

## Unit Context



In September 2020, the DfE introduced statutory requirements for **Relationships Education** and **Health Education** which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for Relationships Education.

### Being Safe (BS)

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that

it is not always right to keep secrets if they relate to being safe

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

This unit also contributes towards children's learning in terms of the following requirements:

### Families and People Who Care For Me (FP)

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring Friendships (CF)

- how to recognise who to trust and who not to trust.

### Respectful Relationships (RR)

- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online Relationships (OR)

- that people sometimes behave differently online, including by pretending to be someone they are not
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

From Health Education: **Mental Wellbeing (MW)**

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

The progression of teaching throughout these units aims to empower children to make safer choices. Children need to know that they have the right to feel safe and this unit helps them to identify their Early Warning Signs, so that they can identify when they are feeling unsafe in a situation. The unit also gives them the opportunity to practise seeking help from adults in their Network of Support. As the unit of work includes giving children the vocabulary and confidence to report abuse, it is essential that prior to teaching, all staff have up-to-date safeguarding and child protection training and are aware of the procedures in their own school or setting.

It is a statutory requirement that all staff in schools read at least part one and annex A of **Keeping Children Safe in Education** (DfE, September 2020). This document states that states that:

"All staff have a responsibility to provide a safe environment in which children can learn; All staff should know what to do if a child tells them he/she is being abused or neglected; All staff should receive appropriate safeguarding and child protection training which is regularly updated...at least annually."

Other key documents staff need to be familiar with from the point of induction include: the school's own **Safeguarding and Child Protection policy**; **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** (May 2019) or school's own staff code of conduct and **What to do if you're worried a child is being abused** –

## Learning Expectations

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

- be able to identify different feelings and tell others how they feel
- be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe
- know who they could talk with if they have a worry or need to ask for help
- be able to identify private parts of the body and say 'no' to unwanted touch
- know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.

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

- be beginning to identify different feelings and starting to express how they feel to others
- be beginning to name their Early Warning Signs
- name some people they could talk with if they have a worry, and be beginning to know when to approach these adults for help
- be able, with support, to identify private parts of the body and say 'no' to unwanted touch
- be able, with support, to suggest what they could do if a friend or family member isn't kind to them or if they are worried about something that happens online.

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

- recognise and interpret a wide range of feelings in themselves and others, and articulate their own feelings with confidence
- confidently identify their Early Warning Signs
- identify the qualities that make a safe 'network' person and confidently approach adults from their Network of Support
- understand that no-one should touch the private parts of their bodies and say 'no' to unwanted touch
- have the confidence to seek support from their network if a friend or family member isn't kind to them and know what actions to take if they are worried about something online.

**Advice for Practitioners** (March 2015). This will ensure that staff are aware of systems within their school or college which support safeguarding. All staff need to know the identity of their Designated Safeguarding Lead and Deputies. All concerns should be logged immediately and passed straight to the Designated Safeguarding Lead (or deputy) within the school in order for them to respond appropriately. Staff must 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 school policies that are linked to safeguarding might include (but are not limited to): **Online Safety; Acceptable Use; Domestic Abuse; Sexually Inappropriate or Harmful Behaviours; Intimate Care; Drug Education; Anti-bullying; Behaviour Management; Positive Handling; Relationships and Sex Education, and Inclusion.** Other useful documents and legislation include: **HM Government Working Together to Safeguard Children** (2018); **Children Act 1989; Children Act 2004** and the **Education Act 2002.**

## Unit Description

The unit of work builds on a Protective Behaviours approach. As such it is underpinned by two key principles: *we all have the right to feel safe all the time; and we can talk with someone about anything, even if it feels awful or small.* Through the series of lessons, children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are the trusted adults that they could talk with about anything, big or small, good or bad. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999.

Whilst the terminology of 'abuse' and 'neglect' is not introduced until years 5 and 6 (**PS 56**), the learning in this unit does include what action could be taken if a friend or family member is unkind to you. Children will learn that each person's body belongs to them and the correct language for body parts including genitals. They learn about safe and unsafe touch, including that if anyone tries to touch their private body parts they should talk with an adult from their network. Children will also learn that if they are worried about a secret, or about something that happens online, they can talk with an adult from their Network of Support.

Clearly, the learning from this unit will have greatest impact if the school ethos and wider curriculum continually promote the development of children's emotional literacy and are underpinned by a clear set of values, the school's behaviour policy and pastoral support system. Children need to

hear regularly the messages that we all have a right to feel safe and that we can talk to someone about anything, if they are to be empowered to make safer choices.

## Notes for Staff

All staff, paid or unpaid, working in a school have a duty to follow child protection procedures. All staff should receive appropriate safeguarding and child protection training which is regularly (at least annually) updated. Every school will have at least one Designated Safeguarding Lead 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. 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 Safeguarding Lead in your school/setting should inform you on a need-to-know basis about any child protection issues that you should 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 Safeguarding Lead 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 Safeguarding Lead. Staff should 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 Safeguarding Lead will take the lead and advise you appropriately. 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

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit are an effective way of pupils assessing their own confidence in a range of skills, both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments, which enable you to assess individual children against the learning expectations for this unit. Both these assessment tools can be found [here](#).

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

**Activity 2.4** Use this to assess children's ability to identify their own 'Early Warning Signs' (the physical feelings in our body that tell us that we don't feel safe).

**Activity 6.4** Use this to assess how well the children can label the external parts of the body and how secure they are with the scientific or 'doctor' words for sexual body parts.

**Activity 7.7** Use this to assess children's ability to identify safe and unsafe touch.

## Out of School Learning

The **Parents/Carers Personal Safety** can be sent home to inform families about the planned content of the series of lessons, 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. Refer to **TG Ground Rules** for further support. 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 Safeguarding Lead 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

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 from the **PDP website**.

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

For example:

For information about using the Draw and Write technique see **TG Classroom Strategies**.

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

## Linked Units

**FF 1/2** Family and Friends

**ME 1/2** My Emotions

**AB 1/2** Anti-bullying

**MSR 1/2** Managing Safety and Risk

**RS1** Relationships and Sex Education

**RS2** Relationships and Sex Education




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## Section A - Recognising if I am Feeling Safe or Unsafe

<b>Framework question/s</b>	Can I identify different feelings and tell others how I feel? (MW)
<b>Learning Objective</b>	1. To be able to identify different feelings and tell others how I feel. (MW)
<b>Possible Success Criteria</b>	To be able to: <ul style="list-style-type: none"> <li>• explain how I am feeling</li> <li>• identify how others may be feeling</li> <li>• group feelings into 'physical' and 'emotional' feelings.</li> </ul>
Teaching Activities	Points to Note
1.1 Explain that in these lessons the children will be learning about different sorts of feelings. Read <b>Sometimes I Feel Sunny</b> out loud to the class. Begin a feelings working wall using a selection of pictures and words from the story. Ask the children to suggest other words to add to the feelings working wall, grouping synonyms together. For example <b>sunny</b> could be added to with <i>happy, joyful, excited</i> ; <b>sad</b> could be expanded on with <i>upset, miserable, unhappy</i> etc.	<ul style="list-style-type: none"> <li>• Consider ways in which your classroom practice encourages children to express and explore their feelings. It is important not to give children the impression that some feelings are 'good' and others are 'bad.' If you use feelings boards for children to indicate how they are feeling as they come into the classroom, be mindful that children are not encouraged to feel that selecting the 'happy' face is the 'right' answer.</li> <li>• If you don't have a copy of <b>Sometimes I Feel Sunny</b>, search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.)</li> <li>• Learning in this section links with unit <b>ME1/2 My Emotions</b>.</li> </ul>
1.2 Run a Circle Time activity to enable children to practise using some of the 'feelings' vocabulary. Use sentence stems such as: <i>A time I felt happy was... A time I felt excited was... A time I felt nervous was...</i>	<ul style="list-style-type: none"> <li>• For information about Circle Time see the <b>TG Circle Time</b>.</li> <li>• If the class are not familiar with Circle Time, ensure you establish ground rules. Children should be allowed to pass if they wish.</li> </ul>
1.3 Ask the children to listen out for different 'feelings' words as you read <b>Starting School</b> . Once the story is finished, ask the children to suggest the feeling words they heard during the story. Add any new vocabulary to the feelings working wall. Read again and display the double page spread with the text <i>"And sometimes the children are happy, and sometimes they are sad, sometimes puzzled - or sleepy- or grumpy- or lumpy - or spotty. Sometimes the teacher is not cheerful either,"</i> which show the children and teacher experiencing a range of feelings. Discuss how the body language and facial expressions of the characters can give us some clues as to how they might be feeling. Group the children into pairs or threes and ask them to create a freeze frame of one of the images from these pages. Encourage them to think about the body language and facial expressions they use.	<ul style="list-style-type: none"> <li>• For information about freeze framing see the <b>TG Drama Strategies</b>.</li> <li>• If you don't have a copy of <b>Starting School</b> search on YouTube for a reading. (See note above.)</li> </ul>
1.4 Use PowerPoint <b>Resource 1</b> to introduce the difference between physical and emotional feelings. Give the children Resource 2 <b>Physical and Emotional Feeling Cards</b> and ask them in small groups to separate the feeling cards into physical and emotional feelings. This activity includes the vocabulary from the pages referenced in <b>Starting School</b> . You may find it helpful to refer back to activity 1.3.	<ul style="list-style-type: none"> <li>• See Resource 1 <b>Personal Safety PowerPoint-Slide 2</b></li> <li>• See Resource 2 <b>Physical and Emotional Feeling Cards</b></li> </ul>


## Section A continued

Teaching Activities	Points to Note
<p>1.5 Use PowerPoint <b>Resource 1</b> to explain how our feelings can affect our thoughts and behaviour. Explain you are going to read a story about a cat called Mog. The story is called <b>Mog's Bad Thing</b>, but the reason Mog does the bad thing is she is not feeling safe. Read the story aloud. Ask the children: <i>What was the bad thing Mog did? Why did Mog do the bad thing? How was Mog feeling at the time? What was it that led to Mog feeling unsafe/scared?</i> Children could be asked to record their responses using <b>Resource 3</b>. Alternatively, refer back to the PowerPoint <b>Resource 1</b> and annotate the feelings, thoughts and behaviour slide with the children's suggestions.</p> <p>(Mog's bad thing was using Mr Thomas' favourite chair as a lavatory. She chose to do that because she was afraid of the large tent which had been put up in the garden for a pet show the following day. The tent looked unfamiliar and was making a flapping noise. She was feeling unsafe, because her garden looked different with the tent up. The family don't realise that Mog was feeling scared, they just think she was being badly behaved.)</p>	<ul style="list-style-type: none"> <li>• See Resource 1 <b>Personal Safety PowerPoint</b>-Slide 3-4</li> <li>• See Resource 3 <b>Feelings, Thoughts, Behaviour</b>.</li> <li>• If you don't have a copy of the book search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.)</li> </ul>
<p>1.6 Refer back to <b>Mog's Bad Thing</b> from activity 1.5. Ask the children: <i>Where was Mog's safe place in the story?</i> (She goes up into the attic.) Explain that you are going to ask the children to think about a place that feels safe to them. It might be a favourite place in their home or garden, somewhere at the home of a friend or other family member, it might be somewhere in school or an outdoor space that they visit regularly. Acknowledge that some children may not be able to think of a safe space, so invite them to imagine a place that might feel safe to them. It may help to play some calming music. Ask the children close their eyes and imagine they are in their safe place, ask them to think about: <i>What can they see? What can they hear? How do they feel?</i> Once you have completed this visualisation take some feedback about how the children <b>felt</b> in their safe place (rather than asking where they thought of as their safe place). You may wish to create a section on your working wall to record the feelings associated with safe places. Children could be asked to draw and label their safe space using <b>Resource 4</b>.</p>	<ul style="list-style-type: none"> <li>•  It is important that children are never asked to remember a time when they felt unsafe. We can never know the prior experiences of the children we are teaching and such an activity could put a child back in touch with emotionally traumatic experiences.</li> <li>• See Resource 4 <b>Safe Places</b>.</li> </ul>
<p>1.7 Explain that whilst the activities so far have been about exploring different sorts of feelings, the main focus of these lessons will be about feeling safe or unsafe and what we can do if we are feeling unsafe or worried about something. Introduce the children to the idea that 'We all have the right to feel safe all the time.' Explain that a right is something that is true for everybody. All children and all adults have that right to feel safe.</p> <p>Share a story in which the characters move from feeling safe, to feeling unsafe and back to feeling safe again. This is a common story arch in fairy tales, so you could reference a story the children are already familiar with from other learning. One picture book suggestion is <b>Owl Babies</b>. Share the story with the class. Ask the children: <i>How do we know the little owls are feeling unsafe? What strategies do they use to help themselves feel safer?</i></p> <p>Create an area on your working wall with a heading: <i>What could I choose to do if I feel unsafe or worried about something?</i> Explain to the children that you will be adding suggestions to this throughout the series of lessons. <i>Do they have any suggestions yet?</i></p> <p>You could add: <i>going to my safe space</i> (like Mog the cat did when she went into the attic), <i>finding someone you feel safe with</i> (like the Owl Babies when they go and sit together on the same branch).</p>	<ul style="list-style-type: none"> <li>• If you don't have a copy of <b>Owl Babies</b> search on YouTube for a reading. (See note above.)</li> </ul>



## Section A continued

Framework question/s	Can I name my own Early Warning Signs? (BS)
Learning Objective	2. To be able to name my own Early Warning Signs. (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>name possible Early Warning Signs that can tell me I don't feel safe</li> <li>recognise my own Early Warning Signs.</li> </ul>
Teaching Activities	Points to Note
<p>2.1 Remind the children of the right we all have to feel safe. Explain that in this activity we will be learning about how our body gives us clues that can help us to tell if we are not feeling safe. These clues are physical feelings in our body and they can be called Early Warning Signs as they can warn us that we are not feeling safe.</p> <p>Create a large enough floor to seat the children in a circle. Place a very large sheet of paper/wallpaper on the floor. Select a child to draw around to create a human body outline. Give the children a couple of suggestions of the sort of feelings someone might experience if they are feeling unsafe <i>e.g. jelly legs, feeling like they need to go to the toilet</i>. Ask the children for their suggestions of how someone's body might tell them they aren't feeling safe. See Slide 5 of Resource 1 <b>Personal Safety PowerPoint</b> for further suggestions of Early Warning Signs. Annotate the human body outline with Early Warning Signs. This could be added to the working wall when complete. Explain that if we feel these Early Warning Signs it is important that we tell a trusted adult.</p>	<ul style="list-style-type: none"> <li> This activity requires sensitivity as there may be children within the group who are currently experiencing, or have experienced, unsafe situations or who may regularly feel their Early Warning Signs at home, in school or in the community.</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b>-Slide 5.</li> <li>Identifying trusted adults is covered in section B.</li> </ul>
<p>2.2 Explain that sometimes people enjoy getting their Early Warning Signs as part of a fun or adventurous activity, for example going on a fairground ride or climbing something high in the playground. Ask the children <i>When might it be fun to feel scared?</i> Explain that different things will feel 'fun' to some people, and 'unsafe' to others and we should respect that. There is no 'right way' to feel. If something doesn't feel fun to us, we can choose not to do it.</p>	<ul style="list-style-type: none"> <li> It is encouraged that question is posed to the children in a one step removed way i.e. '<i>when might it be fun to feel scared</i>' rather than personalising it '<i>when have you done something where it was fun to feel scared</i>.' With this activity it is important to acknowledge and value all contributions as 'fun to feel scared' will apply differently to different children.</li> </ul>
<p>2.3 Share a story in which a character experiences their Early Warning Signs when they are feeling unsafe. This will enable the children to reinforce the learning from activity from 2.1 in a one step removed way.</p> <p>One suitable story is <b>Giraffes Can't Dance</b>- Ask the children which Early Warning Signs Gerald experienced in the story? '<i>Gerald simply froze up, He was rooted to the spot.</i>'</p>	<ul style="list-style-type: none"> <li>A range of picturebooks or story extracts could be used to fulfil the purpose of this task as long as they enable the children to consolidate their understanding of early warning signs in a one step removed way.</li> <li>If you don't have a copy of <b>Giraffes Can't Dance</b> search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool <i>e.g. PowerPoint.</i>)</li> </ul>
<p>2.4 If you wanted to assess children's understanding of the concept of Early Warning Signs, they could be asked to complete <b>Resource 5 Early Warning Signs</b> in which they record their own personal Early Warning Signs on a person outline. <b>A.</b></p>	<ul style="list-style-type: none"> <li> This activity requires sensitivity as there may be children within the group who are currently experiencing, or have experienced, unsafe situations or who may regularly feel their Early Warning Signs at home, in school or in the community.</li> <li>See Resource 5 <b>Early Warning Signs</b>.</li> </ul>



## Section B - Asking for Help, Trusted Adults and Networks of Support

<b>Framework question/s</b>	How do I know which adults and friends I can trust? (CF)
<b>Learning Objective</b>	3. To be able to recognise which adults and friends I can trust (CF)
<b>Possible Success Criteria</b>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• give some examples of what makes a good friend</li> <li>• give some examples of what makes a trusted adult.</li> </ul>
Teaching Activities	Points to Note
<p>3.1 Run a Circle Time activity to introduce the topic of friendship and invite the children to think about what makes a good friend using the sentence stem: <i>One of my friends is my friend because...</i></p> <p>As the children are making their contributions, note down their ideas on individual post-it notes. Once all the children have had their chance to contribute if they wish, group the post-its together under different headings, such as 'Shared Interests' and 'Special Qualities'. Ensure the children understand the terminology and rephrase if necessary e.g. 'Shared Interests' means 'liking the same things'. Ask the children to help you to position the post-it notes in the correct place. For example "<i>Bella is my friend because we always play football together at playtime</i>" would go under 'Shared Interests' and "<i>Jarred always cheers me up if I get hurt</i>" would go under 'Special Qualities.'</p>	<ul style="list-style-type: none"> <li>•  Be sensitive to those children within the group who have difficulty with peer relationships. For this reason, it is helpful to use the anonymous sentence stem suggested rather than inviting the children to name specific friends.</li> <li>• For information about Circle Time see the <a href="#">TG Circle Time</a>.</li> </ul>
<p>3.2 Read <b>Will You Be My Friend?</b></p> <p>Ask the children if there are any ideas from the book that they would like to add to the collection of post-it notes collated from the Circle Time discussion in activity 3.1.</p>	<ul style="list-style-type: none"> <li>• Use <b>Will You Be My Friend?</b> If you don't have a copy of the book search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. PowerPoint.)</li> <li>• If the children have recently been taught the unit <b>FF 1/2 Family and Friends</b>, then you could ask them to draw on previous learning.</li> </ul>
<p>3.3 Introduce the children to the key idea that we can talk with someone about anything, good or bad, big or small. Remind the children that, in the earlier session (2.1), they were encouraged to think about their Early Warning Signs, and that it is important, if they feel those Early Warning Signs, that they tell a trusted adult. Explain that this session will help them think about who their trusted adults are and to decide if someone should be included in their Network of Support.</p> <p>Introduce a puppet character. Let the character explain that they have been told to think about who their trusted adults are, but they don't know who to pick. Ask the class for suggestions to help the puppet decide. Things to draw out of the discussion might be: <i>people you feel safe with i.e. people that do not set off your Early Warning Signs, people who are good at listening to you, people who have helped you in the past.</i></p>	<ul style="list-style-type: none"> <li>• For information using about Puppets see the <a href="#">TG Using Resources</a>.</li> </ul>



## Section B continued

Framework question/s	Who could I talk with if I have a worry or need to ask for help? (BS)
Learning Objective	4. To know who I could talk with if I have a worry or need to ask for help? (BS)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>name the adults on my Network of Support who I can talk with if I have a worry or need help</li> <li>know when and how to call 999</li> <li>know what I can do if I am lost.</li> </ul>
Teaching Activities	Points to Note
<p>4.1 Explain that the children will soon complete their own Network of Support of trusted adults on a hand template. Talk them through the process <i>i.e. adding one adult from home on the thumb, and 4 other adults from different aspects of their life on each of the other fingers. E.g. an adult from school, an adult from after school club, an adult in their family who they don't live with, a neighbour</i>. If a child does not have an adult at home they would choose to include on their Network of Support this should be left blank. Palm pals can also be added on the palm- these are things like a pet, a teddy, their God, an imaginary friend, who may provide some comfort to talk to, but would not replace talking to an adult.</p> <p>Then model the process by completing a Network of Support for a fictional character that all of the children in the class know. When choosing your fictional character, it is important to select a book which features a reasonably large cast of adult characters.</p> <p>One example from a book could be <b>Alfie</b> (from the series of picturebooks by Shirley Hughes). From home, Alfie could pick <i>Mum or Dad</i>. As a family member he does not live with, he could pick <i>Grandma, Great Grandma Hilary or Great Uncle Will</i>. Other adults he might select include a friend's parent (<i>e.g. Bernard's Mum</i>), an adult from his nursery school and an adult he lives near (<i>Mr MacNally, Mrs MacNally, the Santos family</i>). See <b>Resource 1 PowerPoint slides 7-8</b>. Of the Alfie series, the book <b>Alfie's Christmas</b> introduces a large number of the adult characters, so may be a good option. It does not introduce Bernard's Mum, but she features in <b>Alfie Gives a Hand</b>. Alfie's friendship with his neighbours the MacNally's is also explored in more detail in <b>Alfie and the Birthday Surprise</b> and <b>An Evening at Alfie's</b>.</p> <p>One example from the television could be <b>Peppa Pig</b>. From home, Peppa could pick <i>Mummy Pig or Daddy Pig</i>. As a family member she does not live with, she could pick <i>Granny or Grandpa Pig</i>. As her school adult she could pick <i>Madame Gazelle</i>. Other adults she knows out of school could include a friend's parent, (<i>e.g. Miss Rabbit</i>) or someone from the community (<i>e.g. Grandpa Dog</i>). See <b>PowerPoint slides 9-10</b>.</p>	<ul style="list-style-type: none"> <li> It is important that when they complete their own Network of Support, the children are given choice about which adults to place on their network and that teachers/teaching assistants do not try to engineer this by making suggestions <i>e.g. why not put Mum on the thumb, or your class teacher on that finger</i>. There may be a reasons we are not aware of as to why a child is making these decisions.</li> <li>The specifics of which fictional character is chosen is less important, it is a chance for children to practise this skill in a one-step removed way before applying it to themselves.</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b>-Slide 6-10, activity 4.1.</li> </ul>
<p>4.2 Children are then asked to complete their own Network of Support. Acknowledge that some people may not feel they want to put anyone they live with on their thumb, and that is ok. These networks should not be sent home, left in trays where they could be seen by family members or displayed publicly. Children should be able to access their Networks of Support. It is also important that this is not seen as a stand-alone activity, but is something that is revisited regularly, with the children encouraged to review who is on their network periodically. This review is particularly important in advance of periods of change <i>e.g. in relation to transitions in to new year groups/schools</i>.</p>	<ul style="list-style-type: none"> <li> It is recommended that the teacher collects and reviews the children's networks in order to identify if there are children who have not placed anyone from home on their network. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b>, slide 11, activity 4.2.</li> <li>See Resource 6 <b>My Network of Support</b>.</li> <li>It may be worthwhile informing other school staff members, which children have placed them in their Network of Support.</li> </ul>


## Section B continued

Teaching Activities	Points to Note
<p>4.3 Watch <b>Jessie and Friends Episode 1 'Watching Videos'</b>, the first short video in a three video series aimed at KS1 children produced by NCA CEOP (National Crime Agency, Child Exploitation and Online Protection).</p> <p>In this episode, Jessie watches a video online which she feels worried about. There is opportunity to reiterate learning about Early Warning Signs, as she gets a funny feeling in her tummy. You may also wish to review Networks of Support, as Jessie talks to someone from her Network of Support - her Dad - when she feels worried.</p>	<ul style="list-style-type: none"> <li> This activity requires sensitivity as there may be children within the group who have felt unsafe or worried about something that they have seen online.             <ul style="list-style-type: none"> <li>Visit <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>, then select age 4-7, or search for '<b>Jessie and Friends</b>.'</li> </ul> </li> <li>Information for parents about the Jessie and Friends resources and supporting materials for professionals are also available on the thinkuknow website. Go to <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> then select Parent/Carer or Children's workforce.</li> </ul>
<p>4.4 Revisit the character you used to model the process of creating a Network of Support in activity 4.1 Display the slide from the PowerPoint that shows the character's network of support. Give the children some scenarios and ask them to discuss in pairs who they think the character might choose to speak with and why. There is no right or wrong answer, but this enables the children to explore the choices they have about which adult they might choose to speak with in a one-step removed way.</p> <p>For <b>Alfie</b> you could give the following scenarios:</p> <ul style="list-style-type: none"> <li>- Alfie has fallen out with his friend Bernard and he is feeling upset. Who might he choose to talk with? <i>He could talk to his Nursery Teacher as she could help him sort out their disagreement. If he is still feeling upset when he gets home Mum or Dad might be a good choices as they are his 'home adults.'</i></li> <li>- Alfie is at his friend Bernard's house and he feels poorly. Who might he choose to talk with? <i>He may choose Bernard's Mum.</i></li> <li>- Alfie is feeling left out at home because he feels as though his younger sister Annie Rose is getting all of the attention from his Mum and Dad. Who might he choose to talk with? <i>Alfie could talk to Mum or Dad about how he is feeling. Or he might find it easier to talk to a family member he doesn't live with like his Grandma or Great Grandma Hilary.</i></li> <li>- Alfie is worried that his friend Bernard is being teased by some children from the school next to his nursery. Who might he choose to talk with? <i>Alfie might want to talk with Bernard's Mum, his own Mum or Dad, or a nursery school adult.</i></li> <li>- Alfie gets sent a message that upsets him. Who might he choose to talk with? <i>Mum or Dad might be a good choice here as they are his 'home' adults. It may depend when he got the message. If it was he was at nursery he could tell his Nursery Teacher.</i></li> <li>- Alfie's Dad falls and hurts himself when he is looking after Alfie. Mum and Annie Rose are out. Who might Alfie choose to talk with? <i>A neighbour, could be useful in this scenario, so Mr or Mrs MacNally might be able to help him. Or he might need to phone 999 for an ambulance.</i></li> </ul>	<ul style="list-style-type: none"> <li>The specifics of which fictional character is chosen is less important, it is a chance for children to practise this skill in a one-step removed way before applying it to themselves.</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b> Slide 7 or 9.</li> </ul>
<p>4.5 Ask the children to look at their own Network of Support. Give them similar scenarios as shared in activity 4.4, e.g. <i>falling out with a friend, receiving an upsetting message, feeling jealous of a sibling</i>, but this time ask the children to independently think about who in their own network they might speak to in that situation.</p>	<ul style="list-style-type: none"> <li> If you want children to record their ideas, using individual whiteboards would be an option. You could glance at individual responses. It would not be recommended to ask the children to publicly share their responses through peer discussion, holding up whiteboards, or taking whole class feedback, as this could be uncomfortable for children with 'gaps' in their network.</li> <li>See Resource 6 <b>My Network of Support</b>.</li> </ul>


## Section B continued

Teaching Activities	Points to Note
<p>4.6 Ask the children if they have heard of the word 'persistence' and if they know what it means. Explain that it means 'trying again' or 'not giving up'. Read <b>Not Now, Bernard</b>. In this story, Bernard tries to tell his Mum and Dad that there is a monster in the garden, but they don't listen to him and keep saying "Not now Bernard." Bernard is eaten up by the monster. When the monster comes into the house, but the parents are so used to saying "Not now, Bernard" that they don't notice it is a monster not Bernard! This is a funny story, but it can be used to make a more serious point, about the importance of persisting with trying to talk to someone from your Network of Support if you are feeling worried.</p> <p>Remind the children about their Early Warning Signs. If they are still feeling their Early Warning Signs after talking with someone in their network, they should try again, not give up and talk with someone else from their network.</p>	<ul style="list-style-type: none"> <li>If you don't have a copy of <b>Not Now, Bernard</b> search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.)</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b>-Slide 12-13, activity 4.6.</li> </ul>
<p>4.7 Introduce your puppet character. The puppet can tell the class that they have heard about a special phone number you can ring in an emergency, but they have forgotten what it is. Can the children teach the puppet anything about this special phone number? See if the class know the number to call is 999, and by calling 999 in an emergency you can get help from the police, ambulance or fire brigade.</p> <p>Watch '<b>Lookout Lion: how to make and emergency 999 call.</b>' This video is aimed at 4-7 year olds and was produced by Staffordshire Police, Staffordshire Fire and Rescue and West Midlands Ambulance service.</p> <p>Ask the children if there is anything else that they can teach the puppet about phoning 999 now they have watched the video? Use <b>PowerPoint slide 14</b> to consolidate the learning. We can call 999: if there is a fire in a house and ask for the fire brigade; if someone is ill or injured and ask for an ambulance; if someone does something wrong, like causes a fight in your home or breaks into your house and ask for the police. Only call 999 if it is an emergency. It is helpful to learn your address. Ensure that the children know that they shouldn't usually tell people they don't know where they live, including online, but in an emergency they can. Then display slide 15 of the PowerPoint and ask the children to add 999 'up the sleeve' on their Network of Support. If you have a role play area, you could consider setting up some role play options linked to 'people who help us' including fire fighters, police officers and medical professionals.</p>	<ul style="list-style-type: none"> <li> For Lookout Lion visit the West Midlands Ambulance website: <a href="http://wmas.nhs.uk/advice-resources/campaigns/how-to-make-an-emergency-999-call/">wmas.nhs.uk/advice-resources/campaigns/how-to-make-an-emergency-999-call/</a> <b>Lookout Lion</b> sees a car has crashed into a lamppost, which is why he decides to ring 999. Consider whether this may be too close to a child in the group's own experiences, and if so you may choose to teach the session without showing the video clip.</li> <li><b>Lookout Lion</b> can also be found on YouTube. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (See note above.)</li> <li>For information using about Puppets see the <b>TG Using Resources</b>.</li> <li>See Resource 1 <b>Personal Safety PowerPoint</b> Slide 14-15, activity 4.7.</li> <li>See Resource 6 <b>My Network of Support</b>.</li> </ul>
<p>4.8 Read <b>A Pipkin of Pepper</b>. In this story, Duck gets lost in the city whilst looking for ingredients for pumpkin soup. His friends, Squirrel and Cat, had told him, if he got lost, to wait in the same place and they would come back and find him, but Duck forgets about this in his panic. He is helped to retrace his steps by a kind mother hen and the friends are reunited in the end.</p> <p>This picture book provides an opportunity for the children to consider how they might feel if they were lost, and what they could do in the event of being lost, as nobody from their network will be available to help. A lot of children's books about being lost, focus on getting help from police officers, so children may suggest this as a solution. (999 is called in <b>A Pipkin of Pepper</b>, but it is not the only strategy used to help Duck. This does provide the chance to recap the learning from activity 4.7) In reality a police officer is unlikely to be immediately available in the event of a child being separated from their adult. Strategies that can be explored from the story include; <i>staying in the same place for a while to see if the adult returns and seeking help from unknown adults</i>. Draw out of the discussions with the children that if they are lost they may need to seek help from an adult they don't know. An adult who works there (like the shop keeper from the pepper shop) or an adult who has children with them (like Mother hen), would be good options. You may wish to follow this up with a paired role play activity to give the children the opportunity to practise asking for help, with one child pretending they are lost, and the other child playing the role of the adult they ask for help.</p>	<ul style="list-style-type: none"> <li> It is important that the term 'stranger danger' is avoided. In terms of perpetrators of abuse, we know that a child is much more likely to experience abuse from someone they know, so 'stranger danger' is an unhelpful message to give. Stranger awareness is a better term as there may be scenarios children face when they do need to approach a stranger to help them to feel safer.</li> <li>If you don't have a copy of <b>A Pipkin of Pepper</b> search on YouTube for a reading. (See note above)</li> <li>For information about using role play see <b>TG Drama Strategies</b>.</li> </ul>



## Section C - How My Actions Affect the Right of Others to Feel Safe

Framework question/s	Which school/classroom rules are about helping people to feel safe? (BS)
Learning Objective	5. To recognise which school/classroom rules are about helping people to feel safe (BS)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>decide if my fun, is fun for everyone</li> <li>give some examples of rules we have to help people feel safe.</li> </ul>
Teaching Activities	Points to Note
<p>5.1 Remind the children of the principle that we all have the right to feel safe, as explored in activity 1.7. Explain that if we all have the right to feel safe, then we should also try to make sure our own behaviour doesn't cause others to feel unsafe. A good way to think about this is to ask ourselves: 'Is my fun, fun for everyone?'</p> <p>Explain that you are going to share a story in which not all of the characters consider whether their fun is fun for everyone. Read <b>The Bear who went Boo</b> and ask the children to listen out for when the little cub doesn't think about whether his fun, is fun for everyone. There is also the option of linking back to earlier learning about Early Warning Signs, as at the end of the story, when the little bear experiences being booed by the other animals, his fur stands on end, just as we might feel our hairs stand on end if we don't feel safe.</p>	<ul style="list-style-type: none"> <li>A wide range of picturebooks or story extracts could be selected to fulfil the purpose of this task as long as they enable the children to consolidate their understanding of 'Is my fun, fun for everyone?' in a one step removed way. <b>Alfie Gives a Hand</b> is an alternative book you could use here, as Alfie's friend Bernard doesn't think about whether everyone feels safe when he wears his tiger mask.</li> <li>If you don't have a copy of <b>The Bear who went Boo</b> search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.)</li> </ul>
<p>5.2 Revisit the idea that we all have the right to feel safe, including during their time at school and that this activity will help them to show you if there are any areas of school where they do not feel safe. Give each child a print out of a series of photographs showing different areas of school, such as their classroom, different parts of the playground, the dinner hall, the toilets, the cloakroom. Ask them to use smiley face or sad face symbols, or red/green colour coding to show whether they feel safe and unsafe in those parts of school.</p> <p>It is really important that this activity is followed up, so that meaningful discussion can be had with the children about areas of the school where they feel unsafe. It will probably be more effective if the teacher collates the children's responses so that during a later lesson they can display the photos of the school with the areas identified as areas of the school where not all children feel safe. Ask the class for suggestions about how someone could be helped to feel safer in the identified areas of the school e.g. <i>dinner hall/toilets/parts of playground</i>. This could be done in a Circle Time session. It is important that where practicable, the children's suggestions are shared with senior leaders and followed up to improve their perceptions of feeling safe in school.</p>	<ul style="list-style-type: none"> <li>  <p>This activity requires sensitivity as if a child finds an area of school unsafe, this may be distressing.</p> <ul style="list-style-type: none"> <li>Older children could collate this information from other classes, if all year groups were covering personal safety simultaneously, as there is a strand about feeling safe in school in the materials for each year group unit. This could be a topic for discussion in your student council.</li> </ul> </li> <li>'One-step removed' is a useful strategy to adopt when encouraging the children to think about personal safety as it creates some distance between themselves and the given scenario. <i>I.e. how could someone feel safe even if they are using the school laptop/ipad; rather than how could you feel safer using the school laptop/ipad.</i></li> <li>For information about Circle Time see the <a href="#">TG Circle Time</a>.</li> </ul>



## Section C continued

Teaching Activities	Points to Note
<p>5.3 Write out your classroom rules or school rules, with each rule written on an individual strip of paper. Create two headings 'rules linked to helping everyone feeling safe' and 'other rules.' As you read each rule ask the children to think about whether the rule is to do with helping people to feel people safe and place it under the relevant heading. You could ask children to vote with a show of hands as to whether they think it is a safety rule.</p> <p>Use this opportunity to address any misconceptions. For example, 'Using kind hands and feet' may seem like an obvious safety rule as hitting/kicking type behaviours are likely to lead to people feeling unsafe. However, even rules to promote good manners can contribute to people feeling safer as use of safe, inclusive language can promote feelings of safety.</p>	<ul style="list-style-type: none"><li> This activity may also be an opportunity for staff to reflect on the language used to write the rules. It would be more in keeping with a Protective Behaviours ethos for the rules to promote the desired behaviour, rather than constituting a series of things which are not allowed. So 'Remember to use kind hands and feet' is preferable to 'No hitting, no kicking, no punching, no biting.' Also, rules such as 'Children should always do as the adults say' should be avoided. Sometimes adults may tell a child to do something unsafe, and hearing these sorts of messages can make it even harder for children to speak up about abuse.</li><li>Ensure that explicit reference is made to the rules in place around feeling safe online. These may be captured within classroom rules, or separately via ICT/Acceptable use agreement or similar.</li></ul>



## Section D - Bodily Autonomy

Framework question/s	Can I identify private body parts and say 'no' to unwanted touch? (BS)
Learning Objective	6. To be able to identify private body parts (BS)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• know which parts of my body are private</li> <li>• use scientific names for private body parts such as penis, testicles and vagina/vulva</li> <li>• talk with someone from my Network of Support if I am worried about unsafe touch.</li> </ul>
Teaching Activities	Points to Note
<p>6.1 Give the children <b>Resource 7</b> and <b>Resource 8</b> Body Outlines of a boy and girl, ask them to shade in the parts of the body which are called 'private parts'. Assess whether the children have similar ideas. Discuss bodies of children of the same age as those in your class, rather than adult bodies. Describe the private parts of the body as those parts covered by their pants. In some families 'private parts' might be considered the parts covered by pants and vest. Ask the children for some reasons that other people might see their 'private parts' <i>e.g. a doctor or nurse if they are ill, a parent helping them to get dressed, Grandpa helping them in the bath</i>. Explain that if they ever feel uncomfortable or feel their Early Warning Signs in relation to their private parts, they should tell someone in their Network of Support. Emphasise throughout that their body belongs to them. The children may understand that the concept of private parts and activities to be done in private change as they get older. <i>E.g. older girls will begin to consider their breasts as private parts.</i></p>	<ul style="list-style-type: none"> <li>•  This activity teaches about unwanted and unsafe touch, therefore sensitivity is required as there may be children who have experienced unwanted or unsafe touch, or sexual abuse. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.</li> <li>• This activity also features in <b>RS1 Relationship and Sex Education</b>.</li> <li>• Use Resource 7 <b>KS1 External Male Body Outline</b> and Resource 8 <b>KS1 External Female Body Outline</b>.</li> <li>• Be aware that in some families the parts considered 'private' for males and females are those covered by pants and vest. The mouth is also considered a private part in some cultures, e.g. Gypsy, Roma Traveller.</li> </ul>
<p>6.2 Watch the NSPCC's '<b>Pantosaurus</b>' video which reiterates the message that your pants cover your private parts, and that if anyone tries to touch the area inside your pants, tell them 'No' and tell someone you trust, <i>i.e. an adult from your Network of Support</i>.</p>	<ul style="list-style-type: none"> <li>•  This activity teaches about unwanted and unsafe touch, therefore sensitivity is required as there may be children who have experienced unwanted or unsafe touch, or sexual abuse within the group. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.</li> <li>• <b>Pantosaurus</b> can be viewed here: <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. Or search for '<b>NSPCC Pantosaurus</b>'. <b>Pantosaurus</b> can also be found on YouTube. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/ comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool <i>e.g. PowerPoint</i>.)</li> </ul>



## Section D continued

Teaching Activities	Points to Note
<p>6.3 Show the children a large outline shape of a boy and a girl of their own age. You might choose to draw around people in the class. As a class, ask the children to talk in pairs about the bodies and make a list together of all the body parts they can think of that can be seen from the outside. Tell the children that family names for sexual parts <i>e.g. willie and twinkle</i> are acceptable to use in class, but ensure that children are introduced to the scientific terms <i>e.g. penis, testicle, vagina/vulva</i>. Explain this to the children by saying that these are the words a doctor might use if they were describing different body parts. You might call them the 'doctor' words. Show the children sets of cards with named external body parts, including the 'doctor' names for sexual parts, and compare these to the lists they have made, noting any body parts/names they may have missed out. If necessary, add further cards to the sets to ensure that the children's suggestions are included. Mix the cards up and ask children to place them on the body outlines in the appropriate place. Acknowledge the children who can say the scientific words aloud in order to encourage others to say the 'doctor' words.</p>	<ul style="list-style-type: none"> <li>  <p>It is important that children learn and are encouraged to use without embarrassment the scientific words for sexual body parts as this is seen as a protective factor with regards to safeguarding. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.</p> </li> <li>Ensure that you have agreed which terms are to be used with your teaching colleagues and that this is consistent with your school Relationships Education Policy. Young children need one word for the external female parts. You should decide as a staff whether to use the term vulva or vagina. ('Vulva' is the scientifically correct term for the external female sexual parts. 'Vagina' is an internal part.) See <a href="#">6D Use of Vocabulary in Primary RSE</a> to assist in your decision making.</li> <li>This activity also features in <b>RS1 Relationship and Sex Education</b>.</li> <li>It is suggested that you focus on the bodies of children of this age group in this exercise. A development in later units will be to look at adult bodies.</li> </ul>
<p>6.4 Talk about the differences and similarities between male and female bodies using the outlined bodies and reinforce the vocabulary introduced in activity 6.3 <i>i.e. penis, testicle, vagina/vulva</i>. Emphasise that males and females have many body parts that are the same, but that some are different. You might explain that the parts that are different between male/female bodies are the bits between their legs. Males have a tube called a penis that they wee from and dangly bits called testicles/testes. Female bodies have different parts too. These parts are also between their legs. They have an area called a vulva/vagina, with a special hole in the middle and another hole at the front they wee from. Everyone has a hole at the back where poo comes out.</p> <p>Give each child the outlines of male and female bodies and challenge them to write the names of as many external body parts as they can around the drawings. <b>A</b></p>	<ul style="list-style-type: none"> <li>  <p>All staff have a responsibility to be aware of the warning signs and symptoms that a girl (usually aged between 0-15 years) may be at risk of female genital mutilation (FGM). Learning scientific names for body parts and building confidence in talking about them is a widely recognised protective factor. Visit <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> for more information.</p> </li> <li>Body Outlines of external body parts for male and female may be found in Resource 7 <a href="#">KS1 External Male Body Outline</a> and Resource 8 <a href="#">KS1 External Female Body Outline</a>. You may also choose to use Resource 9 <a href="#">Body Part Labels</a></li> <li>This activity also features in <b>RS1 Relationship and Sex Education</b>.</li> <li>Your explanation of female sexual parts will need to be tailored to reflect whether you are using the word 'vulva' or 'vagina' to describe female external parts. Refer to <a href="#">6D Use of Vocabulary in Primary RSE</a>. In the sample explanation, you might choose to use scientific words for 'wee'-urine and 'poo'-faeces.</li> </ul>

## Section D continued

Framework question/s	Can I identify private body parts and say 'no' to unwanted touch? (BS)	
Learning Objective	7. To know that my body belongs to me and to be able to say 'No' to unwanted touch (BS)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• understand what is meant by 'My Body, My Choice'</li> <li>• give examples of when I should ask first</li> <li>• be confident to say 'No' if I don't want to do something</li> <li>• talk with someone from my Network of Support if I am worried about unsafe touch.</li> </ul>	
Teaching Activities	Points to Note	
<p>7.1 Explain to the children that the next step in our learning is all about how everyone's body belongs to them and how they have a choice about what they do with their body. Ask the children to draw a self portrait and label it with different things that they choose to do with their amazing bodies. Examples might include: <i>legs for swimming/running/playing football/trampolining, arms for cartwheeling/swimming/climbing, hands for painting/writing stories/playing a musical instrument, voice for singing/storytelling, brain for making up imaginary games/solving problems</i>. Children should complete their own labelled picture to reflect their own interests/hobbies. The teacher may wish to create a labelled portrait to share with the class reflecting their own interests/hobbies, or as a class create one for a fictional character that the children are all familiar with, to model the process. Introduce the phrase 'My Body, My Choice' and explain that the children will be learning about other choices they can make about their bodies over the next few activities.</p>		
<p>7.2 Read <b>Ask First, Monkey</b> to the class. In this story, Monkey loves tickling his friends, and he finds it hard to believe that anyone wouldn't enjoy his spectacular tickles. When some of the other animals admit they don't like being tickled, Monkey learns that he should ask first and respect other people's wishes.</p> <p>Ask the children when else you could ask first? Examples might include for types of physical contact, <i>e.g. hugging, tickling, kissing, hand holding</i>. It is also better to ask first if we want to use or play with something someone else is using/playing with, or if we want to borrow something belonging to someone else, we shouldn't just take it. You may wish to create a list of 'ask first' scenarios for inclusion on your working wall.</p> <p>Link this back to the learning in activity 7.1. We need to ask first, so that people are given the the opportunity to make their choice about their own body. Remind the children of the 'My Body, My Choice' rule.</p>	<ul style="list-style-type: none"> <li>  <p>Be sensitive to those who may find it difficult to respect personal space of others.</p> <ul style="list-style-type: none"> <li>• If you do not have access to a copy of the book, a simple stop-motion animated version of <b>Ask First, Monkey</b> can be found on YouTube. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool <i>e.g. PowerPoint</i>.)</li> </ul> </li> </ul>	
<p>7.3 Watch <b>Jessie and Friends Episode 2 'Sharing Pictures'</b>, the second short video in a three video series aimed at KS1 children produced by NCA CEOP (National Crime Agency, Child Exploitation and Online Protection). In this episode, Jessie and her friends share photos that they took at Tia's birthday. The episode looks at how sharing pictures with friends and family can be fun, and addresses the importance of asking permission before sharing photos of someone else. It also covers the importance of talking to an adult if you are feeling worried as Jessie and her friends are helped by their teacher. If you created a list of 'ask first' scenarios for the working wall, you could add 'ask first before sharing photos/videos online' to the list. Link this back to the learning in activity 7.1 and 7.2. We need to ask first before sharing photos or videos of others to give everyone the chance to make their choice about their own body. Remind the children of the 'My Body, My Choice' rule.</p>	<ul style="list-style-type: none"> <li>  <p>This activity requires sensitivity as there may be children within the group who have felt unsafe or worried about something that they have seen online.</p> <p>Visit <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>, then select age 4-7, or search for '<b>Jessie and Friends</b>.'</p> </li> <li>• Information for parents about the Jessie and Friends resources and supporting materials for professionals are also available on the thinkuknow website. Go to <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>, then select Parent/Carer or Children's workforce.</li> </ul>	

## Section D continued

Teaching Activities	Points to Note
<p>7.4 Read <b>Harrison P. Spader, Personal Space Invader</b>. At the start of this story, Harrison the Hippo often unwittingly invades the personal space of his friends, but as the story goes on he learns some practical strategies to help him think more about the personal space of others. The story gently acknowledges that different people are comfortable with different levels of physical closeness/physical contact and is careful not to ascribe blame/fault to any character.</p> <p>This story could also be useful in the light of the Covid-19 pandemic, to support children to try to create space between themselves and others, whilst also acknowledging that this can be difficult <i>'when you love life as much as Harrison does.'</i></p>	<ul style="list-style-type: none"> <li>  <p>Be sensitive to those who may find it difficult to respect personal space of others.</p> <ul style="list-style-type: none"> <li>If you don't have a copy of <b>Harrison P. Spader, Personal Space Invader</b> search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="https://viewpure.com">viewpure.com</a> or <a href="https://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. PowerPoint.)</li> </ul> </li> </ul>
<p>7.5 Read <b>Everyone's got a bottom</b> to the class. In this book Ben is learning to look after his body, and comparisons are made with the things he can now do independently that his younger sister, Emma, needs help to do, such as including washing himself and brushing his teeth. This book recaps on the vocabulary for our private parts i.e. <i>penis, testicles, vagina, vulva</i> (See Points to Notes for information about what to consider when teaching this vocabulary.) The story reiterates the message from activity 6.2 that if anyone tries to touch your private parts, you should talk to an adult you trust. The book also outlines how you shouldn't be asked to keep a secret about your body or your private parts. Safe and unsafe secrets is covered in Section E. The phrase <i>'From my head to my toes, I can say what goes.'</i> is repeated throughout the book, as Ben and his siblings are taught that their body belongs to them and they have a say in what happens to it.</p> <p>After reading the book, remind the children that, as Ben is more grown up, he can take more responsibility for looking after his body than his baby sister. Ask the class, <i>In which ways can Ben look after his body himself, where his sister still needs help? What other things can the children think of that they can now do for themselves that they could not do when they were a baby or toddler?</i></p> <p>Ask the children what they think it means in the story when it says <i>'From my head to my toes, I can say what goes.'</i> Explain that this has the same meaning as 'My Body, My Choice.' Remind them of the 'ask first' learning from 7.2 and 7.3. Ask the children what Ben's family's touching rule was? <i>'Nobody can touch our bodies, including our private parts without good reason.'</i></p> <p>Refer back to learning from activity 6.1 about when a trusted adult might have a 'good reason' to see or touch their 'private parts' e.g. <i>a doctor or nurse if they are ill, a parent helping them to get dressed, Grandpa helping them in the bath.</i> In the story, younger sister Emma needs help to wash her private parts, Ben can wash his body himself, but needs help from Dad to wash his hair, Ben's older cousin, Stewart, showers in private. You may also wish to draw out how our ideas about privacy may change as we get older. In the story, Emma likes running around with no clothes on, whilst Ben understands you need to be dressed to go out to the shop.</p> <p>Remind the children that if anyone ever touches a child's private parts it is never the child's fault, and that if they are ever feeling worried they can talk with someone from their Network of Support.</p>	<ul style="list-style-type: none"> <li>  <p>This book references unsafe touch, therefore sensitivity is required as there may be children who have experienced unwanted or unsafe touch, or sexual abuse within the group. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.</p> </li> <li>As you are reading the story, you may wish to use only the term vagina or vulva (the story uses both) to ensure this is consistent with your school Relationships Education Policy. Young children need one word for the external female parts. You should decide as a staff whether to use the term vulva or vagina. ('Vulva' is the scientifically correct term for the external female sexual parts. 'Vagina' is an internal part.) See <b>6D Use of Vocabulary in Primary RSE</b> to assist in your decision making.</li> <li>If you don't have a copy of <b>Everyone's got a bottom</b> search on YouTube for a reading. (See note above.)</li> </ul>

## Section D continued

### Teaching Activities

### Points to Note

7.6 Introduce your puppet character. Have your puppet character say to the children that they have been feeling worried about something and wondered if the children could help. Have the puppet explain that they are going to see their aunty on Saturday and they have been feeling uncomfortable about having to give their aunty a goodbye kiss and hug because although they like to give kisses and hugs to their mummy, daddy and little brother, they don't really like kissing and hugging other people. Have the puppet explain that they do love their aunty and don't want to upset her, but they also don't want to have to kiss or hug her. You may wish to reassure the puppet that it's ok that they feel that way, because of the 'My Body, My Choice' rule.

Ask the children what the puppet could say when it is time to go home and they are asked to kiss/hug goodbye. Suggestions could be 'No thank you, I would rather wave' or 'Can I give you a high-five instead?' You may also want to suggest that the puppet could talk to their mummy or daddy about going to their aunty's house and explain how they feel about giving goodbye hugs and kisses, so then the mummy or daddy could say 'Do you want to give aunty a goodbye high-five?' instead of 'Do you want to give aunty a goodbye kiss and cuddle.' Ask the puppet to come back after the weekend and tell the children how they got on. You could then have the puppet return in a subsequent session and say they had tried the children's suggestions and their aunty gives really good high fives and the puppet feels much better now that they talked to their parents about it.



- This activity addresses unwanted touch, therefore sensitivity is required as there may be children who have experienced unwanted touch, or experience similar anxieties about physical contact with family members. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.

- For information about using puppets see the [TG Using Resources](#)

7.7 Using slide 16 from the **Resource 1 Personal Safety PowerPoint** recap on the messages about which parts of the body are private, how if someone touches a child's private parts it is never the child's fault and if they are ever worried about unsafe touch they can speak with someone from their Network of Support.

Remind the children about 'My Body, My Choice' and that different people like different sorts of touch. Some people might like to hold hands with someone they are close to, and others might dislike hand holding. Some people like hugs, others prefer not to hug. You may wish to refer back to **Harrison P. Spader, Space Invader** (activity 7.4).

You may also wish to ask the children to return to their labelled portraits from activity 7.1 and add to it with their touch preferences e.g. *I use my mouth to kiss my Mum and baby brother, I use my arms to hug my Dads and my grandparents, I don't use my arms to hug, but I do use my hands to high-five my family and friends.*

Use slide 17 from the **Personal Safety PowerPoint** to introduce the activity- the children are to independently mark on a body outline with red/green hand symbols whether touch to that area of the body represents safe or unsafe touch to them using **Resource 9**. Use this activity to assess the children's understanding of which parts of the body are private body parts that should not be touched by others unless there is a health/hygiene reason-**A**.



- This activity references unsafe touch, therefore sensitivity is required as there may be children who have experienced unwanted or unsafe touch, or sexual abuse within the group. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.

- See Resource 1 **Personal Safety PowerPoint**, slide 16/17 , activity 7.7.

- See Resource 10 **Safe and Unsafe Touch**

7.8 Explain that they are going to practice saying 'No' in a way that shows they really mean it. This is different from a polite 'No thank you', but could be used if you are feeling unsafe in a situation, including if someone tried to touch your private parts.


Next, explain that you are going to practice saying 'No' and that they should watch carefully. Ask the children to look at what you do with your voice and your body. Say 'No' assertively, and matching this with assertive body language; draw yourself up to full height, make eye contact and take a small step forward. See if the children noticed the three strategies for being assertive. Can they explain what they saw you doing with your voice and body, (and if necessary repeat the actions or show each part separately, then again all together). Explain that a shouting voice could be useful to use in this situation, as it may attract the attention of people around them. However, for the classroom practice, a strong speaking voice will be fine! Children can then be paired up to practice saying 'No means no' with a partner, trying to use an assertive voice and body language.




- It is important that children hear the message that it can be hard to say 'No', especially if you are feeling unsafe, so if they are unable to say 'No' to something at the time, it is not their fault. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead.

- For information about Role Play see the [TG Drama Strategies](#).


## Section E - Safe and Unsafe Secrets

Framework question/s	What could I do if I feel worried about a secret? (BS)
Learning Objective	8. To know what I could do if I feel worried about a secret? (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>talk with someone from my Network of Support if I am worried about an unsafe secret.</li> </ul>
Teaching Activities	Points to Note
<p>8.1 Read <b>A Secret Worth Sharing</b>. In this story, Mole makes a new friend, Mouse, and he decides to keep their friendship a secret from his other friends, but when his other friends meet Mouse, at first Mole doesn't want to share her with his other friends. Rabbit advises him that 'Friendship is a very special thing...but one of the things that makes it so special is the more you share, the more you have,' and Mole realises that his friendship with Mouse was 'a secret worth sharing.'</p>	<ul style="list-style-type: none"> <li>If you don't have a copy of the book search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="https://viewpure.com">viewpure.com</a> or <a href="https://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. PowerPoint.)</li> </ul>
<p>8.2 Refer back to page 27 in <b>Everyone's got a bottom</b> (see activity 7.5). On this page, Mum says "We don't have to keep secrets about our bodies or private parts...Secrets can be about surprises and presents."</p> <p>Spilt a sheet of flip chart paper in two and at the top of one half write 'safe secrets,' and at the top of the other half write 'unsafe secrets.' Cut out the images on from <b>Resource 11</b>. Read the following scenarios and ask the children whether you should place the corresponding image in the 'safe' or 'unsafe' secrets column. You can adapt the scenarios to suit the class.</p> <ul style="list-style-type: none"> <li>- Someone has bought a father's day present for their step-dad and is keeping it hidden in a secret place.</li> <li>- Someone's Mum is planning a surprise party for their grandparents' wedding anniversary and they have been told to keep it a secret.</li> <li>- Someone's friend gave them a note at school with an unkind message on it told them to keep is a secret.</li> <li>- Someone was playing a game on their tablet when they got a message from someone they didn't know. The message said 'This is our secret'.</li> <li>- Someone's parents have told them something exciting is happening this weekend, but that it is a big surprise.</li> <li>- Someone showed their private parts to an older child and the older child said 'You can never tell, this is a secret.'</li> </ul> <p>There is opportunity here to remind the children about the earlier learning about their Early Warning Signs. If they are experiencing their Early Warning Signs in relation to a secret or surprise, they can talk with an adult from their Network of Support.</p>	<ul style="list-style-type: none"> <li>  This activity addresses unsafe secrets, therefore sensitivity is required as there may be children who have been asked to keep unsafe secrets or who currently have an unsafe secret. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead. </li> <li>If you don't have a copy of the book search on YouTube for a reading. See note above.</li> <li>See Resource 11 <a href="#">Safe and Unsafe Secrets</a>.</li> </ul>

## Section F - Recognising and Reporting Abuse

Framework question/s	What could I do if a friend or someone in my family isn't kind to me? (BS)
Learning Objective	9. To know what I could do if a friend or someone in my family isn't kind to me (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>talk with someone from my Network of Support if a friend or someone in my family isn't kind to me.</li> </ul>
Teaching Activities	Points to Note
<p>9.1 Introduce your puppet character. Have your puppet character say to the children that they have been feeling worried about something and wondered if the children could help. Have the puppet explain that they have a funny feeling in their tummy and their legs feel all wobbly and they don't know what to do. The teacher could then reassure the puppet that it is normal to get those feelings in our body, particularly if we are feeling worried about something. Have the puppet explain that they feel worried because someone in their family hasn't been very kind to them and they don't feel like they want to go home. Can the children suggest what the puppet could do? Hopefully they will suggest that the puppet talks to an adult they trust about it. The puppet could then think about the adults from their network and the teacher could model the puppet thinking about which adult they can go off to talk with <i>e.g. I don't feel like I can talk to Daddy or my Granny about this, maybe I could speak to Mrs Smart the helper in my classroom as she is in my network.</i> Have your puppet thank the children for their help and ask if they might also be able to help a friend who has also been feeling worried.</p> <p>Introduce a second puppet. Have the new puppet tell the children they are feeling scared about going out to play at lunchtime because the child who used to be their best friend has started to play with some other children and now the puppet has nobody to play with. Even worse than that, their best friend has sometimes been saying mean things with the other children about the puppet. Can the children suggest what the puppet could do? Hopefully they will suggest that puppet 2 talks to an adult they trust about it. The puppet could then think about the adults from their network and the teacher could model the puppet thinking about which adult they can go off to talk with <i>e.g. I think I will tell my Mum about it when I get home and also Mr Khan who helps out in the dinner hall, as he is in my network.</i></p> <p>You could then have the puppets return in a subsequent session and tell the children how they got on. Perhaps Puppet 1 told Mrs Smart about their worries and Mrs Smart helped Puppet 1 talk with their Daddy at bedtime about the worry so now Puppet 1 feels happier. Puppet 2 could have talked to Mr Khan who suggested Puppet 2 join in with a lunchtime club and now Puppet 2 has made three great new friends and now is feeling happier and safer on the playground at lunchtime.</p>	<ul style="list-style-type: none"> <li>  Sensitivity is required as there may be children who have experienced unkind treatment from family and/or friends within the class. The terminology of 'abuse' and 'neglect' is not introduced until years 5 and 6 (<b>PS 56</b>). Statistically it is highly likely that within a typical primary class there will be children who have experienced abuse and/or neglect. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead. </li> <li>For information about using puppets see the <a href="#">TG Using Resources</a>.</li> </ul>
<p>9.2 Remind the children that we can talk with someone about anything, good or bad, big or small. Share the story <b>Ruby's Worry</b>. Talk to the class about how Ruby's worry seemed to grow and grow. When Ruby decided to talk about her worry, it begins to shrink and Ruby realises that other people have worries too. Draw out of the discussions that everyone worries about things some of the time, and often talking with someone from our Network of Support can help if we are feeling worried.</p> <p>Ensure that you draw out of this that whilst Ruby chose to talk to a boy about her worry and it did help, if it is a worry about feeling unsafe, or if the child is experiencing their Early Warning Signs, it is important that they speak with an <b>adult</b> they trust from their Network of Support.</p>	<ul style="list-style-type: none"> <li>Another suitable text to use is <b>The Huge Bag of Worries</b>. Other books could also be shared with the class, as long as the character is seen to speak to another character about their worry and, as a result, receive help.</li> <li>If you don't have a copy of Ruby's Worry, search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="#">viewpure.com</a> or <a href="#">safeshare.tv</a>, or embed the YouTube video into another presentation tool <i>e.g. PowerPoint</i>.)</li> </ul>

## Section F continued

Framework question/s	What could I do if something worries or upsets me when I am online? (BS)
Learning Objective	10. To know what I could do if something worries or upsets me when I am online (BS)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>talk with someone from my Network of Support if I am worried or upset about something online.</li> </ul>
Teaching Activities	Points to Note
<p>10.1 Watch <b>Jessie and Friends episode 3 'Playing Games'</b>, the third short video in a three video series aimed at KS1 children produced by NCA CEOP (National Crime Agency, Child Exploitation and Online Protection).</p> <p>In this episode, Jessie and her friends are playing an online game when they agree to join forces with a mystery person in order to win. But, the mystery person tricks them and they lose the game. The video acknowledges the fun of playing games online with friends, but gives the message that it is important that you know who you are talking to online and that it is ok to say 'No' to someone if you are feeling unsure. It also touches on the importance of talking to an adult if you are asked to keep a secret about something that happens online and reiterates the messages about Early Warning Signs and talking with someone from your Network of Support if you feel worried, scared or sad.</p>	<ul style="list-style-type: none"> <li> This activity requires sensitivity as there may be children within the group who have felt unsafe or worried about something that they have seen online. <ul style="list-style-type: none"> <li>Visit <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>, then select age 4-7, or search for '<b>Jessie and Friends</b>.'</li> </ul> </li> <li>Information for parents about the Jessie and Friends resources and supporting materials for professionals are also available on the thinkuknow website. Go to <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> then select Parent/Carer or Children's workforce.</li> </ul>
<p>10.2 Read <b>The Cave</b>. In this story, Wolf tries to trick a 'little creature' from coming out of the cave, but when the 'little creature' appears it is actually a huge bear. When we are playing games online we can't always see the person we are playing with. Just as Wolf couldn't see the creature in the cave and thought it was a little creature, we can't see the person we are playing with so they may not be what we expect.</p> <p>Refer back to activity 10.1 when Jessie's sister and Tia's brother pretended they wanted to help Jessie and her friends win a game.</p>	<ul style="list-style-type: none"> <li>If you don't have a copy of The Cave search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="http://viewpure.com">viewpure.com</a> or <a href="http://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. PowerPoint.)</li> </ul>

## Section G - Processing the Learning

Framework question/s	
Learning Objective	11. To understand what I have learned and be able to share it with others.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> <li>share something that I have learnt.</li> </ul>
Teaching Activities	Points to Note
11.1 Read <b>My Body! What I Say Goes!</b> which recaps all the key learning from the unit including recognising feelings, Early Warning Signs, Networks of Support, private parts, secrets and surprises.	<ul style="list-style-type: none"> <li>If you don't have a copy of <b>My Body! What I say Goes!</b> search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through <a href="https://viewpure.com">viewpure.com</a> or <a href="https://safeshare.tv">safeshare.tv</a>, or embed the YouTube video into another presentation tool e.g. PowerPoint.)</li> </ul>
11.2 In a Circle Time round, ask the children to say one thing they have found out about keeping themselves safe in this unit of work. You may wish to refer them to the working wall that you have built up though the unit of work. Children should be given the option of passing if they wish.	<ul style="list-style-type: none"> <li>For information about Circle Time see the <a href="#">TG Circle Time</a>.</li> </ul>

## Resources to Support this Unit

The following resources are included in the Unit PS 1/2 Resource Pack linked to this Unit:

1. Personal Safety PowerPoint
2. Physical and Emotional Feeling Cards
3. Feelings, Thoughts and Behaviour
4. Safe Places
5. Early Warning Signs
6. My Network of Support
7. KS1 External Male Outline
8. KS1 External Female Outline
9. Body Part Labels
10. Safe and Unsafe Touch
11. Safe and Unsafe Secrets

These resources are directly referenced within this unit

**Sometimes I Feel Sunny** Gillian Shields and Georgie Birkett

**Starting School** Janet and Allan Ahlberg

**Mog's Bad Thing** Judith Kerr

**Owl Babies** Martin Waddell and Patrick Benson

**Giraffe's Can't Dance** Giles Andreae and Guy Parker-Rees

**Alfie's Christmas** Shirley Hughes

**Alfie Gives a Hand** Shirley Hughes

**Alfie and the Birthday Surprise** Shirley Hughes

**An Evening at Alfie's** Shirley Hughes

**Not Now, Bernard** David McKee

**A Pipkin of Pepper** Helen Cooper

**The Bear Who Went Boo** David Walliams and Tony Ross

**Ask First, Monkey!** Juliet Clare Bell and Abigail Tomkins

**Harrison P. Spader, Personal Space Invader** Christianne Jones and Cale Atkinson

**Everyone's Got a Bottom** Tess Rowley and Jodi Edwards

**A Secret Worth Sharing** Jonathon Emmett and Vanessa Cabban

**The Cave** Rob Hodgson

**Ruby's Worry** Tom Percival

**The Huge Bag of Worries** Virginia Ironside

**My Body! What I Say Goes!** Jayne Sanders

## Sources of Information and Support

**Your school/establishment's Designated Safeguarding Lead** should be informed if you are worried about a child or children in your school/establishment.

### Education Safeguarding Team, Cambridgeshire County Council

The Education Safeguarding Team 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 can be requested by telephoning 01223 729039 or Email: [ECPSGeneral@cambridgeshire.gov.uk](mailto:ECPSGeneral@cambridgeshire.gov.uk).

### Cambridgeshire RSE Toolkit

In this toolkit you will find a full range of documents to support teaching, working with parents, policy development and resourcing for RSE.

### 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, including the 'Jessie and Friends' resources referenced in this unit of work.

### 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.

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

Provides information for professionals, parents and staff, including their 'Share Aware' resources referenced in PS34 and PS56 units of work.

### Speak Out, Stay Safe assemblies for Primary Schools by NSPCC

[www.nspcc.org.uk](http://www.nspcc.org.uk) Go to 'NSPCC Learning' and then 'Services' and then 'Speak out, Stay safe schools service'.

The Speak Out, Stay Safe Schools Service is provided free of charge to all primary schools in the UK. They deliver an assembly, usually for years 5 and 6 followed by an interactive workshop. It gives 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. An online offer suitable for Key Stage 1 is available during Covid restrictions- see website for details.

### Women's 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.

### The ICT Service (Cambridgeshire)

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

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

### Life Education Centres [www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)

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.

### Protective Behaviours Association [www.protectivebehaviours.org](http://www.protectivebehaviours.org)

For information about Protective Behaviours including free to download resources.

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

## **Healthy and Safer Lifestyles • PS 1/2 Personal Safety**

### **Contents**

Resource 2 Physical and Emotional Feeling Cards	1
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Resource 9 Body Parts Labels	8
Resource 10 Safe and Unsafe Touch	9
Resource 11 Safe and Unsafe Secrets	10

Click on the title of the resource you require.

## **Resource 2 - Physical and Emotional Feelings**

**happy**

**sad**

**puzzled**

**sleepy**

**spotty**

**lumpy**

**grumpy**

**not cheerful**

**angry**

**hot**

**shaky**

**sweaty**

**smiley**

**itchy**

**brave**

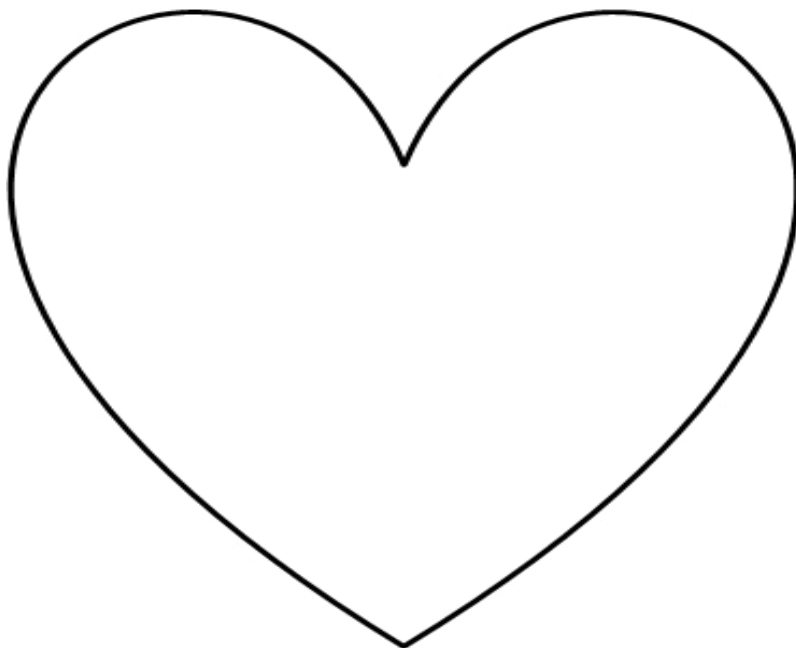
**frightened**

**Resource 3 - Feelings, Thoughts, Behaviour**

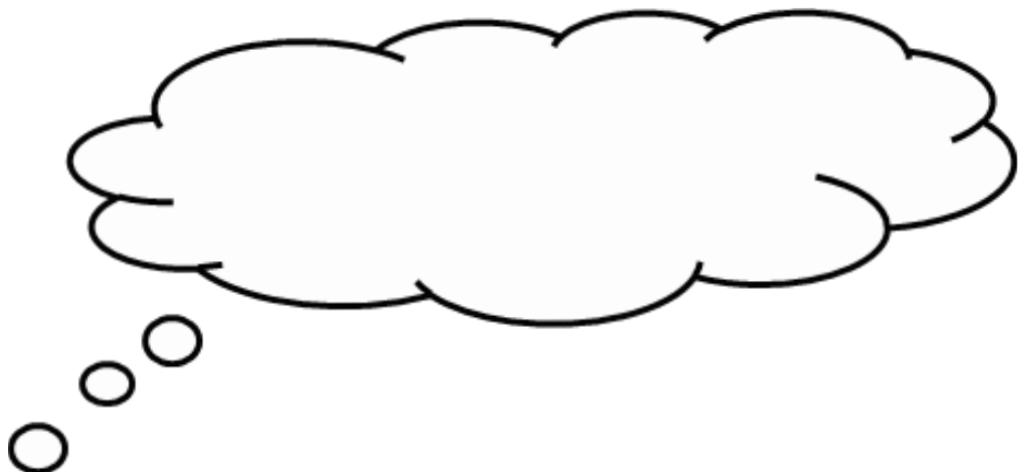
**What did  
Mog do?**



**What might  
Mog have  
been  
feeling?**



**What might  
Mog have  
been  
thinking?**



## **Resource 4 Safe Places**

**Draw a place that feels safe to you.**



**In my safe place I feel:**

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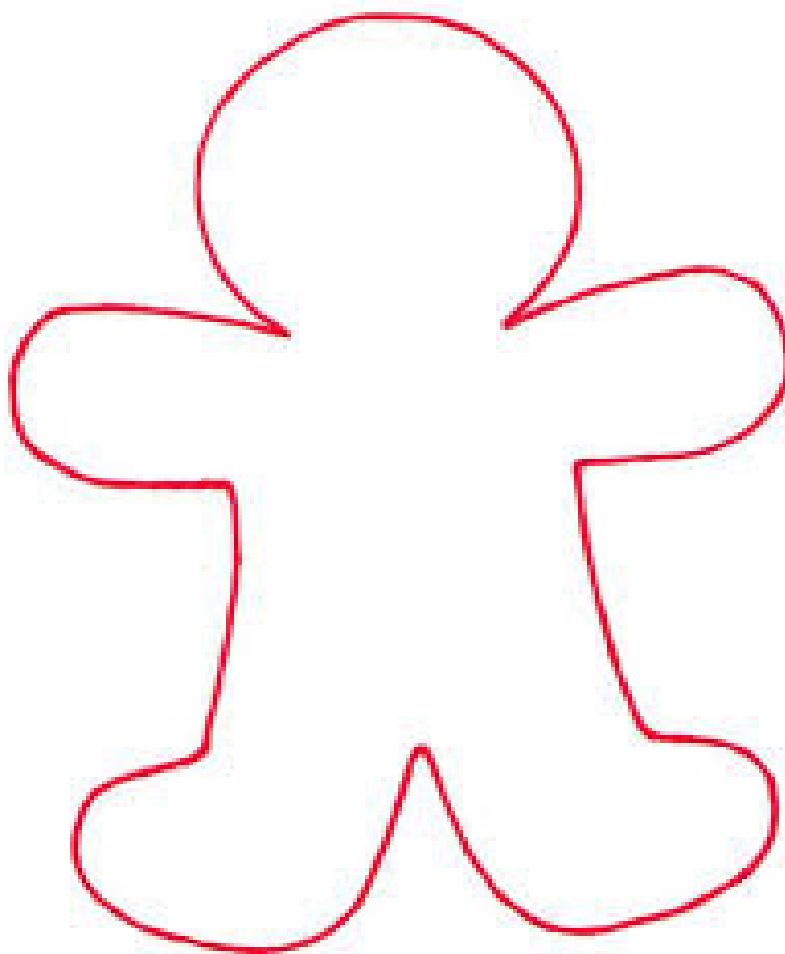
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## **Resource 5- Early Warning Signs**

### **Draw and label your Early Warning Signs**

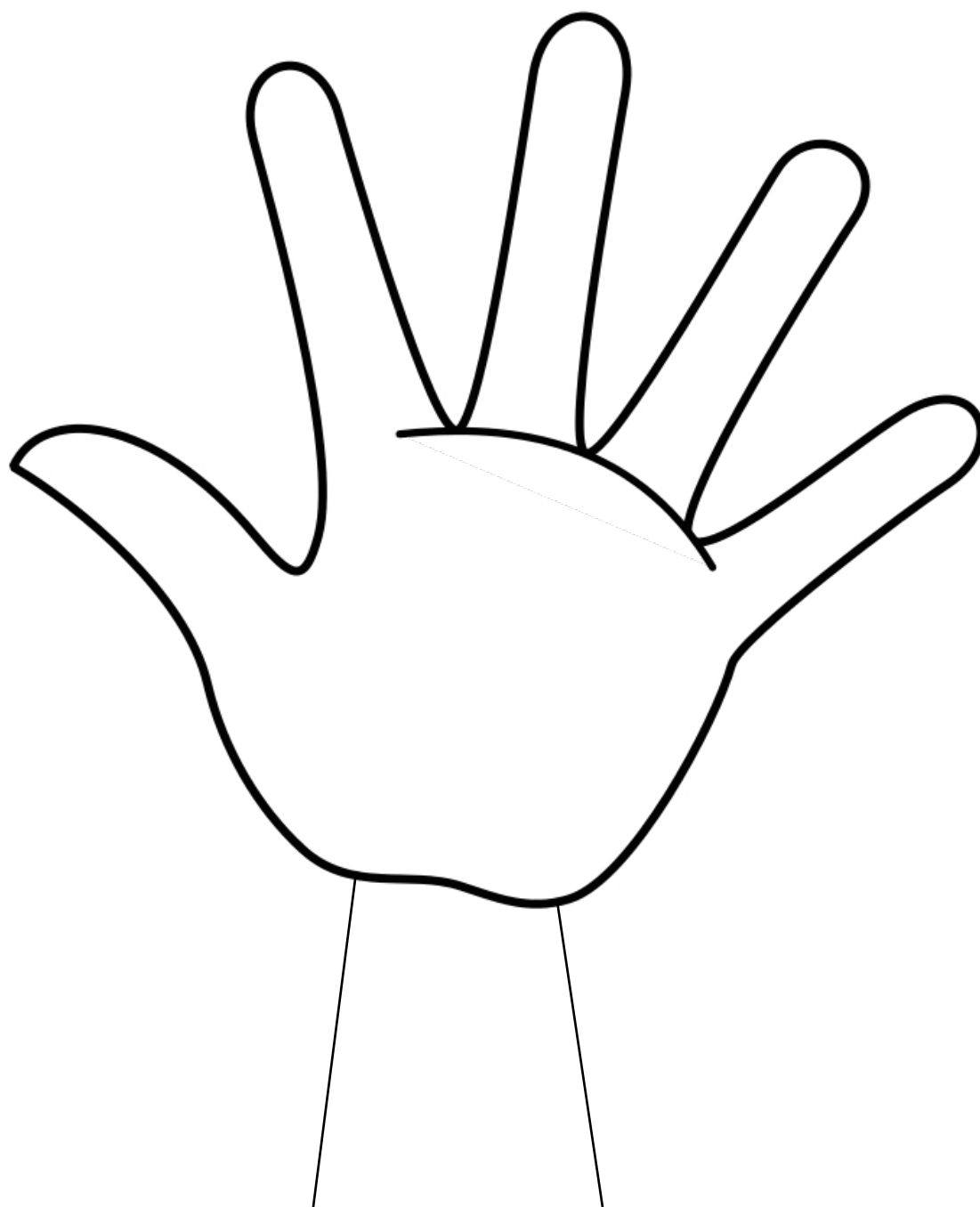
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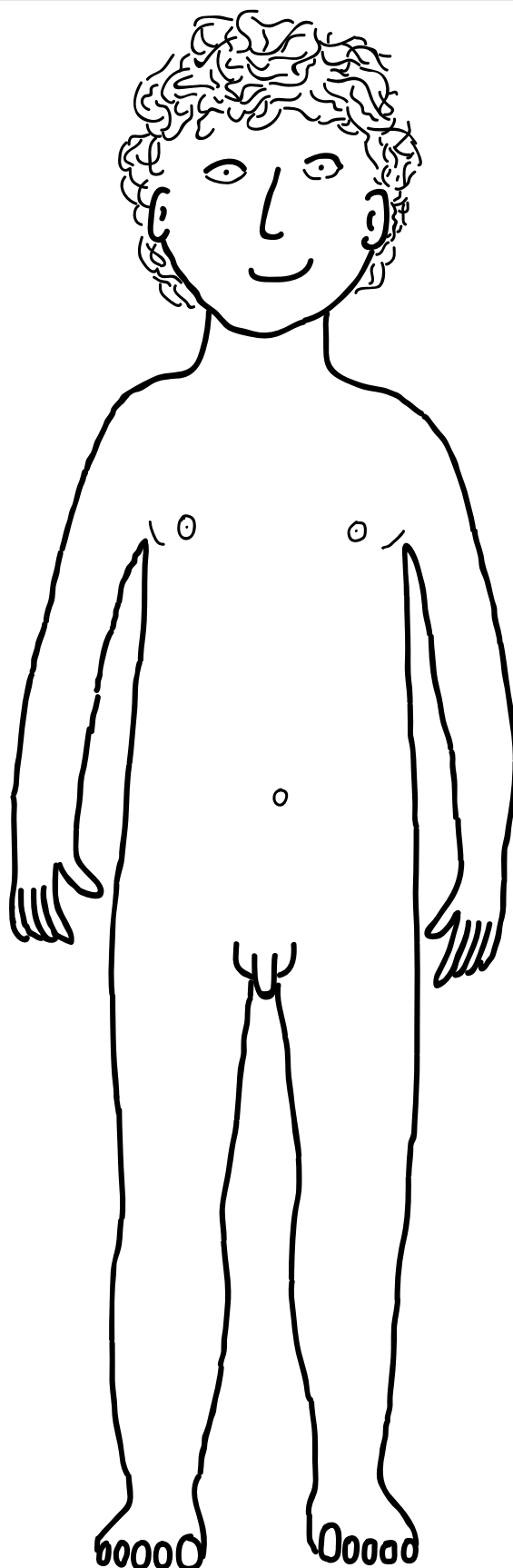
## **Resource 6 - My Network of Support**

### **Which adults are in your network?**

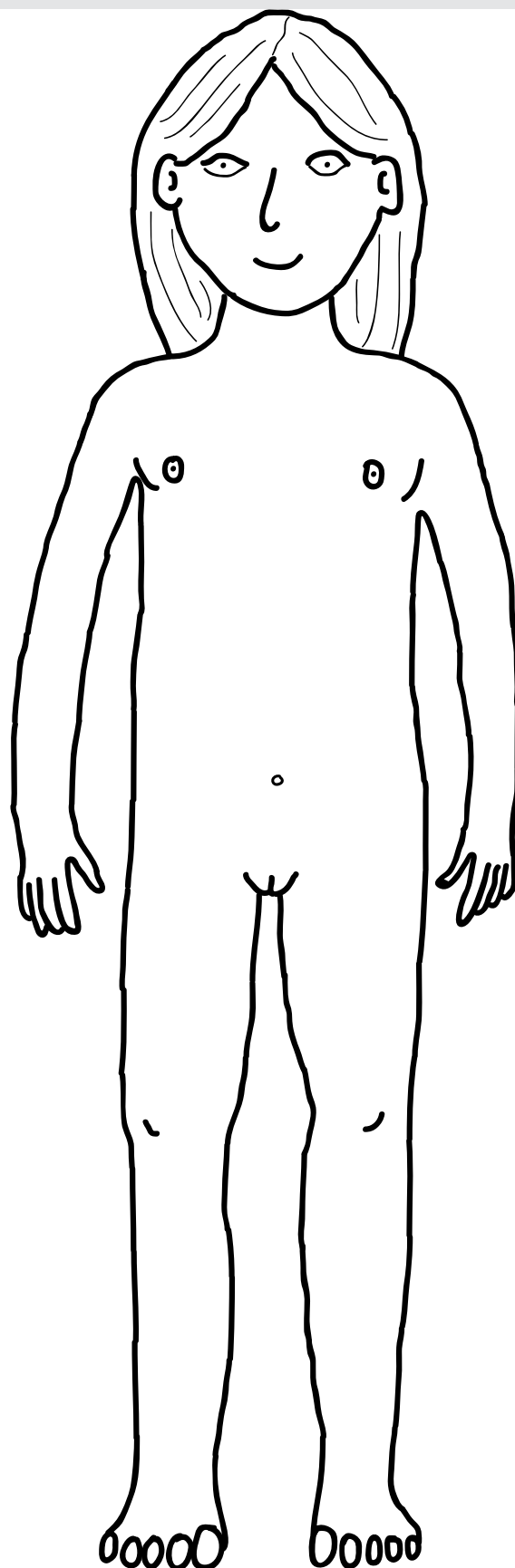
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## **Resource 7 - KS1 Male External Body Outline**



**Resource 8 - KS1 Female External Body Outline**



## Resource 9 - Body Part Labels

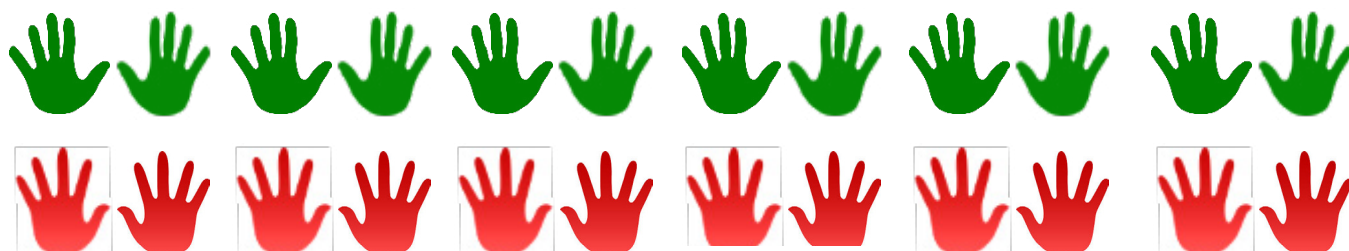
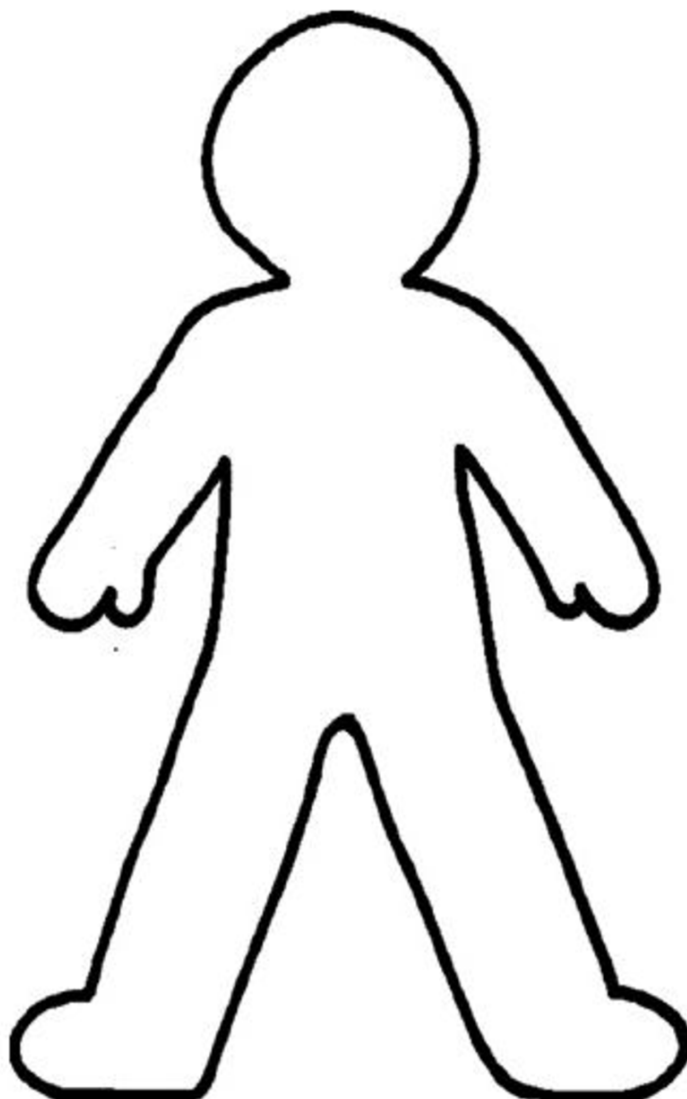
penis	testes*	testicles*
knee	vagina*	vulva*
bottom	leg	anus
chest	eyebrow	arm
nipple	knuckles	shoulder
toe	foot	elbow
finger	fingernail	eyelash
wrist	lips	ear
nose	eye	mouth
hair	skin	shin
toenail	cheek	chin
palm	sole	ankle
back	calf	heel

\* Use which ever word you have agreed to use in your school.  
Refer to **6D Use of Vocabulary in Primary RSE** for guidance.

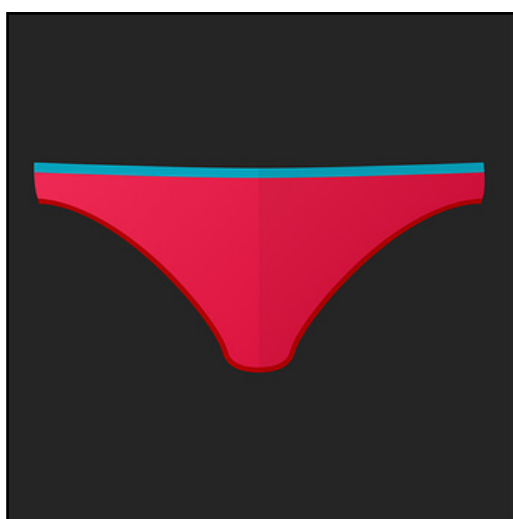
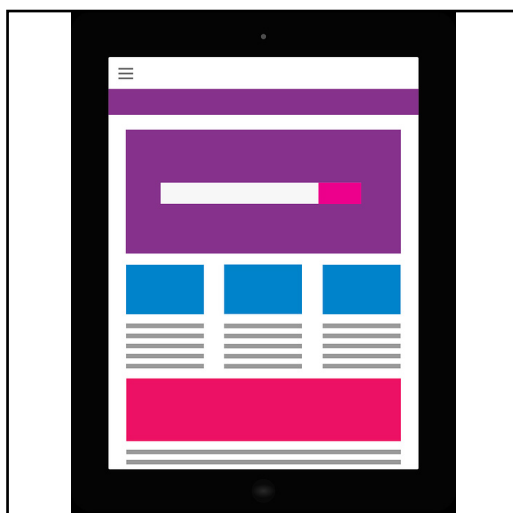
## Resource 10 - Safe and Unsafe Touch

**Stick the hand shapes on the body outline.**  
**Green= safe touch. Red = unsafe touch.**

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## Resource 11 - Safe and Unsafe Secrets



## Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Healthy and Safer Lifestyles PS12 Personal Safety	R	A	G	Notes
Section A - Recognising if I am Feeling Safe or Unsafe				
1. To be able to identify different feelings and tell others how I feel. (MW)				
2. To be able to name my own Early Warning Signs. (BS)				
Section B - Asking For Help, Trusted Adults and Networks of Support				
3. To recognise which adults and friends I can trust. (CF)				
4. To know who I could talk with if I have a worry or need to ask for help. (BS)				
Section C - How My Actions Affect the Right of Others to Feel Safe				
5. To recognise which school/classroom rules are about helping people to feel safe. (BS)				
Section D - Bodily Autonomy				
6. To be able to identify private body parts. (BS)				
7. To know that my body belongs to me and to be able to say 'no' to unwanted touch. (BS)				
Section E - Safe and Unsafe Secrets				
8. To know what I could do if I feel worried about a secret. (BS)				
Section F - Recognising and Reporting Abuse				
9. To know what I could do if a friend or someone in my family isn't kind to me. (BS)				
10. To know what I could do if something worries or upsets me when I am online. (BS)				