



Personal Safety team | PSHE

Session	Learning Focus	Lesson and learning	Resources
Y7: 'Heartstart'	<i>Students to identify the correct Order of actions and technique For administering CPR</i>	<ul style="list-style-type: none"> ○ Students can identify the correct Order of actions for CPR. ○ Students can demonstrate the correct technique To successfully administer CPR. ○ Students can explain how CPR is administered differently to babies and children in comparison to adults. 	Links to training videos and technique. https://www.bhf.org.uk/how-you-can-help/how-to-save-a-life/cpr-training-in-communities
Y7: The Recovery position	<i>Students to identify the correct order of actions And techniques needed to Successfully put a patient in the Recovery position.</i>	<ul style="list-style-type: none"> ○ Students can identify the correct order of actions needed to place a patient into the Recovery position. ○ Students can demonstrate the correct technique needed to place a patient into the recovery position. ○ Students are aware of when it is necessary to place a person into the Recovery position. 	NHS guidance – Recovery position https://www.nhs.uk/conditions/first-aid/recovery-position/
Y7: Fire safety and burns	<i>Students to be aware of what can be done to minimise fire risks and how to treat burns in an emergency situation</i>	<ul style="list-style-type: none"> • Students Can identify dangerous flammable substances and that these can only be handled by people with specialist training • Students know important ways burns can initially be treated in an emergency situation before emergency services arrive. 	NHS guidance – Burns https://www.nhs.uk/conditions/burns-and-scalds/treatment/
Y7: Bleeding	<i>Students can identify the steps they need to take in case of a serious bleeding incident</i>	<ul style="list-style-type: none"> ○ Students watch a scenario where a child has a serious wrist injury which results in significant bleeding. ○ The scenario also shows how such an injury should be dealt with, including wrapping the wound up tightly with a bandage from a nearby first aid kit. ○ Students practice the steps needed to successfully wrap a bandage in order to stem bleeding. ○ Students engage with a role play scenario where serious bleeding has taken place and identify the steps they need to take. 	St John's Ambulance guidance in relation to bleeding. Clips from SJA also included within the lesson. https://www.sja.org.uk/get-advice/first-aid-advice/bleeding/severe-bleeding/
Y7: Emergency Services	<i>Students understand the role of the Different emergency services and</i>	<ul style="list-style-type: none"> ○ Students can identify the two emergency numbers in use across the UK today (999 and 112). 	Government guidance in relation to emergency phone numbers. https://www.gov.uk/guidance/999-and-112-the-uks-national-emergency-numbers



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	<i>when it is appropriate to call 999.</i>	<ul style="list-style-type: none"> ○ Students can identify the role of each service (Police, Fire, Ambulance) and know in what situations it is appropriate to request the correct service. ○ Students are aware of the pressures emergency services are under today and that it is an offence to make hoax calls to emergency services which can result in fines or in severe cases imprisonment. 	<p>Police guidance in relation to hoax calling. https://www.west-midlands.police.uk/your-options/hoax-calling</p>
Y8: Online Safety	<i>Students to understand a number of practical steps they can take in order to stay safe online</i>	<ul style="list-style-type: none"> ○ Students are aware of the term 'E-Safety' and understand the importance of staying safe online. ○ Students can identify a range of potential dangers which can occur whilst using a number of online platforms. ○ Students are aware of a number of practical strategies which they can use in their day to day life in relation to staying safe online. 	<p>Staying safe online – Childline guidance https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/</p> <p>8 Top Tips for staying safe online https://www.bbc.com/ownit/the-basics/8-tips-for-staying-safe-online</p>
Y8: Railway Safety	<i>Students to understand the range of hazards which exist near railway lines and understand how to stay safe near them</i>	<ul style="list-style-type: none"> ○ Students to become aware of key dangers around railway lines, for example overhead electric cables, standing too close to the platform edge when waiting for a train, crossing at an unmanned walkway etc. ○ Students can identify the dangers in relation to trains, for example the fact that many travel at high speeds and can kill. ○ Students understand how they can keep safe when near a railway line or when catching a train. 	<p>Network Rail – Safety on the Railway education resources https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/</p>
Y8: Road Safety	<i>Students to understand the risks that exist when crossing or walking nearby roads</i>	<ul style="list-style-type: none"> ○ Students are aware of the main causes of accidents when using or walking by the roads. Statistical information is used to present this. ○ Students to be aware of a range of practical strategies to help them stay safe when crossing or walking by roads. ○ Students can identify the risks involved when crossing roads. Eg Crossing between parked cars means that drivers will not be able to see you etc. 	<p>THINK! UK Government Road Safety information pages. https://www.think.gov.uk/</p>



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<p>Y8: Smoking and Vaping dangers</p>	<p><i>Students to understand the dangers of smoking and vaping</i></p>	<ul style="list-style-type: none"> ○ Students can define the term 'vaping' and are able to articulate that the steam from 'vape' contains dangerous drugs such as nicotine. ○ Students can identify and explain the health problems caused by smoking tobacco products and vaping. ○ Students can explain why the NHS has endorsed vaping as a stop smoking aid, and the fact that that the NHS has also stated the dangers of vaping. 	<p>Cancer Research UK – Is vaping dangerous? https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/smoking-and-cancer/is-vaping-harmful</p> <p>NHS – What are the Health risks of smoking? https://www.nhs.uk/common-health-questions/lifestyle/what-are-the-health-risks-of-smoking/</p>
<p>Y8: Online v Physical World</p>	<p><i>Students understand that their online use can have an impact upon their futures</i></p>	<ul style="list-style-type: none"> ○ Students can define the term 'digital footprint'. ○ Students can identify a range of strategies in order to help create a positive digital footprint. ○ Students can articulate ways in which their digital footprint could impact their future, both in a positive and a negative way. 	<p>Kaspersky – What is a digital footprint? https://www.kaspersky.com/resource-center/definitions/what-is-a-digital-footprint</p>
<p>Y9: The UK Justice system</p>	<p><i>Students understand the basic structure of the English legal system</i></p>	<ul style="list-style-type: none"> ○ Students can identify the tiered structure of the English legal system and are aware of a range of job roles which exist within it. ○ Students are aware that different levels of courts can deal with different crimes. Eg Magistrates court v Crown court. ○ Students can use their knowledge to make judgements in relation to real cases, which can be explained and justified using supportive evidence. 	<p>UK Government – The Justice System https://www.judiciary.uk/about-the-judiciary/our-justice-system/jud-acc-ind/justice-sys-and-constitution/</p>
<p>Y9: Terrorism</p>	<p><i>Students understand the importance of the UK government's 'Run, hide and tell' strategy in relation to terrorist attacks.</i></p>	<ul style="list-style-type: none"> ○ Students can explain the key detail within the UK government's 'Run, hide and tell' strategy. ○ Students can identify situations where it is necessary to use this strategy eg knife, bomb or shooting attack. ○ Students can explain what they need to do if they see something suspicious. 	<p>National Police Chiefs' Council – Run, hide and tell guidance. https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx</p>
<p>Y9: Anti-social behaviour</p>	<p><i>Students understand the dangers of carrying a knife and the impact this can have on wider</i></p>	<ul style="list-style-type: none"> ○ Students are aware of a number of tragic local cases where young people have lost their lives due to knife crime. ○ Students can explain the term 'joint enterprise' and even if they were not in possession of a knife, being part of a crowd or 	<p>Guardian Knife Crime Page – links to articles of knife crime stories https://www.theguardian.com/uk/knifecrime</p>



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	<i>communities, including the fact that it is against the law to be in possession of one.</i>	<p>encouraging use of a knife could result in being charged for the same crime as the perpetrator.</p> <ul style="list-style-type: none"> ○ Students understand that it is illegal to be in possession of any knife in the UK whilst outside the home. 	
Y9: Grooming and Child Sexual Exploitation.	<i>Students can explain the different strategies used by child groomers</i>	<ul style="list-style-type: none"> ○ Students can identify the different ways people can groom or exploit people. ○ Students can describe the warning signs and explain how an online groomer might act to persuade people that they are someone else. ○ Students can explain why groomers might use particular methods. 	NSPCC – Advice in relation to grooming https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/grooming/
Y9: Gangs and County Lines	<i>Students can explain the process of County Lines and the signs to look out for in relation to recruitment</i>	<ul style="list-style-type: none"> ○ Students can define the term ‘County Lines’. ○ Students can identify the signs of county lines and the risks of becoming involved. ○ Students can explain how to report this type of activity to the Police and the support in place for victims. 	NCA – Information about County Lines https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines
Y10: Situations at risk and keeping yourself safe	<i>Students can identify risky situations and know a range of strategies about keeping safe</i>	<ul style="list-style-type: none"> ○ Students can identify the risks, actions and outcomes of sexting. ○ Students can explain the impact that sexting can have on the lives of individuals. ○ Students can explain the laws, offences and consequences of sexting. 	NSPCC Learning – advice https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals
Y10: Sexual assault and victim blaming	<i>Students can explain what is meant by sexual assault and are aware of the legal position in relation to this</i>	<ul style="list-style-type: none"> ○ Students can describe the definitions of sexual assault and victim blaming. ○ Students can explain the impact that sexual assault has upon victims. ○ Students can explain the laws, offences and consequences of sexual assault and victim blaming. 	UK Government guidance – victim blaming. https://www.gov.uk/government/publications/challenging-victim-blaming-language-and-behaviours-when-dealing-with-the-online-experiences-of-children-and-young-people
Y10: Ways to identify risk in new situations,	<i>Students can identify risk when using online platforms and can consider ways to manage this</i>	<ul style="list-style-type: none"> ○ Students can identify ways in relation to how to stay safe online when using social media networks. ○ Students can explain how to identify risk when using internet platforms and can consider solutions to manage those risks. ○ Students can explain the consequences of taking risks on social media platforms. 	National Cyber Security Centre – How to stay safe online. https://www.ncsc.gov.uk/collection/top-tips-for-staying-secure-online



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including online			
Y10: Travel safety	<i>Students can explain the personal risks which exist when using transport and travelling</i>	<ul style="list-style-type: none"> ○ Students can identify a number of risks when using transport and travelling. ○ Students are aware of what they can do in order to minimise personal risk when using transport or travelling. ○ Students can manage risk and consider appropriate solutions to keep safe. 	
Y10: Gambling	<i>Students can explain the dangers of regular gambling</i>	<ul style="list-style-type: none"> ○ Students can explain the term 'addiction'. ○ Students are aware of the psychological impact of gambling on a regular basis. ○ Students can discuss issues around children being protected from gambling. 	NHS advice – Gambling https://www.nhs.uk/live-well/addiction-support/gambling-addiction/
Y11: Targeted advertising	<i>Students can explain what targeted advertising is and how it is used by companies</i>	<ul style="list-style-type: none"> ○ Students can define the term 'targeted advertising' ○ Students can explain why various companies use this technique to target certain people and age groups. ○ Students know what key criteria to look out for when assessing the reasons behind creating advertisements. 	
Y11: First aid refresh	<i>Students can explain key first aid techniques which could be used in an emergency situation</i>	<ul style="list-style-type: none"> ○ Students can explain the key techniques needed to stem bleeding. ○ Students can explain the key techniques needed to undertake CPR on a patient. ○ Students can explain the steps needed to place a patient in the Recovery position. 	NHS First Aid information https://www.nhs.uk/conditions/first-aid/
Y11: Laws related to harassment and rape	<i>Students can explain the laws which exist in relation to sexual harassment and rape</i>	<ul style="list-style-type: none"> ○ Students can define the terms 'sexual harassment' and 'rape'. ○ Students can explain the impact that these have upon victims. ○ Students can explain the laws and consequences which exist in relation to sexual harassment and rape. 	Rape Crisis – Sexual Harassment information https://rapecrisis.org.uk/get-informed/types-of-sexual-violence/what-is-sexual-harassment/#:~:text=Sexual%20harassment%20is%20a%20form,at%20schools%2C%20colleges%20and%20universities.



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Y11: Self defence	<i>Students to learn the basics of self-defence and how to minimise risk of attack</i>	<ul style="list-style-type: none"> ○ Students to know how to assess and manage risk and safety in new independent situations. ○ Students given basic lessons in self-defence, linked into real life scenarios. 	
Y11: Rights and responsibilities online	<i>Students to understand how to stay safe on social media, its power and its consequences</i>	<ul style="list-style-type: none"> ○ Students can explain how to store personal information online. ○ Students discuss different social media apps and answer a range of questions about their own use of them. ○ Students are aware of the power of privacy settings. ○ Students are aware of how to act when using online services. 	
Y12: Self Defence practical	<i>Students learn the basics of self-defence and practice this in a safe environment</i>	<ul style="list-style-type: none"> ○ Students know how to assess and manage risk and safety when in independent situations [refresher] ○ Students practice basic self defence moves, linked to real life scenarios. 	
Y12: Abusive relationships (consent/coercive behaviour)	<i>Students can explain key characteristics of a healthy relationship</i>	<ul style="list-style-type: none"> ○ Students can define the key terms of consent and coercive behaviour. ○ Students can explain some of the key characteristics which contribute to a healthy relationship. ○ Students can explain some of the early warning signs of unhealthy relationships. 	NSPCC guidance – Healthy relationships https://learning.nspcc.org.uk/safeguarding-child-protection/healthy-and-unhealthy-relationships
Y12: Identity and Inclusivity	<i>Students can explain the different range of identities which exist today in modern Britain</i>	<ul style="list-style-type: none"> ○ Students can explain the different type of identities that exist in modern Britain. ○ Students can explain the importance of being respectful towards all people, irrespective of their identity. ○ Students are aware of the law when it comes to discrimination and inclusivity 	
Y12: Magistrates court	<i>Students can explain the powers of an English magistrates court</i>	<ul style="list-style-type: none"> ○ Students can explain the differences between a magistrates court and a crown court in England. ○ Students can use information about the sentencing powers of a magistrates court to assess which sentence would be given out for a range of different hypothetical scenarios. 	UK Government information about Magistrates courts https://www.gov.uk/courts