

**Question:** What is PSHE?

PSHE stands for **Personal, Social, Emotional and Economics**. In this subject you will learn the knowledge and skills needed to manage your lives, now and in the future. PSHE will help you to stay healthy, safe and will prepare you for life and work.

**Transition & Safety - The bigger picture:**

This is your first term at secondary school and starting at a new school and coping with the changes this can bring will be exciting but can also be scary. Therefore at the start of this term you will be learning about the different ways to deal with changes, anxiety and how to be resilient. You will also learn about safety and first aid this term as some of the changes you may face could be travelling to and from school on your own or with your friends on busy roads or public transport.

**What changes do you think you might experience starting secondary school?**

Change can be positive, such as learning a new language or having new opportunities you did not have at primary school.

**Anxiety:** Everyone can feel anxious but if the anxiousness starts to affect someone's life, support is available and there are things they can try that may help. It might be easier to find ways to manage stress/ anxiety if the causes are known. Some examples of things that may cause anxiety include:

- work - feeling pressure at school/ over school work
- family - relationships difficulties, relationship difficulties between parents or caring for someone
- health - illness, injury or losing someone (bereavement)
- Difficult past experiences - bullying, abuse, neglect

**Resilience:** How to build resilience:

1. **Be positive** - believe in yourself and know that you can do it.
2. **Set yourself goals** - you want to set your goals high but realistic.
3. **Be hardworking** - get into a regular work routine and perhaps have a quiet area at home where you can work.
4. **Eat regular and healthy meals** - and exercise too so that you can be strong.
5. **Go early to bed with a regular sleeping routine** - a good night sleep will help you tackle problems a lot better.
6. **Keep a strong support group of positive people** - your family, choose your friends wisely at school and outside and seek help from your teachers.

**Where to find help?****ChildLine:**

[www.childline.org.uk](http://www.childline.org.uk)

Phone: 0800 1111

**Young Minds:**

[www.youngminds.org.uk](http://www.youngminds.org.uk)

**Samaritans:**

[www.samaritans.org](http://www.samaritans.org)

Phone: 116 123

**E-wellbeing**

<https://e-wellbeing.co.uk>

**Key words and definitions:**

**Transition:** a change from one form or type to another. E.g. changing from primary school to secondary school.

**Change:** to make or become different.

**Support:** to help someone emotionally or in a practical way.

**Strategies:** a way of doing something or dealing with something.

**Anxiety:** an uncomfortable feeling of nervousness and worry about something that is happening or will happen in the future.

**Resilience:** the capacity to recover quickly from difficulties; toughness.

**Relationship:** the way in which two or more people feel and behave towards each other.

**Safety:** the condition of not being in danger or of not being dangerous.

**CPR:** stands for **C**ardiopulmonary **R**esuscitation and it is an emergency lifesaving procedure performed when the heart stops beating.

# First Aid

## What is first aid?

Basic treatment that is given to someone as soon as possible after they have been hurt in an accident or if they suddenly become ill.

Here are some of the most common injuries that may need emergency treatment. You will go through these in more detail in your lessons.

- Anaphylactic shock is a severe allergic reaction.
- Asthma attack
- Bleeding
- Burns and scalds
- Choking
- Drowning
- Fractures
- Heart attack
- Stroke

## Why is first aid so important?

- **Eight in ten adults (85%)** lack the knowledge and confidence to act if someone collapsed and was unresponsive and not breathing.
- **69 per cent** of people aged 16-24 say they would be willing to help someone who is unresponsive and not breathing.
- Yet just **16 per cent** have the confidence and knowledge to help someone in this life-threatening situation.

Teaching first aid in schools can help change this. We want everyone to know how to save a life.

## Getting help in an emergency

In the UK, 999 has been the emergency services number for many years.

When you call 999 you'll be asked what service you need, as well as:

- your telephone number
- the address you're calling from
- a brief description of what's wrong with the casualty and whether they're bleeding, unconscious or not breathing

The call handler may advise you on how to assist the casualty until help arrives.

Have you ever had to use first aid?

How confident would you feel helping someone that was injured?

## Real stories

### Saving a woman on the street: Stephen's story

Stephen, aged eight, learned first aid at school.

Stephen was able to help a woman who had collapsed on his street. He quickly rushed over, tried talking to her and checked her breathing. Once he knew she was breathing, he rolled her on to her side with her head tilted back to keep her airway open. Stephen then asked his mum to call an ambulance and stayed with the woman until it got there.

Stephen said, "I was a little nervous at first but I remembered what to do because I had learned it at first aid club. "I think it is important to know what to do because we should all help each other. I am really proud of what I did."

### When your mum collapses: Hanna's story

Hanna, aged ten, took action quickly when her mum collapsed. Hanna knew what to do because she said she had practised calling 999 at school.

The call handler stayed on the phone and talked Hanna through the key actions. Remembering what she had learned at school, Hanna moved her mum onto her side and tilted her head back to help keep her airway open. Hanna stayed calm and kept talking to and reassuring her mum.

The paramedics quickly arrived and took Hanna's mum to hospital. She was so grateful that her daughter had known what to do. "Hanna was just amazing," she said.

Hanna's teacher shared, "It's a life skill that I think all children should have."



To get to school we have to travel either by foot, bike, scooter, bus, train or you may be lucky enough to get dropped off in a car. When travelling to school it is important that we are kept safe. Visit <https://www.think.gov.uk/thinkmap/> to see a map that uses data collected by the police about road traffic crashes occurring on British roads. You could use this map to help plan your route to school.

#### Advice for cyclists:

- Ride decisively and keep clear of the kerb.
- Look and signal to show drivers what you plan to do, make eye contact where possible.
- Avoid riding up the inside of vehicles, as you might not be seen. If a vehicle is indicating to the left hang back at the junction to reduce the risk of a collision.
- Always use lights after dark or when visibility is poor. Wear high-visibility and reflective clothing and accessories at all times
- Wear a correctly fitted cycle helmet that is securely fastened and conforms to current regulations.
- Your local council can help you plan your journey by providing maps showing dedicated paths and routes.
- Where possible, try to maintain **social distancing** when you cycle, for example when waiting at crossings and traffic lights.
- Where using bikes (private, docked or dockless) wash your hands for at least 20 seconds or sanitise your hands before and after cycling.
- Did you know there is a highway code (rules) for cycling on the road? If you cycle to school, type the link below into google and read the following document <https://www.gov.uk/guidance/the-highway-code/rules-for-cyclists-59-to-82>



Check out this video -

<https://www.think.gov.uk/resource/see-think-speak/>

This film encourages you to See, Think and Speak up in risky road safety situations.

Would you speak up to a friend if you thought they were not being safe on the roads?

