

Resource check list

Table 1: Principles of effective safety education

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Encourage the adoption of, or reinforce, a whole school approach, within the wider community Resources may deliver all or part of whole school approach and should encourage or reinforce a whole school approach. A whole school approach encompasses the formal and informal curriculum, policy (both as written and as implemented) and the relationships among staff, pupils, parents, carers, with other agencies and with the wider community.</p>	Makes clear reference to whole school issues		
	Suggests ways to work:		
	Within the formal curriculum		
	Within the informal curriculum		
	With staff		
	With parents/carers		
	With other agencies		
	With the wider community		
	Within a policy framework		
<p>Other comments</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Use active approaches to teaching and learning (including interactive and experiential learning) Active approaches to teaching and learning include all strategies in and out of the classroom where the learner:</p> <ul style="list-style-type: none"> • seeks out information for him or herself, • develops a physical skill, • engages in discussion about a topic in pairs or groups (interactive learning), • is engaged in problem solving independently or in a group, • adopts a role, or considers an issue from someone else's viewpoint. <p>Active learning may draw on the learner's personal experience (experiential learning.) A resource should describe how to manage the classroom climate e.g. using ground rules, using distancing techniques.</p>	<p>Describes how to establish ground rules for discussion</p> <p>Gives examples of distancing techniques</p> <p>Encourages pupils to seek information</p> <p>Encourages development of physical skills</p> <p>Pupils are involved in discussion</p> <p>Pupils are involved in problem solving</p> <p>Pupils are involved in role play</p> <p>Pupils consider a different perspective</p> <p>Pupils draw on personal experience</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Other comments:</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Involve young people in real decisions to help them stay safe</p> <p>Involving young people includes young people's participation in real decisions about keeping themselves safe, in and out of the classroom. Young people may be involved in designing or participating in surveys, participating in their school council, choosing which activities they want to take part in outside the formal curriculum, in peer education projects, in mentoring or peer support. Activities for young people should include identification of hazards, participating in risk assessment (e.g. assessing whether risks are trivial, tolerable or intolerable) and being part of actions to control or manage risk to themselves and others.</p>	<p>Supports the school to involve young people in decisions which affect their safety</p> <p>Includes activities which can be used to establish the young person's starting point</p> <p>Includes opportunities for peer education</p> <p>Includes ways to develop peer mentoring or support</p> <p>In a range of settings, encourages pupils to:</p> <ul style="list-style-type: none"> • recognise hazards • assess risk to themselves or others • suggest ways risk can be controlled 		
<p>Other comments:</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Assess children and young people’s learning needs</p> <p><i>Local and national evidence can help to identify factors that suggest children of a particular age or group are at risk. Teaching and learning strategies to address these needs should reflect the age and developmental stage of the learner, take account of social and cultural needs and the effects of gender on safety related behaviour and learning. Strategies to assess learning needs can involve open ended forms of questioning, whether through informal discussion, mind mapping, brain-showers and circle time. They may also include more structured formats, such as surveys, focus group discussions, interviews or ‘draw and write’ activities.</i></p>	<p>Includes information about the scale of the problem and for whom</p> <p>Clearly states the age or key stage for whom the resource is intended</p> <p>Identifies how to address relevant cultural differences</p> <p>Identifies how to address gender differences</p> <p>Uses open ended questioning</p> <p>Uses informal discussion</p> <p>Uses mind mapping or other means of collecting instant responses</p> <p>Uses routine structures such as circle time</p> <p>Uses surveys, focus groups or interviews</p> <p>Uses ‘draw and write’ strategies</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Other comments</p>			

Principle:	Resource: Name	Location (page no., screen, scene)
<p>each safety as part of a comprehensive health curriculum</p> <p><i>A comprehensive health curriculum helps children and young people learn how to keep themselves healthy <u>and</u> to stay safe. It provides opportunities to learn specific and transferable skills and knowledge in a wide range of circumstances, but with attention to feelings, skills, attitudes, values and attributes. Topics should be introduced in the early years at school and extended and revisited throughout the key stages, introducing more specific language, knowledge and skill as the child develops (spiral curriculum). A comprehensive health curriculum will offer pupils a specific time and place to learn about being healthy and staying safe (such as PSHE lessons) but will also be cross curricular, drawing on different programmes of study (e.g. maths, English, science, drama) to help them access and use relevant information.</i></p>	<p>Shows how safety fits within a wider health curriculum</p> <p>Offers opportunities to</p> <ul style="list-style-type: none"> • learn specific skills for keeping safe • learn transferable skills • gain knowledge about keeping safe • reflect on: <ul style="list-style-type: none"> • feelings about keeping safe • attitudes to keeping safe • values which help people to keep safe • attributes which help people to keep safe <p>Is (or is intended to be) used as part of an on-going programme of safety education</p> <p>Is (or is intended to be used as part of a PSHE education programme)</p> <p>Has cross curricular links</p>	
<p>Other comments</p>		

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Use realistic and relevant settings and resources Real life data and examples (but not those designed simply to shock) help to engage young people and to challenge misconceptions e.g. ‘bullying is acceptable behaviour among children’ or ‘accidents just happen’ where necessary. (Using data in this way is also known as a normative approach).</p>	<p>Uses real life settings e.g. roadside</p> <p>Does <u>not</u> use images or accounts to shock</p> <p>Uses data from reliable national or local sources</p> <p>Provides opportunities to:</p> <ul style="list-style-type: none"> • Challenge young people’s misconceptions • Explore attitudes to common experiences 	 	
<p>Other comments</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Work in partnership Develop links with supporting agencies such as police, fire and rescue, local authorities, and educational charities where these add value to work carried out in schools and other settings. Work with parents/carers and members of the wider community by seeking their views, providing information and guidance and involving them in developing and implementing solutions.</p>	<p>Suggests ways to</p> <p>Develop links with other agencies</p> <p>Ensure the work of other agencies adds value</p> <p>Seek views of parents/carers</p> <p>Offer support and information to parents/carers</p> <p>Involve parents in developing solutions</p> <p>Involve parents in implementing solutions</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	
<p>Other comments:</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Address known risk and protective factors <i>Risk and protective factors can be anything that is associated with a greater or lesser probability of a child or young person experiencing harm. Risk factors are not static and can be divided into several domains:</i> <i>individual (e.g knowledge or skill)</i> <i>school (e.g. policy)</i> <i>peer group (e.g. attitudes)</i> <i>family e.g. (parental rules) and</i> <i>community (e.g. crime).</i> <i>An understanding of risk and protective factors can help those designing and delivering safety education resources to focus on wider aspects of injury prevention and personal safety.</i></p>	<p>Includes information about risk and protective factors</p>		
	<p>Demonstrates how an understanding of risk and protective factors has informed the development of the resource</p>		
	<p>Can be used or adapted for use with young people who experience different risk and protective factors</p>		
<p>Other comments</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Address psychosocial aspects of safety e.g. confidence, resilience, self esteem, self efficacy <i>Psychosocial risk and protective factors are individual characteristics that may predispose children to injury, or to being a victim of bullying, violence or abuse. Psychosocial aspects of behaviour operate dynamically with environmental factors, reinforcing the importance of incorporating individual protective factors (such as confidence, resilience, self esteem, self efficacy) within a whole school, whole community approach.</i></p>	Identifies specific psychosocial aspects of safety to be addressed		
	Demonstrates how psychosocial aspects are addressed		
	Demonstrates links with other resources which develop psychosocial aspects of health e.g. SEAL		
<p>Other comments:</p>			

Principle:	Resource: Name		Location (page no., screen, scene)
<p>Adopt positive approaches which model and reward safe behaviour, within a safe, supportive environment</p> <p>It is helpful to identify the short and long-term benefits of maintaining safe and healthy behaviour, and of modifying behaviour that is harmful to health. Children and adults learn from observing and modelling the behaviour of others, including peers, and generalise their expectation of positive outcomes across different domains.</p>	<p>Identifies:</p> <ul style="list-style-type: none"> • short term benefits of safe behaviour • longer term benefits of safe behaviour <p>Encourages adults and peers to model safe behaviour</p> <p>Gives examples of how to reward safe behaviour</p>		
<p>Other comments:</p>			