

Hazards and Emergencies : PSHE : Decision Making and Risk : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To assess risks and make safe decisions in everyday activities.	This lesson aims to encourage your class to become more independent when assessing hazards and making decisions to minimise any risks they need to take. They have the opportunity to assess hazards and risks in hypothetical situations, or, alternatively, they can make a short journey around the local area to assess risks they might encounter when walking on their own.	<ul style="list-style-type: none"> • Can children identify an everyday risk? • Can children identify some common safety signs and describe what they mean? • Are children able to make sensible decisions to keep themselves and others safe? 	<ul style="list-style-type: none"> • Slides • Situation Cards 1A • Sugar paper • Risk Assessment Strips 1A/1B/1C • Laptops/tablets (FSD? activity only) • Worksheet 1A (FSD? activity only) • Everyday Hazard Cards (FSD? activity only)
Lesson 2	To recognise when we feel unsafe and how we can get help.	By the end of this lesson the children should be able to recognise their body's response to feeling unsafe and have a bank of strategies to use in situations that have made them feel unsafe or uncomfortable. The lesson includes opportunities to reflect on different hypothetical situations where someone, including adults, might make them feel unsafe.	<ul style="list-style-type: none"> • Can children recognise the feelings of feeling unsafe? • Are children able to distinguish between a safe situation and an unsafe situation? • Can children give sensible suggestions on how they might leave or respond to an unsafe situation? 	<ul style="list-style-type: none"> • Slides • Body Response Sheets (Teaching input) • Scenario Cards 2A • Response Card • Role-Play Cards 2A (FSD? activity only)
Lesson 3	To understand when and how to call for emergency services.	This lesson focuses on when one might need to phone 999 for an emergency situation, and what happens during a 999 phone call. The children will explore the different emergency services that can be contacted this way and how they might help us in different situations. The children then have the opportunity to role-play the phone calls they might make in different emergency situations.	<ul style="list-style-type: none"> • Do children know when it is appropriate to call 999? • Can children tell you the emergency services and what they can do to help? • Can children explain how they would call 999 in a variety of situations? 	<ul style="list-style-type: none"> • Slides • Warm-up Signs (Teaching input) • Warm-up Slips (Teaching input) • Role-Play Card 3A (Teaching input) • Worksheet 3A/3B/3C • Situation Cards 3A (FSD? activity only) • Prompt Cards 3A (FSD? activity only) • Worksheet 3D (FSD? activity only)
Lesson 4	To know and practise some emergency first aid skills.	<p><i>**We strongly recommend inviting a professional first aid trainer to run a workshop with your children so that they benefit from hands-on practice and advice.**</i></p> <p>This lesson looks at the first aid that can be used in an emergency situation. The children will look at the acronym DR ABC as well as the recovery position, heavy bleeding, choking and head injuries.</p>	<ul style="list-style-type: none"> • Can children assess a situation to determine if it is an emergency or not? • Can children tell you what the acronym DR ABC stands for? • Are children able to put a person into the recovery position? 	<ul style="list-style-type: none"> • Slides • DR ABC Card (FSD? activity only) • Recovery Position Cards (FSD? activity only)
Lesson 5	To know and practise some basic first aid skills.	<p><i>**We strongly recommend inviting a professional first aid trainer to run a workshop with your children so that they benefit from hands-on practice and advice.**</i></p> <p>This lesson looks at the first aid that can be used to treat minor injuries that may not be an emergency. This includes sprains, broken bones, minor bleeding, burns and cuts and grazes. They will look at a first aid kit and explore the equipment and how it can be used to treat minor injuries.</p>	<ul style="list-style-type: none"> • Do children understand the concepts of basic first aid, for example, dealing with common injuries, including head injuries? • Can children tell you what should be done for a given first aid situation? • Are children able to show you how they would deal with a given first aid situation? 	<ul style="list-style-type: none"> • Slides • First Aid Situation Cards 5A/5B • First aid kit per group • First Aid Equipment Cards 5A • First Aid Skill Cards* (FSD? activity only)

End of Primary Phase Objectives:

Relationships Education - Being Safe

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources

Health Education - Mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Health Education - Basic first aid

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Vocabulary

health and safety, hazard, injury, emergency, accident, railway line, mobile phones, resist, pressure, risk, first-aid, safe, unsafe, boundary, police, ambulance, coast guard, fire service, emergency services, non-emergency, 999, 111, 101, DRABC, recovery position, first-aid kit, graze, sprain, fracture, bleeding, choking, burns

Teacher notes