

Wales Police Schools Programme

LESSON OUTLINE: Olivia

WPSP STRAND: SAFEGUARDING

TOPIC: YOUNG DRIVERS, STAYING SAFE 15– 18 years AND Tertiary Colleges

Schools have a central role to play in reducing this risk by providing educational inputs that raise awareness about the consequences of taking risks. By exploring the Fatal 5, officers can help learners to develop the skills to identify potential risks and consequences, stay safe and seek help if needed.

Ensure that the lesson is appropriate for the needs of learners in terms of their age, maturity, language/images used, and understanding required. Furthermore, this lesson is only to be delivered if a teacher is present in the classroom at all times.

Police Officers should ensure that they have discussed the content of the lesson with the class teacher and be mindful of any children who might be vulnerable to the content of the lesson.

Curriculum Wales: Statements of What Matters:	AGREE
1.Developing Physical Health and Well-being has lifelong benefits	
a) Understand the factors that affect Physical Health and Well-being	
b) Develop positive informed behaviours	✓
c) Encourage them to lead healthy and active lifestyles	
2.How we process and respond to our experiences affects out mental health and emotional wellbeing	
a) Connections between experiences, mental health and emotional well-being. Feelings and emotions are neither fixed nor consistent.	
b) Develop empathy, strategies to regulate emotions	✓
c) Communicate their feelings	✓
3.Our decision-making impacts on the quality of our lives and the lives of others	
a) Understand how decisions and actions impact on self, and society, now and in the future. Understand factors that influence decision making	✓
b) Enable learners to develop the critical thinking skills necessary to consider their decision making in terms of possible implications – including	✓

risk - for themselves and others		
c) Collective decision making – understand their contribution	✓	
d) Career pathways		
4.How we engage with social influences shapes who we are and affects our health and well-being		
a. Understand the role of social influences on their lives. Rules, social norms, attitudes and values. Interaction affects our identity, values, behaviours, relationships		
b) Learners engage critically with this social influence		
5 Healthy relationships are fundamental to our wellbeing		
a. Understand and value how feelings of belongings and connection that come from healthy relationships have a powerful effect on health and well-being		
b) Recognise when relationships are unhealthy and the need to be aware of how to keep safe and seek support		
c) Understand they will experience a range of relationships, nurture and maintain relationships how healthy relationships are vital for a healthy body and mind allowing us to thrive.		

Links with United Nations Convention on the Rights of the Child (UNCRC) Article 13 - The right to information Article 19 – You should not be harmed Article 36 - You should be protected from things that harm you Article 37 – you have the right to be treated fairly if you break the Law	This resource supports schools to develop their approaches to Wellbeing and to Care, Support and Guidance as required by the ESTYN Common Inspection Framework 2017. It also reflects the principles laid down in the Well-being of Future Generations Act (Wales) 2015.
The Law: See lesson plan below for details of Laws in relation to seatbelts, texting, speed, drink and drug driving. The Children Act 1989 The Education Act 2002 The United Nations Convention on the Rights of the Child 1989 (UN, 1989) was ratified by the UK on 16 December 1991.	Safeguarding children: working together under the Children Act 2004 (Welsh Assembly Government, 2006) Social Services and Well-being (Wales) Act, 2014 Keeping Learners Safe (2015)

Lesson Outline

Aim	To highlight the Fatal 5.
Learning Outcomes	To <ul style="list-style-type: none">• To educate young people to be able to make the right decisions to stay safe when driving or travelling in cars.• To understand that some actions have serious consequences• to know the Law relating to driving offences
Success Criteria	By the end of the lesson, you will: <ul style="list-style-type: none">• know how to make safe choices and decisions when driving or travelling in cars• be able to understand that some actions have serious consequences• understand the Law in relation to driving offences• know who can help
Resources	<ol style="list-style-type: none">1. Fatal Distraction PowerPoint2. Mind Map activity handout3. Peer pressure Activity handout
Key words	Careless & dangerous driving, Speed, Peer Pressure, Consequences