

Fire Safety

and PSHE Education

Professionals' Pack

2022

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INTRODUCTION

This pack aims to support education providers to deliver quality PSHE education around fire safety through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Education providers can help raise awareness of fire safety, by discussing the potential consequences of fires, developing skills and strategies for managing risks and educating children and young people on appropriate first aid techniques.



SAFE LEARNING ENVIRONMENT

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently. We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 — Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 — Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



No. 03 — Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



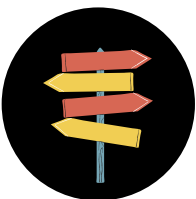
No. 04 — Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 — Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 — Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Do not use scare/fear or guilt tactics

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision.

The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices.

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

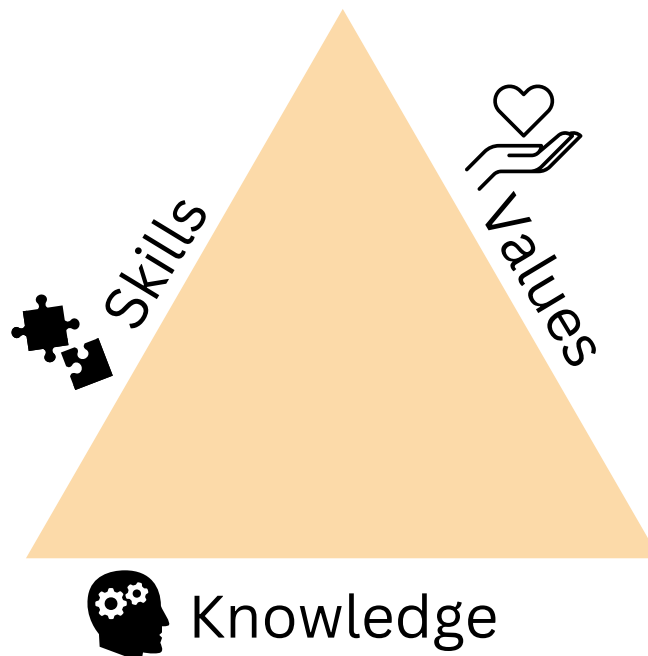
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic



LINKS TO PSHE CURRICULUM ⁷

The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to Fire Safety.

Primary

PSHE Association:

Key Stage One

H28.	About rules and age restrictions that keep us safe
H29.	To recognise risk in simple everyday situations and what action to take to minimise harm
H30.	About how to keep safe at home (including around electrical appliances) and fire safety (e.g., not playing with matches and lighters)
H33.	About the people whose job it is to help keep us safe
H35.	about what to do if there is an accident and someone is hurt
H36.	how to get help in an emergency (how to dial 999 and what to say)

Key Stage Two

H38.	How to predict, assess and manage risk in different situations
H39.	about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
H41.	Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H43.	About what is meant by first aid; basic techniques for dealing with common injuries
H44.	How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

By the end of Primary pupils will know:

FA1.	How to make a clear and efficient call to emergency services if necessary.
FA2.	Concepts of basic first-aid, for example dealing with common injuries, including head injuries



PSHE Association: Key Stage Three

H30.	How to identify risk and manage personal safety in increasingly independent situations, including online
H31.	Ways of assessing and reducing risk in relation to health, wellbeing and personal safety
H33.	How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

Key Stage Four

H23.	Strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)
R37.	to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators.

Key Stage Five

H14.	To assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it
H17..	To perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime

By the end of Secondary pupils will know:

FA1.	Basic treatment for common injuries.
FA2,	Life-saving skills, including how to administer CPR.
FA3.	The purpose of defibrillators and when one might be needed.

NYA Youth Work Curriculum:

HW2.	Helping young people make informed choices about how they live, approach risk and take responsibility for their own behaviour in relation to their lifestyle
HW4.	Making appropriate support and services accessible when necessary



USEFUL RESOURCES

Please check all resources are suitable for your settings and children. before use

Fire Safety

Books:

[No Dragons for Tea: Fire Safety for Kids and Dragons](#)
[Stop, Drop and Roll: A Jessica Worries Book: Fire Safety](#)
[Frances the Firefly](#)

Videos:

[Fireman Sam](#)
[Flee the dog in 'Hero'](#)
[Flee the dog in 'Hot Date'](#)
[Halloween and Bonfire Safety by Greater Manchester Fire and Rescue Service](#)

Lesson Plans:

[Cheshire Fire and Rescue Service](#)
[Children's Burns Trust](#)
[KS2 Hereford and Worcester Fire and Rescue Service](#)
[KS2 Derbyshire Fire and Rescue Service](#)
[KS2 Devon and Somerset Fire and Rescue Service](#)
[Staywise - Education resources provided by the Emergency Services](#)

Locally:

[Safe and Sound](#) is a virtual weekly programme that explores safety topics for Year 5-6. Broadcast on Wednesday's at 10am, Safe and Sound is a multi-agency collaboration that links to the PSHE education curriculum.

USEFUL RESOURCES

First Aid:

St John's Ambulance - Lesson plans for KS2, 3 and 4 and also teaching pathways.

British Red Cross - Free teaching resources for 5-18 years old.

BBC Teach - A series of short films presented by Dr Emeka Okorochoa including How to make an emergency call and dealing with Burns and Scalds for Primary. For Secondary there are short films available including on administering CPR and defibrillators

British Heart Foundation - Provides free teaching material for Heart and Secondary Schools can apply for a free CPR education kit.

Oak Teacher Hub: First Aid - Four lessons for KS3 covering "Assessing a casualty", "Recovery position", "CPR" and "Defibrillators (AEDs)"

Department for Education - Basic first aid teacher training module which contains key knowledge and facts to help teachers understand what they must teach.

DEVELOPING SUBJECT KNOWLEDGE



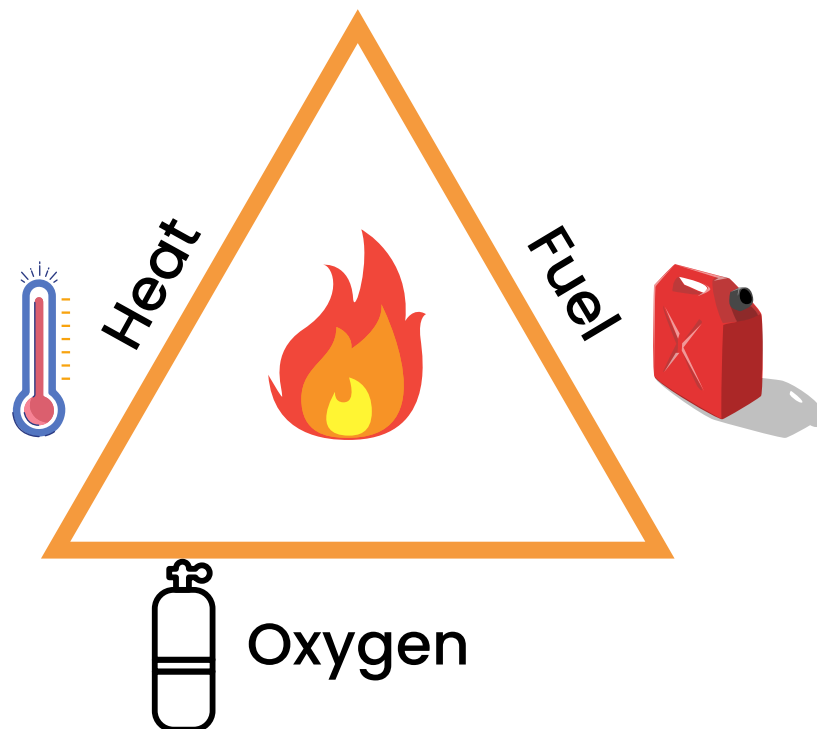
FIRE SAFETY

*with thanks to Staffordshire Police and Staffordshire Fire and
Rescue Service*

Fires

Most fires are preventable, educating children and young people about fires, including risks and how to seek to support is an important part of an effective PSHE education curriculum.

Fires need three things to start - a source of ignition (heat), a source of fuel (something that burns) and oxygen.



Fires

There are many different locations fires can start that children and young people need to be aware of in order to manage risk and appropriate response should they come across a fire these include:

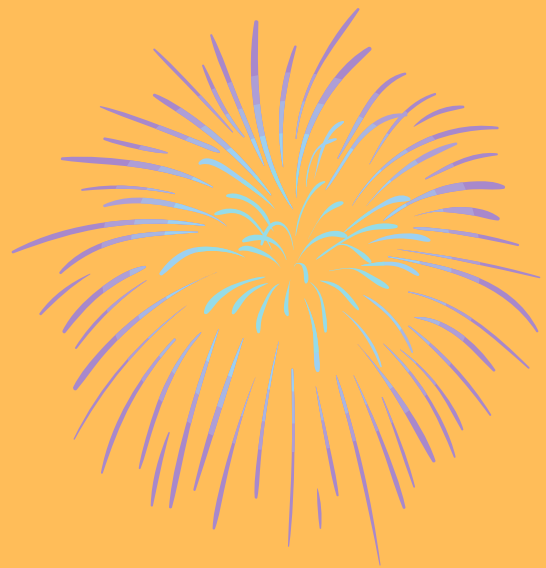


Household fires - Caused by smoking, candles, matches and lighters, fireplaces, electrical appliances and sockets

Wildfires



BBQ



Bonfires and Fireworks

The Law



Fireworks:

- Under 18's cannot buy 'adult' fireworks.
- 'Adult' fireworks are category 2 and 3 fireworks – they do not include things like party poppers.
- Category 4 fireworks can only be used by professionals.
- It is illegal to set off fireworks between 11pm and 7am except for:
 - Bonfire Night (time is extended till midnight)
 - New Year's Eve, Diwali and Chinese New Year (cut off is 1am)
- You can only buy fireworks (including sparklers) from registered sellers for private use on these dates:
 - 15th October – 10th November
 - 26th – 31st December
 - 3 days before Diwali and Chinese New Year
- At other times you can only buy fireworks from licenced shops.

You can be fined an unlimited amount and imprisoned for up to 6 months for selling or using fireworks illegally. You can also get an on-the-spot fine of £90.

Arson:

- Arson is when someone deliberately sets fire to something to cause damage or injure people.

The maximum penalty for arson is life imprisonment – this is because of the danger involved.

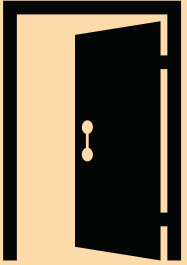
Hoax Calls:

- Calling 999 wastes time and resources to those who genuinely need them.

The maximum penalty for making a hoax call is 6 months imprisonment or a fine of £5,000

Important Education Messages

In case of fire:



Get Out



Stay Out



Dial 999

What3words: The simplest way to talk about location

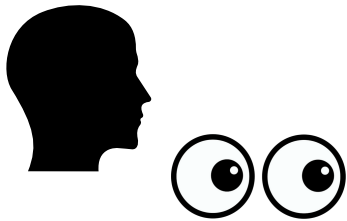
Street addresses are not accurate enough to specify precise locations, such as building entrances, and do not exist for parks and many rural areas.

This can make it hard to find places and prevents people from describing exactly where help is needed in an emergency.

The world has been divided into 3 metre squares and each square given a unique combination of three words. It is the easiest way to find and share exact locations.

NATIONAL STATISTICS

Over 550 under 16's are taken to A & E in the four weeks surrounding bonfire night alone.



The vast majority of injuries are to the eyes, head or hands – so scars will be visible for life. Source: The Children's Burn Trust

In England in 2020/2021:

233
children under 11
years were injured
in accidental fires
in the home
(Source FIRE0506)

2
children under
11 years were
killed in
accidental
fires in the
home (Source
FIRE0506)

THE LOCAL PICTURE



Staffordshire Fire and Rescue Service (SFRS) cover 2,713 square kilometres (1047.5 square miles) in size.

There are 589 firefighters -240 Whole-Time and 349 retained on-call with 141 support staff
Source: Fire1101



Our Stations:

- 8 whole-time (24 hours a day)
- 2 daytime
- 23 retained on-call

Total of 33 fire stations across the County

Useful Contacts:



If you would like more information or support about Fire Safety please contact:

Staffordshire Fire and Rescue Service – 0300 330 1000

Safe and Sound – Education programme to educate communities about safety in a fun and interactive way to find out more please email: safeandsound@staffordshirefire.gov.uk

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service – 0300 111 8007
Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm
Out of Hours – 0345 604 2886 / 07815 492613

Stoke:

CHAD – 01782 235 100

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm
Out of Hours – 01782 234 234

Further Reading:

- [Fire Prevention and Rescue - Gov.uk](#)
- [Fire Angel - Fire Safety](#)
- [Guidance for practitioners who engage with CYP who set fires](#)
- [Staffordshire Fire and Rescue Safety Plan 2020-2024](#)
- [Staffordshire Fire and Rescue Statement of Assurance \(April 2019 - March 2020\)](#)



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With thanks to our Partners



Staffordshire
Fire and Rescue Service
 preventing • protecting • responding