-Management Skills**: Asking for help appropriately.	**Curriculum** - Learn that some substances are safe (food, medicine) and some are harmful (chemicals, smoke). - Recognise warning symbols and safety rules. **PERMAH:** Health, Awareness. **Implementation POI:** Science links in How the World Works – exploring materials and safety. **MSC:** Understanding safe vs. unsafe choices and setting healthy goals. **ATL Skills** **Thinking Skills:** Distinguishing between safe and unsafe substances. **Self-Management**

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
	Communication Skills: Sharing ideas about what helps us feel good.			**Skills:** Following safety rules. **Communication Skills:** Identifying warning signs or symbols.
G1	**Curriculum** - Explore daily habits that keep us healthy (nutrition, movement, rest). - Understand balance between body and mind. **PERMAH:** Physical health, Engagement, Meaning. **Implementation POI:** Within How We Organise Ourselves – routines and balance. **MSC:** Managing wellbeing and showing responsibility for choices. **ALT Skills** **Self-Management Skills:** Planning balanced routines, monitoring choices (food, play, rest). **Thinking Skills:** **Making** connections	**Curriculum** - Recognise influence of others (friends, media) on decisions. - Role-play ways to stay true to personal values. **PERMAH:** Relationships, Engagement. **Implementation POI:** Link to How We Express Ourselves – exploring identity and voice. **MSC:** Building resilience and decision-making skills. **ATL Skills** **Social Skills:** Role-playing decision-making situations; listening and responding to others' perspectives. **Thinking Skills:** Recognising influences on choices. **Communication Skills:** Using confident body language and voice to	**Curriculum** - Explore how friends, teachers, and family help us feel supported. - Learn to talk about feelings and needs. **PERMAH:** Relationships, Meaning, Positive emotions. **Implementation POI:** Integrated through social-emotional learning or circle time. **MSC:** Communicating needs and empathy. **ATL Skills** **Social Skills:** Building supportive friendships; recognising empathy in others. **Communication Skills:** Using "I" statements to express needs.	**Curriculum** - Explore safe use of medicines and harmful effects of smoking. - Learn how the body reacts to healthy and unhealthy substances. **PERMAH:** Health, Meaning. **Implementation POI:** How the World Works – systems and body care. **MSC:** Making informed health choices. **ATL Skills** **Research Skills:** Exploring facts about medicine and harmful substances. **Thinking Skills:** Understanding

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
	between choices and wellbeing. **Research Skills:** Gathering information (healthy habits from home or books).		**Thinking Skills:** Understanding when and why to seek help.	cause and effect on the body. **Self-Management Skills:** Applying safe behavior practices.
G2	**Curriculum** - Examine how lifestyle choices influence long-term health and happiness. - Identify emotional health as part of overall wellbeing. **PERMAH:** Positive emotions, Meaning, Accomplishment. **Implementation POI:** Who We Are unit – "Our choices shape who we become." **MSC:** Taking ownership of personal wellbeing and setting healthy goals. **ATL Skills** **Self-Management Skills:** Setting and reviewing personal wellbeing goals. **Thinking Skills:** Evaluating	**Curriculum** - Understand peer pressure and practice strategies for resisting it. - Reflect on what makes a good decision. **PERMAH:** Engagement, Meaning, Relationships. **Implementation POI:** How We Organise Ourselves – community and responsibility connections. **MSC:** Thinking critically, applying informed decision-making. **ALT Skills** **Thinking Skills:** Evaluating options and outcomes in peer situations. **Social Skills:** Applying empathy and assertiveness in group contexts. **Self-Management Skills:** Demonstrating resilience under pressure.	**Curriculum** - Map out a personal "Support Network." - Learn about school counselors, nurses, and community helpers. **PERMAH:** Relationships, Accomplishment, Meaning. **Implementation POI:** How We Share the Planet – working together for wellbeing. **MSC:** Seeking help responsibly and supporting others. **ATL Skills** **Research Skills:** Mapping school and community support resources. **Communication Skills:** Advocating for self and others.	**Curriculum** - Identify the effects of tobacco and harmful substances on the body. - Recognise the importance of prevention and awareness. **PERMAH:** Health, Meaning, Accomplishment. **Implementation POI:** Who We Are – health and lifestyle inquiry. **MSC:** Advocating for health and wellbeing. **ATL Skills** **Thinking Skills:** Evaluating consequences of harmful behaviors.

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
	consequences of choices and lifestyle patterns. **Research Skills:** Investigating long-term impacts of health habits.		**Social Skills:** Offering help and recognising support systems.	**Research Skills:** Gathering data from trusted sources (books, experts). **Communication Skills:** Creating awareness campaigns or posters promoting wellbeing.
G3	**Curriculum:** Identify what makes a healthy lifestyle (food, sleep, movement, hygiene). Understand that healthy choices affect energy and mood. **PERMAH:** *Health* and *Positive Emotion* – feeling good by caring for body. **MSC:** Taking responsibility for personal wellbeing; respecting cultural habits around health (hydration, sun safety). **Positive Education:** Focus on *gratitude*	**Curriculum:** Recognise how friends can influence behaviour; practise saying "no" safely. **PERMAH:** *Relationships* – learning how to stay kind yet assertive. **MSC:** Moral choices and respect for others; social skills for teamwork and honesty. **Positive Education:** *Character strength – courage*; *self-regulation*. **Example:** Role-play: a friend offers an unhealthy snack or dares them to do something silly. Students practise polite refusal.	**Curriculum:** Know who to talk to at home and school when worried; understand that asking for help shows strength. **PERMAH:** *Relationships* and *Meaning* – connection builds happiness. **MSC:** Building empathy and kindness; helping peers feel safe. **Positive Education:** *Empathy* and *gratitude for support networks*. **Example:** Draw a "Circle of Trust" map – who helps me when I'm sad or	**Curriculum:** Learn the difference between medicine and harmful substances. Understand that medicines should only be used with adult guidance. **PERMAH:** *Health* – understanding safe vs unsafe habits. **MSC:** Respecting UAE laws; awareness of safety rules in community. **Positive Education:** *Responsibility*

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Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
	and *energy management*. **Example:** Create a "Healthy Me" daily routine wheel; class discussion on sleep and hydration in Dubai's climate.		sick? Invite school nurse/counsellor to speak	and *self-awareness*. **Example:** Sorting activity – "Safe or Unsafe?" (water, fruit, medicine, cigarettes). Teacher-led discussion about how laws keep us safe.
G4	**Curriculum:** Explore balanced nutrition and effects of sugar and caffeine; recognise links between physical health and emotions. **PERMAH:** *Health* and *Engagement* – feeling energised through activity. **MSC:** Moral value of self-discipline; caring for body as a form of respect for self and community. **Positive Education:** *Growth mindset* and *resilience* (building strong habits). **Example:** Students plan a "Healthy Day	**Curriculum:** Learn strategies to handle pressure from friends and social media; practise decision-making steps (Stop–Think–Choose). **PERMAH:** *Relationships* – healthy boundaries and respect. **MSC:** Moral awareness of right and wrong choices; social harmony and empathy. **Positive Education:** *Courage* and *integrity* modules. **Example:** Scenario cards: "Your friend dares you to try an energy drink" – groups act out and reflect on outcomes.	**Curriculum:** Recognise how and where to access advice (family, teachers, counsellor, police, doctor). Understand confidentiality and trust. **PERMAH:** *Relationships* and *Meaning* – belonging and connectedness. **MSC:** Social value of helping and being helped; respect for community roles (nurse, police, teacher). **Positive Education:** *Empathy* and *gratitude* focus.	**Curriculum:** Learn the effects of smoking and vaping on lungs, teeth, and fitness. Know that advertising can be misleading. **PERMAH:** *Health* – maintaining vitality and long-term wellbeing. **MSC:** Moral responsibility to care for body and obey UAE laws banning tobacco/vapes for minors. **Positive Education:** *Critical thinking* and *self-control*.

Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
	Challenge" including meals, water intake, and screen-free time. Reflect on how it felt.		**Example:** Invite a nurse to share how they help others; students make "Help Cards" listing who supports them in and out of school.	**Example:** Investigate "myths vs facts" about smoking using posters and videos. Reflect: "Why would I choose not to smoke?"
G5	**Curriculum:** Understand long-term impact of diet, exercise, sleep, and screen time on mental health and focus. Link healthy choices to academic success. **PERMAH:** *Health* and *Accomplishment* – success through self-care. **MSC:** Self-management; moral duty to make responsible choices for personal and social wellbeing. **Positive Education:** *Goal-setting* and *self-discipline* modules. **Example:** Create personal "Wellbeing Goals"	**Curriculum:** Evaluate influences from friends, media, and online spaces; practise assertive communication; understand consequences of risky behaviours. **PERMAH:** *Meaning* and *Relationships* – staying true to personal values and respectful friendships. **MSC:** Moral education – ethical decision-making, honesty, integrity. **Positive Education:** *Resilience*, *values alignment*, *emotional literacy*. **Example:** Debate: "Would you follow your friend if it breaks a rule?" Students use reasoned arguments and reflect on integrity.	**Curriculum:** Know how to access reliable information about health (school clinic, counsellor, parents, KHDA-approved resources). Understand digital safety and responsible reporting. **PERMAH:** *Relationships* and *Health* – fostering help-seeking and peer care. **MSC:** Social responsibility; civic duty to support peers and respect UAE community values. **Positive Education:** *Empathy*, *compassion*, and *gratitude* for	**Curriculum:** Learn scientific and legal facts about drugs, alcohol, and tobacco; understand addiction as a health issue; know UAE's zero-tolerance law. **PERMAH:** *Health* and *Meaning* – valuing future goals and personal safety. **MSC:** Moral obligation to obey laws and protect the community; understanding UAE's stance on substance misuse.

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	and track progress for two weeks; journal how choices affect mood and energy.		supportive networks. **Example:** Create a "Support Directory" poster featuring school and community help sources; reflection on helping a friend in need.	**Positive Education:** *Responsibility* and *future focus* (purpose-driven choices). **Example:** Case study of UAE's anti-drug campaigns; class pledge "My Future, My Choice." Create awareness posters to share with younger grades.
G6	PEEC- Positive Health domain Healthy Lifestyle: MSC: Individual responsibility and community wellbeing. Cultural: Respect for UAE norms around hydration, sleep, and sun safety. Moral: Making informed choices that benefit self and others.	PEEC- Positive emotions domain. Self control/ Positive Health- Resilience. Mental Health & Resilience: MSC: Empathy, self-awareness, and resilience. Social: Recognising isolation and promoting inclusion. Moral: Valuing mental health as part of holistic wellbeing.	Forums led by HH/NU throughout the year. Support Networks: MSC: Seeking help responsibly and supporting peers. Social: Building trust and confidentiality in relationships. Cultural: Understanding roles of community helpers in UAE.	Substance Awareness: MSC: Respecting laws and promoting safe choices. Moral: Advocating for health and resisting peer pressure. Cultural: Awareness of UAE's zero-tolerance stance.

BLOOM WORLD ACADEMY

Grade	The importance of making healthy lifestyle choices.	Strategies for resisting peer pressure and making informed decisions.	Help students to identify sources of appropriate personal support	The dangers of drug and tobacco use.
G7	PEEC- Positive Health domain Healthy Lifestyle: MSC: Self-worth and self-discipline. Social: Assertive communication and teamwork. Moral: Respecting one's body and others' boundaries.	PEEC- Positive emotions domain. Support Networks: MSC: Accessing structured support systems. Social: Participating in wellbeing forums. Moral: Helping others and seeking help when needed.	Forums led by HH/NU throughout the year. Mental Health & Resilience: MSC: Emotional regulation and character development. Social: Building resilience through peer support. Cultural: Respecting diverse coping strategies.	Substance Awareness: MSC: Critical thinking and media literacy. Social: Navigating peer influence. Cultural: Understanding UAE laws and community expectations.
G8	Students learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Students work scientifically by: exploring the work of scientists and scientific research about the relationship between diet,	PEEC- Positive emotions domain. Self control/ Positive Health- Resilience. MSC – Individual and Community Demonstrate how to be mentally healthy and resilient and identify risk factors, such as isolation, that impact mental health Mental Health & Resilience: MSC: Identifying triggers and protective factors. Social: Practising mindfulness and empathy. Cultural: Respecting mental health support in UAE.	Forums led by HH/NU throughout the year. MSC – Individual and Community Explain how to access and use structured support, such as mindfulness, peer support and formal counselling Support Networks: MSC: Mapping and evaluating support systems. Social: Peer-led initiatives and trust-	Students learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Substance Awareness: MSC: Debunking myths and

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	exercise, drugs, lifestyle and health. PEEC- Positive Health domain Healthy Lifestyle: MSC: Scientific inquiry and personal responsibility. Social: Sharing findings and promoting healthy habits. Moral: Making choices that support long-term wellbeing.		building. Moral: Advocating for self and others.	promoting truth. Social: Creating awareness campaigns. Cultural: UAE's anti-drug stance and community safety.
G9	PEEC- Positive Health domain Healthy Lifestyle: MSC: Goal-setting and future planning. Social: Linking lifestyle to aspirations. Moral: Responsibility for self and community.	PEEC- Positive emotions domain. Self control/ Positive Health- Resilience. Mental Health & Resilience: MSC: Reducing stigma and promoting openness. Social: Emotional literacy and peer support. Cultural: Respecting diverse mental health perspectives.	Forums led by HH/NU throughout the year. Support Networks: MSC: Civic responsibility and advocacy. Social: Engaging with community resources. Moral: Supporting others with compassion.	Substance Awareness: MSC: Understanding addiction and legal frameworks. Social: Ethical decision-making. Cultural: UAE's zero-tolerance laws and moral duty.
G10	PEEC- Positive Health domain	PEEC- Positive emotions domain. Self control/	Forums led by HH/NU throughout the year.	Substance Awareness: MSC: Research

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	Healthy Lifestyle: MSC: Career readiness and wellbeing. Social: Reflecting on choices and role-modelling. Moral: Long-term responsibility for health.	Positive Health- Resilience. Mental Health & Resilience: MSC: Personal wellbeing planning. Social: Resilience in academic and social life. Cultural: Respecting mental health support systems.	Support Networks: MSC: Leading wellbeing initiatives. Social: Mentoring and peer support. Moral: Promoting inclusive and safe environments.	and advocacy. Social: Campaigning for awareness. Cultural: Upholding UAE values and laws.
G11	PEEC- Positive Health domain	PEEC- Positive emotions domain. Self control/ Positive Health- Resilience.	Forums led by HH/NU throughout the year.	
G12	PEEC- Positive Health domain	PEEC- Positive emotions domain. Self control/ Positive Health- Resilience.	Forums led by HH/NU throughout the year.	