



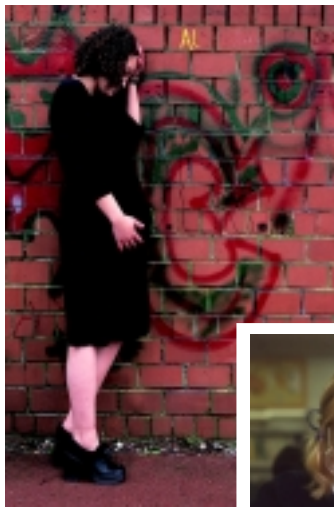
Head teachers,
Teachers & School
Governors

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Safety Education

Guidance for schools

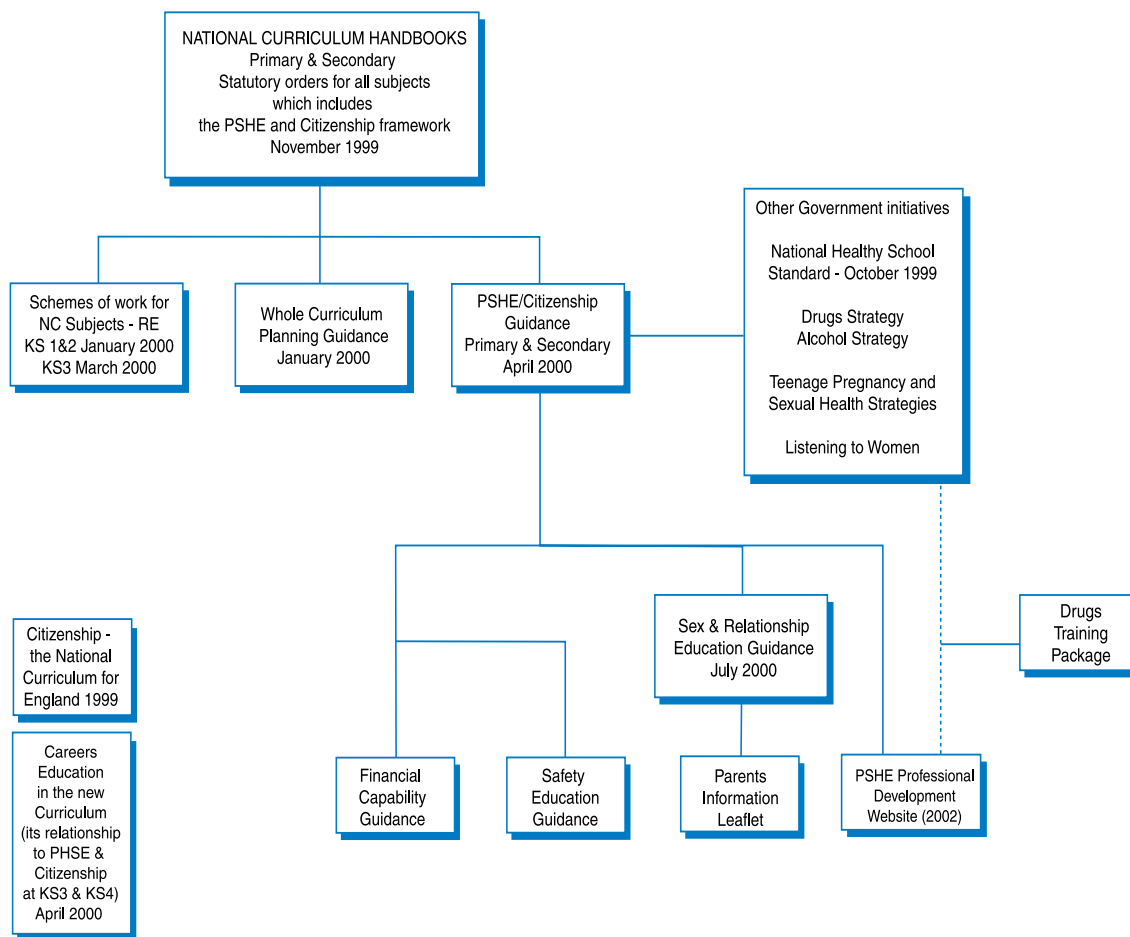




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How this guidance fits into the DfES structure



Introduction

Safety education is the responsibility of all staff in the school, including teaching and non-teaching staff, through the formal and informal curriculum. If safety education is to be effective, safety should underpin the whole culture and ethos of the school.

This document will:

- Define what is meant by safety and safety education;
- Demonstrate the need for safety education;
- Indicate National Curriculum requirements and other government recommendations for safety education;
- Recommend appropriate approaches to teaching and learning;
- Demonstrate how safety education builds on and enhances existing curriculum provision;
- Recommend sources of support for schools; and
- Provide examples of good practice.



What this guidance covers

The purpose of this document is to show how the curriculum for Personal Social and Health Education (PSHE) and Citizenship can address the issue of **accidental injury and death** in children and young people, the seriousness of which is indicated in Box 1.

A number of other issues also impact on the safety of children, including non-accidental injury and child protection issues, bullying and harassment, drug misuse and sex and relationship issues. The Department has already published extensive guidance on these areas; it is not the scope of this document to repeat it.

One of the aims of PSHE is to enable children to apply personal and social skills to a range of contexts in their lives. Skills in risk assessment learned in relation to preventing accidents are transferable to other issues.



Why is safety education needed in schools?

BOX 1:

Some facts and figures about accidents and injuries among children and young people

- Accidents are the main cause of death and disability for children in the UK.
- As many as 10,000 children are permanently disabled each year by accidental injuries.
- Boys - in all age groups - are more likely to be involved in accidents than girls.
- Children from poorer families are five times more likely to die as a result of accidents than those from wealthier backgrounds.
- Road accidents are the leading cause of accidental injury amongst children and young people: every year, over 130 children die and more than 4,500 are seriously injured while walking and cycling, often close to their homes.
- Child pedestrian casualties peak at about age 12; child cyclist casualties peak at about age 14.
- House fires are the biggest single cause of accidental death in the home.
- A large proportion of non-fatal home injuries are due to falls.
- Other significant causes of death or injury in children are burns and scalds, poisoning, drowning, choking and suffocation.
- Young, inexperienced workers have the highest accident rates in the workplace.
- Young, inexperienced drivers have the highest accident rates among drivers.

Sources: DTLR, CAPT, RoSPA, HSE, Home Office.

What can safety education achieve?

Safety education can enable children and young people, and their parents/ carers, to put effective safety measures into practice. For example, young cyclists can be taught how to plan safer routes to avoid difficult junctions where most accidents happen. Fitting smoke alarms and rehearsing escape routes can save lives in fires.

What pupils learn about risk assessment in school can be applied to life outside the school gates and can increase receptiveness to safety information and advice from other sources. Safety education can help young people make decisions about, and undertake, a wide range of activities - sport, adventurous activities, travel, work experience - confidently and competently.

What is safety education?

Safety education should enable pupils to keep themselves safe and to contribute to keeping others safe. It helps them be aware of possible hazards in different areas of their lives, and be able to take appropriate decisions and actions.

Safety education is not about isolating young people from all hazards - the bumps, cuts and bruises which are a normal part of growing up - but about equipping them to deal safely with a wide range of situations.

Safety education includes:

- 1) **The skills of hazard awareness and recognition, and risk assessment and management.** Pupils will be taught about risk assessment in subjects such as design and technology, science and physical education. Safety education enables pupils to transfer this learning to other areas of their lives.
- 2) **The factors which influence attitudes and behaviour** which relate to safety. Safety education should include consideration of the stereotypes and pressures which affect risk taking, for example, media images linking driving and speed, or the influence of fashion trends on the wearing of protective equipment.
- 3) **Personal and social skills** like assertiveness are important in enabling pupils to take responsibility for their own and others' safety: for example, when asking for help or calling the emergency services, or asking an adult to wear a seat belt or to drive more slowly.
- 4) **The role of emotions in recognising and managing risky situations.** Being able to control anger and deal with stress and fear are valuable safety- related skills¹.
- 5) **Playing a part in making communities safer**². Safety education involves learning to take responsibility for social and moral issues. Discussing safety issues to do with their school and local environment can lead on to pupils taking part in activities to improve safety. It should include discussion about social and political issues, which impact on improving safety.

¹ Framework for personal, social and health education. National Curriculum Handbooks: Primary, page 136; Secondary, page 188.

² Citizenship. National Curriculum Handbooks: Primary, page 136. Secondary, page 182.

- 6) **Understanding the roles of professionals and organisations** concerned with safety, for example understanding the responsibilities of the school crossing patrol, a firefighter or a trading standards officer, or understanding the range of skills needed by the emergency services to deal with road accidents. Safety education also encourages pupils to assess their own skills, including those they will need to cope with future transitions in their own lives.³.

Generic and specific safety education

Safety education includes:

- **generic** knowledge and skills which pupils can transfer to other contexts and situations. Generic skills include: risk assessment; how to give and get help; and dealing with and understanding peer and media pressure. Effective safety education can enable pupils to transfer these skills to different contexts.
- **specific** knowledge and skills, which only apply to a particular context or activity. For example, cyclists need to know the regulations for cycle lights and reflectors.

Contexts for safety education

Effective safety education should include a range of contexts appropriate to the age and developmental stage of the pupils. Account should be taken of the immediate environment of the pupils, for example, urban or rural roads, as well as unfamiliar environments that pupils may encounter, for example, driving, field visits, family holidays or work experience settings. Different contexts are suggested in the following table.

Box 2: Contexts and Issues for Safety Education

play	sport and leisure	construction sites
water	roads	rail
fire	electricity, gas	agricultural settings
school	community safety	the world of work
home	personal safety	socio-political issues

³ Aspects of career - related learning are included in the framework for PHSE at all key stages in the strand entitled “Developing confidence and responsibility and making the most of their abilities”.

Effective planning for safety education will help teachers to promote **key skills** and **thinking skills**:

key skills	thinking skills
information technology	working with others
improving pupils' learning and performance	problem solving.
information processing	reasoning
enquiry	creative thinking
evaluation	

Case study- Safe routes to school

- Active involvement of pupils in a local initiative
- Partnership with parents and with local authority
- Preparation for transition - transfer to secondary school

Uplands Junior School, Leicester. The school, 3km from the city centre, is in a densely populated residential area. There were concerns about child accidents in the area and the problems children faced crossing roads, where traffic speeds were excessive. In response, Leicester City Council started a 'safer routes to school' scheme in 1991. This included area-wide traffic calming and a 'walking to school' trail, with routes marked on the pavements. The markings lead to safe crossing places. Pupils and parents were involved in identifying the safe walking routes and designing the pavement markings.

There has been a significant reduction in vehicle speeds and a sustained reduction in the number of casualties. The number of children walking to school has increased.

Similar schemes in other schools (for example Highwoods County Primary School Colchester) have worked with Year 6 pupils before transferring to secondary school. They spend time planning a safe route for their new journey as part of a wider 'safer routes' initiative.

The place of safety education in the curriculum

Although the purpose of this guidance is to show how safety education can be delivered within the PSHE and Citizenship framework, it is important to be aware of other related National Curriculum provision.

The general teaching requirement for health and safety⁴ applies to science, design and technology, information and communication technology, art and design, and physical education (see Appendix 1). It requires that pupils are taught procedures for assessing and controlling risks to themselves and others, and includes simple and concise definitions of hazard, risk, risk control and risk assessment

Safety education in PSHE and Citizenship should ideally build on this learning in other subjects and discuss how it can be applied to other contexts in pupils' lives, both in and out of school.

The general teaching requirement for health and safety requires teachers to teach pupils how to:

Box 3:

■ Recognise hazards	A hazard is something with the potential to cause harm (this can include objects, substances, machines, ways of working and the working environment).
■ Assess risk	A risk is the likelihood of potential harm from the hazard being realised. The extent of the risk will depend on : 1) the likelihood of that harm occurring 2) the potential severity of that harm 3) the number of people who might be affected
■ Control risk	The purpose of the risk assessment is to determine what measures should be taken to control the risk, taking into account existing precautions and their effectiveness. Controlling a risk does not necessarily mean that the risk can be eliminated. <i>Adapted from HSE (1998)</i>

⁴ The National Curriculum. DfEE/QCA. 1999

Other aspects of safety education described above are addressed at all four key stages in the National Curriculum framework for PSHE and in Citizenship.

Career- related learning provides very clear contexts for safety education and is included in the framework for PSHE at all key stages in the strand entitled **“Developing confidence and responsibility and making the most of their abilities”**. Box 4 shows examples of how these aspects of the National Curriculum can contribute to safety education.

Box 4: Examples of safety-related learning through the four key stages.

	Developing a healthy, safer lifestyle	Preparing to play an active role as citizens	Developing confidence, responsibility & making the most of their abilities
Key Stage 1	<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>Help to agree classroom/playground/ dining room safety rules.</p> <p>Talk about how easy/ difficult it is to keep the rules; practise ways to get better at rule keeping.</p> <p>Consider how keeping or breaking safety rules can affect ourselves and others.</p>	<p>Learn about roles and skills of adults who help us to keep safe (eg) School crossing patrol, midday supervisor</p> <p>Identify skills needed to co-operate with such adults.</p> <p>Practise these skills and reflect on how to get even better at them.</p>
Key Stage 2	<p>Learn how to recognise risks in different situations.</p> <p>Learn how to make more confident and informed choices. Learn how to recognise stereotypes.</p> <p>Prepare for transition to secondary school, eg identifying safe routes and means of travel</p>	<p>Research and discuss safety issues eg in the playground.</p> <p>Research the views, needs and feelings of others about such issues eg through surveys about playground safety issues.</p> <p>Take part in democratic decision -making of playground safety rules eg by presenting survey results to governors.</p>	<p>Meet and talk with people who implement safety rules in the community - drivers, police, fire service, lifeguards - identify the skills they need.</p> <p>Identify the skills we need to make our own contribution to these safety issues.</p> <p>Plan how to practise one such skill.</p>

Key Stage 3	<p>Learn how to recognise and manage different kinds of risks.</p> <p>Learn to recognise when the influence of others threatens safety; 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>Be actively involved in school or community issues eg in safer travel projects.</p> <p>Learn how to be more effective in public life eg by identifying and practising the skills needed to lobby or campaign on a local safety issue.</p>	<p>Meet and work with people who can give reliable information about safety issues - eg trading standards officer, driving instructor, environmental health officer.</p> <p>Discuss safety issues in relation to the changing world of work.</p> <p>Consider personal skills and aptitudes regarding work related safety issues. Plan how to develop one such skill.</p>
Key Stage 4	<p>Learn to recognise and follow health and safety requirements, make risk assessments in unfamiliar contexts.</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>	<p>Develop a range of skills for involvement in school and community safety issues eg researching, publicising, public speaking in support of safe play and leisure facilities for young people.</p> <p>Develop understanding of democratic and electoral processes.</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 and experience in Records of Achievement and Curriculum Vitae (or CVs).</p>

This table is based on the **spiral curriculum**. The notion of a spiral curriculum is familiar to teachers and forms the basis of the National Curriculum. In all subjects, knowledge, understanding and skills are built up in a step-wise way, with the same concepts being revisited at each Key Stage, although through differing activities.

As in other aspects of planning the formal curriculum, teachers will need to be aware of:

- how pupils' understanding of health and safety concepts develop; and
- the extent to which pupils can be expected to take their share of the responsibility for safety.

At each step teachers will need to find out:

- where pupils are in their understanding;
- what language pupils use to explain that understanding; and
- what skills pupils are capable of applying in a range of different situations.

In planning the curriculum, teachers also need to be aware of pupils' changing lifestyles, particularly age-related changes such as the transfer to secondary school.

How should we teach about safety?

The PSHE guidance and National Healthy School Standard set out some key principles for PSHE and Citizenship which also apply to safety education. These principles rest on the notion of a whole school approach, where

- leadership;
- management;
- curriculum planning and resourcing;
- school culture and environment;
- professional development of staff;
- partnerships with parents and communities; and
- relationships with pupils

support teaching and learning about safety.

Some other factors have been shown to improve the effectiveness of teaching and learning about how to keep oneself and others safe.

1 Take a positive approach

Although safety education inevitably includes negative messages, concentrating on 'what not to do' leads to an emphasis on knowledge, rather than skills. It has been shown that knowledge alone does not result in safer behaviour.

A more successful approach encourages pupils to recognise what they already do to keep themselves and others safe, challenges their attitudes to safety and helps them to develop relevant skills of hazard recognition, risk assessment and risk management.

Taking a positive approach to safety:

- emphasises what pupils already do to keep themselves and others safe in familiar contexts such as the classroom and at home; and
- extends this to include less familiar places and situations.

This approach will enable pupils to learn to anticipate potential hazards and have the skills to assess and contribute towards controlling the risks. A positive approach also recognises that potentially hazardous activities such as outdoor adventurous pursuits, swimming or cycling can bring enormous benefits.

Case study - Cycling Challenge

- Active learning in a real life situation
- Risk assessment of own route to school
- Working with expert professionals
- Partnership with local authority

A 'cycling challenge' award enabled the London Borough of Waltham Forest to launch a cycling initiative in all its secondary schools. Professional cycle trainers were recruited to work at McEntee School, and by 1998, 80 pupils had participated in at least 3 one-hour training periods along the roads they use to get to school. From no cycling at all, around 14% of pupils now cycle regularly to school. An added benefit has been the success of several pupils in national cycling competitions.

Schools which encourage pupils' involvement in risk assessment and rule making, rather than imposing rules, also demonstrate a positive approach.

Case study- Involving pupils in safety policy-making

- Active involvement in school safety issues
- Research
- Circle time
- Active involvement in democratic processes

Guidance for PSHE and Citizenship from The Education Advisory Service for Shropshire and Telford & Wrekin encourages the involvement of pupils in researching safety issues and recommending improvements. Having identified a traffic or playground concern, for example, collaborative "circle time" discussions are recommended to clarify issues (eg what changes to rules they want to make), talk about views and feelings and agree an initial action plan. Polling among their peers, presenting plans to policy makers such as school governors, campaigning and bidding for funds help develop pupils' understanding of local democracy.

2 Start where pupils are

'Health', 'risk' and 'safety' are all abstract concepts. Any lesson which includes some aspect of health and safety should therefore include an opportunity for pupils and teachers to explore the extent to which they share a common understanding of these concepts.

This will help adults to recognise what pupils already know and understand, what they have misunderstood and what they have yet to understand. It will also help teachers to recognise and work with contexts which are relevant to pupils' lives.

Case study - Using the "draw and write" technique.

- Start where pupils are - investigate their understanding, attitudes, experience

The "Draw and Write" technique is described in a RoSPA-commissioned research paper, *A review of the development of children's understanding of safety related concepts*. McWhirter, 1997. Several studies are reviewed, in which children were asked to draw and write about accidents, risk, what children thought they needed to keep safe from and how they thought they should do it. The youngest children, from age 4, demonstrate confusion between real and imaginary hazards (fire, ghosts) and suggest inappropriate responses (hide from fire). At adolescence, increasing awareness of personal responsibility for safety replaces the notion that "objects harm you". Older age groups show emerging understanding of accident prevention, but relate risk taking to misbehaviour. Teachers can replicate techniques to investigate pupils' understanding.

3 Get the language right

The concepts of health, risk and safety are amongst the most important schools will ever communicate to pupils. However, the language used to describe these abstract concepts is complex and full of potential ambiguity.

For example 'risky' does not have the same meaning as 'dangerous', yet research has shown that pupils of primary school age do equate risk with danger. Similarly, research with teenagers and adults shows that the meaning of risk for this age group is strongly associated with anti-authoritarian behaviour.

These differences make risk a difficult concept to teach. For example, if adults try to explain risk using alternative words such as danger, they will reinforce the younger pupils' misunderstanding - and adopt a negative approach which may encourage teenagers to try the activity they hope to discourage.

There are many opportunities to explore the language of risk in lessons where developing an understanding of risk or safety is not the foremost objective of the lesson. For example:

- lessons in mathematics offer opportunities to discover the objective **probability** of a certain event or series of events happening;
- a lesson in geography about the location of a new business would use the language of probability to **predict** its likely viability; and

- English lessons where the class explores the **consequences** of a character's actions will help pupils to extend the range of situations where they can learn about, and articulate, their **personal response** to risk.

4 Take an active approach

Safety and risk are subjects which generally do not lend themselves well to passive or didactic teaching styles. Knowing how to recognise hazards and assess and manage risks needs to be complemented with the right attitudes and behaviour.

In the classroom, these aspects are best introduced, practised and extended through an active or participatory approach. An active approach to teaching and learning about safety and risk in the classroom will include group work, simulations, role play and problem solving and will engage with pupils' everyday experiences.

Case Study - Crime and social behaviour project

- Consider social and moral responsibility
- Relate learning to local contexts
- Learning through games

West Midlands Police, through its charitable trust Building Blocks, has funded a school curricular project based around a game called **TROUBLE - CAN YOU AVOID IT?** The game and accompanying series of lesson materials covers over 140 everyday situations including criminal activity, anti-social behaviour and personal safety. Young people are asked to consider the consequences of their actions, their responsibilities and the implications for the safety of themselves and others. Typical situations are:

- building sites - scaffolding
- railways - electrocution, objects on lines...
- rivers / canals / quarries
- fire - matches, fireworks, false alarms....
- roads - playing in the road, joy riding, throwing objects into the road....
- personal safety - bullying, abuse, prowlers, being followed...
- drugs / alcohol
- crime - theft, anti social behaviour orders....

The Project provides materials for all Key Stages, using stories for younger children.

Effective approaches allow safety skills to be discussed and practised in real life situations. For example, research by the Department for Transport, Local Government and the Regions has shown that the best way for children to develop safe pedestrian skills is through guided practice at the roadside.

Case study - Drumchapel project

- Skills development in real life situations
- Partnership with parents / carers
- Active learning

Drumchapel is a housing estate in Glasgow with high unemployment, social deprivation and seven times the national average of child pedestrian accidents.

DTLR, Strathclyde Regional Council and the Drumchapel Community Council ran a road safety project in which parent volunteers taught young children (5-7 years old) basic pedestrian skills, following a programme devised at the Psychology Department of the University of Strathclyde. The children performed significantly better after training, and maintained the improvement for two months after training ended.

Extra-curricular activities such as school visits, cycle safety training, Duke of Edinburgh Award schemes and other adventurous activities will encourage a culture where the safety of self and others has a high profile and can be considered in real life situations..

Pupils can become actively involved in risk assessment in school in a wide range of situations. They can be involved in setting the ground rules for safe working in the classroom, for playground safety and other school rules.

Case study - School medicine policies

- Involving pupils in discussion of school policy
- Procedures for responding to an emergency

The National Asthma Campaign recommends that pupils with asthma should be allowed to keep their inhalers with them at all times. This can conflict with more general school policies relating to medicines which usually require medicines to be kept in a secure place, out of the reach of pupils. In the case of asthma medicines, risk assessment suggests that more harm is likely to result if children with asthma are unable to access their inhalers when they need them, compared with the relatively much smaller risk to other pupils who may either deliberately or inadvertently misuse this medicine. The need for asthma medication to be available to pupils when they need it provides a useful opportunity for teachers to explain to pupils what they should do if one of their friends has an asthma attack and to remind pupils that medicines should only be used by those for whom they have been prescribed.

Case study- First Aid Training.

- Working with experts
- Peer education / responsibility for younger pupils
- Skills training for real life situations

Hayesfield School, an 11-18 girls' comprehensive school in Bath, provides a well developed first aid training programme for both students and staff supported by St John Ambulance. As a result of this training, sixth form pupils run first aid clubs in a primary school and for younger pupils in their own school. Pupils have used their training on a number of occasions both in and outside school to assist with incidents, including giving cardiopulmonary resuscitation.

Case study- Outdoor Education.

- Active learning in a real life situation
- Hazard level high
- Working with expert professionals
- Taking responsibility for control measures

Clive Atkins, outdoor education adviser for the London Borough of Waltham Forest, uses real life situations to help young people to learn about hazards, risks and control measures.

For example, participants prepare in advance for an abseiling activity, learning the reasons for protective clothing, learning how to use the equipment and how to ensure that it is assembled correctly and used correctly. They learn how to recognise the hazards, assess the risk and put in place appropriate control measures. 'They check each others equipment and, under supervision, control the safety of each other.

The first backward step off the cliff can be a frightening experience - the risks of harm from the hazard are clear to the participant. But their involvement in the process of assessing the risk and putting control measures in place ensures that they know they will reach the end safely. Reflective time after the activity is used to consider not only the new skills they have learned but also their potential transferability to other aspects of the young person's life.



How will we know if safety education is effective?

In the long term, we can measure effectiveness through monitoring accident statistics in school and in the local community, using local health authority data.

In the short term, teachers can assess pupils' learning from active approaches such as those described above in terms of:

- Pupils' responses to verbal and written questions (knowledge)
- Pupils' behaviour in the classroom and on school visits (skills)
- Pupils' problem solving abilities in imaginary and real life situations.

Assessment should also include pupils' views of how relevant and effective safety education is. Pupils can be asked to reflect on what they have learned, what they have learned to do, what they still need to know and how they can use their learning.

Pupils may also evaluate their own learning through reviewing their involvement in real life incidents by discussing what happened, what could have happened and what could be done in future to control the risks.

This could form a useful part of the pupil's record of achievement, annual report, school transfer information or school leaver's reference.

Case study- Healthy Schools

Hampshire County Council's Safety Zone publication is sent to all Key Stage 2 pupils as part of the local Healthy Schools programme. The focus for each edition is determined by a team which liaises with the Safety Officers Group. The Group has been set up to provide a forum to discuss safety education in schools and to promote quality standards.



Sources of support

Local contacts

Community Police Services
Community Fire Services
Environmental Health Services
Trading Standards Departments
Road Safety officers
Health Promotion and Community Health Services
LEA PSHE adviser

Contact details will be found in the local telephone book.

National contacts

Brake

Brake
PO Box 548
Huddersfield
HD1 2XZ

Tel: 01484 559909

Fax: 01484 559983

Web: www.brake.org.uk

E-Mail: brake@brake.org.uk

Brake is a not-for-profit road safety organisation, which works to stop death and injury on roads, and to care for people traumatised by road crashes. Brake encourages schools to get involved in its Road Safety Week. It produces guides on road safety for teachers and resources for pupils, such as videos, posters and leaflets.

British Red Cross Society

British Red Cross
9 Grosvenor Crescent
London SW1X 7EJ

Tel. 0207 235 5454

Website www.redcross.org.uk

The British Red Cross offers a wide range of innovative first aid and health programmes for young people, which support both the classroom curriculum and extra-curricular programmes. It offers HSE approved first aid at work training and courses tailored for teachers and other school staff.

Child Accident Prevention Trust (CAPT)

4th Floor, 18-20 Farringdon Lane
London EC1R 3HA

Tel 020 7608 3828

Website www.capt.org.uk

Email info@capt.org.uk

CAPT is a UK wide charity dedicated to preventing death and serious injuries caused by accidents to children and young people. It provides advice and information on injury prevention to organisations, professionals and the public. It also organises safety campaigns such as Child Safety Week and the SAFE KIDS campaign.

Department for Transport, Local Government and the Regions (DTLR)

Eland House,
Bressenden Place
LONDON SW1E 5DU

Telephone 020 7944 3000

Website www.dtlr.gov.uk

The DTLR is responsible for road safety policy in England. It commissions and funds research, and develops and evaluates teaching materials which are made available to schools, drivers and others as appropriate. Teaching materials, best practice examples, statistics, lesson plans for literacy hour and other subjects are available on our website.

Health and Safety Executive (HSE)

HSE Information Centre
Broad Lane
Sheffield S3 7HQ

HSE InfoLine

Tel: 08701 545500

Fax: 02920 859260

e-mail: hseinformationservices@natbrit.com

Website: www.hse.gov.uk

HSE ensures that employers look after the health and safety of their employees and employees and the self-employed look after their own health and safety. All of whom have to take care of the health and safety of others who may be affected by their work activity. HSE develops and enforces health and safety law, regulations and standards, inspects work places, investigates accidents and cases of ill health, publishes guidance and advice and provides information.

Health Education Unit

Research and Graduate School of Education
University of Southampton
Highfield
SOUTHAMPTON SO17 1BJ

Telephone 023 80 592754

The HEU carries out research into children's understanding of health, safety and risk. Staff at the HEU have evaluated school health education initiatives and been involved in the development of the National Healthy School Standard.

National Healthy School Standard (NHSS)

Health Development Association (HDA)
Trevelyan House
30 Great Peter Street
London SW1P 2HW

Tel 020 7413 1929

Website www.wiredforhealth.gov.uk

The National Healthy School Standard (NHSS), launched in October 1999, plays a very important part in improving the health of our young people, and provide them with the knowledge, skills and understanding to lead healthy active lives. It acts as an umbrella for a variety of different health initiatives and policies, bringing them together in a cohesive manner, promoting them in schools and recognising the achievement of schools that implement them successfully. It takes a whole school approach to provide a framework for school development. Safety is one of the 8 key themes of the NHSS.

The Royal Society for the Prevention of Accidents (RoSPA)

RoSPA
Edgbaston Park
353 Bristol Road
Birmingham B5 7ST

Tel 0121 248 2000

Fax 0121 248 2001

Website www.rospace.co.uk

Email help@rospace.co.uk

Rospa, is an independent professional body and registered charity with specialist knowledge and expertise in dedicated departments - roads, work, products, home, water, leisure, playgrounds, school. A comprehensive information service provides updates on statistics, legislation and guidance. The Safety Education Department provides a termly journal and a catalogue of age-specific teaching resources.

Safe Routes to Schools

Sustrans
35 King Street
Bristol BS1 4DZ

Tel 0117 915 0100
Email schools@sustrans.org.uk
Website www.sustrans.org.uk

The Safe Routes to School project co-ordinated by Sustrans provides support to local authorities, schools and parents. It organises conferences and seminars, and provides a helpline for enquiries. Publications include a quarterly newsletter, teachers' packs, project guides and free information sheets.

St John Ambulance

St. John Ambulance National Headquarters
27 St. John's Lane
London EC1M 4BU

Tel: 020 7324 4000
Fax: 020 7324 4001
Web: www.sja.org.uk
E-Mail: training@nhq.sja.org.uk

St. John Ambulance is the leading first aid, transport and care charity. It provides first aid, medical support and care services, a wide range of training courses and extensive programmes of personal development for young people. It provides courses and resources for teachers to teach first aid skills to their pupils.

LASER Project (Interactive Safety Centres)

RoSPA
353 Bristol Road
Birmingham B5 7ST

Tel 0121 248 2000
Website: www.rospace.com
Click on the safety Education Section, then LASER Project.

The National Community Fire Safety Centre (NCFSC)

Room 741 Horseferry House
Dean Ryle Street,
London SW1P 2AW

Tel 020 717 8731
Website www.community-fire-safety.org.uk

The Department for Transport, Local Government and the Regions, through the NCFSC, co-ordinates the educational role of the Fire Service throughout England and Wales.

Appendix 1

HSE/QCA joint statement



THE NEW GENERAL TEACHING REQUIREMENT FOR HEALTH AND SAFETY

1. This statutory statement applies to science, design and technology, information and communication technology, art and design, and physical education.
2. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
 - a about hazards, risks and risk control;
 - b to recognise hazards, assess consequent risk and take steps to control the risks to themselves and others;
 - c to use information to assess the immediate and cumulative risks;
 - d to manage their environment to ensure the health and safety of themselves and others;
 - e to explain the steps they take to control risks.

In addition to this general teaching requirement for the five subjects, the programmes of study for each subject contain specific teaching requirements on health and safety.

GUIDANCE

- 1 This new health and safety requirement was drawn up by the QCA after consultation with the Health and Safety Executive. The review of the national curriculum provided an opportunity to reconsider how the concept of risk is taught.
- 2 This guidance aims to familiarise teachers with some of the terms used in the statement and indicate how this statement can be used to teach the concept of risk and develop pupils' ability to assess and control risks.
- 3 Some terms explained:
 - Hazard means anything that can cause harm.
 - Risk is the chance, high or low, that somebody will be harmed by the hazard.
 - Risk control involves taking steps to reduce the chance, and/or mitigate the consequences, of the hazard causing harm.

- Risk assessment evaluates the risks and decides whether precautions are adequate or more should be done.
- 4 Teachers will have already introduced the concept of risk to their pupils. Consistent messages on risk awareness, delivered at the appropriate developmental level throughout a pupil's time in school, will result in them being better equipped to deal with situations of uncertainty and change, both in and out of school.
 - 5 Pupils will need to be taught about the hazards, risks and risk control within the context of their work in these subjects so that risk awareness forms an integral part of their learning and development. The health and safety statement provides a framework for pupils to gain an understanding of - and skills in - recognising hazards, risks and uncertainty in a range of contexts. Other subjects will also provide opportunities to develop risk awareness.
 - 6 Teaching about the concept of risk will help pupils make their own decisions about risk so that they can:
 - recognise the existence of hazards, risks and uncertainty in a range of contexts;
 - assess their own ability, and the ability of others, to deal with different situations;
 - assess the consequences when dealing with hazards presented to themselves and to others (for example, within school, the environment, the home);
 - seek advice from appropriate sources to minimise and manage risk;
 - understand that rules and regulations follow from risk assessment and help define individual and collective responsibility.
 - 7 In the future, pupils' ability to assess and control risks will be increasingly important. An ability to manage risk has application in leisure activities and in the home as well as at school.

