

## Year 6 (Autumn 2) #WWSafe

Prior Learning: In Year 5 children will have learnt 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.

**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 how and why rules are made, the impact of making our own rules and the consequences when we break them. We will be learning the importance of our Human Rights, the rights of a child and the right to protect our own bodies. We will learn when it is appropriate to break another person's confidence. First aid focus: Choking and head injuries. Consent focus: Safe relationships and giving consent online (New law?)

### 1. TWAL: To understand and identify what UK laws are and how they protect us

We will learn what laws are and how they are made by the government to keep us safe. We will be able to explain that laws are decided by a group of people who vote in favour or against a motion. This happens in Westminster for the United Kingdom but also is a mirrored procedure throughout schools, public places and within families and homes.

**(Assess)**



Democracy is a government that is run by the people.

A government is a group of people who make laws and take decisions on behalf of all the people of a democratic country.



#### Recommended Websites/Videos

<https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zygmqfr>

BBC Teach –introduction <https://www.youtube.com/watch?v=2-IFEUntcZc>

### 2.TWAL: To understand the importance of our Human Rights

We will explore our Human rights, the history that led up to the writing of the Universal Declaration of Human Rights. We will be able to explain the importance of making laws and the significance this has on us, on society and the consequences of not allowing people their basic Human Rights.

A right is a moral or legal entitlement to have or do something.

A Human right is to be able to reach our full potential as human beings and a government must do everything to support us to do so.



#### Recommended Reading

Kick by Mick Johnson

Here I stand by Amnesty International



### 3. TWAL: To understand the right to respect and protect our bodies

We will learn that we have a human right is to respect our bodies against harmful and unlawful procedures. We will be able to explain the importance of reporting any concerns around ourselves and our bodies and know it is ok to break a confidence to keep ourselves and others safe. We will learn how to do this and who/ where we can ask for help. Link to: Speak out, stay safe assembly / workshop

Discuss the ways children know bodies can be changed. E.G. Tattoos, ear piercing. Are there age limits on these things? Why/ why not?

Issues for discussion- is it O.K. for parents to choose to have their child's ears pierced when they are babies? Is it O.K. for our parents to choose who we marry?



*Forcing anyone to marry against their will is a crime. Help and support is available.*

The **Human Rights Act 1998** gives everyone, child and adult, the right to be safe in our body and in our mind. This law means that local councils and others must protect you.



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### **4. TWAL: To recognise the difference between an appropriate touching and inappropriate touching (consent)**

*Please see separate consent overview for this lesson.*

### **5. TWAL: To understand that online activities need consent too**

*Please see separate consent overview for this lesson.*

### **6. TWAL: To provide first aid to a head injury**

We will learn how to respond with First aid to a casualty who has a head injury. We will learn the difference between a minor head injury and a major head injury. We learn how to identify the severity of the head injury, give first aid to the casualty and we will know who to call for help and further medical assistance. (see St Johns lesson plans)

**Please note children MUST have completed the basic life skills lesson in Year 5 before attempting this lesson**



Minor means that it has less importance or significance

Major means very important, significant and serious

Fracture is the cracking or breaking of a hard object or material (brain)



**Recommended planning and resources**

**St Johns ambulance – PSHE association**

**Mrs Colley – School Welfare Officer**

**St Johns Ambulance – First Aid responder volunteer**

### **Vocabulary we will learn:**

Democracy

Human Right

Obstruction

Oesophagus

### **7. TWAL: To provide first aid to a casualty who is choking**

We will learn how to respond with First aid to a casualty (baby, toddler, child or adult) who is choking. We be able to recognise when someone is choking, how to give first aid to the casualty (including back blows and tummy thrusts). We will know who to call for help and further medical assistance.

**Please note children MUST have completed the basic life skills lesson in Year 5 before attempting this lesson**



Obstruction is a blockage or something which is preventing access

Oesophagus is s the tube-like structure that connects the mouth to the stomach

Your trachea is also called your windpipe. It carries air in and out of your lungs.



**Recommended planning and resources**

**St Johns ambulance – PSHE association**

**Mrs Colley – School Welfare Officer**

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