

# PSHE FACTSHEET

## Safety Education (including anti-bullying)

### Ten principles of effective safety and anti-bullying education:

- Encourage the adoption of a whole-school approach, within the wider community ✓
- Use active approaches to teaching and learning, including interactive and experiential learning ✓
- Involve young people in real decisions to help them stay safe and in developing approaches to preventing and tackling bullying ✓
- Assess children and young people's learning needs ✓
- Teach safety and deliver anti-bullying messages as part of a comprehensive PSHE curriculum ✓
- Use realistic and relevant settings and resources ✓
- Work in partnership with supporting agencies who can add value to safety and anti-bullying education ✓
- Address known risk and protective factors ✓
- Address psychosocial aspects of safety such as confidence, resilience and self-esteem ✓
- Adopt positive approaches which model and reward safe, non-bullying, behaviour, within a safe, supportive environment ✓

Adapted from briefing paper, "Effective Safety Education"

### What should be taught?

- Skills of hazard awareness, risk assessment and management ✓
- Fire, Water, Electricity, Gas Safety ✓
- Safety in the home, including avoiding accidents and dangerous substances ✓
- Safety in the wider community, including personal safety, rail safety, road safety, water safety, agricultural safety and construction sites ✓
- E-safety ✓
- Protection from bullying and a zero tolerance towards bullying behaviour ✓

## Frequently Asked Questions

### Q: How do we involve parents?

**A:** Parents are almost always very keen to ensure their children are safe. It is important that parents are aware of the safety education their children are receiving so that they can reinforce key messages at home.

### Q: Is it better to use external providers?

**A:** Partner agencies such as Kent Police, Kent Fire and Rescue Service, can provide a vital contribution to safety education, as can other organisation such as train operating companies. Such organisations have specialist knowledge and expertise and many young people say they prefer to receive safety education from external providers. However, the contribution of these agencies should be overseen by a qualified teacher and it cannot be assumed that all external providers provide the same quality of educational support.

### Q: Is there a danger of scaring children?

**A:** Safety education and education on bullying should be delivered through a spiral curriculum. The DCSF guidance referred to below gives examples of appropriate safety information for different key stages, as does the QCA curriculum guidance. If delivered, like all other education, in a way that builds on children's knowledge and experience, there should be little danger of scaring children and a greater chance that all children and young people will have the knowledge and skills to live safe lives, free from fear.

### Q: How do we go about teaching E-safety?

**A:** E-safety is a constantly changing area and it is vital to keep up-to-date with changes in technology. This is relevant to all areas of e-safety including cyber-bullying and child protection. To view the latest information look at websites of organisations such as Childnet International, BECTA and CEOP.

### Q: Surely children and young people have to learn how to deal with bullying behaviour – its part of life?

**A:** All children and young people need to develop resilience, self-esteem and coping skills in order to reduce the chances of them experiencing bullying behaviour and to ensure they can respond effectively if it does happen to them. However, it is vital for every school to have a zero tolerance approach to bullying which gives a clear message across all curriculum areas and across the whole school that bullying is not tolerated.

## Resources and Support

- **Anti-Bullying Alliance** – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) – resources and information on bullying
- A **briefing paper** for all those involved in helping children and young people to stay safe - <http://www.pshe-association.org.uk/pdf/A%20review%20of%20safety%20education-%20briefing%20paper.pdf>
- **DCSF Guidance for Schools on Safety Education** – <http://www.teachernet.gov.uk/docbank/index.cfm?id=1314>
- **PSHE Subject Association** - <http://www.pshe-association.org.uk/> - working to raise the status, quality and impact of PSHE. The website links to a range of resources and CPD information
- The Government's **Social and Emotional Aspects of Learning (SEAL)** programmes – [www.bandapilot.org.uk](http://www.bandapilot.org.uk) – this website hosts has a range of resources relevant to the teaching of effective safety education and education on anti-bullying
- **Kent Healthy Schools Programme** – [www.kenthealthyschools.org.uk](http://www.kenthealthyschools.org.uk)
- **Kent E-safety resources** - <http://www.kented.org.uk/ngfl/ict/safety.htm>
- **Kent Safe Schools** – <http://www.kenttrustweb.org.uk/Children/safeschools.cfm>
- **Advisory Service Kent** – [www.kenttrustweb.org.uk/ask](http://www.kenttrustweb.org.uk/ask) - supporting schools in raising standards and improving effectiveness. The website includes important subject information