

## Unit Context



It is important to teach children personal safety as this will empower them to be able to lead safer lives by learning how to make safer choices and identify people who they trust and can talk to, if they have a worry or a 'no' or 'I'm not sure feeling'. Before teaching personal safety, all staff should have up-to-date child protection training and be aware of the procedures in their school or setting.

DfE statutory guidance for schools and colleges **Keeping Children Safe in Education** (March 2015) states that 'Everyone who works with children...has a responsibility for keeping them safe' and 'No single professional can have a full picture of a child's needs ... everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All staff members should also receive appropriate child protection training which is regularly updated.' Cambridgeshire Local Safeguarding Children Board has recommended that this training is undertaken at 3 yearly intervals. All staff in schools and colleges are required to read at least part of **Keeping Children Safe in Education** (March 2015). Other key documents include **What to do if you're worried a child is being abused – Advice for Practitioners** (March 2015) and **Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers** (March 2015). This will ensure that they are aware of systems within their school or college which support safeguarding. This should be explained as part of staff induction and include: their Safeguarding and Child Protection policy; their school or college's staff behaviour policy or **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** (March 2009) and the role of the Designated Person for Child Protection. All concerns should be logged immediately and passed straight to the Designated Person for Child Protection within the school/setting in order for them to respond appropriately. Staff should understand their individual responsibility to pass on concerns and are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Other guidance and policies that are linked to safeguarding might include E-Safety and Acceptable Use policies, Domestic Abuse, Sexually Inappropriate or Harmful Behaviours, Intimate Care, Drug Education, Anti-bullying, Behaviour Management, Positive Handling, SRE, Inclusion etc. Other useful documents and legislation include: HM Government Working Together to Safeguard Children (2015); Children Act 1989; Children Act 2004 and the Education Act 2002. Although at this age the majority of children will be supervised both in and out of school, children need to be given the opportunity to practise personal safety skills in a safe environment such as within school. Parents also need to be aware of the skills being taught so that they can help their child practise these skills outside of school. Alongside teaching this unit, children will be learning about how to understand and manage their own feelings as well as other personal safety skills, such as road, water and fire safety. These are covered in units **ME 5/6 My Emotions**, **MR 5/6 Managing Risk** and **SC 5/6 Safety Contexts**. The Health Related Behaviour Survey (see **Sources of Information and Support**) is carried out with Years 5 and 6 in many Cambridgeshire schools. It includes questions about Personal Safety, including e-safety.

## Unit Description

In this unit children will review their safety rules, practise problem solving, develop strategies for resisting peer group pressure and also how to recognise and deal with risk. They will also explore the need to look beneath the surface, and not be misled by information and appearance. They will identify those people who they trust, and this will be used to develop a Network of Support (see the **Teaching Guidance**). They will be able to assess how safe they feel in the school and grounds. They will be able to define honesty and practise this by exploring some dilemmas. Children will be able to identify and name body parts, including the genital area and understand the rules about personal boundaries, including knowing the difference between 'yes' and 'no' touches and when to tell. They will demonstrate that they can assess different levels of risk.

## Learning Expectations

### At the end of this unit most pupils will:

- be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.
- be able to review trusted adults on their Network of Support.
- be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.
- be able to define what risk and peer group pressure are and how to respond to them using safety planning.
- be able to contribute to discussions around problem solving.
- be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.

### Some pupils will not have made so much progress and will:

- be able, with support, to contribute to discussions about personal safety by beginning to listen to other view points.
- be able, with support, to review trusted adults on their Network of Support who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.
- be beginning to understand what honesty is and, with support, take part in exploring dilemmas involving honesty and dishonesty.
- be able, with support, to begin to understand what risk and peer group pressure are and how safety planning can help to keep them safer.
- be beginning to understand and contribute to discussions around problem solving.
- be able, with support, to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.

### Some pupils will have progressed further and will:

- be able to contribute actively to discussions about personal safety by listening to other view points and looking beneath the surface.
- be able to review trusted adults, national helpline numbers and websites on their Network of Support, who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.
- be able to define honesty accurately and take a lead in exploring dilemmas involving honesty and dishonesty.
- be able to demonstrate an understanding of what risk and peer group pressure are and how to respond to them using safety planning.
- be able to contribute actively and lead discussions around problem solving.
- be able to clearly identify touches which break personal boundaries, both theirs and others, and understand that no-one should touch the intimate parts of their bodies.

## Notes for Staff

All staff, paid or unpaid, working in a school have a duty to follow child protection procedures. Training is statutory and all staff should receive training at least every three years. Every school will have at least one Designated Person for Child Protection who takes responsibility for the overview of child protection cases. Before delivering this unit, it is important that all staff have read the **Are You Ready?** information and completed the Are You Ready? activity (see the **Teaching Guidance**).

Any issues arising from this should be addressed before starting any work on personal safety. All staff should be aware of the support systems already in school such as worry boxes, peer mentors, buddy schemes etc. There is also **The Parents/Carers Personal Safety Leaflet** to send home which can be customised according to the children's age group and the learning objectives being delivered.

This unit supports children's ability to assess the safest way to seek help, which may at times involve approaching unknown adults for support. Research shows that child abuse is usually perpetrated by someone the child knows: male, female or another young person. Children need to develop the skills to help them recognise when they feel uncomfortable – whether it be with unknown adults, adults known to them or other young people. When teaching children Personal Safety, the 'Stranger Danger' message should not be used, as some situations covered in this unit might necessitate going to an unknown adult for help i.e. when lost. Being fearful of all unknown adults and being unable to ask unknown people for help can create extra risk and distress in an emergency situation. Staff should take every opportunity to reassure children that if they ever have to tell any of the staff in school about anything that is worrying them, or someone else, that this will always be taken seriously and acted upon.

Throughout this unit, it is important to be sensitive to the fact that children in the class may have been, or are currently witnessing or suffering from neglect or abuse (please note that domestic violence is also included in the definition of emotional abuse). When teaching Personal Safety it is advisable to establish 'ground rules' with the children, such as using appropriate language etc. thus helping to create a safer environment. The Designated Person for Child Protection in your school/setting should inform you on a needs to know basis about any child protection issues that you need to be aware of to keep both you and the child safer. Before teaching any Personal Safety lessons, it would be good practice to speak with your Designated Person for Child Protection to ensure that you are aware of the most up-to-date concerns. Bearing in mind any information shared, you will need to make a professional judgement about the need to speak with particular child/ren if the issues being addressed in the unit might be sensitive to them.

Children should be made aware that any disclosures they may make cannot be kept secret and will be passed onto the Designated Person for Child Protection. Staff will need to use their professional judgement when informing children of this duty, taking into account the children's age and ability. Teaching Personal Safety may elicit a disclosure of abuse and staff need to be aware of the procedures for logging and reporting within their school/setting (See Unit Context). As with any disclosures of abuse or concerns around safeguarding, your Designated Person will take the lead and advise you appropriately. One specific area of concern may be Child Sexual Exploitation. For further information about this see **Sources of Information and Support**. It is also good practice to make parents/carers aware of the safety messages you are teaching their children so that they can reinforce learning at home.

This also provides parents/carers with the opportunity to discuss differences regarding the safety rules and routines that the children may be learning at school and at home and ways of managing these differences so that children are given consistent and clear messages about how to keep themselves safer.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment.

**Activity 4.1** Use the children's extended list of rules to assess their ability to remember and expand on the keep safe rules.

**Activity 5.1** Through observing the role plays, assess the children's ability to recognise honesty and dishonesty.

## Out of School Learning

As appropriate, **The Parents/Carers Personal Safety Leaflet** should be sent home after a teaching activity has been completed. This can be sent electronically, in the form of a paper copy or the content extracted and added as an item on your school newsletter. The expectation is that parents/carers will follow up work covered in school by reinforcing the messages taught. The leaflet includes a description of what the children have been learning about along with suggested strategies that can be reinforced and practised at home.

## Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

The whole area of Personal Safety is obviously sensitive (see Notes for Staff). Before beginning the work, teachers should prepare themselves by reading the details of the content of the unit and the vocabulary used.

This work may elicit disclosures of abuse or neglect as well as comments and questions or behaviours which may cause concern. If this is the case, you will need to follow your Safeguarding and Child Protection Procedures. In order to create a positive and supportive environment for Personal Safety, it is best practice to recap the class ground rules to facilitate open discussion in a safe environment. All staff need to be aware that they have a duty to listen to children, take what the children have said seriously and respond in a non-judgemental and supportive way. In some cases, where a child has disclosed abuse, you must use your professional judgement about how to manage the disclosure. The child should be given an opportunity to tell you as much as they need to, away from the open forum of the classroom. If a child has disclosed abuse in the hearing of other children, staff should ensure that these children's names are recorded on the logging a concern form as they may need support. Your Designated Person for Child Protection will take the lead with regards to informing parents etc.

It is vital that staff teaching this unit know the children well and are aware of individual issues so that unusual responses can be followed up as appropriate. Staff will need to be aware of the needs of children who may have had a first-hand experience of trauma. This could involve neglect or abuse, including domestic violence, as well as family break up, a road accident, gun crime, fire, etc. It is good practice to discuss the content of this unit with parents/carers where teachers have concerns regarding the content and its effects on their children.

## Resources for This Unit

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Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.



## Linked Units

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**ME 5/6** My Emotions

**FF 5/6** Family and Friends

**AB 5/6** Anti Bullying

**MR 5/6** Managing Risk

**SC 5/6** Safety Contexts

**SR 5** Sex and Relationships Education

**SR 6** Sex and Relationships Education

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10. To be able to assess risk in order to keep themselves safer.

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## Section A - Identifying Trusted Adults

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>know the names of all of my trusted adults</li> <li>understand why it is important to have a Network of Support</li> <li>share my name, address and telephone numbers where appropriate</li> <li>know about wider sources of support, such as ChildLine</li> </ul>	<p>1.1 <b>Network of Support.</b> As a class, explain to the children that they are going to talk about adults they would be happy to talk to or tell if they felt unsafe, worried, upset or do not understand something. Emphasise that these feelings should not be ignored and they will need to tell someone in their Network of Support if they feel worried or frightened about anything.</p> <p>Children should be able to say their full name, address and any contact telephone numbers for use in any situation that will keep them safer. Children must be aware that this information is personal information which should not be shared if they are in a situation which gives them a 'no' or 'I'm not sure' feeling.</p> <p>Children should be discouraged from sharing this information online.</p>	<ul style="list-style-type: none"> <li>Before beginning to teach this unit, it is essential that you have carried out the activity <b>Are You Ready?</b> in the <b>Teaching Guidance</b>.</li> <li>Also in the <b>Teaching Guidance</b> there is <b>The Parents/Carers Personal Safety Leaflet</b> to send home which can be customised according to the children's age group and the learning objectives being delivered.</li> <li>The <b>Network of Support</b> activity (see <b>Teaching Guidance</b>) is included in unit <b>BB 5/6 Beginning and Belonging</b>, and is also referred to in units <b>FF 5/6 Family and Friends</b>, <b>AB 5/6 Anti-bullying</b> and <b>ME 5/6 My Emotions</b>.</li> <li>Unit <b>FF 5/6 Family and Friends</b> covers the understanding of trust.</li> <li>It is good practice to tape the Network of Support into the bottom of children's work trays. This will ensure that they are stored safely for ease of reference. It is not recommended that they are publically displayed or sent home as it is important that children are allowed to make their own choices about who they include, which may not include family members.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>1.2 <b>Taking Responsibility For Your Own Safety.</b> You will need to recap with your class ideas around taking responsibility for their own safety. Use the PowerPoint presentation 'Taking Responsibility for Your own Safety'. There are notes attached to each slide. Use your interactive whiteboard to display the presentation and allow children to add their thoughts where relevant. The last slide entitled '<i>Who would you tell if you thought someone wasn't safe?</i>' will act as a reminder for children to actively use their Network of Support. Ask them if their Network of Support contains enough names to deal with the scenarios from this PowerPoint Presentation (e.g. <i>do they know the phone number for ChildLine etc.</i>).</p> <p>Children should be made aware of the roles of people like chat room moderators and supervisors so that they can consider adding these people to their Network of Support for the online environments they regularly visit.</p>	<ul style="list-style-type: none"> <li>• See Resource 1 <a href="#">Taking Responsibility for Your Own Safety</a>.</li> <li>• The use of technology may present extra challenges when encouraging children to think about places where they feel safe. For example - a child's bedroom with a webcam and computer in place can feel very safe but present a significant risk to the child. Advice should be given to parents/carers to locate internet capable devices (e.g. <i>laptop, mobile phone, games console etc.</i>) in a family room, not a child's bedroom.</li> <li>• The Smart Crew <a href="http://www.childnet-int.org/kia/primary">www.childnet-int.org/kia/primary</a> can be used as a whole class teaching tool to explore relevant e-safety messages for children of this age group.</li> <li>• The following link <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> takes you to the Thinkuknow website on which children can explore the cyber cafe, which includes relevant e-safety messages for children of this age group. For 11 year olds, use the following link <a href="http://www.thinkuknow.co.uk/11_16/">www.thinkuknow.co.uk/11_16/</a></li> <li>• ChildLine posters and NSPCC booklets are available from the NSPCC website for display in your classroom.</li> <li>• The NSPCC booklet <b>In The Know</b> will help cover all these topics including a strong focus on telling.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>1.3 <b>What is Abuse?</b> Display the image of a child who is upset on your interactive whiteboard. Ask children if they have any thoughts about why the child might be upset.</p> <p>Suggest to the children that perhaps the child has been hurt or harmed. Tell them that sometimes a stronger word that is used to explain when a child is hurt or harmed is 'abused'. Ask them if they have heard this word and if they feel it is different from hurt or harmed. Children might talk about Childline and the NSPCC. Answer questions, as appropriate, and explain that they will have a chance to look at the Childline website later.</p> <p>Show on your interactive whiteboard the following definition of what abuse means:</p> <p>'Abuse is when someone tries to take advantage of another person – either by hurting them or threatening them against their will.'</p> <p>Display on your interactive whiteboard the 4 categories of abuse, which are Physical, Neglect, Emotional and Sexual. Ask for examples of what someone might do to hurt, harm or abuse a child. For example, if a child said they had been bruised by mum/dad, you would say that could be physical abuse. If a child said not giving a child food, you would say that could be neglect. If a child said showing a child rude pictures on the internet, you would say that is sexual abuse. If a child said that the child was always being told they were useless, the teacher would say that is emotional abuse. After feedback and examples, you should be clear that if a child is smacked it is not always physical abuse as parents are allowed by law in this country to 'reasonably punish' their child. If a child is not given their favourite meal every day, that is not neglect. If a parent has to help a child rub cream, prescribed by their doctor, on their bottom, that is not necessarily sexual abuse or if a child's mum tells them she does not like their hair style, that is not emotional abuse.</p> <p>This activity could be extended by using Resource 3 Is this Abuse? worksheet with the children.</p> <p>Next, ask the children what they think a child might do to feel better or who they might tell if they were being hurt, harmed or abused. Emphasise that if they get a 'no' or an 'I'm not sure feeling' they should always tell someone on their Network of Support.</p> <p>Ensure that the children know about how worries can affect them, both their bodies (feeling unwell) and their behaviour (may become very naughty or very quiet). See 'A Terrible Thing Happened' book in points to note to develop this area of discussion.</p>	<ul style="list-style-type: none"> <li>• See Resource 2 for <a href="#">Upset Child</a></li> <li>• Give children time to look at the Childline website and read the NSPCC comic 'In The Know'.</li> <li>• Consider booking Childline to visit school to deliver an Assembly and follow up workshops for year 5 &amp; 6 pupils.</li> <li>• A useful book to read and discuss with the class is <b>A Terrible Thing Happened</b> by Margaret Holmes (Magination Press). Sherman saw a terrible thing happen. When forgetting about it does not work he spoke to a member of staff at school and then felt much better. Although this is classed as a book for 4-8 year olds it has a much broader breadth for older children to expand on.</li> <li>• See Resource 3 for <a href="#">Is This Abuse?</a></li> </ul>

## Section B - Using Our Senses

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To be able to assess the school and local environment from a personal safety perspective.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify places in the school environment that gives me a 'yes', 'no' or 'I'm not sure' feeling</li> </ul>	2.1 <b>Mapping.</b> Provide each child with a birds eye map of the school building and grounds. Using Mapping provides an opportunity for the children to reflect on how they feel in different areas of the school.	<ul style="list-style-type: none"> <li>The <b>Mapping</b> activity in <b>Teaching Guidance</b> should be introduced in a whole school assembly before children work on their individual maps.</li> </ul>
		2.2 <b>Feeling Safer .... Feeling Stronger ... Feeling Happier Questionnaire.</b> Use this Questionnaire, which is a useful activity for eliciting how safe children feel in school.	<ul style="list-style-type: none"> <li>After completing the Mapping activity, the <b>Feeling Safer .... Feeling Stronger ... Feeling Happier Questionnaire</b> (in the <b>Teaching Guidance</b>) could be completed, if it has not already been completed by the children in the current academic year.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To be able to make informed judgements to help keep safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>recognise that I should not always accept things at face value</li> <li>understand how to use my sixth sense to help me make judgements</li> </ul>	<p>3.1 <b>Misleading Information and Appearances.</b> Discuss with children that sometimes things or people are not always what they seem and we should not always accept things at face value, <i>e.g. a friend you have been chatting with on Club Penguin who says she is 10 might, in reality, be a 40 year old man.</i> When we make judgements about people it is important to think about more than appearances or what they tell us. Unfortunately, there are a small number of people who want to harm children. These people do not necessarily look 'weird', they may well be attractive, normal looking people. Often they appear to have similar interests or hobbies to children <i>e.g. football, Playstation or X-box games, music etc.</i> Children need to be able to spot these people and cannot do that just by looking at them. They need to learn to consider carefully what people do and say as well as how they look. The following questions might help children come to a decision about whether someone can be trusted:</p> <ul style="list-style-type: none"> <li>Does whatever this person wants me to do give me a 'no' or 'I'm not sure' feeling?</li> <li>Would I break my safety rules if I did this?</li> <li>Is this situation really what it appears to be?</li> <li>Have I thought through the consequences?</li> </ul> <p>Use the following brief scenarios for children to practise these questions:</p> <ul style="list-style-type: none"> <li>Your neighbour unexpectedly meets you from football practice. He says your parent/carer asked him to.</li> <li>Your mum has just popped next door. A man in a blue uniform knocks at the door. He says he is from the Water Board and needs to take water samples from all the taps in the house.</li> <li>On your way to school, a car stops and a friendly looking woman in the back seat opens the door, pats the seat next to her and asks you for directions to the church.</li> <li>A strange dog comes up to sniff you. He looks friendly and you'd like to pat him.</li> <li>On bonfire night, a boy gives you a firework to hold. He offers to light it for you.</li> <li>Whilst chatting online, you get a request for a private chat from someone whose username you don't recognise.</li> </ul> <p>Establish that if children are unsure or are unhappy about a situation or what they are being asked to do, they should stop and think before they act and must act in a way that will keep them safer. Children should always tell someone from their <b>Network of Support</b> if someone has tried to trick or mislead them in a way that could put them at risk or make them feel worried or unhappy.</p>	<ul style="list-style-type: none"> <li>Children should be aware that if they come across something online which upsets or worries them then they should tell an adult they trust and not try to hide evidence of the event. They also need to know about the 'Report Abuse' button (see activity 8.2).</li> <li>The following link <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> takes you to the Thinkuknow website on which children can explore the cyber cafe, which includes relevant e-safety messages for children of this age group. For 11 year olds, use the following link <a href="http://www.thinkuknow.co.uk/11_16/">www.thinkuknow.co.uk/11_16/</a></li> <li>The book <b>Personal Safety (Know the Facts)</b> has comprehensive information and covers a range of topics around personal safety. These topics are supported with young people's questions and answers and useful tips on how to handle potentially difficult or dangerous situations.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.2 <b>Joker in the Pack.</b> You can use this whole class activity to enable children to use their sixth sense and make on-the-spot decisions about whether or not they should trust someone. You will need a hall or large classroom for this activity. Count out enough cards from an ordinary pack of playing cards so that there is enough for each child, but include one Joker card in the pack. Tell the children that you are going to give them one card each and they must not let anyone else see the card they have received. Then explain that one person will have the Joker and that they need to try to get rid of this card because if, at the end of the game, they have it, they are the loser. Deal out the cards, 1 per child. When everyone has a card, tell the children that they have 3 opportunities to get rid of the Joker card, if they have it. This is done by walking around in the group, saying hello to another player and asking if they are happy to swap cards. This can be done in any way the player chooses, e.g. jokingly or seriously etc. When play commences, all the children move around the area, say hello to another player and offer to swap cards. This is done 3 times. A player can refuse to swap if they feel that the person who has approached them may have the Joker. When the player has spoken to 3 other players, they must sit down with their card, which they still keep secret. The player who has the Joker is asked to reveal themselves. The players are asked who started off with the card, who took it next and their reasons for accepting it and, if refused, the reasons for doing so. Continue asking who received the card next and reasons for accepting/declining the card. Explain to the children that they will have used their sixth sense to help them make a decision about whether they accept the card or not. Children should understand that they should 'listen' to their sixth sense in most situations to help keep them safer.</p>	


## Section C - Safety Rules

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To be able to review safety planning.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>• verbalise the safety rules</li> <li>• understand that I am always responsible for my own behaviour</li> <li>• use the rules to think about strategies to keep myself safer</li> </ul>	<p>4.1 <b>Remembering the Rules.</b> Remind the children about the work they previously covered in unit <b>PS 3/4 Personal Safety</b>. Discuss with the children whether these rules now need changing or updating. Provide the children with a copy of the rules previously worked on in Years 3 and 4, which are:</p> <ul style="list-style-type: none"> <li>• Know your home address and phone number/s.</li> <li>• Only share personal information appropriately. Discuss with the class what 'appropriate' means.</li> <li>• Ask the person in charge of you before you go anywhere.</li> <li>• Listen carefully to any safety advice given to you by adults.</li> <li>• Use your safety eyes and ears to work out what the possible risks might be and think about how you will try to keep safer.</li> <li>• Stay together with the people you have gone out with.</li> <li>• Never touch any needles, syringes (known as 'sharps') or bags that you find.</li> <li>• Tell an adult on your Network of Support if anything gives you a 'no' or 'I'm not sure' feeling.</li> </ul> <p>Ask the children to add any extra rules they feel are more appropriate for their age group. These could include:</p> <ul style="list-style-type: none"> <li>• Road safety strategies.</li> <li>• E-safety strategies.</li> <li>• Always letting adults in charge of them know where they are going and arrange a time to be back.</li> <li>• Choosing safer places to play or hang out.</li> <li>• Using their senses, including their sixth sense, to spot risks.</li> <li>• Saying 'no' to things that give them a 'no' or 'I'm not sure' feeling.</li> <li>• Trying to stay calm and think clearly when they are in a difficult situation.</li> <li>• Saying 'no' to dangerous dares.</li> <li>• Knowing when and how to ask for help from an adult.</li> <li>• Understanding how to risk assess a potentially tricky situation so that they keep themselves or others safer.</li> </ul> <p>Remind children that they are always responsible for their own behaviour. <b>A</b></p>	<ul style="list-style-type: none"> <li>• Some of these rules are covered in the NSPCC booklet <b>In the Know</b> (see <b>Sources of Information and Support</b>), which can be used with children as a complete resource, or pages can be extracted from it when focussing on a particular dilemma.</li> <li>• Cambridgeshire Fire and Rescue (see <b>Sources of Information and Support</b>) run multi-agency district based events for Year 5 and 6 children, which include a series of interactive workshops helping children to practise staying safer in the home and out and about.</li> <li>• The Safety Centre (MK) at Milton Keynes is an interactive indoor educational safety centre where children can experience and learn about personal safety. See <b>Sources of Information and Support</b>.</li> <li>• If you have children in your group living in households where there is known domestic violence, it would be appropriate to use Section 2, Year 5, of The Secrets and Stories main activity from the Expect Respect Toolkit which can be found at <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>. This focuses on feelings about secrets and what to do.</li> <li>• These rules should also be applied to any time they spend online. For example, children should agree with their parents/carers which search engine to use, which sites are safe to look at and what they are allowed to do there, what the rules are, e.g. how much time they can spend online, whether they are allowed online with mobile devices, whether they are allowed to post photos and videos online etc.</li> <li>• Some children may think that these dilemmas pose no risk to them. You should encourage children to acknowledge that we have a responsibility for each other's safety.</li> <li>• Aspects of the Health Related Behaviour Survey (see <b>Sources of Information and Support</b>) provide data in this area.</li> <li>• The following link <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> takes you to the Thinkuknow website which includes relevant e-safety messages for children of this age group. For 11 year olds, use the following link <a href="http://www.thinkuknow.co.uk/11_16/">www.thinkuknow.co.uk/11_16/</a></li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.2 <b>What Should You Do?</b> In small groups children are given a set of the 'What Should You Do?' dilemma cards. The dilemmas will have previously been selected by yourself to suit the needs of the class you are working with. Please add other dilemmas which are appropriate to your class group. Alternatively all of the cards can be used by sharing them equally amongst the groups. Each group discusses the dilemmas one by one and makes a note of their group response. When the children have completed all of the cards, the class comes together to discuss their responses. Personal safety messages such as referring to their Network of Support, remembering the difference between yes and no secrets and the safety rules etc. should be reinforced during the discussions.</p>	<ul style="list-style-type: none"> <li>• See <b>Sources of Information and Support</b> for information about the <b>Safe</b> programme for teaching children e-safety.</li> <li>• See Resource 4 <a href="#">What Should You Do?</a></li> </ul>
<p>5. To be able to define honesty and explore dilemmas.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• understand what being honest means</li> <li>• recognise occasions where it is acceptable to be dishonest if it keeps me or someone else safer</li> </ul>	<p>5.1 <b>Honesty and Dishonesty.</b> Ask the children for suggestions about what being honest means and write them on to your interactive whiteboard. Establish that being honest with friends and family means telling the truth even if this might get you into trouble. Sometimes we might need to be dishonest to cover up when a person is doing something that is risky or wrong. Use the following scenarios which can be used to explore the dilemmas around honesty:</p> <ul style="list-style-type: none"> <li>• You saw your brother break a neighbour's window. Your best friend was blamed for it and they have been grounded for two weeks. You know that you should tell someone. This means that he will not be able to play in Saturday's football match. He is your team's best scorer and you need him to win but your brother won't own up.</li> <li>• Every week at youth club one of the workers always leans too close to you when you are playing pool. You tell your friend who says that you are imagining it, and anyway that worker is his cousin's best mate so it can't be true. You know you should follow your sixth sense and tell someone.</li> <li>• You see the babysitter coming out of your younger sister's bedroom. They had no reason to go into the room and when you ask them what they have been doing, they tell you to mind your own business. A few minutes later you think you hear your sister crying. You know you should tell someone immediately.</li> <li>• You overhear your friend telling someone that they have posted a picture of another child in the class on the internet and it's 'well funny'. When you get home, you have a look and are shocked at what you see. You know you should tell your teacher but are worried that your friend might not want to be mates with you anymore. <b>A</b></li> </ul>	<ul style="list-style-type: none"> <li>• There may be a conflict in the advice children are being given when it comes to being honest online. Children should be taught to invent nicknames and usernames rather than giving their real name yet they are being warned about the potentially malicious intent of adults who may do the same. Children should be given the opportunity to explore the reasons for this and how they can avoid giving away personal details by being assertive rather than being dishonest.</li> </ul>

## Section D - Bodies

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To be able to understand and acknowledge personal boundaries and body language.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>understand that each person has their own personal boundary</li> <li>understand that if someone crosses this, I should tell someone on my Network of Support</li> </ul>	<p><b>6.1 Personal Boundaries.</b> To start this session in a practical way, which will allow children to understand their own feelings and personal boundary, you can try this activity. Divide the class into 2 groups and ask them to stand facing each other 3 metres apart. Explain that when you ask them to move, they should walk slowly towards each other and stop when they feel they have reached the point where their sixth sense tells them that their personal boundary is about to be encroached. The distance between the children will vary. Children should be encouraged to respect their partner's personal boundary. Some children may feel that they can allow certain partners they are working with to get closer than others. This is acceptable.</p> <p>Next, discuss with the children that individuals have their own personal boundaries, some are more tactile and some more reserved. Some children may be happy to get closer to their team mates during contact sports but feel more reserved in the classroom. Recap that no-one should touch the intimate parts of their bodies, except themselves, unless there is a health or hygiene reason, <i>e.g. a doctor, nurse or parent/carer</i>. If a touch gives them a 'no' feeling they must tell someone on their Network of Support. Our bodies belong to us and we do not have to put up with touches we do not like; the rule is the same whether we are children or adults. It is possible to have a change of mind about a touch <i>e.g. a tickle that starts off as fun but goes on for too long; a kiss on the cheek that moves round to the lips or a pat on the shoulder that turns into stroking</i>. Each person has his or her own 'comfort zone'. It is not always the same and can change depending on who we are with. We might feel more comfortable with some people moving close up than we do with others, and that is quite all right. It is important for us to know our own boundaries and tell people if they cross them. This is not being rude. Everyone has the right to decide what sort of touches they are happy to receive and from whom. Just as we should not cross someone else's boundaries, we have a right to say 'no' to touches that make us feel uncomfortable, no matter who the other person is.</p> <p>Remind children that they should always tell someone from their Network of Support about touches that have broken their personal boundaries, even if they were unable to say 'no' at the time.</p>	<ul style="list-style-type: none"> <li>If, during this session, a child discloses about inappropriate touches, ensure that this is logged and passed to your Designated Person for Child Protection immediately.</li> </ul> 

## Section E - Touches

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To be able to identify and distinguish between 'yes' and 'no' touches.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>understand that if I receive a touch that gives me a 'no' or 'I'm not sure' feeling, I should tell someone on my Network of Support</li> <li>understand that I have the right to say 'no' and to ask someone to stop</li> </ul>	<p>7.1 <b>Touch.</b> Ask the children to imagine that they are communicating with someone and that neither of them can speak. Ask how they could convey the following positive feelings by touch or gesture:</p> <ul style="list-style-type: none"> <li>Well done!</li> <li>I'm so glad you're here</li> <li>Get better soon</li> <li>I'm sorry you feel sad</li> <li>I really like you</li> <li>You're my friend</li> <li>I'm pleased to meet you</li> <li>I'm really happy</li> </ul> <p>Then look at how the following negative feelings can be conveyed by touch or gesture:</p> <ul style="list-style-type: none"> <li>That's mine, keep off</li> <li>I want to be first</li> <li>Let go</li> <li>I'm scared of you</li> <li>Keep away from me</li> <li>I don't want to be hugged</li> <li>I'm really fed up with you</li> </ul> <p>Ask the children if all of the positive touches/gestures gave them a 'yes' feeling. If any children respond by saying 'no', discuss with them what made them feel this way and what they should do if it happens to them.</p> <p>Next, ask the children how they felt about the negative touches. Did any of them feel a 'no' or 'I'm not sure' feeling? If they felt this way, how should they respond? Be clear with children that if they are ever touched in this way they need to tell someone on their Network of Support.</p>	
		<p>7.2 Use the Touches PowerPoint Presentation to follow up the Touch activity. This presentation very clearly states that no-one has the right to touch a child's body, except for health or hygiene reasons. Children's rights and responsibilities are also explored.</p>	<ul style="list-style-type: none"> <li>See Resource 5 for the <a href="#">Touches PowerPoint Presentation</a>.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.3 <b>Don't Touch Me.</b> This game would be a suitable end activity so that children can practise saying 'Don't touch me' in a safe way and using different voice volumes. To begin, children stand in a large outer circle with equal space between them, and a hoop or chalk circle is placed in the centre. The object of the game is to work together as a team so that all the children pass through the hoop and return to an opposite space in the outer circle as quickly as possible. A timer should be used to time each game and the children encouraged to reduce the time taken. They are asked to practise saying 'Don't touch me' in whatever voice they like, <i>e.g. with an accent, softly, loudly etc.</i> Ensure the children are quiet before play starts. The teacher explains that each child must cross through the hoop but only one child can be in the hoop at any one time. While they are crossing the hoop they must keep saying 'Don't touch me'. Inevitably, there will be a cluster of children waiting to cross through the hoop. All children will need to be respectful of each others' personal boundaries, whilst at the same time, read body language and learn how to take opportunities presented to them. This activity can be repeated 2 or 3 times in order to try to reduce the amount of time children take to cross the hoop and return to the outer circle.</p> <p>Recap with the children that if anyone touches them anywhere on their body which gives them a 'no' or 'I'm not sure' feeling, they should tell someone on their Network of Support.</p>	<ul style="list-style-type: none"> <li>• <b>Raccoon Circle</b> tape (see <b>Sources of Information and Support</b>) can also be used for this activity if you have it in school.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.4 <b>No Touch Zone.</b> Recap with the children that no-one should touch them on the parts of their body usually covered by their swimming costume. Be clear that their bodies are their own and no-one has a right to touch them without their permission. This includes anywhere on their body. Any touch that gives them a 'no' feeling is a touch in their 'no touch zone'. Children should be clear that respect for each other is an important part of growing up, along with remembering personal space and boundaries.</p> <p>Ask the children what they would do if someone was trying to touch them on a part of their body usually covered by their swimming costume. Listen to their answers and be clear that the first thing to do is to tell the person to 'stop'. Explain that this might be difficult if the person is older or bigger but they must always remember that they have no right to touch them and they have every right to say 'no, stop it, I don't like it'.</p> <p>Explain that sometimes we need to show with our voice and body language that we are saying a very firm 'no'. To help children understand the range their voices have, try the '<b>No means no</b>' group chant. The class starts to chant the phrase over and over, starting with a whisper and letting their voices get gradually louder. When the voice reaches an 'I really mean it' level, the children lift their arms into the air. When they are shouting as loudly as they can, they put their hands on their heads and stop. Let the children practise their 'I mean it' voice in pairs. Ask them to make sure that their body language is saying 'no' as well as their voice. Demonstrate what you mean by drawing your body up to its full height, make eye contact with your partner and perhaps step forward (stepping back can make you look anxious or afraid). Explain that a shouting voice is not necessary unless you need to attract the attention of people nearby, e.g. if someone grabs hold of you and tries to make you go with them. Emphasise that sometimes it is very hard to say 'no' when you are frightened or upset. If you do not feel able to say 'no', it is not your fault. You should always tell an adult on your Network of Support if someone has tried to touch you in a way you do not like, or has hurt or upset you in some other way.</p>	<ul style="list-style-type: none"> <li>The song <b>My Body's Nobody's Body But Mine</b>, can be used as a follow up to this activity. Search on the internet for lyrics.</li> <li>"The Underwear Rule" is a campaign from the NSPCC to support parents/carers in talking with their children about their rights over their body. See <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> then go to <i>Help and Advice</i>, then the <i>For Parents</i> section.</li> </ul>

## Section F - Secrets

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To be able to distinguish between 'good' and 'bad' secrets.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>recognise a 'bad' secret</li> <li>demonstrate that I know when and who to tell if I have been told to keep a bad secret or a secret that could hurt me or someone else</li> <li>understand that anything I put online (including via a webcam) is there forever</li> </ul>	<p>8.1 <b>Secrets and Lies.</b> Read aloud the first chapter of the book to the whole class in order to set the scene about a secret in the family. The children can then work in small groups to suggest answers to the following questions. These should be displayed on your interactive white board:</p> <ul style="list-style-type: none"> <li>Should Katie have been looking through her brother's belongings without permission?</li> <li>How would you feel if someone in your family looked through your possessions?</li> <li>Why do you think Matt is being secretive?</li> <li>Was Katie right in keeping the secret from their mum?</li> <li>What do you think the secret might be?</li> </ul> <p>The book can then be read with the class and a decision can then be made as to whether this was a good secret or a bad secret. The idea of honesty can also be explored; was it best to finally be honest and not hide the secret?</p>	<ul style="list-style-type: none"> <li>The first chapter of the book <b>Secrets and Lies</b> can be used as a discussion starter with the class about secrets.</li> <li>Teachers should remind children that the guidance on good and bad secrets applies as much to online scenarios as to anywhere else. Children should know that various 'report abuse' buttons exist and when it is appropriate to use them (see below). They should be taught not to respond to a message (e.g. text message, chat room conversation) which worries them but also to not delete it as it is evidence they can show to an adult.</li> </ul>
		<p>8.2 <b>Forever and a Day.</b> Ask children for examples of things that children of their age might post on the internet. Next, ask the children who might be able to view these postings. Ensure that children are aware that anyone who has access to their postings can copy and manipulate them. Ask them the following question: <i>If someone copied your postings, how could this affect your or someone else's safety?</i> Children should also understand that bullying incidents can occur as a result.</p> <p>Explain to the children that should this ever happen to them, they can use the 'Report Abuse' button which is found on most websites. Also reiterate that children should always speak to someone from their Network of Support about something that has given them a 'no' or 'I'm not sure' feeling.</p>	<ul style="list-style-type: none"> <li>Children should be introduced to 'report abuse' buttons on the websites or school Learning Platform.</li> <li>Most social networking sites have a 'Report Abuse' button which enables children (and adults) to report concerns. Often this button links directly to CEOP (Child Exploitation and Online Protection). See the 'ThinkUKnow' website for guidance on how to use the CEOP Report Abuse Button. See <b>Sources of Information and Support.</b></li> </ul> <div data-bbox="1848 1013 2094 1093" data-label="Image"> </div> <ul style="list-style-type: none"> <li>In Cambridgeshire, STARZ has a whistle that children can click on if they encounter something they are unhappy about – it sends an email to the appropriate adult in school.</li> </ul> <div data-bbox="1758 1197 1859 1276" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Children should also be taught never to meet up with someone they have only ever met online.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.3 <b>Secret Responses.</b> This includes ways of encouraging those children who do not feel comfortable to contribute verbal responses in front of their peers. Each child will need their own whiteboard and pen and should be seated in a circle, with enough room for the teacher to be able to walk around the outside of the circle in order to be able to see the responses. Instead of asking children to say out loud their answers/comments, ask them to write or draw them on their individual whiteboard. Some questions you might consider using for this activity are:</p> <ul style="list-style-type: none"> <li>• Who would you tell if you felt unwell in school?</li> <li>• Who would you go to if you were lost when you were out shopping with your older brother/sister?</li> <li>• Who would you tell if you had forgotten to bring in your permission slip for the school trip that day?</li> <li>• Who would you tell if you had accidentally opened a page on the internet that had photographs on it that made you feel uncomfortable?</li> <li>• Who would you tell if you received a nasty text on your mobile phone?</li> <li>• Who would you tell if you thought someone had found out what your STARZ account password was?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Secret Responses</b> is described in <b>Some Ideas for Teaching Personal Safety</b> in the <b>Teaching Guidance</b>.</li> </ul>

## Section G - Assessing Risk

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To be able to problem solve in order to keep themselves and others safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>• assess situations which could cause a problem</li> <li>• suggest approaches to solving problems which do not put myself or others at risk</li> </ul>	<p>9.1 <b>First Steps to Feeling Better.</b> As a whole class, ask children how people feel when they are having a disagreement. Possible answers might be: angry, annoyed, upset, irritated. Point out that often our emotions stop us from seeing things clearly and getting in the way of sorting things out. For this reason, it is often easier to sort out someone else's arguments than your own. When we deal with our own disputes, we need to try not to attack each other verbally. Attack the problem instead. Both sides will have to accept that they may not get everything they want, and look for a compromise. Most arguments can be settled this way, though not all. The other person's point of view is important. Listening to each other properly, and looking for a way out of the problem together, is the first step to feeling better and staying friends.</p> <p>Display the Scenarios on your interactive whiteboard and allocate one per small group of children to discuss how they might best resolve the situation. Each small group shares their thoughts with the rest of the class at which point children from other groups can offer further suggestions.</p>	<ul style="list-style-type: none"> <li>• See Resource 6 for <b>Talk it Through</b> PowerPoint Presentation focuses on the fact that people have differences of opinion and can be used with the children to show that everyone's opinions must and can be respected.</li> <li>• A useful book to support this activities around risk assessment is <b>Respect! At Home</b>. It focuses on rules, privacy, trust and compromise, amongst other issues.</li> <li>• Problem solving in relationships is also covered in units <b>FF 5/6 Friends and Family</b> and <b>AB 5/6 Anti-bullying</b>. Also, see <b>Peer Support</b> (in the <b>Teaching Guidance</b>) for information about children supporting each other in using problem solving strategies.</li> <li>• For <b>Scenarios</b>, see Resource 7.</li> <li>• You may wish to supplement these scenarios with ones you have written which reflect issues pertinent to your class.</li> </ul>
10. To be able to assess risk in order to keep themselves safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>• recognise different levels of risk</li> <li>• know how to manage them to keep myself or others safer</li> <li>• understand that I have a right to say 'no' and ask someone to stop</li> </ul>	<p>10.1 <b>Risk.</b> Recap on work covered in unit <b>PS 3/4 Personal Safety</b>. The PowerPoint presentation Risks and Pressures can be used as a useful introduction to this session. There are notes accompanying each slide, and you will need to use this on your interactive whiteboard as children can make suggestions on some of the slides. Explain to the children that there is no activity that has no risk at all, even lying in bed all day would be a risk to our health. We have to learn to recognise and manage risks. Some activities carry such high risks that it would be best to avoid them altogether. Some carry lower risks. If we are aware of what the risk is, we can choose a strategy to help keep us safer. Ask the children for examples of risk that would be illegal or too dangerous to even contemplate, e.g. cycling with your friends by the side of a motorway. Ask the children for examples of risks that are not so dangerous, giving examples of how they can reduce the risk, <i>e.g. a neighbour stops to offer you a lift home after you have missed the school bus</i>. How can this be made safer? <i>e.g. by phoning your parent/carer and checking with them first</i>. Children should always remember their safety rules and to take notice of their sixth sense and respond to 'no' and 'I'm not sure' feelings.</p>	<ul style="list-style-type: none"> <li>• See Resource 8 for <b>Risks and Pressures</b>.</li> <li>• This could also be carried out through a <b>Carousel</b> (see the <b>Teaching Guidance</b>).</li> <li>• There are potentially significant risks associated with children's use of technology and them not being able to identify the person they are communicating with or knowing that sometimes even people they trust can behave in an inappropriate way. As children become more independent users of technology, this becomes increasingly important. Their use of social networks can also have an influence on risk-taking behaviour.</li> <li>• The following link <a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a> takes you to the Thinkuknow website which includes relevant e-safety messages for children of this age group. For 11 year olds, use the following link <a href="http://www.thinkuknow.co.uk/11_16/">www.thinkuknow.co.uk/11_16/</a></li> <li>• This links with work on Risk-Benefit Assessment in unit <b>MR 5/6 Managing Risk</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>10.2 <b>Assessing Risk.</b> In order to make the Assessing Risk Cards reusable, print off enough sets for children to work in small groups. They should be cut up and laminated. Distribute a set of cards to each group. Children set out the <i>Low Risk, Medium Risk and High Risk</i> cards. After reading the scenario, they place that card under the risk category that they feel it best matches. When all the scenarios have been sorted, children re-form as a class and are asked to share with the rest of the group the scenarios they had the most debate about. Some of the scenarios are not straightforward and there may have been disagreements. Acknowledge this and ask groups with conflicting responses to share with the rest of their class the reasons for this. With explanation, some risk choices may not be so risky e.g. the scenario 'Hanging out of your bedroom window' might be deemed as high risk for a child who lives in a flat, whereas it would be deemed as low risk for a child who lives in a bungalow. Where scenarios are agreed as medium risk, ask for examples of appropriate strategies which can reduce the risk. If there are individual children who seem confused about how to judge risk and you are concerned for their safety, organise one to one follow up sessions for them. This debate, because it is carried out in a safe environment, helps develop children's ability to assess risk.</p> <p>You do not have to use all the cards. Instead, choose the ones that you want to target with your class or add others that are more appropriate. Always try to explore the risk further and how we can make a medium risk a lower risk? What can you do to make this happen? Who should you go to to get support or help? Who should you tell?</p>	<ul style="list-style-type: none"> <li>See Resource 9 for <a href="#">Assessing Risk Cards</a>.</li> </ul>





Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>10.3 <b>Excuses, Excuses.</b> This activity gives children an opportunity to practise saying 'no' or making up an excuse to get them out of tricky situations. We must also ensure that children understand that it is okay to tell a lie if it will keep them or someone else safer or get them out of a tricky situation. Children need to pair up for this activity. Let them choose a partner for the first role play but make sure they work with other partners during the session. Pairs need to lay a piece of coloured wool on the floor between them as a dividing line. One child is A, the other is B. B can pretend to be an adult or a child who is trying to persuade A to do something that they do not want to do.</p> <p>Examples could be:</p> <ul style="list-style-type: none"> <li>• <i>Cross my line and I'll let you stroke my kitten.</i></li> <li>• <i>Cross my line and I'll buy you your favourite ice cream.</i></li> <li>• <i>Cross my line and I'll let you sit on my motorbike.</i></li> <li>• <i>Cross my line and you can share my chocolate.</i></li> <li>• <i>Cross my line and I'll take you swimming.</i></li> </ul> <p>Child A cannot just say 'no', they have to think up a reason (lie) for not doing as B suggests. Possible responses to the above could be:</p> <ul style="list-style-type: none"> <li>• <i>No thank you, we've just got a new kitten at home and I need to go and feed it.</i></li> <li>• <i>Actually, I've just had an ice cream and feel full up.</i></li> <li>• <i>That's kind, but I go out regularly on my dad's motorbike and it's a bit boring.</i></li> <li>• <i>No thanks, I'm just on my way to the dentist and have just cleaned my teeth.</i></li> <li>• <i>Not today, I've got a bad cold.</i></li> </ul> <p>Children should be encouraged to respond politely rather than rudely or aggressively.</p>	<ul style="list-style-type: none"> <li>• Peer pressure and influence are also covered in unit <b>MR 5/6 Managing Risk.</b></li> </ul>

## Section H - Assertiveness

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
11. To be able to recognise and begin to deal with peer group pressure and influence.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>recognise when peer pressure is putting me or others at risk</li> <li>show I have some strategies to cope with peer pressure and influence</li> </ul>	<p><b>11.1 Peer Group Pressure.</b> Establish with the children that breaking safety rules often puts them at high risk. They should always say 'no', if they can, to anyone who tries to persuade or force them to do something they feel unsure about. No-one has the right to ask a child to put themselves at risk. Sometimes it can be hard to resist pressure, especially from your friends. If everyone else has decided it's okay to do something like swimming in the river, it's hard to be the odd one out. Ask children to describe any situations where this type of pressure might put them at risk. How does this type of pressure work? What kinds of things might be said? How might it make you feel? (e.g. <i>angry, stupid, embarrassed, sad, indifferent, babyish</i>). How might the person who is putting on the pressure feel when the other person doesn't want to do what they are asking them to do? (e.g. <i>impatient, scornful, annoyed, let down, angry</i>). Ensure that children understand that they should never feel pressured to do something that gives them a 'no' or 'I'm not sure' feeling. If you are the person being pressured, how can you say 'no'? Ask children for suggestions of saying 'no' (e.g. <i>I don't feel like it right now; no way! no thanks; you must be joking! it's up to me, not you and I say no; I can't just now because ...</i>). Sometimes saying the same thing over and over like, 'the answer is no! the answer is no!' works very well in getting people to stop trying to persuade you. They simply get fed up listening. With friends it is worth trying to explain how you feel, hopefully trustworthy friends will listen and accept what you say. If pressure continues after you have said 'no', or you can see someone else being put under this kind of pressure, what can you do?</p> <p>Remind children of the need to tell someone on their Network of Support if they have a 'no' or 'I'm not sure' feeling. This is not the same as 'grassing' or 'dobbing someone in'.</p>	<ul style="list-style-type: none"> <li>As children begin to use social networking sites and other technologies independently, the risk of encountering negative peer pressure online increase. Cyberbullying can become a real issue for pupils, as can simply witnessing other post inappropriate images of themselves online and wanting to 'fit in'. This is particularly an issue as, for examples, images children post may have been taken in the comfort of their own bedroom where they feel safe and secure and where they don't really consider the potential issues this may create once the images go live. Children should be given the opportunity to consider what is appropriate in these situations and how they can avoid both feeling and creating this peer pressure.</li> <li>Cyberbullying is also covered in unit <b>AB 5/6 Anti-bullying</b>.</li> <li>Peer pressure and influence are also covered in unit <b>MR 5/6 Managing Risk</b>.</li> <li>Assertiveness is also covered in units <b>AB 5/6 Anti-bullying</b> and <b>ME 5/6 My Emotions</b>.</li> </ul>
		<p><b>11.2 Freeze! Change.</b> Use the following short role play scenario, or ask children to suggest their own, to practise assertiveness skills in the face of peer pressure. Split the class into small groups and allow them time to develop their scenarios. Whilst one group is presenting their role play to the others, anyone can call 'freeze' to stop the action and discuss the options for what happens next.</p> <p>Scenario example:</p> <p><i>Jade is having a sleep-over with six of her friends in a tent in the garden. She lives near a big country park and has a secret plan that once her parents are asleep everyone will take their sleeping bags into the park. She wants to build a fire in the woods and if the moon is bright, go paddling in the lake as well. Everyone thinks it's a brilliant idea except Matilda who says, 'we shouldn't do it'.</i></p>	<ul style="list-style-type: none"> <li>See <b>Role Play</b> in the <b>Teaching Guidance</b>.</li> </ul>

## Section I - What, When, Who and How to Tell

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
12. To be able to review the people included in the Network of Support.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify existing and other adults to include on my Network of Support</li> </ul>	<p>12.1 <b>Wider Sources of Support.</b> Remind children of their Networks of Support and encourage them to identify and add any other adults who they feel could offer them help or support. If appropriate to your school, set up systems for children to be able to tell if they have a worry, these could include worry boxes, happy clubs, friendship stops, peer mentoring, playground buddies etc.</p>	<ul style="list-style-type: none"> <li>The book <b>Telling isn't Tattling</b> gives many examples  of situations that children can explore and debate whether the children in the scenarios are telling or tattling. The book should not be given to children to read directly as some of the scenarios involve adults touching children. The teacher should select the relevant scenarios for their class group.</li> <li><b>Worry Boxes</b> and <b>Peer Support</b> are explained in the <b>Teaching Guidance</b>.</li> <li>The pages relating to Internet Friends from <b>Me And My Friends (Problem Page)</b> can be used to remind children about e-safety rules.</li> </ul>
		<p>12.2 <b>Story Solutions.</b> The children should be organised into small groups. Provide each group with a copy of the Story Solutions sheet. Each group will need a dice and a space big enough for role play. A nominated member of the group rolls the dice to find out which character they are, e.g. if a 6 is rolled, they become Mia and Luke. The dice is rolled again to establish the situation they will be concentrating on. Allow the children time to work in their groups, using their story characters and situation, to put together a role play. Explain that this will be shared with the other groups. The role plays are then presented, group by group. The teacher can refer, as appropriate, to various sources of support, which might include looking at their Network of Support and identifying someone they could tell, or they could phone National Helpline numbers etc.</p>	<ul style="list-style-type: none"> <li>See Resource 10 <b>Story Solutions</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>12.3 Tell It Like It Is. Show the children a photograph of Anne Frank without telling them who she is. Ask the children who recognise her to be silent for a few moments so they can listen to other children's views. From the photograph can the children tell you anything about Anne's character and personality? What sort of person is she? Is she a happy girl who has lots of friends? Is she quiet, shy, boisterous, fun to be with? Can they imagine what sort of family she comes from and when she was born?</p> <p>Next tell the children a little about Anne Frank and her diary. Make sure the children understand that Anne lived in a happy, supportive family and that the violence all around her was caused by anti-Semitism (treating Jewish people unfairly, just because they are Jewish), which is very bullying, aggressive behaviour.</p> <p>Next look at the front cover of Jacqueline Wilson's book <i>Secrets</i> and tell the children the names of the two main characters. Treasure is in the top right hand corner and India is in the bottom left hand corner. Ask the children similar questions to those asked about Anne Frank. If any children have read the book get them to fill in the character details. Then give a quick resume of their lives and personalities. (<i>Treasure and India are two girls with very different backgrounds. India lives in a large, luxurious house with a mum she can't stand and a dad she adores. Treasure lives on the local council estate with her loving and capable grandmother. She is devoted to her nan but lives in fear of having to go back to live with her mother and violent stepfather</i>).</p> <p>Make sure that you point out the red mark on Treasure's forehead and ask the children if they can guess how it happened. Then without saying what caused the injury read Page 148 from second paragraph 'I wish I looked like Anne' ... to Page 149 ... 'No-one could believe him'.</p> <p>Next ask the children if they now know who hurt Treasure (she was hit with a belt by Terry, her step-dad when he found a notebook she had been writing entitled the Official Terry Torture Manual). What are their feelings about the excerpt? Why do they think he might have hurt Treasure, what might she have done? Does it make them feel angry that she has been hurt? Is it unfair or is it just how a step-dad should treat his stepchildren if he is cross with them? What are their thoughts about Treasure's revelation that Terry has also hurt her mum? Is Terry a bully?</p> <p>Show the children pictures of Terry (without saying who it is) from the <b>Secrets</b> book page 7 and page 152. (It might be worth copying these and laminating them). Ask them which one they think Terry is? Tell them that they are both pictures of Terry and that sometimes people show themselves in a different light and we should always use our sixth sense to keep us safe or recognise that someone might be trying to trick us.</p> <p>Next ask the children to think about who Treasure could have told if she was worried about her step-dad being aggressive. Remind the children about their Networks of Support and also share with them any support systems you may have in school; worry boxes, peer mentors, buddies, friendship stops etc. Remind them that they should never be in a situation where they or anyone else is being hurt either physically or emotionally, and that they need to tell someone on their Network of Support. Make all the children very aware that if they tell any of the adults in the school about anything that is worrying them or someone else, that this will be taken seriously and acted upon.</p>	<ul style="list-style-type: none"> <li>Before doing this activity please be aware that some  of the children could be living in households where domestic violence has been or is happening. Do not make any child contribute if they don't want to but reassure them that they can ask questions. Have available some children's books on domestic violence should any want to read them on their own afterwards (see list at end). If a child does disclose to you that they are a victim of violence happening in their home, stay calm, take it seriously and follow the child protection procedures that are in place in your school.</li> <li>A useful picture book to use, if you do not have background information, is <b>Anne Frank (Life Stories)</b>. This can be used to explain about how families with a Jewish heritage were treated in the Netherlands during World War 2.</li> <li>You will need a copy of the book <b>Secrets</b> available as you will need to read aloud an extract.</li> <li>See Resource 11 <b>Secrets</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>12.4 Finish the session with a circle round. Tell the children that people can make a choice about how they behave when they are angry; no one makes someone hit or hurt another person. It is normal to feel angry sometimes and we all need to find ways of dealing with these strong feelings so that we do not hurt ourselves or anyone else. Ask the children to think for a few moments about what they do when they feel angry. Use the sentence stem, <i>When I am angry I...</i> Make sure any adults in the circle also contribute. If children cannot think of a response can any of the other children or adults help? Ideas that you might suggest are: <i>taking deep breaths; counting to ten; scribbling very hard on a piece of paper; going into their room and shouting at the top of their voice; running round the garden as fast as possible; talking to someone; punching a pillow; tearing up a sheet of newspaper and screwing it up and throwing it in the bin etc.</i> This activity not only helps to build up emotional literacy but also allows children to hear other people's coping strategies. Do not allow any comments that are aggressive or destructive or hurt someone, an example of this might be 'kicking the dog'.</p> <p>12.5 <b>Difficult Situations Quiz.</b> Organise the children into small groups and give each group a copy of Difficult Situations. They can either be given paper copies or it can be displayed on your interactive whiteboard. From the three answers provided, children decide which is the best answer. This can be done as a pencil and paper activity or electronically using the voting buttons attached to the interactive whiteboard. Whichever method you use for eliciting the children's choices, make sure you refer to the answer sheet to provide the best solutions which cover all aspects of the safety rules.</p> <p>This activity can be extended by giving the children one question each and not supplying a choice of answers. The children can then role play the situations to the class group and other children can suggest solutions before the group act out their solution.</p>	<ul style="list-style-type: none"> <li>For information on <b>Circle Time</b> and using Rounds, see the <b>Teaching Guidance</b>.</li> <li>Managing feelings is also covered in unit <b>ME 5/6 My Emotions</b>. SEAL <b>Getting on and Falling Out Year 5-6 (Green)</b> also includes anger management.</li> </ul> <ul style="list-style-type: none"> <li>See Resource 12 <b>Difficult Situations</b>.</li> <li>See <b>Group Mixing</b> in the <b>Teaching Guidance</b>.</li> <li>Teachers should use this opportunity to reiterate examples of when children should tell about e-safety issues. These might include seeing something on screen that is upsetting or worrying, feeling uncomfortable when chatting to someone online or via text messaging, or being asked to do something which gives them a 'no' or 'I'm not sure' feeling.</li> <li>See <b>Sources of Information and Support</b> for information about the <b>Safe</b> programme for teaching children e-safety.</li> </ul>

## Section J - Processing the learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
13. To understand what they have learnt and be able to share it with others.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>describe what I have learnt in this unit</li> <li>share with others, in a range of different ways, what I have learnt</li> </ul>	<p>13.1 An exciting way of assessing what the children have learnt could be by holding a <b>Safety Day</b>. This could be organised for the whole school or just a year group/key stage. This could include the following:</p> <ul style="list-style-type: none"> <li>Children running an assembly showing role plays and sharing the safety rules they have learnt.</li> <li>An art exhibition of safety posters/leaflets that children have created.</li> <li>An outdoor assembly, where children can try out some of the games they have learnt, e.g. Joker in the Pack; Don't Touch Me; Excuses, Excuses.</li> <li>Invite the local PCSO to visit to talk with groups of children about their job role.</li> <li>Invite the NSPCC to run an assembly and/or workshop.</li> <li>Give children access to the IT suite where they can view suitable personal safety websites.</li> <li>Invite a theatre group to present a topic around personal safety.</li> <li>Ask your local secondary school if they can present a piece of drama which is linked to personal safety.</li> <li>The Education ICT Service often organise E-Safety days in real time.</li> <li>Children can film their role plays, dramas etc. and present these at a whole school assembly.</li> <li>Children can be trained as peer mentors to help support younger children.</li> <li>A trip could be arranged to a Safety Zone, or to The Safety Centre (MK).</li> <li>You could also include other safety aspects such as road and water safety and first aid.</li> </ul>	<ul style="list-style-type: none"> <li>Contact the Education ICT Service (see <b>Sources of Information and Support</b>) for details of the 'Starz Detectives' E-safety days.</li> <li>Safety Zones, led by the Fire Service for Cambridgeshire schools, are interactive events for Year 5 and 6 children where they learn about keeping safer at home and out and about (see <b>Sources of Information and Support</b>).</li> <li>The Safety Centre (MK) at Milton Keynes is an interactive indoor educational safety centre where children can experience and learn about personal safety (see <b>Sources of Information and Support</b>).</li> <li>Ensure you follow your school's policy on Use of Visitors and Educational Visits.</li> <li>For information about peer mentor programmes, see <b>Peer Support</b> in the <b>Teaching Guidance</b>.</li> <li>Unit <b>SC 5/6 Safety Contexts</b> includes work on road and water safety. Unit <b>MR 5/6 Managing Risk</b> includes learning about first aid.</li> </ul>



## Resources to Support this Unit

The following resources are included in the PS 5/6 Resource Pack linked to this Unit:

1. Taking Responsibility for Your own Safety (PowerPoint Presentation)
2. Upset Child
3. Is This Abuse?
4. What Should You Do?
5. Touches (PowerPoint Presentation)
6. Talk it Through (PowerPoint Presentation)
7. Scenarios
8. Risks and Pressures (PowerPoint Presentation)
9. Assessing Risk cards
10. Story Solutions
11. Secrets
12. Difficult Situations

These resources are directly referenced within this unit

**In The Know NSPCC** [www.nspcc.org.uk](http://www.nspcc.org.uk)

This booklet, which is presented in a comic format, has story strips and quizzes which cover all personal safety topics including a strong focus on telling.

**Personal Safety (Know the Facts)** Judith Anderson

This book has comprehensive information and covers a range of topics around personal safety. These topics are supported with young people's questions and answers and useful tips on how to handle potentially difficult or dangerous situations.

**Secrets and Lies** Ann Bryant

The first chapter of this book can be used as a discussion starter with the class about secrets. The main character has to make a decision about whether the secret should or should not be told as it is not necessarily a secret that will hurt her or someone else.

**Respect! At Home** Kate Brookes

This is a useful book which focuses on rules, privacy, trust and compromise, amongst other issues.

**Telling isn't Tattling** Kathryn M. Hammerseng

This book gives many examples of situations that children can explore and debate whether the children in the scenarios are telling or tattling.

**Me And My Friends (Problem Page)** Judith Anderson

The pages relating to Internet Friends can be used to remind children about e-safety rules.

**Anne Frank (Life Stories)** Wayne Jackman, Wayland and

David A. Adler

This picture book contains a lot of background information about Anne Frank. It can be used to explain about how families with a Jewish heritage were treated in the Netherlands during World War 2.

**Secrets** Jacqueline Wilson

This book focuses on an unlikely friendship between two girls from very different backgrounds. Both of the girls keep diaries, inspired by their heroine Anne Frank.

These may also support work on this unit:

**An Exceptional Children's Guide to Touch** Hunter Manasco

This is a useful book which helps explain social and physical boundaries to children.

**Jake's Tower: when home's not safe, where can you run to?**

Elizabeth Laird

This book is about a boy called Jake, who is bullied and beaten by his mother's boyfriend. Jake lives in constant fear and the book focuses on how he deals with the situation.

**Young Citizen ... at school** Kate Brookes

This book is arranged in bite-sized topics, which includes quizzes, dilemmas and comic strips, which focus on peer group pressure, respect, bullying and tricks.

**What Would You Do? Cards** LDA

These cards cover a variety of difficult situations and children can choose from the various solution options.

**Making Sense of Growing Up and Keeping Safe Parentline Plus**

This interactive CDROM is aimed for parents/carers to use with their children. There are useful clips in the Staying Safe section which teaching staff could use on their interactive whiteboard, which focus on good listening and internet safety etc.

## Sources of Information and Support

**Your school/establishment's Designated Person for Child Protection** should be informed if you are worried about a child or children in your school/establishment.

**Education Child Protection Service, Cambridgeshire County Council**

The Education Child Protection Service contributes to protecting and safeguarding children and young people by providing training, support and advice to staff in schools and educational settings to enable them to fulfil their duties and responsibilities under current legislation and guidance relating to child protection. Training for staff from primary aged schools/ settings and Local Authority services on this unit can be requested by telephoning 01223 729039.

**Child Sexual Exploitation**

CSE is a form of abuse which involves children and young people being forced or manipulated into sexual activity in exchange for something. For further information see the [Child Sexual Exploitation Factsheet](#). See also the CSE [Leaflet for Children and Young People](#), the [Leaflet for Professionals](#) and the [Leaflet for Parents](#).

**Childnet International KnowITall** [www.childnet-int.org/kia/primary](http://www.childnet-int.org/kia/primary)

The Smart Crew can be used as a whole class teaching tool to explore relevant e-safety messages for children of this age group.

**Thinkuknow** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

The Child Exploitation and Online Protection (CEOP) site which gives clear e-safety advice and guidance to children, teachers and parents/carers. In the '8-10's' section, there is clear advice for children on how they can have fun with technology whilst minimising the risks to their personal safety.

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

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111. The website offers help, support and guidance for all children about things they worry about or scare them.

**ChildLine Schools Service** [www.nspcc.org.uk](http://www.nspcc.org.uk)

(go to 'Help and Advice' and then 'For Schools')

The ChildLine Schools Service is provided free of charge to all primary schools in the UK. It gives Year 5 and 6 pupils:

- A clear understanding of abuse in all its forms, including bullying
- knowledge of how to protect themselves
- an awareness of how to get help and support through ChildLine and other support networks.

They deliver an assembly followed by an interactive workshop. To find out more please contact ChildLine Schools Service on 08448920 225 or contact, for the Area Co-ordinator for Cambridgeshire call 01954 719 116.

**NSPCC** [www.nspcc.org.uk](http://www.nspcc.org.uk)

Provides information for professionals, parents and staff (go to 'Help and Advice'). Also includes advice for parents/carers about how to talk to their children about the "Underwear Rule".

**Womens Aid** [www.womensaid.org.uk](http://www.womensaid.org.uk)

Includes the curriculum materials Expect Respect available to download free of charge.

**The Hideout** [www.thehideout.org.uk](http://www.thehideout.org.uk)

An interactive site for children who are living with domestic violence.

**Cambridgeshire Education ICT Service**

The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance on e-safety. Email: [info@theictservice.org.uk](mailto:info@theictservice.org.uk)

**Cambridgeshire Fire and Rescue – Safety Zone**

[www.cambsfire.gov.uk/firesafety/654.php](http://www.cambsfire.gov.uk/firesafety/654.php)

A multi-agency district based event for Year 5 and 6 children, which includes a series of interactive workshops helping children to practise staying safer in the home and out and about.

**The Safety Centre (MK)** at Milton Keynes is an interactive indoor educational safety centre where children can experience and learn about personal safety. Website address [www.safetycentre.co.uk](http://www.safetycentre.co.uk)

**Cambridgeshire Outdoor Education Adviser Service**

[www.cambridgeshire.gov.uk/learntogether](http://www.cambridgeshire.gov.uk/learntogether)

For advice and guidance for schools in Cambridgeshire and academies about planning and organising visits and out of school learning opportunities.

For national information and guidance see [www.oeapng.info](http://www.oeapng.info)

For your local OE adviser, a list is available on [www.oeap.info](http://www.oeap.info)

**Nothing Ventured ... Balancing risks and benefits in the outdoors** Tim Gill

This publication provides current guidance on helping young people to experience and handle risk is part of preparing them for adult life and the world of work. This can be downloaded from [www.englishoutdoorcouncil.org/publications](http://www.englishoutdoorcouncil.org/publications)

**Life Education Centres (LEC)** [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk)

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the Life Education Centre classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256.

Links between Unit PS 5/6 and LEC programmes:

The Year 5 LEC programme focuses on recognising and practising assertive skills. Both the Year 5 and Year 6 LEC programmes encourage children to reflect upon their 'network of support' and consider how they can ask for help.

**Health Related Behaviour Survey**, Schools Health Education Unit

This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools.

For information about the HRBQ in Cambridgeshire, contact the PSHE Service.

For information about the HRBQ nationally, go to [www.sheu.org.uk](http://www.sheu.org.uk)

**Cambridgeshire Healthy Schools Programme**

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact. For Cambridgeshire schools contact the PSHE Service.

**Teamwork and Teamplay** [www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

For the internet edition of Raccoon Circles – activities which provide a practical and fun approach to developing children's confidence and social skills.

**Yes We Can** is a book about Raccoon Circles for Primary Schools, published by the Cambridgeshire PSHE Service.

# ***Cambridgeshire Primary Personal Development Programme***

## **Healthy and Safer Lifestyles 23 • PS 5/6 Personal Safety**

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Click on the title of the resource you require.



## **Resource 2 - Upset Child**



### Resource 3 - Is this Abuse?

Do you think that the situations below are abusive or not?

Tick the box that you think is correct.

	Yes	No	Not Sure
1. A mum hitting her child.			
2. Friends falling out and calling each other names.			
3. A teacher telling her child that s/he is useless.			
4. A pupil arriving at school not havng had breakfast.			
5. Someone touching you in a way you don't like.			
6. Your granny will not let you leave the table until you have eaten all your meal.			
7. A parent shakes a baby.			

### Resource 4 - What should you do?

What should you do to feel safer if ... you are followed home from the park by someone you do not know?



What should you do to feel safer if ... your mum has just popped out and someone rings up and asks to speak with her?



What should you do to feel safer if ... you are walking home in the rain and a neighbour pulls up in their car and offers you a lift?



What should you do to feel safer if ... if you are playing outside and a van stops and the driver asks you to jump in and help him find the church on his sat nav?



What should you do to feel safer if ... you are trying to cross a busy road?



What should you do to feel safer if ... you are being called names by other children?



What should you do to feel safer if ... you get lost at the local shopping centre?



What should you do to feel safer if ... the fire alarm goes off in school?



What should you do to feel safer if ... the smoke alarm goes off at home?





What should you do to feel safer if ... you get home from school and no-one is there?



What should you do to feel safer if ... you fall out with your best friend at school?



What should you do to feel safer if ... you are starting at a new after school club?



What should you do to feel safer if ... you don't like the way the football coach touches your back?



What should you do to feel safer if ... someone in your class touches you on a part of your body which gives you a 'no' feeling?



What should you do to feel safer if ... you feel uncomfortable when an adult who works in school stands too close to you?



What should you do to feel safer if ... an adult watches you changing for swimming?



What should you do to feel safer if ... you find a syringe at the local park?





### Resource 7 - Scenarios

#### The New Girl

Courtney and Sophie are best friends but today they are having an argument and they are both really upset.

A new girl, Elaine, has joined the class and Courtney is angry because Sophie has been spending a lot of time talking to her at break times.

Sophie and Courtney have always spent break times together chatting.

#### The Footy Team

Adam, Jordan, Ahmed, Max and Dev always play 5-a-side football at lunchtimes against 5 other Year 6 boys.

Their new teacher, Mr Hudson, has started up a lunchtime computer club which Adam and Dev are desperate to join.

When they tell the other boys that they are joining the club, Jordan is furious, he shouts "you've ruined our team" and storms off.

#### School Disco

Emelia has won first prize to design a poster for the school disco.

All of the posters are displayed in the corridor. On her way to lunch, Emelia notices another Year 5 girl deliberately tearing Emelia's poster. She rushes up to the girl, grabs her arm and shouts "get off, that's mine".

The girl looked at her and said "that's rubbish, mine's much better".

#### The New Trainers

Mohammed has a new pair of trainers which he has brought to school to wear at sports day. He is really proud of them and all of his friends say they are 'wicked'.

He contributed half of the cost of them from his birthday money and his mum paid the other half because he helped out at home.

When changing for sports day practice, Ahmed and Jack make comments about the trainers, saying "they look like girls' trainers".

At first, Mohammed ignores them but then becomes angry when they continue to make comments about the trainers.

He gets so angry that he yells at them "you're just jealous because you can't afford them".

By now some other children have taken sides.

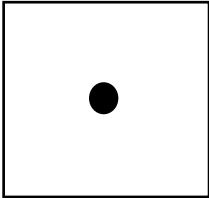
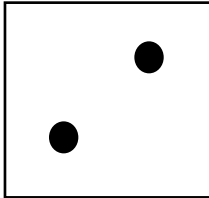
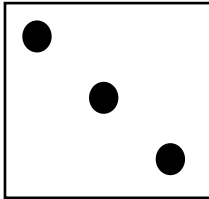
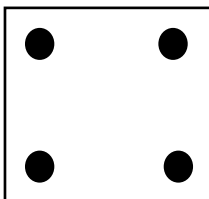
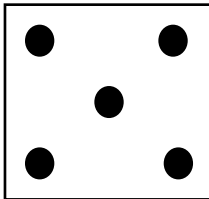
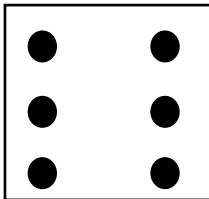
### Resource 9 - Assessing Risk Cards

<b>HIGH RISK</b>  Dangerous and not to be done under any circumstances.	  You pick up a 'sharp' that you have found.	  Accepting a lift from someone you don't know.
<b>MEDIUM RISK</b>  There is a risk but it can usually be managed.	  You ask for help from an adult who is on their own.	  Hanging out of your bedroom window.
<b>LOW RISK</b>  Very little risk and usually OK to do.	  Jumping off the top of the climbing frame at the park.	  Playing football outside your house.

Accepting a lift from someone you know without letting your parents/carers know.	Telling your parents/carers where you are going and when you'll be back.	Giving your school details to someone you have started to chat with on Club Penguin.
Accepting a lift from your neighbour, when your parent/carers know about it.	Going into town alone, without permission.	Going into town with your friends, with your parents/carers permission.
You find a packet of mint tic-tacs on one of the swings in the park. You and your friends eat them.	Riding a bike which is too big for you, along the main road.	Swimming in the local river.

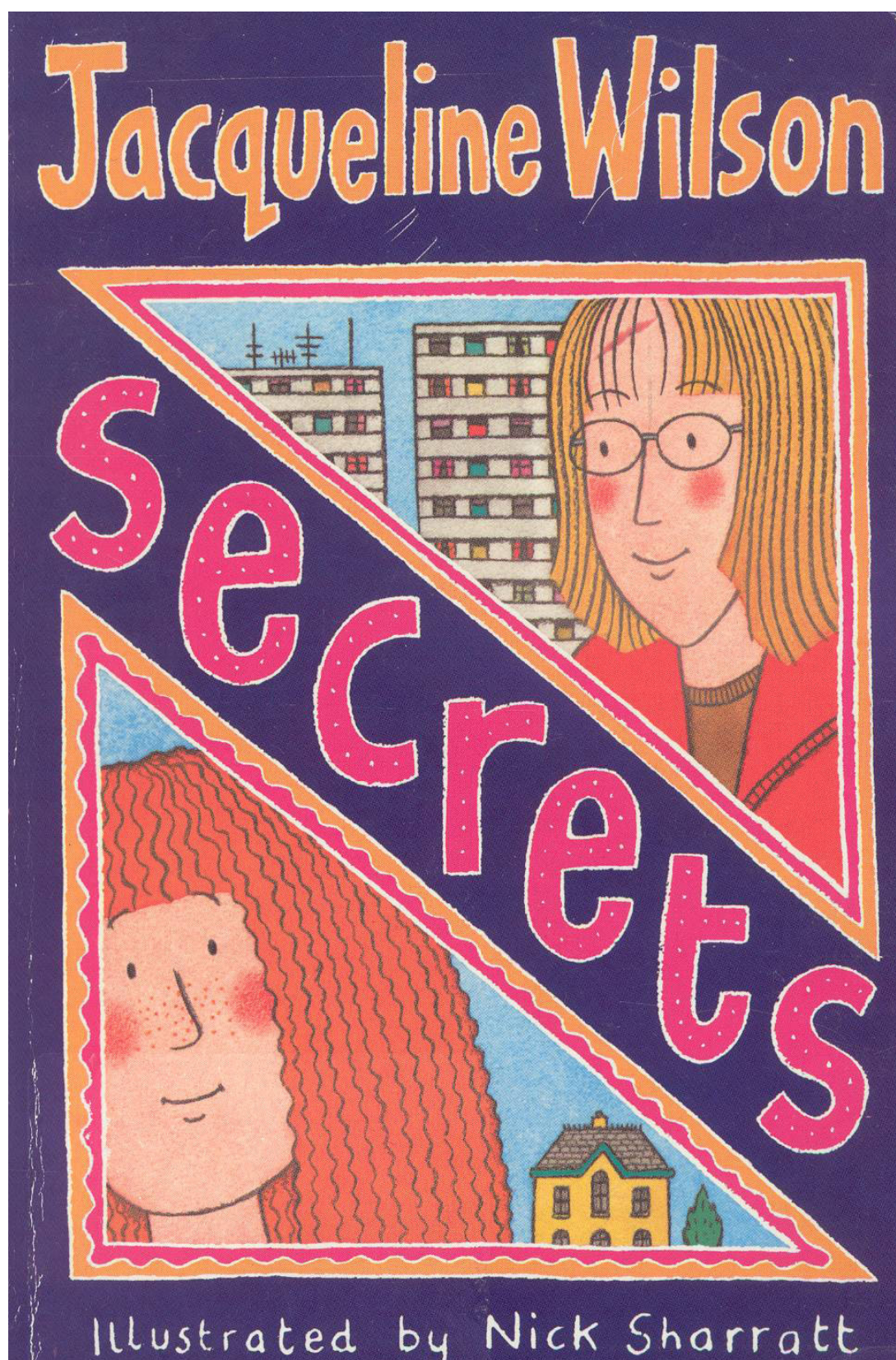
Being driven to school.	Watching television.	Standing under a tree in a thunderstorm.
Frying eggs for breakfast.	Your friend tells you not to wait for your parent/ carers to collect you from youth club but to walk home with them.	In the playground you hear some children dare another child to climb up a drainpipe.
When changing for swimming you notice a red mark on your friend's back and tell the teacher.	In the toilets at break time a classmate suggests that you pull your trousers and pants down.	When you arrive home from school, no-one is there. Your new neighbour suggests that you go to theirs to wait.

### Resource 10 - Story Solutions

Number	Characters	Situation	Your solution
	Tom and Sam	You are at home without your parent/ carer and someone knocks at the door. You have been warned not to answer the door if you are on your own.	
	Madison and Emily	You are outside at playtime and you see some other children trying to trick the new boy into playing kiss chase, which you know is against the school rules.	
	Miguel and Charlie	You are worried about spending time with an adult volunteer at the after-school club who you feel uncomfortable with.	
	Abdul and Bryn	Some children you have just met in the park ask you to go back to their house.	
	Jamie and Gitta	You are asked by a new 'friend' online to meet them in the local shopping centre.	
	Mia and Luke	When you are walking home from school a van pulls up and the driver asks you to help him take his injured kitten to the vet.	



**Resource 11 - Secrets**



### Resource 12 - Difficult Situations

This quiz could be used with your interactive white board or paper copies given out for small groups of children to work with.

Children must read the situation and decide which of the three answers they feel is the best option. All answers must be completed before the answers are explained.

1. You are playing at the recreation ground where you have arranged to meet your friends. A man, who appears to be friendly, comes over and starts to talk with you and you find it difficult to move away from him. You tell him that you are waiting for your friends. He keeps asking you lots of questions, including where you live and what school you go to.

What would you do?

- a) He seems friendly enough so you tell him where you live and what school you go to.
- b) You pretend that you have received a text from your friends telling you to meet them somewhere else so you leave.
- c) You know you mustn't share personal information with people you don't know so you don't tell him where you live or what school you go to. However, you stay and chat until your friends arrive.

2. Someone in your class has posted a photograph of you on a social networking site, which has been digitally changed so that you appear to have huge ears. People have started to post cruel comments about the photograph which has led to further cruel teasing in school.

What would you do?

- a) Tell and show your parents or teacher.
- b) Post rude comments about two friends in your class who you think are responsible.
- c) Nothing, you deserve it.

3. When changing for PE, you notice that your friend has a large purple coloured bruise at the top of their leg. You ask them how they got it and they tell you that their dad did it when he pushed them against the fridge door handle. They added "he's always pushing me and mum around".

What would you do?

- a) Suggest they tell the teacher or an adult about it.
- b) Just shrug your shoulders and forget about it.
- c) As your friend looks quite tearful, you decide to tell your teacher without telling them.

4. Your best friend tells you that their 17 year old brother keeps getting them to look at pictures of naked people on the Internet. Your friend says they don't like it but their brother says that if they don't keep looking at the pictures and keep it a secret, he will tell their mum that he caught your friend looking at the pictures on their own.

What would you do?

- a) Go round to your friend's house and show him how to delete the computer history.
- b) Send an e-mail to the brother telling him to stop.
- c) Tell them they should talk to their mum or an adult on their Network of Support.

5. Without telling your parents, you have opened a Facebook account. Someone you don't know sends you a friend request. When you look at their profile, they appear to be a good looking 13 year old who lives in Cambridgeshire. You accept their friend request and get chatting to them. It turns out that you both support the local football team and arrange to meet on Saturday at their next match.

What would you do?

- a) You tell them you'll go and try to think of what excuse you can use with your parents to go out on Saturday.
- b) Although you want to go, you realise that you need to tell your parents what you've done.
- c) You go along but take your best friend for company.

6. You went shopping in town with your friend and forgot to tell the adult looking after you where you were going. When you get back, the adult is beside themselves with worry and as a punishment tell you that you are grounded for a week.

What would you do?

- a) Shout that this is unfair and storm off to your room.
- b) Call Childline as your rights have been taken away.
- c) Agree that you have not followed the safety rules and apologise.



### **Answers**

1.

b) This man should not be asking you personal information or following you around. It is acceptable to make up a lie to get you out of a tricky or potentially dangerous situation. As well as getting away safely, you need to tell an adult what has happened as this man could target other children who are not as aware of the safety rules as you are.

2.

b) It is against the rules to open a Facebook account until you are 13 years old. It is never safe to give out or post personal information. At your age you should never arrange to meet anyone you have met over the Internet and should always tell your parents or an adult on your Network of Support if you are approached in this way. More information is available on the CEOP or Childnet websites.

3.

a) It sounds like your friend could be being physically abused and possibly in danger. Your teacher is an adult who knows how to help. By not doing anything, you might be allowing your friend to be at more risk of harm. Is this how a friend should behave?

4.

c) This is sexual abuse and is against the law. Your friend shouldn't be made to look at the pictures or be bullied into keeping it a secret. By telling an adult on your Network of Support, you are supporting your friend to get help. It may sometimes be helpful to delete computer history or 'hide your tracks', if leaving a trail could put you at risk of harm e.g. when someone has accessed a site like [www.thehideout.org.uk](http://www.thehideout.org.uk) which offers help around domestic violence.

5.

a) This is bullying and is not acceptable. Telling an adult you trust is an important way to get the bullying to stop. It is not sensible to post your own comments in retaliation as the people you have posted them about might not be responsible for posting the photograph on the website. Should any child feel that they deserve to be bullied?

6.

c) You must always remember to follow your safety rules. Not telling an adult where you are going, who you are going with, what time you'll be back, how you can be contacted etc. could put you and your friend at risk. Being rude to an adult who cares for you in this type of situation will only indicate to them that you are not yet ready to be trusted to follow the safety rules, which are there to keep you and others safer. In this case the adult was angry because they care about you and what happens to you.

Healthy and Safer Lifestyles 23 PS 5/6 Personal Safety					R	A	G	Notes
Section A - Identifying Trusted Adults								
1. To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.								
Section B - Using our Senses								
2. To be able to assess the school and local environment from a personal safety perspective.								
3. To be able to make informed judgements to help keep safer.								
Section C - Safety Rules								
4. To be able to review safety planning.								
5. To be able to define honesty and explore dilemmas.								
Section D - Bodies								
6. To be able to understand and acknowledge personal boundaries and body language.								
Section E - Touches								
7. To be able to identify and distinguish between 'yes' and 'no' touches.								
Section F - Secrets								
8. To be able to distinguish between 'good' and 'bad' secrets.								

**Cambridgeshire Primary Personal Development Programme • Monitoring Coverage**

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Term: Autumn/Spring/Summer

Healthy and Safer Lifestyles 23 PS 5/6 Personal Safety		R	A	G	Notes
Section G - Assessing Risk					
9. To be able to problem solve in order to keep themselves and others safer.					
10. To be able to assess risk in order to keep themselves safer.					
Section H - Assertiveness					
11. To be able to recognise and begin to deal with peer group pressure and influence.					
Section I - What, When, Who and How to Tell					
12. To be able to review the people included in the Network of Support.					