

Curriculum 2000 - A planning framework for Safety Education

-Examples of safety related learning throughout the four key stages.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
PSHE	<p>Learn ways to keep safe at home, school, play, on the roads.</p> <p>Practise asking for help.</p> <p>Learn and practise how to make choices.</p>	<p>Learn how to recognise risks in different situations.</p> <p>Learn how to make more confident and informed choices and decisions and how to recognise stereotypes.</p> <p>Prepare for transition to secondary school e.g. by identifying safe routes and means of travel.</p>	<p>Learn how to recognise and manage risks of different kinds.</p> <p>Learn how to recognise when pressure from others threatens safety and develop ways to resist pressures, including asking for help.</p> <p>Learn about emergency aid procedures and where to get help and support.</p>	<p>Learn to recognise and follow health and safety requirements.</p> <p>Develop skills to cope with emergencies including basic aid and resuscitation techniques.</p> <p>Develop assertiveness skills to deal with unhelpful pressure or to ask for help confidently.</p>
Citizenship	<p>Help to agree classroom/playground/dining room safety rules.</p> <p>Talk about how easy or difficult it is to keep the rules and practise some ways to get better at rule keeping.</p> <p>Consider how keeping or breaking safety rules can affect ourselves and others.</p>	<p>Research, discuss and debate safety issues e.g. in the playground.</p> <p>Research the views, needs and feelings of others about such issues e.g. through surveys about playground safety issues.</p> <p>Take part in democratic decision making to make or change playground safety rules e.g. by presenting survey results to governors.</p>	<p>Be actively involved in school or community issues e.g. in safer travel projects.</p> <p>Learn how to be more effective in public life e.g. by identifying and practising the skills needed to lobby or campaign on a local safety issue - letter writing, press/media liaison.</p>	<p>Develop a range of skills for active involvement in school and community safety issues e.g. researching, publicising, public speaking in support of safe play and leisure facilities for children and young people.</p> <p>Develop understanding of democratic and electoral processes.</p>
Career-related learning	<p>Learn about the roles and work skills of adults who help us to keep safe - school crossing patrol, midday supervisor.</p> <p>Identify skills needed to cooperate with such adults.</p> <p>Practise these skills and reflect on how to get even better at them.</p>	<p>Meet and talk with people who implement or enforce safety rules in the community - drivers, police, fire service, lifeguards - and identify the skills they need.</p> <p>Identify skills we need to make our own contribution to these safety issues.</p> <p>Plan how to practise one such skill.</p>	<p>Meet and work with people who can give reliable information about safety issues - trading standards officer, driving instructor, environmental health officer, health and safety officer.</p> <p>Discuss safety issues in relation to the rapidly changing world of work.</p> <p>Consider personal skills and aptitudes re. work related safety issues. Plan how to develop one such skill.</p>	<p>Reflect on safety aspects of future careers/transitions.</p> <p>Discuss safety related rights and responsibilities of employers, employees, consumers.</p> <p>Identify safety related skills, qualifications, experience and record in ROA/CV.</p>