

PSHE Year 5 (Autumn 2) #WWSafe

Prior Learning: In Year 4 children will have learnt our own responsibilities within our local environment, the choices we make and the consequences they can have. Being able to manage risk, danger and hazardous situations/behaviours. Recognise and cope with negative feelings by having strategies in place. Be able to administer first aid to casualties of an allergic reaction or asthma attack. Saying No to bullying behaviours and being able to respectfully stand up to these behaviours. Consent3- healthy and unhealthy relationships.

We will learn how to identify risk, manage our own personal safety through developing knowledge, skills and understanding within the “#WWSafe” within the theme of our PSHE Education.

This includes learning about discriminating behaviour towards ourselves and others (teasing, stereotyping) Being able to recognise that we all have differences and similarities and these should be celebrated safely. First aid focus: bleeding and basic life support and calling for help. Consent focus: Revisiting safe and unsafe boundaries, understanding consent and the importance of how it keeps us safe.

1. **TWAL: To recognise and understand discrimination**

We will learn through role play what discrimination is. We will be able to recognise different discriminating behaviours we or others may experience and how we can respond effectively and respectfully towards them.

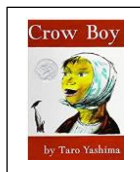
Discrimination is an intolerance or unreasonable behaviour towards certain groups within our society because of their race, age or sex



Recommended Resources – PSHE association

2. **TWAL: To understand the effects discrimination can have on ours and others mental health**

We will learn how we can support others who are different to us and what effect this can have on ours and others mental health, We will learn how to prevent these behaviours by celebrating being different and a variety of support strategies. We will know who we can ask for help from.



Recommended reading:
Crow boy by Taro Yashima
One by Kathryn Otoshi



Recommended Resources/Websites

<https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/vulnerable-children/discrimination/>

3. **TWAL: To understand the impact bullying can have on a person's mental health**

We will learn to understand the impact bullying can have on a person's mental health if support and kindness is not shown quickly when these behaviour start. We will reflect on strategies we have used and celebrate our achievements when dealing with unwanted bullying behaviours. We will learn how to be role models for children in lower key stages offering support and advice to those who may need it. We will know and be able to tell others who to ask for help from



The effects of being bullied can cause poor mental health and self esteem

Impact means to have a strong and often bad effect on a person

External support for children

NSPCC <https://www.net-aware.org.uk/>

<https://www.nationalbullyinghelpline.co.uk/>

<http://www.childline.org.uk/>

<https://www.safe4me.co.uk/support-services/>



4. **TWAL: How to give permission (consent)**

Please see separate consent overview for this lesson.

5. **TWAL: To understand the importance of personal boundaries**

Please see separate consent overview for this lesson.

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6. TWAL: To give first aid for bleeding and shock

We will learn how to give first aid to a casualty who has had a shock or is bleeding. We will be able to understand the importance of ensuring the safety of ourselves and others. We will learn how to assess a casualty's condition calmly. We will be able to learn different ways of comforting and reassuring a casualty who is bleeding and may be in shock. We will know who to call and seek medical advice if needed.



Bleeding can be caused by a minor graze or cut

Severe bleeding is when it is difficult to slow or stop the flow of blood.

Shock (medically) is when a person has difficulty in breathing because of panic caused by severe bleeding



Recommended planning and resources

St Johns ambulance – PSHE association

Mrs Colley – School Nurse

St Johns Ambulance – First Aid responder volunteer

Words we will know!

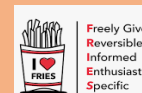
Discrimination



Impact



Consent



Freely Given
Reversible
Informed
Enthusiastic
Specific

CPR



D R S A B C

7. TWAL: To give basic life support

We will learn how to conduct a primary survey of our casualty, be able to put a casualty who is unresponsive but breathing normally into the recovery position. We will learn how to conduct basic CPR and identify when we should start compressions on a casualty (when they are unresponsive and not breathing normally). We will learn when, how and who to ask for medical assistance.



Primary survey – Use the acronym Drs ABC – (Danger, Response, Shout, Airways, Breathing, Circulation)

CPR only to be given if the casualty is unresponsive and NOT breathing normally

Shock (medically) is when a person has difficulty in breathing because of panic caused by severe bleeding



Recommended planning and resources

St Johns ambulance – PSHE association

Mrs Colley – School Nurse

St Johns Ambulance – First Aid responder volunteer