

These lessons have been designed to support pupils in developing strategies to keep themselves safe.

Lesson sequence:						
1.	2.	3.	4.	5.	6.	7.
What do we mean by 'risk'?	What are emergency services?	How can we keep safe on the road?	How can we use our phones sensibly?	How can we keep our things safe?	What is antisocial behaviour?	How can I share something that I am worried about?

By engaging with these lessons, students will develop and demonstrate:	
Their ability to make informed decisions. Their ability to respect others. Their ability to develop empathy.	Their ability to understand risk. Their ability to fact-find.

By engaging with these lessons, students will learn the following key knowledge:	
The role and purpose of our emergency services and how they can be contacted. The importance of stop, look, listen and other road safety strategies. How a mobile phone can be both positive and negative. How to reduce the negative impact of mobile phone usage.	How to support crime prevention within the home and in relation to protecting personal items. What antisocial behaviour is, and isn't. The role of acceptable behaviour contracts and criminal behaviour orders (CBOs) in tackling antisocial behaviour. Who best to share their concerns with. The role of school safeguarding and Childline.

These lessons have been designed to meet the following criteria:

PSHE Association Programme of Study - Students learn		
<p><b>H18.</b> About everyday things that affect feelings and the importance of expressing feelings.</p> <p><b>H19.</b> A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p><b>H21.</b> To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p><b>H35.</b> About the new opportunities and responsibilities that increasing independence may bring.</p> <p><b>H38.</b> How to predict, assess and manage risk in different situations.</p> <p><b>H42.</b> About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information.</p>	<p><b>H44.</b> How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p><b>R9.</b> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p><b>R14.</b> The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships, including wider society.</p> <p><b>R15.</b> Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p><b>R20.</b> Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>	
Citizenship National Curriculum		
<p><b>1a.</b> To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p><b>1c.</b> To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p><b>2a.</b> To research, discuss and debate topical issues, problems and events.</p> <p><b>2c.</b> To realise the consequences of antisocial and aggressive behaviours.</p> <p><b>2d.</b> That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p><b>3e.</b> To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p><b>3f.</b> That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> <p><b>4a.</b> That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p> <p><b>5g.</b> Consider social and moral dilemmas that they come across in life.</p>	
Fundamental British Values		
<p>Respect and individual liberty.</p>	<p>Encourage pupils to accept responsibility for their behaviour and show initiative.</p>	<p>Encourage respect for people.</p>